January 29, 2016

Brian Weimer
Board Chair
ReNEW –Reinventing Education
3649 Laurel Street
New Orleans, LA 70115

Dear Mr. Weimer,

This letter represents a Notice of Breach of the Charter School Performance Compact for failure to comply with several Special Education critical indicators as outlined below and committed violations related to state testing procedures.

On June 1st, 2015, the Louisiana Department of Education (LDE) was made aware that SciTech Academy's Head of School and the Principal had resigned amid allegations of cheating on internal assessments. On June 3rd, 2015, the Board Chair of ReNEW – Reinventing Education (ReNEW) sent a letter to LDE officials discussing two possible testing violations related to state assessments. Additionally, on June 3rd, the former CEO of ReNEW Schools publicly stated that, in addition to issues with internal and state assessments, an internal investigation into special education programming at SciTech revealed additional areas of concern.

On June 12th, 2015 the LDE informed the Board Chair and former CEO that the LDE would be conducting a formal review of any potential testing irregularities and IDEA-related concerns at ReNEW SciTech Academy. Since that time, the LDE conducted three on-site Special Education student file reviews, collected data from various state databases, conducted nearly 20 interviews with several current and former staff members, and reviewed over 250 internal emails and school documents. This in-depth review resulted in a comprehensive report detailing the findings, enclosed with this letter.

The LDE review of special education and testing practices at SciTech Academy found a number of violations, which have been outlined in the enclosed report. To address this Notice of Breach and return to good standing, ReNEW Schools must complete all corrective actions outlined in the report by June 30th, 2016.

Through these corrective actions, ReNEW – Reinventing Education (ReNEW) will achieve the following objectives:

I. A strong governing board with best-in-class governance processes and expertise in relevant areas;
II. A codified organizational structure, strong organizational leadership, and organizational policies and processes that govern school leader management, academics, finance, and operations; and
III. Resolution of specific deficiencies noted in the report in the areas of special education and state testing.

Based on the documents submitted by ReNEW and reports submitted by the Independent Monitor, the Department of Education will assess ReNEW's progress toward meeting these objectives by June 30, 2016 to determine whether further action is needed.

All documentation must be submitted to the Department of Education independent monitor by the specified date. Please reach out to me at laura.hawkins@la.gov with any questions.

Sincerely,

Laura Hawkins

Cc:
Max Daigh, Manager of School Performance, Louisiana Department of Education
Disha Jain, Principal, SciTech Academy
Colleen Mackay, Chief Executive Officer, ReNEW Schools
Kunjan Narechania, Louisiana Department of Education

ReNEW – Reinventing Education
Corrective Action Plan
January 2016

Objectives

Through a set of extensive corrective actions, ReNEW – Reinventing Education (ReNEW) will seek the following objectives:

I. A strong governing board with high-quality governance processes and expertise in relevant areas;
II. A codified organizational structure, strong organizational leadership, and organizational policies and processes that govern school leader management, academics, finance, and operations; and
III. Resolution of specific deficiencies noted in the report in the areas of special education and state testing.

External Parties to be Involved in Achieving Objectives

1. ReNEW will engage a consultant approved by the Department of Education with expertise in charter school administration no later than January 31, 2016 in a contract to last not less than five months.
2. The Department of Education will appoint an Independent Monitor to oversee progress toward the objectives and make regular reports to the Department beginning in January and continuing through June 1, 2016. ReNEW will compensate the Department for the Independent Monitor's service.
3. Based on the documents submitted by ReNEW and reports submitted by the Independent Monitor, the Department of Education will assess ReNEW's progress toward meeting these objectives by June 30, 2016 and determine whether further action is needed.

Specific Corrective Actions

1. <u>A strong governing board with high-quality governance processes and expertise in relevant areas</u>
   A. By May 1, ReNEW will ensure that its is board composed of members who have extensive experience in school board governance and/or a demonstrated track record in fields relevant to charter school governance and operations. ReNEW will submit documentation to the Department demonstrating that its board has developed expertise in relevant areas as required by Bulletin 126.
   B. By May 1, ReNEW's will review and submit the following documents to the Department:
      a. Board bylaws;
      b. Board committee structure;
      c. CEO evaluation process including goals for the CEO, timelines and processes for the evaluation; and
      d. A scope and sequence of board training topics and an accompanying schedule.

2. <u>A codified organization structure, strong organizational leadership, and organizational policies and processes that govern school leader management, academics, finance and operations</u>
   A. By May 1, ReNEW, in partnership with their consultant organization, will develop the following structures related to executive team management:
      a. An organizational chart and clear management lines for the central office,

b. A set of processes that govern how decisions will be made at the central office level, and
c. A set of protocols for elevating, investigating and resolving organizational concerns.

B. By May 1, ReNEW, in partnership with their consultant organization, will develop the following structures related to school leader management:
   a. Establish a clear management line for school leaders to (an) individual(s) at the Executive level,
   b. Establish a clear job description for school leaders delineating the role of the school leader versus the role of the central organization, and
   c. Establish a framework and set of processes for school leader management and evaluation.

C. By May 1, ReNEW, in partnership with their consultant organization will develop the following structures related to financial management:
   a. Establish clear roles and responsibilities for school-based staff versus central office staff in the annual budgeting process;
   b. Establish controls and guidelines to identify unusual financial activity at the school level for the 2016-17 school year;
   c. Submit a preliminary budget to the Department for SY16-17 that inclusive of all revenues inclusive of both central organization and school level spending

D. By May 1, ReNEW, in partnership with their consultant organization will create a plan for recruiting or developing chief executive talent capable of leading organization in implementing the above structures, processes, and policies.

3. Resolution of specific deficiencies noted in the report in the areas of special education, state testing, and personnel.

A. Special Education Deficiencies at SciTech
   a. By February 15, 2016, create and share with the Department of Education a comprehensive plan to provide compensatory education and services to all 2014-15 students who did not receive the number of minutes required under their IEPs. ReNEW must make all reasonable efforts to provide all compensatory minutes to students, regardless of their current school, by July 1, 2016 and provide on-going documentation of those efforts.
   b. Immediately communicate the need for compensatory minutes to all impacted families if this has not already occurred.
   c. Ensure all SciTech IEPs and evaluations for current students are up to date and compliant with all law and policy. Provide an update on progress toward this goal by May 1. This is inclusive of:
      i. Reviewing all evaluations conducted between May 2014-June 2015 to ensure they appropriately identified student needs
      ii. Reviewing all IEPs whose minutes were increased or decreased between May 2014 and June 2015 to ensure that they are currently aligned with student needs
   d. By May 1, 2016, develop a robust plan for on-going special education monitoring in its schools, which will include specific procedures for more accurately tracking special education minutes.
   e. For the next two school years, ReNEW Schools will conduct a quarterly meeting with the Department of Education monitoring team to review the following:
      i. All results of child find and identification activities
      ii. All services provided to students with disabilities

iii. All re-evaluations or adjustments made to student service plans

B. Testing Violations at SciTech
   a. By February 1, develop and implement a plan for all school-based instructional staff across all ReNEW Schools to be trained on state testing procedures for all relevant state-mandated tests.
   b. By March 1, develop and implement a whistleblower policy for all staff across all ReNEW Schools to report potential violations of testing procedure.
   c. By March 1, hire a test monitoring organization, to be approved by the Department, to monitor testing at every school in the network. This organization will prepare a report on overall testing procedures to the ReNEW board and to the Department of Education.
   d. By May 1, develop a process for all ReNEW schools for identifying students that will be retained at the end of the school year.

C. Personnel
   a. The Department is pursuing measures to prevent former SciTech leadership from obtaining employment in Louisiana public schools per BESE Bulletin 908.

ReNEW SciTech Academy Investigative Report
January 29, 2016

Executive Summary

ReNEW Sci Tech Academy (STA) is a Type 5 charter school operating in New Orleans under the Charter Management Organization (CMO) ReNEW-Reinventing Education, Inc. (ReNEW Schools). The school opened in 2010 and currently serves approximately 750 students in pre-kindergarten through eighth grade.

In late May 2015, the Louisiana Department of Education (LDE) was made aware by the former ReNEW CEO that SciTech Academy's Head of School and Principal had resigned amid allegations of improperly administering internal assessments. On June 3, 2015, the ReNEW Schools Board Chair sent a letter to LDE officials discussing two possible violations of testing procedure related to state assessments. Additionally, on June 3, the former CEO of ReNEW Schools publicly stated that, in addition to potential issues with internal and state assessments, an internal investigation into special education programming at STA revealed additional areas of concern.

The Louisiana Department of Education and the Recovery School District (RSD) serve as the authorizer and oversight body for the Type 5 charter schools. The LDE and RSD are responsible for ensuring that charter schools are achieving pre-determined student achievement benchmarks, are following agreed upon organizational and financial policies, and are appropriately serving the most vulnerable students in accordance with federal IDEA law. Given the information that had been revealed by ReNEW's former CEO, the LDE and RSD chose to pursue an in depth review of the events at ReNEW SciTech Academy, as is standard practice for the LDE and RSD in such instances.

On June 12, 2015, the LDE informed the Board Chair and former CEO of ReNEW Schools that the LDE and RSD would be conducting a formal review of any potential testing procedure violations and IDEA-related concerns at ReNEW STA. Following the initial review conducted by the LDE IDEA monitoring team, it became apparent that a more in-depth investigation was necessary.

The LDE review of special education and testing administration at STA from August 2014 – June 2015 revealed four primary findings. These findings are limited to ReNEW STA and limited to the 2014-15 school year.

I. ReNEW STA inappropriately obtained funds;
II. ReNEW STA failed to comply with multiple aspects of federal IDEA law including failure to provide Free and Appropriate Education (FAPE) to students with disabilities;
III. ReNEW STA committed a violation of testing procedure in the 2014-15 school year; and
IV. Internal processes at ReNEW failed to identify and address these violations.

These violations are a result of the willful neglect of a small number of individuals and a lack of strong internal monitoring systems across a large organization. At both the individual level and the organizational level the RSD and LDE are enacting consequences that are intended to ensure that students at STA

henceforth receive appropriate services, that the ReNEW organization establishes the management systems necessary to prevent such violations in the future, and that potential violations of federal or state law by individuals identified in the report be referred to law enforcement.

Throughout this investigation the ReNEW Board of Directors has been cooperative and has chosen to proactively address many of the violations cited in this report.

Process for Compiling Report

Since June 2015, the LDE has conducted three on-site special education student file reviews, collected data from various state databases, conducted nearly 20 interviews with current and former staff members, and reviewed over 250 emails. Please see the appendices for data on ReNEW schools as well as supporting documentation and emails that were reviewed.

Since the LDE's review began in June 2015, numerous meetings have been conducted with organization and board leadership to gather information and discuss potential corrective actions. ReNEW has been fully cooperative throughout the process of compiling this report. A number of the corrective actions being required by LDE have been underway since fall of 2015.

This report and its appendices have been supplied to all appropriate authorities, including the state Inspector General and the U.S. Department of Education Inspector General for additional investigation as warranted.

Findings

I. STA inappropriately adopted and modified student IEPs to justify staffing counts through ReNEW's internal budgeting process for the 2014-15 school year.

During planning for the 2014-15 school year, STA over budgeted by approximately $300,000.00 according to internal budgets. Former school leadership used two tactics to inappropriately enhance the school's budget to make up for the unfunded expenditures. First, the school manipulated the number of service minutes outlined in the Individualized Education Program (IEPs) for 49 students with disabilities in order to justify its proposed staffing model to ReNEW leadership during the budgeting process by leading leadership to believe that the school was entitled to more funding than it actually was. Additional state funds are provided for students requiring more service minutes, which supports schools serving students diagnosed with exceptionalities that have historically been more costly. (See Appendix B, Document 1 for a description of how schools are funded)

Additionally, STA attempted to identify new special education students before the official IDEA student count, taken on February 1, 2015, by rushing students through the Response to Intervention (RtI) process in order to evaluate and identify students as having a disability. The RtI process is a multi-tiered approach to the early identification and support of students with learning and behavior needs that utilizes several research-based interventions, increasing in intensity, across a span of time in order to identify struggling learners and tailor support to these learners both through the use of regular education interventions or eventual special education referral. Students newly identified prior to this date would result in additional funds for the school through the differentiated funding formula.

Budget Shortage

Former leadership at STA submitted several budgets to the ReNEW central office based on inflated numbers of students with disabilities (SWDs) across each tier of the funding structure. The tables below summarize budgets submitted by STA leadership over the course of the fall of 2014.

Budget Projections vs. Official Student Counts

	Budgets submitted by SciTech to ReNEW				Official Student Counts Collected by LDE			
	8/26/14		10/1/14		10/1/2014 (IDEA Count)		2/1/15 (MFP Count)	
	# of Students	Funding Received	# of Students	Funding Received	# of Students	Funding Received	# of Students	Funding Received
Tier 1	40	$51,925	17	$22,068	17	$23,987	19	$26,809
Tier 2	22	$163,236	15	$111,297	24	$193,560	33	$266,145
Tier 3	29	$349,668	29	$349,668	12	$157,272	14	$183,484
Tier 4	18	$250,420	25	$347,806	[redacted]	[redacted]	[redacted]	[redacted]
Tier 5	19	$352,432	24	$445,177	19	$383,078	20	$403,240
Total	128	$1,167,681	110	$1,276,016	80	$878,873	92	$970,410

In August 2014, STA submitted a budget to the ReNEW central office projecting a student body comprised of 128 SWD by February 1, 2015. This would result in the school receiving approximately $1,167,681.00 above the base amount per-pupil for students without disabilities. The budget submitted to the CMO on October 1, 2014, projected funding based on 110 SWDs, totaling $1,276,016.00.

According to actual student counts collected by the LDE on October 1, 2014 and February 1, 2015, STA over-projected the number of SWD it could expect to enroll and would eventually experience a budgetary shortfall of more than $300,000. (See Appendix B, Document 2 for a comparison of budgets submitted to the CMO between August 2014 and October 2014)

Financial Impact of STA Over-Projection

	10/1 Actual - 10/1 CMO Budget		2/1 Actual - 10/1 CMO Budget	
	Δ Students	Δ Funding	Δ Students	Δ Funding
Tier 1	[redacted]	[redacted]	[redacted]	[redacted]
Tier 2	[redacted]	[redacted]	18	$154,848
Tier 3	-17	$(192,396)	-15	$(166,184)
Tier 4	-17	$(226,830)	-19	$(257,074)
Tier 5	[redacted]	[redacted]	[redacted]	[redacted]
Total	-30	$(397,143)	-18	$(305,606)

A series of emails between members of the STA leadership team and ReNEW central office staff, in addition to staff interviews, indicate that the STA leadership team deliberately developed budgets that included these over projections.

- A document created by Employee A and shared with ReNEW central office leadership on January 31, 2015, stated that the school's priority was to maintain their current staffing levels. (Appendix B, Document 3)

- Excerpts from the same document, show that school leadership, including the Head of School and Principal, were well aware of the potential budgetary shortfall caused by over-projecting and the steps that were to be taken by Employee A and several other school administrators to avoid such an outcome. (Appendix B, Document 3)

- An email sent on May 25, 2015, by Employee A at STA to two members of ReNEW's leadership team outlines specifically how the total number of students with disabilities and their associated funding tiers had been manipulated through the fall and into January 2015 due to budgetary concerns. (Appendix C, Email 1)

Service Minute Inflation

The review of IEPs conducted by the LDE during the months of September and October 2015 show that there were 92 IEPs that were funded through the February 1, 2015 MFP enrollment count, as per the Special Education Reporting System. Of those 92, 17 were primarily for Speech/Language impairment and 16 were IEPs newly created in the 2014-2015 school year. Those were excluded from our analysis, leaving 59 IEPs to analyze for inflation of minutes between 2013-14 and 2014-15.

A closer review was conducted on those 59 IEPs and the results are as follows:

- Of the 59 IEPs examined, 49 IEPs (83%) were amended to increase the number of service minutes to be provided for the 2014-15 school year unilaterally at the start of that same school year.
- The amended IEPs resulted in 27 instances (55% of amended IEPs) of the school receiving additional funds for the student than they would have prior to amending.
- The average number of minutes added to IEPs was 1,032, which amounts to about 2 ½ additional days of special education instruction each week for every one of these 49 students.
- The average instructional week consists of 2100 minutes. Thus, 48% of a typical instructional week, according to STA's amended IEPs, should have consisted of special education instruction and/or related services, in addition to the service minutes on the IEP prior to amendment.

The chart below illustrates the number of IEPs that were amended and to what extent, in terms of instructional days.

Instructional Days Added	Minutes Added	Number of IEPs	Percent of Total
0 – 1 Days	<420	[redacted]	[redacted]
1 – 2 Days	421 – 840	[redacted]	[redacted]
2 – 3 Days	841-1260	17	35%

3 – 4 Days	1261 – 1680	20	41%
4 – 5 Days	1681 – 2100	[redacted]	[redacted]

In amending IEPs such that students would qualify for increased funding, STA secured approximately $180,000.00 in additional funding.

An email from Employee A at STA stated that "all of our kids are going to have their minutes amended at the start of the school year for academic minutes." Employee A then states that STA leadership was requesting information regarding the impact that these increased minutes would have on the school's budget because there were teachers who might possibly be laid off if additional funding was not secured. Members of the schools leadership team were considering adding services to students' IEPs to move them to higher funding tiers. (Appendix C, Emails 2 and 3)

In preparation for the 2015-16 school year, under new school leadership, 32 of 49 of previously amended IEPs were re-amended to reflect much lower numbers of special education minutes, indicating that the prior increases were largely not linked to student need.

The re-amending resulted in the following:

- The average number of service minutes by which an IEP was reduced was 1,170. A reduction of 1,170 minutes is equivalent to reducing the instructional week by 56%.
- Reducing the service minutes in these IEPs equates to a loss of approximately $76,000.00 in special education funding.

Initial IEP Creation

The school also attempted to fill its budget gap by newly identifying students as having special needs. During the 2014-15 school year, the school newly identified 16 students as having disabilities.

Federal and state guidelines govern the processes that schools should use to identify students who have special needs. Identifying new students requires that students receive applicable interventions prior to being referred for special education services. This is commonly known as the Response to Intervention process (RtI) and provides the baseline data that must then be considered by a School Building Level Committee (SBLC) before the decision to evaluate a student can be made.

School records show that goal of STA leadership was to put between 70 and 90 students through the RtI and evaluation process in the fall of 2014 (Appendix C, Email 4). Many of these students were not officially evaluated for disabilities due to missing RtI information or were evaluated and found not to have a disability. A series of internal emails between former STA leadership, as well as additional communication with independent evaluators, suggests that students were rushed through the RtI process and that decisions to evaluate students for disabilities were not made with sufficient data or the guidance of the School Building Level Committee (Appendix C, Emails 5 and 6).

As mentioned previously, many students were exited from the evaluation process because of insufficient RtI data. Eventually, however, this effort to identify additional students as having disabilities led to the creation

of 16 initial IEPs from June 2014 through February 1, 2015. The following chart outlines the details of these newly created IEPs:

Exceptionality	Service Minutes	Tier	Funding
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]

The average number of service minutes provided in these newly created IEPs was 1,017 minutes. Of students not new to STA in the 2014-2015 school year, 50% of newly identified students had attended STA for at least three years prior to the 2014-15 school year.

The creation of these 16 IEPs resulted in an additional $137,800.00 in special education funding for ReNEW STA.

STA had originally planned to rapidly push as many students through the evaluation process as possible in the month of January because school leadership had communicated that “thousands of dollars are on the line” (Appendix B, Document 3).

On January 29, 2015, Employee A met with several members of the ReNEW leadership team and the leadership team insisted that the school would immediately discontinue the holding of IEP meetings and submission of IEPs to the Special Education Reporting (SER) database without having complete and proper evaluations (Appendix B, Document 3).

An internal email exchange from May, 2015 indicates that several of these practices, namely referring students for special education evaluations based on the results of an insufficient RTI process, continued through the end of the academic year (Appendix C, Email 7).

II. ReNEW STA failed to comply with multiple aspects of federal IDEA law including failure to provide Free and Appropriate Education (FAPE) to students with disabilities.

Most students with disabilities were not provided their full number of service minutes nor their full scope of services as outlined in their IEPs.

During June through September 2015, LDE Statewide Monitoring staff reviewed 76 available special education files at STA. During those file reviews, it was noted that 55% of the students received only partial services and 25% received none of the services as outlined in their IEPs, according to service logs in student folders for the 2014-15 school year.

The logs documenting services often indicated a brief daily objective as representation of services provided on that day. These objectives often did not align with IEP goals, and service logs describing services provided to students with disabilities showed identical instruction for all students in any given class suggesting that differentiated services were not provided. Examples of these logs can be found in Appendix B, Documents 4 - 7.

These example logs, from two different students, are exemplary of what was found in most student files and demonstrate that the special education instruction provided was not aligned to IEP goals. One log documents eight days on which the log states "academic minutes not addressed" for the student (Appendix B, Document 4). The student also has logs that include special education minutes for subject areas not addressed in the IEP (Appendix B, Document 5). For example, there are several log entries that indicate special education minutes provided in science and history, but the student's IEP only includes goals for reading, writing, math and social studies and therefore the services provided were not aligned to the student's IEP.

Another student's logs show minutes spent on science topics, though the IEP goals include math, English, writing and reading (Appendix B, Document 6). Additionally, one page of this student's logs show nine sessions of a very minimally described objective, not actual progress aligned to IEP goals (Appendix B, Document 7).

Additionally, STA had 77 students in the 2014-15 school year whose IEPs required instruction in a special class setting, and therefore should have received pullout service minutes; however teacher interviews suggest these services were not provided:

- In an interview conducted by the LDE, Teacher A stated that in 2014-15 teachers were instructed by the school leader not to align small group instruction for students with special needs to IEP goals,

benchmarks and objectives. The teacher stated that teachers were provided copies of IEPs, but did not align their instruction to goals indicated on the IEP. According to Teacher A, there were no pullout services provided during the 2014-15 school year at all, which does not align to the needs outlined in student IEPs.

- In an interview conducted by LDE staff, Teacher B, confirmed that the administrative team communicated to the staff that special education was to be a secondary priority to students who were more likely to pass the state assessments. This teacher also confirmed that instruction within classrooms was not differentiated per student IEPs. According to the teacher, there were no pullout services provided students and objectives were not changed for special education students.

- A statement from Employee A states that at a fall meeting, Employee A is made aware that teachers were told directly and repeatedly by school leadership to stop running small group sessions with the lowest students in the class (mostly special education) because they would not pass PARCC and should instead spend time with everyone else. These instances would still be documented as inclusion minutes. (Appendix B, Document 3)

- Staff at ReNEW indicated to LDE IDEA monitoring staff during an interview on June 18, 2015 that they were made aware in January 2015 that over half of the students with disabilities at STA had not been receiving their full IEP minutes. Some services, mostly those conducted by outside contractors were being provided, but the content did not align to IEP goals, mostly for instructional minutes, according to the interviewees.

Additionally, STA leadership claimed to staff their school with special education teachers. However, documents obtained suggest that these teachers may not have been focused on educating the special education students in the school.

On August 4, 2014, ReNEW's central office requested that STA provide a list of individuals that were to be specifically special education teachers or paraprofessionals (Appendix C, Email 8). STA responded with the names of twenty-five individuals. When compared to data obtained through the Louisiana Profile of Educational Personnel (PEP) database, of the 25 people designated by STA as special education staff, only information for five teachers were reported to the PEP database, all of which were coded as regular education teachers and not specific to the special education program.

Many of these teachers were unaware that they were filling the role of special educators and these individuals were expected to do nothing different than those teachers that were considered regular education teachers (Appendix B, Document 3; Appendix C, Email 9).

III. ReNEW STA committed a procedural testing violation during the 2014-15 school year.

A procedural testing violation occurred at STA during the 2014-15 school year, in which the school leadership requested that teachers review secure testing materials in violation of policy. ReNew leadership self-reported these violations to the Department. Additionally, student retention and promotion decisions were made with the intention of improving school-wide test performance.

LDE and RSD investigation into these procedural testing concerns uncovered no evidence of systemic testing violations or cheating on state assessment at STA or across the ReNEW network of schools. All evidence has been supplied to the state Inspector General for any further review warranted by that agency.

Several teachers were asked by school leadership to review secure testing materials in violation of testing policy.

In a letter dated June 3, 2015, addressed to the LDE Director of Assessments, ReNEW Employee B notified the LDE of a potential testing procedure violation committed during the 2014-15 school year. According to this letter, the Head of School had directed four teachers to examine completed test booklets, after tests had been administered in order to prepare for the following year's test, in violation of test security standards (Appendix B, Document 8). In response, the LDE conducted several interviews with CMO and school level staff members.

In an interview with Employee B on June 17, 2015 conducted by LDE staff, Employee B indicated the situation was described in a departing staff member's exit-survey. This staff member had referenced adults seeing secure test materials after the completion of student testing. According to Employee B, the ReNEW organization conducted an investigation and learned that three teachers had been asked to view testing material and two complied. In addition to the teacher who originally notified ReNEW, Employee B spoke with another teacher who confirmed that the Head of School asked this teacher to review test materials to become more comfortable with the content, and the teacher complied.

In interviews with LDE staff, these three teachers confirmed the above:

- Teacher C stated that she administered the [redacted] LEAP exam to [redacted] students with read-aloud accommodations. Teacher C was told by the Head of School that the Head of School was thinking about placing the teacher in [redacted] for the following year. The Head of School told the teacher to take a look at the [redacted] grade iLEAP test the day after students had taken the exam. The Head of School asked the teacher to look at a completed test for 10 minutes during homeroom, and then turn the test back in. The teacher stated that they did not discuss the test with anyone else.

- Teacher D was assigned to be a hall monitor during the PARCC [redacted] test. Teacher D was asked twice by the Head of School to review the secure testing materials in the classroom in which the Head of School was the test administrator. The first time, Teacher D was asked to check on student testing by looking over the students' shoulders as they tested. The second time, the teacher was asked by the Head of School to look through a completed math booklet exam for the purpose of knowing what to focus on for next year.

- Teacher E, who had planned to leave after the 2014-15 school year, stated that the Head of School had asked Teacher E to assist a new teacher who was going to teach the same subject and grade level next year by reviewing the test booklet with the new teacher. Teacher E refused.

ReNEW STA retained a disproportionate number of students, potentially to increase school-wide test performance.

The average rate of retention, retaining a student in the same grade for a subsequent year, for Type 5 charter schools from the 2013 to 2014 school year was 5.2%. The rate for the same years for STA was significantly higher at 15.3% (Appendix A).

A similar disproportionality is evidenced by an average retention rate between the 2013-14 and 2014-15 school years for students with disabilities. At STA, 10.3% of students with disabilities were retained compared to a 5.1% average for all Type 5 charter schools (Appendix A).

A series of emails and documents indicate that retention and promotion decisions may have been made based on the likelihood of a student passing the test in the next grade. This is in violation of school promotion policy (Appendix C, Emails 10, 11, and 12; Appendix B, Document 3).

IV. Internal processes failed to identify and address the problems at STA

The documentation collected to support the previous three findings suggest that ReNEW's leadership was aware of many of violations described in this report during the 2014-15 school year.

By October 31, 2014 as evidenced by an email exchange between members of ReNEW's leadership team and Employee A, the leadership was aware of the discrepancy between the special education population actually enrolled at STA and the population that STA submitted in budget documents to the CMO (Appendix C, Email 13).

Additionally, in January 2015, Employee A shared information with ReNEW's leadership outlining the series of events that occurred leading up to the February 1, 2015 student membership count (Appendix B, Document 3; Appendix C, Emails 14, 15, and 16).

Conclusion

Through the LDE's inquiry into special education and testing practices at ReNEW STA, the LDE has uncovered four significant concerns with ample evidence:

I. STA inappropriately adopted and modified student IEPs to justify staffing counts through ReNEW's internal budgeting process for the 2014-15 school year;
II. STA failed to comply with multiple aspects of federal IDEA law including failure to provide Free and Appropriate Education (FAPE) to students with disabilities;
III. STA committed a violation of testing procedure in the 2014-15 school year; and
IV. Failed oversight of school-level leadership by the former CEO led to the identified problems at STA.

Appendices:

Appendix A: School/CMO data

Appendix B: Other supporting documentation

Appendix C: Emails

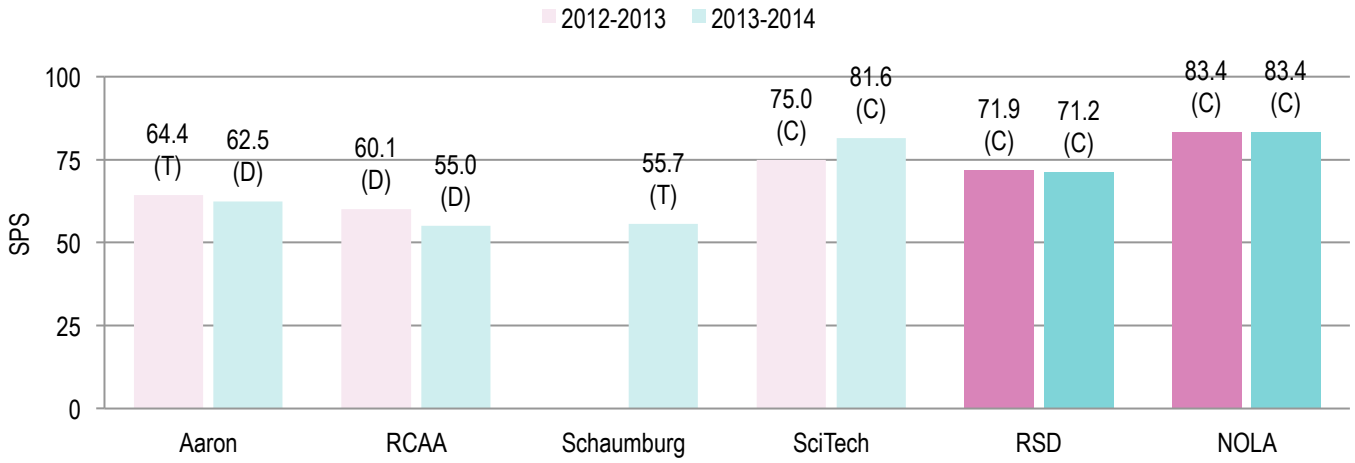
Appendix A

General Demographics for ReNEW Schools

School Name	Renewal/ Extension	Year Opened	Grades	Enrollment (10/1/2014)			
				% Poverty	% ELL	% SWD	% Tier 3-5 SWD
Delores T. Aaron	2015 1st Renewal	2011-12	PK-8	>95%	<5%	11%	<5%
Accelerated HS*	2015 1st Renewal	2011-12	9-12	86%	<5%	18%	7%
McDonogh 28	2018 3rd Renewal	2015-16	K-8	90%	<5%	8%	<5%
Cultural Arts Academy	2017 2nd Renewal	2010-11	PK-8	88%	10%	14%	5%
Schaumburg	2016 Extension	2013-14	PK-8	93%	<5%	15%	6%
SciTech	2020 2nd Renewal	2010-11	PK-8	95%	<5%	11%	5%
RSD				92%	<5%	13%	<5%
New Orleans				84%	<5%	11%	NA

*Alternative School

ReNEW School Performance Scores



Year over Year Retention Rates (students retained in the same grade level from one year to the next)

	2011 to 2012 Retention Rate – All Students	2011 to 2012 Retention Rate – Sped Students	2012 to 2013 Retention Rate – All Students	2012 to 2013 Retention Rate – Sped Students	2013 to 2014 Retention Rate – All Students	2013 to 2014 Retention Rate – Sped Students
SciTech	8.7%	6.0%	8.4%	6.8%	15.2%	10.3%
ReNEW Average	10.5%	10.7%	8.9%	9.2%	9.5%	9.4%
Type 5 Average	6.2%	6.6%	5.8%	5.9%	5.2%	5.1%

Appendix B: Other Supporting Documentation

Document Name	Document Number
Differentiated Funding Description	1
Budget documents	2
Employee A Statement	3
Student Logs	4
Student Logs	5
Student Logs	6
Student Logs	7
ReNEW Communication	8
News Article	9

Document 1

Differentiated Funding Description

In the 2012-2013 school year, the Recovery School District began implementing an alternative method of funding special education programming. In essence, the Recovery School District reallocates the state per-pupil allocation to RSD charter schools based on the population of students with disabilities that each school serves. The first iteration of this differentiated funding formula provided funding to schools based upon a three-tiered system. Exceptionalities were ranked in order of perceived severity and fell into one of the three tiers. Funding was allocated to schools according to the number of students falling into each tier as determined by the student's given exceptionality. This model did not, however, take into account the spectrum of needs and related services that may exist within a given exceptionality. For instance, two students with autism may fall at extremely different ends of the spectrum and, thus, have a completely different set of corresponding needs and required services. As such, a standard per pupil amount based solely on exceptionality could be overfunding one school while drastically underfunding another even though both students share the same exceptionality.

The most recent iteration of the differentiated funding formula, however, takes this into account. A five-tiered system has been developed that considers student exceptionality in addition to the student-specific needs and requirements that may accompany that exceptionality. The current model provides individualization on a student basis by taking into account the student's exceptionality as well as the number of service minutes that a student requires.

For example, under the first iteration of the differentiated funding formula, a student with a diagnosis of "Emotional Disturbance" would be funding at the highest tier of funding, regardless of the actual intensity of the student's needs. Under the current funding formula, the same student could fall into tiers three, four or five, depending upon the number of service minutes stipulated in the student's Individualized Education Plan (IEP). More specifically, a student with an "Emotional Disturbance" classification that receives less than 421 minutes per week would fall into tier three and be funded at approximately $13,000.00. A student receiving more than 1,261 minutes would fall into tier five and receive the maximum amount of funding, approximately $21,000.00. This system is designed to ensure that schools serving students with the greatest needs are being funded equitably and appropriately.

Document 2

Budget Documents Compared

	4.4.14*		6.3.14*		8.6.14*		8.8.14		8.26.14	
	# of Students	Total $$ Received	# of Students	Total $$ Received	# of Students	Total $$ Received	# of Students	Total $$ Received	# of Students	Total $$ Received
Tier I	40	54,906	36	49,415	36	49,415	40	51,925	40	51,925
Tier II	54	444,934	59	486,132	59	486,132	22	163,236	22	163,236
Tier III	17	256,793	29	438,059	27	407,848	27	325,553	29	349,668
Tier IV							15	208,684	18	250,420
Tier V							16	296,785	19	352,432
Total	**111**	**756,633**	**124**	**973,606**	**122**	**943,395**	**120**	**1,046,183**	**128**	**1,167,681**

*Before 5-tiered funding formula went into effect.

	9.24.14		10.1.14		10.22.14		1.8.15 (RTI Tracker)		2.1.15 (Official Count)	
	# of Students	Total $$ Received	# of Students	Total $$ Received	# of Students	Total $$ Received	# of Students	Total $$ Received	# of Students	Total $$ Received
Tier I	17	22,068	17	22,068	[redacted]	[redacted]	17	23,987	19	26600
Tier II	15	111,297	15	111,297	21	155,816	22	177,430	33	264000
Tier III	29	349,668	29	349,668	29	349,668	[redacted]	[redacted]	14	182000
Tier IV	25	347,806	25	347,806	25	347,806	[redacted]	[redacted]	[redacted]	[redacted]
Tier V	24	445,177	24	445,177	24	445,177	12	241,944	20	420000
Total	**110**	**1,276,016**	**110**	**1,276,016**	**107**	**1,308,852**	**63**	**606,681**	**92**	**982,600**

Budgets submttied by SciTech Leadership to ReNEW CMO
Internal SciTech Document Reflecting Student Pop. As of 1/8/15
Official MFP Count Collected by LDOE

Document 3

The following is a list of incidences that have taken place at SciTech Academy since accepting my role as [redacted] last May. I acknowledge that many of these incidences were made as a team.

- May 22nd [redacted] sends an email requesting all completed RTI folders are turned in for summer evaluations. [redacted] predicted 60-70 students who have completed all 3 tiers network wide and offered to bring in extra outside help.
  - [redacted] and I are asked to first submit the names and complete the RTI folders for all of the children flagged K-8 by the next day. It is over 75 students. This is our only job.
  - [redacted] and I are then tasked to immediately begin to finish/create RTI folders for the 13-14 school year. The list would be pulled from the retention doc conversations. [redacted] begins the process of creating these folders while I figure out how tiering could work with the current kids in our population. We coordinate collection of surveys, the nurse, etc.
- I'm asked to project total number of students with all of the RTI kids and sped population, with their tiers based on why they were referred, or why they should be.
  - May 2014
  - June 2014
  - August 2014
  - September 2014
  - October 2014
  - November 2014
  - January 2015
  - Each time I am projecting from folders that I believe are turned in already. I also add the ones that I've been told would be completed within that month.
- On 5/16 I spend the day creating a prospective "sped budget". For the first projection of what our budget could look like, I'm asked to take a snapshot of the building which includes all current 8th graders, RTP, CBI, though they would not count in our budget because we would likely fill those seats with new students.
  - I explained via email that we would actually lose money or just barely break even in this tier system (at that time our current plan did not include co-teachers for all 4 subjects).
- At leadership retreat in June, the first updated budget reflects the extra students who are going to eval and additional kids mentioned above.
  - *Each time the Budget comes out, I'm asked to email finance to back up the inflated sped numbers because the students are in the RTI process, we expect them to be evaluated, etc. Admittedly, I don't check them against my predictions every time. The goal is to keep the biggest staff possible.*
- At leadership retreat, We work as a team to craft our vision for sped that includes intervention time as a time for the lowest readers to work with their Sped teachers. We figure out which teams need more people based on the kids on that floor but aim to put two in every class/subject k-8.
- In June, I wrote a grant for High Risk Funding that lists [redacted] with a paraprofessional or one-to-one special education teacher. [redacted] mother does not want this changed on [redacted] IEP and requests the 1:1 teacher remain.
  - Later in June, [redacted] informs me [redacted] will be [redacted]s teacher in the class with G-T and [redacted]. That [redacted] will also have some co-teaching responsibilities.
  - [redacted] or [redacted] tells [redacted] to hire [redacted] as a co-teacher, never as a one-to-one
  - [redacted] joins the team unaware that [redacted] is responsible for [redacted] and frustrated because [redacted] thought [redacted] was a co-teacher.
  - [redacted] is told not to spend too much time with [redacted] and that [redacted] focus should be on the 40+ students currently in [redacted] class.

Document 3 cont'd

- Beginning October 1st, we have weekly discussions in leadership, and discussions begin with teachers about which kids "don't count" and how to make sure dozens of failing students' scores do not count for SciTech
- In November I apply for the CityWide grant. I list several staff members as 1:1 or 1:2 teachers with hope that we can hire an extra interventionist. It is suggested that if I raised enough money (over $100,000) then we could talk about hiring someone for K-2.
- **Leading up to Thanksgiving at data day, it's reported to me for the first time from my teachers that they are receiving mixed messages in leadership check ins. They're told directly and repeatedly to stop running so many small groups with lowest kids in class (mostly students with disabilities) because they will not pass PARCC. They need to maximize their time with everyone else. These are still documented as inclusion minutes.**
    - "Tier 1 instruction is only for Tier 1. An IEP should not make a child special."
    - It is described to me a few times over the next few weeks that a child with an IEP should not be able to take extra time away from a child who might have an IEP someday. The piece of paper does not set them apart.
- [redacted] and [redacted] begin moving several students into different grade levels mid-year because they would not pass PARCC in that grade (or because their scores would not count)
    - Two of them, I did agree with. [redacted] who was on a STEP Pre in 3rd grade and an ELL student, [redacted] who couldn't read or write in Spanish or English.
    - There is a debate at leadership about whether to move some kids to 2nd grade without telling their parents. It's decided parents should know, so the list is cut down.
- Requesting that I code everyone as high in Tiers as possible even if we know there are no interventions for that child and we would make it work. (i.e. Kindergartner [redacted])
- December, leadership begins insisting that numerous students receive 504 ET/ read-alouds when teachers disagreed and refused to sign. Several senior hall teachers came to me to voice concern. They then had to meet with [redacted] where [redacted] insisted again that these would benefit them even if it did label them with *suspected* dyslexia/ADHD.
- On January 5, [redacted] and I meet for a while and talk out some of our differences. We resolve to spend more time together in order to reconnect.
- On the evening of Wednesday January 14, [redacted] and [redacted] called me in to discuss firing as many as 15 people because we were short on the budget. Stated that one or all of us may have to resign. I suggested we recruit help from [redacted] since [redacted] is a diagnostician and school psychologist—[redacted] could do the heaviest ones.
- On Wednesday January 14, it is decided (through cognitive testing) [redacted] will not qualify for LAA1 in [redacted] new re-eval. [redacted] is IDMI. [redacted] then suggests through email that [redacted] test [redacted] for PARCC. [redacted] then insults [redacted] for "conflating law with morality"
    - At leadership meeting on January 23rd. [redacted] suggests coding [redacted] into 2nd grade so that [redacted] would not have to take PARCC. [redacted] and I argued about the legality and morality for a moment, the conversation was stopped and it was tabled for later.
- [redacted] and I send several members of team are sent out to get consent forms and family interviews for everyone who is currently in the RTI stack or will be in the RTI stack soon.
    - [redacted] explains this must stop immediately and that all folders need to go through [redacted]. No consent should come before [redacted] approval. We find out there is a legal commitment to honor after consent is given.
- On Thursday 1/15 morning, [redacted] and [redacted] begin texting [redacted] a "Magic Number" of Tier 4 and Tier 5 RTI folders to turn into [redacted] before February 1st. [redacted] comes to me and says the magic number

(about 29 kids in tier 4 and tier 5) will get our budget to zero. When I tell [redacted] we do not have that population at SciTech, I'm encouraged to "scrape" the bottom and come up with as many as we can and that it is our only hope.

- At this point, I remove myself from the RTI referral process and focus my time back on current sped paperwork and interpreting the information coming from the evaluators.
- The magic number language goes away after they meet with [redacted]. (see below)

- At the 1/15 leadership meeting, [redacted] says they met with [redacted] and we would not have to fire anyone because it would look bad for the organization. We should try to get as much as we can and then project again, anything over that projection next year will go to CMO budget.
  - We also discuss tiering all new qualifying students as high as we can for Feb. 1 and then figuring out the minutes and services later.
  - Note: this has not happened
- On Friday 1/17, I was not present for morning meeting, It is reported to me that [redacted] and [redacted] tell the entire 3rd-8th team that these evaluations have to go through because hundreds of thousands of dollars are on the line.
- On Friday 1/17 I met with [redacted] to let [redacted] know I would not be coming back to SciTech next year.
- On Tuesday 1/20 I met with [redacted] to tell [redacted] I was not coming back.
  - [redacted] said "this is the best option for both of us" because we don't see eye to eye any more.
  - Then said [redacted] would likely take my place. [redacted] asked what positions I was applying for because [redacted] knew I talked to [redacted] When I mentioned the [redacted] position, [redacted] said "Well I doubt you could take that position now. After how this month has gone." [redacted] tells me I can probably go back to my regular job soon. I left because [redacted], [redacted], and other CMO members came in for a budget meeting.
  - [redacted] followed up in text asking me not to tell anyone about my decision.
- Thursday January 22nd, At leadership meeting we discuss:
  - Which ELL students will now "count for us." [redacted] suggests "exploiting" the dates in which they entered the country so that they would not count.
  - [redacted] and I are tasked to work on getting two students into Tulane and RISE
  - Which students we could also code as 2nd graders.
  - [redacted] LAA1 decision, should [redacted] go to 2nd grade? How to respond to that hit.
  - Follow-up email sent with all of the above
- Monday after school on 1/26, I meet with my Sped team to tell them we will not submit IEPs without evaluations. I apologize that they are writing in the blind and assure them that this is unfortunate and unusual but we will get through it.
  - I encourage them to get as much IEP goal data as they can get and to begin putting it in the tracker and entering more modified assessment grades so that GPAs would go up and retention conversations would be easier at the end of the year. They had questions about whether we would be trying to retain SpEd kids and I told them I would try my best to prevent it with their help.
- After SEC meeting Monday 1/26, I am told that we are going to have to submit IEPs with incomplete evals because it is what [redacted] and [redacted] want. [redacted] says she was clear about diagnosticians and doctors being jeopardized, and was met with gratitude for taking the risk.
- Monday-Wednesday 1/28 Special Ed team repeatedly texts and emails asking for evaluations so that they can write IEPs.

- Tuesday 1/27 three teachers come to me and tell me that the leadership team has started talking to them about which Sped kids should be retained for their own good. "So that they can pass PARCC on their own next year"
- Wednesday 1/28, meeting for [redacted] takes place without eval.
- Thursday 1/29, I meet with [redacted], [redacted], [redacted], and [redacted] and they inform me we are putting a stop to submitting or holding IEP meetings without an eval. They will also talk to [redacted] about the relationship between [redacted] and I, and that no retaliation should take place.
    - I cancel all IEP meetings for the day and inform teachers we are holding.
    - [redacted] requests to meet me at 1:40 and I decline to work off campus.
    - I do not attend leadership meeting that night.
- Friday 1/30 at midnight. [redacted] sends out weekly email to 3-8 staff with repetitive language about trusting our mission and each other, and warning against "those who try to dismantle what is commonly good to advance their own position and reputation."
    - Numerous staff members approach and text me to say they will speak up if needed.

Document 4

ReNEW Charter Management Organization

Name	[redacted]	Teacher:	[redacted]
Date	**Setting**	**Minutes**	**Objective**
5/1/2015	Regular	60	fiction - plot details and evidence
5/1/2015	Regular	75	math - multiplication and addition; reading/writing - nonfiction research project
5/4/2015	Regular	300	PARCC EOY
5/5/2015	Regular	300	PARCC EOY
5/6/2015	Regular	300	PARCC EOY
5/11/2015	Regular	60	fiction - plot details and evidence
5/11/2015	Regular	75	nonfiction research project
5/12/2015	Regular	60	fiction - plot details and evidence
5/12/2015	Regular	75	nonfiction research project
5/13/2015	Regular	60	fiction - plot details and evidence
5/13/2015	Regular	75	nonfiction research project
5/14/2015	Regular	60	star testing
5/14/2015	Regular	75	nonfiction research project
5/15/2015	Regular	60	fiction - plot details and evidence
5/15/2015	Regular	75	nonfiction research project
5/18/2015	Regular	0	academic minutes not addressed
5/19/2015	Regular	0	academic minutes not addressed
5/20/2015	Regular	0	academic minutes not addressed
5/21/2015	Regular	0	academic minutes not addressed

ReNEW Charter Management Organization

Name	[redacted]	Teacher:	[redacted]
Date	Setting	Minutes	Objective
5/1/2015	Regular	60	Review Day
5/4/2015	Regular	80	PARCC TESTING
5/5/2015	Regular	80	PARCC TESTING
5/6/2015	Regular	80	PARCC TESTING
5/7/2015	Regular	0	Make Up Testing Day: No School for Students
5/8/2015	Regular	60	Field Day
5/11/2015	Regular	60	SWBAT identify and explain addition and subtraction patterns.
5/12/2015	Regular	60	SWBAT identify and explain multiplication patterns.
5/13/2015	Regular	60	SWBAT solve problems involving place value
5/14/2015	Regular	60	Testing Day
5/15/2015	Regular	60	STAR Testing
5/18/2014	Regular	0	Last week of school. Academic minutes not addressed
5/19/2015	Regular	0	Last week of school. Academic minutes not addressed
5/20/2015	Regular	0	Last week of school. Academic minutes not addressed
5/21/2015	Regular	0	Last week of school. Academic minutes not addressed

Document 4 cont'd

Document 5

ReNEW Charter Management Organization

Name	[redacted]	Teacher:	[redacted]
Date	Setting	Minutes	Objective
4/7/2015	Regular	60	nonfiction science review
4/7/2015	Regular	75	nonfiction history review
4/8/2015	Regular	60	nonfiction science review
4/8/2015	Regular	75	nonfiction history review
4/9/2015	Regular	60	nonfiction science review
4/9/2015	Regular	75	nonfiction history review
4/10/2015	Regular	60	nonfiction science review
4/10/2015	Regular	75	nonfiction history review
4/13/2015	Regular	60	introduction to state research project
4/13/2015	Regular	75	history/science review
4/14/2015	Regular	300	iLEAP - Science test
4/15/2015	Regular	300	iLEAP - History test
4/16/2015	Regular	60	fiction - plot details and evidence
4/16/2015	Regular	75	math - comparing fractions; reading/writing - nonfiction research project
4/17/2015	Regular	60	fiction - plot details and evidence
4/17/2015	Regular	75	math - comparing fractions; reading/writing - nonfiction research project
4/20/2015	Regular	60	fiction - plot details and evidence
4/20/2015	Regular	75	math - solving for unknown; reading/writing - nonfiction research project
4/21/2015	Regular	60	fiction - plot details and evidence
4/21/2015	Regular	75	math - multiplication and addition; reading/writing - nonfiction research project
4/22/2015	Regular	60	fiction - plot details and evidence
4/22/2015	Regular	75	math - multiplication and addition; reading/writing - nonfiction research project
4/23/2015	Regular	60	fiction - plot details and evidence
4/23/2015	Regular	75	math - multiplication and addition; reading/writing - nonfiction research project
4/24/2015	Regular	60	fiction practice assessment
4/24/2015	Regular	75	math - multiplication and addition; reading/writing - nonfiction research project
4/27/2015	Regular	60	nonfiction practice assessment
4/27/2015	Regular	3/15/1900	math - multiplication and addition; reading/writing - nonfictIon research project
4/28/2015	Regular	2/29/1900	fiction - plot details and evidence
4/28/2015	Regular	3/15/1900	math - multiplication and addition; reading/writing - nonfiction research project
4/29/2015	Regular	2/29/1900	fiction - plot details and evidence

Document 5 cont'd

Name	[redacted]	Teacher:	[redacted]
Date	Setting	Minutes	Objective
3/2/2015	Regular	60	literary analysis - passage and questions
3/2/2015	Regular	75	math - multiplication (grouping and arrays); writing - prompt blitz
3/3/2015	Regular	60	literary analysis - write essay
3/3/2015	Regular	75	math - multiplication (grouping and arrays); writing - prompt blitz
3/4/2015	Regular	60	research task - passages and questions
3/4/2015	Regular	75	math - multiplication (grouping and arrays); writing - prompt blitz
3/5/2015	Regular	60	research task - write essay
3/5/2015	Regular	75	math - multiplication (grouping and arrays); writing - prompt blitz
3/6/2015	Regular	60	research task - read and write
3/6/2015	Regular	75	math - multiplication (grouping and arrays); writing - prompt blitz
3/9/2015	Regular	60	literary analysis - read and answer questions
3/9/2015	Regular	75	math - multiplication (grouping and arrays); writing - prompt blitz
3/10/2015	Regular	60	literary analysis - write essay
3/10/2015	Regular	75	math - multiplication (grouping and arrays); writing - prompt blitz
3/11/2015	Regular	60	research task - passages and questions
3/11/2015	Regular	75	math - multiplication (grouping and arrays); writing - prompt blitz
3/12/2015	Regular	60	research task - write essay
3/12/2015	Regular	75	math - multiplication (grouping and arrays); writing - prompt blitz
3/13/2015	Regular	60	narrative
3/13/2015	Regular	75	math - multiplication (grouping and arrays); writing - prompt blitz
3/16/2015	Regular	300	PARCC testing
3/17/2015	Regular	300	PARCC testing
3/18/2015	Regular	300	PARCC testing
3/19/2015	Regular	300	PARCC testing
3/20/2015	Regular	300	PARCC testing
3/23/2015	Regular	60	nonfiction science review
3/23/2015	Regular	75	nonfiction history review
3/24/2015	Regular	2/29/1900	nonfiction science review
3/24/2015	Regular	3/15/1900	nonfiction history review

Document 6

RENEW Charter Management Organization

Name	[redacted]	Teacher:	[redacted]
Date	**Setting**	**Minutes**	**Objective**
8/20/2014	Regular	60	SWBAT identify different types of energy
8/21/2014	Regular	60	SWBAT reflect on week's activities and respond to essential questions. SWBAT evaluate their understanding and track their data for the week.
8/25/2014	Regular	60	SWBAT identify natural resources that can produce energy
8/26/2014	Regular	60	SWBAT design a system that produces electricity from a renewable source
8/27/2014	Regular	60	SWBAT design a system that produces electricity from a renewable source
8/28/2014	Regular	60	SWBAT explain why humans should limit our use of fossil fuels
8/29/2014	Regular	60	SWBAT reflect on week's activities and respond to essential questions.
9/2/2014	Regular	60	SWBAT reflect on week's activities and respond to essential questions.
8/8/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/11/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/12/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/13/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/14/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/15/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/18/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/19/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/20/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/21/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/25/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/26/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/27/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/28/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups
8/29/2014	Special	100	Writer's workshop, math intervention, guided reading fiction in small groups

ReNEW Charter Management Organization

Name	[redacted]	Teacher:	[redacted]
Date	**Setting**	**Minutes**	**Objective**
4/7/2015	Regular	60	Native Americans
4/8/2015	Regular	60	Great American Leaders
4/9/2015	Regular	60	Major symbols of Democracy
4/13/2015	Regular	60	Practice test
4/20/2015	Regular	60	Non Fiction English practice
4/21/2015	Regular	60	Non Fiction English practice
4/22/2015	Regular	60	non Fiction English practice
4/23/2015	Regular	60	non Fiction English practice
4/24/2015	Regular	60	non Fiction English practice
4/27/2015	Regular	60	non Fiction English practice
4/28/2015	Regular	60	non Fiction English practice
4/29/2015	Regular	60	non Fiction English practice
4/30/2015	Regular	60	non Fiction English practice

Document 7

Document 8

June 3, 2015

Dear Ms. Bradford:

In the past week, our organization has reviewed feedback from confidential end-of-service staff surveys that were administered after state testing in May. Several irregularities at ReNEW SciTech Academy not documented during spring state testing have been brought to my attention.

Our investigation has concluded that [redacted] school leader of ReNEW SciTech Academy who resigned last week amid questions about internal testing procedures, directed some teachers to examine completed test booklets in violation of test security protocol. My understanding is that these requests were made for the purposes of planning for the 2015-16 school year in order for teachers assigned to new subjects to determine whether they felt comfortable with the content. At least two teachers complied and examined completed booklets not signed out to them for approximately ten minutes and had a follow-up discussion with [redacted] While these two teachers demonstrated poor judgment in not reporting these irregularities, given this directive came at the behest of their school leader, we believe these young staff members were put in a compromising position and taken advantage of. At this point, we have no evidence that these actions compromised the integrity of assessment results.

Additionally, the resignation of school leadership has led us to perform an internal audit, and in the process we have uncovered emails that describe more potential SciTech irregularities that were not properly documented at the time. In one case, the first day of PARCC testing school leaders were made aware of student management issues in the cafeteria, which was not a testing location. These issues were promptly addressed but were not documented on an Irregularity Form and passed along to the DTC. In the other, teachers who had proctored assessments with the read-aloud accommodation discussed the type of questions seen after the test had been completed. I have attached two related emails here for your review. Similar to the conclusion stated above, at this point we have no evidence that the integrity of assessment results was compromised. As our internal audit proceeds, we will report any further such irregularities that may be discovered.

I understand this communication may prompt additional questions or concerns on your team's end, so please know that I am available to speak at your convenience. Our organization is already planning corrective action measures to avoid such irregularities in the future; we await your response for any necessary follow-up and appreciate your continued support.

Sincerely,

[redacted]

Document 8 cont'd

---------- Forwarded message ----------
From: [redacted]
Date: Mon, Mar 16, 2015 at 12:32 PM
Subject: Cafeteria Logistics - Please read for clarity for tomorrow
To [redacted]

Hey Guys,

Wanted to give you a quick heads up about the cafeteria from today. After seeing you two, I went to go grab some kids to take home and saw some things that could be red flags if state monitors walked into the building. You all are systems guys, so I figured I would give you what I saw and I know y'all will be able to make adjustments.

1. Students who have not tested in the same room as students who have. This cannot happen unless it is absolutely silent (it could lead to voided test if a monitor walked in and someone explained who was in that room). I would collapse a prek-2 room so that you can have a holding place for all kids who are waiting to test. I also think this will help keep them in the right mindset to test. It was really rowdy down there.

2. What were the expectations for adults and kids in the cafeteria? I saw some adults walking around kids, I saw some sitting at tables. I saw some kids reading, I saw some kids on their phones, I saw some kids walking around, and most were talking. You all have some really strong behavior folks, I think they just need very clear expectations. You want to be careful with the cell phone thing in case kids use social media during the school day...there have been 3 articles about social media in other states who also have PARCC.

Let me know if there is anything more I can do to help support. I tried to think of quick solutions you could implement, and I wouldn't send this email out to you two if I wasn't genuinely concerned about the state of the cafeteria today. Your kids and your team have worked waaaaaaay to hard for this week. With you two also testing, I worry about a small broken window leading to a bigger one.

[redacted]

[redacted]

ReNEW Schools

---------- Forwarded message ----------
From: [redacted]
Date: Wed, Mar 18, 2015 at 5:29 PM
Subject: Lesson Plans for Mon / Tues
To: [redacted]
Cc [redacted]

Hey [redacted]

Attached are the Monday / Tuesday lesson plans. [redacted] and I have made a new system where one week one of us writes the plans, then the other person writes the CFU's, that way we're both accountable and feeling strong about the upcoming week's plans.

I'll be printing the Wednesday and Thursday tasks separately next week, and our Thursday plan is slightly in the air based on some stuff Cassie wants.

What I was wondering about from you:

1. Can you give me feedback on the two open response questions I have for these articles? I chose main idea, and then point of view, but I'm not sure if I should prioritize something else instead-- feeling pretty uncertain on this one.

2. Can you give me feedback on the very last part a part b question in the packet? (from The Miser). It's modeled off the reversed Part A / B question we saw on the PARCC for fifth, but I'm curious if you have feedback on my phrasing.

Thanks!
[redacted]

The Lens (http://thelensnola.org/2015/06/03/scitech-charter-leader-let-students-take-tests-for-each-other-and-at-home/)

Schools

SciTech charter leader let students take tests for each other and at home

By Marta Jewson, Staff writer June 3, 2015 5:05pm 8 Comments

The two top SciTech Academy charter school leaders who abruptly resigned last week let students take tests for one another and allowed other testing irregularities, the head of the school's charter network said today.

Administrators with ReNEW Schools believe the problems were limited to a test used only by the network, but they can't be certain yet, ReNEW Schools [redacted] said in an interview.

SciTech's Head of School [redacted] Principal [redacted] resigned last week (http://thelensnola.org/2015/06/01/scitech-academys-two-leaders-quit-amid-questions-over-testing-process/) amid questions about the in-house STAR test (https://www.renaissance.com/products/star-assessments) .

Administrators are unsure of the number of times children tested in place of other students, [redacted] said. [redacted] also tested children more than once and let students test at home, [redacted] said.

[redacted] said [redacted] has no reason to believe the problems happened during state accountability testing, but the network is still investigating the possibility.

ReNEW uses the test to benchmark students' progress across its five schools. The test is given multiple times throughout the year and lets administrators tailor instruction to students needs, [redacted] said.

[redacted] administered the last round of STAR testing at SciTech hastily, [redacted] said.

"[redacted] did, in the computer lab, allow a student to log on to take the test [for another student]," [redacted] said. "We're not sure how many times, but [redacted] did."

He said it's impossible to know who really took an exam if a student was allowed to test outside the building.

"You shouldn't have a kid take a test at home," [redacted] said.

[redacted] said the network alerted the state Education Department to the situation on Tuesday. The state did not return request for comment on Monday when The Lens first inquired about any investigation into the school or again on Wednesday.

The STAR exam followed weeks of state testing. Students had already taken the LEAP, the state's standardized test, and PARCC, the Common Core-aligned exam the state is phasing in to replace the LEAP.

"We don't feel like there's anything like this that happened with PARCC and LEAP," [redacted] said.

Based on concerns raised by others, The Lens asked [redacted] about special education instruction, and [redacted] said there are some issues.

"[redacted] did push the limits with special ed stuff too; nothing was illegal or out of compliance," [redacted] said.

When asked to elaborate, [redacted] said some students may need to have special-education minutes made up.

Students with special needs have Individualized Education Programs that require different amounts of instructional minutes or additional programs, such as speech or physical therapy.

"We did our investigation into IEP folders," [redacted] said. "There were definitely some things that needed to be fixed."

[redacted] resigned May 27.

"[redacted] knew [redacted] were digging into [redacted] and [redacted] sent in the letter of resignation," [redacted] said.

"So we just accepted [redacted] letter of resignation," [redacted] said. "Would we have moved to termination? Probably."

[redacted] resigned the next day. Neither [redacted] nor [redacted] could be reached for comment.

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Appendix C: ReNEW and SciTech Academy Emails

Email
1
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Email 1

Gmail by Google [redacted]

Fwd: STA Budget, Updated

3 messages

[redacted] Mon, Mar 30, 2015 at 4:06 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Tue, Jun 3, 2014 at 3:13 PM
Subject: STA Budget, Updated
To: [redacted] K[redacted]

Attached. Linked up [redacted] to this email if you have any questions about our SPED numbers. Thanks for the feedback, and thanks for working with us.

--
[redacted]

SciTech 2014-15 Budget.xlsx
159K

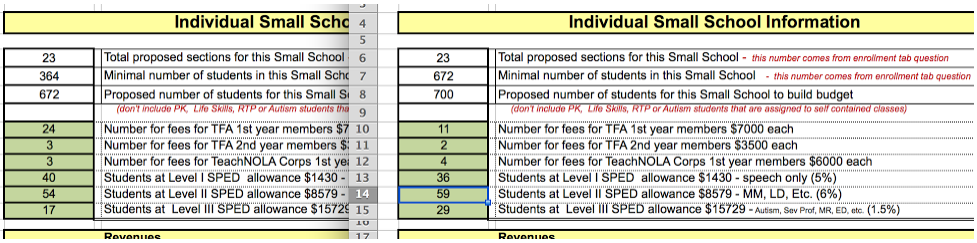
[redacted] Mon, May 25, 2015 at 5:26 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Mon, May 25, 2015 at 5:26 PM
Subject: Fwd: STA Budget, Updated
To: [redacted]

This is first time the budget starts to look different. The overall numbers are higher because of the kids on this google doc. I'll forward that next. You can see the last edit is June 4th on it.

The back budget is April 2014 and the 2nd one is June 6, 2014 while we are at leadership retreat. After the hires.

Email 1 cont'd



Individual Small Schc			Individual Small School Information	
23	Total proposed sections for this Small School		23	Total proposed sections for this Small School - *this number comes from enrollment tab question*
364	Minimal number of students in this Small Schc		672	Minimal number of students in this Small School - *this number comes from enrollment tab question*
672	Proposed number of students for this Small Sc		700	Proposed number of students for this Small School to build budget
	(don't include PK, Life Skills, RTP or Autism students tha			*(don't include PK, Life Skills, RTP or Autism students that are assigned to self contained classes)*
24	Number for fees for TFA 1st year members $7		11	Number for fees for TFA 1st year members $7000 each
3	Number for fees for TFA 2nd year members $		2	Number for fees for TFA 2nd year members $3500 each
3	Number for fees for TeachNOLA Corps 1st ye		4	Number for fees for TeachNOLA Corps 1st year members $6000 each
40	Students at Level I SPED allowance $1430 -		36	Students at Level I SPED allowance $1430 - speech only (5%)
54	Students at Level II SPED allowance $8579 -		59	Students at Level II SPED allowance $8579 - MM, LD, Etc. (6%)
17	Students at Level III SPED allowance $15729		29	Students at Level III SPED allowance $15729 - Autism, Sev Prof, MR, ED, etc. (1.5%)
	Revenues			Revenues

This is after the full staff is hired. The thing that I did not know at the time is that numbers were being plugged in at random to make the total meet the budget needed to keep our full staff.

I would then emai[redacted] and [redacted] to say that the budget reflected how many kids we thought would go through RTI, but I wouldn't sit and cross-check them. If you look, in April and June it's randomly a ton of speech only kids. Then in June, the Tier III column shoots up.

STA RTI 2014 Summer Read

[Quoted text hidden]
[Quoted text hidden]

SciTech 2014-15 Budget.xlsx
159K

[redacted] Fri, Sep 11, 2015 at 6:08 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Thu, Jan 29, 2015 at 3:22 PM
Subject: Fwd: STA Budget, Updated
To: [redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Tue, Jun 3, 2014 at 3:13 PM
Subject: STA Budget, Updated
To: [redacted], [redacted] >, [redacted], [redacted]

Attached. Linked up[redacted] to this email if you have any questions about our SPED numbers. Thanks for the feedback, and thanks for working with us.

Email 1 cont'd

--

[redacted]

SciTech 2014-15 Budget.xlsx
159K

Email 2

[redacted]

Fwd: Budgets

1 message

[redacted] Mon, Mar 30, 2015 at 4:08 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Fri, May 16, 2014 at 1:34 PM
Subject: Re: Budgets
To: [redacted]

Ah. Bubble popped. That would have been an insane amount of money. ha

On Fri, May 16, 2014 at 1:31 PM, [redacted] wrote:

> You used the right line. The “approximate total per pupil funding received” line includes the MFP. That is accounted for differently in the budget that [redacted] has.
>
> [redacted]
>
> ---
> [redacted]
> ReNEW Dolores T. Aaron Academy
>
> [redacted]
> w: www.renewschools.org
>
> Achieve | Reflect | Collaborate | Innovate | Celebrate
>
> On May 16, 2014, at 1:14 PM, [redacted] wrote:
>
> > Wait, sorry I may have used the wrong funding! In the proposed model, I used the top line "approximate supplemental funding" but should I be using the "approximate total per pupil funding received"

Email 2 cont'd

On Fri, May 16, 2014 at 1:12 PM, [redacted] wrote:

In the end, we broke even. But for a good amount of SLD kids and students that became Tier 4 instead of we lost some. Once all of the minutes actually go in, maybe the formula will look different.

On Fri, May 16, 2014 at 1:08 PM, [redacted] wrote:

That's interesting. We actually end up about 8 thousand ahead. I am glad you were able to work it out.

[redacted]

[redacted]
ReNEW Dolores T. Aaron Academy

[redacted]
w: www.renewschools.org

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On May 16, 2014, at 1:06 PM, [redacted] wrote:

Done for now. Thanks again. It actually makes you end up losing money in most cases. So that's pretty bad. If SLD could go up based on minutes it'd be a whole different story. Well... we'll see who shows up :)

On Fri, May 16, 2014 at 10:14 AM, [redacted] wrote:

You should delete 8th. As long as you feel confident about the new kids getting IEPs, then that should not be a problem.

[redacted]

[redacted]
ReNEW Dolores T. Aaron Academy

[redacted]
w: www.renewschools.org

Email 2 cont'd

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On May 16, 2014, at 10:13 AM, [redacted] wrote:

> Last question for now, I should delete all of the 8th graders and add in the new evals for 6th and 7th that I know of right?
>
> On Fri, May 16, 2014 at 10:12 AM, [redacted] wrote:
> > Good deal. Let me know if there is anything else I can do to help.
> >
> > [redacted]
> >
> > ---
> > [redacted]
> > ReNEW Dolores T. Aaron Academy
> >
> > [redacted]
> > w: www.renewschools.org
> >
> > Achieve | Reflect | Collaborate | Innovate | Celebrate
>
> On May 16, 2014, at 10:10 AM, [redacted] > wrote:
>
> > Cool thank you. He needs to know if he can keep the 4 TFA teachers that are currently slated to be let go of. There was a budget error but this could really make up some ground. I asked [redacted] for new Power School access so that I could sit with [redacted] and pull the Sped report you mentioned
> >
> > On Fri, May 16, 2014 at 10:03 AM, [redacted] wrote:
> > > If you want to sit down and look at the numbers, I have time after 1. I think that for these purposes, the leaders just need an estimate for the total count on October 1.

Email 2 cont'd

The IEPs do not actually need to be updated yet. If you are able to make estimates, you are probably good.

[redacted]

[redacted]
ReNEW Dolores T. Aaron Academy

[redacted]
w: www.renewschools.org

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On May 16, 2014, at 10:01 AM, [redacted] > wrote:

> I could drive to the east also, but I don't know what your day looks like. We would amend all the minutes because they're all getting many many more next year. [redacted] said inclusion minutes count too now, so it'd be a huge underestimation for next year. Or I could just guess based on what I think will happen.
>
> On Fri, May 16, 2014 at 9:54 AM, [redacted] wrote:
>
> > I'm confused by the question. Why would you amend the academic minutes for the IEPs? To find the funding tiers, just look at the sheet I sent. You will see the total number of minutes and the exceptionality. You can use that information to determine which tier they would fall into.
> >
> > [redacted]
> >
> > ---
> >
> > [redacted]
> > ReNEW Dolores T. Aaron Academy
> >
> > [redacted]
> > w: www.renewschools.org
> >
> > Achieve | Reflect | Collaborate | Innovate | Celebrate

Email 2 cont'd

On May 16, 2014, at 9:36 AM, [redacted] wrote:

> Does that mean I'd need to go in and amend every IEP for academic minutes now to pull the report again? [redacted] wants this today but I may need to see it done...
>
> On Fri, May 16, 2014 at 9:33 AM, [redacted] wrote:
>
> > Related Service minutes are included in the numbers that I sent you. Pull the Report of Services in SER as an excel, calculate total weekly minutes in a new column, then on a separate tab, insert your SPED roster from power school. Make sure you include SSN, since that is the only common number between SER and PowerSchool. Then you can just a Sumif function to sum all the various service minutes for each student.
> >
> > I would be happy to show y'all how to do this, if you are interested.
> >
> > [redacted]
> >
> > ----
> > [redacted]
> > ReNEW Dolores T. Aaron Academy
> >
> > [redacted]
> > w: www.renewschools.org
> >
> > Achieve | Reflect | Collaborate | Innovate | Celebrate
>
> On May 16, 2014, at 9:30 AM, [redacted] wrote:
>
> > is there a simplified way to pull the amount of total minutes a kid receives for related services? All of our kids are going to have their minutes

amended at the start of the school year for academic minutes, but I don't know how to pull related services without going kid by kid? Thank you if you know!

On Wed, May 14, 2014 at 2:04 PM, [redacted] wrote:

All,

Before the end of the year, I am going to need you to work with leaders to revise their budgets based on the new special education funding formula, which considers both service minutes and disability categories.

[redacted], I know you already did this for DTA - is there a fast and easy way you did this through pulling SER reports in Excel, or did you comb through every student's minutes?

Just a heads up that this is coming, and trying to think proactively about how to streamline this process -

[redacted]

--

[redacted]

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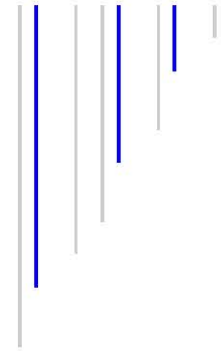
Email 2 cont'd



Email 3

Gmail by Google

[redacted]

Fwd: Sped Budget Update

3 messages

[redacted] Mon, Mar 30, 2015 at 4:08 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Fri, May 16, 2014 at 1:03 PM
Subject: Sped Budget Update
To: [redacted]>, [redacted]

So unless they are a 1, moving from 2 to 3 or 3 to 5, we lose money. I apologize that this news was misinterpreted. It sounded like the state said they were giving more money when in the end, in most cases they are giving less or breaking even.

Tier	Old System			New System		
1	28	$1,430.00	$40,040.00	28	$1,500.00	$42,000.00
2	54	$8,579.00	$463,266.00	44	$8,000.00	$352,000.00
3	[redacted]			[redacted]		
4	[redacted]			[redacted]		
5	[redacted]			[redacted]		
[redacted]	[redacted]	Total	$581,951.00	[redacted]	Total	$608,000.00

I'm attaching the budget I worked on today. I think it's worth taking a look at 3rd and 4th grade. Perhaps when their classmates are doing Sci/Soc, a coteacher could be pulling for failure free or something. If it would put them in range to be a level 5. We could also work with [redacted] and [redacted] help push them over the hump of the last 60 or so minutes. I'm going to leave it for now, but it's something to think about after we see new kids and start amending.

The silver lining to this is that it proves our model is right. If we weren't providing all of these minutes, we would be losing LOTS of money on Tier 2s and 3s.

[redacted]

--

[redacted]

Email 3 cont'd

Service Minutes by School.xlsx
41K

[redacted] Mon, May 25, 2015 at 11:22 AM
To: [redacted]

Here is original "sped budget" in which they're told they will likely lose money.

---------- Forwarded message ----------
From: [redacted]
[Quoted text hidden]

Service Minutes by School.xlsx
41K

[redacted] Mon, May 25, 2015 at 5:11 PM
To: [redacted]

I'd note that this is the snapshot of the building as it stood. It includes 8th graders who were promoting, RTP, kids we knew were going to specialty programs, etc.
[Quoted text hidden]

Email 4

[redacted]

Fwd: Summer Evaluations

1 message

[redacted] Mon, Mar 30, 2015 at 4:06 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted] >
Date: Wed, Jun 4, 2014 at 1:48 PM
Subject: Re: Summer Evaluations
To: [redacted]
Cc: [redacted]

Thanks [redacted], the table is just copied from our master doc. Sorry if there is additional info in there that you don't need (2015 Testing, AAG Level, etc.)

On Wed, Jun 4, 2014 at 1:39 PM [redacted] > wrote:

Hi [redacted]
I am forwarding this information to [redacted] so she can review those students you listed below who are up for re-evaluation, but may have a change in classification.

[redacted], please review the information in the table below concerning current special education students who may need a full re-evaluation due to a change in classification. Please reach out directly to [redacted] and T[redacted] if you need any additional information.

Thanks!

On Wed, Jun 4, 2014 at 11:44 AM, [redacted] wrote:

Hi [redacted]

Once we signed [redacted] on, we combined all of the Tier 3 paperwork that was not finished yet. [redacted] finished the pieces for about 70 students (academic and behavior) because [redacted] got the go-ahead on outside evaluators. I just want to make sure these guys are included. We want to be sure that every kid is set up for success and that we understand as an RTI team, where each student stands this summer. [redacted] was on it for all of the kids that were submitted! But per [redacted]'s request, we now have many more. So I'm glad [redacted] will have extra help.

[redacted] of these students should be able to come in if scheduled. Except [redacted] is coming from RISE, we may want [redacted] r to come in with [redacted] parent.

[redacted] [redacted] may be able to start coming back in for diagnostic tests but is not in summer school

[redacted]: All [redacted] paperwork was completed by [redacted] I can get this to you ASAP.

[redacted]: We don't understand the note. [redacted] has received a vision screening several times, [redacted] says.

I'm not sure if this is the place for these, but I want to make sure they're not forgotten! There are also a few Re-Eval requests based on conversations with PK-5 teachers, sped teachers, and admin. They are up for re-eval in 2014 so I wanted to make sure they were not waived. One was re-evaluated by [redacted] for speech and continues to qualify for Speech, but his whole team is very concerned that there is something much more serious going on.

Re-Evals Needed	Grade	Comment	Last Eval	Disability	AAG Level	Case Manager	2014 Test	2014 ELA	2014 Math	2015 Testing Status	May STEP/ F&P level	Testing accoms/mods
[redacted]	[redacted]	Pre-Found/Pre-Found, Reads at Step 4	9/9/2011	OHI	3		LAA2	Pre-Found	Pre-Found	LAA2	4 (close to 5)	RA, SG, ET, Calc
[redacted]	[redacted]	Pre-Found/Pre-Found, Reads at Step 5	12/9/2011	SLD	2		LAA2	Pre-Found		LAA2	5	AR, RA, SG, I, ET, Calc.
[redacted]	[redacted]	Re-evaluated by [redacted] in 2014, but problems are much more significant. All teachers very concerned.	1/10/2014	SLI/Soc	1		iLEAP	Unsat	Unsat			

Please let me know if there are questions. I can get all of the paperwork needed to you guys this week.

Here is the google doc we are working from: RTI Doc

Thank you,

[redacted]

On Wed, Jun 4, 2014 at 11:25 AM, [redacted] wrote:

Hi Guys,
I hope you are having a great summer! As you are aware, we have the 'go ahead' to contract with outside evaluators to get some of our evaluations done. You guys really didn't have a back log ([redacted] is great). Below are some notes [redacted] left about a few referrals.

If any of these students are coming to summer school OR if you think they would come to your school for a scheduled appointment, let me know. We would need the paperwork [redacted] referenced (see below). If you have any of the paperwork completed, let me know, we can begin their evaluation process.

You also have the option of letting [redacted] pick these up in July.

STA	Notes
[redacted]	On hold until returns from homebound. Please complete preeval checklist
[redacted]	[redacted] spoke with [redacted]. [redacted] needs all incident reports/behavior plan/interventions to justify emergency evaluation
[redacted]	Incomplete referral packet-failed vision

Email 4 cont'd

--
Sincerely,

[redacted]
www.renewschools.org

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--
Sincerely,

[redacted]
www.renewschools.org

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[redacted]

Email 4 cont'd

Name	Current Grade	Age	Current IEP or 504?	Current RTI Tier	ELA	Math
[redacted]	[redacted]	[redacted]	504	3	Unsat	AB
[redacted]	[redacted]	[redacted]	504	3	Basic	Unsat
[redacted]	[redacted]	[redacted]	504	3	AB	Basic
[redacted]	[redacted]	[redacted]	504	3	AB	Basic
[redacted]	[redacted]	[redacted]	504	3	AB	Basic
[redacted]	[redacted]	[redacted]	504- ADHD	3	Basic	Unsat
[redacted]	[redacted]	[redacted]	504	3	AB	Basic
[redacted]	[redacted]	[redacted]	504	3	Unsat	AB
[redacted]	[redacted]	[redacted]	504	3	AB	Basic
[redacted]	[redacted]	[redacted]	504	3	Unsat	Basic
[redacted]	[redacted]	[redacted]		3	AB	Unsat
[redacted]	[redacted]	[redacted]	504	3	Basic	Unsat
[redacted]	[redacted]	[redacted]	504	3	Unsat	Basic
[redacted]	[redacted]	[redacted]	504 In process with [redacted] with vision test	3	Basic	AB
[redacted]	[redacted]	[redacted]	504	3	Unsat	Unsat
[redacted]	[redacted]	[redacted]		3	AB	AB
[redacted]	[redacted]	[redacted]		3	Unsat	Unsat
[redacted]	[redacted]	[redacted]	Out of state IEP, needs re-eval, in process with [redacted]	3		
[redacted]	[redacted]	[redacted]		3	Unsat	Unsat
[redacted]	[redacted]	[redacted]		3	Unsat	Unsat
[redacted]	[redacted]	[redacted]		3	Unsat	Basic
[redacted]	[redacted]	[redacted]		3	Unsat	Unsat
[redacted]	[redacted]	[redacted]		3	Unsat	Unsat

Email 4 cont'd

Name	Admin notes	Current Grade	Age	Current IEP or 504?	Current RTI Tier	ELA	Math	Repeating Status
[redacted]		[redacted]	[redacted]	No/	3	Unsat	Approaching	Repeating 3rd
[redacted]		3	[redacted]	No/	3	Unsat	Unsat	Repeating 3rd
[redacted]		[redacted]	[redacted]	No/	3	Unsat	Approaching	Retained 3rd
[redacted]		[redacted]	[redacted]	No/	3	Unsat	Approaching	Retained 3rd
[redacted]		[redacted]	[redacted]	No/	3	Unsat	Unsat	Retained 3rd
[redacted]		[redacted]	[redacted]	No/	3	Unsat	Approaching	Retained 3rd
[redacted]		[redacted]	[redacted]	No/	3	Unsat	Approaching	Promoted to 4th, Retained Several Times
[redacted]		[redacted]	[redacted]	No/	3	low u	u	Promoted to 4th on Probation
[redacted]		[redacted]	[redacted]	No/	3	low u	u	Promoted to 4th on Probation
[redacted]		[redacted]	[redacted]	No/	3	u	ab	Promoted to 4th on Probation
[redacted]		[redacted]	[redacted]	**No/**	**3**	**Unsat**	**Unsat**	**4th**
[redacted]	mom requests eval--fighter (17 suspension days) Paperwork is far along	[redacted]	[redacted]	No/	3	Approac	Approach	4th
[redacted]	Double repeater. Been in 5th but took LEAP. Told if [redacted] gets approaching she'd go to 5th, basic go to 6th	[redacted]	[redacted]	No/	3	Unsat	Basic	5th
[redacted]	**first time 4th grader, was 4 unsats in 3rd grade too**	[redacted]	[redacted]	**No/**	**3**	**Unsat**	**Unsat**	**4th**
[redacted]	Double repeater. Been in 5th but took LEAP	[redacted]	[redacted]	No/	3	Approac	Approach	5th
[redacted]	May have done 4th before (call mom)	[redacted]	[redacted]	No/	3	Approac	Approach	? 5th
[redacted]	first year in 4th struggling reader	[redacted]	[redacted]	IEP from 1st gra	3	Unsat	Basic	4th
[redacted]	will likely get approaching in summer	[redacted]	[redacted]	No/	3	Unsat	Basic	4th
[redacted]	**double repeater, struggling reader**	[redacted]	[redacted]	No/	3	Unsat	Basic	5th
[redacted]	**Super priority, came this year, repeated several times**	[redacted]	[redacted]	No/	3	Unsat	Unsat	5th
[redacted]	Came from Laffy, expelled in Feb. Behavioral and motivational issues. Structure and support	[redacted]	[redacted]	No/	3	Unsat	Basic	4th
[redacted]	Low reader, first time 4th grader, very low reader	[redacted]	[redacted]	No/	3	Unsat	Unsat	4th
[redacted]	[redacted] sister, low reader, repeated s not 4th, lots of attendance issues	[redacted]	[redacted]	No/	3	Unsat	Basic	4th
[redacted]	Double repeater, repeated 4th so needs to move on. ADHD meds consistent but still hurts	[redacted]	[redacted]	No/	3	Approac	Unsat	5th
[redacted]	came from Texas, Double repeater 4th grader, did not show up for testing, move to 5th. Mom claims IEP texas with no backup. ADHD meds	[redacted]	[redacted]	No/	3	Unsat	Unsat	5th
[redacted]	Double repeater, time to move on. Low double unsat last year, matured a ton. Needs lots of support	[redacted]	[redacted]	No/	3	Unsat	Basic	5th
[redacted]	**Double repeater, moving on, still struggling reader**	[redacted]	[redacted]	**No/**	**3**	**Unsat**	**Basic**	**5th**
[redacted]	First time in 4th, struggling reader started as a Fountas & Pinnell C last year.	[redacted]	[redacted]	No/	3	Unsat	Basic	4th
[redacted]	**Double repeater, headed to 5th**	[redacted]	[redacted]	No/	3	Approac	Unsat	5th
[redacted]	**Double repeater, headed to 5th, needs immediate Eval. Thick file almost complete**	[redacted]	[redacted]	No/	3	Unsat	Unsat	5th
[redacted]	**At RISE, Unsat all year but somehow mastery during testing....paranoid, defensive, ED**				**3**	**Mastery**	**Basic**	**5th**

Email 4 cont'd

Name		Current Grade	Age	Current IEP or 504?	Current RTI Tier	ELA	Math
[redacted]		[redacted]	[redacted]		3	-	-
[redacted]		[redacted]	[redacted]		3		
[redacted]		[redacted]	[redacted]		3		

Email 4 cont'd

[redacted]	[redacted]	RTP	Begin observations for this. Hitting, biting, kicking, tantrums	
[redacted]	[redacted]	RTP	[redacted] has been doing observations of him	
[redacted]	[redacted]	RTP	All RTI paperwork filled out already	

Email 5

[redacted]

Fwd: RTI Going Forward and New Tier 3

2 messages

[redacted]> Mon, Mar 30, 2015 at 3:47 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]>
Date: Thu, Oct 16, 2014 at 5:03 PM
Subject: Re: RTI Going Forward and New Tier 3
To: [redacted]

Hi [redacted]

Sorry I just saw this. I'm reading this and it sounds perfect. I will work this weekend on coming up with systems that are user friendly for teachers. Let's please meet one-on-one Monday so we can hash this out. There won't be any to do on Monday because I'm just waiting for the nurse on the rest of the old turn ins. Thanks for the email. I think this makes a lot of sense.

On Thu, Oct 16, 2014 at 10:25 AM, [redacted]> wrote:

> Hey [redacted]
>
> I was thinking a lot yesterday about RTI. For all of the new kids that we are not turning in, I would like the teachers to fill out those RTI packets, even if they're already completed by you. Throw those out when you get the new ones back. I think it's important that your role is not doing hundreds of packets meant for teachers, you know? Rather, I'm going to help you going forward in making sure teachers actually complete their due outs within 24 hours. Some of the kids we are still working from behind on from summer, we absolutely have to get in. But these newly identified ones should be authentic. Real teacher comments, real interventions.
>
> I think that when we come back we tell teachers whole group, RTI means Response to Intervention. If you refer a kid for RTI and you are given recommended interventions, you need to implement them because it's part of your job. If you try something on your own (like fluency every day for instance) that's excellent! If something does not work, tweak it and document that. If you are given paperwork to fill out, complete it in detail. Otherwise, there is no RTI, just a system of tracking kids through a normal school day. No excuses. And from then on, packets get emailed with [redacted], [redacted], [redacted], and I cc'd with a due date. If they're late on returning it, they get a follow up email. If they're not tracking what they need to, follow up email. Each time with leaders CCd.
>
> *Example: Hi [redacted], here is the RTI paperwork for [redacted]. Please fill it out by 10/22 at 4pm and return to the crate in the fishbowl. There is also a hard copy on your desk. Please add details so that [redacted] knows exactly what to look like. Please contact me with any questions, thank you.*
>
> I think we need to let people know that RTI is teacher based and it should be unacceptable to wait around for solutions without effort or research. But it is even worse if you reach out and then you don't do

implement it. We are here as a resource for these kids.

However, we also need to recognize that this organization starts with us-- with you primarily. So you've got to come back strong after the intersession with having very specific suggestions for each type of behavior or academic area. If you're plate is being overloaded with non-RTI stuff, take a step back and ask to prioritize. [redacted] can help you with the physical paper work but some filings systems need to be in place so that they're the same every time.
Please let me know if you have any questions about this. I'm happy to sit down one morning or all day Monday after this batch of turn-ins are done. I'm happy to help you with this as much as I can now that compliance has started to slow. Our jobs as coordinators are to be organized and efficient above all, so that the teachers can do the real creative and innovative work. I've had to think about that for myself this fall break as well.

Let's re-center here before the focus is simply on getting it done. Let's get it done right!

Thanks,

[redacted]

--
[redacted]

--
[redacted]

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--
[redacted]

Email 5 cont'd

[redacted]

[redacted] Sat, May 23, 2015 at 2:41 PM

To: [redacted]

[Quoted text hidden]

Email 6

[redacted]

Fwd: Data you provided is not connected to interventions

1 message

[redacted] Mon, Mar 30, 2015 at 11:10 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]>
Date: Thu, Feb 5, 2015 at 5:58 PM
Subject: Fwd: Data you provided is not connected to interventions
To: [redacted]>, [redacted]" [redacted]

[redacted] and [redacted],
As [redacted] said and [redacted] is saying below, just continue with Tier 3 interventions and administer STAR at least once per week for the next four weeks. Make sure no accommodations are given.

[redacted]
---------- Forwarded message ----------
From: [redacted]>
Date: Thu, Feb 5, 2015 at 5:39 PM
Subject: Re: Data you provided is not connected to interventions
To: [redacted]

Can't you all just pull the documentation of [redacted] Tier 3 intervention, reinstate those and continue to use the Star reading assessment? That would provide the continuity to demonstrate some measure of treatment fidelity, right?

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

From: [redacted]

Email 6 cont'd

Sent: Wednesday, February 4, 2015 3:36 PM
To: [redacted]
Cc: [redacted]; [redacted]; [redacted]
Subject: Re: Data you provided is not connected to interventions

I don't have a copy of [redacted] folder with me, but tell me the primary concern and I will recommend a more specific intervention and I will send you AIMSweb probes to monitor.

On Wed, Feb 4, 2015 at 3:29 PM, [redacted] > wrote:

> Ok sounds good. Everyone will be step testing this week. We can grab another data point for Star Reading each week.
>
> Should there be a more specific intervention that you guys would recommend? Oral Reading Fluency Tests, pre-reading activities, etc.
>
> Let me know!
>
> On Wed, Feb 4, 2015 at 1:14 PM, [redacted] > wrote:
>
> > [redacted] and [redacted],
> >
> > We need at least 2 more STAR data points and continual implementation of Tier 3 interventions to determine progress for this student. To make sure we are getting accurate results, do not allow any accommodations when administering the test. If STAR results indicate adequate growth, the student will not qualify for services, as he is responding to the interventions.
> >
> > If you prefer to use paper-based monitoring tool, [redacted] can provide you with reading prompts. We would need weekly monitoring to ensure we have enough data by the time the evaluation is due. Please let her know.
> >
> > Thanks,
> > [redacted]
> >
> > On Wed, Feb 4, 2015 at 12:46 PM, [redacted] wrote:
> >
> > > ---------- Forwarded message ----------
> > > From: "[redacted] >
> > > Date: Feb 4, 2015 11:19 AM
> > > Subject: Data you provided is not connected to interventions

Email 6 cont'd

To: [redacted]

Cc: [redacted]

For referral to special education evaluations, Louisiana Bulletin 1508 requires:

Data that "indicate that the student is not responding to the intervention"

See (page 13, Bulletin 1508):

"307 REFERRAL PROCESS

1. The SBLC provides documentation that the RTI process addressing academic and/or behavioral concerns, or the speech or language interventions(s) addressing communication concerns have included:

a. scientifically research based intervention(s) implemented with fidelity as evidenced by data sheets, computer generated records, or other permanent products;

b. monitoring of the students progress relative to peers, at reasonable intervals; and

c. graphed evidence that the student's rate of progress relative to peers was not adequate. "

The only exception to the above is for students suspected of having low incidence disabilities.

I have been instructed to use your Star math and reading data, which is reportedly used as your progress monitoring tool while the interventions are in place. The data you have provided - while interesting and undoubtedly useful for instructional planning - does not document the implementation of Tier 3 interventions with fidelity and cannot be used in conjunction with the Star data.

I have completed the testing and this student has incredibly deficit skills in reading

Email 6 cont'd

(about 3 SD below the mean in basic reading, fluency and comprehension). IF ALL DATA WERE IN PLACE [redacted] would qualify as a child with a learning disability.

As I see it we have two options at this time.

Option 1. You can reinstitute the Tier 3 intervention for 4 weeks (document and deliver with integrity) and monitor at the end of each week and provide me with that four weeks of Star reading data and I can complete the report and the child will qualify for services. (the 60 day time line ends 3-14-15). NOTE: Although math was also a referral concern, I am not going to ask you to complete additional interventions for that since his standardized test scores are not going to allow him to qualify for any math services.

Option 2. I can complete the report as it stands without RtI data to document his progress with intervention with fidelity, and the child will be found to have "no exceptionality".

The report is virtually complete given the information provided and the data I gathered through testing, so please let me know at your earliest convenience which option you will take? If you choose Option 2 I can submit the No Exceptionality report this week.

Thanks,

[redacted]

Email 6 cont'd

[redacted]

From: [redacted]
Sent: Tuesday, February 3, 2015 2:52 PM
To: [redacted]
Cc: [redacted]; [redacted]
Subject: Re: RtI data for [redacted]

Hi All,

Here are all the grades [redacted] has received this year. This includes Exit Tickets, Benchmarks, and MLQ's. Please let me know if you have any questions. They are broken down by quarter.

On Tue, Feb 3, 2015 at 11:29 AM, [redacted] wrote:

> I took the RTI packet already. I have already reached out to [redacted] teachers and asked [redacted] if we can pull that kind of data direct from school runner. I will let everyone know as soon as I know. We will get the data some how, some way.
>
> On Tue, Feb 3, 2015 at 11:26 AM, [redacted] wrote:
>
> > Hi [redacted]
> > I left [redacted]'s RTI packet in the mailbox outside of my door for you. I also spoke to [redacted]. I explained to [redacted] that [redacted]s STAR data suggests that [redacted] is making progress. [redacted] clarified that he is definitely a student who would benefit from services, so [redacted] is looking into getting [redacted] Benchmark data and maybe Exit Ticket data.
> >
> > [redacted]
> >
> > On Mon, Feb 2, 2015 at 12:41 PM, [redacted]> wrote:
> >
> > > Hi [redacted],
> > > let me ask [redacted] about it. [redacted] is there a copy of the folder here so that I can maybe show him and see what we are looking for?
> > >
> > > On Mon, Feb 2, 2015 at 11:18 AM, [redacted] wrote:
> > >
> > > > I have completed the testing but the folder that was given to me has no RtI data (I have copies of forms but no progress monitoring data). I asked [redacted] to share what was in the electronic system, and

Email 6 cont'd

[redacted] did so, but there are only 2 data points for one intervention and 3 for the other - this is not going to meet 1508 compliance for the report.

Please let me know if you have additional data? If not, we should not have gotten the referral and I am being asked to do something that is not legally acceptable.

[redacted]

--

[redacted]

--

Sincerely,

[redacted]

Email 6 cont'd

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[redacted]

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--

[redacted]

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Email 6 cont'd

> contact the sender and destroy the material in its entirety, whether in electronic or hard copy format. Thank you.

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[redacted]

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--

[redacted]

--

Sincerely,

[redacted]

www.renewschools.org

Email 6 cont'd

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--
Sincerely,

[redacted]
www.renewschools.org

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--
[redacted]

Email 7

[redacted]

SciTech RTI Meeting Wednesday

1 message

[redacted] > Mon, May 11, 2015 at 10:05 AM
To: [redacted]
Cc: [redacted]
Bcc: [redacted]

Hi [redacted]

I hope this message finds you well.

[redacted] and I sat down on Friday and sifted through a portion of the stack of RTI files that was just turned in for eval.

To give a little bit of context, we found all of them to be incomplete but also filled out by only 1 person very quickly. Which meant many errors. Also, the interventions listed in many cases were not actually happening (or they were the same interventions every kid gets.) In hindsight, I watched all of these files being made very quickly over the course of a week by [redacted] RTI team for next year ([redacted] and [redacted]) and I am afraid that they now too believe this is how RTI works. There are a few in that stack that are students who would likely need services, but they're buried in with many who do not.

For over 60 new to RTI names to have been turned in for full evals this late in the year, it is clear that this is more about budgeting than intervention. These students were placed on the CMO Budget Sped doc but I asked them to be removed until their folders were approved. Almost all of them are PreK-2 students: where there is unfortunately the least amount of experience and support... so kids are not performing as high as we would hope. People are working very hard down there. This doesn't mean that they all need special education, however.

We are having a follow up meeting with [redacted] on Wednesday. [redacted] and I anticipate this will likely be contentious and end up involving [redacted] or [redacted] and [redacted]

[redacted] is going to attend the meeting and thought it would be a good idea if you were there. Would you be able to make it? We have not yet picked a time.

Please let me know!

[redacted]

--

[redacted]

Email 8

[redacted]

Fwd: SPED Teachers and Paras

1 message

[redacted] Mon, Mar 30, 2015 at 3:59 PM
To: k[redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Sun, Aug 17, 2014 at 5:22 PM
Subject: Re: SPED Teachers and Paras
To: [redacted]

Hi [redacted],
All of the people below are listed as Special Education teachers for us. Sorry there was initial confusion with the labeling with co-teacher/interventionist. We hired one for every content area in K-8.

Special Ed Teachers
Pre-K: TBD

Kindergarten
[redacted]

1st Grade
[redacted]

2nd Grade
[redacted]

3rd Grade
[redacted]

4th Grade
[redacted]

5th Grade
[redacted]

Email 8 cont'd

6th Grade

[redacted]

7th/8th

[redacted]

Other Interventionists

[redacted]

On Mon, Aug 4, 2014 at 11:37 AM, [redacted] wrote:

> Mind hitting this?
>
> ---------- Forwarded message ----------
> From: [redacted] >
> Date: Mon, Aug 4, 2014 at 11:30 AM
> Subject: SPED Teachers and Paras
> To: [redacted] >, [redacted]
> Cc: [redacted]
>
> Hi [redacted]
>
> We're working on our federal funding allocations, there are some teachers and paras labeled as academic interventionists in your budget - could you tell us which teachers and paras are specifically special education teachers or paras below? You can just put a note by their name. Thank you!
>
> [redacted]

Email 8 cont'd

[redacted]

--

[redacted]

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--

[redacted]

Email 8 cont'd

--

[redacted]

Email 9

Gmail by Google

[redacted]

Fwd: Minutes Tracking for Sci/Soc Co-Teachers

1 message

[redacted] Mon, Mar 30, 2015 at 4:25 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Wed, Jul 9, 2014 at 9:35 AM
Subject: Minutes Tracking for Sci/Soc Co-Teachers
To: [redacted]

Hey [redacted]
I'd like to pull co-teachers for History and Science next week to just show them the minutes doc. They're going to be labeled sped so that their intervention and content minutes count. Basically, tracking those is part of their job and the reason they'll still have a job after Oct. 1 if we get enough kids. haha Because those minutes push us some of the Tier 3 into 4/5 and 2 into 3 with the new system. That will be the only "sped" responsibility they have aside from obviously co-teaching to provide the best instruction to every kid. Wanted to give a heads up in case there's any grumbling! Let me know if there's any questions.

This was a caffeine fueled email if it doesn't make any sense.

[redacted]

--
[redacted]

Proposed Model 12-11-13.pdf
186K

Email 10

Gmail by Google

[redacted]

Fwd: [redacted] Quarter 2 Decision (Response Required by Thursday at 3pm!)

1 message

[redacted] Mon, Mar 30, 2015 at 3:33 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Tue, Dec 9, 2014 at 3:58 PM
Subject: [redacted] Quarter 2 Decision (Response Required by Thursday at 3pm!)
[redacted]

Hey Guys,

Looking through [redacted] stuff. [redacted] met at least 3 out of the 4 goals we outlined. The only one I don't know about is the effort tracker because I need to loop up with [redacted]

[redacted] met:

- 30% of IEP goals
- ended with a 2.2 GPA
- took 8th math
- 1 absence after intersession
- late shift is not tracked in schoolrunner *but I'll ask* [redacted]

I sat down with [redacted] about it for a few minutes and we decided that your input as a hall is most valuable here. We'd like you to fill in this template that asks what score you would predict at this point in the year on your 7th and 8th grade tests. [redacted], you haven't had her in science yet but you know the test very well.

[redacted] Promotion Decision

There are, of course, potential pros and cons to maintaining or promoting that are beyond grades.

Keep in 7th

- Potential Pros: [redacted] may continue to keep upward trajectory in the content. This sets [redacted] up for true 8th grade next year.
- Potential Cons: May lose motivation altogether. Loses trust in our teaching team. Starts sleeping again.

Email 10 cont'd

Promote

- **Potential Pros:** We follow through with contract. [redacted] trusts our team and works hard to catch up. (If she's been busting it with effort all year)
- **Potential Cons:** The material may not feel as successful and could set back [redacted] momentum/ chances of graduating.

Please take your time on this and complete by Thursday at 3pm so we can talk during leadership about it. Thanks!

[redacted]

--

[redacted]

[redacted]

[redacted] **Q2 Contract.docx**
368K

Email 11

[redacted]

[redacted] Promotion Decision Post IEP Meeting

[redacted] Thu, May 14, 2015 at 5:18 PM
To: [redacted]>, [redacted], [redacted]

[redacted]

[redacted], [redacted], and I just finished [redacted] IEP meeting (it was a long one) and we need to discuss [redacted] being promoted to 8th this Spring. I'll be pretty quick with it. Please excuse the bullets, I just figured if more is needed we can talk in person and I want it to reach it's positive ending.

For now, only the four of us are on here but we need to bring it to [redacted] (and potentially [redacted] and [redacted]) and have a decision by Monday when [redacted] (mom) will be coming back in. She will come in ready if the decision is to retain.

Here's the quick rundown:

- [redacted] met the requirements that we all signed during Quarter 2 and had even higher grades in Q3. Although [redacted] does have an F in PE again...
- We can't retain a student for any reason without written agreement/ meeting with their parent. But...
- [redacted] mom was never told that [redacted] was still in 7th grade. We met about the contract last spring but we don't have that contract. Then we met again Q2 and sent home a copy (attached). [redacted] thought that when [redacted] met the requirements in Q2, she was in 8th. She never signed anything about the retention and came in today wanting to discuss high school.
- When [redacted] moved it all into SchoolRunner in late January, there was a comment about SciTech not letting CMO know. [redacted] and I emailed about this in February. But we don't have that documentation for [redacted].

TRANSFER COMMENT Student retained at end of 13-14 but CMO not informed until January 2015- SciTech has supporting documentation

- The decision to retain was because [redacted] teachers did not think [redacted] would pass the PARCC, so [redacted] would end up repeating 8th anyhow. But no 8th graders are repeating now so it means [redacted] was left behind...

We need to see if:

- There is a time to meet and talk with the four of us if you think this is necessary.
- We can 9T transfer [redacted] OR
- Could [redacted] put [redacted] back in 8th anyhow and [redacted] goes on to high school, fills in OneApp before this round is over, etc. (Mom says if we can directly link [redacted] to RAHS, she likes the sound of that guarantee rather than taking a chance on OneApp) But if [redacted] isn't old enough, maybe she could do a regular

Email 11 cont'd

enrollment, since [redacted] was in 8th...

[redacted] doesn't turn 15 until June 11. I am not sure if this is old enough to enroll at RAHS. Although they did say they take 15 year olds under very special circumstances, I think this might be one of them. [redacted] will be 15 by the start of the school year at least.

I've attached all the documentation and the IEP that lays out what happened (not the CMO communication) with the contract.

Ultimately, [redacted] family was never told. [redacted] also didn't know [redacted] was staying back until last month. [redacted] said [redacted] hadn't asked, but nobody ever told [redacted] And that's on us. But I think we can fix this! Trying to stay positive here and work as a team. This way mom does not need to come in upset with the school. She understands the contract and [redacted] rights with special ed but I told [redacted] we could fix this together. [redacted] says we have done a lot of good for [redacted] She really respects how much SciTech has helped [redacted] grow and wants [redacted] to stay in the ReNew Network.

Please hit me back with questions. Let's work together on this one like we've been able to for our others!

Thank you,

[redacted]

[redacted] **Promotion Decision**

--

[redacted]

4 attachments

Screen Shot 2015-05-14 at 4.45.51 PM.png
225K

0870_001.pdf
762K

[redacted] **(7th) | Schoolrunner | STA.pdf**
409K

[redacted] **2015.pdf**
208K

Email 12

[redacted]

Fwd: [redacted] is 5th Grader

[redacted] Mon, May 25, 2015 at 10:33 AM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Thu, Aug 21, 2014 at 3:15 PM
Subject: Re: [redacted] is 5th Grader
To: [redacted]

Do we have to promote [redacted]? 5th grade is so fucking packed and there is no LAA-2 this year. Let's be real.

On Thu, Aug 21, 2014 at 3:11 PM, [redacted] wrote:

> Hey in going through for testing accommodations, I found that [redacted] was 4th last year.
>
> Took the LAA2 for 4th grade last year, so if they passed [redacted], [redacted] passed. I don't know [redacted] scores because they didn't come with all of [redacted] stuff from AP Tureaud that mom brought in.
>
> [redacted] is age...let me check... 11.
>
> Wanted to let you know! We can ask mom for scores for [redacted] if you like.
>
> --
> [redacted]

--
[redacted]

Email 13

[redacted]

Fwd: Question about SPED counted at STA

[redacted]> Mon, Mar 30, 2015 at 3:40 PM

---------- Forwarded message ----------
From: [redacted]>
Date: Fri, Oct 31, 2014 at 10:11 AM
Subject: Re: Question about SPED counted at STA
To: [redacted]>
Cc: [redacted]

Hi [redacted],

The 99 kids includes the evals that have been submitted to [redacted] for review. We have submitted over 40 so far (those were the ones who started RTI last year) and there are about 40 more in Tier 3 from K-5. We will meet again before Thanksgiving to see the end of Tier 3 data. Not all of those Tier 3 will be submitted because the interventions are working. But the majority of those remaining are still significantly behind and will still need to be submitted during or before Thanksgiving break. This traces back to our conversations with [redacted] and [redacted] from May about having extra evaluators in to help [redacted] out. This is something [redacted] has been working with us on. Please email or call me if you have any questions.

Thank you! Happy Halloween.

[redacted]

On Thu, Oct 30, 2014 at 12:10 PM, [redacted]> wrote:

> Hi all-
>
> I neglected to include [redacted] on this email. [redacted], please see the question regarding SPED enrollment at STA below. It looks like there are only 63 non-speech only kids in SER.
>
> Furthermore, [redacted] and I looked at the SPED numbers in [redacted]s budget and in [redacted] budget and it seems there should be around 24 kids in RTP and 99 kids in PK-8 classrooms for a total of 123 kids.
>
> Thank you all,
>
> [redacted]
>
> On Thu, Oct 30, 2014 at 12:16 AM, [redacted]> wrote:
>
> > Thank you, [redacted]

Email 13 cont'd

[redacted]

On Wed, Oct 29, 2014 at 11:51 PM, [redacted] > wrote:

Hi [redacted]
I don't have my computer at this moment (I am sitting outside of Academy Sports waiting for my niece to get off work), but I do recall the SPED numbers at SciTech being lower than all of our schools.

In fact, some students were transferred to other schools within the network because those schools may have had specialty programs that could better meet the needs of the students.

[redacted]

On Oct 29, 2014 11:46 PM, [redacted] > wrote:

Hi all-

I'm reviewing the SPED IDEA count for 10/1/2014 at STA and it looks like there's only 63 students that are non-speech only. I could be reading this report wrong, but Is that correct?

I say this because there are supposed to be over 20 students in RTP with disabilities and it seems really low when there are 84 non speech only kids at RCAA, 67 at DTA, and 95 at Schaumburg. I would think the number at STA would be closer to that at Schaumburg given RTP.

Thank you and please let me know.

[redacted]

--

[redacted]

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--

[redacted]

Email 13 cont'd

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>
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--

[redacted]

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[redacted]

--

[redacted]

Email 14

[redacted]

Fwd: Read Tomorrow and Have Fun Tonight

[redacted] > Tue, Apr 7, 2015 at 5:15 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]
Date: Sat, Jan 31, 2015 at 4:01 PM
Subject: Read Tomorrow and Have Fun Tonight
To: [redacted]

Hi [redacted]

I am attaching a pdf of a document that gives the account of the things that little by little pushed me to come forward over the course of this year. I understand that I had a role in all of this too (active or passive), but I think it is most important to expose it all head on. I fear that sending it could open months of personal conflict. However, I know that the alternative--letting the momentum of this team's celebrated success lead to its own downfall for teachers and students--is something I could not walk away from. Everyone is working too hard for that and many kids and teachers are truly finding success! Tim is owed that success.

As much of the staff knows about our recent meetings (largely in thanks to the cryptic weekly email sent out Friday morning that made them all begin talking) I encourage you guys to do something that sets a tone for the way a principal, a leadership team, and an organization should function. There is a way to save face for the organization, turn the year around for ALL learners, and keep a good team together. I am sure you will find it.

I really care about this school, its high school mission, its students, and my team--including my leadership team (however misguided). I guess this is my funny way of showing it. Maybe we can find our way again. I am still weighing my decision about returning for the remainder of the year. You will be the first to know.

Enjoy the parade! I'll be signing off for the night.

Take care,
[redacted]

Scitech.Documentation 1.30 .pdf
94K

Email 15

[redacted]

Fwd: Coffee Today

[redacted]> Mon, Mar 30, 2015 at 3:23 PM
To: [redacted]

---------- Forwarded message ----------
From: [redacted]>
Date: Wed, Mar 11, 2015 at 12:54 PM
Subject: Re: Coffee Today
To: [redacted]>

Hi [redacted]

I re-read your response about ground talk and I wanted to reassure you that nobody has talked about any of that this week. That article made things resurface last week. But everyone's minds are on PARCC. I mostly look forward to talking this all out so that you guys are able to work with[redacted] and [redacted] next year to make sure that STA is set up for success. Maybe it can aid, not in a "gotcha!" but in a first draft of growth goals for RTI and Sped next year. Knowing that things are being corrected this Spring, it could outline how to help the Summer and Fall (BOY) run smoothly between Sped teachers/Coordinator, principals, and CMO without miscommunication.

I think it could be good for everyone to frame it that way, instead of a trial. Let me know if you'd like to see any ideas beforehand. I hope to be solutions oriented right with you. It's what's best for kids.

Thanks!

On Tue, Mar 10, 2015 at 9:08 PM, [redacted] wrote:

> Absolutely. Thanks so much, [redacted] We'll all be moving forward in the meantime. Talk to you soon!
>
> On Tue, Mar 10, 2015 at 6:55 PM, [redacted]> wrote:
>
> > Thanks [redacted] I appreciate you being so open to talk. I am a big believer that addressing things head on is best for any organization which in turn will be best for kids. Lots of back ground talk about preceived issues can create an unhealthy adult environment which is not good for kids. My goal is to figure out exactly what happened here and make the proper adjustments to systems and consequences for anyone deserving them. Looking forward to clearing all of this up after the first part of PARCC. [redacted]
> >
> > On Mar 10, 2015 4:54 PM, [redacted]> wrote:
> >
> > > Thank you for meeting with me and hearing some of this out today. I appreciate your faith in me as an educator and a leader throughout my journey with Renew. I've been given a lot of valuable and innovative opportunities with the organization and I am grateful to have grown so much.
> > >
> > > I apologize if I was inarticulate about everything that happened this year. I think I was a little caught off guard about bringing it all up in that moment. There are more clear and detailed points I've written out and shared with [redacted] earlier last month. I only submitted those instances that I have substantial digital proof of or those that involve the same story from several people. I also want to reiterate that I

Email 15 cont'd

do not blame [redacted] TI) at all. He did what [redacted] was asked to make it work.

The simplest way to put it is this: This year at SciTech, there was an overwhelming deemphasis of meaningful intervention and quality special education-- except when it came to paperwork and funding. In many cases, students' most significant needs were knowingly sacrificed (with time, differentiated instruction, and allocation of funding and human resources) for the benefit of the whole group. There has also been a culture of fear and loyalty that you brought up that discourages people from speaking up. That is not to discount SciTech's success with a large number of its students, but it is too significant to excuse.

I think that if there are STA teachers coming to me worried that we could be the next story, we ought to be as well. I, too, am worried; not for myself, but for the students and the city. This is not the Renew way, but unfortunately, it became the SciTech way. And I'm glad to hear that you are all taking measures to end that.

I would like you to know again that I am grateful to Renew and the brave vision you have set forth. Also, that I could have stayed at SciTech next year, and would have stayed if things turned out differently. There is understandably no place for me on [redacted]s team now. I will continue to love and look out for these kids and our teaching team. Honestly, it has been disappointing to be job hunting right now, even if the prospects are incredibly positive. However, I believe it is best for me to get a fresh start.

I look forward to meeting after PARCC to face many of these points head on. I'll bring notes so that I do not get side-tracked or forget things that could create more miscommunication or require further meetings.

In the meantime, I'll continue working with [redacted] and [redacted] to help make strides towards all kids receiving services. I will also work with [redacted] and [redacted] to document ideas for next year's supervision and restructuring of SpEd, 504s, and RTI to prevent this from happening again. I'm committed to doing this. For instance, it would be great if part of the Sped DCI's role would be to check in weekly with coordinators and ensure that individual growth areas are gaining traction. Occasionally, they could spot check with teachers to see how things are going from another view. This could expand the capacity of this Sped Leader, as well as open communications between coordinators and the organization's leaders. Just a suggestion, as you hunt for this person. Not only as a watchdog for prevention, but also as a true support and thought partner.

Thank you again for today. I know you're very busy and it was nice to get some time to talk. Have a great week.

Take care,

[redacted]

--

[redacted]

Email 15 cont'd

--

--

Email 16

[redacted]>

Documentation On the Way

[redacted]> Fri, May 22, 2015 at 10:38 AM
To: [redacted]
Bcc: [redacted]

Hi [redacted],

I will start sending things to this personal email with a description when I can. Some of them will be instances when the law was broken, or some are just [redacted]s leadership/treatment of staff. I will add context where I can and send ones that seem most important. Some of it will take time to put together so you can match up RTI projections against budget drafts, for instance. Some of them are easy to read.

If I am sending them, however, it is with hope that there is action taken. I know you will not be able to say. Should SciTech continue on this path, which it seems to be doing so far then I will speak with someone outside. It feels strange to say that. I don't want to see ReNEW in the negative news or bring SciTech shame because it's a huge network that involves thousands of families. I've thought about this a lot this Spring. It's caused a lot of anxiety. I've talked to people with different levels of knowledge within the organization or outside of us for advice. School psychologists, SpEd experts, SpEd lawyers from college--and they generally say that sometimes the only way to bring major change is by making an example. Or it will continue happening. I've been reading into it and I regret not sending all of this sooner. I always made it clear that I had it, which makes me believe [redacted] didn't actually want it because [redacted]'d have to use it.

It was a relief when Lagniappe article came out because I thought it could throw light on many of those same issues happening at our school. It was sad to see New Orleans in the news that way but it was important. Same for Atlanta. I don't like the idea of my teachers or students looking for new schools but I thought reporting in February would put a stop to it.

Teachers may be afraid to take a survey but I would bet that if you put everyone in a room to write, with or without their names, you would get a lot of information. Which I understand is not an ideal way to run an organization. There are a dozen TFA kids, and a dozen more teachers, and [redacted] who would like someone to come in and ask specific questions so that they can answer without having to come forward because they're afraid of being mistreated like [redacted] or [redacted]. Next year, there is a chance all of them leave but they waited too long to job hunt this year. Everyone who wasn't a second year teacher said they are only staying so that the students wouldn't be left to 1st year teachers who would be on their own.

I'm not going to work at STA either way, but we would all like someone (or several people) to be held accountable. Teachers openly speak about being surprised [redacted] wasn't let go this year.

Yesterday [redacted] even text me from another network asking if SciTech was not providing sped services and that [redacted] thought Lagniappe would be warning enough.

Whether it is an incompetence (It's not. They're very smart and detailed.) or abuse, I'm not sure that ReNEW would want either type of person running its flagship school.

Again, I'd like to work with you here. I've always respected you and I hope you know that. I realize this puts you in a difficult position, but it is also better to know than not to know.

Email 16 cont'd

Thank you and I'll be in touch. For now, it's time for breakfast!

[redacted]

ReNEW Schools · 3649 Laurel Street · New Orleans · LA · 70115 · www.renewschools.org

January 28, 2016

Dear Superintendents White and Dobard,

Since 2010, ReNEW Schools has been advancing its mission of providing a rigorous college preparatory education to historically underserved students in New Orleans. The organization is very proud of the accomplishments of its 4,200 students and dedication of its 650 faculty and staff members. ReNEW takes very seriously the wellbeing of all of its students and strives to ensure that each of their needs are served.

ReNEW appreciates the opportunity to address the findings at ReNEW SciTech Academy (STA) from the review conducted by the Louisiana Department of Education (LDOE). From the time ReNEW discovered issues at STA in the spring of 2015, the organization immediately took actions to address the needs of individual students - even prior to the LDOE beginning its review - as follows:

1. Special Education:
    a. Directed a systematic review of all special education policies and practices, including bringing in consultants with expertise to review programs and oversight and provide recommendations on systems and best practices going forward.
    b. Implemented a comprehensive plan to provide compensatory minutes.
    c. Hired additional staff, including a specialist specifically for providing compensatory minutes and a compliance manager.
    d. Conducted internal and external auditing of special education files to ensure regulatory compliance and excellence in the service ReNEW provides to its students.
2. Testing:
    a. Committed to ensuring the highest level of test security by investigating and self-reporting identified instances of any violations.
    b. Conducted comprehensive review and revision of the testing security plan, which has been approved by the LDOE.
    c. Provided extensive professional development to faculty, staff, and administration.
    d. Instituted monitoring.
3. Management:
    a. Committed to continuing to work with an outside consultant experienced in charter school management, reporting structures, and oversight systems, to further strengthen the organization and do what is right for students and families.
    b. Dedicated to a close working relationship with the Recovery School District (RSD) and LDOE to ensure this never happens again.

As you know, this was an isolated incident at one school involving two administrators acting on their own and not in accordance with ReNEW's values. We do not want this incident to overshadow the incredible achievements of ReNEW's students, as well as the invaluable efforts of our dedicated faculty and staff. Today, ReNEW is on stronger footing than ever, as is evidenced by ReNEW's marked success in turning around failing schools. We are focused on moving forward as a strong network of schools serving the students and families of New Orleans.

We appreciate the support the RSD and LDOE provided to resolve these issues in the best interests of ReNEW students.

Sincerely,

Brian Weimer
Chair, ReNEW Schools Board of Directors

Colleen Mackay
CEO, ReNEW Schools