

**FOOTNOTE 29
ATTACHMENT**

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1 reconstituted once.

2 Q Is there evidence supporting reconstitution of a
3 governing body as an effective means to significantly
4 increase graduation rates?

5 A Yes, there's a growing body of evidence that
6 charter school restart, primarily through the replacement
7 of the governance and the new governing body choosing if
8 it wishes to select new management or reshuffle folks as
9 it feels appropriate, is a very strong, and frankly one of
10 the most evidence-based forms of turnaround, one of the
11 few areas, for example, in the school improvement research
12 where we see any material difference or sustained material
13 difference in pupil outcomes.

14 The precedence for this includes a number of math
15 charter school restarts in the Philadelphia area. The
16 restart of Harlem Prep in New York City comes to mind.

17 And then also Trenton, New Jersey is another one.
18 There's a fair body of data.

19 Q What do the national results show as essential
20 elements of reconstitution plans?

21 A The wholesale replacement of the governance
22 followed or in parallel with the replacement of
23 management, or the reorganization of management.

24 It could just be the right people are just in the

1 wrong places on the bus or that the governing body has
2 chosen to direct the school's resources and activities in
3 unproductive directions.

4 Q Are those elements present in either of the
5 reconstitution plans presented by NCA?

6 A They are not.

7 Q Has the SPCSA adopted any regulations regarding
8 the reconstitution at this time?

9 A We have not.

10 Q Moving on to the academic interventions that are
11 contained in the deficiency correction letters.

12 NCA discusses the progress of academic
13 intervention in both the December 2 and March 24th
14 letters.

15 Have you had a chance to review those progress
16 reports?

17 A I have.

18 Q Are the academic interventions as stated therein
19 sufficient to correct the deficiencies?

20 A These are interim programmatic assessments. It
21 is impossible to know how predictive they are, of whether
22 a student will pass the end of course, the HSPE, or will
23 graduate on time or even within a fifth-year.

24 Q Is the progress or the promise of any or all of