

Testimony from Lawrence M. Hoffman, Ph.D., to City of Milwaukee Steering and Rules Committee
File #150804 – February 18, 2016

Topic: Why Milwaukee Collegiate Academy Should Not Receive a 5-Year Charter

This argument is similar to one that the general manager of a baseball team might make. Let's imagine that the Brewers have 25 players and a team batting average of .260. Suppose they trade away two of their players, but they want to estimate what their team batting average will be with two new players. Should they simply delete the at-bats and hits of the players they traded and go with the batting average of the 23 who remain? Or should they include the batting records of the two new players, based on how they did with their former team? Of course, since they want to make an estimate of their future performance, they will include the data from their two new players.

But that's not what the CRC did. The CRC ignored past data.

Each year, the CRC adds up the points for all the categories it uses to judge a school. I've taken the page where they've done this for Milwaukee Collegiate Academy in its 2014-15 annual report and lined it up with the page where they've added up the points for 2013-14. It's page 3 of this testimony.

Notice first, the final scores along the very bottom. For 2013-14, at the bottom of column F, it's 68.2%. For 2014-15, at the bottom of column H, they've calculated it to be 78.2%. That looks like a significant increase. But wait.

The scores are based on a possible 100 points. In 2013-14, CRC could not determine the number of points the school earned in the top category, row 1, so their overall score was based on a possible total of 95 points. That's the 95 at the bottom of column C. It ignores row 1, columns C, D, & F. The 68.2% at the bottom of column F comes from earning 64.8 out of a possible 95 points.

In 2014-15, CRC could not determine the number of points the school earned in **4 more** categories, rows 2, 12, 13, & 14. So their overall score had to be based on a possible total of only 66.25 points. And this is where the problem occurs. (Categories not used are X'ed out.)

That nice, hefty 78.2% comes from earning 51.8 out of a possible 66 points, because CRC simply ignored 28.75 possible points and said whatever Collegiate Academy would have earned in those 4 categories doesn't matter.

What CRC **should** have done is to add up the points that the school earned in those 4 categories in 2013-14 and extrapolated what the scores would have been if those scores went in the same direction, on average, as the scores they **did** figure out. Here is what they would have found:

If they had figured out the total score for 2013-14 based on only the categories that were available in both years, their total at the bottom of column F would have been 49.7 out of 66.25. Their total at the bottom of column H for 2014-15 is 51.8 out of 66.25, an increase of 4%.

The next step is to take the scores from those 4 categories in 2013-14, increase them by 4%, and add them to the total for 2014-15. Those 4 categories in 2013-14 totaled 15.1 points. If you extrapolate – predict that they would have increased at the same rate as the other scores – you take the 15.1 and

increase it by 4%. So, in 2014-15, the 15.1 would increase to 15.7. If you now add them into the 2014-15 score, that's $51.8 + 15.7$, for a total of 67.5 points. 67.5 out of a possible 95 points is 71.1%.

So, if you ignore the 4 categories, as CRC has done, Collegiate Academy scores 78.2%. But if you do a more sophisticated calculation, to extrapolate those scores based on an overall 4% increase, Collegiate Academy only scores 71.1%. Because the scores that were left out of CRC's 2014-15 calculation had been lower, on average, than the scores that were kept in, CRC calculated a relatively high score of 78.2. It would be convenient to simply leave those scores out, but if you extrapolate those scores, based on the 4% average increase of the other scores, you find that the total only reaches 71.1%. That score is not a C-plus. It's a C-minus.

Table D

Milwaukee Collegiate Academy
 CSRC School Scorecard Including Former WKCE Cut Scores*
 2013-14 School Year

Table D
 Milwaukee Collegiate Academy
 CSRC 2014-15 School Scorecard

Area	Measure	Max. Points	% Total Score	2013-14 School Year		2014-15 School Year			
				Performance	Points Earned	Performance	Points Earned		
Student Academic Progress	EXPLORE to PLAN: Composite score at or above 17 on EXPLORE and at or above 18 on PLAN	5.0	30.0%	N/A	N/A	N/A ⁽¹⁾	N/A		
				EXPLORE to PLAN: Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	10	89.6%	9.0	N/A ⁽²⁾	N/A
				Adequate credits to move from 9th to 10th grade	5.0	56.1%	2.8	57.9%	2.9
9th to 10th Grade	Adequate credits to move from 10th to 11th grade	5.0	5.0	61.7%	3.1	81.6%	4.1		
				10th to 11th Grade	5.0	61.7%	3.1	81.6%	4.1
12th Grade	Graduation rate (DP) ⁽²⁾	5.0	5.0	88.2%	4.4	68.2%	3.4		
				Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	100.0%	10.0	100.0%	10.0
Postsecondary Readiness: 11th to 12th Grade	% of 11th/12th graders tested	2.5	15.0%	97.8%	2.4	100.0%	2.5		
				% of graduates with ACT composite score of 21.25 or more	2.5	7.1%	0.2	21.4%	0.5
				% met reading	3.75	85.1%	3.2	69.5%	2.6
Local Measures	% met math	3.75	15.0%	65.2%	2.4	56.2%	2.1		
	% met writing	3.75		24.2%	0.9	53.5%	2.0		
	% met special education	3.75		53.8%	2.0	Cannot report due to n size	N/A		
Student Academic Achievement: 10th Grade	WKCE reading: % proficient and advanced*	7.5	15.0%	36.4%	2.7	N/A	N/A		
				WKCE math: % proficient and advanced*	7.5	18.2%	1.4	N/A	N/A
Engagement	Student attendance	5.0	25.0%	87.2%	4.4	89.6%	4.5		
	Student reenrollment	5.0		88.4%	4.4	74.7%	3.7		
	Student retention	5.0		72.1%	3.6	78.8%	3.9		
	Teacher retention rate	5.0		100.0%	5.0	100.0%	5.0		
Teacher return rate	5.0	5.0	57.1%	2.9	91.7%	4.6			
TOTAL		95.0 ⁽³⁾		64.8 (68.2%)		51.8 (78.2%)			

64.8 OUT OF 95 = 68.2%

51.8 OUT OF 66.25 = 78.2%
 67.5 OUT OF 95 = 71.1%



Milwaukee Collegiate Academy | Milwaukee Collegiate Academy

School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Fails to Meet Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	School Score	Max Score	9-12 State	9-12 Max
Student Achievement	26.6/100	69.1/100		
Reading Achievement	15.3/50		33.3/50	
Mathematics Achievement	11.4/50		35.8/50	

Student Growth

	School Score	Max Score	9-12 State	9-12 Max
Student Growth	NA/NA	NA/NA		
Reading Growth	NA/NA		NA/NA	
Mathematics Growth	NA/NA		NA/NA	

Closing Gaps

	School Score	Max Score	9-12 State	9-12 Max
Closing Gaps	NA/NA	67.5/100		
Reading Achievement Gaps	NA/NA		17.5/25	
Mathematics Achievement Gaps	NA/NA		17.0/25	
Graduation Rate Gaps	NA/NA		33.0/50	

On-Track and Postsecondary Readiness

	School Score	Max Score	9-12 State	9-12 Max
On-Track and Postsecondary Readiness	82.0/100	83.8/100		
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	82.0/100		72.2/80	
3rd Grade Reading Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		11.6/20	

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

Total Deductions: -5

Goal met: no deduction
Goal not met: -5
Goal met: no deduction

School Information

Grades	9-12
School Type	Public High School
Enrollment	200

Race/Ethnicity

American Indian or Alaska Native	0.0%
Asian or Pacific Islander	0.0%
Black not Hispanic	98.5%
Hispanic	0.5%
White not Hispanic	1.0%

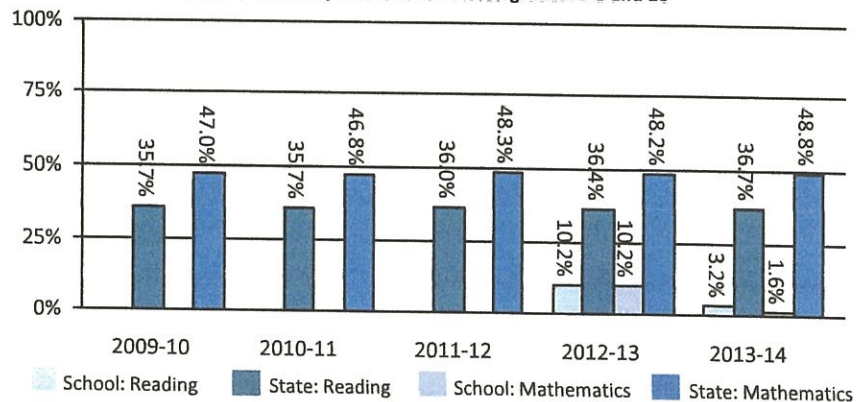
Student Groups

Students with Disabilities	8.0%
Economically Disadvantaged	97.5%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

This report serves for both school and district accountability purposes for this school.

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From: <http://city.milwaukee.gov/ImageLibrary/Groups/ccClerk/Ordinances/Volume-3/CH330.pdf>

Milwaukee Code of Ordinances – Chapter 330 – Charter Schools

330-15. Committee Findings. Based on the information in the application, the findings and recommendations of the technical reviewer, comments received at the public hearing, and any additional information received, the committee shall make a written finding as to whether:

1. The application complies with the requirements of ss. 330-5 and 330-7.
2. The school or proposed school will operate an education program that has a reasonable prospect of providing Milwaukee children a good education.
3. The school or proposed school possesses all of the following:
 - a. An appropriate governance structure, including a well-defined legal structure, clear definitions of responsibility for all major organizational functions and clear lines of accountability between the people who own the school and the people who operate it.
 - b. A sound system of management, including a clear and well-conceived strategic plan, clear definitions of responsibility for all management functions, a clear and coherent budget process, compliance with generally accepted practices with respect to money management and investment, and compliance with generally accepted practices with respect to internal accounting and external auditing.
 - c. A budget for the upcoming school year, and agrees to present budgets for future school years, that comply with generally accepted budgeting practices, including clear delineation of types of expenses and sources of revenue, use of realistic methods of expense and revenue estimation, and acceptable methods for dealing with deficits and contingencies.
 - d. A qualified body of administrators, teachers and staff, or has an acceptable method of recruiting such persons, and, in addition, has an acceptable method of maintaining a qualified body of administrators, teachers and staff.

4. The operation of the school or proposed school, when chartered by the city, will affect the resources available to students served by the Milwaukee public school system under the applicable state funding formula, and the nature of this effect.

PAY ATTENTION:

If CSRC wants to bring in a new school, they need to look very carefully at the MPS impact statement that will be required. The new ordinance requires the committee to state how the new charter school **“will affect the resources available to students served by the Milwaukee public school system under the applicable state funding formula.”** Although the CSRC may be satisfied with a simple statement, that will not fulfill the intent of the ordinance. It will be essential that the CSRC go to MPS to meet with their administrators to understand the numbers and put the appropriate ones in their statement. Remember that every time an MPS student transfers to a City charter, it costs MPS about \$2,000 per year.

