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RE: I-LEAD CHARTER SCHOOL HEARING  
(VOLUME III)

BEFORE: Jeffrey D. Litts, Hearing Officer

DATE AND TIME: Tuesday, February 2, 2016  
at 9:37 a.m.

LOCATION: Reading School District  
Administration Building  
800 Washington Street  
Reading, Pennsylvania

APPEARANCES:

LEVIN LEGAL GROUP PC  
By: Allison S. Petersen, Esquire  
Paul J. Cianci, Esquire  
1301 Masons Mill Business Park  
1800 Byberry Road  
Huntingdon Valley, PA 19006

Representing Reading School District

O'DONNELL ASSOCIATES  
By: Jeffrey R. Stacey, Esquire  
1601 Market Street  
Suite 2310  
Philadelphia, PA 19103

Representing I-LEAD Charter School

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I N D E X

<u>WITNESS</u>	<u>EXAMINED BY</u>	<u>PAGE</u>
Eric Turman	Ms. Petersen	428
	Mr. Stacey	547
	Hearing Officer	588
	Mr. Stacey	591
	Ms. Petersen	622
Tamara Smith	Mr. Ciani	626
	Mr. Stacey	661
	Mr. Ciani	677

<p>1                                <u>PROCEEDINGS</u></p> <p>2                                HEARING OFFICER: Good morning, we are</p> <p>3 here to reconvene the public hearing involving the</p> <p>4 Reading School District and I-LEAD Charter School. I</p> <p>5 declare this hearing session to be open at approximately</p> <p>6 9:37 a.m.</p> <p>7                                I note that we have several people in the</p> <p>8 audience other than Counsel, who's been previously</p> <p>9 introduced. For those folks in the room, this is a quasi</p> <p>10 judicial hearing being held in compliance with the</p> <p>11 Charter School law and the local agency law, so I would</p> <p>12 ask that if you have cell phones, either turn them off or</p> <p>13 turn them to silence, and please refrain from any type of</p> <p>14 discussions while we're in the midst of the hearing.</p> <p>15                                Consistent with what was previously</p> <p>16 discussed at our last hearing session, at this point in</p> <p>17 time the School District Administration will commence</p> <p>18 presentation of their evidence with regards to the</p> <p>19 amendment issue that we previously already had some</p> <p>20 information introduced into the record, as well as to the</p> <p>21 proposed revocation of the Charter.</p> <p>22                                So unless there's any other procedural</p> <p>23 issues at this time, I'll turn it over to Ms. Petersen to</p> <p>24 start.</p> <p>25                                MS. PETERSEN: I have none.</p> <p style="text-align: right;">427</p>	<p>1                                Q. Have you been employed in any other</p> <p>2 positions with the School District?</p> <p>3                                A. Yes. Starting in '97, I was a fifth grade</p> <p>4 teacher at 10th and Penn Elementary School. After, I</p> <p>5 believe it was, roughly six and a half years, I transferred</p> <p>6 and I became the Assistant Principal at Northeast Middle</p> <p>7 School.</p> <p>8                                After a semester, Mr. Jamula retired, I</p> <p>9 became the Principal at Northeast Middle School for a</p> <p>10 two-year period. I left the District for a year to take</p> <p>11 over a high school in Philadelphia, came back the following</p> <p>12 year. I believe that was '07. I was the Director of</p> <p>13 Elementary for four and a half years. And then for the</p> <p>14 last half of the year I was the Director of Elementary and</p> <p>15 Director of Secondary.</p> <p>16                                Q. When you say Director of Elementary and</p> <p>17 Director of Secondary, are you talking about for the</p> <p>18 Reading School District?</p> <p>19                                A. Correct.</p> <p>20                                Q. And then you assumed your position as the</p> <p>21 High School Principal in what year?</p> <p>22                                A. I believe it was the '11/12 school year.</p> <p>23                                Q. Do you hold any certifications in</p> <p>24 Pennsylvania?</p> <p>25                                A. Yes. I have my Elementary Certification, K</p> <p style="text-align: right;">429</p>
<p>1                                HEARING OFFICER: Mr. Stacey, do you have</p> <p>2 anything?</p> <p>3                                MR. STACEY: None.</p> <p>4                                HEARING OFFICER: Then you may proceed,</p> <p>5 Ms. Petersen.</p> <p>6                                MS. PETERSEN: The School District will</p> <p>7 caller Eric Turman.</p> <p>8                                ERIC TURMAN</p> <p>9 was called as a witness and, having been first duly sworn</p> <p>10 by the Reporter-Notary Public, was examined and testified</p> <p>11 as follows:</p> <p>12 BY MS. PETERSEN:</p> <p>13                                Q. Good morning, Mr. Turman.</p> <p>14                                A. Good morning.</p> <p>15                                Q. Can you state your name for the record,</p> <p>16 please?</p> <p>17                                A. Eric Turman, T-U-R-M-A-N.</p> <p>18                                Q. By whom are you employed?</p> <p>19                                A. The Reading School District.</p> <p>20                                Q. In what position?</p> <p>21                                A. The High School Principal.</p> <p>22                                Q. For how long have you held the position of</p> <p>23 High School Principal?</p> <p>24                                A. This is my fifth year with Reading Senior</p> <p>25 High School.</p> <p style="text-align: right;">428</p>	<p>1 to 6. I also have my Principal Certification, K to 12.</p> <p>2 And I also have my Superintendent Letter of Eligibility.</p> <p>3                                Q. And when did you obtain that?</p> <p>4                                A. Letter of Eligibility was in 2007 from St.</p> <p>5 Joe's. The Principal Cert. was 2003 from Alvernia College.</p> <p>6 And my Elementary Cert. was from Alvernia College, also, in</p> <p>7 '97.</p> <p>8                                Q. And you may have just mentioned it in what</p> <p>9 you said, but can you just make it clear what your</p> <p>10 educational background is?</p> <p>11                                A. Elementary education, I was an elementary</p> <p>12 teacher for probably about six years, then transitioning to</p> <p>13 a middle school. So for the most part, I've been at every</p> <p>14 single level.</p> <p>15                                Q. But in terms of your degrees?</p> <p>16                                A. Okay, I'm sorry.</p> <p>17                                Q. Let me clarify.</p> <p>18                                A. I hold a Master's of Urban Education, and I</p> <p>19 received that in, I believe it was, 2003, and also a</p> <p>20 Bachelor's of Arts. I received that in '97.</p> <p>21                                Q. Thank you. Can you describe to the Hearing</p> <p>22 Officer and the Board, who will be reviewing the record,</p> <p>23 what your responsibilities are as the Principal of the</p> <p>24 Reading Senior High School?</p> <p>25                                A. There are roughly 3500 students, anywhere</p> <p style="text-align: right;">430</p>

<p>1 between 3 and 3500 students throughout the course of the 2 year. Staff member-wise I oversee approximately 3 to 400 3 staff members. So if you combine all that together, it's 4 roughly, you know, a little bit less than 4,000 individuals 5 who I work with at Reading Senior High School.</p> <p>6 My No. 1 responsibility at the high school 7 is an instructional leader. That has been since day one, 8 since I stepped foot at the high school in terms of looking 9 and managing all the instructional programs and all of the 10 resources that are available for students and, also, for 11 staff as well. So being an instructional leader is my 12 No. 1 priority at Reading Senior High School.</p> <p>13 Q. In that role, do you interact with students? 14 A. Yes. That's a daily occurrence, 15 interacting with the kids at the high school. You know, 16 relationships with urban students are critical. 17 Relationships with any students are critical, but, really, 18 with urban kids, you know, sometimes we call it the peeling 19 of the onion, and you have to start to peel the onion to 20 get down what are some of the issues and causes of why they 21 won't want to partner with you in order to get an 22 education.</p> <p>23 So the interacting with students, it's a 24 daily occurrence for me. I need them to feel they can come 25 to me and talk to me about situations. My door is always</p> <p style="text-align: right;">431</p>	<p>1 in front of them, that all goes through me. As I said 2 earlier, that is my No. 1 priority at that high school.</p> <p>3 Q. As part of that responsibility, do you have 4 any role in reviewing academic data? 5 A. Yes. You know, the moment SPP is released, 6 I'm on the website, pretty tough to see specifically where 7 we're at, and then, also, in comparison where we're at in 8 comparison to the county schools.</p> <p>9 So the SPP profile is definitely one 10 component. The second is Keystone because you'll receive 11 your Keystone data at a minimum twice per year. You 12 receive after your winter Keystone in March, and then 13 you'll receive the next wave in June. And as soon as it's 14 out, my Team are on it right away to see how well the kids 15 did and how well they faired, who made it, who didn't make 16 it, and what plans we need to put in place to move them 17 forward.</p> <p>18 We have some other ancillary which support 19 those two. We have SRI. Those are students who are in our 20 Read 180 program.</p> <p>21 Q. What's SRI? 22 A. Scholastic Reading Inventory. And 23 basically that just gives you a lexile level on a student. 24 If a student's at a certain lexile level below a 11 or 25 1200, that student is not reading at grade level. So a</p> <p style="text-align: right;">433</p>
<p>1 open.</p> <p>2 I have kids who walk in there and, you 3 know, if I'm in a meeting, nine times out of ten I will 4 stop what I'm doing to talk to a kid and find out what's 5 going on. Because, you know, the last thing I want is not 6 to be there for that day and then that student leaves that 7 building and a situation occurs where I didn't make time 8 out of my schedule to figure out how I could support them.</p> <p>9 Q. In terms of the academic programs at the 10 high school, what responsibilities do you have with respect 11 to the academic programming? 12 A. Once again, that goes back to me being an 13 instructional leader. That's my No. 1 priority. Any type 14 of academic program or anything we're going to do 15 instructionally, all of those pieces go through me. It 16 starts and ends with me.</p> <p>17 And what I mean by that is, if I'm going to 18 be held accountable for what happens at the high school, 19 which I take full accountability for, I'm going to make 20 sure that the programs we bring there are something that I 21 can invest in and moving forward, how do you support all of 22 the adults so that they can support kids.</p> <p>23 So anything in terms of -- I don't want get 24 too much into it right now, but anything in terms of 25 instructional practice and what teachers do when kids are</p> <p style="text-align: right;">432</p>	<p>1 good portion of our students at the high school go to a 2 Read 180 classroom, trying to get those students 3 academically up to grade level in reading. So SRI is 4 another data point.</p> <p>5 Study Island is a data point that we use as 6 well. With Study Island we just started that this year 7 where -- for Algebra, Literature, and then also Biology 8 where we're going to administer the assessment a minimum of 9 three times per year, basically giving our classroom 10 teachers some kind -- a data set on a kid to see where he's 11 at in terms of progressing in terms of the benchmark, which 12 is when they take the Keystone exam. Probably for 10th 13 grade it will be in May.</p> <p>14 Q. What grade levels are served by Reading 15 Senior High School? 16 A. Grades 10 through 12.</p> <p>17 Q. Within that grade span, what Statewide 18 assessments are administered? 19 A. Keystone exams. 20 Q. Only; correct? 21 A. Only.</p> <p>22 Q. What are the Keystone exams? 23 A. Keystone exams were -- the inception was -- 24 I believe it was 2012 -- were supposed to be a end of 25 course assessment.</p> <p style="text-align: right;">434</p>



<p>1 So they started off with like ten and</p> <p>2 then sort of whittled that down to three. So you have</p> <p>3 Algebra 1, you have Literature, and then you also have</p> <p>4 Biology. So a Keystone exam is -- was structured to be a</p> <p>5 end of course assessment to see how well the student</p> <p>6 faired at the end of getting their instruction and</p> <p>7 getting their curriculum for a year.</p> <p>8 Q. And at what point during the school year</p> <p>9 does a student take the Keystone exam?</p> <p>10 A. Depends on the grade level and depends on</p> <p>11 if the student is in the course. So I'll give you an</p> <p>12 example. We have students now who are in Biology in 10th</p> <p>13 grade. Those students, when they are done with the course</p> <p>14 Biology, will take the Keystone exam because the course</p> <p>15 Biology triggers the exam.</p> <p>16 We have to designate a grade level for when</p> <p>17 students are willing to take the Keystone exam in</p> <p>18 Literature. We designated Grade 10. So at the end of</p> <p>19 Grade 10 when students finish the curriculum for that</p> <p>20 course for that year, it will trigger them taking the</p> <p>21 Keystone exam at the end of the year in May.</p> <p>22 Algebra 1 depends on when the kid takes the</p> <p>23 course. In our District you can take Algebra 1 in 8th</p> <p>24 grade, 9th grade, some in 10th. So when they are done with</p> <p>25 either Algebra 1 or Algebra 1 Mod B, that will trigger a</p> <p style="text-align: right;">435</p>	<p>1 by the end of their 11th grade school year.</p> <p>2 Q. You had previously referenced in your</p> <p>3 testimony something called the SPP system. I can't</p> <p>4 remember if you used the whole words and not just the</p> <p>5 acronym, but what is SPP?</p> <p>6 A. The School Performance Profile. The</p> <p>7 Pennsylvania Department of Education went away from the</p> <p>8 straight AYP and stating, I believe it started back in</p> <p>9 2001, 2002, where you were going to get to a point and in</p> <p>10 10, 11 years every kid was going to be proficient.</p> <p>11 So once, obviously, that didn't come to</p> <p>12 fruition, they went to a different system, which was the</p> <p>13 School Performance Profile. School Performance Profile is</p> <p>14 broken up to about five sections.</p> <p>15 It gives you an opportunity to gain points</p> <p>16 based on the performance of kids for the assessment. It</p> <p>17 gives you the opportunity to gain points based on how kids</p> <p>18 do from a growth standpoint. It gives you an opportunity</p> <p>19 to gain points whether or not how well you're moving kids</p> <p>20 in the historically underperforming or those who are</p> <p>21 academically challenged, also, as well.</p> <p>22 And it also gives you a chance for</p> <p>23 graduation attendance extra credit to really give you a</p> <p>24 better snapshot of a school in terms of all of your</p> <p>25 programs you have in place and how students are being</p> <p style="text-align: right;">437</p>
<p>1 student taking the Keystone exam.</p> <p>2 Q. Are you familiar with Chapter 4?</p> <p>3 A. Correct. Yes.</p> <p>4 Q. What is Chapter 4?</p> <p>5 A. Just basically Chapter 4 is saying in terms</p> <p>6 of what the expectations are for what -- the Keystone exam</p> <p>7 is part of the Chapter 4 in terms of that a student must</p> <p>8 make at least one attempt at the Keystone exam, and it's</p> <p>9 also a completion -- it's supposed to be a completion</p> <p>10 assessment, but a student has to make at least one attempt</p> <p>11 at the assessment before they get to their Senior year.</p> <p>12 Q. So does it matter when the child has taken</p> <p>13 the course?</p> <p>14 A. No. No, as long as it is by the end of his</p> <p>15 or her 11th grade year that they've taken the course to</p> <p>16 trigger taking the exam.</p> <p>17 Q. Does a public school have an option of</p> <p>18 having a child or having a student take the Keystone exam?</p> <p>19 A. No.</p> <p>20 Q. Why do you say that?</p> <p>21 A. Because every public school needs to follow</p> <p>22 specifically what PDE is stating in terms of Chapter 4. So</p> <p>23 everyone must administer the Keystone exam for every</p> <p>24 student. Once again, once they're in a course, at the end</p> <p>25 of the course -- or at least they need to make one attempt</p> <p style="text-align: right;">436</p>	<p>1 prepared moving forward.</p> <p>2 Q. Is there another part of the SPP system that</p> <p>3 relates to Federal measures?</p> <p>4 A. Yes. You're going to end up getting, also,</p> <p>5 a State report card. And you're also going to see a</p> <p>6 designation when you look at your SPP profile on the</p> <p>7 left-hand side. You know, the District receives X number</p> <p>8 of dollars in Title 1. The high school receives X amount</p> <p>9 of dollars in Title 1. Because of that, there are certain</p> <p>10 Federal standards that we're held accountable for.</p> <p>11 And there is designations in terms of it</p> <p>12 being a priority school, focus school, some schools no</p> <p>13 designation, or a reward school.</p> <p>14 Q. Is that called the Federal designation?</p> <p>15 A. Correct.</p> <p>16 Q. Does the Department of Education,</p> <p>17 Pennsylvania Department of Education, publish information</p> <p>18 on its website about the SPP system?</p> <p>19 A. Yes.</p> <p>20 Q. And have you reviewed that information?</p> <p>21 A. Yes.</p> <p>22 Q. I'm going to have you turn to the Joint</p> <p>23 Exhibit book to Exhibit 11. Can you identify the</p> <p>24 information that's contained in Joint Exhibit 11?</p> <p>25 A. It's a glossary of terms, and this</p> <p style="text-align: right;">438</p>

1 basically will detail every single item that's on your SPP  
2 profile. So any school district can -- or any LEA can look  
3 at it and see what's the glossary of terms and, basically,  
4 what are all the expectations for each area or each  
5 component of the SPP profile.

6 Q. The document that's in Exhibit 11, who  
7 prepared this document?

8 A. Pennsylvania Department of Education.

9 Q. From what source was this obtained?

10 A. When you say what source was it obtained --

11 Q. Was it obtained from the Department?

12 A. Correct. Correct.

13 Q. I'm sorry. I didn't mean to confuse you. I  
14 apologize. Is this document current, as far as you are  
15 aware?

16 A. Correct.

17 Q. Are you familiar with I-LEAD Charter School?

18 A. Yes.

19 Q. What grades does I-LEAD Charter School  
20 serve?

21 A. I believe it serves Grades 9 through 12.

22 Q. And are you aware of what grade or grades  
23 the Charter School is testing students on the State  
24 assessment?

25 A. I believe they're testing students anywhere

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1 between Grades 9 and 11.

2 Q. And on what State assessments would they be  
3 administering?

4 A. It should be Biology, Algebra 1 and  
5 Literature.

6 Q. So on the Keystone exams?

7 A. Correct. Correct.

8 Q. To your knowledge, are they administering  
9 any PSSA's?

10 A. No.

11 Q. If a student takes a Keystone exam before  
12 their 11th grade year, so their Junior year, what happens  
13 to their score?

14 A. A couple of things happen. If a student  
15 takes a Keystone exam -- take an example, I take the  
16 Keystone Literature exam in 10th grade and I pass. My  
17 score is banked for my 11th grade year for whatever high  
18 school I attend. So I could take the score in 10th grade,  
19 pass, and then transfer to Antietam, and then the score  
20 goes to Antietam.

21 So it is banked for whatever school that  
22 student is in their 11th grade school year.

23 Q. I just want to make sure the record is  
24 clear. Antietam is a different school district --

25 A. Correct.

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1 Q. -- than Reading School District; correct?

2 A. Correct.

3 Q. So if a child is living in Antietam, takes  
4 the Keystone in 10th grade at Antietam, but then moves to  
5 Reading School District for 11th grade, let's say, which  
6 school district has the child's Keystone score recorded?

7 A. Reading School District because it's his  
8 11th grade year when you do your PIMS snapshot it's going  
9 to capture that student. And whether or not that student  
10 passed or failed, you're going to get his score one way or  
11 the other.

12 HEARING OFFICER: If I can just follow up  
13 on that just so I understand this. So using your  
14 example, sir, if a student takes a Keystone in 10th grade  
15 at Reading High School and then transfers for 11th grade  
16 -- takes the Keystone in 10th grade, passes, transfers to  
17 Antietam in 11th grade, it's your testimony that that  
18 Keystone is banked for which school?

19 THE WITNESS: For Antietam.

20 HEARING OFFICER: Thank you.

21 BY MS. PETERSEN:

22 Q. What happens if a child -- I should say a  
23 student. They're technically not children anymore. What  
24 happens if a student fails the Keystone exam?

25 A. So let's say he fails his 10th grade

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1 Literature Keystone exam. We will have that information by  
2 June. We take all students who fail the Keystone exam --  
3 I'm using Literature as an example -- in their 11th grade  
4 who they're taking 11th grade Literature, making the  
5 assumption they failed the Keystone, passed the course. So  
6 now I pass the course, I'm in 11th grade. We designate  
7 those kids as a K student.

8 So now that teacher knows Eric Turman did  
9 not pass his Keystone exam in 10th grade, needs remediation  
10 in 11th grade, so he can then retest in January. You get  
11 your scores back in March. Eric Turman did not pass it  
12 again, remediate for 45 more days before he would take it  
13 in the spring in May.

14 Q. Is there any limit to the number of times a  
15 student can take the Keystone exams?

16 A. Absolutely not. A student can take it  
17 multiple times. You even have summer windows where a  
18 student can take the exam. During my 11th grade year I  
19 could take it in the winter wave. I could come back and  
20 take it in the spring. I get data on the student in June,  
21 and you could come back and do some remediation over the  
22 summer.

23 It's a shorter window, but they actually do  
24 have a summer wave where our students can take the  
25 assessment.

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<p>1 Q. What happens if a student, despite taking 2 the Keystone multiple times, failed the Keystone exam each 3 time, what happens then in their Senior year? 4 A. They were to do project based assessments, 5 and that was with the Class of 2017. 6 Q. And that would be in lieu of a graduation 7 requirement? 8 A. Correct. 9 Q. What is Reading Senior High School's 10 practice in terms of students retaking the Keystone exam if 11 they don't pass? 12 A. We have students take it multiple times. 13 Out of all the data sets we've looked at, the Keystone exam 14 and getting results back from the Keystone are probably the 15 best data you can get in terms of seeing where students are 16 at and what their deficiencies are. 17 And then we create remediation plans for 18 kids as soon as we get their data back. So I'll take a 19 Team out to the IU. We've done this for the past four 20 years, where once we get their data in June, that following 21 year, once sort of the dust has settled in terms of who was 22 at the high school, we will take a week. We will go to the 23 IU. We will look at every single piece of data from 24 Keystone, and we will develop a three-month plan. That 25 plan will go from September all the way up to January till</p> <p style="text-align: right;">443</p>	<p>1 the teacher will sit down with the student. They will go 2 over how he or she performed in Mod A, how they performed 3 in Mod B, and then there's going to be a scripted plan over 4 either three months or 45 days in terms of what that 5 teacher's going to work on with that student to fill the 6 deficiencies. 7 Q. And you mentioned Mod A and Mod B. Can you 8 just explain that? 9 A. For each of all three Keystone exams 10 there's two modules. You have a Mod A, which has its 11 eligible content. You have a Mod B, which has eligible 12 content. In order to get an overall score, you need a 13 1500. So you can get a 1510 on Mod A and a 1490 on Mod B 14 and still pass. So you can do better on one Mod than the 15 other and still get a passing score. 16 But it's broken down into two modules in 17 terms of what eligible content they're expecting a kid to 18 have mastered in A compared to the expectation -- the 19 eligible content that a kid's expected to have mastered in 20 B. 21 Q. Does the high school have every student who 22 failed the Keystone retake the test if they're not a 23 Senior? 24 A. Absolutely. The only exception will be if 25 we have a student with an IEP, and there's a Team decision</p> <p style="text-align: right;">445</p>
<p>1 the day of the assessment. 2 I have teachers who they will go through a 3 power struggle on who's going to take the assessment first 4 because they want the other four days to remediate. Once 5 that assessment is taken, then in two months you get your 6 data back in terms of how well the kids performed. 7 Once again, we go out to the IU for about a 8 week. We call these our data retreats. We will sit down. 9 We will look at all the data points. We will figure out 10 what the deficiencies are, and we will develop what we call 11 a 40-day plan. And that 40-day plan will start from March 12 up until the assessment in May. 13 Q. When you say the data, what data is the high 14 school actually receiving on students after they take the 15 Keystone? 16 A. You get -- for the modules, you will get 17 something called a best score, so especially if a kid has 18 taken the assessment multiple times. You're going to get 19 something on the best score. So a student may perform 20 better on Mod A than Mod B. So you sort of now have data 21 to see, well, some of these deficiencies for the student 22 are in Mod B more so than Mod A. 23 So you sort of really have a guided plan in 24 for the student where we sit down and we create an 25 individualized plan for every kid where we will sit down --</p> <p style="text-align: right;">444</p>	<p>1 that one attempt was enough for the student because, 2 technically, you only have to make one attempt. 3 Now, that is very rare, but the only way we 4 would exclude a student is through the IEP process there's 5 a Team decision that we would not retest the student 6 because at that point in time maybe his score was so low or 7 -- and not wanting to put the student back through the 8 assessment again. 9 Q. To the best of your knowledge, how often 10 does that happen where a student through the IEP Team 11 process is determined not to retake the test? 12 A. It's less than five. 13 Q. Per year? 14 A. Per year, yes. 15 Q. If the high school is having every student, 16 other than the few IEP students that you just referenced, 17 retake the test at every testing period, does that help or 18 hurt the high school's test scores? 19 A. Both. You know, it helps in terms of the 20 top part of the SPP profile with getting more students to 21 proficiency. It can be a negative part in terms of those 22 kids constantly being dumped into PVAAS for you as well. 23 So it can help and hurt, but we don't look 24 at it as specifically in terms of creating a system where 25 we are going to exclude kids. If PDE says here are the</p> <p style="text-align: right;">446</p>

<p>1 expectations for any student in the Commonwealth and this</p> <p>2 is what we expect, then we are going to do what we need to</p> <p>3 do in our power to make sure we get those kids to where the</p> <p>4 State expectations are for every high school.</p> <p>5 Q. If a student retakes the test and continues</p> <p>6 to fail, does that count against the high school?</p> <p>7 A. Once again, it can have a negative effect</p> <p>8 in your PVAAS data depending on how the student performs.</p> <p>9 Q. What does that mean?</p> <p>10 A. Let's say, for example, you have a student</p> <p>11 who was projected to be at a certain level and here now</p> <p>12 every time that kid takes the assessment, he's not making</p> <p>13 enough growth in terms of what his projected score is, it</p> <p>14 can have an effect in terms of his score keep going, you</p> <p>15 know, two or three times over the course of two years going</p> <p>16 back into your PVAAS data.</p> <p>17 Q. In the Reading School District, how many</p> <p>18 schools offer 11th grade?</p> <p>19 A. One.</p> <p>20 Q. Which is?</p> <p>21 A. Reading Senior High School.</p> <p>22 Q. Does the high school have a policy or</p> <p>23 practice about social promotion?</p> <p>24 A. We don't socially promote at all. You have</p> <p>25 to have a certain number of credits to be promoted to the</p> <p style="text-align: right;">447</p>	<p>1 talks about all the courses we offer at the high school,</p> <p>2 the graduation requirement, number of credits, GPA, and</p> <p>3 it's something that's approved by the Board of Directors</p> <p>4 annually.</p> <p>5 Q. Board of Directors of the School District?</p> <p>6 A. Correct.</p> <p>7 Q. If you could turn to School District -- we</p> <p>8 have a binder -- Exhibit 6, please, and can you identify</p> <p>9 this document?</p> <p>10 A. This is the 2012/2013 Course of Studies</p> <p>11 Book.</p> <p>12 Q. And was this approved by the Board of School</p> <p>13 Directors?</p> <p>14 A. That's correct.</p> <p>15 Q. To what school or schools does this document</p> <p>16 apply to?</p> <p>17 A. This applies to Reading Intermediate High</p> <p>18 School and also Reading Senior High School.</p> <p>19 Q. Why does it apply to both?</p> <p>20 A. Because 9th graders are educated at the</p> <p>21 Intermediate High School. Then 10th through 12 at the</p> <p>22 Senior High School.</p> <p>23 Q. So part of the credit components come from</p> <p>24 the Intermediate School?</p> <p>25 A. Correct. Your Course of Studies Book is a</p> <p style="text-align: right;">449</p>
<p>1 next grade level.</p> <p>2 Q. What does that mean in terms of credits?</p> <p>3 A. If a student doesn't have X amount of</p> <p>4 credits, that student is then not promoted to the next</p> <p>5 grade. So, for example, in a course of studies book in</p> <p>6 order for a student to be a Sophomore, the student has to</p> <p>7 have five credits or more. In order for a student to be a</p> <p>8 Junior, the student has to have 11 credits or more. And in</p> <p>9 terms of a student being a Senior, a student has to have</p> <p>10 17.</p> <p>11 If that student does not meet any of that</p> <p>12 criteria, a student is not promoted to the next grade</p> <p>13 level.</p> <p>14 Q. Could the student fail a course but still</p> <p>15 obtain a sufficient number of credits to matriculate to the</p> <p>16 next grade level?</p> <p>17 A. Yes. Students at the Reading Intermediate</p> <p>18 High School typically take probably seven credits. So they</p> <p>19 could fail one to two courses and then still be a 10th</p> <p>20 grade student the following school year.</p> <p>21 Q. Now, you had mentioned, I believe, what's</p> <p>22 called a course of studies book.</p> <p>23 A. Correct.</p> <p>24 Q. What is that?</p> <p>25 A. That's our program of studies where it</p> <p style="text-align: right;">448</p>	<p>1 9 through 12 program. The only reason here, obviously, is</p> <p>2 that 9th grade is taught in a different building.</p> <p>3 Q. Can you just generally describe what's</p> <p>4 contained within this document?</p> <p>5 A. Sure.</p> <p>6 MR. STACEY: I'm going to object on the</p> <p>7 basis of relevancy. I thought these hearings were about</p> <p>8 the I-LEAD Charter School, not Reading High School. And</p> <p>9 it's unclear why a Course of Studies for Reading High</p> <p>10 School has any relevancy or basis in this proceeding.</p> <p>11 HEARING OFFICER: Respond.</p> <p>12 MS. PETERSEN: Absolutely. In the</p> <p>13 Statement of Charges on the revocation piece, there is</p> <p>14 data and academic performance from a comparison</p> <p>15 perspective between the I-LEAD Charter School and Reading</p> <p>16 Senior High School. So that's one of the reasons.</p> <p>17 The Course of Studies Book establishes</p> <p>18 when students take the Keystone exams. You've heard a</p> <p>19 little bit, you're going to hear more about that, as well</p> <p>20 as various graduation requirements which also factor into</p> <p>21 specific data in the various components that we're</p> <p>22 reviewing.</p> <p>23 In addition, in the Charter School's own</p> <p>24 exhibits for this proceeding, or both of these amendment</p> <p>25 and revocation proceedings, there was information</p> <p style="text-align: right;">450</p>

<p>1 regarding social promotion as well as grade achievement 2 of students. And so it is certainly relevant to 3 information that they were conveying in what they've 4 already presented and what I anticipate they will 5 present.</p> <p>6 HEARING OFFICER: I'm going to allow this 7 testimony at this time. I mean, I know there's been some 8 testimony earlier about data, and I suspect there's going 9 to be more from both sides. So I'd rather have it in so 10 we get the fuller picture. And then what weight, if 11 relevance, it has at the end of the proceeding when you 12 guys are briefing this and when I look over everything, 13 that's when I'll take that into consideration. So I'll 14 allow the testimony.</p> <p>15 MS. PETERSEN: Thank you.</p> <p>16 BY MS. PETERSEN:</p> <p>17 Q. You had mentioned that School District 18 Exhibit 6 was for the '12/13 school year. What does that 19 mean?</p> <p>20 A. This is the Course of Studies Book, and 21 these are the guidelines as approved by the Board of 22 Directors for that current school year.</p> <p>23 Q. I think I had actually asked you a question 24 before the objection. What is generally contained within 25 this document?</p> <p style="text-align: right;">451</p>	<p>1 and an F2. An F1 states that the student has mastered a 2 good portion of the two, not enough to pass. We allow that 3 type of student to be able to take the course over the 4 summer in our course recovery program.</p> <p>5 Q. What is course recovery?</p> <p>6 A. We have something called credit recovery at 7 the high school. We do that through our 21st Century 8 program for students who have failed courses to try and 9 catch students up, and they can do that after school.</p> <p>10 You also have your summer program where if 11 a student fails a course, they can come in for about six, 12 seven weeks over the summer and retake the course at the 13 high school.</p> <p>14 Q. If a student fails a core subject, must they 15 retake that course?</p> <p>16 A. Absolutely.</p> <p>17 Q. And what are the means with which they can 18 do that?</p> <p>19 A. They can do the course on credit recovery 20 or they can retake it the following school year. So if I 21 fail 10th grade Literature, but let's say I didn't fail any 22 other classes, you can retake 10th grade Literature your 23 Junior year. You just have to take the course over again. 24 So there are options in terms of how they can retake a 25 course.</p> <p style="text-align: right;">453</p>
<p>1 A. You're going to have a listing of every 2 course that's offered Grades 9 through 12. You're also 3 going to have in here guidelines, and you also have in 4 terms of GPA and weighting of classes, grading scale, and a 5 lot of the expectations for a high school student will be 6 included in here.</p> <p>7 So it'll speak to what's an A, what's a B. 8 It will speak to if a student fails a course, what's the 9 process. So, basically, you are putting everything about a 10 high school student in your Course of Studies Book.</p> <p>11 Q. Can you point out within this document where 12 graduation requirements are set forth?</p> <p>13 A. Yes. Graduation requirements on Page 4.</p> <p>14 Q. How many credits must a student obtain in 15 order to graduate from Reading School District?</p> <p>16 A. 23.</p> <p>17 Q. And does the document indicate what is a 18 passing grade or what different grades indicate?</p> <p>19 A. Yes, if you turn to Page 6.</p> <p>20 Q. What is a passing grade in the Reading 21 School District?</p> <p>22 A. A D minus or a 60 and above and higher.</p> <p>23 Q. What happens if a student receives a grade 24 that's lower than that?</p> <p>25 A. You have two designations. You have an F1</p> <p style="text-align: right;">452</p>	<p>1 Q. If a student fails to earn five credits in 2 9th grade under the graduation requirements, then what 3 happens?</p> <p>4 A. What we have done with the students who are 5 coming to us from the Citadel, and we're calling them under 6 credited students, is we take those students, we call them 7 -- they're our 9R group.</p> <p>8 The reason we started doing that, probably 9 two or three years ago, is to -- we needed to make sure we 10 have a very, very concrete, consistent focus on these 11 students to make sure we get them back to grade level by 12 11th grade. So you can have a student who comes in with 13 three credits. You know, if he or she passes all of these 14 courses that year and makes up one credit, the student then 15 can basically go from a 9R back to being on point to 16 graduate in four years.</p> <p>17 So we take those kids, we remediate them, 18 we put them -- we actually isolate them. We put them 19 actually on our fourth floor. And we call it our Success 20 Academy. So we take this group of students, we isolate 21 them to make sure we get them back on track by their 11th 22 grade school year.</p> <p>23 Q. What happens if a student does not earn 24 sufficient credits in the R program?</p> <p>25 A. They would then that next year turn into</p> <p style="text-align: right;">454</p>

<p>1 something we call the 10R. So they're going to continue to</p> <p>2 be a repeater student who hasn't earned enough credits to</p> <p>3 be at their correct grade level.</p> <p>4 Q. How many grade levels is there in R program?</p> <p>5 A. You have your 9R. That's your first group</p> <p>6 that are coming in from the Intermediate High School. Then</p> <p>7 you have your 10R group. The only other group we do an R</p> <p>8 for is we call them 12R's.</p> <p>9 And the only reason we do that for this</p> <p>10 group of students is these are students who this is their</p> <p>11 fourth year in high school. They are critical in terms of</p> <p>12 getting them out of high school in four years and not</p> <p>13 having to bring them back for a fifth.</p> <p>14 So if they have between 12 and 16 credits,</p> <p>15 we're just calling them a 12R. You know, we have roughly</p> <p>16 70, 80 kids in that boat. Fourth year in high school, and</p> <p>17 you're looking at these kids to be an August graduation.</p> <p>18 And that's really how we sell it to them, sell it to their</p> <p>19 families, that you really need to make sure you're on point</p> <p>20 in your school year, because if you earn enough credits by</p> <p>21 the end of June and then with some summer School, you could</p> <p>22 potentially graduate in August.</p> <p>23 So it's really a way of identifying who</p> <p>24 these kids are so that we know who they are, where they</p> <p>25 are, what their schedules are, so that if we need to</p> <p style="text-align: right;">455</p>	<p>1 following school year for them to approve.</p> <p>2 MR. STACEY: I'm going to renew our</p> <p>3 objection on the course of studies. I think there's</p> <p>4 probably a couple more. I'll just make it a standing</p> <p>5 objection.</p> <p>6 HEARING OFFICER: Understood. The</p> <p>7 document, I think, somewhat speaks for itself, so if we</p> <p>8 can just sort of --</p> <p>9 MS. PETERSEN: Sure.</p> <p>10 BY MS. PETERSEN:</p> <p>11 Q. Mr. Turman, in terms of the specific subject</p> <p>12 matters that are referenced in the Course of Studies Book,</p> <p>13 for those areas that are Keystone tested areas, do the</p> <p>14 Course of Studies Book indicate when the Keystone exam</p> <p>15 would be administered?</p> <p>16 A. Correct.</p> <p>17 Q. In terms of the number of students who have</p> <p>18 taken the Keystone exams prior to arriving at the high</p> <p>19 school, can you give us an estimate of how many students,</p> <p>20 for example, arrive having taken the Algebra 1 Keystone</p> <p>21 before coming into 10th grade?</p> <p>22 A. In 8th grade you have roughly maybe 200,</p> <p>23 250 kids who will take the Keystone in 8th grade. And then</p> <p>24 9th grade you'll have maybe another four or five hundred</p> <p>25 that will take it in 9th grade. So you could be talking,</p> <p style="text-align: right;">457</p>
<p>1 provide any intensive, more remediation or resources, we</p> <p>2 sort of had them clumped in a group.</p> <p>3 Q. Could you turn to School District Exhibit 5,</p> <p>4 please.</p> <p>5 A. (Witness complies.)</p> <p>6 Q. Can you identify this document?</p> <p>7 A. This is the 2013/2014 Course of Studies</p> <p>8 Book.</p> <p>9 Q. And was this document approved by the Board?</p> <p>10 A. Yes.</p> <p>11 Q. In terms of the differences between the</p> <p>12 different Course of Studies Book -- and I'll have you</p> <p>13 identify for the record the other ones up to date in a few</p> <p>14 minutes -- but what is the difference between all of them?</p> <p>15 A. We will bring certain changes to the Board</p> <p>16 each year and say, here are courses we either want to add,</p> <p>17 here are courses we want to delete, and they're minor.</p> <p>18 You know, we've done a lot of revamping of</p> <p>19 courses at the high school. We had a lot of duplication of</p> <p>20 courses where -- and a lot of low enrollment in courses.</p> <p>21 So you do a lot of deletions, additions of courses, and you</p> <p>22 may change, which we did for the '15/16 school year, maybe</p> <p>23 look at the grading scale or the GPA.</p> <p>24 So there are just certain components that</p> <p>25 you bring to the Board to say, here are the changes for the</p> <p style="text-align: right;">456</p>	<p>1 you know, between 70, 80 percent that have taken the</p> <p>2 Algebra 1 Keystone before they come to the high school.</p> <p>3 We have -- Algebra is also separated into</p> <p>4 two different courses. You have an Algebra 1 Mod A and Mod</p> <p>5 B. The Mod A is part of the Citadel. The Mod B is part of</p> <p>6 the high school in 10th grade. The student will take the</p> <p>7 Keystone exam in Algebra 1 after the completion of Mod B,</p> <p>8 which is not something just on our end, but that's from a</p> <p>9 PDE standpoint is you must take it at the completion of the</p> <p>10 course.</p> <p>11 So even if I wanted to test kids after Mod</p> <p>12 A, it would not be allowable. You have to take the full</p> <p>13 course before a student can take the assessment.</p> <p>14 Q. In terms of the -- I think you said about</p> <p>15 650 kids coming out of the Citadel who have taken the</p> <p>16 Keystone, on average, how many of those students have</p> <p>17 passed the Keystone?</p> <p>18 A. It has been very low. It's probably been</p> <p>19 to the point of between 10 and 15 percent have passed</p> <p>20 coming out of the Reading Intermediate High School.</p> <p>21 Q. Then they retake it as high school students?</p> <p>22 A. Correct.</p> <p>23 Q. What then happens to those students in terms</p> <p>24 of placement in instruction relative to the Keystone?</p> <p>25 A. We designate kids who have not taken the</p> <p style="text-align: right;">458</p>

1 exam in either a K class or we actually created something  
2 called a standards class. The K class will tell a  
3 classroom teacher is I have 25 students who are in Algebra  
4 2, but they did not pass the Algebra 1 Keystone. So I have  
5 to do two things. I have to teach the Algebra 2 course,  
6 plus I'm going to have to flip through and I'm going to  
7 have to remediate throughout the course of the year the  
8 Algebra 1 material. That's one end.

9 The other end is we created a standards  
10 course. This is a stand-alone course. Now you have kids  
11 who are in the standards course where their only focus is  
12 getting remediation for the Keystone exam.

13 The unfortunate part about the standards  
14 course is when it comes to the NCAA, they do not recognize  
15 those courses. They recognize them more as remediation,  
16 which is why it's critical then to make sure -- it's almost  
17 like a double period of Math.

18 So I could be a student in a standards  
19 course, I'm taking Geometry, which does count for NCAA, but  
20 I'm also in an Algebra standards course to help me with my  
21 deficiencies so I can pass my Keystone exam.

22 Q. Were you present last week when Dr. Bohan  
23 testified?

24 A. Yes.

25 Q. Do you recall him testifying about the

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1 Charter School's procedure that they put in place starting  
2 in December of 2014 regarding who would or wouldn't take  
3 the Keystone exam?

4 A. Yes.

5 Q. What was your reaction to that testimony?

6 A. A little stunned. I don't know -- it was  
7 confusing in terms of why you would be selecting students  
8 in terms of when they would take the exam and selecting  
9 students to take the exam.

10 As I stated earlier, every student must  
11 make one attempt by the end of 11th grade, but the other  
12 part to that is the Keystone exam is probably the best data  
13 set you can get on a student. So once I get that data  
14 back, at least I now have some concrete evidence or  
15 concrete data in terms of what a student's deficiencies  
16 are.

17 Within Mod A, what's the eligible content  
18 that the student doesn't understand, so I can now sit and  
19 really craft a plan in terms of how to really remediate the  
20 student to what he or she needs in order to get a passing  
21 score.

22 Q. Could you turn to School District Exhibit 4,  
23 please.

24 A. Is this the right one (indicating)? Yeah.  
25 (Witness complies.)

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1 Q. Can you just identify this document for the  
2 record, please?

3 A. 2014/2015 Course of Studies Book.

4 Q. Has this document been approved by the  
5 Reading School Board?

6 A. That's correct.

7 Q. And can you turn to School District  
8 Exhibit 3. Actually, I'm talking Exhibit 2 first.

9 A. (Witness complies.)

10 Okay.

11 Q. Can you identify this document?

12 A. 2015/2016 Course of Studies Book.

13 Q. And does this apply to particular graduating  
14 classes?

15 A. Yes. This book here is the Class of '16  
16 and '18 -- Class of '16 to '18 because the weighting scale  
17 was changed for the Class of 2019, so we had to sort of  
18 separate and have two different books.

19 Q. And was this document Board approved?

20 A. Yes.

21 Q. Now, if you could turn to School District 3  
22 and identify this document.

23 A. The '15/16 Course of Studies Book for the  
24 graduating Class of 2019.

25 Q. And this applies only to that particular

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1 graduating class?

2 A. Correct.

3 Q. Was this document Board approved?

4 A. Yes.

5 Q. In terms of -- before we get into the actual  
6 data, just some background information. How many students  
7 are enrolled at Reading Senior High School?

8 A. Anywhere between 3 and 3500 throughout the  
9 course of the year. That number definitely fluctuates.

10 Q. When you say three, do you mean 3,000?

11 A. 3,000, yes.

12 Q. What does a typical year look like in terms  
13 of the number of students in and out of the high school?

14 A. The average is probably about 2,000 in and  
15 out, 2,000 transferring in or 2,000 transferring out. That  
16 does include students that are dropped because of  
17 non-attendance.

18 Q. Can you describe to us from where students  
19 are transferring in and out of?

20 A. Other school districts, Dominican Republic,  
21 New York, New Jersey, Charter Schools, Cyber Charter. Once  
22 kids come in, we enroll them. So it's the gamut. It's all  
23 over the map in terms of where students are coming in from.

24 Q. You mentioned the Dominican Republic. Are  
25 students coming in from outside the United States?

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1 A. Yes.

2 Q. On average, how many each year?

3 A. Probably anywhere between -- roughly

4 between 1 and 200 students per year.

5 Q. And where are they coming from?

6 A. Dominical Republic, Puerto Rico. Those are

7 probably our two biggest places where students are coming

8 from.

9 Q. On average, how many students in the high

10 school remain in the building for the entire school year?

11 A. Roughly between 60 and 70 percent.

12 Q. And that's pretty typical each year?

13 A. Yes.

14 Q. What is the average English language

15 learners population at the high school?

16 A. It's between 15 and 20 percent.

17 Q. And fluctuates between those numbers?

18 A. Correct.

19 Q. What is the average special education

20 population at the high school?

21 A. Anywhere between 20 and 25 percent.

22 Q. In terms of the grade distribution at the

23 high school, can you give us sort of an average number of

24 students in each grade?

25 A. 10th grade is your largest one of the

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1 three. That's roughly about 1300. 11th grade it's

2 anywhere between eight and 900. And then your Senior year,

3 probably ballpark is anywhere between 900 to a thousand.

4 Q. Do you know how many students are in 8th

5 grade at the Citadel?

6 A. Ballpark would be anywhere between a

7 thousand and 1100.

8 Q. And what about 9th grade at the Citadel?

9 A. I'm gonna say it's probably about the

10 same -- probably a little bit less. Probably between 900

11 and a thousand.

12 Q. Each year, on average, how many students are

13 coming to the high school from the Citadel from 9th grade?

14 A. Roughly a thousand.

15 Q. In terms of the 9th graders that are coming

16 to the high school, would you say they are all academically

17 sound students?

18 A. No, not even close.

19 Q. What do you mean by that?

20 A. When you're looking at their PSSA data for

21 those students coming out of 8th grade, and you're looking

22 at those students who are taking the Algebra 1 Keystone

23 exam, their scores have been very low the past couple of

24 years that I've been at the Senior High School to a point

25 where coming in you're looking at potentially 80 percent

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1 not being anywhere close near grade level looking at

2 certain data points. So that has been cause for alarm.

3 Q. Approximately how many of the student body

4 is coming to the high school deficient in credits? I think

5 those are the R students you referenced.

6 A. Correct. About 20 percent.

7 Q. So 20 percent of the students coming out of

8 9th grade are coming deficient in credits?

9 A. Correct.

10 Q. Has that been the case for the entire time

11 that you've been the Principal at the high school?

12 A. Yes.

13 Q. How many students are coming into the high

14 school after failing courses in 9th grade at the Citadel?

15 A. Probably between 150 and 225 students has

16 been the average.

17 Q. Are students coming into Reading Senior High

18 School reading grade levels below their peers?

19 A. Yes.

20 Q. Or grade levels below what the State has set

21 as grade level?

22 A. Yes.

23 Q. Can you approximate how many students come

24 into the high school not reading on grade level each year?

25 A. If I'm going to look at two pieces of data

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1 to try and make some assumptions, if I look at their PSSA

2 8th grade Literature data and if I look at some of their

3 SRI data -- but that's only for students who are in the

4 Read 180 program -- it's probably -- it's well over

5 80 percent.

6 Q. Can you approximate how many students have

7 come into the high school behind in Math?

8 A. Probably between 80 and 90 percent. Once

9 again, the data point I would strictly go to is their 8th

10 grade PSSA and also their Algebra 1.

11 Q. Are you familiar with students who have

12 attended the I-LEAD Charter School from Reading Senior High

13 School?

14 A. Yes.

15 Q. Based on your knowledge of those students,

16 do you believe that the Charter School is educating a

17 higher percentage of students who have either dropped out

18 or who have other risk factors?

19 A. No.

20 Q. Why do you say that?

21 A. You have about probably between 75 and a

22 hundred students who just go back and forth between the

23 Charter School and the high school. So you have kids who

24 are at the Charter School, leave the Charter School, come

25 to the high school. And then you have the flip side, kids

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1 leaving the high school going to the Charter School. So  
 2 you have that aspect. And then looking at the data from  
 3 the kids, very similar for both.

4 Also, from a standpoint of the data of the  
 5 students who come to us from the Citadel, we're looking at  
 6 -- both of us are looking at the same students in terms of  
 7 the academic concerns that were raised and that I have in  
 8 terms of where kids are coming to me when they enter 10th  
 9 grade. So when looking at the entire picture, we're  
 10 talking about the same students.

11 Q. Has the high school implemented any programs  
 12 to combat dropouts and also to address graduation rates?

13 A. Yes. We started something called a Core  
 14 Team document, and that's been probably for about four  
 15 years now. And we have five Assistant Principals at the  
 16 high school, so it's a range anywhere from -- we were at  
 17 six, then we had four, then we went back up to five, but I  
 18 give each Assistant Principal two Guidance Counselors.

19 So the structure of the Core Team is they  
 20 are to, based on data from -- they look at interim reports,  
 21 they look at report card grades. We have something called  
 22 an F report. So they are to pull students when they get  
 23 interims mid-marking period, and then they pull an F report  
 24 the end of the marking period.

25 They use that data set then to start

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1 bringing kids in with the Guidance Counselor to start what  
 2 we call a Core Team process. At that point in time, now  
 3 you're bringing in the parent, you're bringing in the  
 4 classroom teachers as well. And now you're starting to --  
 5 you're trying to figure out what's the issue with the  
 6 student, what are the deficiencies, what support and what  
 7 resources do we need to give to this student in order for  
 8 him or her to be successful.

9 Q. You had mentioned credit recovery  
 10 opportunities.

11 A. Correct.

12 Q. What credit recovery opportunities are  
 13 available at the high school?

14 A. We have our 21st Century program, so kids  
 15 can come after 2:45 and they can stay until 5:30, and they  
 16 can recover credits that way.

17 We also have to the point where we have our  
 18 Red Knight Learning Academy. This is a new program for the  
 19 high school. We started that this school year where we are  
 20 taking students who are over-age, and we're giving an  
 21 opportunity to sort of advance and sort of move a little  
 22 bit quicker through curriculum, through courses, in order  
 23 to get them to a point where they can get a diploma and  
 24 graduate.

25 So we are really specifically going at

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1 those students who are dropping out of school, giving them  
 2 a different environment and giving them a whole -- a great  
 3 opportunity which has been working wonderfully at this  
 4 point.

5 We're looking at an over-age student, 17,  
 6 18, I have a low number of credits, you know, I'm at the  
 7 point right now where I'm ready to cash it in and I'm ready  
 8 to move on, we're getting them back into school and giving  
 9 them an opportunity to have an adjusted schedule where they  
 10 start school at roughly 1:25 and they go to 6:25. So now I  
 11 can work during the day and still go to school at night.

12 And it has had a very big impact on the  
 13 number of kids we've really been able to stop from leaving  
 14 school and saying I'm going to go to work or what have you  
 15 because now they have an opportunity, with their own time  
 16 and their own schedule, to come in and finish.

17 Q. How many students at the high school  
 18 graduate each year through some sort of credit recovery  
 19 program?

20 A. It's probably anywhere between 1 and 200  
 21 students.

22 Q. You had mentioned Guidance Counselors. How  
 23 many Counselors are employed at the high school?

24 A. We have ten. We have ten Counselors. And  
 25 we started something new three years ago. We have three

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1 Social Workers on staff as well.

2 Q. What's the role of the Social Workers?

3 A. The role of the Social Worker, one of the  
 4 concerns we had a few years ago was a kid comes in crisis,  
 5 now there's a crisis situation. The Guidance Counselor now  
 6 had to work with the student with SAM Crisis on the issue,  
 7 and it took the Guidance Counselor away from the other 350  
 8 students.

9 And then we were seeing a dip in terms of  
 10 Guidance Counselors not really being able to follow through  
 11 and connect with the student once the student went to  
 12 Partners or went to another location.

13 We now have Social Workers now who can take  
 14 that process start to finish. Kid comes in crisis, Social  
 15 Worker can take the student. We have all the resources in  
 16 terms of who they go to with SAM Crisis or Reading  
 17 Hospital, whoever it may be. When the student potentially  
 18 could be placed, the Social Worker still keeps tabs on the  
 19 student because we know he or she is coming back.

20 When the student comes back to the high  
 21 school, at that point in time the Social Worker picks up  
 22 with the student right then and there and makes sure we  
 23 have the resources available for them to make sure that  
 24 they don't fall between the cracks.

25 MR. STACEY: I'm going to object on the

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<p>1 basis of relevancy and ask that that answer be struck 2 from the record. I still fail to see how the number of 3 Social Workers at Reading Senior High School has any 4 relevance in this proceeding whatsoever.</p> <p>5 I don't think any charges in the charging 6 document are based on whether or not I-LEAD Charter 7 School, which is who we're here to discuss, had Social 8 Workers or didn't have Social Workers.</p> <p>9 MS. PETERSEN: May I respond?</p> <p>10 HEARING OFFICER: Sure.</p> <p>11 MS. PETERSEN: We're also here because of 12 the Amendment Request, and we are jointly presenting 13 evidence regarding both issues. The Charter School has 14 put out into the record some information about who it 15 enrolls and, in particular, there are specific provisions 16 in the Amendment Request that address the population of 17 students that the Charter School is allegedly enrolling 18 and, presumably, that's why the Charter School is 19 suggesting they need an Amendment Request.</p> <p>20 This evidence goes directly to those 21 issues in terms of comparison of populations and also 22 getting behind some of the data that you'll be hearing 23 about in a few minutes.</p> <p>24 HEARING OFFICER: Again, I'm going to 25 allow it. And just as I let Mr. Stacey present, I think,</p> <p style="text-align: right;">471</p>	<p>1 health placements?</p> <p>2 A. The number is between 50 and 75, you know, 3 Kidspeace, the Partners Program, Vision Quest, you know, 4 there's a lot of placements where we have students who are 5 coming from some type of mental health facility. Kidspeace 6 is a big one for the high school, also the Partners 7 Program.</p> <p>8 Q. Does the high school educate students who 9 are homeless?</p> <p>10 A. Yes.</p> <p>11 Q. Approximately how many each year?</p> <p>12 A. Roughly 50.</p> <p>13 Q. Does the high school educate students who 14 have absentee issues?</p> <p>15 A. Yes.</p> <p>16 Q. Approximately how many each year?</p> <p>17 A. You're probably talking absentee -- when 18 you talk absentee and lates, you're talking probably about 19 5, 600 students who fall into that category.</p> <p>20 Q. Just so we're clear about what we mean by 21 absentee, how do you define that?</p> <p>22 A. Three or more absences, unlawful, is how I 23 would define that. We're only going after the unlawful 24 absence. So there's a report you can pull to see how many 25 of your students have been unlawfully absent three or more</p> <p style="text-align: right;">473</p>
<p>1 what he wanted to present, I'm going to extend that same 2 courtesy to Ms. Petersen. But please note the simple 3 fact that I'm allowing something, people shouldn't read 4 into that that I think it should be given a lot of 5 weight.</p> <p>6 And part of the challenge is I know both 7 of you will be presenting additional information later 8 down the road, so kind of look at this in the abstract. 9 It may connect the dots later on.</p> <p>10 So I know you guys are going to be able 11 to brief these things and tell me what should be 12 considered or not. I am cognizant of your argument, and 13 I'll keep that in mind, so you may proceed.</p> <p>14 BY MS. PETERSEN:</p> <p>15 Q. You mentioned students in crisis. Are these 16 students who have mental health concerns?</p> <p>17 A. Yes.</p> <p>18 Q. How many students does the high school have 19 on average each year that have mental health issues?</p> <p>20 A. Between 50 and 75.</p> <p>21 Q. Are students at the high school being placed 22 into mental health placements?</p> <p>23 A. Yes.</p> <p>24 Q. And can you just describe generally the 25 numbers of students being placed into different mental</p> <p style="text-align: right;">472</p>	<p>1 times.</p> <p>2 Q. What is the average number of students who 3 show up late each day?</p> <p>4 A. It's roughly 600 students.</p> <p>5 Q. And has that been consistent since you've 6 been the Principal?</p> <p>7 A. Yes.</p> <p>8 Q. Does Reading Senior High School educate 9 students who are over-age for their grade?</p> <p>10 A. Yes.</p> <p>11 Q. What does that mean?</p> <p>12 A. Students who -- you know, they've been in 13 the high school more than four years so now they're 19, 14 20 years old where they still come to the high school to 15 receive an education.</p> <p>16 Q. On average, how many students are over-age 17 for their grade?</p> <p>18 A. Over-age for their grade, probably roughly 19 about 600. So if you're talking about -- to give you 20 examples, 10R students, I could be a 10R student where I 21 have three or four credits and I'm 17 and 18 years old so 22 I'm over-age for where I should be. So you're probably 23 talking about 5, 600 students.</p> <p>24 Q. Does that stay relatively constant each 25 year?</p> <p style="text-align: right;">474</p>

<p>1 A. It's been up and down. We've had some 2 years where it's been very good, and we've had some years 3 where we've gone through a flux of trying to get students 4 to academically partner with us and come to school on time 5 and get an education, so....</p> <p>6 Q. If I use the term undocumented, what does 7 that mean to you?</p> <p>8 A. A student doesn't have an SSI number. So 9 that student, when it comes to financial aid, becomes 10 problematic. We've had a lot of students we've had to 11 really be very creative in terms of how we help support 12 them, do something from a post-secondary standpoint.</p> <p>13 Q. How many students on an average each year 14 come to the high school undocumented?</p> <p>15 A. I'll speak to seniors because I really know 16 that number pretty well. We have roughly anywhere between 17 30 to 40 seniors who have that status, which leads us to 18 what supports we put in place for that student to try and 19 get them financial aid and money so they can go to college.</p> <p>20 Q. Were you here last week when there was 21 testimony about gifted percentages?</p> <p>22 A. Yes.</p> <p>23 Q. And I believe there was specific testimony 24 about the gifted percentage at the high school.</p> <p>25 A. Correct.</p> <p style="text-align: right;">475</p>	<p>1 saying. Does being a gifted student mean that you're 2 passing every course?</p> <p>3 A. No.</p> <p>4 Q. In your experience as the High School 5 Principal, are there circumstances where gifted students 6 have failed courses?</p> <p>7 A. Yes.</p> <p>8 Q. Are there circumstances where gifted 9 students have been truant?</p> <p>10 A. Yes.</p> <p>11 Q. Are there circumstances where gifted 12 students are having mental health issues?</p> <p>13 A. Yes.</p> <p>14 Q. Are there circumstances where gifted 15 students are dropping out of school?</p> <p>16 A. Yes.</p> <p>17 Q. Are there circumstances where gifted 18 students become pregnant?</p> <p>19 A. Yes.</p> <p>20 Q. Are there circumstances where gifted 21 students are in remedial programming?</p> <p>22 A. Yes.</p> <p>23 Q. Are there circumstances where gifted 24 students have not passed the Keystone exams?</p> <p>25 A. Absolutely.</p> <p style="text-align: right;">477</p>
<p>1 Q. Do you recall that?</p> <p>2 A. Yes.</p> <p>3 Q. And when do students get labeled as being 4 gifted?</p> <p>5 A. In the Reading School District, it's 3rd 6 grade.</p> <p>7 Q. Once a student obtains the gifted label, 8 does that ever go away?</p> <p>9 A. No.</p> <p>10 Q. And does the student retain the gifted label 11 regardless of their academic performance?</p> <p>12 A. Yes.</p> <p>13 Q. Can you describe what a gifted student might 14 look like at the high school?</p> <p>15 A. It's hard for me to say what they might 16 look like but I can say from a number standpoint, I think 17 we roughly have 180, 190 students that are labeled as 18 gifted at the high school.</p> <p>19 If you look at that type of student, say, 20 okay, how many of them are in at least one AP or one Honors 21 course, it's roughly 90 percent of them, but from a grade 22 standpoint their grades are on par with just about everyone 23 else in terms of when you look at the percentage of A's, 24 B's, C's, D's and F's.</p> <p>25 Q. I want to make sure I understand what you're</p> <p style="text-align: right;">476</p>	<p>1 Q. So is it fair to say then that being gifted 2 does not mean you are going to automatically score advanced 3 or proficient on the Keystone?</p> <p>4 A. Absolutely.</p> <p>5 Q. What is RTI?</p> <p>6 A. Response to Intervention.</p> <p>7 Q. And what is that?</p> <p>8 A. How do you respond when a student is not 9 performing or a student has some deficiencies. How do we, 10 as educators, respond to students.</p> <p>11 Q. What has the high school done in terms of 12 implementing an RTI program?</p> <p>13 A. I did briefly talk to you earlier in terms 14 of our Core Team process and bringing students, parents and 15 teachers on board with specifically what help and support 16 does the child need. We've also done a lot of things 17 instructionally in the classroom.</p> <p>18 Classroom instruction is really how you 19 sort of really turn a -- not just a school around, but how 20 you sort of have an impact on the lives of students. So 21 how does a teacher respond to the student in the classroom 22 is the other part of that as well.</p> <p>23 Q. How many kids or students are seen through 24 the RTI process each year?</p> <p>25 A. Easily between 25 and 30 percent.</p> <p style="text-align: right;">478</p>

1 Q. Of the entire population of the high school?  
2 A. Correct. Right.  
3 Q. In terms of the programs that the high  
4 school has put in place to improve academic achievement,  
5 can you say what they are, if any?  
6 A. For Literature we have something called  
7 Reading Apprenticeship. That was a program we started or  
8 that was a tool kit we started probably about four or five  
9 years ago where it really goes back to classroom  
10 instruction.  
11 We do a lot with metacognition with Reading  
12 Apprenticeship. And what we're doing is really how does a  
13 Social Studies teacher, Literature teacher, Science  
14 teacher, how as a whole do they help students when it comes  
15 to understanding text. That is critical for kids when they  
16 get to the next level.  
17 The expectation for a kid at the college  
18 level is I give you a psychology book, read Chapter 1 and  
19 you have to do it by Wednesday. How do we give kids a tool  
20 kit to be able to take and be able to be successful when  
21 they get to any type of post-secondary schooling.  
22 So for Literature, Reading Apprenticeship  
23 has been huge for us, and our scores have really improved  
24 drastically over the past four years.  
25 Mathematics, we do something called Power

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1 Teaching. So from a standpoint going back to the social  
2 dimension, you know, how do we really specifically focus on  
3 cooperative learning.  
4 So we do something called Ask 3 Before Me.  
5 So where now students are all in groups and, you know, you  
6 sort of have a leader, everyone sort of has a role, but  
7 within Math classrooms you walk into a Math classroom at  
8 the high school, the teacher has really stepped back and is  
9 facilitating. And you have kids who are now helping each  
10 other and partnering and working through problems and  
11 situations and things together.  
12 So it's not only helping them in  
13 mathematics, it's helping them in the real world in terms  
14 of how am I able to work with someone at a job, what skills  
15 are needed in order to do that.  
16 I've had many meetings with those in the  
17 business community and they say one of the biggest  
18 struggles -- the biggest struggle they have is their  
19 employees don't know how to work with other people. So  
20 Power Teaching is in every Math classroom at the high  
21 school, every single one. So that's something we do for  
22 Mathematics.  
23 In Biology we went to something called I  
24 Raise, which is a -- and that's nothing more than a shoot  
25 off of Reading Apprenticeship. It's internet based, but

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1 that really goes after problem solving for kids in terms of  
2 how do you take the text from Biology, help kids understand  
3 the text from Biology, but then the problem solving  
4 component that goes along with that for your Science  
5 classrooms.  
6 So really across the board, as you see  
7 scores going up, it's really been what's happening inside  
8 the classroom has been critical and the key.  
9 Q. Do teachers receive professional development  
10 at the high school?  
11 A. Yes. Yes.  
12 Q. Can you describe what that has looked like  
13 since you've been the Principal at the high school?  
14 A. We started -- I'll go back to my second  
15 year because my first year it was probably sort of just  
16 getting a look-see in terms of what was going on at the  
17 high school. But we have these collaborative teams now  
18 where our teachers -- it's actually going on right now --  
19 where our teachers who have been trained in something have  
20 a consultant come in, and they sort of work in  
21 collaborative groups.  
22 So I'll give you an example of what they're  
23 doing today, is we have a teacher that's teaching a lesson,  
24 three observers with a coach. So yesterday they prepped,  
25 went over the lesson together as a Team, talked about what

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1 enhancements you can make to the lesson. Today the teacher  
2 is teaching the lesson. The three observers then are going  
3 to debrief the next period. So it's all about  
4 instructional practice.  
5 And we have really focused on consistent  
6 instructional practice from classroom to classroom. How do  
7 we get consistency across the board so no matter what room  
8 I go in, no matter what subject I have, there's  
9 consistency.  
10 So when you say talking to the text, a kid  
11 that's in Social Studies class gets the same thing in an  
12 English class. So it's repetition.  
13 You only have 50-minute periods with kids.  
14 You only have them for 180 days. So you have to take a  
15 system and say, how do I spread it across the board in  
16 order for student achievement to happen.  
17 So we professionally -- I -- professional  
18 development is huge. We have four to five days in the  
19 summer, and then we have early dismissal days throughout  
20 the school year. We usually have one a month. And that  
21 time is really focused on classroom practice, what are you  
22 doing inside the classroom with kids.  
23 Q. Were there any curriculum changes that have  
24 been implemented at the high school that address areas of  
25 focus related to the Keystone exams?

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<p>1 A. Yes, all three. Algebra 1 was first, and  2 that was four or five years ago. What's the eligible  3 content, what are the expectations for kids, and then  4 getting every teacher on point in terms of specifically  5 what's the focus, what's the focus in Mod A, what's the  6 focus in Mod B. So what's the eligible content in both  7 modules which these kids are going to be tested on.  8 Literature was along the same lines,  9 specifically, what's in Mod A, what's in Mod B, what from a  10 curriculum standpoint do we need to do to make sure kids  11 are prepared.  12 Biology was the third one to come on board.  13 For the most part, the focus has always been Math and  14 English. Once the Science piece came on everyone started  15 taking a couple steps forward curriculum-wise.  16 Last year we really had a focused effort in  17 Biology. It was very focused in terms of specifically that  18 eligible content, when it's taught, how it's taught, and we  19 actually did see some growth in terms of how our kids  20 achieved last year in Biology compared to the past.  21 Q. You had testified earlier that there were a  22 number of students transferring to and from the high school  23 from the I-LEAD Charter School each year. Do you recall  24 that?  25 A. Yes.</p> <p style="text-align: right;">483</p>	<p>1 both schools.  2 Q. Why do you take the step to be familiar with  3 the Berks County data?  4 A. Because at the end of the day, I don't  5 expect my kids to perform any less than anyone in Berks  6 County, period. If the bar is here for Wilson, the bar  7 needs to be here for Reading Senior High School  8 (indicating).  9 Q. You mean at the same position?  10 A. Correct. So this past school year  11 Wyomissing had the highest SPP score. So we're probably  12 about 25 points from that goal. So our goal is how do we  13 put a plan in place to keep improving every year to get to  14 that point.  15 Because at the end of the day I have a  16 hundred percent confidence in every student that walks in  17 that building, no matter who they are, no matter if they're  18 economically disadvantaged or whatever it may be.  19 We take students where they are and say,  20 here's where you're going, and provide a road map for that  21 student to get to that point. So with the students I serve  22 and with the students we serve, the last thing I'm ever  23 going to do is say if what's expected is here is put it  24 down here. If anything, if what's expected here, we need  25 to be up here (indicating). Because with the population I</p> <p style="text-align: right;">485</p>
<p>1 Q. Can you just remind me what the number was?  2 A. It was roughly 75 both ways.  3 Q. Are these students who are actively on the  4 rolls at the high school?  5 A. Yes.  6 Q. Meaning they're coming to school?  7 A. Right.  8 Q. They're not dropout students?  9 A. No.  10 Q. Are you familiar with the Keystone and SPP  11 data for the Charter School?  12 A. Yes.  13 Q. Are you familiar with the high school,  14 Reading Senior High School's own SPP and Keystone data?  15 A. Yes.  16 Q. How did you become familiar with the Charter  17 School's Keystone and SPP data?  18 A. I'm really up to speed on basically  19 everyone's SPP data in Berks County, going through and  20 seeing where everyone is at. I did become familiar with  21 I-LEAD because I have students who are coming in to me from  22 I-LEAD, and then students who are going out.  23 So what was the correlation in terms of how  24 our students was performing in both schools, knowing that  25 it was pretty fluid in terms of kids going in and out from</p> <p style="text-align: right;">484</p>	<p>1 serve, we have all these things which are risks or  2 protective factors.  3 So you have a student where -- you know,  4 you talk about -- because it can go either way. You can  5 look at the family, you look at one's self, you look at the  6 school, you look at the environment, you look at the  7 community. Those are five factors. They can be protective  8 for the student or they can be risk. It can go either way.  9 So as soon as you start taking some of  10 those away is when a student becomes more at risk. So the  11 one out of all five -- the one factor that I have total  12 control over is the school. So if I have a hundred percent  13 control of that, I'm going to make sure we're on the money  14 with that area because I'm not going to leave these kids  15 thinking that when they leave Reading High School, that  16 here's where life -- here's where it's going to be. No,  17 that's not accurate.  18 I'm not going to set them up for failure.  19 We are going to set them up to be successful. We're going  20 to set them up so they can compete with kids in surrounding  21 schools.  22 HEARING OFFICER: Why don't we take a  23 five-minute break.  24 (Short recess was taken.)  25 HEARING OFFICER: It's 11 o'clock a.m.</p> <p style="text-align: right;">486</p>

<p>1 We are going back on the record to continue with</p> <p>2 direct-examination.</p> <p>3 MS. PETERSEN: Thank you.</p> <p>4 BY MS. PETERSEN:</p> <p>5 Q. Mr. Turman, were there any years that I-LEAD</p> <p>6 implemented or administered the PSSA exam?</p> <p>7 A. I don't believe so. If they would have, it</p> <p>8 would have been the 2011 school year if they did.</p> <p>9 Q. If you could turn to Joint Exhibit 9.</p> <p>10 A. (Witness complies.)</p> <p>11 Yes.</p> <p>12 Q. Can you identify this document?</p> <p>13 A. This is your District report card. All</p> <p>14 schools will get a District report card from accountability</p> <p>15 measure talking about attendance, graduation, your</p> <p>16 assessment report, and then also AYP, at that point in</p> <p>17 time, status and your teacher qualifications.</p> <p>18 Q. And whose report card is in School District</p> <p>19 9?</p> <p>20 A. I-LEAD Charter School.</p> <p>21 Q. And even though they're not a school</p> <p>22 district, they still receive a report card called a</p> <p>23 District report card?</p> <p>24 A. Correct.</p> <p>25 Q. For what school year is this?</p> <p style="text-align: right;">487</p>	<p>1 the students were proficient or advanced.</p> <p>2 Q. And turn to the next page, please.</p> <p>3 A. (Witness complies.)</p> <p>4 Okay.</p> <p>5 Q. What information is conveyed on this page?</p> <p>6 A. At that point in time, you would have</p> <p>7 students or buildings who made AYP, making progress,</p> <p>8 warning, school improvement, corrective action. For this</p> <p>9 school year, I-LEAD was in warning.</p> <p>10 Q. Do you know which school year this was in</p> <p>11 terms of I-LEAD's operations?</p> <p>12 A. I believe this was the '10/11 school year.</p> <p>13 I believe it was. '10/11 or '11/12, one of the two.</p> <p>14 '11/12 from what was stated in the beginning.</p> <p>15 Q. Do you know how many years I-LEAD had been</p> <p>16 open at that point in time?</p> <p>17 A. I believe it was their first or second</p> <p>18 school year.</p> <p>19 Q. And if you could turn to Joint Exhibit 10,</p> <p>20 please.</p> <p>21 A. (Witness complies.)</p> <p>22 Q. What is included in Joint Exhibit 10?</p> <p>23 A. This is the 2012 for Grades 9 through 12,</p> <p>24 the indicators in terms of the targets that I-LEAD had to</p> <p>25 make. For academic performance in Reading there were two</p> <p style="text-align: right;">489</p>
<p>1 A. This is for the '11/12 school year.</p> <p>2 Q. Who prepared this document?</p> <p>3 A. Pennsylvania Department of Education.</p> <p>4 Q. And if you could just turn to Page 3, what</p> <p>5 information is conveyed on Page 3?</p> <p>6 A. The Accountability Report, the district's</p> <p>7 or I-LEAD Charter School's overall results in Mathematics.</p> <p>8 Q. What were the Charter School's overall</p> <p>9 results in Mathematics?</p> <p>10 A. Eight percent of the students were</p> <p>11 proficient or advanced.</p> <p>12 Q. Turn to the next page. And I apologize if</p> <p>13 this is hard to read. What's the information conveyed on</p> <p>14 Page 4?</p> <p>15 A. I see the overall results in Reading, and</p> <p>16 for all students I believe that reads 25 percent.</p> <p>17 Q. Turn to Page 7.</p> <p>18 A. (Witness complies.)</p> <p>19 Pardon, I've lost my page -- there aren't</p> <p>20 page numbers on here. I think I'm on the right page.</p> <p>21 Q. The one labeled for Science.</p> <p>22 A. Gotcha.</p> <p>23 Q. What information is conveyed on this page?</p> <p>24 A. This is the PSSA results in Grade 11</p> <p>25 Science. It shows that for all students four percent of</p> <p style="text-align: right;">488</p>	<p>1 targets. They did not make either. For academic</p> <p>2 performance in Math there were two targets. They did not</p> <p>3 make either. For test participation in Reading, they made</p> <p>4 one out of the three targets. For academic performance in</p> <p>5 Math there were two targets. They did not make either.</p> <p>6 For test participation in Reading, they</p> <p>7 made one of the three targets. For test participation in</p> <p>8 Mathematics, they made two of three.</p> <p>9 Q. Is this for the '11/12 school year?</p> <p>10 A. Yes.</p> <p>11 Q. Who prepared this document?</p> <p>12 A. The Pennsylvania Department of Education.</p> <p>13 Q. At the top of Page 1 there's a heading that</p> <p>14 says AYP Status. What was the status of the Charter School</p> <p>15 in '11/12?</p> <p>16 A. Warning.</p> <p>17 Q. Was AYP measured after the '11/12 school</p> <p>18 year?</p> <p>19 A. No. That's when we started to shift our</p> <p>20 focus to the School Performance Profile.</p> <p>21 Q. When you say shift the focus, do you mean at</p> <p>22 the State level or at some other level?</p> <p>23 A. At the State level.</p> <p>24 Q. Did the Pennsylvania Department of Education</p> <p>25 continue producing reports that look like the report card</p> <p style="text-align: right;">490</p>

<p>1 that you identified in Joint Exhibit 9 after the '11/12</p> <p>2 school year?</p> <p>3 A. Yeah, they're similar, and that's for the</p> <p>4 Federal designation, so for all schools that are accepting</p> <p>5 Title 1 funds. They did have a similar report card to this</p> <p>6 document.</p> <p>7 Q. Have you reviewed those documents for the</p> <p>8 I-LEAD Charter School?</p> <p>9 A. Yes.</p> <p>10 Q. Can you turn to Joint Exhibit 13, please.</p> <p>11 A. (Witness complies.)</p> <p>12 Q. Can you identify the document in Joint</p> <p>13 Exhibit 13?</p> <p>14 A. I-LEAD Charter School 2012/13 Federal</p> <p>15 Required Reporting Measures, Commonwealth of Pennsylvania.</p> <p>16 Q. Who prepared this report?</p> <p>17 A. Pennsylvania Department of Education.</p> <p>18 Q. If you could turn to Page 3, what</p> <p>19 information --</p> <p>20 MR. STACEY: Are we on 13?</p> <p>21 MS. PETERSEN: Yes.</p> <p>22 BY MS. PETERSEN:</p> <p>23 Q. -- what information is conveyed on the third</p> <p>24 page?</p> <p>25 A. These are the school overall results in</p> <p style="text-align: right;">491</p>	<p>1 Q. And I apologize --</p> <p>2 A. 26 percent.</p> <p>3 Q. And I apologize for the quality of this.</p> <p>4 We'll try to get better copies.</p> <p>5 A. If I look to the left and I see proficient</p> <p>6 26 percent, zero for advanced -- if I look to the left it</p> <p>7 says 26 percent of the students were proficient, zero</p> <p>8 percent were advanced, so I can make the assumption that's</p> <p>9 26 percent.</p> <p>10 Q. Thank you. And how many students were</p> <p>11 tested versus enrolled?</p> <p>12 A. There were 31 students tested, but there</p> <p>13 were 56 students enrolled.</p> <p>14 Q. What was the goal set in Reading?</p> <p>15 A. 70 percent.</p> <p>16 Q. Did I-LEAD meet that goal?</p> <p>17 A. No.</p> <p>18 Q. Who set that goal?</p> <p>19 A. Pennsylvania Department of Education.</p> <p>20 Q. What does this report indicate regarding the</p> <p>21 Charter School's achievement in Science?</p> <p>22 A. There -- okay. Grade 11 School Keystone</p> <p>23 Exam Results for Grade 11 Science, 5 percent of the</p> <p>24 students were proficient or advanced.</p> <p>25 Q. Is there information in this document</p> <p style="text-align: right;">493</p>
<p>1 Math, and for all students 10 percent of the students were</p> <p>2 proficient or advanced.</p> <p>3 Q. And what does it say about the number of</p> <p>4 students tested versus enrolled?</p> <p>5 A. There were 31 students tested, but there</p> <p>6 were 60 students that were enrolled for Grade 11.</p> <p>7 Q. Does the document on Page 3 contain any</p> <p>8 goals?</p> <p>9 A. Yes. If you look all the way to the right,</p> <p>10 so for example, 10 percent of the students were proficient</p> <p>11 or advanced, the goal for that year was 73 percent.</p> <p>12 Q. Who establishes the goals?</p> <p>13 A. The Pennsylvania Department of Education.</p> <p>14 Q. That's not something established by the</p> <p>15 Reading School District?</p> <p>16 A. No.</p> <p>17 Q. Turn to the next page, please. What</p> <p>18 information is conveyed on this page?</p> <p>19 A. (Witness complies.)</p> <p>20 These are the school overall results in</p> <p>21 Reading. So for this one, for this year, 25 percent of the</p> <p>22 students were proficient or advanced.</p> <p>23 Q. Are you sure it's 25?</p> <p>24 A. That's how I'm -- 25 or 20. That's how I'm</p> <p>25 reading it as --</p> <p style="text-align: right;">492</p>	<p>1 regarding highly qualified teachers?</p> <p>2 A. Yes.</p> <p>3 Q. Can you point that out to us?</p> <p>4 A. Last page. It says Course Assignments with</p> <p>5 Non-highly Qualified Teachers, the number is 72. The</p> <p>6 percentage was 42 percent.</p> <p>7 Q. I want to make sure I understand what that</p> <p>8 means. Does that mean that 42 percent of the courses at</p> <p>9 the Charter School were staffed with non-highly qualified</p> <p>10 teachers?</p> <p>11 A. That's correct.</p> <p>12 Q. Was the '12/13 school year a year that PDE</p> <p>13 published the SPP profile?</p> <p>14 A. Yes.</p> <p>15 Q. If you could turn to Joint Exhibit 12,</p> <p>16 please.</p> <p>17 A. (Witness complies.)</p> <p>18 Q. Can you identify what's contained in Joint</p> <p>19 Exhibit 12?</p> <p>20 A. The I-LEAD Charter School 2012/13 School</p> <p>21 Performance Profile.</p> <p>22 Q. From where was this information obtained?</p> <p>23 A. The Pennsylvania Department of Education.</p> <p>24 Q. Is this information maintained online?</p> <p>25 A. Yes.</p> <p style="text-align: right;">494</p>

<p>1 Q. What information is conveyed on the first 2 page?</p> <p>3 A. These are just your school Fast Facts. So 4 this will basically give you a grade configuration, whether 5 or not you're a Title 1 school, percent of classes taught 6 by a highly qualified teacher, your enrollment, percent of 7 your gifted students, what your dropout rate is, and all of 8 your ethnicity demographics, how many students you have 9 that are economically disadvantaged, gender, and then 10 percentage of those who are ELL and also have an IEP.</p> <p>11 Q. Is a similar type of page published for 12 every school in Pennsylvania?</p> <p>13 A. Correct.</p> <p>14 Q. So is a similar page then published for 15 Reading Senior High School each year?</p> <p>16 A. That's correct.</p> <p>17 Q. To your knowledge, where does the 18 information come from that's included on this Fast Facts 19 page?</p> <p>20 A. It comes from the school, meaning, you 21 know, as the Principal of Reading High School, we have 22 every opportunity to go into and make corrections to data 23 if it's inaccurate. So a lot of this for us comes from 24 eSchool, comes from our Human Resources Department, and 25 also comes from our PIMS Coordinator and putting all of the</p> <p style="text-align: right;">495</p>	<p>1 that you previously addressed indicated?</p> <p>2 A. Correct.</p> <p>3 Q. So that was indicating the number taught by 4 -- percentage taught by non-highly qualified teachers, and 5 this is the converse?</p> <p>6 A. Correct.</p> <p>7 Q. What is the dropout rate set forth in this 8 document for I-LEAD?</p> <p>9 A. If you take the decibel and make it into a 10 percentage, it's 86 percent.</p> <p>11 Q. And that would be the number reported by the 12 I-LEAD Charter School?</p> <p>13 A. Correct.</p> <p>14 Q. If you turn to the next page, please, can 15 you generally describe what different information is 16 included on this page?</p> <p>17 A. (Witness complies.)</p> <p>18 Sure. On the left-hand side you'll get 19 your building academic score. So that's the score that you 20 first look at to see how everything on the right, where it 21 adds up. Then you're also going to get your Federal 22 designation. So for this school year, as a Title 1 school, 23 I-LEAD was a priority school.</p> <p>24 Underneath that you'll start to get your 25 participation percentages and also your SAT and your ACT</p> <p style="text-align: right;">497</p>
<p>1 data and information into the system.</p> <p>2 So all of the information that's on this 3 page is directly from the school or the district and 4 feeding into the page you have here.</p> <p>5 Q. So the information that would be included on 6 the first page of Joint Exhibit 12 would come from I-LEAD 7 Charter School?</p> <p>8 A. Correct.</p> <p>9 Q. Does a school have the opportunity to review 10 its Fast Facts data before it's publicly published on the 11 SPP website?</p> <p>12 A. Yes. Typically late August, early 13 September, all LEA's will get an e-mail. That e-mail will 14 state, here is your first wave of data to confirm or 15 deny -- confirm or see if there needs to be changes made. 16 And then you have a two-week window where I can go in, look 17 at each part, and then request changes if I feel this is 18 inaccurate.</p> <p>19 Q. You had mentioned that this page referenced 20 the percentage of classes taught by highly qualified 21 teachers.</p> <p>22 A. Yes.</p> <p>23 Q. What is it reporting?</p> <p>24 A. 57 percent.</p> <p>25 Q. Is that the opposite of what the report card</p> <p style="text-align: right;">496</p>	<p>1 scores. To the right is where it gets into all of the 2 academic performance data. All of these will add up to 3 what your building level academic score is.</p> <p>4 So as I stated earlier, there's five 5 categories. Within each category you have an opportunity 6 to obtain points which will lead into what your academic 7 score is.</p> <p>8 Q. Can you just identify each of the different 9 categories you're referencing?</p> <p>10 A. Sure. Indicators of academic achievement, 11 so the first three are Mathematics, Reading/Literature, 12 Science/Biology. So by the end of 11th grade, if you look 13 to the right, 9 percent of the students passed the Algebra 14 1 Keystone, 25 passed the Literature, and 6 percent passed 15 the Biology. Writing is an NA because that is not an 16 assessment we do at the high school level.</p> <p>17 The industry-based, standards-based 18 competency assessments, those are assessments that we have 19 with our Reading Muhlenberg CTC where you can obtain points 20 from that.</p> <p>21 Q. And CTC is?</p> <p>22 A. Is your Career and Technical Center. Grade 23 3 Reading, that's not applicable. And your SAT, ACT 24 college ready benchmark, that's a percentage of the 25 students are scoring a 1550 or higher on the SAT, or a 23 I</p> <p style="text-align: right;">498</p>



<p>1 believe it is for the ACT. So any student who achieves 2 that benchmark, you end up getting credit for.</p> <p>3 Q. So the categories that you just described 4 are in the first set of categories for the Indicators of 5 Academic Achievement; correct?</p> <p>6 A. Correct.</p> <p>7 Q. What's the next step?</p> <p>8 A. The next one talks about Closing the 9 Achievement Gap. So you have Math, Reading and Science 10 because Writing wouldn't pertain to I-LEAD or even Reading 11 High School. So, basically, the State is giving you a 12 percentage which is required over a six-year period for you 13 to close the Achievement Gap. This is NA for I-LEAD as 14 well as it was every school for this year because it was 15 the baseline year. So there wouldn't be any data for them 16 or for even Reading Senior High School.</p> <p>17 The next categories, Indicators of Closing 18 the Achievement Gap, Historically Underperforming Students, 19 once again, over a six-year period the State is going to 20 give you targets to meet. And if you make those targets, 21 you can gain points for how you're Closing the Achievement 22 Gap for students, for the most part, who are economically 23 disadvantaged.</p> <p>24 The next area is your PVAAS data, and this 25 is your indicators of academic growth. So from a</p> <p style="text-align: right;">499</p>	<p>1 that, is 40 percent of students either take the PSAT or the 2 Planned Participation in either 10th or 11th grade. So the 3 11th grade is a point where they will pull those kids out 4 of snapshot and if 40 percent of the population took your 5 PSAT or took the Planned Participation, you get points for 6 that.</p> <p>7 And the reason and the justification from 8 PDE is the PSAT is an indicator for how well kids are going 9 to perform when they get to college. So from a college 10 readiness standpoint, that was something that they were 11 pushing schools to get students to take the PSAT or the 12 Planned Participation Assessment.</p> <p>13 The last piece on the next page is the data 14 element, and this is for extra credit. Did not receive 15 points for students who were advanced on Keystone in Math, 16 Reading and then also Science.</p> <p>17 The Writing doesn't count again. Did not 18 receive any points for percent advanced for the industry 19 standards based competency assessments for your Career and 20 Technical Center.</p> <p>21 And then the last one, which was an NA for 22 them, if it's three or higher on an advanced placement 23 exam. So PDE for this category here, the minute a kid 24 scores a three, he gets picked up and gets put into a 25 calculation in terms of getting a three or higher on any</p> <p style="text-align: right;">501</p>
<p>1 standpoint of where kids were projected to be proficient or 2 were projected what their score was going to be, I-LEAD 3 only earned 50 points. For Reading and Literature they 4 actually earned 79 points, and for Science and Biology they 5 earned 50 points. And for writing it's an NA because it 6 wouldn't be applicable for any high school.</p> <p>7 So, basically, all that's saying is in 8 terms of Math there weren't enough students who made growth 9 from their 8th grade PSSA, and using this formula they have 10 from PDE, to when they took their Algebra 1 assessment.</p> <p>11 There was some growth for students in 12 Reading and Literature from 8th grade PSSA to when they 13 took the Literature exam, but there wasn't adequate growth 14 for Science and Biology from their 8th grade PSSA up to 15 leading to them taking the Biology assessment.</p> <p>16 The last piece you have here -- or actually 17 there's one more piece to it after this -- it speaks to 18 graduation. Their graduation percentage was 18 percent. 19 They would not have promotion rate because that's only for 20 elementary and, I believe, middle school.</p> <p>21 The attendance rate was 83 percent. Did 22 not receive points for Advanced Placement International 23 Baccalaureate diploma or for college credit and did also 24 not receive any points for PSAT, Planned Participation. 25 PSAT, in terms of how you gain points for</p> <p style="text-align: right;">500</p>	<p>1 type of AP exam. He only needs one. They don't double or 2 triple count the kid.</p> <p>3 So if I'm a student and I get a three or 4 higher in U.S. History, I'm banked into that equation. If 5 I get a three in Calculus and a three in Chemistry, I still 6 only get credit for one.</p> <p>7 So from a standpoint of how you get credit 8 for that is the number of students taking AP courses and 9 passing them, not so much one student passing five or six 10 or seven AP courses throughout their high school career.</p> <p>11 Q. One student gets counted once?</p> <p>12 A. Once, that's it.</p> <p>13 Q. And the information that's on that third 14 page then, that's all extra credit?</p> <p>15 A. Correct.</p> <p>16 Q. That's not calculated into the regular 17 building score?</p> <p>18 A. It is calculated into the building score.</p> <p>19 Q. A poorly worded question. We'll talk about 20 that a little later.</p> <p>21 A. Okay.</p> <p>22 Q. Turn back to the second page, please.</p> <p>23 A. (Witness complies.)</p> <p>24 Q. I apologize because we're going to get you 25 colored copies of these for purposes of the record, but in</p> <p style="text-align: right;">502</p>

1 terms of the information that's set forth under the heading  
2 Academic Performance Data at the top of the page -- do you  
3 see that?  
4 A. Yes.  
5 Q. -- are those different categories? Can you  
6 explain what that is?  
7 A. If you have a hundred, you get a star.  
8 You're sort of like a distinguished school. A 90 to a  
9 hundred is sort of -- I think that color is blue for that  
10 one. It's either blue or light blue. And an 80 to an 89  
11 is blue or light blue, one or the other. 70 to 79 is  
12 green.  
13 So from PDE's standpoint, in each category  
14 and your overall score, they want buildings and schools to  
15 be within that green category. So your ultimate goal in  
16 PDE's eyes is how do you get each category, how do you get  
17 your overall building level score to a 70 or 79 because --  
18 in fact, that color is green.  
19 Then if you go to the next category, the 60  
20 to 69, that's sort of your yellow, and that category is  
21 you're heading in the right direction, there's just some  
22 corrections you need to make.  
23 Then the last category, the upsidedown  
24 triangle, is a 50. That color is red. So any school less  
25 than a 50 from a designation standpoint could very easily

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1 fall in the focus or priority school because with the red,  
2 they're saying there's some definite issues that need to be  
3 addressed.  
4 Q. That category that you said is less than a  
5 50, is that the lowest category rated on this form?  
6 A. Correct.  
7 Q. And are there designations based on those  
8 categories next to each of the components of the building  
9 level score?  
10 A. Yes.  
11 Q. What was I-LEAD's building level academic  
12 score for '12/13?  
13 A. Their building academic score was 35.1.  
14 Q. And out of how many points?  
15 A. Out of a hundred.  
16 Q. Where did that place them in terms of the  
17 categories?  
18 A. That placed them in a priority school,  
19 which placed them into -- from a Title 1 standpoint and one  
20 of the 5 percent -- the 5 percent mark of the lowest 5  
21 percent of schools from a performance standpoint.  
22 MS. PETERSEN: Unless the Hearing Officer  
23 would like me to go through every single data point  
24 reflected here and the witness already did address some of  
25 them, I would like to just let the exhibit stand for

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1 itself.  
2 HEARING OFFICER: I'm familiar with some of  
3 this stuff. I can read documents, so I'll let Counsel do  
4 what they want. But I'm sure when you guys brief it,  
5 you'll be directing my attention to certain data points in  
6 exhibits and explain why or why not they're relevant.  
7 BY MS. PETERSEN:  
8 Q. Just one more question then about this  
9 particular document. What was I-LEAD's Federal  
10 Accountability Designation?  
11 A. Priority.  
12 Q. What does that mean?  
13 A. Priority, you're in that bottom tier,  
14 lowest 5 percent in the State.  
15 Q. 5 percent of what?  
16 A. Title 1 schools.  
17 Q. Please turn to Joint Exhibit 14.  
18 A. (Witness complies.)  
19 Q. Can you identify the document in Joint  
20 Exhibit 14?  
21 A. The Reading Senior High School 2012/13  
22 School Performance Profile.  
23 Q. And to the best of your knowledge, is the  
24 Fast Facts information on the front page of this document  
25 accurate?

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1 A. Yes.  
2 Q. What was the enrollment of the high school  
3 in the '12/13 school year?  
4 A. 3,335 students.  
5 Q. And that's grades 10 through 12?  
6 A. Correct.  
7 Q. What was the dropout rate for Reading Senior  
8 High School?  
9 A. 13 percent.  
10 Q. How do you feel about that number?  
11 A. That was something that we needed to  
12 develop a plan for because it was unacceptable.  
13 Q. If you could turn to the next page, what was  
14 Reading Senior High School's building level score?  
15 A. For that school year, '12/13, it was 54.5.  
16 Q. And what was the percentage of students  
17 scoring advanced or proficient in Algebra 1?  
18 A. Algebra 1 was 44 percent, Literature was  
19 53, Science and Biology was 16. From a Career and  
20 Technical standpoint, it was 87. And then we did not get  
21 any points for SAT and ACT.  
22 Q. In terms of the information that's shown  
23 here on PVAAS growth, what is it showing?  
24 A. For the Indicators of Closing the  
25 Achievement Gap for both, we didn't have anything. From a

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<p>1 standpoint of academic growth for PVAAS, for Mathematics</p> <p>2 and Algebra 1 we were at a 50. For Reading and Literature</p> <p>3 we were at a hundred, and then for Science and Biology we</p> <p>4 were at a 50.</p> <p>5 Q. Regarding the Closing the Achievement Gap --</p> <p>6 you may have referenced this earlier, is that because no</p> <p>7 data was reported for any school for the State?</p> <p>8 A. Correct. The State had to have a baseline</p> <p>9 year in terms of giving you a baseline and then starting to</p> <p>10 make projections at that point.</p> <p>11 Q. What was the high school's cohort graduation</p> <p>12 rate?</p> <p>13 A. 61 percent.</p> <p>14 Q. Do you know how that's calculated?</p> <p>15 A. Yes. Graduation is calculated over a</p> <p>16 four-year period. So it starts on your 9th grade</p> <p>17 enrollment date, whatever high school you enroll in.</p> <p>18 So if I enroll in high school in New</p> <p>19 Jersey, whenever I enroll in 9th grade, the clock takes you</p> <p>20 at four years. It doesn't matter where you transfer. So</p> <p>21 it's based off a four-year cohort graduation.</p> <p>22 If a student does not graduate within four</p> <p>23 years, he does not get picked up as part of your graduation</p> <p>24 data. He actually gets coded as someone who dropped out.</p> <p>25 Q. So the high school does not have 9th grade?</p> <p style="text-align: right;">507</p>	<p>1 school, we were sort of in the middle.</p> <p>2 Q. So no designation is, in fact, a</p> <p>3 designation?</p> <p>4 A. To a certain degree, yes.</p> <p>5 Q. If you could turn to the last page, please.</p> <p>6 Actually, the second-to-the-last page, please, so Page 4.</p> <p>7 A. (Witness complies.)</p> <p>8 Q. Can you identify what information is</p> <p>9 conveyed on this page?</p> <p>10 A. This is the Reading Senior High School and</p> <p>11 this is your Comparison Table for Academic Performance.</p> <p>12 And what this does is it sort of breaks down the high</p> <p>13 school on the left, but then on the right sort of compares</p> <p>14 it to I-LEAD Charter School as well.</p> <p>15 Q. Is this a function of the Department's</p> <p>16 website?</p> <p>17 A. Yes.</p> <p>18 Q. You can compare schools?</p> <p>19 A. Correct.</p> <p>20 Q. Please turn to Joint Exhibit 16.</p> <p>21 A. (Witness complies.)</p> <p>22 Q. Can you identify the document in Joint</p> <p>23 Exhibit 16?</p> <p>24 A. Yes. This is the '13/14 I-LEAD Charter</p> <p>25 School Required Federal Reporting Measure.</p> <p style="text-align: right;">509</p>
<p>1 A. No.</p> <p>2 Q. What does that mean for Reading Senior High</p> <p>3 School?</p> <p>4 A. What that means is we have three years. So</p> <p>5 wherever they're at in terms of that category, we have</p> <p>6 three years to get them where they need to be to get them</p> <p>7 to graduate on time.</p> <p>8 Q. Looking further down the page here, did</p> <p>9 Reading Senior High School receive any credit for Advanced</p> <p>10 Placement?</p> <p>11 A. I'm trying to figure out where you're at.</p> <p>12 For academic indicators, are we in that category?</p> <p>13 Q. Yes.</p> <p>14 A. Yes. For advanced placement, yes, we</p> <p>15 received a score of a hundred.</p> <p>16 Q. And did the high school receive any extra</p> <p>17 credit?</p> <p>18 A. Yes. We received extra credit for -- next</p> <p>19 page -- for Mathematics 7.49, Literature 3.73, Biology</p> <p>20 3.36, and also for CTC, Career and Technical Center, 70.4.</p> <p>21 Q. If you could turn back to the second page,</p> <p>22 what was the high school's Federal Accountability</p> <p>23 Designation?</p> <p>24 A. We did not have a designation. So we</p> <p>25 didn't fall in that bottom tier, we were not a rewards</p> <p style="text-align: right;">508</p>	<p>1 Q. And for what year?</p> <p>2 A. This is for the 2013/14 school year.</p> <p>3 Q. I'm sorry, you said that. If you could turn</p> <p>4 to Page 3, what information is conveyed in here regarding</p> <p>5 Math and Algebra 1?</p> <p>6 A. 9 percent of the students were proficient</p> <p>7 or advanced for this school year, and the goal was</p> <p>8 17 percent.</p> <p>9 Q. And who established that goal?</p> <p>10 A. Pennsylvania Department of Education.</p> <p>11 Q. How many students were tested versus</p> <p>12 enrolled?</p> <p>13 A. There were 32 students tested and 51</p> <p>14 enrolled.</p> <p>15 Q. What does the document indicate in terms of</p> <p>16 the Charter School's performance in Literature?</p> <p>17 A. Literature, 28 percent of the students were</p> <p>18 proficient or advanced. The goal for that year was</p> <p>19 31 percent.</p> <p>20 Q. And, again, who set that goal?</p> <p>21 A. Pennsylvania Department of Education.</p> <p>22 Q. And how many students were tested versus</p> <p>23 enrolled?</p> <p>24 A. 32 tested and 51 enrolled.</p> <p>25 Q. What does the document indicate about the</p> <p style="text-align: right;">510</p>

<p>1 Charter School's performance in Science?</p> <p>2 A. For the '13/14 school year 8 percent of the</p> <p>3 students were proficient or advanced in Biology.</p> <p>4 Q. And is any information conveyed in the</p> <p>5 document regarding highly qualified teachers?</p> <p>6 A. Yes.</p> <p>7 Q. Could you point that out to us, please.</p> <p>8 A. It's on the last page. It says Course</p> <p>9 Assignments with Non-Highly Qualified Teacher, the number</p> <p>10 was 40 and the percentage is 22 percent.</p> <p>11 Q. If you could turn to Joint Exhibit 15,</p> <p>12 please.</p> <p>13 A. (Witness complies.)</p> <p>14 You said 15?</p> <p>15 Q. 15.</p> <p>16 A. Okay.</p> <p>17 Q. Can you identify the document in Joint</p> <p>18 Exhibit 15?</p> <p>19 A. This is the I-LEAD Charter School 2013/14</p> <p>20 School Performance Profile.</p> <p>21 Q. From where was this document obtained?</p> <p>22 A. Pennsylvania Department of Education.</p> <p>23 Q. What does the first page of the document</p> <p>24 indicate regarding the percentage of highly qualified</p> <p>25 teachers at the Charter School?</p> <p>511</p>	<p>1 points that year?</p> <p>2 A. Correct, for SAT and ACT.</p> <p>3 Q. And it looks like there is data in at least</p> <p>4 one of the categories for Closing the Achievement Gap.</p> <p>5 A. Correct.</p> <p>6 Q. Explain that, please.</p> <p>7 A. For this current year, there was a baseline</p> <p>8 for Biology, so all schools had an opportunity to gain</p> <p>9 points in closing the Achievement Gap for Biology, for</p> <p>10 closing the Achievement Gap for all students and Closing</p> <p>11 the Achievement Gap for the historically underperforming.</p> <p>12 Q. So now that we have some data, I think we</p> <p>13 need to define what that is. Can you explain to us what</p> <p>14 the Closing the Achievement Gap is measuring?</p> <p>15 A. So once you have your baseline, the State</p> <p>16 will say over a six-year period each year here is the</p> <p>17 amount of growth you need to make in terms of you closing</p> <p>18 the Achievement Gap. So say, for example, the State may</p> <p>19 say for this year for you to get credit, you were at</p> <p>20 15 percent, so based on this six-year model, you need to go</p> <p>21 from 15 percent to 28. If you go from 15 to 28, that's the</p> <p>22 first leg of closing the Achievement Gap over a six-year</p> <p>23 period.</p> <p>24 So at that point in time, based on how you</p> <p>25 perform, will be based on how many points you receive in</p> <p>513</p>
<p>1 A. It was 77.53 percent.</p> <p>2 Q. And that relates to the number of classes?</p> <p>3 A. Correct.</p> <p>4 Q. What was the student enrollment at the</p> <p>5 Charter School that year?</p> <p>6 A. 427.</p> <p>7 Q. And what was the dropout rate noted for the</p> <p>8 Charter School that year?</p> <p>9 A. 38.96 percent.</p> <p>10 Q. If you could turn to Page 2.</p> <p>11 A. (Witness complies.)</p> <p>12 Q. What was the Charter School's building level</p> <p>13 academic score in '13/14?</p> <p>14 A. 33.5.</p> <p>15 Q. And what was the percentage of students who</p> <p>16 scored proficient or advanced in Algebra 1, Literature and</p> <p>17 Biology?</p> <p>18 A. 9.38 percent.</p> <p>19 Q. In which subjects?</p> <p>20 A. Mathematics.</p> <p>21 Q. What about Literature?</p> <p>22 A. Literature was 28.13 percent. Science and</p> <p>23 Biology was 9.09 percent. And if you come all the way down</p> <p>24 where there was data, SAT and ACT was 8.33 was their score.</p> <p>25 Q. So the Charter School did receive some</p> <p>512</p>	<p>1 those two categories.</p> <p>2 Q. And then how does the historically</p> <p>3 underperforming students factor into closing the</p> <p>4 Achievement Gap?</p> <p>5 A. They're really talking about your</p> <p>6 economically disadvantaged students at that point.</p> <p>7 Q. So that second category of indicators of</p> <p>8 Closing the Achievement Gap for historically</p> <p>9 underperforming students is looking just at those students</p> <p>10 who are economically disadvantaged?</p> <p>11 A. Correct.</p> <p>12 Q. And in I-LEAD's case, are virtually all of</p> <p>13 their students economically disadvantaged?</p> <p>14 A. 94 percent.</p> <p>15 Q. Does that account for why the numbers are</p> <p>16 basically the same in both categories?</p> <p>17 A. Yes.</p> <p>18 Q. What does the PVAAS category indicate for</p> <p>19 the Charter School in '13/14?</p> <p>20 A. That for -- in Mathematics and Algebra 1</p> <p>21 they had 50 points, for Reading and Literature they had</p> <p>22 60 points, Science and Biology 50 points.</p> <p>23 Q. And what about the graduation rate for the</p> <p>24 Charter School?</p> <p>25 A. Graduation rate that year was 27 percent.</p> <p>514</p>

1 Q. And that is a natural percentage?  
2 A. Correct.  
3 Q. As opposed to a number of points?  
4 A. Correct.  
5 Q. So 27 percent of the student body graduated  
6 within the time allotted by PDE?  
7 A. Correct.  
8 Q. What was the attendance rate noted?  
9 A. 80 percent.  
10 Q. What Federal Accountability Designation did  
11 the Charter School receive in '13/14?  
12 A. A priority school.  
13 Q. So they were a priority school for two years  
14 in a row?  
15 A. Correct.  
16 Q. Please turn to Joint Exhibit 17.  
17 A. (Witness complies.)  
18 Q. Can you identify this document?  
19 A. Reading Senior High School, School  
20 Performance Profile.  
21 Q. For what year?  
22 A. The '13/14 school year.  
23 Q. Is this publicly available on PDE's website?  
24 A. Yes.  
25 Q. What was the dropout rate noted for the high

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1 school?  
2 A. 7 percent.  
3 Q. And is that a decrease from the prior  
4 year --  
5 A. Yes.  
6 Q. -- or an increase?  
7 A. Decrease.  
8 Q. Turn to the next page, please.  
9 A. (Witness complies.)  
10 Q. What was the high school's building academic  
11 score?  
12 A. 60.2.  
13 Q. And if you could go through the academic  
14 achievement scores, please.  
15 A. Sure. Mathematics, Algebra 1, 50 percent  
16 of the 11th grade students were proficient or advanced.  
17 Reading and Literature it was 64 percent. Science and  
18 Biology it was 18 percent. For the Career and Technical  
19 Center, those that were competent or advanced on the NOCTI,  
20 N-O-C-T-I, National Occupational Career Technical  
21 something. I don't know what the I stands for. So they  
22 were at 90.91. And SAT, ACT was 9.54.  
23 Q. Looking down the page, what was the high  
24 school's graduation rate?  
25 A. Graduation rate was 66.64.

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1 Q. Did the high school receive points for  
2 Advanced Placement or PSAT?  
3 A. Yes.  
4 Q. What was the high school's Federal  
5 Accountability Designation in '13/14?  
6 A. Last year we were honored as a Reward High  
7 Progress School.  
8 Q. I think you said last year.  
9 A. Yes.  
10 Q. So this is '13/14?  
11 A. This is '13/14.  
12 Q. So '13/14 what was their status?  
13 A. A High Progress Rewards School for '13/14.  
14 Q. What does that mean?  
15 A. For all Title 1 schools, we were in the top  
16 5 percent of every Title 1 school in the State of  
17 Pennsylvania. During that year, 97 schools were designated  
18 as High Progress Schools.  
19 Q. Out of how many, if you know?  
20 A. A couple thousand. There's 501 school  
21 districts so you can probably take it from there and figure  
22 out how many have high schools or whatever, so a couple  
23 thousand.  
24 Q. And if you could turn to Page 4.  
25 A. (Witness complies.)

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1 Q. What information is conveyed on Page 4 of  
2 Joint 17?  
3 A. It's the Comparison Table for Academic  
4 Performance for Reading Senior High School and I-LEAD  
5 Charter School.  
6 Q. Are you familiar with the PVAAS website?  
7 A. Yes.  
8 Q. What sort of information is available on the  
9 PVAAS website?  
10 A. A lot of things. You can project  
11 students -- you can do projections with PVAAS to see how  
12 kids are going to be projected, those that are in 9th  
13 grade, to see how they're going to project in 10th or 11th  
14 grade in a particular course.  
15 It will also -- the PVAAS website will give  
16 you an opportunity to look at your growth in students. So  
17 here's where a student was at, here's where they were  
18 predicted to be, and then whether or not they actually made  
19 growth from one assessment to the next.  
20 It also will go back to a teacher so you  
21 have the teacher component for PVAAS as well where if I'm a  
22 teacher in a course teaching Biology, there's data from a  
23 PVAAS standpoint that comes back to me, and it's on a  
24 three-year rolling average.  
25 So I then will get some type of -- some

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1 type of color in terms of where I'm at and whether or not  
2 I'm making growth with my students over a three-year period  
3 of time. So there's a teacher reporting piece to PVAAS,  
4 too, where there's a lot of accountability on the teacher  
5 who's teaching the course and how their students perform at  
6 the end of the course.  
7 Q. Are there portions of the PVAAS link that  
8 are public and portions that are password protected?  
9 A. Yes.  
10 Q. What information is conveyed on the public  
11 portion of the site?  
12 A. You can see the growth that the school has  
13 made from where they were projected and where they came in  
14 at.  
15 Q. Do you, as the Principal of Reading Senior  
16 High School, have access to the private portions of the  
17 PVAAS data for I-LEAD Charter School?  
18 A. No.  
19 Q. Do you have access to the publicly available  
20 information for I-LEAD Charter School?  
21 A. Yes.  
22 Q. If you could turn to Joint Exhibit 18.  
23 A. (Witness complies.)  
24 Q. Can you identify the information that's in  
25 this document regarding I-LEAD?

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1 A. This is the Keystone Algebra 1, and this is  
2 their PVAAS data from the 2014 school year, and will --  
3 speaks to tested grades, growth measure, and then the  
4 average student index.  
5 HEARING OFFICER: When you say 2014  
6 school year, could you clarify that just for me? Is that  
7 '13/14 or '14/15?  
8 THE WITNESS: It says 2014. I think it's  
9 the '13/14 school year.  
10 HEARING OFFICER: Thank you.  
11 THE WITNESS: Because usually if they put  
12 '14, that's the year you sort of took the assessment, so  
13 it would be the '13/14 school year.  
14 HEARING OFFICER: Thank you.  
15 BY MS. PETERSEN:  
16 Q. And what was the Average Growth Index  
17 information for I-LEAD Charter School for '13/14?  
18 A. Negative 702, which put them all the way at  
19 the bottom category, which would be red. And there's  
20 significant evidence that their school did not meet the  
21 standard for PA academic growth.  
22 Q. Flip two pages.  
23 A. (Witness complies.)  
24 Q. What information is conveyed starting on  
25 Page 3?

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1 A. This is I-LEAD Charter School, and this is  
2 Biology. And this, once again, speaks to the Average  
3 Growth Index for the kids for the '13/14 school year.  
4 Q. And what was the Average Growth Index for  
5 the Charter School that year?  
6 A. Negative 4.39, which put them in the  
7 significant evidence that the school did not meet the  
8 standard for PA academic growth which was red in the last  
9 category.  
10 Q. Flip two pages, please.  
11 A. (Witness complies.)  
12 Q. What information is conveyed in this next  
13 set of information?  
14 A. This is Literature, Keystone Literature,  
15 and this is the Average Growth Index Report. And for this  
16 school year for Grades 9 through 12, the Average Growth  
17 Index was negative 2, which colorwise I believe puts them  
18 at the yellow, which was moderate evidence that the school  
19 did not meet the standard for PA academic growth.  
20 Q. Thank you. Could you turn to Joint Exhibit  
21 19.  
22 A. (Witness complies.)  
23 Q. Can you identify the document in Joint  
24 Exhibit 19?  
25 A. Yes. This is the School Performance

521

1 Profile for I-LEAD Charter School.  
2 Q. For what school year?  
3 A. This is for -- I'm trying to see where the  
4 grade level is on here. I think I know what year it is, I  
5 just don't see it. I believe this is for the '14/15 school  
6 year.  
7 Q. If you could turn to Page 2, what does it  
8 say at the top?  
9 A. I-LEAD Charter School --  
10 Q. In terms of the Academic Performance Data.  
11 A. Okay. Academic Performance Data,  
12 2014/2015.  
13 Q. Just turning back to Page 1, please.  
14 A. Yes.  
15 (Witness complies.)  
16 Q. From where did you obtain this information?  
17 A. From Pennsylvania Department of Education  
18 and also on the website. And all the information that's  
19 contained in here would come strictly from I-LEAD.  
20 Q. And what does the document indicate was the  
21 dropout rate at the Charter School in the '14/15 school  
22 year?  
23 A. 23 percent.  
24 Q. And what percentage of classes were taught  
25 by highly qualified teachers in '14/15?

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1 A. 72 percent.  
2 Q. Turn to the next page, please.  
3 A. (Witness complies.)  
4 Q. What was the Charter School's building level  
5 academic score in '14/15?  
6 A. 40.  
7 Q. What was the achievement in the three tested  
8 subject areas in '14/15?  
9 A. Mathematics, Algebra 1 was 18 percent. ELA  
10 Literature was 32 percent. Science, Biology was 10  
11 percent. And then SAT and ACT was zero points.  
12 Q. How does one earn zero points in the SAT  
13 category?  
14 A. Basically, you wouldn't have any students  
15 who received a 1550 or higher on the SAT or on the ACT. I  
16 think the ACT is either 22 or 23.  
17 Q. And there is data reported in the indicators  
18 of Closing the Achievement Gap here?  
19 A. Yes. The indicators achieved for  
20 Mathematics was a 61.39. That would have been yellow. The  
21 ELA Literature was 56.45, which was red. The Science,  
22 Biology was 26.87.  
23 Q. And red meaning what?  
24 A. Did not hit the goal of at least 60 to be  
25 yellow, so it was in the last category.

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1 Q. And what was the cohort graduation rate for  
2 '14/15?  
3 A. Cohort grad was 27 percent.  
4 Q. And what was the attendance rate?  
5 A. 83 percent.  
6 Q. Did the Charter School receive extra credit?  
7 A. Yes. They did receive extra credit for  
8 percent of students advanced in Math 2.7, percentage of  
9 students advanced in Literature 3.28, percentage of  
10 students advanced in Biology 1.49.  
11 Q. And does the Charter School have a Federal  
12 Accountability Designation in '14/15 as reported here?  
13 A. Not yet.  
14 Q. Why would that be?  
15 A. I'm going to make an assumption that with  
16 some of the changes that are happening at PDE, they have  
17 not given everyone their designation yet. Those who were  
18 reward schools were just notified like three weeks ago, so  
19 it's probably going to be another month or two before they  
20 give all the other school districts some type of  
21 designation.  
22 Q. You had noted that the Charter School's  
23 academic score was a 40 for '14/15?  
24 A. Yes.  
25 Q. Was that an increase from the prior year?

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1 A. Yes.  
2 Q. After listening to the testimony of the  
3 Charter School's witnesses last week, do you have a  
4 reaction to their building level score going up based on  
5 that testimony?  
6 A. Yes. If there's a selection of students to  
7 take the Keystone exam and those are students who are only  
8 ready to take the Keystone exam, then you potentially could  
9 be looking at the Indicators of Academic Achievement for  
10 all three, Math, ELA and Science, but better yet, when  
11 you're looking at closing the Achievement Gap and then also  
12 looking at PVAAS, if you're not testing all of the  
13 students, basically, what you're saying is that there are  
14 some students who probably would not perform up to the  
15 proficient level.  
16 So that being said, is you're going to  
17 potentially have an increase if you're going to select  
18 certain students to take the assessment.  
19 Q. Did Reading High School have a SPP profile  
20 published for '14/15?  
21 A. Yes.  
22 Q. Turn to Joint Exhibit 20, please.  
23 A. (Witness complies.)  
24 Q. Can you identify this document?  
25 A. This is the Reading Senior High School,

525

1 School Performance Profile.  
2 Q. For what year?  
3 A. The 2014/2015 school year.  
4 Q. What is the dropout rate noted on Page 1?  
5 A. 7.9 percent.  
6 Q. And what is the school enrollment noted on  
7 Page 1?  
8 A. 3,044.  
9 Q. Turn to Page 2, please.  
10 A. (Witness complies.)  
11 Q. What was the high school's building level  
12 academic score?  
13 A. 65.2.  
14 Q. And what was the academic achievement of the  
15 high school students in the three tested areas?  
16 A. In Algebra 1 we were a 58.36. ELA,  
17 Literature we were a 63. In Science and Biology we were a  
18 25.68, from the CTC, Career and Technology Center, 88.16,  
19 and from SAT, ACT 16.76.  
20 Q. And what about in the indicators of Closing  
21 the Achievement Gap?  
22 A. The State had specific goals for the high  
23 school, and we met -- we actually exceeded the goal in  
24 Mathematics and in English Language Arts, and we're very  
25 close to meeting the goal for Science and Biology in terms

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<p>1 of the goal they had set for us over a six-year period to</p> <p>2 close the Achievement Gap for those students.</p> <p>3 Q. And further down the page, what was the</p> <p>4 graduation rate at the high school?</p> <p>5 A. 71.35.</p> <p>6 Q. Did the high school receive credit for</p> <p>7 Advanced Placement?</p> <p>8 A. Yes.</p> <p>9 Q. And PSAT?</p> <p>10 A. Yes.</p> <p>11 Q. And did the high school receive extra</p> <p>12 credit?</p> <p>13 A. Yes. For Math it was 4.6, for Literature</p> <p>14 it was .84, for Science and Biology, 2.41, for the NOCTI it</p> <p>15 was 63.09, and 4 percent or higher on the AP exam was 7.97.</p> <p>16 Q. Are you familiar with how the Department of</p> <p>17 Education factors in Advanced Placement data into the SPP</p> <p>18 calculation?</p> <p>19 A. Yes. Yes.</p> <p>20 Q. And does the Department publish a</p> <p>21 calculation within the SPP site?</p> <p>22 A. Yes. When you click on each tab, it will</p> <p>23 have a drop-down menu, and it will show you the highest</p> <p>24 number of points you can gain, what your calculation was,</p> <p>25 and then how that fits in in terms of what you receive.</p> <p style="text-align: right;">527</p>	<p>1 Q. Page 4.</p> <p>2 A. That's what I have as Page 4 (indicating).</p> <p>3 Q. Is there a document in School District</p> <p>4 Exhibit 10 that reflects what you just testified about?</p> <p>5 A. Yes, for I-LEAD Charter School. That's</p> <p>6 what I have it as.</p> <p>7 HEARING OFFICER: Do you want to just</p> <p>8 read that heading, the page that --</p> <p>9 MS. PETERSEN: The Reading Senior High</p> <p>10 School?</p> <p>11 THE WITNESS: What I have for 10 is</p> <p>12 I-LEAD Charter School.</p> <p>13 MS. PETERSEN: May I approach the</p> <p>14 witness?</p> <p>15 HEARING OFFICER: Why don't we go off the</p> <p>16 record.</p> <p>17 (Discussion was held off the record.)</p> <p>18 BY MS. PETERSEN:</p> <p>19 Q. Mr. Turman, in School District 10, can you</p> <p>20 tell us where within that document is the reflection of the</p> <p>21 calculation that you were just testifying about for Reading</p> <p>22 High?</p> <p>23 A. The last two pages for Reading High School.</p> <p>24 Q. And in terms of the number of points</p> <p>25 associated with each factor, those are all indicated on</p> <p style="text-align: right;">529</p>
<p>1 Q. And in terms of the building level academic</p> <p>2 score, there's a little -- it looks like a --</p> <p>3 A. Magnifying glass.</p> <p>4 Q. -- magnifying glass -- thank you -- with the</p> <p>5 words view calculation.</p> <p>6 A. Correct.</p> <p>7 Q. What happens when you click on that?</p> <p>8 A. When you click on that number, it will give</p> <p>9 you every calculation on the right-hand side. So I can</p> <p>10 click Mathematics and Algebra 1. It will then show me</p> <p>11 specifically 58.36, you actually multiply that into 7.50.</p> <p>12 Literature this year was actually -- I believe it was 14 or</p> <p>13 15. And Science, Biology was 7.5.</p> <p>14 So they take your calculation, they factor</p> <p>15 that into how many points you received out of the highest</p> <p>16 score you can get, and then you'll get a score. So if you</p> <p>17 take Mathematics and Algebra 1, 58.36, you multiply that</p> <p>18 into 7.5. Let's say that comes out to 4.7, those are the</p> <p>19 highest number of points you will get for that category.</p> <p>20 Q. I'm going to have you turn to School</p> <p>21 District 10, which is the other binder.</p> <p>22 A. (Witness complies.)</p> <p>23 Q. And if you'd flip to Page 4.</p> <p>24 A. (Witness complies.)</p> <p>25 Yes. 3?</p> <p style="text-align: right;">528</p>	<p>1 this page here?</p> <p>2 A. Correct.</p> <p>3 Q. How many points does Reading Senior High</p> <p>4 School receive under the heading Other Academic Indicators</p> <p>5 for Advanced Placement?</p> <p>6 A. We didn't get -- .16.</p> <p>7 Q. No, no, no, the Other Academic Indicators.</p> <p>8 A. For cohort graduation?</p> <p>9 Q. Hold on. So under the heading Other</p> <p>10 Academic Indicators, my question is how many points does</p> <p>11 the high school receive for Advanced Placement?</p> <p>12 A. Okay. I'm sorry. 2.50.</p> <p>13 Q. And that's out of how many total points?</p> <p>14 A. 2.50.</p> <p>15 Q. But in terms of the overall point value</p> <p>16 available?</p> <p>17 A. Oh, overall, a hundred points.</p> <p>18 Q. And how many points were received by Reading</p> <p>19 High School under Extra Credit for Advanced Placement?</p> <p>20 A. Percent 3 or higher on Advanced Placement</p> <p>21 was .16.</p> <p>22 Q. So .16 points out of a hundred?</p> <p>23 A. Correct.</p> <p>24 Q. If you could flip to the preceding two</p> <p>25 pages, can you identify what is included in those</p> <p style="text-align: right;">530</p>



1 documents?  
2 A. (Witness complies.)  
3 This is the Other Academic Indicator for  
4 I-LEAD Charter School.  
5 Q. Go back one more.  
6 A. One more. These are the calculations for  
7 the academic performance data for I-LEAD Charter School.  
8 Q. For what year?  
9 A. For the '14/15 school year.  
10 Q. So this is the components that got them to  
11 the 40 building level score?  
12 A. Correct.  
13 Q. And just so the record is clear, what's the  
14 first page in School District Exhibit 10?  
15 A. I-LEAD Charter School, Understanding  
16 Academic Performance Scores.  
17 Q. And from where was this information  
18 obtained?  
19 A. Pennsylvania Department of Education, right  
20 off the website.  
21 Q. What information is conveyed within that  
22 document?  
23 A. It gives you an opportunity to get  
24 information in terms of how the calculations are made.  
25 Also, it gives you an opportunity -- basically, it gives

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1 you definitions for each one so you can better understand  
2 what the SPP profile contains and how you gain points as  
3 you increase or decrease student performance.  
4 Q. I'm going to have you turn back to Joint  
5 Exhibit 20.  
6 A. (Witness complies.)  
7 Q. What is identified under Federal  
8 Accountability Designation for Reading Senior High School?  
9 A. There isn't one right this second, but we  
10 received a letter from the Director of -- I believe it was  
11 Susan McCrone from PDE that for the second year in a row we  
12 were a high progress school.  
13 Q. I'm going to have you turn to School  
14 District Exhibit 7, which is in the other binder.  
15 A. (Witness complies.)  
16 Q. Is this the letter that you just referenced?  
17 A. Yes.  
18 Q. What's the date of the letter?  
19 A. December 31, 2015.  
20 Q. The letter is directed to whom?  
21 A. Mr. Turman, myself.  
22 Q. One last thing --  
23 MR. STACEY: Before you move on, can I  
24 renew my objection about documents that have strictly to  
25 do with Reading High School and don't have anything to do

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1 with I-LEAD Charter School?  
2 HEARING OFFICER: Noted for the record.  
3 I'm going to overrule it. We have a lot of information  
4 about various data and comparison and standards, so I  
5 think you think it's relevant, again, we can talk about  
6 what weight it should be given, but I'll allow it.  
7 BY MS. PETERSEN:  
8 Q. Mr. Turman, I apologize for jumping around.  
9 Just going back to Joint Exhibit 20, can you just identify  
10 what the last two pages of Joint Exhibit 20 reflect?  
11 A. This was a comparison of I-LEAD Charter  
12 School to Reading Senior High School.  
13 Q. And was that information obtained from PDE's  
14 website?  
15 A. Correct.  
16 MS. PETERSEN: I think this is probably a  
17 good place for us to stop and break for lunch.  
18 HEARING OFFICER: Do you have any  
19 objection to that?  
20 MR. STACEY: No.  
21 HEARING OFFICER: It is noon. We will  
22 take a one-hour recess for lunch and ask the people to  
23 try to be back promptly at 1 o'clock after our recess.  
24 MS. PETERSEN: Thank you.  
25 (Lunch recess was taken.)

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1 HEARING OFFICER: We are back from our  
2 recess. It's 1 o'clock, and we'll continue with the  
3 direct-examination of the witness by Ms. Petersen.  
4 BY MS. PETERSEN:  
5 Q. Mr. Turman --  
6 A. Yes.  
7 Q. -- can you please turn to School District  
8 Exhibit No. 1.  
9 A. (Witness complies.)  
10 Yes.  
11 Q. What is this document?  
12 A. This is a four-year Academic Performance  
13 Comparison for I-LEAD Charter School.  
14 Q. Comparison against what?  
15 A. Comparing them against each year, and I  
16 believe if I keep paging through, comparing them to Reading  
17 Senior High School.  
18 Q. And from where was the data that's included  
19 within School District Exhibit No. 1 obtained?  
20 A. Pennsylvania Department of Education.  
21 Q. And is it reflective of the data that we've  
22 already gone over in the School Performance Profile  
23 reports?  
24 A. Correct.  
25 Q. For both entities?

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<p>1 A. Yes.</p> <p>2 Q. And just without actually identifying the</p> <p>3 individual data points, can you just explain what is</p> <p>4 included in the first two pages?</p> <p>5 A. First two pages is your '11/12, '12/13,</p> <p>6 '13/14, '14/15, it shows I-LEAD's SPP profile for three out</p> <p>7 of the four years.</p> <p>8 It shows their proficiency in ELA, Math,</p> <p>9 Science, also shows the pieces for closing the Achievement</p> <p>10 Gap. Next page talks about the graduation rate, dropout</p> <p>11 percentage, SAT, and also Advanced Placement.</p> <p>12 Q. What about on the third and fourth page?</p> <p>13 A. Reading Senior High School AYP status for</p> <p>14 '11/12 and the School Performance Profile for '12/13,</p> <p>15 '13/14, '14/15.</p> <p>16 It shows the ELA, Math, Science</p> <p>17 proficiencies for those three years. Next two show the</p> <p>18 Closing the Achievement Gap of all students, also of those</p> <p>19 historically underperforming. The last page discusses</p> <p>20 PVAAS, graduation, dropout, SAT, and Advanced Placement.</p> <p>21 Q. Turning you back to the third page, please,</p> <p>22 in the '14/15 column should there be a change there</p> <p>23 regarding the Federal designation for Reading Senior High</p> <p>24 School?</p> <p>25 A. Yes. It should be reward, high progress</p> <p>535</p>	<p>1 Reading Senior High School.</p> <p>2 Q. And what's on Page 8?</p> <p>3 A. Cohort graduation percentage of students</p> <p>4 who graduate in four years. In blue you have I-LEAD</p> <p>5 Charter School, and in orange you have Reading Senior High</p> <p>6 School.</p> <p>7 Q. Do you know why we don't have data for</p> <p>8 '11/12?</p> <p>9 A. I don't know if they didn't have enough</p> <p>10 graduates that year or -- I'm not sure what the issue was,</p> <p>11 why they didn't have data.</p> <p>12 Q. And Page 9?</p> <p>13 A. That was the dropout percentage. So on the</p> <p>14 left -- in the blue you have I-LEAD Charter School, and in</p> <p>15 the orange you have Reading Senior High School.</p> <p>16 Q. Thank you. If you could turn to School</p> <p>17 District Exhibit No. 8.</p> <p>18 A. (Witness complies.)</p> <p>19 Yep.</p> <p>20 Q. What is included within School District</p> <p>21 Exhibit No. 8?</p> <p>22 A. These are all the school districts within</p> <p>23 Berks County, and it shows the SPP score for every high</p> <p>24 school in Berks County.</p> <p>25 Q. And for what year?</p> <p>537</p>
<p>1 again.</p> <p>2 Q. What is referenced on Page 5?</p> <p>3 A. On Page 5 it's an ELA comparison for</p> <p>4 Literature for I-LEAD Charter School and Reading Senior</p> <p>5 High School.</p> <p>6 Q. Again, I apologize because these are not in</p> <p>7 color in the various books. Which column is which?</p> <p>8 A. On the left-hand side you have I-LEAD</p> <p>9 Charter School, on the right-hand side you have Reading</p> <p>10 Senior High School.</p> <p>11 Q. So in what we have projected, what do the</p> <p>12 different colors designate?</p> <p>13 A. Blue is I-LEAD. Orange is Reading Senior</p> <p>14 High School. I believe that's blue or purple, one of the</p> <p>15 two.</p> <p>16 Q. And on the next page can you describe what's</p> <p>17 shown there?</p> <p>18 A. Blue is I-LEAD Charter School. Orange is</p> <p>19 Reading Senior High School.</p> <p>20 Q. And what --</p> <p>21 A. And that is the Math, Algebra 1 proficiency</p> <p>22 comparison.</p> <p>23 Q. Page 7?</p> <p>24 A. Science, Biology proficiency comparison.</p> <p>25 You have the blue is I-LEAD Charter School, the orange is</p> <p>536</p>	<p>1 A. This is for the '13/14 school year.</p> <p>2 Q. From where was this data obtained?</p> <p>3 A. Department of Education on the SPP profile</p> <p>4 website.</p> <p>5 Q. And in terms of where I-LEAD Charter</p> <p>6 School's score falls among the continuum of high schools</p> <p>7 here in Berks County, can you speak to that?</p> <p>8 A. Their score at a 33.5 that year was the</p> <p>9 lowest score in Berks County.</p> <p>10 Q. Turn to School District No. 9, please.</p> <p>11 A. (Witness complies.)</p> <p>12 Q. What information is conveyed in School</p> <p>13 District 9?</p> <p>14 A. This is the list of all Berks County high</p> <p>15 schools and the '14/15 SPP profile scores for all -- I</p> <p>16 believe it's '15/16 high schools, and also it has them in</p> <p>17 rank order by score.</p> <p>18 Q. From where was the information obtained for</p> <p>19 this document?</p> <p>20 A. The School Performance Profile which was</p> <p>21 located on the PDE website.</p> <p>22 Q. And did you access the profile score for</p> <p>23 each of these high schools?</p> <p>24 A. Correct.</p> <p>25 Q. Where does I-LEAD Charter School's score</p> <p>538</p>

1 fall in the continuum of the Berks County high schools?  
2 A. They are the lowest performing school in  
3 Berks County.  
4 Q. Have you reviewed the Amendment Request that  
5 was filed by I-LEAD with the School District?  
6 A. Yes.  
7 Q. And have you turned to it, which is Joint  
8 Exhibit No. 1 of the binder?  
9 A. (Witness complies.)  
10 Q. If you could turn to Paragraph 14.  
11 A. (Witness complies.)  
12 Okay.  
13 Q. The second sentence in Paragraph 14, do you  
14 see that there?  
15 A. Yes.  
16 Q. It starts with Accordingly.  
17 A. Yes.  
18 Q. Can you read that to yourself -- or,  
19 actually, read it into the record and then give me your  
20 reaction to that statement.  
21 A. Accordingly, the Charter School seeks an  
22 academic performance standard that allows the Charter  
23 School some time to remediate its students' educational  
24 deficiencies and ready those students for standardized  
25 testing.

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1 Q. When you read that sentence, did you have a  
2 reaction to that sentence?  
3 A. Yes.  
4 Q. What was your reaction?  
5 A. My reaction was I think myself and every  
6 other high school principal in Berks County would love  
7 students who need more time to try and remediate them  
8 before standardized testing.  
9 Q. And why do you say that?  
10 A. Because all of us have students who are  
11 bringing some concerns to the table from an academic  
12 standpoint. And all of us would love to get to a point  
13 where we could have more students who would test proficient  
14 or advanced, but at the end of the day, we're all playing  
15 under the same system.  
16 So it is up to us, as high school  
17 principals, to figure out how we develop a system in terms  
18 of remediating students so that they are prepared for their  
19 Keystone exam by, worse case scenario, their 11th grade  
20 school year.  
21 Q. If you could read or look at Paragraphs 15  
22 and 16, have you reviewed those paragraphs before coming  
23 here today?  
24 A. Yes.  
25 Q. And in terms of the different course

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1 categories that are reflected in Paragraph 15, do you  
2 understand the differences --  
3 A. No.  
4 Q. -- within those courses?  
5 A. No.  
6 Q. You were here last week when Dr. Bohan  
7 testified?  
8 A. Correct.  
9 Q. Based upon his testimony, did he provide any  
10 additional clarity to you regarding the differences in  
11 those courses?  
12 A. No.  
13 Q. What would you need to see in order to  
14 determine the differences in those courses?  
15 A. A Course of Studies Book that outlines  
16 specifically Readiness for Keystone Mathematics, Language  
17 Arts and Science. In the Course of Studies Book, Beginning  
18 Keystone Courses, Algebra 1, Language Arts 1 and Algebra 1  
19 and 2, Language Arts 1 and 2 and Biology 1a, specifically  
20 in the Course of Studies Book what that course is, what's  
21 the scope and sequence, and the curriculum for each course.  
22 And the Full Keystone course Algebra 1,  
23 World Lit, American Lit, and Biology, specifically in the  
24 Course of Studies Book, what is the course, what's the  
25 curriculum and, specifically, I'm going to assume in the

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1 COS Book you would have that those kids are taking the  
2 Keystone exam at the completion of that course.  
3 Q. Based upon what you heard last week and what  
4 you've read in the amendment request, can you ascertain  
5 whether the Charter School would be in compliance with  
6 Chapter 4 related to the course structure and when students  
7 would take the Keystone exam?  
8 A. No.  
9 MR. STACEY: Objection. Asking for a  
10 legal conclusion.  
11 HEARING OFFICER: I don't believe this  
12 witness is qualified to give a legal conclusion. And if  
13 he does, you know -- but he is a professional educator,  
14 so if he wants to offer an opinion as a professional  
15 educator, I'll allow it.  
16 THE WITNESS: Based on -- can you  
17 actually repeat the question?  
18 MS. PETERSEN: Can you read it back?  
19 (The Reporter read back the referred-to  
20 testimony.)  
21 BY MS. PETERSEN:  
22 Q. Mr. Turman, based upon your recollection of  
23 Dr. Bohan's testimony and your reading of the Amendment  
24 Request, in your opinion, can you ascertain whether the  
25 Charter School would be in compliance with Chapter 4 in

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1 terms of when it would be testing students and whether the  
2 course structure is in compliance with Chapter 4?  
3 A. No, I could not give -- I would not know  
4 whether or not they are in compliance. It doesn't seem to  
5 me that they are based on the fact of just taking his  
6 testimony and reading this and without having a core  
7 sequence here, I could take a Readiness for Keystone course  
8 or a Beginning Keystone course as an 11th grade student,  
9 and then are you testing a student as a Senior? If the  
10 student wouldn't pass as a Senior, what remediation is  
11 given to him as he graduates.  
12 So since there really is no course of study  
13 in terms of grade level or any information here, I could  
14 not say that they are compliant with Chapter 4, stating  
15 that all students will be taking the Keystone exam and  
16 making at least one attempt by the end of their 11th grade  
17 year.  
18 Q. If you would turn the page to Paragraph 17,  
19 have you reviewed the entirety of Paragraph 17 before  
20 today?  
21 A. Yes.  
22 Q. After hearing Dr. Bohan's testimony about  
23 the goals associated with the different courses, do you  
24 have any concerns about the goals that are being proposed  
25 by the Charter School?

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1 A. Yes. In looking at 5 percent per year, the  
2 term of their time at the Charter, also, if I recall the  
3 testimony correctly, it was based on whether or not the  
4 student improves. So there were specific questions in  
5 terms of what marks improvement, so if I get 15 questions  
6 correct on the pre-test, if I get 16 on the post test,  
7 that's enough for improvement, but that speaks nothing to  
8 in terms of whether or not a kid is actually ready and  
9 prepared for the Keystone exam.  
10 So if I answer seven questions -- seven out  
11 of 30 correct now, and then on the post I answer eight,  
12 does that mean that I am now ready to take a Keystone exam  
13 in a year or two. So based on from what I recall of the  
14 testimony and looking at No. 17 here, it doesn't make sense  
15 to me in terms of how these would be any performance goals  
16 as a district we would support.  
17 Q. Did you hear Dr. Bohan's testimony about his  
18 ability to access Feeder Reports for students from the  
19 State?  
20 A. Yes.  
21 Q. What is a Feeder Report?  
22 A. A Feeder Report gives you an opportunity,  
23 no matter where a kid takes the PSSA or Keystone  
24 assessment, for you to get his score. There were a lot of  
25 issues years ago where a kid would take the assessment in

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1 Blue Mountain, and then you had to jump through all these  
2 hoops to get the kid's score.  
3 So now you -- as long as you have the  
4 student's PA Secure ID, once you put that in the system and  
5 once that's pulled for your building, it'll give you all of  
6 their testing data.  
7 So in October we pull the Feeder Report for  
8 every student in 11th grade. So, once again, as I  
9 testified earlier, it'll give us a report of a score on a  
10 student who was at another high school.  
11 And it'll give us whether or not that  
12 student was proficient, advanced, basic, below basic. So  
13 then we know specifically at that point in time how we need  
14 to either remediate or move that kid into a different  
15 class.  
16 Q. Does it matter where the student went to  
17 school before you access that Feeder Report?  
18 A. No. As long as they have a score from  
19 anywhere in Pennsylvania and they have a PA Secure ID, that  
20 PA Secure ID is linked to their score.  
21 Q. If a student enrolled in Reading Senior High  
22 School from I-LEAD Charter School and had taken the  
23 Keystone exam at I-LEAD Charter School, would you as the --  
24 and then that student gets enrolled in Reading Senior High  
25 School, would you, as the High School Principal, be able to

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1 access a Feeder Report that showed that student's score on  
2 the Keystone exam that they took while at I-LEAD?  
3 A. Yes.  
4 Q. Did you understand why Dr. Bohan would not  
5 have been able to access the Feeder Reports for students?  
6 A. No. And I can't speak to if a Charter  
7 School is different than a regular high school, but I would  
8 see no reason if he doesn't have -- if he has their PA  
9 Secure ID, I see no reason why he should not be able to get  
10 their score.  
11 MS. PETERSEN: That's all I have on direct.  
12 HEARING OFFICER: Cross-examine.  
13 MR. STACEY: I need about five minutes.  
14 HEARING OFFICER: We'll take a  
15 five-minute recess and come back for cross-examination.  
16 (Short recess was taken.)  
17 HEARING OFFICER: We'll go back on the  
18 record. Mr. Stacey, you may proceed with your  
19 cross-examination of the witness.  
20 BY MR. STACEY:  
21 Q. Good afternoon, Mr. Turman.  
22 A. Good afternoon.  
23 Q. You stated that you were the Director of  
24 Elementary Education for the Reading School District?  
25 A. Correct.

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<p>1 Q. That was about four and a half years?</p> <p>2 A. Correct.</p> <p>3 Q. Which years was that?</p> <p>4 A. 2007/08, I believe I started, up until, I</p> <p>5 believe, the '10/11 school year.</p> <p>6 Q. Then where did you go after that?</p> <p>7 A. I was transferred to become the Principal</p> <p>8 of Reading Senior High School.</p> <p>9 Q. During that time are you aware of any</p> <p>10 investigation by the Department of Education into the PSSA</p> <p>11 scores of the Reading School District schools?</p> <p>12 MS. PETERSEN: Objection. Relevance.</p> <p>13 MR. STACEY: This has direct bearing on</p> <p>14 the integrity of the scores in the District to which</p> <p>15 I-LEAD Charter School is being compared.</p> <p>16 HEARING OFFICER: Again, I've sort of</p> <p>17 allowed a liberal line of questioning for both of you.</p> <p>18 I've allowed both Counsel a fairly liberal standard in</p> <p>19 asking questions, and we'll be sifting through a lot of</p> <p>20 information at the end of that, so for now I'll allow it.</p> <p>21 THE WITNESS: If I recall, there were a</p> <p>22 couple of elementary schools that there was some</p> <p>23 questions on erasure marks.</p> <p>24 BY MR. STACEY:</p> <p>25 Q. To your knowledge, it was only elementary</p> <p>547</p>	<p>1 two years?</p> <p>2 A. Correct.</p> <p>3 Q. And then after the second year, you would</p> <p>4 take the Algebra 1 Keystone?</p> <p>5 A. Correct, after Mod B.</p> <p>6 Q. And you were present for Dr. Bohan's</p> <p>7 testimony?</p> <p>8 A. Correct.</p> <p>9 Q. Do you recall him testifying that one of the</p> <p>10 approaches that's outlined in the amendment is to do just</p> <p>11 that?</p> <p>12 A. Correct.</p> <p>13 Q. So that is something that Reading School</p> <p>14 District does?</p> <p>15 A. Correct, over their 9th and 10th grade</p> <p>16 year, but it does not stretch into 11th grade.</p> <p>17 Q. And in your view, that's compliant with</p> <p>18 Chapter 4?</p> <p>19 A. Correct, because at the end of Chapter 4 is</p> <p>20 very specific. You must take the assessment at the course</p> <p>21 completion, at the end of a course. If the end of the</p> <p>22 course is 10th grade, so be it, that's when the kids take</p> <p>23 the assessment.</p> <p>24 Q. Do you know whether Chapter 4 requires that</p> <p>25 all students attain proficiency on standardized tests?</p> <p>549</p>
<p>1 schools?</p> <p>2 A. To my knowledge, yes.</p> <p>3 Q. It didn't include middle schools?</p> <p>4 A. No, to my knowledge. I was Director of</p> <p>5 Elementary, so that really was my focus. I was only</p> <p>6 Secondary for a semester.</p> <p>7 Q. So you're not aware of any type of school,</p> <p>8 other than an elementary school, that might have been</p> <p>9 included in the investigation?</p> <p>10 A. I don't even know which schools they were</p> <p>11 at this point. I'm six, seven years removed from it.</p> <p>12 Q. Do you know the years that were at issue?</p> <p>13 A. Honestly, I can't remember.</p> <p>14 Q. You testified about Algebra 1 at Reading</p> <p>15 Senior High School being broken into Mod A and Mod B. Can</p> <p>16 you explain that a little bit?</p> <p>17 A. Yeah, you take the Algebra 1 course. And</p> <p>18 in the Algebra 1 assessment there's a Mod A and there's a</p> <p>19 Mod B. So there are students who are at the Reading</p> <p>20 Intermediate High School in 9th grade who are taking the</p> <p>21 first half of the Algebra 1 course. Then they're taking</p> <p>22 the second half of the Algebra 1 course in 10th grade at</p> <p>23 the Senior High School and which they would test at the end</p> <p>24 of that year.</p> <p>25 Q. So you would break the Algebra 1 course into</p> <p>548</p>	<p>1 A. If a student is not proficient on any of</p> <p>2 the Keystone exams, they were to take and do their Senior</p> <p>3 year for the Class of 2017 a project-based assessment.</p> <p>4 Q. And you're saying Chapter 4 requires to</p> <p>5 either take and pass the Keystone or take the project-based</p> <p>6 assessment?</p> <p>7 A. Correct, for the Class of 2017.</p> <p>8 Q. So for the Class of 2017, Chapter 4 does not</p> <p>9 require that all students pass the Keystone exam?</p> <p>10 A. For the Class of 2016 or '17?</p> <p>11 Q. Did I say '16?</p> <p>12 A. You said '17.</p> <p>13 Q. I appreciate the attention to detail. For</p> <p>14 the Class of 2017 --</p> <p>15 A. Correct.</p> <p>16 Q. -- in your view, does Chapter 4 require a</p> <p>17 score of proficient or better on the Keystone exam?</p> <p>18 A. For 2017, yes. As of right now, no. There</p> <p>19 is something that's potentially going to be passed to put</p> <p>20 that off for two years, but for the Class of 2017, which is</p> <p>21 my current Juniors, if this bill is not passed, next year</p> <p>22 they will have to do a project-based assessment for the</p> <p>23 Class of 2017.</p> <p>24 Q. Is a school out of compliance with Chapter 4</p> <p>25 if they haven't shown growth in their PVAAS scores?</p> <p>550</p>

1 A. No.  
2 Q. You stated that you can't speak to whether  
3 accessing Feeder Reports is different at a Charter School?  
4 A. Correct.  
5 Q. So you don't actually know whether Dr.  
6 Bohan's testimony is incorrect in that regard?  
7 A. No, I don't.  
8 Q. You've never actually tried to do that on  
9 behalf of a Charter School?  
10 A. No, I have not.  
11 Q. Turn to School District Exhibit 1.  
12 A. (Witness complies.)  
13 Q. Can I have you turn to Page 5.  
14 A. (Witness complies.)  
15 Q. The blue lines represent I-LEAD Charter  
16 School; correct?  
17 A. Correct.  
18 Q. And these are their first four years of  
19 existence?  
20 A. Correct.  
21 Q. Am I correct that the number for proficiency  
22 in the blue line goes up every single year?  
23 A. Correct.  
24 Q. Can I have you turn the page?  
25 A. (Witness complies.)

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1 Q. Blue lines again represent I-LEAD Charter  
2 School; correct?  
3 A. Correct.  
4 Q. With the exception of '12/13 to '13/14, do  
5 the blue lines go up every year?  
6 A. With that exception, yes.  
7 Q. Turn the page, please.  
8 A. (Witness complies.)  
9 Q. Are I-LEAD Charter School's -- I'm sorry,  
10 are you there, Science, Biology at the top?  
11 A. Um-hum.  
12 Q. Same thing for this year, are the scores  
13 improving each year?  
14 A. Correct.  
15 Q. The next page, Cohort Graduation Rate, am I  
16 correct that you testified you didn't know why there wasn't  
17 data for the first year?  
18 A. Correct.  
19 Q. But during the second year it was  
20 18.33 percent and then increased after that?  
21 A. Correct.  
22 Q. Next page, Dropout Rate, am I correct that  
23 the dropout rate has decreased from a reported 86 percent  
24 in 2013 to 23.19 percent in '14/15?  
25 A. Correct.

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1 Q. And there's a reduction each year?  
2 A. Correct.  
3 Q. And the reduction from '12/13 to '13/14 is  
4 nearly 50 percentage points?  
5 A. Say that one more time. '12/13?  
6 Q. Yeah, that 86 percent in '12/13 to about  
7 39 percent in '13/14?  
8 A. Correct.  
9 Q. That's about a 50 percentage point  
10 reduction?  
11 A. Correct.  
12 Q. So in nearly all of these areas the academic  
13 performance of I-LEAD, as measured in this document, is  
14 improving?  
15 A. Correct.  
16 Q. The numbers go up?  
17 A. The numbers go up. Yes.  
18 Q. And in terms of Cohort Graduation Rate the  
19 numbers are going down?  
20 A. Cohort Graduation --  
21 Page 9.  
22 A. Do you mean the drop-out percentage,  
23 dropout rate?  
24 Q. It says Dropout Rate at the top.  
25 A. Right. That's correct.

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1 Q. And you would agree that a reduction in the  
2 dropout rate is a good thing?  
3 A. Sure.  
4 Q. That's the direction you want to head in?  
5 A. Correct.  
6 Q. You arrived at Reading -- your first full  
7 year at Reading High School was the '11/12 school year. Is  
8 that correct?  
9 A. Correct.  
10 Q. You testified today that the State has gone  
11 away from AYP.  
12 A. Correct.  
13 Q. I don't recall if you explained that. Can  
14 you briefly explain that?  
15 A. Annual Yearly Progress where it was based  
16 on the 11th grade -- one 11th grade assessment, which was  
17 the PSSA.  
18 Q. So the State has moved away from AYP?  
19 A. Correct.  
20 Q. And it's no longer used as a basis for  
21 measuring the performance of a school --  
22 A. Correct.  
23 Q. -- or a school district?  
24 A. Correct.  
25 Q. When you arrived at Reading Senior High

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<p>1 School in '11/12, do you recall the AYP status?</p> <p>2 A. We were in, I believe, School Improvement</p> <p>3 2, somewhere around there.</p> <p>4 Q. How does the school get into School</p> <p>5 Improvement 2?</p> <p>6 A. It was their academic data. AYP was a</p> <p>7 little bit different back then, so it was based on you had</p> <p>8 provisions in there to make Safe Harbor, so you were</p> <p>9 supposed to make a 10 percent decrease in your bottom</p> <p>10 population in terms of the State recognizing that you were</p> <p>11 making some improvement.</p> <p>12 Q. In addition to Safe Harbor, there was</p> <p>13 additional ways you could make AYP. Is that correct?</p> <p>14 A. Yes.</p> <p>15 Q. You could meet the State targets, for</p> <p>16 example?</p> <p>17 A. Correct. Absolutely.</p> <p>18 Q. You could make AYP by meeting it within a</p> <p>19 confident interval?</p> <p>20 A. Correct.</p> <p>21 Q. And for Reading Senior High School to get to</p> <p>22 School Improvement 2, that means it had to fail to make AYP</p> <p>23 multiple years in a row?</p> <p>24 A. Correct.</p> <p>25 Q. About how many years?</p> <p style="text-align: right;">555</p>	<p>1 District?</p> <p>2 A. Yes.</p> <p>3 Q. And right below it has the AYP status?</p> <p>4 A. Correct.</p> <p>5 Q. What's the AYP status?</p> <p>6 A. Corrective Action to Sixth Year.</p> <p>7 Q. So it was in the sixth year of Corrective</p> <p>8 Action 2?</p> <p>9 A. Correct.</p> <p>10 Q. And that's different from School Improvement</p> <p>11 2 which you just testified about?</p> <p>12 A. Correct.</p> <p>13 Q. Is that a lower designation?</p> <p>14 A. Yes.</p> <p>15 Q. And so Reading School District must have</p> <p>16 failed to make AYP even more than Reading Senior High</p> <p>17 School failed to make AYP?</p> <p>18 A. That's correct.</p> <p>19 Q. If they're in their sixth year of Corrective</p> <p>20 Action 2, that means the District must have failed to make</p> <p>21 AYP for six years in a row?</p> <p>22 A. Not necessarily. It could have been a</p> <p>23 longer stretch than that. Say, for example, year 5 they</p> <p>24 were Corrective Action 1, met some targets, then you sort</p> <p>25 of get in a holding pattern where you're a school district</p> <p style="text-align: right;">557</p>
<p>1 A. It's hard. It could have been --</p> <p>2 Q. More than one?</p> <p>3 A. Yes.</p> <p>4 Q. More than two?</p> <p>5 A. Yeah. I can't predate much of what I did</p> <p>6 before I got there, so....</p> <p>7 Q. Right before AYP went away, do you recall</p> <p>8 what the District's AYP status was?</p> <p>9 A. No, not offhand, because at that point in</p> <p>10 time I was at the high school.</p> <p>11 MR. STACEY: May I approach?</p> <p>12 HEARING OFFICER: Can you show, Allison?</p> <p>13 (Attorney Stacey complies.)</p> <p>14 BY MR. STACEY:</p> <p>15 Q. I'm showing the witness an excerpt from</p> <p>16 School District Report Card. Do you know who prepares that</p> <p>17 document?</p> <p>18 A. Pennsylvania Department of Education.</p> <p>19 Q. Do you know what school year that</p> <p>20 represents?</p> <p>21 A. That is the '11/12 school year.</p> <p>22 Q. And that's the year you began as Principal</p> <p>23 of Reading Senior High School?</p> <p>24 A. Correct.</p> <p>25 Q. And up at the top it says Reading School</p> <p style="text-align: right;">556</p>	<p>1 that's making progress, so you really don't have a</p> <p>2 designation for a year. But say the next year you don't</p> <p>3 meet the target, then you would go right back to the next</p> <p>4 level.</p> <p>5 So that doesn't mean that it was six years</p> <p>6 concurrently. It just means that they're at their sixth</p> <p>7 year, but there could have been times where they made</p> <p>8 progress or did not. So without having their history, I</p> <p>9 can't answer that accurately.</p> <p>10 Q. Can you turn to School District Exhibit 2,</p> <p>11 please.</p> <p>12 A. (Witness complies.)</p> <p>13 Q. Can you go to the numbered Page 4?</p> <p>14 A. (Witness complies.)</p> <p>15 Q. Does this page contain the credit</p> <p>16 requirements for promotion to the next grade in the high</p> <p>17 school grades?</p> <p>18 A. Correct.</p> <p>19 Q. What are those requirements?</p> <p>20 A. 10th grade is five, 11th grade is 11, Grade</p> <p>21 12 is 17.</p> <p>22 Q. So that means to get into Grade 10 you need</p> <p>23 five credits?</p> <p>24 A. Correct.</p> <p>25 Q. Are there students who come to Reading High</p> <p style="text-align: right;">558</p>

1 School from the Citadel with less than five credits?  
2 A. Absolutely.  
3 Q. So they're enrolled in Reading Senior High  
4 School?  
5 A. Yes.  
6 Q. Are they in Grade 10?  
7 A. We call them 9R students. So they're 9th  
8 grade repeater students. We did not want -- the decision  
9 was made when the Citadel or the Reading Intermediate High  
10 School started that we were not going to leave kids at  
11 Reading Intermediate High School for years.  
12 So a decision was made we would still move  
13 them to the high school, but they're still in 9th grade.  
14 They're separated from everyone else. So they don't share  
15 the same classes core-wise. Electives, yes, PE, yes, but  
16 from a core standpoint, these students are separated. So  
17 they are a 9R group of students.  
18 Q. Reading Senior High School only serves  
19 Grades 10, 11 and 12.  
20 A. Correct.  
21 Q. So these students aren't in Grade 10?  
22 A. They don't have enough credits to be a 10th  
23 grader.  
24 Q. And they're no longer in 9th grade?  
25 A. Correct.

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1 Q. How many of those students are there?  
2 A. Roughly up to 200. It varies from year to  
3 year.  
4 Q. Are they counted in your total enrollment  
5 for Reading Senior High?  
6 A. Yes, absolutely.  
7 Q. Do they take the Keystone exams?  
8 A. Yes, at the completion of the course just  
9 like everyone else.  
10 Q. How many 9R students take Keystone courses?  
11 A. You're going to have to go by course. And  
12 I don't want to generalize them and put them in a box  
13 together.  
14 From a standpoint of Literature, it's  
15 probably less because you have more within a 9th grade  
16 Literature course. From the standpoint of Algebra, it  
17 depends on where they're at. Are they in Algebra 1b or in  
18 the straight Algebra 1 course? If they're in either one,  
19 they'll take the assessment at the end of the course. If  
20 they are in Biology that year, they will take the  
21 assessment at the end of the course.  
22 I can't quantify and give you a number on  
23 that because you're talking about three different  
24 assessments. So if I have to give you a percentage or a  
25 round number, you're probably talking roughly 65 to

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1 70 percent will take some part of all three.  
2 Q. We're just talking about the 9R?  
3 A. 9R's, correct.  
4 Q. And I apologize if I already asked. How  
5 many 9R students are there?  
6 A. Roughly 200. Like I said, every year is  
7 different.  
8 Q. So how many credits are required to move to  
9 Grade 11?  
10 A. Grade 11 you need to have 11 credits.  
11 Q. So what happens if you don't have 11  
12 credits?  
13 A. Then you become what we call a 10R student.  
14 Q. And you're counted as being in what grade?  
15 A. 10th grade technically. The 9R and 10R are  
16 really just a designation because you're -- really, from  
17 our system is you know these kids at the end of the day --  
18 you need 23 credits to walk out of the door. 9R, 10R, 10th  
19 grade, 11th grade, 12th grade, you got to have 23. So 9R  
20 and 10 is really just a designation.  
21 So I can move a kid to his Senior year. I  
22 can take him and say you're going to be a Senior, but you  
23 need 23 credits to get out the door. So the 9R and 10R is  
24 really just a designation, and it's really how we schedule  
25 kids.

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1 We try, to the best of our ability, to  
2 provide this type of student as much remediation as  
3 possible, as much resources and support, which is why we  
4 have a Success Academy on the 4th floor separating them.  
5 We know who they are, where they are, where they're  
6 supposed to be, what classes they're supposed to be in, so  
7 we can try and provide these kids the amount of support to  
8 get them back on grade level.  
9 But the 9R and 10R really is just a  
10 designation because no kid walks out of that high school  
11 without 23 credits and receives a diploma.  
12 Q. I think you said there's a 9R, a 10R and a  
13 12R?  
14 A. Correct.  
15 Q. Why is there no 11R?  
16 A. Because there's really no need for it. If  
17 a kid has between 11 and 17 credits, that student is just  
18 an 11th grade student. The only reason we put students as  
19 12R is, once again, I just want to separate those kids from  
20 everyone else.  
21 It's who they are, where they are, how do  
22 you get to them, where are they at, where is their  
23 progress, and what you're doing is selling to the kid and  
24 the family you're probably not going to graduate in June,  
25 but we can talk about August.

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1 And for the type of kid we're talking about  
2 here who's working, who's pregnant, and all these other  
3 things that they're bringing to the table, just seeing that  
4 light at the end of the tunnel that, hey, I can get out of  
5 here in August, it's going to take me a full year and a  
6 couple of classes over the summer is enough to sort of get  
7 these kids through.  
8 So it's really just a designation. I just  
9 put a label on them so I know who they are, so when I print  
10 a report, I want a report from eSchool on every 12R kid,  
11 within one minute I can have 80 kids and I can see all  
12 their progress.  
13 Q. So these kids are separated and on the 4th  
14 floor?  
15 A. The 9R's and 10R's are on the 4th floor.  
16 The 12R's we actually moved down with seniors this year to  
17 try and give a different -- a little bit of a different  
18 approach.  
19 Q. Are there students with IEP's in the R  
20 designation?  
21 A. Sure.  
22 Q. Do you know how many?  
23 A. Not offhand.  
24 Q. So there's about 200 kids in 9R?  
25 A. Correct.

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1 Q. But you don't know how many kids with IEP's?  
2 A. Not offhand.  
3 Q. And you don't know about 10R?  
4 A. In terms of how many students have an IEP?  
5 Q. Correct.  
6 A. No.  
7 Q. So the 10R kids take Keystones, too?  
8 A. Everyone takes the Keystone at the  
9 completion of the course or when they're at least making  
10 one attempt before they get into 11th grade. It doesn't  
11 matter who it is.  
12 Q. I believe when you testified about the  
13 12R's, you said that it was, quote, critical in getting  
14 kids out of high school in four years.  
15 A. Correct.  
16 Q. Why is that critical?  
17 A. Because there's data to support fifth,  
18 sixth year students that when they get to that status, they  
19 don't graduate. So there's a reason PDE has put in the  
20 four year cohort graduation because there's definitely data  
21 to support, once you extend past the fourth year, it now  
22 becomes a crisis for some kids in terms of getting them a  
23 diploma.  
24 So it's really important and incumbent upon  
25 us to try and figure out a system to support the student to

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1 make sure they get their diploma by the end of their  
2 graduating class because after that point, it becomes that  
3 much harder to get them to a diploma.  
4 Q. Was any of that data submitted with the  
5 School District's exhibits in this case, do you know?  
6 A. In terms of?  
7 Q. In terms of what you're saying in support  
8 for the four-year graduation cohort being superior to other  
9 graduation cohorts.  
10 MS. PETERSEN: I'm going to object to the  
11 characterization.  
12 HEARING OFFICER: I think the question  
13 is, is there any data that's been submitted as in  
14 evidence that supports the witness's testimony.  
15 THE WITNESS: Okay. No. No.  
16 BY MR. STACEY:  
17 Q. So you said you talk with parents about  
18 maybe we can graduate in August?  
19 A. Correct.  
20 Q. And that's for the 12R's?  
21 A. 12R students.  
22 Q. But for most of your students, too?  
23 A. Pardon me?  
24 Q. Strike that. Don't worry about that. If a  
25 student graduates in August, are they still counted as

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1 graduating on time?  
2 A. Correct.  
3 Q. And so if the majority of the class walks in  
4 June, some kids graduate in August, they're still counted  
5 as essentially graduating with that same class?  
6 A. Correct. Absolutely.  
7 Q. Let's take the last school year, '14/15, of  
8 your 12th grade students, about how many graduated in June?  
9 A. We had approximately between 70 and 80  
10 graduate in June.  
11 Q. 70 and 80 percent?  
12 A. No, no, no, students, not percent.  
13 Q. And how many graduated in August?  
14 A. 753 -- I'm sorry. August?  
15 Q. Yes.  
16 A. Let me backtrack.  
17 Q. I'll back up.  
18 A. Backtrack and ask your question. I think I  
19 answered the wrong direction. Did you say in June?  
20 Q. How many 12th students had 23 credits and,  
21 therefore, graduated in June of 2015?  
22 A. In June. Okay. It was 753.  
23 Q. And then how many students graduated in  
24 August?  
25 A. It was roughly between 70 and 80.

566

<p>1 Q. So all told, you graduated about 830 kids, 2 give or take? 3 A. Correct. 4 Q. And those were all counted as graduating in 5 2015? 6 A. Correct. And I think, just to make sure I 7 understand accurately, are we talking about what's 8 reflected on the SPP profile for Reading Senior High 9 School? 10 Q. I'm just asking the question. Does the SPP 11 reflect something different? 12 A. Here's SPP for graduation. SPP for 13 graduation is a year behind. So the numbers I'm giving you 14 were actually the graduating class of '14 because that's 15 reflected in your '15 profile. So I was assuming you were 16 reflecting on the 71 percent that was reflected on the SPP 17 profile. Those are the numbers to go with that SPP 18 profile. 19 The SPP profile and the percentage of 20 graduating class for the '15 school year won't be reflected 21 until next year's SPP profile. 22 Q. So you said there was a 71 percent rate 23 reported? 24 A. Correct, and that was the '13/14 school 25 year reflected in this year's SPP.</p> <p style="text-align: right;">567</p>	<p>1 A. Correct. 2 Q. Is it the only data you can look at to see 3 where a kid's at? 4 A. Absolutely not. 5 Q. Because they only have to attempt the 6 Keystone once? 7 A. Correct. 8 Q. So are you familiar with PDE's classroom 9 diagnostic tools? 10 A. Correct. Yes. 11 Q. Is that a test that can be administered by 12 schools to diagnose where a student might have weaknesses 13 in their learning? 14 A. Correct. 15 Q. Is that used at Reading Senior High School? 16 A. We used it in the past. We have only used 17 it for a select group of students this year. The concern 18 we have had with classroom diagnostic testing is two parts. 19 No. 1, it does not serve as a benchmark, so you really 20 don't know where a kid's at. 21 No. 2, it's the time. It really is a 22 two-day assessment. The problem we had at the high school 23 with administering the exam is by the time we did a CDT on 24 every student, it was time to do the next round. So as a 25 classroom teacher, you really didn't even have enough time</p> <p style="text-align: right;">569</p>
<p>1 Q. So when you said 750, you meant June, 2014? 2 A. Correct. 3 Q. And 80 in August, 2014? 4 A. Correct. 5 Q. So those 830 students, those formed the 6 71 percent? 7 A. Correct, for this year's School Performance 8 Profile. 9 Q. You stated on average 10 to 15 percent of 10 incoming students have passed the Keystone? 11 A. Coming from the Intermediate High School, I 12 believe that was the testimony earlier. 13 Q. Do you recall whether that was a particular 14 Keystone exam or that was just a general statement? 15 A. That's if it's incoming, it's all Algebra. 16 There's a small percentage of students who take Biology at 17 the Reading Intermediate High School in 9th grade, very 18 small percentage. 19 Q. Is there any data in evidence that would 20 give us that exact number? 21 A. Not that's reflected in what we've given 22 you. No. 23 Q. You testified a lot about your use of 24 Keystone data. I believe you said the Keystone exam is the 25 best data to see where a kid is at.</p> <p style="text-align: right;">568</p>	<p>1 to take the data, and after you got the data, what am I 2 going to do with it. Because that's the most important 3 piece. 4 You can look at data all day long. If you 5 don't do anything different with your instruction, it 6 doesn't matter. So that didn't make any sense for the 7 direction we were going. We only had two labs. So we 8 really didn't really have enough time to CDT every kid, and 9 at that point in time make that assessment part in terms of 10 how we're going to change instruction. 11 Tried something different this year, sort 12 of a tier model where everybody was doing Study Island, and 13 then teachers will select which kids that they wanted to do 14 the CDT. So far so good. It's working out a little bit 15 better. 16 Q. What's the criteria a teacher selecting 17 whether a student should take the CDT? 18 A. If you look after two assessments and 19 you're seeing a kid that's below basic and you have some 20 concerns, at that point in time you can put a ticket in and 21 we can create a session for a student to take the CDT. 22 Q. When you get CDT data, is it helpful? 23 A. Yes. 24 Q. You mentioned Study Island. 25 A. Correct.</p> <p style="text-align: right;">570</p>

1 Q. And that was just implemented this year?  
2 A. Correct.  
3 Q. And that's a benchmark test?  
4 A. Correct.  
5 Q. And you administer that multiple times?  
6 A. Correct.  
7 Q. And that gives you good data, too.  
8 A. It does. It gives good data.  
9 Q. You stated that your total enrollment  
10 fluctuates between 3,000 and 3500 kids?  
11 A. Correct.  
12 Q. And then you stated 2,000 -- about 2,000  
13 transfer in or transfer --  
14 A. Correct.  
15 Q. Can you break those numbers down for me?  
16 How many kids transfer out per year?  
17 A. If you're talking about a drop, where a  
18 student drops for non-attendance and you're talking about  
19 students who transfer to another LEA, this is me  
20 ballparking it, probably about 1200. The majority of those  
21 are the drops and those who are transferring to either  
22 I-LEAD or another school or even out of the country.  
23 Q. Do you know the split between drops and  
24 transferring to another school?  
25 A. Probably about 60/40. 60 percent would be

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1 drops for non-attendance. 40 percent would be transferring  
2 to another school.  
3 Q. So say about 700 kids dropped?  
4 A. Correct. And with those drops, out of the  
5 700 drops, some of them could be multiple times where I've  
6 dropped two or three times in the course of a school year.  
7 Q. What's the criteria for a drop?  
8 A. Ten days of an extended absence. So after  
9 the tenth day, a student is dropped from the rolls.  
10 Q. Ten days consecutive?  
11 A. Correct.  
12 Q. If a student is dropped and then shows back  
13 up and takes the Keystone exam, is his score attributed to  
14 Reading Senior High School?  
15 A. Absolutely.  
16 Q. It is?  
17 A. Yes. Now, there's two components with  
18 that, and I'll explain, is you have the PVAAS portion which  
19 is tied to the classroom teacher, and you have the  
20 performance which is tied to the school. So, for example,  
21 I'm an 11th grade student and I drop for two or three  
22 months. I resurface. That teacher's reporting piece for  
23 PVAAS will shrink where there's a starting point in August  
24 and it goes until April, which is here's the block of, say,  
25 150 days from the time they enroll to here.

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1 If that student is enrolled in school that  
2 entire time, that entire block of PVAAS goes to that  
3 teacher. If that student drops, and let's say he droops  
4 for two or three months, that teacher is then only  
5 responsible for the amount of time that student was on the  
6 rolls.  
7 So from a teacher accountability  
8 standpoint, that in and out can affect their PVAAS. From a  
9 school accountability point, the kid takes the assessment,  
10 it goes directly to the school.  
11 Q. And you're saying for accountability  
12 purposes, that student's Keystone score is attributed to  
13 Reading Senior High School?  
14 A. Correct.  
15 Q. And it forms part of the basis of the School  
16 Performance Profile?  
17 A. Correct.  
18 Q. How many students are -- and I'll give a  
19 specific grade -- from 10th grade to 11th grade, how many  
20 students are retained in the 10th grade?  
21 A. In 10th grade, roughly probably about  
22 15 percent, ballpark. When we do our numbers from 10th to  
23 11th grade, it's probably about 15 percent.  
24 Q. And then what about 11th to 12th?  
25 A. It gets less, probably about 5 percent.

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1 Q. You testified that in your estimation about  
2 80 percent of students coming into Reading Senior High  
3 School weren't on grade level in Reading, and you testified  
4 about 80 to 90 percent weren't on grade level in Math. Is  
5 there any data and evidence that would support that?  
6 A. No. I'm just going based on the numbers  
7 that I get from Reading Intermediate High School which is  
8 available for anyone to look at.  
9 Q. You said it's available for everyone to look  
10 at?  
11 A. Correct. So anyone could go on and see the  
12 percentage of students who, PSSA-wise in 8th grade for even  
13 Algebra 1 and how well their students faired.  
14 Q. So you're saying if a student doesn't pass  
15 the PSSA, he or she is probably not on grade level?  
16 A. Correct.  
17 Q. But it's not based on something like a  
18 lexile score?  
19 A. No. We have -- once again, that's a whole  
20 different set of the SRI system, which I explained a little  
21 earlier, and that's only for those students gthat are  
22 taking their Read 180 program there.  
23 Q. You testified about the Red Knight Learning  
24 Academy.  
25 A. Yes.

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1 Q. Is that the same thing or is that different  
2 than 9 and 10R?  
3 A. That's totally different.  
4 Q. Totally different. How is it different?  
5 A. Well, you're in that Learning Academy, as I  
6 explained earlier, there's two components to it. The first  
7 component is those who are over age. So I'm now a student,  
8 I'm 18 years old, I'm under-credited. We are now willing  
9 to give them sort of a different schedule where those  
10 students come into school at 1:25, and they leave at 6:30.  
11 And they are on ingenuity [sic], working --  
12 do coursework with all certified teachers, who are helping  
13 the students and assisting and facilitating with  
14 specifically the coursework that they need to do.  
15 Q. You said ingenuity. Do you mean Edgenuity?  
16 A. Edgenuity, I'm sorry.  
17 Q. What is that?  
18 A. That is something we've contracted with the  
19 Berks County IU to provide internet-based curriculum to  
20 students for our BOL program, which is something  
21 district-wide. That's just a cyber program for the  
22 district, and also for course recovery for our students at  
23 the high school.  
24 Q. When you say BOL program, are you referring  
25 to Berks Online?

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1 A. Berks Online, correct.  
2 Q. Who runs that program?  
3 A. That's something separate. That's  
4 something that's run by the district because it can be for  
5 an elementary student, middle school, the Citadel, any  
6 student can be part of that program.  
7 Q. So if a student is part of that program in  
8 your building, who are they enrolled with?  
9 A. If a student is enrolled in that program,  
10 they're enrolled in the district, but they do all of their  
11 coursework at home in BOL.  
12 Q. So they're not enrolled in Reading Senior  
13 High School?  
14 A. No, they're not at the high school.  
15 They're on the rolls as a BOL student, but they're doing  
16 all their coursework at home.  
17 Q. So let me make sure I have this clear. Red  
18 Knight Learning Academy and BOL --  
19 A. Two separate things.  
20 Q. They're two separate things. Okay. Let's  
21 talk about BOL. How long has that program been up and  
22 running?  
23 A. Probably two or three years.  
24 Q. So since after you began your time at  
25 Reading Senior High School?

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1 A. Correct.  
2 Q. Do you know when it first began?  
3 A. I'm going to say two years ago.  
4 Q. About how many kids in the '14/15 school  
5 year began the school year at Reading Senior High School  
6 but went over to BOL?  
7 A. 15, 20, not many. For Reading Senior High  
8 School, I can't speak about the other schools.  
9 Q. What about the years prior, any idea?  
10 A. There has only been two years, so anything  
11 prior to that, I have -- there was no program. Obviously,  
12 there's a lot of cyber charter programs out there. So I  
13 can't give you any numbers and who's in Achievement House  
14 or any other charter school -- cyber charter that's out  
15 there.  
16 Q. But BOL is not a cyber charter school?  
17 A. It is.  
18 Q. It is a cyber charter school?  
19 A. Correct. And it's run by the IU in  
20 connection with the Reading School District. So basically  
21 it's your own in-house cyber program.  
22 Q. So it's an IU program?  
23 A. Correct.  
24 Q. In addition to that IU program, are there  
25 students who begin the year at Reading Senior High School

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1 and then go to cyber charter schools?  
2 A. Correct. Yes.  
3 Q. About how many per year?  
4 A. It's probably between 30 and 50. The  
5 number fluctuates.  
6 Q. So if that's between 30 and 50 and your  
7 other estimate is between 15 and 20, you're talking about  
8 60 kids?  
9 A. Yeah, it's not many.  
10 Q. Give or take. And those students are not  
11 enrolled in Reading Senior High School?  
12 A. No.  
13 Q. So if they take the keystones, it's not  
14 attributed to Reading Senior High School?  
15 A. That part I don't believe is accurate.  
16 Because it's our own district program, the student takes  
17 the Keystone assessment, potentially it will come back to  
18 the high school.  
19 Q. So it's your testimony today that if the  
20 student is enrolled in the cyber charter school, their  
21 Keystone performance is attributed to Reading Senior High  
22 School?  
23 A. No, that's not what I'm saying. I'm saying  
24 our own in-house program. So if a student takes -- is at  
25 Achievement House or any of these other cyber charter

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1 schools, they're their own entity.  
2 The Reading School District has contracted  
3 to have its own in-house program. So for our own in-house  
4 program, own in-house program, those student's scores will  
5 be attributed back to the district, not someone who took a  
6 laptop and is at Achievement House, which is on 9th Street.  
7 Q. Okay. I might not be being clear.  
8 A. Okay.  
9 Q. So the scores for students at BOL --  
10 A. Correct.  
11 Q. -- it's your understanding they're  
12 attributed back to the district?  
13 A. Correct.  
14 Q. But are they attributed back to Reading  
15 Senior High School?  
16 A. Yes, because I'm the only 11th grade school  
17 in the building -- in the district. I apologize. So they  
18 wouldn't be attributing my scores for a kid at the Senior  
19 High School and be attributed to the Reading Intermediate  
20 High School if the kid doesn't go to school there so his  
21 home school is my school.  
22 Q. Why wouldn't they be attributed to Berks  
23 Online Learning?  
24 A. Because Berks Online is just the service  
25 provider for the district. That's all they are. They're

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1 providing a service to the district, which we contracted  
2 and paid for.  
3 Q. I think we got a little bit off track about  
4 the Red Knight Learning Academy. I apologize if I asked  
5 this. Who is that geared to?  
6 A. That's geared to your over-age student who  
7 is a potential dropout.  
8 Q. What is the criteria for being a potential  
9 dropout?  
10 A. You need to be 17 or older, and you need to  
11 be grossly under credited. So you're talking about a  
12 student who has five or less credits that the setting at  
13 the high school is just not appropriate in terms of it  
14 being a student not being able to get him back on track.  
15 So we now give him a smaller learning  
16 environment, and it's actually been going very well with  
17 those students who are over 17, under credited.  
18 Q. Would you agree with me that there are  
19 students at I-LEAD Charter School who are grossly under  
20 credited, as you put it?  
21 A. Without looking at their roster, I couldn't  
22 answer that.  
23 Q. I-LEAD Charter School gets students from  
24 Reading Senior High School?  
25 A. Correct.

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1 Q. And they get students from the Citadel?  
2 A. Okay.  
3 Q. And those students arrive at Reading Senior  
4 High School grossly under credited?  
5 A. Okay.  
6 Q. And if I-LEAD Charter School gets those  
7 students, you would agree with me that at least some of  
8 them are grossly under credited?  
9 A. Sure.  
10 Q. Is somebody who is in the Red Knight  
11 Learning Academy a Reading Senior High School student?  
12 A. Correct.  
13 Q. And do those students take Keystone exams?  
14 A. When they're done with their completion of  
15 a course, they will.  
16 Q. Did you say 15 or 20 kids are in that  
17 program?  
18 A. About 15 or 20 right now, yes.  
19 Q. Do you know how many of those kids are  
20 currently taking a Keystone course?  
21 A. Probably about six or seven. A good  
22 portion of those kids actually are probably -- this is  
23 their fifth year as seniors and probably only need it to be  
24 three or four credits until they were out the door. So  
25 giving them another environment has definitely motivated

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1 them to move forward.  
2 Q. Is it a requirement to get into the Learning  
3 Academy that you failed the Keystone exam?  
4 A. No.  
5 Q. Are any of these students taking the  
6 Keystone exam for the first time?  
7 A. Some of them could be.  
8 Q. Could some of those students be the fifth  
9 year seniors?  
10 A. Some of them potentially could be. If  
11 you're talking a fifth year Senior, they've made at least  
12 one attempt. If you're talking a kid that's 18, 19, 20  
13 years old, they've at least made one attempt. Your kids at  
14 17, coming in there for the first time, maybe Biology for  
15 the first time, he may be somebody that would definitely  
16 have to take the assessment and make at least one attempt.  
17 But a kid that's 19 years old, he's at  
18 least made one attempt at Keystone at some point in time  
19 while he was at the high school.  
20 Q. Is the Learning Academy for students in all  
21 grades or just the upper grades?  
22 A. It's really not about grade. It's about  
23 credit. And high school is just different than any other  
24 grade level because it's really not about grade, it's about  
25 credit.

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1 You can be 17 years old with 20 some  
2 credits, you can be 17 years old with three. Same age,  
3 different credit.  
4 Q. So Reading Senior High School looks at  
5 credit as opposed to age or a grade designation?  
6 A. Correct.  
7 Q. Didn't you testify today that all students  
8 must take the Keystone exam by Grade 11?  
9 A. Correct.  
10 Q. So if you don't use the grade designation  
11 and you only use the credit designation, how does that  
12 work?  
13 A. It's the same thing from my book. So if I  
14 have a student who's -- let's say I'm 18 and I'm in 11th  
15 grade, and I have 12 credits. This is my fourth year in  
16 high school. I'm going to make an attempt at the Keystone  
17 if I haven't already done so.  
18 So from a standpoint of looking at age  
19 versus credit, you know, there's -- from a criteria  
20 standpoint, yes, every kid's going to make an attempt by  
21 11th grade, but not every 11th grader is 16. There are  
22 some 11th graders who are 17, or some 11th graders who are  
23 18, so it really, once again, doesn't go by age.  
24 It's going more by credit because you have  
25 11th grade students who their ages vary. You have seniors

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1 whose ages vary, 10th graders whose ages vary. So the age  
2 component of that, it's more about the grade level that  
3 they're in.  
4 Q. So a student can be at Reading Senior High  
5 School for more than two years but still not have enough  
6 credits to be considered in 11th grade?  
7 A. Correct.  
8 Q. Do you know how many total students at  
9 Reading Senior High School took a Keystone exam last year?  
10 A. 11th grade was roughly a little bit under  
11 800. 10th grade was probably a little bit over a thousand.  
12 Reflected in the SPP score, if you look on the left-hand  
13 side, there's a part on there where it talks about  
14 participation. We've met our participation goals every  
15 year, which is 95 percent of the kids making at least one  
16 attempt and above.  
17 Q. Now, when you have that turnout or that  
18 participation, are all of those scores counted for  
19 accountability purposes in the SPP?  
20 A. Correct.  
21 Q. Every single one?  
22 A. Every single one, if that student is coded  
23 as an 11th grade student.  
24 Q. So it's not all students?  
25 A. I need to understand which part are you

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1 talking about? Because there's two parts to SPP.  
2 Q. I can rephrase.  
3 A. Go ahead.  
4 Q. You said, yes, all students in that 95  
5 percent participation rate you're talking about, their  
6 scores are recorded for accountability purposes.  
7 A. Correct.  
8 Q. And then you said, only if they are coded as  
9 an 11th grade student.  
10 A. Correct. Correct.  
11 Q. So that entire 95 percent --  
12 A. Correct.  
13 Q. -- you said, a thousand 10th graders, 800  
14 11th graders --  
15 A. No. Let me tell you what the 95 percent  
16 means. If you look on the left-hand side it says  
17 participation for Math, Literature and Science. Let's say  
18 ours was 97 percent. What PDE is saying is 97 percent of  
19 the students at Reading High School and 11th grade took the  
20 Algebra 1 Keystone. 98 percent, 98 percent of the students  
21 at Reading Senior High School took the Literature  
22 assessment. 97 percent, 97 percent of the students at  
23 Reading High School took the Biology assessment. That's  
24 what that 97 percent stands for.  
25 Q. That's participation?

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1 A. Correct. Participation for the top  
2 category, not the bottom couple -- not the category in  
3 terms of PVAAS.  
4 Q. So the 1800 students, give or take, that  
5 took the Keystone, were measuring proficiency in the SPP?  
6 A. Okay.  
7 Q. Those proficiency numbers are based on all  
8 1800 students?  
9 A. For the top category, that's up here  
10 (indicating) --  
11 Q. Just answer my question.  
12 A. But I have to understand your question.  
13 Q. Here's my question. You said that there are  
14 800 11th grade students --  
15 A. Correct.  
16 Q. -- who took the Keystone?  
17 A. Correct.  
18 Q. There are a thousand 10th grade students who  
19 took the Keystone. There are proficiency numbers reflected  
20 in the SPP; right?  
21 A. Correct.  
22 Q. X percent scored proficient in Reading. Is  
23 that X percent of 1800, the 10th graders and 11th graders,  
24 or is it X percent of something less than 1800?  
25 A. X percent. That's X percent of 11th grade.

586

1 Q. I don't know if I can ask this question more  
2 clearly. You just said that there was 800 students in 11th  
3 grade who took the test.  
4 A. Correct.  
5 Q. So that is X percent of 800 students?  
6 A. There's 800 students that took the  
7 assessment that were in 11th grade and made at least one  
8 attempt. Okay? It was one attempt for Keystone. That  
9 95 percent over here is going directly at 11th grade  
10 because every one of the kids has to make at least one  
11 attempt.  
12 So let's say based on the PIMS report  
13 that's sent to PDE, let's say there's 870 kids on there.  
14 800 students made at least one attempt and have a score for  
15 Keystone for that area. That's where that number is  
16 reflected, not all the 10th graders or 9th graders who took  
17 the assessment because you only have to make one attempt.  
18 HEARING OFFICER: How about I try to ask  
19 this question?  
20 MR. STACEY: Please.  
21 MS. PETERSEN: Maybe if you show him --  
22 BY THE HEARING OFFICER:  
23 Q. You can turn to any of the academic  
24 performance data reports.  
25 A. Which number is that, please?

587

1 Q. If you turn to Joint Exhibit 14, this is  
2 your Reading Senior High School '12/13. If you turn to the  
3 second page and look under the Academic Performance column  
4 on the right-hand side --  
5 A. Correct.  
6 Q. -- on the first heading it says Indicators  
7 of Academic Achievement.  
8 A. Correct.  
9 Q. The first one says Mathematics/Algebra I,  
10 percent proficient or advanced on PSSA/Keystone and it  
11 gives 44.01.  
12 A. Correct.  
13 Q. I'm assuming that's a percentage?  
14 A. That's a percentage based on, if you go to  
15 the left, which is what I was saying, if you look at Test  
16 Participation Rate, Mathematics, Algebra 1 all students,  
17 98 percent of the kids that were at Reading Senior High  
18 School took and made an attempt and have a score factored  
19 into that 44.01.  
20 Q. Then that 98.3 percent of the kids that you  
21 just -- who would they be for Math and Algebra?  
22 A. Those are going to be your sitting, at that  
23 point in time, 11th grade students.  
24 Q. And it would be your sitting 11th grade  
25 students because they're the ones that are taking the

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1 courses that would trigger the Keystone requirement?  
2 A. No, not necessarily. Those are your kids  
3 that when it comes to the -- the Keystone is a trigger  
4 course. The course can trigger in 9th or 10th grade, but  
5 there's a PIMS snapshot at some point in time their 11th  
6 grade school year which captures every kid that's in 11th  
7 grade.  
8 So they're going to capture every kid's  
9 score. So if the kid took the assessment in another  
10 district or whatever, his score is going to be captured  
11 within that 44.01.  
12 So for every sitting 11th grader when this  
13 snapshot is done, 44 percent of those students got -- were  
14 proficient or advanced. So from a standpoint of  
15 participation, 98.3 percent of the kids made at least one  
16 attempt which led to that 44.01.  
17 So there's maybe 1.7 percent of the kids  
18 who they don't have a record for in terms of taking the  
19 assessment.  
20 Q. And you said those were 11th grade students  
21 in Math and Algebra?  
22 A. Correct.  
23 Q. How about the Reading and Literature score  
24 that's right below that?  
25 A. So if you look below that, you'll see Test

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1 Participation Rate, Reading Literature, all students is  
2 94.3. If you go to the right, you see 53.04. So of the  
3 53.04, 94.3 percent of the students made at least one  
4 attempt by their 11th grade year and have a score that's  
5 factored into that 53.04.  
6 Q. Now, who are those kids?  
7 A. Those are all of your sitting -- the top  
8 part here is your sitting 11th grade students.  
9 Q. Would it also be sitting 11th grade students  
10 for the Science and Biology?  
11 A. Correct. The whole -- that category, the  
12 first three, are all for your sitting 11th grade kids.  
13 Now, the only thing to make a note here is  
14 the Test Participation Rate Reading, Literature for all  
15 students, if a kid comes to the high school or any school  
16 from another country, they have one year where they're  
17 excused.  
18 So we do have some students who come to the  
19 high school their 11th grade year from the Dominican  
20 Republic, from Puerto Rico, first year in the high school  
21 they are exempt from the Reading only, but must take Math  
22 and Biology because they have the two of those assessments  
23 in Spanish.  
24 HEARING OFFICER: Mr. Stacey, I didn't mean  
25 to interrupt your cross-examination.

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<p>1 MR. STACEY: No, I appreciate that.</p> <p>2 HEARING OFFICER: You can continue.</p> <p>3 BY MR. STACEY:</p> <p>4 Q. My confusion is what do you mean by sitting</p> <p>5 11th grade students?</p> <p>6 A. Okay. Kids who -- there's a snapshot of</p> <p>7 who your kids are that are currently 11th grade kids. So</p> <p>8 for right now I may have 875 kids who I can pull a report</p> <p>9 and they are 11th grade students. Those 11th grade</p> <p>10 students factor into this top category. If I have a kid</p> <p>11 who's in 9th grade or 10th grade takes the Keystone exam,</p> <p>12 he's not going to factor in the top category because he is</p> <p>13 not an 11th grade student. Now, when he gets to 11th</p> <p>14 grade, his score will factor in.</p> <p>15 HEARING OFFICER: What is the criteria to</p> <p>16 define a sitting 11th grade student? Is that defined by</p> <p>17 the State, or is that defined locally by --</p> <p>18 THE WITNESS: That's defined locally,</p> <p>19 which for us it's 11 or more credits.</p> <p>20 HEARING OFFICER: Thank you. You can</p> <p>21 continue, Mr. Stacey.</p> <p>22 MR. STACEY: Thank you.</p> <p>23 BY MR. STACEY:</p> <p>24 Q. Referring to Joint Exhibit 14, you would</p> <p>25 agree with me that when you send students to -- or when</p> <p style="text-align: right;">591</p>	<p>1 A. Absolutely.</p> <p>2 Q. Do all of those students take their core</p> <p>3 subjects at Reading Senior High School?</p> <p>4 A. Yes, with the exception of History.</p> <p>5 Q. So all 700 take Algebra, these Keystone</p> <p>6 courses at --</p> <p>7 A. At the high school, yes.</p> <p>8 Q. On Joint Exhibit 14 under Indicators of</p> <p>9 Academic Achievement, one of the lines is Industry</p> <p>10 Standards Based Competency Assessments. Do you know what</p> <p>11 that is?</p> <p>12 A. Yes. That's the NOCTI exam that students</p> <p>13 take.</p> <p>14 Q. Does that have to do with the CTC?</p> <p>15 A. Correct.</p> <p>16 Q. Does that supplant the Keystone exam?</p> <p>17 A. No, just in addition to.</p> <p>18 Q. Now, if you turn the page, does Reading</p> <p>19 Senior High School get extra credit for the achievement on</p> <p>20 that NOCTI test?</p> <p>21 A. For those students that are advanced</p> <p>22 Industry Standards Based Competency Assessments, yes.</p> <p>23 Q. Do you know whether I-LEAD Charter School</p> <p>24 sends any students to that CTC program?</p> <p>25 A. I have no idea. I don't know.</p> <p style="text-align: right;">593</p>
<p>1 students leave Reading Senior High School and they take a</p> <p>2 Keystone exam at a cyber charter school, their results are</p> <p>3 not counted in here?</p> <p>4 A. If they take from a cyber charter school</p> <p>5 that is not part of the district, that's correct. So</p> <p>6 Achievement House is an example of one that I know,</p> <p>7 Keystone Charter School is another one, their scores are</p> <p>8 not reflected in here.</p> <p>9 Q. You testified about the CTC at Muhlenberg.</p> <p>10 Can you explain what that is?</p> <p>11 A. We have students who come to school for</p> <p>12 half a day. They'll come to school for their core</p> <p>13 subjects, and then they will go to the Reading Muhlenberg</p> <p>14 Career and Tech to do some type of shop or whatever their</p> <p>15 trade is that they would like to do upon graduation.</p> <p>16 And for those in 10th and 11th grade,</p> <p>17 they'll also take their Social Studies or History class out</p> <p>18 there as well.</p> <p>19 Q. How many students, about?</p> <p>20 A. Total, 10 through 12, 700.</p> <p>21 Q. Is that across all years, or has it</p> <p>22 increased or decreased during your time?</p> <p>23 A. It's been pretty steady between 7 and 800.</p> <p>24 Q. And those kids are still counted as part of</p> <p>25 your 3500?</p> <p style="text-align: right;">592</p>	<p>1 Q. Does Reading Senior High School have</p> <p>2 students receiving homebound instruction?</p> <p>3 A. Yes.</p> <p>4 Q. About how many?</p> <p>5 A. Probably 20, 25. When I say that, it's a</p> <p>6 revolving number. We probably have that many throughout</p> <p>7 the course of the year. A young lady delivers her baby,</p> <p>8 she's out for six weeks. When she comes back to school,</p> <p>9 you usually have the next one go out. So it's about 20 to</p> <p>10 25, but it's revolving. It's not 20 to 25 of the same kid.</p> <p>11 Q. Is 20 to 25 your estimate for all the years</p> <p>12 you've been at Reading Senior High School?</p> <p>13 A. Yeah.</p> <p>14 Q. Would you agree with me that students who</p> <p>15 receive homebound instruction, that their performance on</p> <p>16 the Keystone exam is not attributed to the Reading Senior</p> <p>17 High School for accountability purposes on the SPP?</p> <p>18 A. That's inaccurate.</p> <p>19 Q. That's inaccurate?</p> <p>20 A. Inaccurate. Because a homebound student is</p> <p>21 being educated by teachers who go out and will tutor the</p> <p>22 kid at home. So when the student comes in to take their</p> <p>23 Keystone exam, the student will take the exam and it's</p> <p>24 attributed right back to the high school.</p> <p>25 Q. Does Reading Senior High School send</p> <p style="text-align: right;">594</p>



<p>1 students to AEDY placements?</p> <p>2 A. Yes.</p> <p>3 Q. Which placements are those?</p> <p>4 A. We have Thomas Ford.</p> <p>5 Q. What's Thomas Ford?</p> <p>6 A. Thomas Ford, I believe, is a learning</p> <p>7 academy. And that is an AEDY placement for roughly 90</p> <p>8 students district -- when I say district-wide, middle</p> <p>9 school, intermediate and high school level.</p> <p>10 Q. About how many kids do you have at that</p> <p>11 placement?</p> <p>12 A. Grades 10 through 12, roughly 40 to 45.</p> <p>13 Once again, that's a revolving door as well.</p> <p>14 Q. Has that increased or decreased during your</p> <p>15 time at Reading Senior High School?</p> <p>16 A. No, that's stayed pretty much the same.</p> <p>17 Once again, that's a revolving number, though. You know,</p> <p>18 as students come back, transition back to the high school,</p> <p>19 we may have the next student that leaves and goes over to</p> <p>20 the AEDY placement. So that's a revolving number --</p> <p>21 revolving kid, but the same average number at any time.</p> <p>22 Q. Am I correct that those students performance</p> <p>23 on the Keystone exams is not attributed to Reading Senior</p> <p>24 High School for accountability?</p> <p>25 A. That is inaccurate. The high school is</p> <p style="text-align: right;">595</p>	<p>1 A. Abraxis is -- that's something where</p> <p>2 they're Court placed. So Thomas Ford is a program where</p> <p>3 the district has the authority to place the kid at Thomas</p> <p>4 Ford. I don't have the authority to place the kid at</p> <p>5 Abraxis.</p> <p>6 HEARING OFFICER: When you're talking</p> <p>7 about court placement, you're talking about like a</p> <p>8 Juvenile Court placement --</p> <p>9 THE WITNESS: Correct.</p> <p>10 HEARING OFFICER: Children and Youth</p> <p>11 placement?</p> <p>12 THE WITNESS: Yes.</p> <p>13</p> <p>14 BY MR. STACEY:</p> <p>15 Q. How many are in Court placement?</p> <p>16 A. 30 to 40. Once again, that's a number</p> <p>17 that's consistent, but the number of kids -- the type --</p> <p>18 the kid is revolving. You know, a kid gets placed at</p> <p>19 Abraxis for two weeks, he comes right back to the high</p> <p>20 school.</p> <p>21 So it's very hard to quantify a number for</p> <p>22 that because the majority of the kids don't go to Abraxis</p> <p>23 and stay there for a year. You know, they're in and out.</p> <p>24 So if I'm going say a number, 30 to 40, the number of kids</p> <p>25 cycling in there is more than that, but you don't have kids</p> <p style="text-align: right;">597</p>
<p>1 responsible to do the following. We, at the high school,</p> <p>2 will get a list from the Principal at Thomas Ford. She'll</p> <p>3 give us a list of kids. After we get a list of kids, we</p> <p>4 will create a booklet for every kid in each subject area.</p> <p>5 For an accountability standpoint, I'm the</p> <p>6 person who will take the booklets over to Thomas Ford. I</p> <p>7 will hand them over to the Principal that's there. She</p> <p>8 will administer the assessment to those students. After</p> <p>9 they take the assessment, I will go to that building and</p> <p>10 pick them up and bring them back to the high school. Those</p> <p>11 kid's scores go directly into my SPP profile.</p> <p>12 And the reason that their scores count is</p> <p>13 because it's a district placement, not an out of district</p> <p>14 placement. There's two different placement types here.</p> <p>15 If the district places a kid in an</p> <p>16 assessment, his score comes back to the district. If a</p> <p>17 Court adjudicated -- if someone from the Court places a</p> <p>18 student in a location, his score does not come back to</p> <p>19 Reading Senior High School.</p> <p>20 So if they place a kid at Abraxis, his</p> <p>21 score does not come back to me. If the district places a</p> <p>22 kid at Thomas Ford, his score comes right directly back to</p> <p>23 the high school.</p> <p>24 Q. What is the difference between Abraxis and</p> <p>25 Thomas Ford?</p> <p style="text-align: right;">596</p>	<p>1 who go to Abraxis and stay there for two or three years.</p> <p>2 That doesn't happen.</p> <p>3 Q. With respect to these things like Court</p> <p>4 placements, AEDY and the other ones we've discussed, are</p> <p>5 you aware of any circumstances in which students</p> <p>6 participation on the Keystone would be attributed to</p> <p>7 Reading Senior High School, but not their actual</p> <p>8 performance whether they're proficient or advanced?</p> <p>9 A. The only one I know of and I can speak to</p> <p>10 is Thomas Ford because that's our district placement for</p> <p>11 students. All of the other placements, I know their score</p> <p>12 is not attributed back to the high school. It could be</p> <p>13 attributed back to the district, but not the high school.</p> <p>14 There's a chart from PDE which talks to the</p> <p>15 attribution piece. The attributions is big. So I can't</p> <p>16 speak to the participation coming back to the high school.</p> <p>17 I know the score doesn't if it's Court placed, but for</p> <p>18 Thomas Ford, I get participation from Thomas Ford, and then</p> <p>19 I also get their test score because it's a district</p> <p>20 placement and not a Court placement.</p> <p>21 MR. STACEY: I'm glad you mentioned that</p> <p>22 attribution. I actually happen to have it with me right</p> <p>23 here. May I approach?</p> <p>24 HEARING OFFICER: Sure.</p> <p>25 BY MR. STACEY:</p> <p style="text-align: right;">598</p>

<p>1 Q. Is this what you were just referring to</p> <p>2 (indicating)?</p> <p>3 A. Correct.</p> <p>4 Q. I'll give you a chance to thumb through it.</p> <p>5 A. (Witness reviewed document.)</p> <p>6 HEARING OFFICER: Are you going to mark</p> <p>7 this as an exhibit?</p> <p>8 MR. STACEY: We can mark this Charter</p> <p>9 School 31.</p> <p>10 BY MR. STACEY:</p> <p>11 Q. Are you familiar with this document?</p> <p>12 A. The only part that I am familiar with is</p> <p>13 the part on here where it talks about the kids from a</p> <p>14 district placement in terms of me knowing that their score</p> <p>15 comes back to the high school.</p> <p>16 Q. Can you explain to the Hearing Examiner and</p> <p>17 to this room generally what this document is?</p> <p>18 A. This is a 2015 Attribution Map.</p> <p>19 Q. What does Attribution Map mean?</p> <p>20 A. Where the score is attributed and who the</p> <p>21 score is attributed to.</p> <p>22 Q. Go to Page 4. You can take the clip out. I</p> <p>23 apologize. Do you know what's going on on this page?</p> <p>24 A. I have to read it.</p> <p>25 Q. You can take a moment to read it.</p> <p style="text-align: right;">599</p>	<p>1 A. Were we on Page 4?</p> <p>2 Q. We were. I flipped away. Am I correct that</p> <p>3 this is saying for Keystone exams if an 11th grade student</p> <p>4 attends a school for a full academic year, which is defined</p> <p>5 as enrolled on or before October 1, and remains</p> <p>6 continuously enrolled through the end of the Keystone exam,</p> <p>7 that their performance and participation on the Keystone is</p> <p>8 attributed to the school of attendance?</p> <p>9 A. Correct.</p> <p>10 Q. LEA, district of residence in the State?</p> <p>11 A. Correct.</p> <p>12 Q. So for students at Reading Senior High</p> <p>13 School, if they are continuously enrolled for that period,</p> <p>14 their score, their performance is attributed to Reading</p> <p>15 Senior High School?</p> <p>16 A. Correct.</p> <p>17 Q. And that's what we see in these various</p> <p>18 School Performance Profile Reports?</p> <p>19 A. Correct.</p> <p>20 Q. Do you know how Reading High School defines</p> <p>21 continuously enrolled?</p> <p>22 MS. PETERSEN: I'm going to object only</p> <p>23 to the extent that he's -- are you saying separately from</p> <p>24 how PDE defines it? Because this is a PDE document.</p> <p>25 MR. STACEY: Based on this requirement.</p> <p style="text-align: right;">601</p>
<p>1 A. Thank you.</p> <p>2 (Witness reviewed document.)</p> <p>3 Okay.</p> <p>4 Q. Now can you explain what's going on on this</p> <p>5 page?</p> <p>6 A. I'll read it verbatim, what it says.</p> <p>7 Keystone exams --</p> <p>8 Q. Throughout this document are there columns</p> <p>9 at the top of the page, columns that say Student Situation,</p> <p>10 who is responsible for ensuring student participation in</p> <p>11 the State assessment, who is responsible for ordering test</p> <p>12 materials and administering the assessment, performance and</p> <p>13 participation is attributed to: School, LEA, State, your</p> <p>14 rationale.</p> <p>15 A. Okay.</p> <p>16 Q. Let's start with that fourth column. What's</p> <p>17 the difference between a school, an LEA and the State?</p> <p>18 A. The school is Reading High School. The LEA</p> <p>19 is the Reading School District, and the State is PA.</p> <p>20 Q. In the Charter School example, school would</p> <p>21 be the LEA; correct? To the extent you know.</p> <p>22 A. Which Charter School are we talking about?</p> <p>23 Q. Any charter school in the Commonwealth?</p> <p>24 A. No, that's not accurate.</p> <p>25 Q. Back to Page 4.</p> <p style="text-align: right;">600</p>	<p>1 I've asked him a number of questions, and I don't think</p> <p>2 I've gotten clear answers on whether test performance is</p> <p>3 attributed to the school or to the State or to the LEA,</p> <p>4 and I'm just trying to get clarity on which exams taken</p> <p>5 at Reading Senior High School are then attributed to</p> <p>6 Reading Senior High School.</p> <p>7 So I think in order to do that I need to</p> <p>8 know how Reading Senior High School or the district or</p> <p>9 whoever defines continuously enrolled. It was previously</p> <p>10 testified as to a drop period. I don't know if that's</p> <p>11 different or the same.</p> <p>12 HEARING OFFICER: I thought the witness</p> <p>13 has been clear, but why don't we do it this way. Why</p> <p>14 don't we ask the witness to take a look at this. I think</p> <p>15 he's already testified about this, and then ask him how</p> <p>16 he complies with this in practice.</p> <p>17 THE WITNESS: The question, to make sure</p> <p>18 I'm understanding correctly because the confusion for me</p> <p>19 is the charter school piece. Now, we're talking about a</p> <p>20 student that goes to Reading Senior High School --</p> <p>21 HEARING OFFICER: I don't care about</p> <p>22 charter schools.</p> <p>23 THE WITNESS: That's fine. That was</p> <p>24 where the confusion lies.</p> <p>25 BY MR. STACEY:</p> <p style="text-align: right;">602</p>

1 Q. I apologize for your being confused.  
2 A. The student that goes to Reading Senior  
3 High School, if that student is enrolled by October 1st, at  
4 that point in time his score comes back to the school, it  
5 also comes back to the district and the State.  
6 So there's something called a PIMS snapshot  
7 on that date where that PIMS snapshot will catch every kid  
8 who's at the high school. And it's not just Reading High  
9 School that has to do that. Every district has to do that.  
10 That's where the, quote unquote,  
11 October 1st date or the, quote unquote, those are the kids  
12 who factor into your SPP profile. That's where everyone  
13 sort of knows October 1st is that day. Because once you do  
14 your PIMS snapshot, it's every kid who's enrolled in the  
15 school that factors into the equation there.  
16 So there's nothing from my standpoint that  
17 we're doing differently other than when we send the  
18 snapshot, that's every kid who's enrolled at Reading High  
19 School at that time on October 1st.  
20 Q. Turn the page. This page has to do with  
21 charter schools. Is this saying the same thing?  
22 MS. PETERSEN: Objection to the form.  
23 BY MR. STACEY:  
24 Q. Do you know whether that snapshot is also  
25 used for charter schools?

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1 A. (Witness reviewed document.)  
2 Reading this form, if I'm just going by  
3 what the form says, it --  
4 Q. That's all I'm asking you to do.  
5 A. Right. That looks accurate.  
6 Q. And those scores would be attributed  
7 directly to the cyber charter school as it says here?  
8 A. Correct.  
9 Q. If you'd turn to Page 6.  
10 A. (Witness complies.)  
11 Q. Do you see in the left-hand column it says,  
12 For any State assessment, the student attends the school  
13 for less than a full academic year. And am I correct that  
14 that full academic year was defined by continuously  
15 enrolled on or about October 1 through the end of the  
16 Keystone exam period?  
17 A. Correct.  
18 Q. So if a student drops off the face of the  
19 earth for a couple months, as you described, are they  
20 continuously enrolled for a full academic year, do you  
21 know?  
22 A. No.  
23 Q. So for those students, if we move over a few  
24 columns, there is a blank space under Performance. Am I  
25 correct that the performance of that student who did not

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1 attend the school for -- excuse me -- who attended school  
2 for less than a full academic year, his or her score is not  
3 attributed to the school?  
4 A. Correct.  
5 Q. So his or her score would not be attributed  
6 to Reading Senior High School?  
7 A. Correct.  
8 Q. Do you have any idea how many students meet  
9 that criteria of attending less than a full academic year?  
10 A. I can speak to 11th grade because I know  
11 that's where it's critical. And it's less than 20.  
12 Q. Less than 20 kids?  
13 A. Less than 20 kids.  
14 Q. So your estimate is about 20 students their  
15 scores are not attributed to the school?  
16 A. No, let me go back in. Based on your  
17 earlier question, those kids who dropped. So if a kid  
18 dropped then resurfaces, you can have a kid who transfers  
19 in after October 1st. His or her score is not attributed  
20 to the district.  
21 Transferring in you could have 50 students,  
22 60 students, who are transferring in after October 1st who  
23 their performance isn't attributed to the school. That can  
24 hurt you and that can help you. We've had students who  
25 transfer in from another school and they're already

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1 proficient, and I don't get their score.  
2 So it's a double-edged sword because it can  
3 hurt you on one end and it also can help you if a student  
4 would score basic or below basic, but there's two ends to  
5 that. So you don't get that kid's score.  
6 If that kid was in Wilson and transferred  
7 to the high school December 3rd, he was proficient in  
8 Wilson and in all three keystones, his or her score is not  
9 attributed to Reading High School. So I don't get credit  
10 for that.  
11 Q. How many students transfer in in 11th grade  
12 that are already proficient?  
13 A. Ballpark it's probably about 40 to 50 kids  
14 in 11th grade year. Now, you have some that transfer in  
15 9th and 10th, but I'm just talking strictly their 11th  
16 grade year.  
17 Q. Where they're called 11th graders?  
18 A. Correct.  
19 Q. Can we go to Page 8? Actually, scratch  
20 that. Go to 9.  
21 A. (Witness complies.)  
22 Q. Am I correct here that on the bottom the  
23 Student Situation is a student with an IEP who is enrolled  
24 in a district and receiving services from an entity other  
25 than the district of residence?

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1 A. Okay.  
2 Q. Am I correct that that would be a student  
3 who, for example, is attending an approved private school?  
4 A. Okay.  
5 Q. Or perhaps a private placement?  
6 A. Right.  
7 Q. Do you have students with IEP's at Reading  
8 Senior High School who attend approved private schools?  
9 A. Sure.  
10 Q. And do you have students at Reading Senior  
11 High School who have IEP's who attend regular private  
12 schools, private academic schools?  
13 A. For example, I can say like New Story would  
14 be an example where we have kids who are enrolled at New  
15 Story.  
16 Q. I'm not familiar with that. I'll take your  
17 word for it.  
18 A. That's fine.  
19 Q. Do you know about how many students are in  
20 that category?  
21 A. In 11th grade, you're talking less than 10.  
22 Q. What about total?  
23 A. If I'm looking at seniors as well, you're  
24 probably talking about 50, 60 kids total.  
25 Q. Am I correct that for those students who are

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1 attending an approved private academic school, their  
2 performance on the Keystone is not attributed to Reading  
3 Senior High School?  
4 A. Correct.  
5 Q. So that wouldn't show up on the SPP?  
6 A. Correct.  
7 Q. Can I have you turn to Page 13? You spoke  
8 earlier about Muhlenberg, the CTC, Career and Technical  
9 Center; correct?  
10 A. Yes.  
11 Q. Career and Technical Center or area of  
12 vocational technical school, how many of those placements  
13 does Reading Senior High School send students to?  
14 A. I testified earlier between 7 and 800.  
15 Q. I'm sorry. I meant the actual destination  
16 like a Muhlenberg. Is Muhlenberg the only one?  
17 A. Yes, that's all we have.  
18 Q. And you testified that they take their core  
19 courses at Reading Senior High School?  
20 A. Correct.  
21 Q. So according to this chart, if -- wherever  
22 the student takes those subjects that are assessed, their  
23 Keystone performance is attributed to that school?  
24 A. Correct.  
25 Q. So that would be attributed to Reading

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1 Senior High School?  
2 A. Correct.  
3 Q. 16, please. It's about AEDY programs?  
4 A. (Witness complies.)  
5 Okay.  
6 Q. How many students attend AEDY programs from  
7 Reading Senior High School?  
8 A. Are we talking the Court placed, or are we  
9 talking students placed in our own program here?  
10 Q. We're talking regardless of whether the  
11 program is operated by a district, IU, special school  
12 jointure or by a private alternative education institution.  
13 A. Total would be roughly probably about a  
14 hundred.  
15 Q. About a hundred?  
16 A. Right. And, once again, when I say that  
17 number, it's a revolving number. It's revolving kids. So  
18 for the most part with these placements, kids come in,  
19 after 45 days they're released. A kid goes into Abraxis,  
20 he's there for a week or two, JPO places him, then he comes  
21 right back to school.  
22 So it could be a different kid, but it's  
23 sort of the same number if you pull the report every month.  
24 Q. And students who are at these placements  
25 taking the Keystone, am I correct that their performance on

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1 the Keystone is not attributed back to Reading Senior High  
2 School?  
3 A. That's correct.  
4 Q. If you go to 19.  
5 A. (Witness complies.)  
6 Q. Am I correct that the student situation on  
7 this page is when a student is placed somewhere by a Court  
8 or the Office of Children, Youth and Families either in a  
9 private residential rehabilitation institution or a private  
10 locally operated delinquent institution?  
11 A. Okay.  
12 Q. Is that Abraxis?  
13 A. Correct, that would be an example.  
14 Q. How many students attend one of those  
15 placements?  
16 A. As I said earlier, total -- and I'm  
17 including this type of kid -- you're talking about a  
18 hundred kids. Once again, that's an average because you  
19 have kids cycling in some of these programs consistently.  
20 They're in, they're out. They're in, they're out.  
21 So you're roughly talking a hundred kids,  
22 but it has an impact on 200 kids or 300 kids because  
23 they're in and out.  
24 Q. Am I correct that it says the performance of  
25 those students will be attributed to the State only?

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1 A. The question that I'm going to have to --  
2 before I answer that is, it probably depends on the time of  
3 placement. So if a kid was placed in September and then  
4 came back to school and he was there for the remainder of  
5 the year, his score is coming to the high school.  
6 But if a kid was placed in January and he's  
7 there for the remainder of the year, then his score would  
8 probably be attributed to someone else. So it's going to  
9 be the time of placement, how long the student was there,  
10 and at what point in time when they look at the  
11 attribution, where the student is located. Because he  
12 could have been in placement at some point in time in that  
13 year, but now he's at the high school and his score comes  
14 back to us.  
15 Q. So there are several situations where a  
16 student's Keystone score wouldn't be attributed to Reading  
17 Senior High School?  
18 A. Sure.  
19 Q. Do you know whether that lack of attribution  
20 is recorded anywhere in the School Performance Profile  
21 Reports?  
22 A. No, it's probably not.  
23 Q. Do you have any role in determining whether  
24 a student's score is attributed to Reading Senior High  
25 School or not?

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1 A. No, absolutely not.  
2 Q. That's done automatically?  
3 A. Automatically.  
4 Q. Is that through the PIMS system?  
5 A. Correct.  
6 Q. So that would have to do with the way things  
7 are coded in PIMS?  
8 A. Correct.  
9 Q. Have you ever personally had access to the  
10 PIMS system?  
11 A. No.  
12 Q. Never?  
13 A. No.  
14 Q. Have you ever personally had access to  
15 websites showing student academic performance data before  
16 that data is published, such as from the Data Recognition  
17 Corporation?  
18 A. Yes.  
19 Q. You have?  
20 A. But that's every school. For all your  
21 LEA's and all your school districts, they send you a data  
22 file. So our data file is going to come in March. So that  
23 data file goes to Lisa Iezzi and to Dr. Mumin.  
24 They send that data file to me, and at that  
25 point in time we look at every kid who took the assessment,

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1 sort through who passed and who didn't, and then you start  
2 doing your remediation groups. But that data file is sent  
3 to every school in March. It's also sent in June.  
4 Q. What is contained in that data file?  
5 A. You're going to see every kid who tested on  
6 that data file. Then you're going to see there's a tab for  
7 Biology, Algebra 1, Literature, and there's going to have  
8 all types of demographic data on there. Then the part that  
9 we go to, I believe it's Category XY, it's either X or Y,  
10 and then that will show you best score. So that will take  
11 all your kids and say here's their best score in their  
12 Keystone exam in Biology.  
13 So you'll get your list of kids after the  
14 January assessment who are proficient or advanced. Those  
15 kids are banked. If they're talking 11th grade, those kids  
16 are banked then for -- they do not have to take it again in  
17 May.  
18 Kids that didn't pass, we pull that out.  
19 Now we start our remediation groups, and we go after it for  
20 45 days. But it's not something special for me. Everyone  
21 is sent the data file. It gets sent to the Superintendent  
22 or his designee, and at that point in time it's sent to the  
23 schools.  
24 Q. Does that data file end up becoming the  
25 School Performance Profile?

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1 A. After a period of time, yes. So what I  
2 mean by that is this, as I just spoke to, is once these  
3 kids are proficient, they're banked. Then the only thing  
4 that's in that data file is the kids who passed at that  
5 point.  
6 Now you get to your May assessment. So  
7 specifically 11th grade, let's say at that point in time  
8 you did remediation, you were able to get 200 kids to pass  
9 the Keystone. So now you have 300 left. So then those 200  
10 kids are banked along with any other 10th or 9th grade kid  
11 who passed the assessment in that subject area.  
12 Then you get to May. May you test again.  
13 You're going to get a spreadsheet in June. And that's  
14 virtually, once again, sent from PDE to the Superintendent  
15 or designee. And at that point in time you pretty much  
16 have your kids who are proficient or advanced that are  
17 sitting in 11th grade.  
18 And you can take and sort that and say, we  
19 always come up with our projections. We are usually spot  
20 on for Math and Science. Literature is usually off because  
21 of the students who are new to the country. So that's  
22 usually maybe one or two percentage points off. But I'm  
23 pretty much spot on by the end of June where we're at.  
24 Q. That data file is sent by DRC?  
25 A. Correct.

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<p>1 Q. Is there any opportunity on the part of the 2 school district or for you at Reading Senior High School to 3 correct any misinformation in that data file?</p> <p>4 A. From the Keystone exam results?</p> <p>5 Q. Any data.</p> <p>6 A. No, not the Keystone exam results. No.</p> <p>7 Q. But there's an opportunity to revise other 8 things?</p> <p>9 A. Your SPP profile starting in September, you 10 have an opportunity to -- if there are question marks about 11 data. We had questions about ACT and SAT, and we had to 12 send off to College Board because we had questions because 13 they had a different number than we did.</p> <p>14 So, for example, I had 29 kids who had a 15 three or higher for the AP. And that score calculated 16 something different than what was reflected in September. 17 You send in a ticket. I have to have a justification. 18 Here's my justification. I had X number of s.</p> <p>19 Seniors in 12th grade, I had X number of 20 kids, provided them a list. These are the kids who scored 21 a three or higher.</p> <p>22 When I calculate it, it comes to here 23 (indicating). When you calculated it, it comes to here 24 (indicating). Then at that point in time it's up to 25 College Board to determine whether or not what's reflected</p> <p style="text-align: right;">615</p>	<p>1 had X number of kids who had a 23 on ACT. Here was my 2 bottom line, which you use my PIMS snapshot to come up with 3 your number. Here's what I come up with.</p> <p>4 And I send it off, and it's up to them to 5 connect with College Board to make corrections.</p> <p>6 Q. Thank you. You testified that about a 7 hundred to 200 kids per year graduate with the Credit 8 Recovery Program?</p> <p>9 A. Yes.</p> <p>10 Q. Do you evaluate student level data for that 11 program specifically?</p> <p>12 A. When you say evaluate, what do you mean?</p> <p>13 Q. Like Keystone performance of those 100 to 14 200 kids.</p> <p>15 A. Okay. Do I evaluate them separately or -- 16 I just want to make sure I understand the question 17 correctly.</p> <p>18 Q. Of those 100 to 200 kids, how many were 19 utilizing a project based assessment to graduate?</p> <p>20 A. None, because at this point in the game, 21 it's the Class of 2017. So my current kids that are in 22 11th grade, unless something is signed within the next 23 month, the kids that are sitting in 11th grade will have to 24 take a project based assessment in 12th grade.</p> <p>25 Q. So the kids that graduated last year in June</p> <p style="text-align: right;">617</p>
<p>1 on here is accurate or what I'm sending them is accurate, 2 but all I'm doing is sending a request in to those who 3 house the data. They don't just take my word for it and 4 say, well, Eric Turman said it was this, that's what we're 5 going to use. It has to be confirmed by -- for -- that 6 example, from those that were College Board.</p> <p>7 Q. So if we take the most recent SPP from the 8 district, Joint Exhibit 20, and you tell me, are there any 9 data points in here that changed between your initial 10 receipt of that data file and the final publication of this 11 report?</p> <p>12 A. There were only two that we put a request 13 in, and we were actually accurate that they did not have a 14 few kids who ended up getting a three or higher for the AP 15 exam. I mean, it went from maybe a 6.3 or 7.97, which 16 instead of a .13, we got a .16.</p> <p>17 The other one was a reflection all the way 18 at the top with the SAT and ACT. Once again, I have every 19 report of every kid that takes an SAT. I have a report of 20 every kid that takes an ACT. Over the summer we pull those 21 to confirm what's reflected within PDE.</p> <p>22 So if my numbers don't match their numbers, 23 I will send them an e-mail and say, here's what I need you 24 to check, and here's the data to confirm that. So I had X 25 number of kids who had a 1550 or higher on their SAT. I</p> <p style="text-align: right;">616</p>	<p>1 or August?</p> <p>2 A. Correct. There was nothing in the regs 3 that said you had to do the project based assessment for 4 kids for any LEA. It specifically pointed to the Class of 5 2017. So they were trying to initially give districts 6 enough time to catch up with the Common Core and get kids 7 ready and get more kids proficient or advanced, which has 8 occurred for the most part across the board, but I still 9 think at this point in time now with where they're at with 10 PDE, it looks like they're probably going to extend that 11 for two years. So it potentially could be the Class of 12 2019.</p> <p>13 Q. So for 2015, I just want to be clear, was 14 there any Keystone requirement for graduation?</p> <p>15 A. No.</p> <p>16 Q. You could graduate Reading Senior High 17 School without having passed the Keystone?</p> <p>18 A. Correct. Correct.</p> <p>19 Q. And that's true for all three keystones?</p> <p>20 A. Correct. True for all three keystones, 21 true for every school in the district, every high school in 22 the Commonwealth.</p> <p>23 Q. You stated that designation as a gifted 24 student is not a guarantee of whether that student will be 25 proficient on the keystones?</p> <p style="text-align: right;">618</p>

<p>1 A. Correct.</p> <p>2 Q. In your experience, is a gifted student more</p> <p>3 likely to be proficient?</p> <p>4 A. Not from what I've seen. You know, the</p> <p>5 measures in terms of as a district how we code students to</p> <p>6 be gifted, some of the grades I've seen from gifted kids</p> <p>7 and even their performance hasn't led me one way or the</p> <p>8 other. Kids are considered gifted by 3rd grade. From 3rd</p> <p>9 grade to 10th grade there's a huge gap in terms of what a</p> <p>10 kid can and can't do. So after you get past 3rd grade is</p> <p>11 when you start getting into more abstract concepts where</p> <p>12 you'll start to give them a little bit of Algebra 1</p> <p>13 trickling down into 4th grade.</p> <p>14 So from a standpoint of me looking at 3rd</p> <p>15 grade kids and saying are they any more likely to pass a</p> <p>16 Keystone or not, there's no data to confirm that</p> <p>17 whatsoever.</p> <p>18 Q. Do you know, sitting here today, when I-LEAD</p> <p>19 Charter School's Charter was renewed by the Reading School</p> <p>20 Board?</p> <p>21 A. No, I don't.</p> <p>22 Q. Do you know if it has been renewed?</p> <p>23 A. From what I've -- yes, I do know it was</p> <p>24 renewed.</p> <p>25 Q. But you don't know when that was?</p> <p style="text-align: right;">619</p>	<p>1 five-minute break?</p> <p>2 MS. PETERSEN: I just have a very, very</p> <p>3 short --</p> <p>4 HEARING OFFICER: Why don't we take a</p> <p>5 break before we do that.</p> <p>6 (Short recess was taken.)</p> <p>7 HEARING OFFICER: We're back from recess.</p> <p>8 It's about 3:04 p.m., and, Ms. Petersen, redirect,</p> <p>9 please.</p> <p>10 MS. PETERSEN: Thank you.</p> <p>11 BY MS. PETERSEN:</p> <p>12 Q. Mr. Turman, has there ever been any findings</p> <p>13 of cheating at the high school since you've been the High</p> <p>14 School Principal?</p> <p>15 A. Never. It has never even been mentioned.</p> <p>16 We have a very tight process in terms of how we administer</p> <p>17 the assessments from the day the booklets arrive at the</p> <p>18 high school until they go back to PDE. So there has never</p> <p>19 been any question about any cheating at the high school.</p> <p>20 I find it -- it agitates me at times where</p> <p>21 because you have urban students, the assumption is that</p> <p>22 they're going to achieve just as high as their -- some</p> <p>23 students in other districts, that the only way they would</p> <p>24 be able to do that is to cheat.</p> <p>25 I've heard that before from people online</p> <p style="text-align: right;">621</p>
<p>1 A. I don't know the accurate school year, so I</p> <p>2 don't want to speak without accurately having it in front</p> <p>3 of me.</p> <p>4 Q. In your contract with the district, are</p> <p>5 there any incentives for student performance?</p> <p>6 A. Zero.</p> <p>7 Q. So you don't receive any additional payments</p> <p>8 if students scores are at a certain level?</p> <p>9 A. Zero. I haven't received a raise in four</p> <p>10 years.</p> <p>11 Q. I'm sorry to hear that. Are you familiar</p> <p>12 with I-LEAD's Charter application?</p> <p>13 A. Bits and pieces. I can't say I can</p> <p>14 verbatim tell you start to finish, but bits and pieces I'm</p> <p>15 familiar with.</p> <p>16 Q. What bits and pieces?</p> <p>17 A. The parts that I testified to earlier</p> <p>18 today. Maybe that was the amendment, so the parts that I</p> <p>19 --</p> <p>20 Q. I think it was.</p> <p>21 A. Okay, so I apologize. The parts that I</p> <p>22 spoke to are the parts that....</p> <p>23 MR. STACEY: That's all I have for this</p> <p>24 witness.</p> <p>25 HEARING OFFICER: Why don't we take a</p> <p style="text-align: right;">620</p>	<p>1 commenting on the success we've had at Reading High School,</p> <p>2 and that's why you get up and go to work every day just to</p> <p>3 prove people wrong. So from start to finish, from the day</p> <p>4 those books are delivered until the day those booklets go</p> <p>5 back, there is a strong accountability system in that</p> <p>6 building to make sure nothing would ever occur.</p> <p>7 Q. Since you've been the Principal at the high</p> <p>8 school, have you ever received any communications from the</p> <p>9 Department of Education regarding questions about a erasure</p> <p>10 marks or other issues with the tests?</p> <p>11 A. Never. We -- in four years I've received</p> <p>12 one e-mail from PDE where they couldn't find a booklet,</p> <p>13 what they said. And I sent them an e-mail back within</p> <p>14 15 minutes. I told them the booklet number, I told them</p> <p>15 what box it was in, I told them who took the assessment. I</p> <p>16 had all the information. They did not respond.</p> <p>17 So we have every book accounted for in</p> <p>18 terms of who was the Proctor, what room it was in, who was</p> <p>19 the student, the PA Secure ID, the whole nine yards for</p> <p>20 every single booklet, so no.</p> <p>21 Q. You were asked some questions on</p> <p>22 cross-examination about graduation in June and also then</p> <p>23 further in August after further credit recovery type</p> <p>24 actions. Do you recall that?</p> <p>25 A. Yes.</p> <p style="text-align: right;">622</p>

<p>1 Q. You had indicated that the combined data for</p> <p>2 the June and the August graduates is reflected in the high</p> <p>3 school's graduation data --</p> <p>4 A. Correct.</p> <p>5 Q. -- in the SPP report; correct?</p> <p>6 A. Correct.</p> <p>7 Q. Would that also be the same for the Charter</p> <p>8 School if it would have August graduates?</p> <p>9 A. Correct.</p> <p>10 Q. So for any LEA then, if they have kids</p> <p>11 graduating at different times, it would be reflected</p> <p>12 together within that score?</p> <p>13 A. Absolutely. We have kids from other</p> <p>14 districts who take our summer school program. And then</p> <p>15 after the completion of a course, we send the paperwork</p> <p>16 back to the district and their graduating kids using our</p> <p>17 summer program at the high school.</p> <p>18 Q. Do you know sitting here today if the</p> <p>19 Charter School has placed Special Education students into,</p> <p>20 for example, approved private schools?</p> <p>21 A. I have no idea.</p> <p>22 Q. If the Charter School had done that, would</p> <p>23 those students be counted toward the Charter School scores?</p> <p>24 A. No.</p> <p>25 Q. The Charter School would be treated the same</p> <p style="text-align: right;">623</p>	<p>1 count for the year they're sitting in 9th grade?</p> <p>2 A. No.</p> <p>3 Q. Does the passing score get held or banked</p> <p>4 and then get attributed to the high school when the student</p> <p>5 is in 11th grade?</p> <p>6 A. Correct.</p> <p>7 MS. PETERSEN: That's all I have.</p> <p>8 HEARING OFFICER: Recross.</p> <p>9 MR. STACEY: I have no additional</p> <p>10 questions.</p> <p>11 HEARING OFFICER: Any reason why this</p> <p>12 gentleman can't be excused?</p> <p>13 MS. PETERSEN: None for me.</p> <p>14 MR. STACEY: No.</p> <p>15 HEARING OFFICER: Thank you, sir. Have a</p> <p>16 good afternoon.</p> <p>17 (Discussion was held off the record.)</p> <p>18 HEARING OFFICER: You may call your next</p> <p>19 witness.</p> <p>20 MR. CIANCI: The School District calls</p> <p>21 Dr. Tamara Smith.</p> <p>22 TAMARA SMITH</p> <p>23 was called as a witness and, having been first duly sworn</p> <p>24 by the Reporter-Notary Public, was examined and testified</p> <p>25 as follows:</p> <p style="text-align: right;">625</p>
<p>1 as the Reading Senior High School?</p> <p>2 A. Correct.</p> <p>3 Q. You were asked some questions regarding</p> <p>4 corrections that you -- or requested corrections that you</p> <p>5 sent to the Department of Education for the SAT and for the</p> <p>6 advanced placement data. Do you recall that?</p> <p>7 A. Yes.</p> <p>8 Q. As a result of your communications with the</p> <p>9 Department, did the Department make corrections to the</p> <p>10 profile?</p> <p>11 A. Yes.</p> <p>12 Q. And not to belabor this, but I want to make</p> <p>13 sure the record is perfectly clear. What does banked mean?</p> <p>14 A. Banked means at any point in time in a</p> <p>15 student's high school career when he takes a score and</p> <p>16 passes, it is banked. But it's only banked until that</p> <p>17 student gets into 11th grade, but it depends on what high</p> <p>18 school he or she is at.</p> <p>19 So his passing grade is banked, but it only</p> <p>20 counts for whatever high school that student is attending</p> <p>21 in 11th grade.</p> <p>22 Q. So if a student that is currently a Junior</p> <p>23 at Reading Senior High School takes the Algebra 1</p> <p>24 assessment two years prior when they were sitting at the</p> <p>25 Intermediate School and passes, does the passing score</p> <p style="text-align: right;">624</p>	<p>1 BY MR. CIANCI:</p> <p>2 Q. Dr. Smith, good afternoon.</p> <p>3 A. Good afternoon.</p> <p>4 Q. My name is Paul Cianci. I represent the</p> <p>5 Reading School District. You're here testifying today</p> <p>6 pursuant to a Subpoena, are you not?</p> <p>7 A. Correct.</p> <p>8 Q. Could you please state your full name and</p> <p>9 spell it for the record?</p> <p>10 A. Dr. Tamara, T-A-M-A-R-A, and the last name</p> <p>11 is Smith, S-M-I-T-H.</p> <p>12 Q. And could you please give us your</p> <p>13 educational background since and including college.</p> <p>14 A. I went to school, my undergrad is from</p> <p>15 Oakwood University in Huntsville, Alabama, where I received</p> <p>16 my degree in Family and Consumer Science. I then went on</p> <p>17 to Mary Grove College and received my Master's degree in K</p> <p>18 through 12 Curriculum and Instruction and in teaching. And</p> <p>19 then I went on to receive my Ph.D. from Capella University</p> <p>20 in Education. Did you need the years for that?</p> <p>21 Q. Yes, please.</p> <p>22 A. I was trying not to say that.</p> <p>23 Q. I was just going to ask you when you</p> <p>24 received your Ph.D. You can just give us that.</p> <p>25 A. My Ph.D., I graduated in 2012.</p> <p style="text-align: right;">626</p>



1 Q. Very good. And if you would, please, give  
2 us a chronology of your professional work history.  
3 A. I have 13 years at Camden County College as  
4 a college professor. I then received a call to become the  
5 Academic Dean -- Vice Principal of Academic is where I  
6 started -- at Pine Forge Academy in Pottstown,  
7 Pennsylvania. And Pine Forge Academy is one of the most  
8 prestigious African-American Christian boarding schools in  
9 the country, and they are located in Pottstown.  
10 Q. Your position in Camden was in New Jersey;  
11 correct?  
12 A. Correct, that was in Camden, New Jersey,  
13 and I was a professor in the dietetics program enrolled  
14 under the Allied Health Program at Camden County.  
15 And then from Pine Forge Academy I then  
16 received another call to come to I-LEAD Charter School.  
17 And I started at I-LEAD working part-time. I was really  
18 hired initially to work with discipline. And then maybe  
19 about four to five months later, I became full-time and  
20 started to work with the academic program and became the  
21 Dean of Academics.  
22 Q. When did you start at I-LEAD?  
23 A. That would be somewhere around the end of  
24 October, and I'm going to say 2011/2012 school year.  
25 Q. Was that at the same time as the school's

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1 opening or afterward?  
2 A. Afterwards.  
3 Q. About how long after the school opened?  
4 A. I believe their initial Team was hired  
5 somewhere around July. I came in in October, so -- and the  
6 school probably opened at the beginning of August, so  
7 essentially about four months after they actually  
8 structured their Team for the school.  
9 Q. When you were in your first position at  
10 I-LEAD, describe -- first of all, tell us what the title  
11 was.  
12 A. I don't believe I had a title at that  
13 point.  
14 Q. What were your job duties?  
15 A. Initially, it was to help with the  
16 discipline of the school. As a new Charter and with the  
17 type of enrollment that it had and the type of students  
18 that were coming into the school, they just needed help in  
19 beginning to structure and outline what discipline should  
20 look like in the school.  
21 Q. So is it fair to kind of put a title of a  
22 Vice Principal on what you were?  
23 A. Yes. I believe Dr. Sanchez had me listed  
24 at the State as Vice Principal. I did see that in a  
25 communication.

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1 Q. Is it Yamil? Am I pronouncing that  
2 correctly?  
3 A. Yes, Yamil.  
4 Q. Yamil?  
5 A. Yes.  
6 Q. Y-A-M-I-L, Sanchez.  
7 A. Correct.  
8 Q. Who is Dr. Sanchez?  
9 A. Dr. Sanchez was the CEO and Principal of  
10 the school.  
11 Q. And he was the CEO and Principal when you  
12 began in October, 2011?  
13 A. Yes.  
14 Q. And he was the CEO and Principal?  
15 A. Correct.  
16 Q. How long was he in that position?  
17 A. I want to say --  
18 Q. Let me ask it this way. Do you recall how  
19 his tenure at the school ended?  
20 A. Yes.  
21 Q. How did it end?  
22 A. There were some infer --  
23 Q. Did he resign or was he terminated?  
24 A. He resigned.  
25 Q. When did he resign?

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1 A. I'm sorry. I'm a little bit bad with  
2 dates, but I believe -- I'm trying to go back in my mind as  
3 to when I started to take on a different role. So I left  
4 in 2015, 2014, I'm going to say it was for the 2013/2014 --  
5 no, 2012/2013 school year, halfway through.  
6 Q. So you're saying January of 2013?  
7 A. Correct.  
8 Q. I'm going to lead you here. Are you sure it  
9 wasn't January of 2014?  
10 A. 2014 sounds good.  
11 Q. So your role as Vice Principal changed;  
12 right?  
13 A. Yes.  
14 Q. And into what position did it change, and  
15 how did your duties change?  
16 A. Would that be after Dr. Sanchez's  
17 departure?  
18 Q. No, this is before.  
19 A. Oh, so my initial role I just worked with  
20 the discipline. I was helping students pretty much to  
21 navigate their way through a new school system, a new  
22 Charter School, worked with Dr. Sanchez on -- and parents  
23 just really starting to scaffold and set up what a charter  
24 school should look like.  
25 When I became the Academic Dean, then I

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<p>1 went on to do work directly with teachers. That was most 2 of my role.</p> <p>3 Q. And you became Academic Dean when? 4 A. That would be four to five months 5 afterwards, so that would be around January or February of 6 the 2012 school year.</p> <p>7 Q. So you stayed in that position as Academic 8 Dean all the way through the resignation of Dr. Sanchez? 9 A. Yes.</p> <p>10 Q. What happened to your position after Dr. 11 Sanchez resigned? 12 A. My position changed. I became Acting 13 Principal for a term -- probably for the duration of the 14 school year of 2014. And then for the 2015 school year, I 15 then became the Chief Academic Officer.</p> <p>16 Q. So for the 2014/2015 school year, you were 17 the CAO, the Chief Academic Officer? 18 A. Correct.</p> <p>19 Q. How is it that you learned that you had 20 become the CAO? 21 A. We met -- I met with Mr. Figueroa, Barbara 22 Sykes, David Castro to take a look at what direction they 23 would be heading in and using me at the school. And so the 24 term Chief Academic Officer was used because they no longer 25 wanted a CEO/Principal, one person to have that authority</p> <p style="text-align: right;">631</p>	<p>1 A. At times, yes.</p> <p>2 Q. Did Dr. Sanchez do anything for you 3 vis-a-vis your becoming certified as a Principal? 4 A. Yes. Let me try to explain a little bit of 5 that trail. When I left New Jersey as a college professor, 6 I had already worked five years in New Jersey's school 7 system as a Family and Consumer Science instructor. So 8 when I received a call to go to Pine Forge Academy, Pine 9 Forge Academy is a private boarding school. I stayed there 10 for eight years as their Academic Dean. And I received 11 that call because of the work that I was doing in New 12 Jersey. They knew that this was the type of work that I 13 loved to get in and kind of work with the curriculum and 14 move schools forward in terms of their academic level, and 15 that's what I did at Pine Fore.</p> <p>16 Then I received a call from a former 17 Principal, who was actually working at Harcum at the time 18 and knew about the beginning and existence of the Charter 19 School. And this Principal knew my background as well, 20 knew that this was something I would love to sink my teeth 21 into to get to work in a district like this, which is what 22 I love.</p> <p>23 So Dr. Sanchez called me and hired me for 24 the discipline position, but he also told me at that time 25 that he was going to use me eventually to help with the</p> <p style="text-align: right;">633</p>
<p>1 -- type of authority anymore at the school system. So they 2 didn't want to use that title, and the title Chief Academic 3 Officer was what was termed for me.</p> <p>4 Q. Did you become CAO in that meeting? 5 A. No. I think they were still going kind of 6 back and forth as to what direction they were going to move 7 in.</p> <p>8 Q. How did you learn that you got the position? 9 A. I believe another meeting was had, and they 10 told me.</p> <p>11 Q. So when you were CAO, were you certified in 12 Pennsylvania? 13 A. Certified as? 14 Q. As a Principal. 15 A. No. 16 Q. Were you certified as a Principal in New 17 Jersey? 18 A. No. 19 Q. Were you certified at all in New Jersey? 20 A. Yes, certified -- I have a Standard 21 Lifetime Certificate -- Certification for Family and 22 Consumer Science in New Jersey.</p> <p>23 Q. So going beyond the title of CAO, when you 24 were CAO, did you consider yourself to be the de facto 25 Principal of the school?</p> <p style="text-align: right;">632</p>	<p>1 academic program.</p> <p>2 Dr. Sanchez enrolled me in Principal 3 Leadership courses for the State to ensure that at some 4 point over the next few years I would work towards making 5 sure I had the certification standards met for the State of 6 Pennsylvania.</p> <p>7 So it was my understanding at that time 8 that I would be emergency certed while I was completing the 9 coursework, and I did complete that coursework in two 10 years.</p> <p>11 Q. And you would be emergency certed because 12 you felt that you needed that certification for what you 13 were doing at I-LEAD? 14 A. Yeah. Well, Dr. Sanchez wanted me to have 15 it because at some point we had had discussion as to where 16 he would be headed in his position. His understanding, I 17 believe, was that he would go on one day to become 18 Superintendent of an I-LEAD School District because at that 19 time they had talked about opening other schools in other 20 places, and I think Dr. Sanchez was just preparing me to be 21 able to assume his role as Principal.</p> <p>22 Q. So who handled the details of getting that 23 emergency certification, you, Dr. Sanchez, both of you, or 24 somebody else? 25 A. I would think that it would be someone</p> <p style="text-align: right;">634</p>

1 else. I'm just not sure who.  
2 Q. I don't know what you mean.  
3 A. I would think that -- okay. Certification  
4 generally is handled by Human Resources or another entity  
5 other than a Principal of a school. It's not something he  
6 would have direct hands into.  
7 Q. But was Dr. Sanchez handling or did he tell  
8 you that he was taking care of getting your emergency  
9 certification?  
10 A. Yes. We talked about what was going to  
11 take place in order for me to get certified. And so this  
12 is something he talked about, you know, a lot with me, to  
13 make sure that I met the Pennsylvania requirements at some  
14 point.  
15 Q. So had you received, as far as you knew, the  
16 emergency certification when Dr. Sanchez resigned?  
17 A. I never even looked back and thought about  
18 it. I just assumed that that was all in place so that when  
19 I completed my coursework, I would be able to take the --  
20 whatever, the Principal exam, whatever the State told me to  
21 do, I would be able to do it and would be -- you know, move  
22 on into certification status.  
23 Q. So after Sanchez was gone and you were CAO,  
24 you hadn't looked into whether that emergency certification  
25 had come through?

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1 A. No. I never looked back at it. I was just  
2 moving along, completing the PIL courses and what Federal  
3 funding and contract courses -- you know, all the things  
4 that Principals should know and understand about in the  
5 State of Pennsylvania.  
6 Q. So was there a point in time when you  
7 realized that your emergency certification had not come  
8 through?  
9 A. Yes.  
10 Q. And when was that?  
11 A. That would be after my resignation from  
12 I-LEAD, maybe even a couple of months before then when I  
13 actually started looking and had completed my PIL hours.  
14 Once I received that certificate, I then opened the State  
15 log and turned everything into the State so that they could  
16 then tell me what my next directive was, whether it was  
17 going to be to take the Principal exam or if there was  
18 anything else that I needed to do.  
19 Q. So let's get some times nailed down. If Dr.  
20 Sanchez resigned in early 2014, did you become CAO in early  
21 2014?  
22 A. No. I was Acting Principal.  
23 Q. I'm sorry. You were Acting Principal, and  
24 then did -- when did you become CAO, in August of 2014?  
25 A. Correct.

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1 Q. And then when did you determine that you did  
2 not have a certification?  
3 A. Probably around March when I had finished  
4 my last Principal Leadership class.  
5 Q. So March of 2015?  
6 A. Yes.  
7 Q. Thank you. So you were in the position of  
8 either Acting Principal or CAO for about a year?  
9 A. Yes, about a year and a half.  
10 Q. Are you currently employed by I-LEAD?  
11 A. No.  
12 Q. How did your employment with the school end?  
13 A. I resigned in or around June the 25th of  
14 2015. And maybe the day before around the 24th or -- I  
15 would say I guess around the 24th or either that same  
16 morning, I can't even remember, but the 24th or the 25th, I  
17 was attending a meeting at Berks County Intermediate Unit  
18 office, a training, and had received a text message from --  
19 or an e-mail from Mr. Figueroa to report back to the  
20 school.  
21 I then left that meeting and reported back  
22 to the school. And at that time I had a meeting with Mr.  
23 Figueroa and Mr. Jefferson, and they explained to me that  
24 they were wanting to move in a different direction, pretty  
25 much thanked me for the work that I had done, and asked me

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1 to resign and told me that if I did not resign, while they  
2 did not want to terminate me based on what I had completed  
3 and all that I had done with I-LEAD, they would have no  
4 course but to terminate my employment.  
5 Q. What specifics did they give as to why they  
6 wanted your employment to end, if any?  
7 A. There were a couple of things. One of the  
8 things that was mentioned was that there were some things  
9 that had come up in a Board meeting that had occurred the  
10 night before, a Reading School District Board meeting. I  
11 don't know what the exact issues were or what was said.  
12 Q. They weren't articulated to you during the  
13 meeting?  
14 A. No.  
15 Q. Continue.  
16 A. Most of what was said was that they just  
17 needed to move in a different direction.  
18 Q. During that meeting was anything mentioned  
19 regarding your lack of a certification?  
20 A. No.  
21 MR. STACEY: I'm going to object on the  
22 basis of relevance. Once again, this is about I-LEAD  
23 Charter School and charges made against the Charter  
24 School with respect to revocation. I don't see any  
25 charges that have to do with how a particular employee

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1 was let go, if or how that would be a violation of law.  
2 I've let a couple of these questions go and I just --  
3 MR. CIANCI: I'm finished with this line  
4 of questioning.  
5 HEARING OFFICER: Okay.  
6 MR. STACEY: I withdraw my objection.  
7 BY MR. CIANCI:  
8 Q. So let's go back to your tenure at the  
9 school.  
10 A. Okay.  
11 Q. Let's talk about enrollment of students.  
12 Describe what the goal was with respect to enrolling  
13 students in the Charter School?  
14 A. Enrollment was probably the highest  
15 priority of issues or concerns that took place on a daily  
16 basis at the school because without the enrollment, then --  
17 without the student numbers, then it placed the school and  
18 its charter at risk in terms of employees having their jobs  
19 and things like that.  
20 Q. So was the push for enrollment geared to a  
21 certain population or students in general?  
22 A. I'd say it was students in general.  
23 Q. And were all of the students in the Charter  
24 School dropouts?  
25 A. No.

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1 Q. Were all of the students in the Charter  
2 School at risk students?  
3 A. I think some were not at risk.  
4 Q. What would you estimate the percentage of  
5 students who were not dropouts at I-LEAD?  
6 A. It's hard to say -- to give those numbers  
7 because I think eventually -- initially, when we started  
8 with that beginning enrollment back when the school first  
9 opened, we were not enrolling as many, I would say, 9th  
10 graders, but at some point that changed.  
11 And so for the 9th grade class, I think for  
12 some parents they just felt like I-LEAD was a better school  
13 and wanted to have their child there. So it didn't  
14 necessarily mean they were at risk, but parents felt like  
15 maybe, you know, I would rather have my child in a school  
16 that they felt maybe is safer, smaller classes, that kind  
17 of thing.  
18 But it's hard to give it an exact number.  
19 Maybe I might estimate a third -- a third, or a little  
20 higher.  
21 Q. What in your estimation was the driving  
22 force behind the push for enrollment?  
23 A. Well, to pay the bills, to -- for budget.  
24 Q. How was that articulated to you?  
25 A. That was articulated on a regular basis.

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1 That was something that every staff person, teacher and  
2 staff had to understand that if we don't have the numbers,  
3 we don't have jobs.  
4 Q. Were there situations where Mr. Figueroa  
5 would stop Administrators or other persons, other employees  
6 in the hallway to question them about enrollment numbers?  
7 A. Yes. My Team -- I had several Team members  
8 that reported to me, Director of School Counseling,  
9 Director of Special Education, Director of Instructional  
10 Coaching and Empowerment Coaching, and sometimes they would  
11 tell me that, yes, they had a conversation with Mr.  
12 Figueroa in the hallway.  
13 He stopped them or he brought them in the  
14 office and he asked them, you know, what are the numbers,  
15 what are you doing to ensure that the numbers are okay and  
16 that kind of thing.  
17 Q. Were there 9th graders who came from the  
18 Citadel at I-LEAD?  
19 A. Yes.  
20 Q. And were they dropouts?  
21 A. No, because they were just starting the 9th  
22 grade.  
23 Q. Right. They just moved right to I-LEAD?  
24 A. They just moved to -- from middle school to  
25 high school. I wouldn't -- I'm not sure whether or not

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1 they were a dropout from the Citadel, but what we would get  
2 would be a student who had passed the 8th grade and as long  
3 as we knew that they passed the 8th grade, then they could  
4 be enrolled as a 9th grader at I-LEAD.  
5 Q. What was Dr. Sanchez's reputation among the  
6 professionals who worked at I-LEAD?  
7 A. His?  
8 Q. His reputation.  
9 A. His reputation was impeccable. He was  
10 loved and seen as a wonderful mentoring figure for all of  
11 the teachers and all of the staff.  
12 Q. Did you agree with that?  
13 A. I did. Yes.  
14 Q. What was his opinion about how many students  
15 the school should educate at one time?  
16 A. Dr. Sanchez, whenever he met with us, he  
17 would meet with us to tell us to try to keep the numbers  
18 around 300. He always helped us to kind of refer back to  
19 the Charter. And he felt like anything, really, above that  
20 was going to place the school in difficult, challenging  
21 situations.  
22 Q. Do you know how many students were enrolled  
23 at the school when Dr. Sanchez resigned?  
24 A. I'm gonna say probably in the low 300's.  
25 Q. Do you know how many students were enrolled

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1 in the school when you resigned in lieu of termination?  
2 A. Over 500.  
3 Q. In your role as CAO, Dr. Smith, what were  
4 your responsibilities?  
5 A. I have to go a little bit to explain that.  
6 Q. Please do. In general terms.  
7 A. My responsibilities pretty much were  
8 connected to three larger entities. One would be working  
9 with the Director of School Counseling and their functions,  
10 working with the Director of Instructional and Empowerment  
11 Coaching and their duties, working with the Special  
12 Education Director for a period of time, and then working  
13 with the Parent Representative for a period of time.  
14 So there was a certain period of time  
15 where those entities, some of those did not report to me,  
16 but basically I met with them, would meet with teachers,  
17 still tried to work with some of the discipline issues of  
18 the school, and I was still wearing kind of a little  
19 variation of hats because there really wasn't a designated  
20 person under the Chief Academic Officer who was serving in  
21 total control as the Principal or a Vice Principal. I  
22 didn't have that, so I was kind of, you know, just spread  
23 across.  
24 Q. And certainly with respect to academic  
25 matters, they were under your umbrella?

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1 A. Yes.  
2 Q. You did evaluations?  
3 A. I did.  
4 Q. And in what types of matters did you have  
5 decision-making authority, either in whole or in part?  
6 A. Could you be more specific?  
7 Q. Sure. Certainly with respect to what you  
8 said, you were in charge of academics.  
9 A. Yes.  
10 Q. So when decisions had to be made that  
11 related to academic matters in the school, you had the  
12 authority to make those decisions; right?  
13 A. No.  
14 Q. Go ahead.  
15 A. I did not have authority to make those  
16 decisions because I-LEAD had a different hierarchy that was  
17 set up, a different structure.  
18 When I became the Chief Academic Officer --  
19 if you think about an organizational chart, there was Angel  
20 Figueroa, Barbara Sykes and Dr. Smith (indicating).  
21 Q. So I just want to describe for the record  
22 that you have just illustrated with your hands one tier  
23 with three columns.  
24 A. Correct.  
25 Q. And in each column is Mr. Figueroa, Barbara

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1 Sykes and David Castro; right?  
2 A. David Castro's tier was above ours  
3 (indicating). So it was David Castro and then Mr.  
4 Figueroa, Mrs. Sykes and myself.  
5 Q. Okay. Continue.  
6 A. Then where --  
7 Q. With respect to matters where you did or did  
8 not have decision-making authority.  
9 A. So we called that, the name of that Team,  
10 Mr. Figueroa, Mrs. Sykes and myself, was called the  
11 Executive Committee. So there was no decision that I could  
12 make singularly. That was why I did not have that  
13 particular title as CEO and Principal as Dr. Sanchez had  
14 because that was something that they did not want again.  
15 They wanted to be able to have additional input into how  
16 the school would run.  
17 Q. Did I hear you correctly in saying that as  
18 part of this Executive Committee, there were four persons,  
19 Mr. Castro, Ms. Sykes, Mr. Figueroa and you?  
20 A. Normally when we met, the Executive  
21 Committee, it would be Mr. Figueroa, Mrs. Sykes and myself.  
22 Q. Got it. And David Castro wasn't necessarily  
23 part of that?  
24 A. He was not necessarily part of it.  
25 Q. Thank you. So that's how decisions were

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1 made, was through that committee?  
2 A. Yes.  
3 Q. What about decisions on financial matters,  
4 were you part of the decision-making process for financial  
5 matters?  
6 A. No, not in that sense. No.  
7 Q. Did the Executive Committee, minus you, make  
8 those decisions?  
9 A. I would have to say yes. The only time  
10 that I would make any decisions with regards to finances  
11 would be if we needed to order a particular program. Once  
12 in awhile I might be asked about a salary, but as far as  
13 sitting down in detail and outlining the directives for  
14 funding at I-LEAD, no, I didn't have anything to do with  
15 that.  
16 Q. Those decisions were made by Ms. Sykes, Mr.  
17 Castro and Mr. Figueroa?  
18 A. I would assume so, yes.  
19 Q. And you didn't have any say in those  
20 decisions, but were you completely kept out of them?  
21 A. Yes. I had nothing to do with any of those  
22 decisions.  
23 Q. Were all hiring and firing decisions made by  
24 them?  
25 A. Not all of them, no.

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1 Q. About what percentage of the hiring and  
2 firing decisions were made by them?  
3 A. Well, when I say no -- actually, I have to  
4 say yes. There were times when I would be included in  
5 those decisions, and there were times when I was not  
6 included in those decisions. But yes, hiring and firing,  
7 yes, was made at that level.  
8 Q. Were financial-related decisions made by the  
9 Charter School Board, to your knowledge?  
10 A. No, not to my knowledge.  
11 Q. Were decisions with respect to hiring and  
12 firing made by the Board?  
13 A. No.  
14 Q. Were financial decisions that were made  
15 subsequently ratified by the Board, to your knowledge?  
16 A. I think sometimes, yes.  
17 Q. About how often?  
18 A. Not often. Not in my presence anyway.  
19 Q. Were decisions on hiring and firing that  
20 were made, were they subsequently ratified by the Board?  
21 A. I have to say not always, no.  
22 Q. Not always?  
23 A. Not very often. And the only reason why I  
24 know that is because I would run into a Board member and  
25 they would ask me what happened to so and so. And I would

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1 say, you're not aware that this person is no longer with  
2 us? No, I didn't know. And that would be a Board member.  
3 So I think initially I assumed that they  
4 were privy to all of those things and that they were a part  
5 of it, but they were not necessarily a part of it.  
6 Q. And you don't have any personal knowledge as  
7 to whether they formally ratified any of those decisions?  
8 A. No.  
9 Q. Did you have any involvement in the hiring  
10 of Jim Bohan?  
11 A. No. I just came to work one day, and he  
12 was there.  
13 Q. So while you were CAO, who was the person  
14 who made the day-to-day decisions with respect to the  
15 running of the school?  
16 A. Mr. Figueroa.  
17 Q. Is he certified as a Principal, to your  
18 knowledge?  
19 A. To my knowledge, no.  
20 Q. When Dr. Sanchez was Principal, were matters  
21 pertaining to attendance reported to him?  
22 A. Yes.  
23 Q. How do you know that?  
24 A. I know from being --  
25 Q. Did you witness it?

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1 A. Yes -- from being a member of his Team that  
2 those things went to him.  
3 Q. When you were CAO, were matters related to  
4 attendance reported to you?  
5 A. No.  
6 Q. To whom were they reported?  
7 A. Mr. Figueroa.  
8 Q. To whom were academic matters reported when  
9 you were CAO?  
10 A. To me.  
11 Q. What about matters pertaining to Special Ed?  
12 A. For a portion to me until the second half  
13 of the school year, then -- the school year that I left.  
14 Q. I want to take a moment to talk about some  
15 lay-offs. About how many employees resigned or were  
16 terminated since Dr. Sanchez resigned?  
17 A. During my last, I think, month or so being  
18 at I-LEAD, around June, 2015, I received a list from one of  
19 the Teacher Union staff persons who had counted up. If I  
20 remember correctly, it was around 60.  
21 Q. Those 60 lay-offs occurred when?  
22 A. Between the time that Dr. Sanchez resigned  
23 and probably several months after my resignation.  
24 Q. So from -- let me word it this way. In  
25 January, 2014 --

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1 A. Yes.  
2 Q. -- which is roughly when Dr. Sanchez  
3 resigned, how many employees were employed by the school?  
4 A. You mean the exact number?  
5 Q. As best as you can recall.  
6 A. I think at that time we may have had  
7 somewhere between 70 and 80 employees.  
8 Q. And when you resigned in June of 2015, how  
9 many employees were employed then?  
10 A. I would say probably somewhere roughly  
11 around -- maybe somewhere around the same number minus ten  
12 because many of the people who left, well, some of them had  
13 been replaced.  
14 Q. So you said 70 to 80 under Sanchez, so maybe  
15 60 to 70 when you resigned?  
16 A. Yes.  
17 Q. And with those numbers of total employees,  
18 there were about 60 lay-offs or terminations during that  
19 period?  
20 A. Yes, between the time that Dr. Sanchez  
21 resigned and, to my understanding, several months after my  
22 resignation.  
23 Q. Do you know how many of those were  
24 terminations as opposed to resignations?  
25 A. Quite a few.

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<p>1 Q. Quite a few meaning quite a few were 2 terminations? 3 A. Yes. 4 Q. Most or less than most? 5 A. I wouldn't say most. Probably half. 6 Q. I want to ask you a quick question about 7 Course of Studies Book. Do you know what a Course of 8 Studies -- 9 A. Yes. 10 Q. -- document is? 11 A. Yes, I do. 12 Q. During your tenure at the Charter School, 13 did a Course of Studies Book exist? 14 A. No. 15 Q. Was such a book being prepared? 16 A. Yes. 17 Q. Was it ever completed? 18 A. No. 19 Q. Obviously not. Now, with respect to teacher 20 certifications, are you aware of any teachers at the 21 Charter School who were not certified? 22 A. Yes. 23 Q. About how many were not? 24 A. In any particular time period? 25 Q. Well, let's say January of 2015, a year</p> <p style="text-align: right;">651</p>	<p>1 knowledge? 2 A. I would have to say no. 3 Q. How do you know that? 4 A. Mr. Brown and I had conversations about his 5 certifications, and so I'm aware of his background and 6 course of study. And to my knowledge, there was nothing 7 that took place where he would have suddenly been certified 8 for a Vice Principal position, not to my knowledge. 9 Q. Did he ever teach at I-LEAD? 10 A. He did. 11 Q. What did he teach? 12 A. He taught Math. 13 Q. Was he certified to teach Math? 14 A. No. 15 Q. How do you know that? 16 A. Because he was one of the teachers that we 17 had conversations with about getting their certification. 18 Q. What do you know about paraprofessionals 19 teaching classes at I-LEAD? Did that occur? 20 A. Yes. 21 Q. What is a paraprofessional? 22 A. In layman's terms or regular school terms, 23 it would be a teachers aide, someone considered to be a 24 teachers aide. 25 Q. And you say they taught classes. What kinds</p> <p style="text-align: right;">653</p>
<p>1 after Dr. Sanchez resigned. 2 A. Probably seven or eight. 3 Q. And was there much fluctuation in that 4 number during the year prior or the time after? 5 A. Not much, no. 6 Q. Who is Duane Brown? 7 A. Duane Brown is, to my knowledge, currently 8 the Vice Principal of I-LEAD. 9 Q. Was he the Vice Principal of I-LEAD when you 10 were there? 11 A. No. 12 Q. Was he there then? 13 A. Yes. 14 Q. What was his position? 15 A. Mr. Brown replaced a previous employee that 16 was terminated, Robin Banks, who worked directly with 17 teachers and Empowerment Coaches, so that was his role as 18 well. 19 Q. And he reported to you directly? 20 A. Yes. I would say for the most part up 21 until maybe the last half of the school year. 22 Q. And to repeat what you said earlier, he's 23 currently the Vice Principal? 24 A. Yes. 25 Q. Is he certified for that position, to your</p> <p style="text-align: right;">652</p>	<p>1 of classes did they teach? 2 A. PE, Healthy Relationships, Biology, and 3 that was for, you know, hiring them -- or them going into 4 the classroom as teachers. They also subbed in any class. 5 They would be in as a substitute teacher as well. 6 Q. Are there any other courses that 7 paraprofessionals taught? 8 A. Math. 9 Q. Any other core subjects? 10 A. English -- Math, English, Science. I would 11 have to say all of the core subjects at one point sometime 12 had a paraprofessional in their classroom. 13 Q. About how many people were paraprofessionals 14 teaching classes at I-LEAD at any one time? 15 A. There were several that we used on a 16 regular basis. So I just need to count for a minute. I 17 would have to say probably four were used pretty much on a 18 regular basis. 19 Q. So you obviously knew that paraprofessionals 20 were teaching those courses at the time they were teaching; 21 right? 22 A. Yes. 23 Q. What did you do about it, if anything? 24 A. It was a lot of discussion around 25 paraprofessionals in the classroom. What we wanted -- what</p> <p style="text-align: right;">654</p>

1 I wanted as the Chief Academic Officer was to ensure that  
2 we were hiring teachers who were certified, that we could  
3 get them to I-LEAD. But something happened along the way  
4 where we really didn't have any teachers for awhile who  
5 were putting in applications to come to I-LEAD. It was  
6 kind of like a bad name was out there.

7 And sometimes when there were paras in the  
8 classroom, some I knew about, some I didn't know about  
9 until I got into the school building and found out this  
10 person or that person was placed, but it really had to do  
11 with one thing, I would say, and that was budget more than  
12 anything else.

13 Q. What do you base that on?  
14 A. Conversations, direct conversations with  
15 the Executive Committee. And so for awhile we just  
16 apparently did not have the budget to hire teachers, the  
17 teachers that we needed in all of our classrooms. So  
18 sometimes there was a waiting period. We would have to put  
19 a para in until we could get a certified teacher in to take  
20 over that particular class.

21 Q. Did you ever talk to Mr. Figueroa about this  
22 issue and say that it had to be rectified?  
23 A. Oh, yeah. We talked about it a lot. We  
24 knew it had to be rectified. I spoke with some of the  
25 Board members about it. We knew it was an issue.

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1 Q. Did you discuss it with Ms. Sykes?  
2 A. Yes.

3 Q. And what were your comments met with, what  
4 was the response that you got?  
5 A. I would speak with Mrs. Sykes and say, I  
6 need X amount of teachers, I need a teacher hired for this  
7 position or that position. And she would go back and take  
8 a look at the budget to see if it could happen. Sometimes  
9 it could, and sometimes it couldn't based on the budget.

10 Q. How long would these paraprofessionals teach  
11 a class? Would they teach a class for a day, for a week, a  
12 month?  
13 A. For some it might be a day. For others it  
14 would be for a semester. For some it was for the year.

15 Q. I want to talk about Special Education  
16 matters. How many classrooms in the Charter School, if  
17 any, were designated for Special Ed?  
18 A. Four classrooms.

19 Q. How many Special Education teachers were  
20 there?  
21 A. There were not enough.

22 Q. Do you remember how many there were?  
23 A. I just need a particular time period  
24 because those numbers changed as well, but I would say  
25 anywhere from four to six.

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1 Q. And do you remember how many of those  
2 persons were certified?  
3 A. There was a period after Dr. Sanchez left  
4 where I had to review all of the certifications for the  
5 Special Education instructors. And so at that time I found  
6 that -- one, two -- three of them did not have the  
7 designated certification for Special Education.

8 So what we ended up doing, we contacted the  
9 State and housed three of the Special Education  
10 instructors. And I think when I left, there may have been  
11 one that was still working on certification, maybe two.

12 Q. So these students had IEP's, the Special Ed  
13 students at the school; right?  
14 A. Yes.

15 Q. Were the service needs of those students  
16 being met in accordance with those IEP's?  
17 A. No.

18 Q. So what was done, if anything, about that?  
19 A. We met and discussed it and attempted to  
20 hire additional Special Education instructors. The Board  
21 stepped in, and we were able to put some more paras in the  
22 classroom. We kind of redesigned the Special Education  
23 structure to give it more support.

24 Q. Do you recall specifically services that  
25 were not being provided?

657

1 A. Well, I can only because when the State  
2 stepped in to deal with us in terms of the sanctions,  
3 possible sanctions and warnings for the school, then I  
4 understood to a greater detail what the expectation was for  
5 Special Education to be covered. So they immediately  
6 stepped in and said these people have to be hired. It was  
7 just a mandate.

8 The Director of Special Education had to  
9 have specific persons helping her to complete her task, and  
10 they needed additional training. It was just a barrage of  
11 things that needed to take place very quickly.

12 Q. You testified that you thought that the  
13 staffing level was inadequate; correct?  
14 A. Yes, it was.

15 Q. Inadequate?  
16 A. Yes.

17 Q. Did your staff report that fact to you?  
18 A. They reported it to me and to the Executive  
19 Committee.

20 Q. What did the Executive Committee do about  
21 it, if anything?  
22 A. I think that's when we were trying to take  
23 a look to see what the budget could handle and how to get  
24 more Special Education support in.

25 Q. Did that happen, other than the

658



1 paraprofessionals you mentioned before?

2 A. Yes. There were additional staffing hired

3 to give the Director more support.

4 Q. When were those hirings made?

5 A. Probably around February of 2015.

6 Q. During what periods of time were the

7 staffing levels deficient?

8 A. I would say once the numbers for -- the

9 enrollment numbers changed at I-LEAD and started going

10 higher and higher and higher, I think that was probably the

11 foundation of why we needed that additional support.

12 The number of students kept growing, but we

13 weren't hiring additional staffing for Special Ed. We were

14 still trying to hold down, you know, to what the initial

15 structure was.

16 Q. So you believe from the time of Dr.

17 Sanchez's resignation up through February of 2015 the

18 Special Ed staffing was deficient?

19 A. Yes. We needed additional help.

20 Q. Do you believe that the hirings made in

21 February, 2015, fixed the problem?

22 A. I think, yes, to a certain degree. It was

23 helpful.

24 Q. It was helpful?

25 A. Yes.

659

1 Q. Just to make sure we're on the same page,

2 you're talking about the hiring of paraprofessionals and

3 some uncertified persons?

4 A. No. I would say the attempt was made to

5 try to hire additional staffing, but that is a particular

6 period for me that's -- it's a dark period for me. It's

7 not something that I have clear recollection on only

8 because, again, once the State stepped in with the warnings

9 and all of that, Special Education no longer reported to me.

10 It was then to report to Mr. Figueroa, so I

11 was not involved in the details of all that happened with

12 the Special Education problems during that time period.

13 That would be from whenever everything occurred, when it

14 just fell apart, which would be around January, February of

15 2015 to the end of the school year, till I resigned. So

16 they no longer reported to me.

17 Q. So with respect to Special Education

18 matters, you, as CAO, were completely in the dark?

19 A. Yes, for that portion of the school year.

20 Yes.

21 Q. And those matters were reported to Mr.

22 Figueroa and not you?

23 A. Correct.

24 MR. CIANCI: That's all.

25 HEARING OFFICER: Cross-examination.

660

1 BY MR. STACEY:

2 Q. Dr. Smith, there's a binder that says Joint

3 Exhibits on it.

4 A. Yes.

5 Q. Can I have you turn to Tab 27, please.

6 A. (Witness complies.)

7 Q. There's several separate documents in here.

8 Do you recognize what this is?

9 A. It says I-LEAD Charter School Board

10 Meeting.

11 Q. And then it says Minutes?

12 A. Yes.

13 Q. Do you recognize these as Minutes of the

14 I-LEAD Charter School Board?

15 A. I would not know unless I was present and

16 received this.

17 Q. Can you turn a dozen pages back? There's

18 Minutes from Thursday, September 25, 2014. It's probably

19 about 20 pages into the exhibit, in Exhibit 27. Just keep

20 flipping until you reach September 25, 2014.

21 A. Okay.

22 (Witness complies.)

23 Okay.

24 Q. Are you there?

25 A. Yes.

661

1 Q. See where it says In Attendance?

2 A. Yes.

3 Q. It says T. Smith?

4 A. Okay.

5 Q. Is that you?

6 A. Yes.

7 Q. Did you attend meetings of the Board?

8 A. Not all of them, but, yes, I tried to

9 attend as many as I could.

10 Q. Do you know whether for those School Board

11 meetings the school published notice that the meetings were

12 going to be held?

13 A. I believe that, yes, they did.

14 Q. And were the meetings open to the public?

15 A. Yes.

16 Q. So anybody could attend?

17 A. Yes.

18 Q. Generally at these Board meetings, did you

19 make reports to the Board?

20 A. Yes.

21 Q. And that was in your role as being part of

22 the Executive Committee?

23 A. In my role as being in charge of Academics.

24 Q. Could you turn the page.

25 A. (Witness complies.)

662

1 Q. Do you see under Roman numeral IV it says  
2 Report of the ILCS Executive Committee at the top of the  
3 page?  
4 A. Okay. Yes.  
5 Q. And then your name is listed there?  
6 A. Yes.  
7 Q. And then under Subsection A it says School  
8 Calendar (Smith)?  
9 A. Yes.  
10 Q. Does that mean you made a report to the  
11 Board about the school calendar?  
12 A. Yes, that would mean that probably I  
13 submitted a preview of a calendar.  
14 Q. And then under B it says Staffing Summary,  
15 Smith?  
16 A. Yes, that I met with the new learning  
17 facilitators. Yes.  
18 Q. What else does that say under Staffing  
19 Summary?  
20 A. It says, Met with new learning facilitators  
21 who will undergo eight weeks of orientation and training,  
22 approaching a hundred percent for highly qualified faculty,  
23 two positions still open, Math and Special Education.  
24 Q. Do you recall, sitting here today, when you  
25 reported to the Board that I-LEAD was approaching a hundred

663

1 percent highly qualified faculty whether that meant all  
2 faculty?  
3 A. If they were approaching -- I'm sorry,  
4 could you repeat that?  
5 Q. Yes. Let me ask this. What did you mean by  
6 approaching a hundred percent highly qualified faculty?  
7 A. It means that that's what we were working  
8 on, to try to ensure that we met the Title 1 standard of  
9 having a hundred percent of our faculty certified.  
10 Q. So being certified is part of being highly  
11 qualified?  
12 A. Yes, it is.  
13 Q. Do you recall about how many times you would  
14 report to the Board about staffing issues?  
15 A. To the Board?  
16 Q. Yes. Let's just take your position as CAO  
17 in the '14/15 school year. Do you recall how many Board  
18 meetings you may have attended?  
19 A. No.  
20 Q. Was it your regular practice to go to the  
21 Board meetings?  
22 A. I would try to attend as many as I could,  
23 but I was involved in a lot of different things in that  
24 final school year, so probably I would have loved to have  
25 attended more.

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1 Q. Each time you did attend, would you give a  
2 report to the Board?  
3 A. Not each time, no.  
4 Q. But most times?  
5 A. I wouldn't even say most times. If I was  
6 directed to give a report, then I would have a report ready  
7 to give.  
8 Q. You testified that you had nothing to do  
9 with financial decisions, and you had nothing to do about  
10 decisions about day-to-day operations.  
11 A. No, I didn't say I didn't have anything to  
12 do with day-to-day. Day-to-day operations included the  
13 movement of teachers. And that's what I was more  
14 intimately involved in than anything else at the school.  
15 Q. Do you know whether Pennsylvania requires  
16 that somebody be certified to monitor attendance at the  
17 school?  
18 A. Does that person have to be certified?  
19 Q. Correct.  
20 A. Most of our schools, I believe, fall under  
21 PIMS -- a PIMS rooftop, which helps to -- pretty much helps  
22 with the flow of attendance to keep those numbers. That is  
23 not necessarily a certified teacher's position. So when  
24 we're talking about certification, we're talking about  
25 teachers, educators. They are certified. Staffing is not

665

1 necessarily certified.  
2 Q. During your tenure at I-LEAD Charter School,  
3 are you aware of a contract that I-LEAD Charter School had  
4 with KSS, Incorporated?  
5 A. I would need to know what that acronym  
6 stands for.  
7 Q. Unfortunately, I don't know. What about an  
8 outfit called Delta T?  
9 A. Yes.  
10 Q. What was that?  
11 A. So the first one might be Kaleidoscope, I'm  
12 thinking, that you're asking about. And the second one  
13 would be Delta T, which would be a temporary staffing  
14 agency.  
15 Q. What did those agencies provide to the  
16 Charter School?  
17 A. Certified personnel.  
18 Q. To work on a temporary basis?  
19 A. Correct. Educators.  
20 Q. Do you know during which years you were at  
21 I-LEAD Charter School that those contracts were in place?  
22 A. I never looked at the contracts.  
23 Q. Did you at any point call Delta T or  
24 Kaleidoscope?  
25 A. Yes.

666

1 Q. About how often did you do that?

2 A. As often as directed to do so. That would

3 be a direction that I might receive from the Executive

4 Committee. That's not anything that I could do on my own.

5 Q. You testified that there was a review of

6 Special Education matters done by the Department of

7 Education?

8 A. Yes.

9 Q. Do you know when that occurred?

10 A. If I remember correctly, it began around

11 October or November of 2014.

12 Q. Am I correct that the Department of

13 Education issued what's known as a Corrective Action Plan

14 to the Charter School?

15 A. Yes. Eventually that was part of it, their

16 plan, yes.

17 Q. So the idea is the Charter School does the

18 Corrective Action Plan, hopefully, and then takes care of

19 all the issues that PDE found in their investigation?

20 A. Correct.

21 Q. Are you aware of the Department of Education

22 ever providing the Charter School with a letter that that

23 Corrective Action Plan had been satisfied?

24 A. I believe that it was satisfied. I'm not

25 sure when. I don't recall really when, but I believe to

667

1 some extent that it was. Yes.

2 Q. When you say satisfied, you mean I-LEAD

3 Charter School brought the issues that were identified as

4 non-compliant by PDE into compliance?

5 A. I'm not sure.

6 Q. You testified about lay-offs and referenced,

7 quote, a Teacher Union letter?

8 A. Yes.

9 Q. What is that?

10 A. No, this is just a private listing or mail

11 that came from someone in the Teacher's Union to me.

12 Q. To you?

13 A. Correct.

14 Q. To you in your position as CAO?

15 A. Correct.

16 Q. What did it say?

17 A. It was listing the number of teachers that

18 had been -- not teachers, but staffing that had been

19 terminated and/or resigned due to, you know, disgruntled

20 situations, and there was a concern for that.

21 I would also receive things like that from

22 teachers or staff that were upset with the hierarchy of the

23 school, upset with the Executive Committee, and upset with

24 the Administration of the school.

25 Q. When you say you would often receive

668

1 letters, do you mean letters from the Teacher's Union

2 Representative?

3 A. When I look back, probably. They were on

4 the Teacher's Union, yeah, because all of the teachers were

5 on the Teacher's Union at some point.

6 Q. All the teachers at I-LEAD are in a

7 Teacher's Union?

8 A. Yes.

9 Q. And is that a State Union, or is that Union

10 special to I-LEAD Charter School?

11 A. It's I-LEAD's Union.

12 Q. So all the teachers at I-LEAD are in their

13 own Union?

14 A. Yes.

15 Q. During your time was there ever an election

16 held to determine whether those teachers could organize and

17 form a Union?

18 A. Could you repeat that question?

19 Q. Sure. Do you recall when the Union was

20 formed?

21 A. I would have to say in my 2014/2015 school

22 year.

23 Q. Do you recall how the Union came about?

24 A. No, not really. I think, to my

25 recollection, the teachers felt a mistrust for

669

1 Administration and decided that they would have a Union.

2 It was something that we had fought against having probably

3 for the first few years of the school, but after awhile

4 they just did not feel that they were being treated fairly

5 or honestly, and they formed a Union.

6 Q. When they formed a Union, did they do so by

7 voting for the Union, do you know?

8 A. I really don't know. I didn't have any

9 details related to that. We just received word, I think,

10 afterwards that we are now a Union. I believe they were

11 working with someone in the district who represented

12 Unions, and the work was done.

13 Q. You testified that in January of 2014, to

14 your recollection, there was about 300 students and by the

15 time you left there was about 500 students?

16 A. Right. I think when I first came on there

17 might have been 270 or whatever that -- maybe in October of

18 2011. And then those numbers varied and changed, you know,

19 based on enrollment. Sometimes it went up. Sometimes it

20 went down.

21 But I think my highest it was a little bit

22 over 500. On the day that I left, did I look at the board

23 to see how many were enrolled that day? No. So I don't

24 know the exact number that day, but I know that we have had

25 as many as a little over 500.

670

1 Q. Were you familiar with I-LEAD's Charter  
2 Agreement with the school district?  
3 A. Very little of that.  
4 Q. Do you know whether it contains an  
5 enrollment cap?  
6 A. To my knowledge, no, it did not have an  
7 enrollment cap.  
8 Q. And am I correct that I-LEAD's Charter was  
9 renewed?  
10 A. Yes.  
11 Q. Do you know when it was renewed?  
12 A. I don't remember the exact date. I'm going  
13 to say 2014.  
14 Q. Did you have any involvement with the  
15 renewal process?  
16 A. Yes.  
17 Q. What was that process?  
18 A. If I remember correctly, the Board asked  
19 for some specific details as to how we would move forward  
20 in what I would consider to be restructuring the academic  
21 program for I-LEAD.  
22 Q. I'm sorry, which Board?  
23 A. Reading School District Board. And we met  
24 with them two or three times and later, whatever the  
25 initial write up was for that, I don't know that it was

671

1 ever completed, but I know that we went on to receive the  
2 additional years for Charter.  
3 Q. As part of that renewal process, do you  
4 recall the district asking for any documentation related to  
5 teacher certification?  
6 A. You said a document?  
7 Q. No. Did they ask you or anybody at the  
8 school, to your knowledge, about teacher certification?  
9 A. I would say teacher certification, yes, was  
10 something that was discussed.  
11 Q. It was something that was discussed?  
12 A. Yes.  
13 Q. What about enrollment levels of the school?  
14 A. Yes, that was discussed as well.  
15 Q. And it was discussed prior to them renewing  
16 the Charter?  
17 A. Yes.  
18 Q. You testified that parents would often  
19 enroll their students in I-LEAD because they felt I-LEAD  
20 was, quote, safer. Is that true?  
21 A. Yes.  
22 Q. Can you tell me a little bit more about  
23 that? About how many times would that happen in a given  
24 school year?  
25 A. I couldn't give an exact number. I know

672

1 that it was an issue for some parents, that they wanted  
2 their children in a smaller environment.  
3 Q. They thought a smaller environment would be  
4 safer?  
5 A. Yes.  
6 Q. Safer than where, the Citadel?  
7 A. Yes.  
8 Q. Or Reading Senior High School?  
9 A. Yes.  
10 Q. You mentioned, quote, the type of enrollment  
11 at I-LEAD Charter School, and that the students, quote,  
12 needed help. Can you explain that a little bit more? Are  
13 you talking about all students?  
14 A. I would say based on the conditions of why  
15 Reading felt like it, you know, needed a Charter and  
16 originally approved a Charter is because there are kids in  
17 the Reading School District that just can't cut it in a  
18 larger school. And there were issues with kids who may  
19 have had, you know, unwarranted pregnancies or dealing with  
20 the judicial system, may or may not have parents that are  
21 in the house, all kinds of issues, a lot of baggage, you  
22 know, brought into -- with our students and our urban  
23 school districts all around the world.  
24 So I think that's what I'm referencing.  
25 And so we knew that coming into I-LEAD we were going to be

673

1 working to help those students.  
2 Q. You stated you have a Ph.D. from Capella  
3 University?  
4 A. Correct.  
5 Q. That was awarded in about 2012?  
6 A. Yes, I graduated in 2012. I believe I  
7 received my diploma finally after I paid the bill in --  
8 sometime the early part of 2015 or it might be the latter  
9 part of 2014, but, thank God, I did receive it.  
10 Q. What have you done since leaving I-LEAD  
11 Charter School?  
12 A. I have been home. I have been with my  
13 mother, who's 94 years old in congestive heart failure.  
14 And I decided to take a sabbatical pretty much this year  
15 and not -- and work on books and everything else while I  
16 would be, you know, sending out resumes and different  
17 things, but I really have been with my mother.  
18 Q. So you're sending out resumes, you've  
19 applied to jobs?  
20 A. Oh, yes.  
21 Q. Have you applied to the Reading School  
22 District for a job?  
23 A. Yes, I applied to Reading School District  
24 prior to my resignation.  
25 Q. From I-LEAD?

674

1 A. Yes.  
2 Q. Did you get that job?  
3 A. No.  
4 Q. You spoke about David Castro. He was a  
5 Board member of I-LEAD Charter School?  
6 A. For a period of time he was the Chief in  
7 terms of a Board member. He was President of the Board.  
8 Q. Chairman of the Board?  
9 A. Yes.  
10 Q. And you observed him personally at the  
11 school?  
12 A. Yes.  
13 Q. About how often?  
14 A. I wouldn't know because sometimes he would  
15 be in the building and I didn't even know he was in the  
16 building, so I really can't give a number to that.  
17 Q. About once a week?  
18 A. No, I don't think that often. Maybe a few  
19 times a month, maybe a couple times, two or three times a  
20 month.  
21 Q. What about Dr. Robert Natalini?  
22 A. Dr. Natalini, yes, what about him?  
23 Q. Was he in the school often?  
24 A. Yes.  
25 Q. When he would come to the school, what would

675

1 you observe him do?  
2 A. Teach Math. Tutor Math and teach Math.  
3 MR. STACEY: I don't have anything further.  
4 HEARING OFFICER: Redirect?  
5 BY MR. CIANCI:  
6 Q. Dr. Smith, you testified that you applied to  
7 the Reading School District for a position?  
8 A. Yes.  
9 Q. You testified that you did not get the job.  
10 Does that mean that a decision has been made on the job and  
11 you didn't get it --  
12 A. Yeah --  
13 Q. -- or a decision has not yet been made?  
14 A. A decision was made on the job, and I did  
15 not get it.  
16 Q. Do you have any other applications for  
17 employment with the Reading School District at the present  
18 time?  
19 A. No.  
20 MR. CIANCI: Nothing further. Thank you  
21 for your time.  
22 HEARING OFFICER: Any further questions?  
23 MR. STACEY: No.  
24 HEARING OFFICER: Ma'am, you're excused.  
25 (Discussion was held off the record.)

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1 HEARING OFFICER: At this point in time,  
2 it's approximately 4:30. I have been advised by the  
3 School District Counsel the next witness will likely be  
4 at least 90 minutes, if not longer. So in light of that,  
5 I spoke with Counsel and we have agreed to recess the  
6 hearing for today and reconvene at 9:30 on Friday  
7 morning. Is that okay with Counsel for the School  
8 District?  
9 MR. CIANCI: Yes.  
10 HEARING OFFICER: Mr. Stacey, is that  
11 okay with the Charter School?  
12 MR. STACEY: Yes.  
13 HEARING OFFICER: We are in recess until  
14 Friday at 9:30 a.m.  
15 (Whereupon, the hearing concluded at 4:30  
16 o'clock p.m.)  
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1 **CERTIFICATE**  
2  
3 I hereby certify that the proceedings and  
4 evidence are contained fully and accurately in the notes  
5 taken by me, to the best of my ability, in the  
6 proceedings of the foregoing cause, and that this copy is  
7 a correct transcript of the same.  
8  
9  
10  
11  
12 Lori A. Dilks, RPR  
13  
14 Notary Public in and for  
15 the Commonwealth of Pennsylvania  
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