

## Atlanta Public Schools Cheating Scandal Equates To 34 Indictments

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ATLANTA- In another embarrassing blow to Atlanta public schools, nearly three dozen former educators, including the ex-superintendent, were indicted Friday in one of the nation's largest test cheating scandals. Former Superintendent Beverly Hall faced charges including racketeering, false statements and theft because prosecutors bonuses she received were tied to falsified scores. Hall retired just days before a state probe was released in 2011.



Fulton County District Attorney Paul Howard provided examples of two students who demonstrated "the plight of many children" in the Atlanta school system. He described a third-grader who failed a benchmark exam and received the worst score in her reading class in 2006. The girl was retained, yet when she took a separate assessment, she passed. Her mother knew something was awry, but was told by school officials that the child simply was a good test-taker. The girl is now in ninth grade, reading at a fifth-grade level. "I have a 15-year-old now who is behind in achieving her goal of becoming what she wants to be when she graduates.

The criminal investigation lasted 21 months and the allegations date back to 2005. In addition to Hall, 34 people were indicted: four high-level administrators, six principals; two assistant principals; six testing coordinators; 14 teachers; a school improvement specialist and a school secretary. All of the people named in the indictment face conspiracy charges. Other charges in the 65-count indictment include false statements and writings, false swearing, theft and influencing witnesses. The investigation involved at least 50 schools as well as hundreds of interviews with school administrators, staff, parents and students. Over 800,000 documents were reviewed by investigators. The district has over 50,000 students. Howard would not directly answer a question about whether Hall led the conspiracy. The previous state investigation in 2011 found cheating by nearly 180 educators in 44 Atlanta schools. Educators gave answers to students or changed answers on tests after they were turned in, investigators said. Teachers who tried to report it faced retaliation, creating a culture of "fear and intimidation" in the district.

1. In appropriate paragraph form, compare and contrast the pros and cons synonymous with high-stakes standardized testing in the traditional education system specifically regarding student academic progression and overall teacher job performance. Do you personally believe this isolated means of assessment is a valid method in determining subject matter conceptual understanding? Thoroughly explain your reasoning and provide specific artifacts and evidence not limited solely to passage above to support your response. Create and illustrate Venn Diagrams to effectively explore relationships and patterns and to make arguments about relationships between sets. **(LA.910.3.2.2; LA.910.1.6.2; MA.912.D.7.2; MA.912.A.10.1)**
2. The infamous Atlanta Public Schools Testing Scandal criminal investigation lasted approximately twenty-one months whereas the initial tumultuous allegations went back as many as six years. Thirty-four educators were charged of which four high-level administrators and six principals represented the senior staff members outlined in the indictment. Define a variable for the senior administrators and another for principals. Write the equation in slope-intercept form. Identify the slope and y-intercept. Transform the equation to standard form. Design a table, which includes a domain, range, and function rule. Graph the results. Identify the rate of change and the type of correlation present. Is the equation a direct variation? Find the constant of the variation. Identify the domain and range of each relation. Identify the dependent and independent variables. Create a mapping diagram, and determine whether a function exists via the Vertical-Line Test. **(MA.912.A.3.7 – MA.912.A.3.13; MA.912.A.1.4; MA.912.A.2.13; MA.912.A.2.2 - MA.912.A.2.4)**
3. Thus far, in Geometry we have reasoned directly from given information to prove desired conclusions. In an indirect proof, you start by making the temporary assumption that the desired conclusion is false. By then showing that this assumption leads to a logical impossibility, you prove the original statement true by contradiction. Write an indirect proof regarding the infamous Atlanta Public Schools Testing Scandal. **(MA.912.G.8.2; MA.912.G.8.4; MA.912.G.8.4)**
4. The majority of the affected schools were labeled Title I, containing a high concentration of students from low-income homes coupled with relatively low graduation rates. Interestingly enough, the farther north geographically a school was located, the less likely similar issues were present; thereby, implying concerns in the southern, eastern, and western sectors. Sketch a diagram illustrating these results and explain specifically what one can derive via applying the Hinge Theorem to this scenario. **(MA.912.G.4.7; MA.912.G.8.2; MA.912.G.8.1; MA.912.G.8.6)**
5. Using contextual clues only, define the following italicized terms: *plight*, *alleging*, *retaliation*, *awry*, *racketeering*, and *indicted* as obtained from the passage above. Additionally, use each word in a complete sentence to demonstrate further comprehension. **(LA.910.1.6.3; LA.910.1.6.1)**
6. **SARASOTA MILITARY ACADEMY WORD-OF-THE-WEEK** Create a concluding paragraph aligned with the passage above using the following italicized word: *Gauche* (gohsh) adj. Lacking social grace. **(LA.910.1.6.1; LA.910.1.6.5)**

**Next Generation Sunshine State Standards** adapted from [floridastandards.org](http://floridastandards.org). Standards specifically addressed in this edition are strategically aligned with state standards and annotated adjacent to the respective inquiry.

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