



Milwaukee Longitudinal School Choice Evaluation: Annual School Testing Summary Report 2007-08

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SCDP Milwaukee Evaluation

Report #9

March 2009



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Established as a land grant university, its mandate was threefold: to teach students, conduct research, and perform service and outreach.

The College of Education and Health Professions established the Department of Education Reform in 2005. The department's mission is to advance education and economic development by focusing on the improvement of academic achievement in elementary and secondary schools. It conducts research and demonstration projects in five primary areas of reform: teacher quality, leadership, policy, accountability, and school choice.

The School Choice Demonstration Project (SCDP), based within the Department of Education Reform, is an education research center devoted to the non-partisan study of the effects of school choice policy and is staffed by leading school choice researchers and scholars. Led by Dr. Patrick J. Wolf, Professor of Education Reform and Endowed 21st Century Chair in School Choice, SCDP's national team of researchers, institutional research partners and staff are devoted to the rigorous evaluation of school choice programs and other school improvement efforts across the country. The SCDP is committed to raising and advancing the public's understanding of the strengths and limitations of school choice policies and programs by conducting comprehensive research on what happens to students, families, schools and communities when more parents are allowed to choose their child's school.

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Executive Summary

With the passage of the 2005 Wisconsin Act 125, private schools participating in the Milwaukee Parental Choice Program (MPCP) are now required to administer a nationally normed standardized test annually in reading, mathematics, and science to their MPCP (a.k.a. “Choice”) students enrolled in the 4th, 8th, and 10th grades. The law further directs Choice schools to submit copies of the scores from those tests to the School Choice Demonstration Project for processing and reporting to the Legislative Audit Bureau. During the 2007-08 school year, MPCP schools administered either nationally normed tests, such as the Iowa Test of Basic Skills, or the criterion referenced Wisconsin Knowledge and Concepts Examinations (WKCE). The School Choice Demonstration Project (SCDP) received student test scores from 114 of the 115 schools participating in the MPCP that were required to administer tests. Specifically, the SCDP received 5,763 nationally normed student test scores from 81 schools and 1,735 WKCE scores from 36 schools. These school numbers add to 123 because some schools used both types of exams and sent all 4th, 8th, and 10th grade scores to the SCDP.

The average nationally normed test scores received by the SCDP from the Choice schools ranged from the 33rd to near the 41st percentiles, depending on the grade level and subject area. Such levels of performance are typical for the population of low-income urban students served by the MPCP. On average, 4th grade students in the MPCP scored the lower-third of the performance distribution in all three subject areas. The Choice students tested in 8th grade performed near the 33rd percentile. The MPCP students tested in 10th grade, on average, performed slightly better than their 8th and 4th grade counterparts, from the 35th percentile in math and science to near the 41st percentile in reading.

When the set of 4th, 8th, and 10th grade MPCP test scores from 2007-08 in reading, math, and science are compared to the scores provided to the SCDP in 2006-07, the average scores by grade are higher for the MPCP students in 2007-08 for eight of the nine comparisons. Since every year a different group of MPCP students takes the accountability tests, we caution readers against drawing firm conclusions from this comparison of cross-sectional data across years.

The performance of the Choice students who took the criterion referenced WKCE can be approximately compared to that of similarly income-disadvantaged students in Milwaukee Public Schools (MPS) who took the same test. Students defined as income disadvantaged are those participating in the free and reduced price lunch program (FRL). Henceforth, income-disadvantaged from MPS will be referred to as “MPS FRL.” The 4th grade MPCP students who took the WKCE on average scored 2 to 14 scale score points (equal to .17 to .36 of a standard deviation) below the average scores of MPS FRL 4th graders. The 8th grade MPCP students who took the WKCE, however, performed better than MPS FRL students by 1 to 7 scale score points (.02 to .18 of a standard deviation). Only 103 Choice students in 10th grade took the WKCE, too few to generate reliable performance results.

Readers are strongly urged not to draw conclusions about the relative performance of the MPCP or MPS based upon these rough descriptive comparisons. The differences in average test scores observed at the 4th and 8th grade levels could be explained by the different types of students who self-sort into the MPCP or MPS. Moreover, the subset of MPCP schools that administer the WKCE as their accountability test may not be representative of the total population of MPCP schools. Any reliable determination of the effectiveness of a school choice program like the MPCP can only come from a rigorous experimental or longitudinal study that follows a representative group of choice students over time and compares their achievement gains to those of a comparable set of public school students. For such an evaluation we refer readers to the MPCP Longitudinal Educational Growth Study (LEGS) also being conducted by the SCDP.

This report and its companion reports are the second in a series of annual reports on the Milwaukee Parental Choice Program (MPCP) that will be conducted by the School Choice Demonstration Project (SCDP). An initial draft of this report was greatly improved based on comments from the SCDP Research Advisory Board, particularly Anneliese Dickman of the Public Policy Forum and Margaret Raymond of the Hoover Institution at Stanford University. Any remaining errors are the responsibility of the authors alone.

This ongoing research project is being funded by a diverse set of philanthropies including the Annie E. Casey, Joyce, Kern Family, Lynde and Harry Bradley, Robertson, and Walton Family. We thank them for their generous support and acknowledge that the actual content of this report is solely the responsibility of the authors and does not necessarily reflect any official positions of the various funding organizations or the University of Arkansas.



Introduction

On March 10, 2006, Wisconsin Governor Jim Doyle signed Wisconsin Act 125 into law. The Act modified several elements of the Milwaukee Parental Choice Program (MPCP), the nation's first and largest urban school voucher program. Participating private schools are now required to administer a nationally normed standardized test annually in reading, mathematics, and science to their MPCP (a.k.a. "Choice") students enrolled in the 4th, 8th, and 10th grades. Beginning in 2006 and extending through 2011, the individual student results of the tests must be provided to the School Choice Demonstration Project (SCDP). Finally, Act 125 requires that:

The [Wisconsin] legislative audit bureau shall review and analyze the standardized test data received from the School Choice Demonstration Project. Based on its review, in 2007 and annually thereafter until 2011, the bureau shall report to the legislature under s. 13.172 (2) the result of the standardized tests administered under subd. 1., the scores of a representative sample of pupils participating in the program under ss. 118.30 and 121.02 (1) (r), and scores of a comparable group of pupils enrolled in the school district operating under this chapter on the tests under ss 118.30 and 121.02 (1) (r).¹

This report describes the results of the student testing conducted by MPCP schools during the 2007-08 academic year.² The standardized test scores were collected from participating schools throughout the school year, with most of them arriving at the SCDP in the summer of 2008. The SCDP staff carefully entered these scores into a single database and delivered the data to the Legislative Audit Bureau on January 6th, 2009.³

Most of the test scores received from Choice schools were based on the administration of nationally normed tests such as the Terra Nova or the Iowa Test of Basic Skills (ITBS). These types of tests measure performance relative to other students by including questions meant to produce a full range of scores (i.e. very easy questions ranging to very difficult questions to separate the highest and lowest performing students). In contrast, 36 private schools participating in the MPCP administered the Wisconsin state criterion referenced test—the Wisconsin Knowledge and Concepts Examinations (WKCE) (Table 1). Even though the producers of both norm and criterion referenced tests claim that the assessments cover

1 WI Act 125, Sec. 8, 119.23 (7)(e), 2.

2 Although this report is mandated by Act 125, the law specifies that it be conducted by an independent research organization (i.e. the SCDP) and financed by non-governmental sources.

3 The majority of MPCP schools administered the standardized tests late in the spring. The companies that produce the tests then require several months to score them and send the test results to the schools. Since most schools operate with a minimum staff over the summer, in some cases the test results were not compiled and sent to the SCDP until the fall of 2008. The last set of test scores from an MPCP school was received on October 29, resulting in an unexpected delay in data input and delivery of the test score database to the Legislative Audit Bureau.

the same subject domain, students likely exhibit different patterns of proficiency on the two types of tests due to differences in framework and item selection. The WKCE is only administered in Wisconsin; therefore, no national distribution exists to make a direct performance comparison with the ITBS and Terra Nova.

To account for these differences, distinct subsections of this report present consolidated results from schools that administered the various nationally normed standardized tests and separate results from schools that administered the state-specific exam. For reference purposes, the results of the subgroups of Choice students and schools that administered the WKCE are compared with the overall and school-level results on the WKCE of Milwaukee Public School (MPS) students participating in the federal lunch program.⁴

Table 1: Types of Tests Taken by MPCP Schools and Students

	Schools		Students	
	Number	Percentage	Number	Percentage
National Norm	86	69.9%	5,763	77.0%
WKCE	37	30.1%	1,735	23.0%
Total	123	100.0%	7,498	100.0%

The scores received from the MPCP schools are summarized in two results sections below. The first results section describes the aggregate scores for the groups of Choice students in each of the tested grades who took either nationally normed assessments or the WKCE. The second results section describes the distribution of MPCP test scores, by grade and subject matter, at the individual school level.

Although school-level test scores are presented in the second results section, individual schools are not identified by name. Connecting any individual Choice school explicitly to information about its students could enable readers to identify individual participants in the study in violation of the assurances of

⁴ As a mechanism for comparing MPCP and MPS students, eligibility for the federal lunch program is limited in two ways. First, the family income ceiling for eligibility for the lunch program is 185 percent of the poverty line, which is slightly higher than the income ceiling of 175 percent of poverty for initial eligibility for the MPCP but somewhat below the income ceiling of 220 percent of poverty for renewal of MPCP eligibility. Second, many students who are income-eligible for the federal lunch program choose not to participate. The rate of non-participation tends to increase steadily as students move from the lower grades to the higher grades. Although federal lunch program participation is an imperfect measure of family disadvantage, it was the best criterion available to generate approximate comparisons for this particular element of the evaluation. For this and other reasons described in this report, readers are cautioned against drawing any strong conclusions about the relative performance of MPCP and MPS students from the descriptive comparisons provided here.

confidentiality that are required when conducting such research.⁵ The preservation of the anonymity of participants in educational evaluations is so important that the federal statute establishing the evaluation division of the U.S. Department of Education expressly prohibits the naming of individual students, parents, or schools in any of its reports.⁶ Because state law requires the affected MPCP schools to administer tests and submit scores to the SCDP, we do mention by name in this report the schools that did and did not perform those required actions (Appendix A). Because the information thus submitted is to facilitate an education evaluation, however, any subsequent presentation of the data provided by schools and students must remain anonymous. Of the hundreds of statistical studies of school choice programs with which we are familiar, none of them have revealed school-level information directly associated with named schools, for these very reasons.⁷

The MPCP Annual School Testing Summary Report has important strengths and limitations. The main strength of the Report is its ability to provide a data-rich snapshot of the current academic performance of a large number of students from nearly all of the schools participating in the MPCP. Such information on the Choice program has not been available for more than a decade. The limitations of the study stem largely from the fact that the data are cross-sectional, not longitudinal, and the two comparison groups involved are far from ideal. These data show us how well a large group of Choice students is performing academically, but tell us nothing about what has caused them to perform at that level. Since many factors including the backgrounds and home lives of students as well as the quality of their educational experiences likely influence their performance on standardized tests at a given point in time, it would be a mistake for readers to draw conclusions concerning the effectiveness of the MPCP based on these simple annual descriptive statistics.

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- 5 As with all academic research with human participants, the SCDP research team had to gain approval of an extensive protocol for protecting the anonymity of participants and the confidentiality of the information that they provide before research on the MPCP could begin. Approvals of our research protocols, which prohibit us from associating any data with named individuals or schools, were obtained from the Institutional Review Boards for Human Subjects Research at the University of Arkansas, the University of Wisconsin, the University of Kentucky, and Westat.
 - 6 “The Director shall ensure that all individually identifiable information about students, their academic achievements, their families, and information with respect to individual schools, shall remain confidential...” See Education Sciences Reform Act of 2002, 20 U.S.C., 1232g, 1232h.
 - 7 Many schools in the MPCP provide school-level information by school name voluntarily to parents and organizations to facilitate the school choice process. In Milwaukee and in other major cities around the country, the organization Great Schools Dot Net is spearheading efforts to consolidate such information into comprehensive school choice guides called “My School Chooser.” Because such efforts are voluntary and are not part of a research evaluation, the prohibition against connecting descriptive information to named schools does not apply to such school choice guides. Copies of the “Milwaukee School Chooser” are available at: <http://www.greatschools.net/geo/landing/milwaukee.page>.

The Longitudinal Educational Growth Study, also being conducted by the SCDP, will entail a comparison of the achievement gains over time of a representative sample of MPCP students relative to a carefully-matched set of peers in Milwaukee traditional public and charter schools. It will track the performance of the same set of MPCP and MPS students as they progress through their educational experience. The MPCP Annual School Testing Summary Report, in contrast, examines a different set of MPCP students each year at fixed points in their educational experience. It is not a growth or value added comparison against peers in MPS or any other group. This point cannot be stressed enough. Readers who are interested in student performance differences that can be reasonably attributed to the influence of the Choice program itself are advised to follow the progress of the MPCP Longitudinal Educational Growth Study.

Before we present the results of the MPCP student testing for 2007-08, however, we first explain how the MPCP test scores were acquired.

Process for Obtaining MPCP Test Scores

The School Choice Demonstration Project engaged in an extensive set of activities during the 2007-08 academic year that culminated in this report. On August 21st, 2007, Dr. Patrick Wolf, principal investigator for the SCDP, sent a letter and the MPCP Longitudinal Evaluation FAQ to the principal of each school participating in the MPCP reminding them of the testing requirements mandated by Wisconsin Act 125 (Exhibit 1). On September 11th, 2007, Dr. Wolf, along with several additional members of the SCDP research team, traveled to Milwaukee to attend the first Pupil Assignment Council (PAC) meeting of the 2007-08

school year. During the PAC meeting, Dr. Wolf gave a presentation to the MPCP school administrators again reminding them of the accountability testing requirements of Act 125.

On February 5th, 2008, representatives of the SCDP attended the 3rd PAC meeting of the 2007-08 school year. Following a presentation reminding the school administrators of the mandates of Wisconsin Act 125, letters and pre-labeled FedEx packages were distributed for the schools to use when mailing accountability test scores to the SCDP (Exhibit 2). The February 5th letter provided instructions for using the FedEx packages as well as a time frame for submitting the test scores. The school administrators were notified that scores from the fall 2007 test should be mailed to the SCDP by March 1st, 2008, and that scores from spring 2008 testing should be mailed to the SDCP by July 1st. In early February, SCDP research



assistants did follow-up mailings of the FedEx packages to schools that did not send representation to the February 5th PAC meeting.

On July 15th, 2008, a reminder letter was mailed to principals of the 25 MPCP schools that had yet to send in test scores from the 2007-08 school year (Exhibit 3). Through subsequent contact with the remaining schools, the SCDP received test scores from an additional 15 schools. Thus, by mid-August, 105 of the 115 MPCP schools that were required to test had submitted their scores.

On August 13th, 2008, Dr. Wolf notified officials at the Wisconsin Department of Public Instruction (DPI) responsible for overseeing the MPCP of the 10 schools that had failed to comply with the 2007-08 testing requirements. The schools were subsequently contacted by the DPI and informed that they would not be receiving further voucher payments until they supplied the SCDP with 2007-08 test scores for their students. Nine of the 10 schools submitted their scores, with the final set of scores received on October 29, 2008. In this second year of student testing under Act 125, the SCDP received test scores from 114 of the 115 affected schools, a 99 percent response rate (Appendix A).

Use of Percentile Rankings

Because private schools administered several types of tests, as permitted by Act 125, it is necessary to use the standardized version of the student scores, National Percentile Ranks (NPRs or national percentiles), in order to combine and compare them. Scale scores often are the preferred metric for reporting test scores because they are produced by applying a complex scoring system, called Item Response Theory, which draws from the entire pattern of correct and incorrect answers and factors in different levels of difficulty. Scale scores are “vertically equated,” meaning that scores on the same test can be compared across grades. However, scale scores are not “horizontally equated” in any way across different tests. Even for norm-referenced tests such as the ITBS and the Terra Nova, the scale scores for corresponding national percentiles are drastically different. For example, for the 4th grade test, the corresponding scale score for the 50th percentile on the ITBS is 200. For the 4th grade Terra Nova, the 50th percentile scale score is 637. Clearly, the scale scores are inappropriate for averaging across tests. Therefore, for all nationally-normed standardized tests, NPRs are used in this report. All participating schools from which norm referenced scores were retrieved reported student NPRs for reading, math, and science. These scores were consolidated to produce the aggregate performance totals provided below.⁸

In the case of the WKCE, no national norm exists and thus no national percentile exists. Therefore, this report presents the school level data in terms of scale scores for the subset of MPCP schools that

⁸ Although all of these scores are similar in that they describe the student’s performance in comparison with the national sample of students that took the test (i.e. the “norming” population), that national sample can vary somewhat across the tests – another reason why readers are cautioned against drawing strong conclusions from these illustrative data.

administered the WKCE. Because MPS uses the WKCE, we provide information about the performance of MPS FRL students to provide a general context in which to interpret the scale score performance levels of the MPCP students and schools that administered the WKCE as their accountability test.

Percentile Results at the Program/Grade/Subject Level

The following table⁹ reports the information contained in these data concerning the NPR averages for Choice students in grades 4, 8, and 10 in the subjects of reading, math, and science for the two years of data which the SCDP has received. Readers are cautioned about comparing one year's results with another as different students took these tests in different years. These results are not longitudinal in nature.

Table 2: 2006-07 and 2007-08 National Percentile Summary Statistics

		2006-07			2007-08		
		Read	Math	Science	Read	Math	Science
4th Grade							
Mean		34.1	32.3	28.0	37.8	35.0	32.9
Obs		564	572	321	654	648	701
Std. Dev.		25.2	25.0	22.7	25.5	24.8	24.3
8th Grade							
Mean		35.9	33.2	28.6	36.3	36.1	33.8
Obs		407	405	291	443	436	485
Std. Dev.		24.6	26.3	21.7	25.2	25.8	22.3
10th Grade							
Mean		38.4	34.3	38.8	40.7	35.1	35.2
Obs		463	447	446	508	531	518
Std. Dev.		25.5	22.9	25.8	25.8	22.4	25.4

⁹ Including 2006-07 in the table is for reference only. Readers should not compare one year's scores with another year's scores as different students took the tests that produced these results.

In 2008, the SCDP received scores produced by 1,215 4th grade MPCP students.¹⁰ These students on average scored around the lower-third of the national performance distribution in all three subject areas. These results are not surprising. The MPCP is limited to low-income students, a disadvantaged population that typically exhibits test scores well below the national average. These particular scores do not indicate how well the program serves these students; they merely describe the average performance of an educationally disadvantaged group of students at a particular moment in time relative to the average student in the nation, most of whom are not so disadvantaged. To interpret the results, one would say that the 4th grade Milwaukee Choice students taking a nationally standardized test averaged near the 38th percentile (scored higher than 38 percent) in reading compared to other 4th graders nationwide taking similar tests. Choice students in the 4th grade averaged in the 35th national percentile in math and the 33rd national percentile in science.

The MPCP students tested in 8th grade performed similarly (Table 2). The SCDP received scores generated by 1,116 8th graders in the MPCP. Choice students in 8th grade, on average, performed around the lower-third of the national distributions in all three subject areas.

The 508 MPCP students tested in 10th grade scored the highest relative to national norms of the three grade-cohorts tested (Table 2). The 10th grade Choice students scored near the 41st percentile in reading and the 35th percentile in math and science. Although these descriptive statistics appear to show some academic improvement as Choice students mature, these grade-cohorts of students are compositionally different. Readers are cautioned against inferring from these data that the MPCP is responsible for the difference in performance between 10th grade MPCP students and their 8th and 4th grade counterparts.

Scale Score Results at the Program/Grade/Subject Level

The fact that a subset of MPCP students as well as MPS students took the WKCE criterion referenced test allows us to present those results in a different manner. MPS FRL students are likely to be more similar to MPCP students than any national norming population, since both groups of students live in the same city and qualify as low income. Still, because this approximate match is not very precise, and because the subset of MPCP students who took the WKCE is not likely to be representative of all MPCP students, readers are cautioned against drawing conclusions about the effects of the Choice program from this limited snapshot comparison.

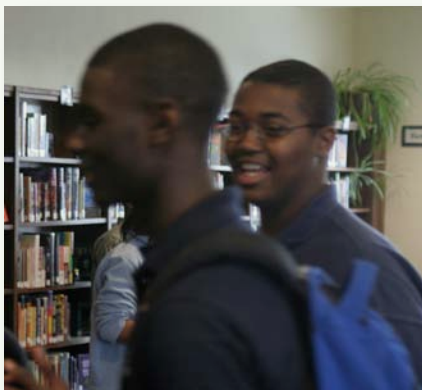
10 The total number of student test scores by grade reported here and throughout the text are counts of the number of different students for whom at least one test score on a norm-referenced test or the WKCE was provided. That number for each grade is higher than the "Observations" numbers reported in each table because we separate out the WKCE scale scores from the norm-referenced percentile scores and because most but not all of the students produced test scores in all three of the subject areas.

Table 3 illustrates the summary statistics for 4th and 8th grade MPCP students who took the WKCE in the fall of 2008 as well as the statistics from similarly MPS FRL students. Only 103 MPCP 10th graders took the WKCE last year, making aggregate statistics about that small subgroup insufficiently reliable to present here. These descriptive statistics show 4th graders in the MPCP who took the WKCE performing 9 to 18 scale points below the average levels of MPS FRL 4th graders. This achievement difference is equal to .17 to .36 of a standard deviation of the MPS test score distribution. The 8th grade scores illustrate the opposite. The scale scores for the MPCP students in 8th grade on the WKCE are higher in all three subjects, by 1 to 7 scale score points, than those of similarly MPS FRL 8th grade students. This achievement difference at the 8th grade level is equal to .02 to .18 of a standard deviation. For both grades and in all three subjects the differences in the average scale scores of the two groups are relatively modest in size.

Table 3: 2006-07 and 2007-08 WKCE Summary Statistic for Scaled Scores Student Level

	Reading				Math				Science			
	MPCP		MPS		MPCP		MPS		MPCP		MPS	
	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08
4th Grade												
Mean	436	429	444	438	417	411	430	429	264	272	273	272
Obs	338	457	4654	4723	338	465	4811	4825	338	409	4673	4810
Std. Dev.	50	56	48	51	20	53	47	50	31	61	31	29
8th Grade												
Mean	494	486	485	480	503	489	497	488	365	368	359	361
Obs	401	579	4834	4641	402	581	4917	4657	399	561	4779	4595
Std. Dev.	53	52	52	55	44	53	47	54	42	51	41	38

Performance Distributions at the Individual School Level



This section presents a series of histograms that describe the distribution of results of the 2007-08 MPCP school testing at the school level. The histograms illustrate 4th and 8th grade scores in reading, math, and science. Figure 1 represents 4th grade and Figure 2 shows 8th grade in all three subjects. These histograms have a normal distribution overlay, which is depicted by the line in each graph. This normal distribution overlay is relative to the empirical data that underlay it. That means it is appropriately scaled and has the same mean and standard deviation as the

data. These histograms allow for slightly more disaggregation. For example, as mentioned earlier, the 4th grade reading percentile mean was 37.8, indicating students on average ranked just above the lower one-third of the distribution. Looking at school averages in the 4th grade reading histogram, however, there were 17 MPCP schools whose Choice students averaged higher than the 50th percentile in their test score performance.

These particular histograms use frequency counts of the number of schools with average percentile scores in each decile. For example, in Figure 1e, the Choice students in 14 schools had an average national percentile score in Grade 4 reading between the 50th and 60th percentiles. In general, these graphs are intended to indicate clusters of low-performing, average-performing, and high-performing MPCP students grouped at the school level.

Figure 1. 4th Grade National Percentile Rank for MPCP Schools

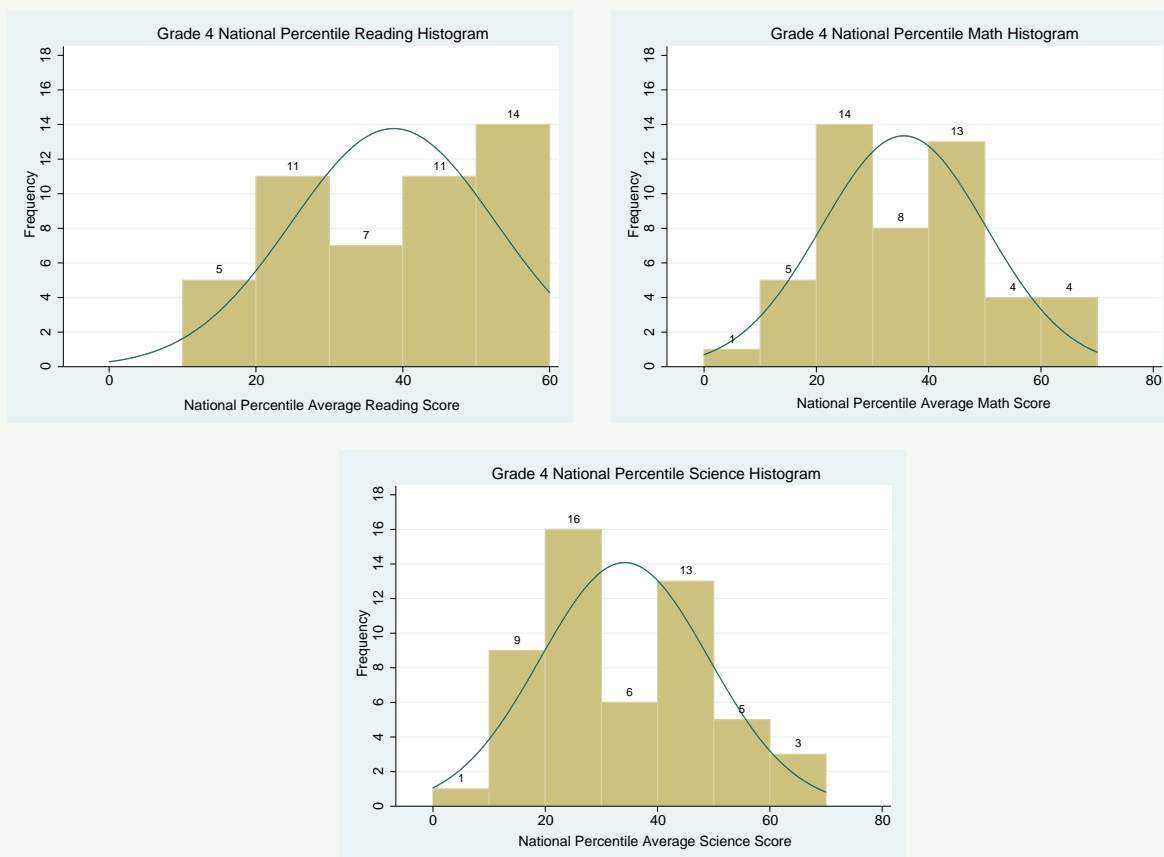
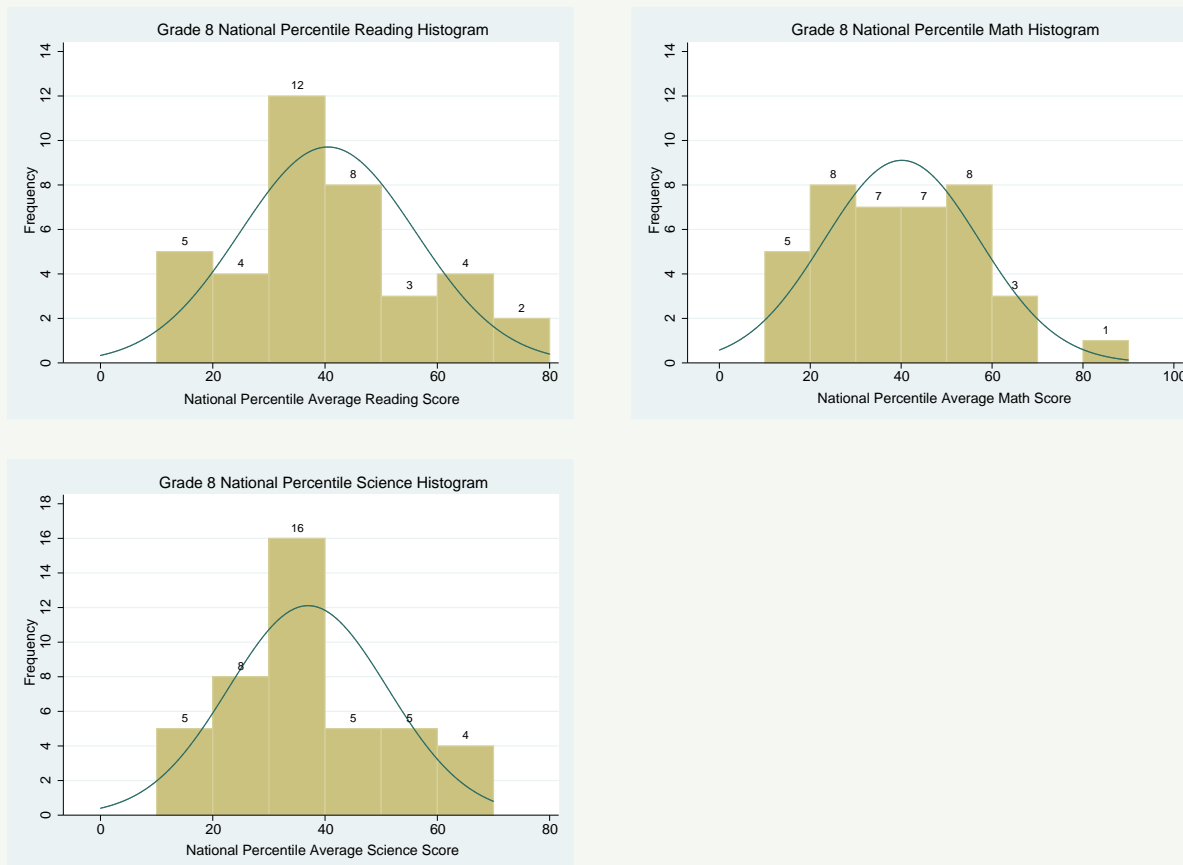


Figure 2. 8th Grade National Percentile Rank for MPCP Schools



The histograms of MPCP school-level test scores presented above generally show distributions with what is known as a “positive skew.” The school-level performance averages tend to cluster around the 40th percentile, with a small group of much higher performing units at the upper tail of the distribution. The positive skew of the distributions lessens somewhat in the upper grades and takes more of the shape of a normal bell-shaped curve. The distributions reveal that some school-level clusters of MPCP students are performing very well relative to national norms; however, most school-level clusters of students performed just below national averages. Because these data merely provide a snapshot of school-level groupings of students, we cannot infer from them that some MPCP schools are much better performing than most MPCP schools, since the results could be due to higher-performing groups of MPCP students gravitating towards particular MPCP schools. In other words, we cannot rule out student self-sorting as the cause of the school-level performance distributions presented above.

Table 4 illustrates the WKCE scale score data aggregated to the school level. Although similar to Table 3, we see how statistics change when test scores are distributed among schools and then averaged at the school level as opposed to aggregated across an entire program or school system. Under almost all circumstances, the averages of subgroup averages (e.g. performance by school) will provide different results

than taking the total average of the population (e.g. all testers).¹¹ Because a small number of MPCP schools are performing well above both the MPCP and MPS system-level averages, the WKCE scores averaged at the school level result in comparisons somewhat more favorable to the MPCP schools than the comparisons based on test-scores at the individual student level. Still, the performance of school-level groupings of 4th grade Choice students remains lower than the performance of school-level groupings of 4th grade MPS FRL students. The range of standard deviation units for 4th grade is -.62 to -.12. A similar comparison of school-level results in 8th grade shows that MPCP student performance averaged at the school level is higher than that of 8th grade MPS FRL students by 13 to 16 scale score points (.42 to .57 of a standard deviation).

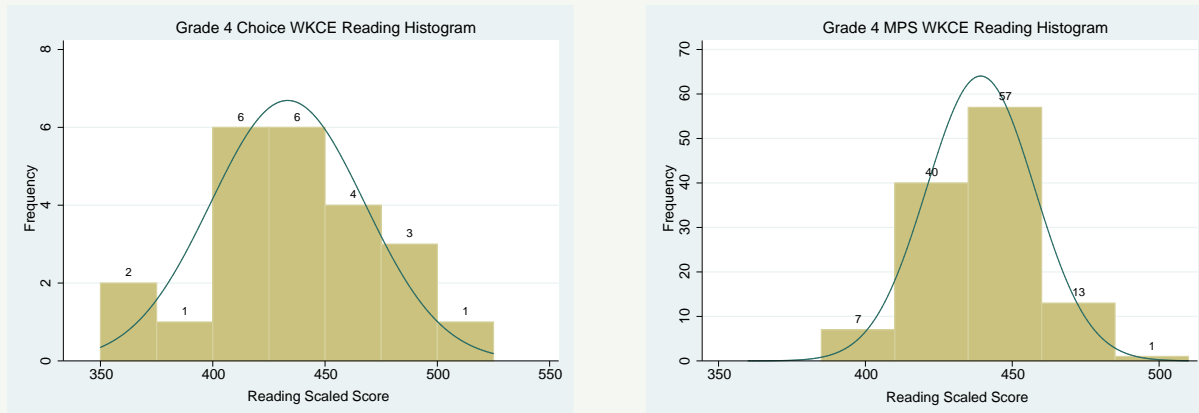
Table 4: 2006-07 and 2007-08 WKCE Summary Statistic for Scaled Scores School Level

	Reading				Math				Science			
	MPCP		MPS		MPCP		MPS		MPCP		MPS	
	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08
4th Grade												
Mean	442	433	442	439	423	416	428	430	270	271	272	273
Obs	26	23	129	118	26	23	130	118	26	23	128	118
Std. Dev.	37	34	30	18	43	40	29	19	26	41	19	12
8th Grade												
Mean	509	494	481	478	512	498	491	485	376	365	353	358
Obs	36	27	98	90	36	27	98	90	36	27	98	90
Std. Dev.	33	34	29	28	30	38	27	29	36	23	30	21

The following 12 histograms graphically show the Table 6 data for those MPCP schools and the MPS schools taking the WKCE.

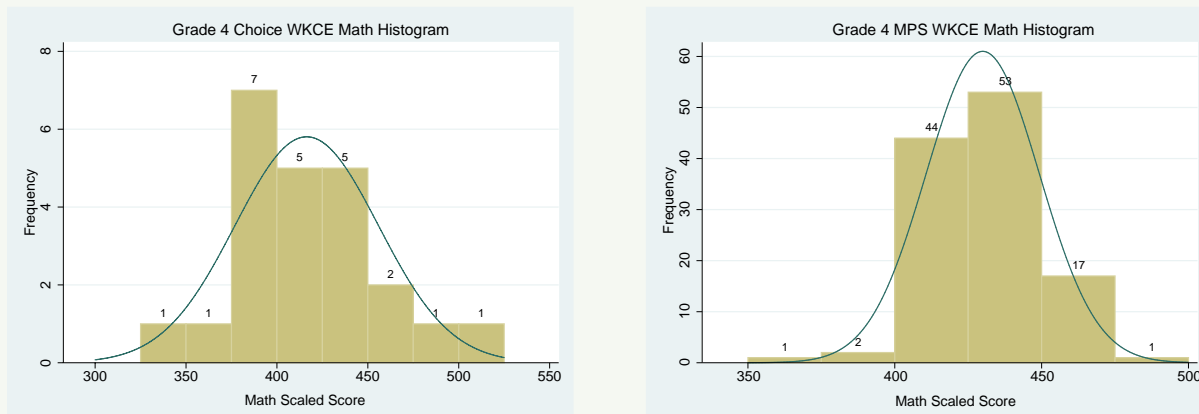
¹¹ In statistical parlance, the fact that an average of subgroup averages rarely equals the average of the entire group is called the “ecological inference” phenomenon.

Figure 3. 4th Grade WKCE Reading Histograms for MPCP and MPS Schools



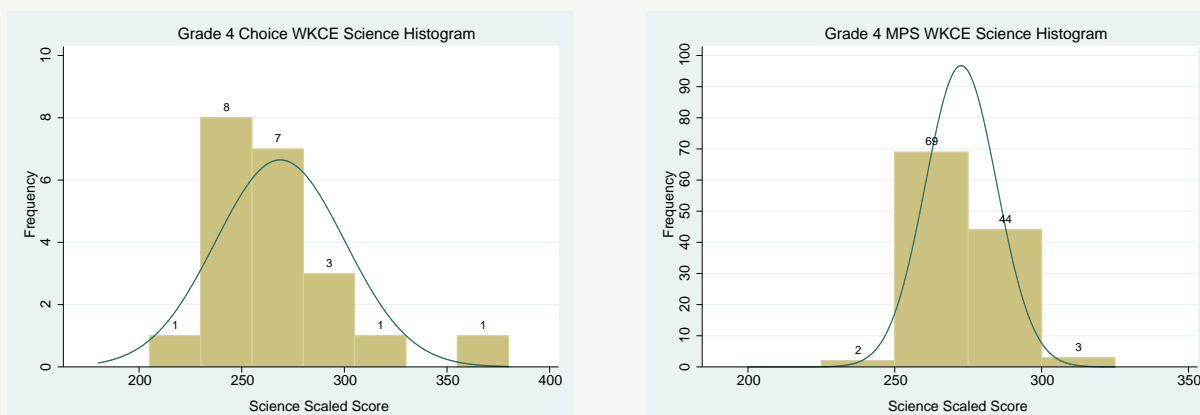
As evidenced in the above two graphs, the means of the two populations are almost identical, but clearly the MPCP group has a higher standard deviation (e.g. greater variation in performance) and has more schools in both the upper and lower tail of the distribution. We would expect this wider variation in school-level achievement among the variegated set of MPCP schools.

Figure 4. 4th Grade WKCE Math Histograms for MPCP and MPS Schools



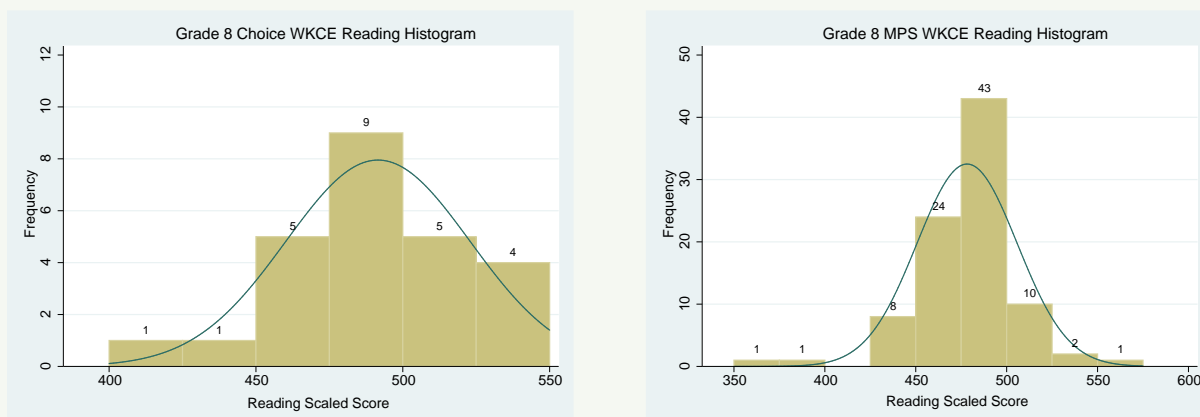
A similar story is true for the math scores, and the distribution appears to be most normal for this subject area.

Figure 5. 4th Grade WKCE Science Histograms for MPCP and MPS Schools



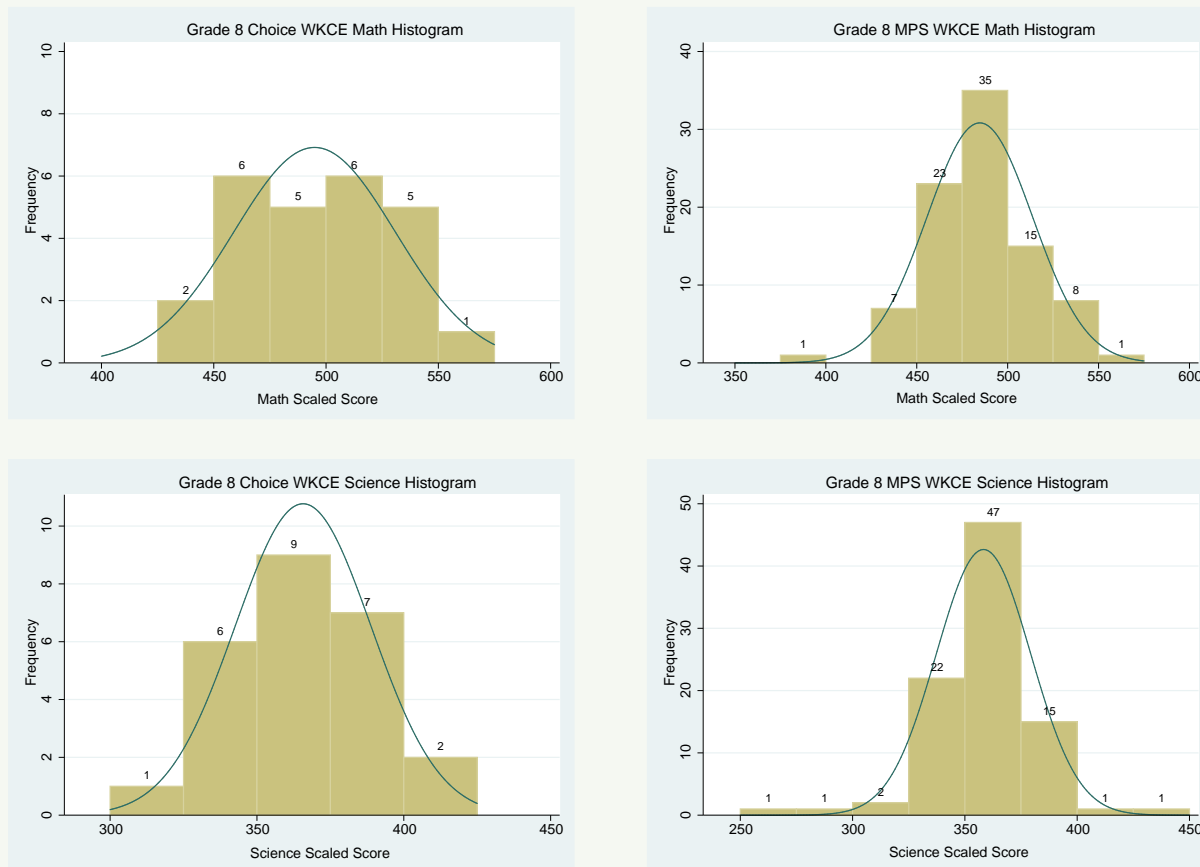
The science scores have the highest standard deviation difference between the two groups yet the smallest mean difference. These differences are likely due to the one outlier in the MPCP histogram--one MPCP school averaged relatively high scores on the science exam. With the small number of schools in the MPCP program, these two higher averaging schools skew the mean and standard deviation results higher at the school level. These types of results are expected in such an analysis.

Figure 6. 8th Grade WKCE Reading Histograms for MPCP and MPS Schools



In the case of 8th grade reading, we see a relatively normal distribution for each of the two groups. The MPCP histogram shows a higher mean than the MPS figure, by 16 points, and there are more schools represented in the upper tail of the MPCP distribution than in the lower tail.

Figure 7. 8th Grade WKCE Math and Science Histograms for MPCP and MPS Schools



The math and science histograms for 8th grade also show relatively normal distributions for each group. The 8th grade math and science means in the MPS groups have been influenced by a spike near the mean which generates a more narrow distribution of school-level scores than experienced in the MPCP, which has no clear spike around the mean and a wider distribution of scores.

These tables and histograms suggest there are schools in each group (MPCP and MPS FRL) in which students are performing well above or well below the MPS FRL group average. These diagrams suggest there is ample variation in both groups. The standard deviations for the MPCP group are higher, which is likely because of the lower number of schools and greater diversity of schools in that group. One should be careful in interpreting these data. The differences across the comparison groups and between the grades cannot necessarily be attributed to the Choice program. The figures are presented merely to provide a general description of the school-level performance of MPCP students and place that performance in context by making a rough comparison with the school-level performance of income disadvantaged MPS students.

Proficiency Score Results

Scaled scores, however, are not the only way to report results from criterion referenced tests such as the WKCE. Often times, states and schools report scores in terms of proficiency rates. That is, if a student received a specific scaled score or higher, then the student is proficient in that particular subject area. This particular section of this report shows the MPCP students' results in terms of the percent proficient. Table 5 shows the percent proficient in each grade for each subject for MPCP and the free and reduced lunch students of MPS for which we had sufficient data.

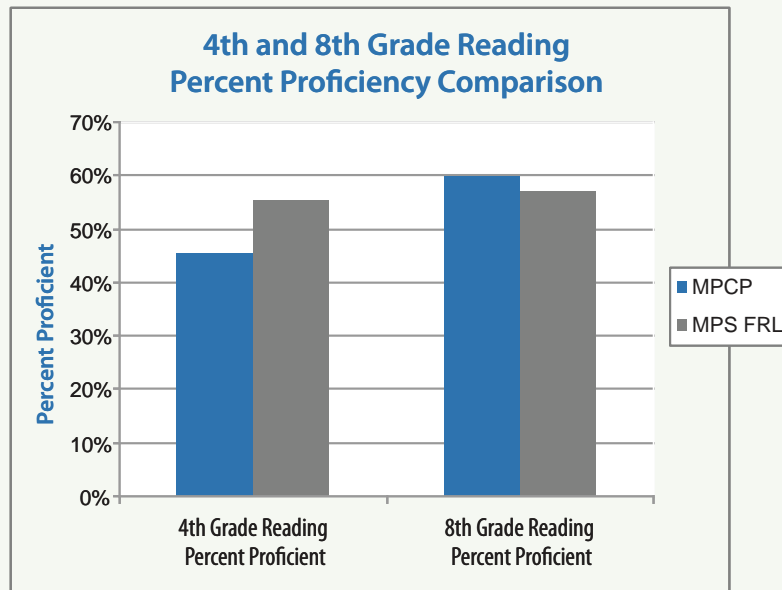
Table 5: MPCP and MPS Percent Proficient

Subject	MPCP	MPS FRL
4th Grade Reading Percent Proficient	46%	55%
4th Grade Math Percent Proficient	29%	45%
4th Grade Science Percent Proficient	35%	43%
8th Grade Reading Percent Proficient	60%	57%
8th Grade Math Percent Proficient	33%	34%
8th Grade Science Percent Proficient	39%	36%

For interpretation, Table 5 shows that on the 4th grade reading test, 46% of MPCP 4th graders for whom the SCDP received scores are proficient while 55% of MPS free and reduced lunch students are proficient. However, the story is again different for 8th graders. In two of the three subjects, MPCP students have higher levels of percent proficient than do MPS students. Viewing WKCE scores in terms of percent proficient indicate a similar story as described by Table 3. In 4th grade, MPS students tend to score higher on the WKCE than do MPCP students; however, the 8th grade results indicate that MPCP students score higher or at least as well as their counterparts in MPS. Figures 8 and 9 show a graphical representation of the differences between 4th and 8th grade reading and math respectively.

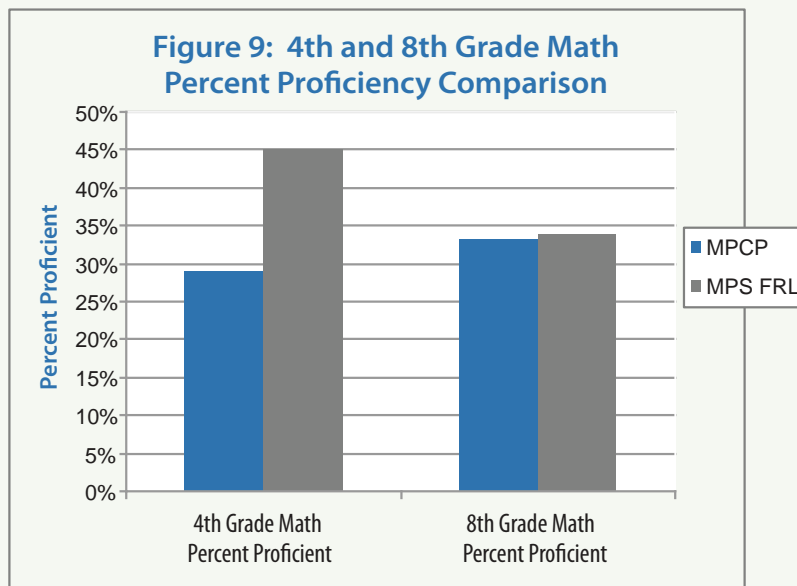


FIGURE 8



These are two different sets of students; only a longitudinal study following the same students over time would indicate such a finding.

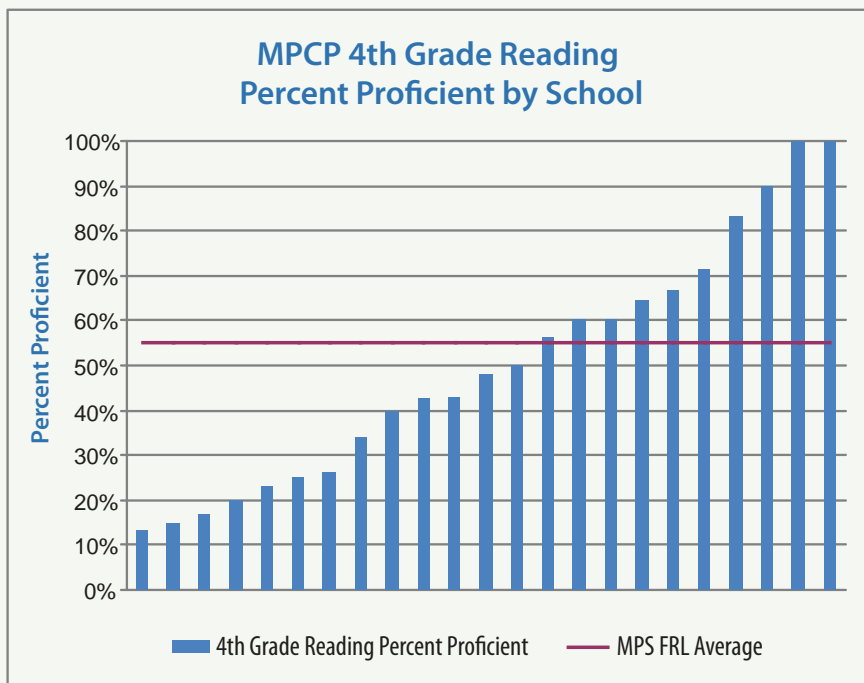
FIGURE 9



It is tempting to view Figures 8 and 9 as growth by MPCP students from 4th to 8th grade; however, such a conclusion is tenuous. The data for these two different grades are from two different sets of students.

Yet another way to look at the percent proficient data is to aggregate it to the school level. The following four figures¹² show the percent proficient in each MPCP school with an indication of the MPS school average for that particular grade and subject.

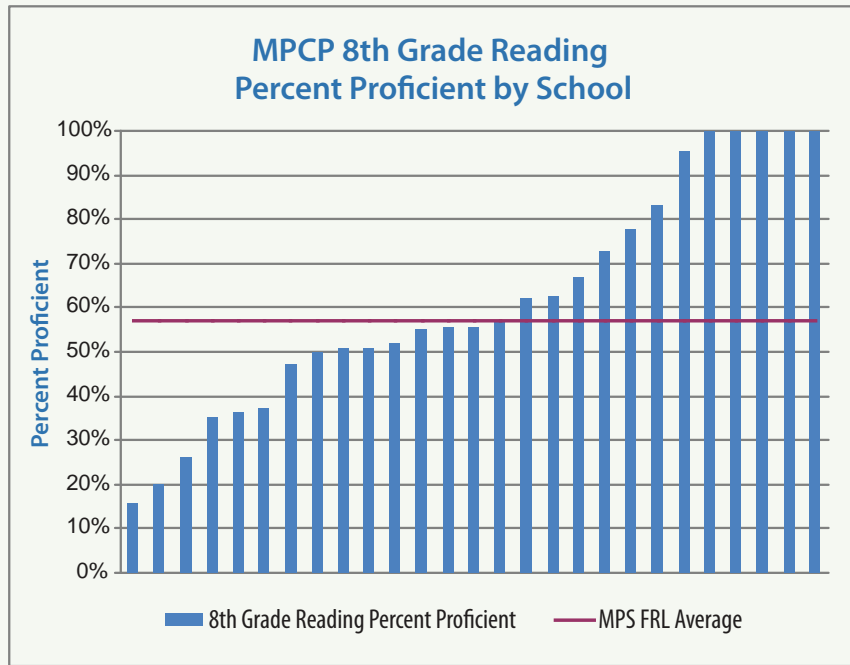
FIGURE 10



As indicated in Figure 10, 55% of MPS free and reduced lunch students are proficient in 4th grade reading. Of the 23 MPCP schools for which the SCDP received WKCE 4th grade reading scores, 10 had percentages of proficiency above 55%. Figure 11 shows 8th grade reading scores in the same manner.

12 The school averages are not weighted in any way based on the number of students in the school. The minimum number of MPCP student scores needed in a grade, subject, and school was 3.

FIGURE 11



Of the 27 MPCP schools reporting WKCE 8th grade reading scores, 12 scored higher than the 57% average of the MPS schools.

The figures below showing the math comparison are most telling. Figure 12 indicates that only 8 of the 22 MPCP schools reporting such scores have a percent proficient above MPS.

FIGURE 12

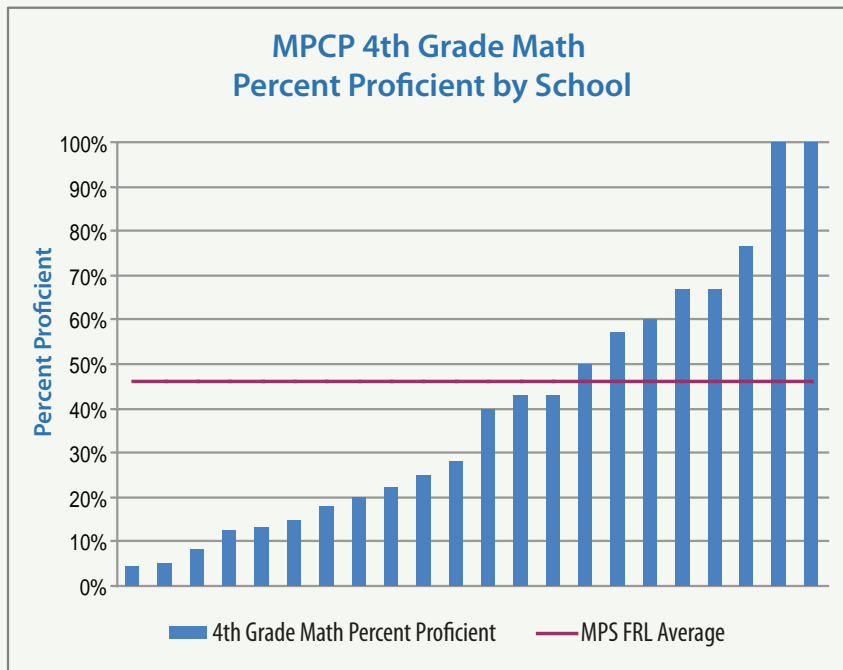
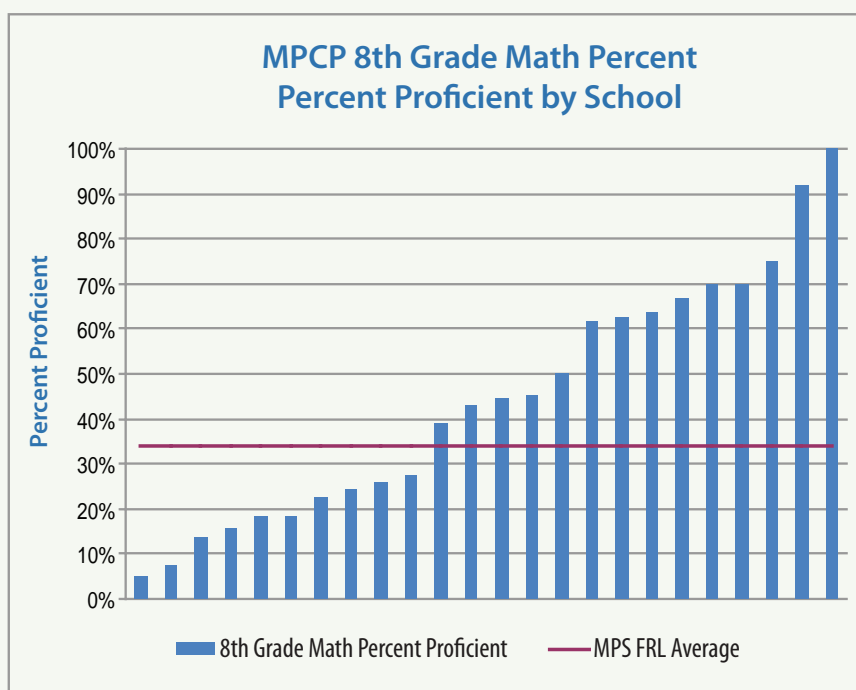


Figure 13 indicates the opposite in 8th grade math with 14 out of 24 schools having percent proficient higher than the MPS average.

FIGURE 13



The main point of these particular figures is to indicate the variation of students attending MPCP schools. Similar to the WKCE histograms above, MPCP schools serve a range of students with disparate abilities, and these charts illustrate well this variation.

Summary

The purpose of this report is to provide descriptive data regarding the test scores of Milwaukee Parental Choice Program students in grades 4, 8 and 10 in reading, math and science, as reported to the School Choice Demonstration Project 2007-2008. The above tables, graphs, and histograms provide a snapshot of these students' percentile scores relative to overall national norms, and scale scores on the WKCE relative to MPS FRL students. Because national norms are based on students with "average" educational circumstances, and the MPCP exclusively serves low-income inner-city students, the fact that their average levels of performance on norm referenced tests cluster around the lower one-third of the distribution is not surprising and should not be interpreted to indicate that the MPCP in general or MPCP schools in particular are necessarily doing a poor job of educating students. The comparison of the scale scores of the Choice students and schools that took the WKCE with the scores of MPS FRL students and schools similarly is presented descriptively with no claim that the schools themselves were independently responsible for the various results. Any reliable determination of the effectiveness of a school choice program like the MPCP can only come from a rigorous longitudinal study that follows a representative group of choice students over time and compares their achievement gains to those of a comparable set of public school students. The MPCP Longitudinal Education Growth Study (LEGS) will serve as the proper source for such a determination.

Exhibit 1



**SCHOOL CHOICE
DEMONSTRATION PROJECT**
GEORGETOWN UNIVERSITY

College of Education and Health Professions
Department of Education Reform
School Choice Demonstration Project



UNIVERSITY of ARKANSAS

1871®

201 Graduate Education Building
Fayetteville, Arkansas 72701
(479) 575-6345
(479) 575-3196 (FAX)

August 21, 2007

Dear School Administrator:

It is once again time for testing activities in support of the evaluation of the Milwaukee Parental Choice Program. We look forward to your participation in this important study. As you may recall, there are two components of the MCPC evaluation that will require your participation: program accountability and program evaluation.

1) Program Accountability

Participating schools need to test all MPCP students in grades 4, 8, and 10 annually in reading, math and, for grades 4 and 8, also in science. Schools can use any nationally-normed standardized test. **Scores from any standardized testing that the school performs must be shared with the School Choice Demonstration Project (SCDP).**

2) Program Evaluation

To provide a more rigorous evaluation of the MPCP, a representative sample of MPCP students in grades 3-8 and 10 will be tested using the WKCE. Students in grade 9 will be administered the Milwaukee Benchmark Assessment.

Schools that administer the WKCE comply with both components using the same test. If you plan to administer the WKCE this fall, any MPCP panel students who are already taking the WKCE at your school will not need to be double tested to fulfill the program evaluation requirement. If your school plans to administer the WKCE to only a few grades (e.g. grades 4 and 8 only), then SCDP will rely on your school to separately test any MPCP panel students in the remaining grades (3-8 and 10) and then share the scores with us, the research team.

If your school will be administering the WKCE fill out the box located on the School Contact Form. Please indicate which grades will be tested as well as the dates when testing will take place.

Test administrators in all grades where panel students have been selected (except 9th grade) are required to attend the WKCE training. Please include the names of all staff who will be

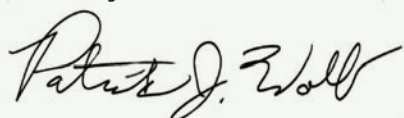
administering the WKCE and the grade(s) in which they will be administering the test on the enclosed **Test Training Registration Form**. For each test administrator, check the appropriate box to indicate the training session he/she will attend. Local staff trained in test administration will be available to assist you in testing panel students in all grades at your school. This may be very useful for testing students who are absent on the day of testing or any other special testing circumstance.

Laura Collins of our study team will coordinate directly with your designated School Contact (the person noted on the School Contact Form) to work out the logistics for testing. She will work with your School Contact to arrange local staff needed for test administration. Later, she will provide guidelines on submitting test scores to the study team. Her contact information is as follows:

Laura Collins
Westat RA1217
1650 Research Blvd
Rockville, MD 20850
Direct Line: 301-610-5573
Toll Free: 1-800-937-8281 x5573
Fax: 301-294-4475
Email: lauracollins@westat.com

Please feel free to contact Laura Collins directly if you have any questions.

Sincerely,



Patrick J. Wolf, Ph.D.
Professor and Endowed Chair in School Choice
Principal Investigator, SCDP

Exhibit 2

**SCHOOL CHOICE
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The Longitudinal Evaluation of the Milwaukee Parental Choice Program Frequently Asked Questions

Why do we have to test MPCP students?

The testing requirements in the Milwaukee Parental Choice Program (MPCP) are the result of 2005 Act 125 passed by the state legislature and signed into law on March 10, 2006. The new law also raises the cap on total participation in the MPCP to 22,500 students and requires that all schools participating in the MPCP obtain accreditation, among other changes.

Act 125 outlines the two components of the required testing program: program accountability and program evaluation. MPCP schools have vital responsibilities in both of these areas.

COMPONENT ONE: PROGRAM ACCOUNTABILITY

1.1 Who and what are we required to test for program accountability purposes?

Under the new law, all MPCP students in grades 4, 8, and 10 must be tested annually. The test must cover reading, math, and science.

1.2 What test can we use?

Schools can use any nationally-normed standardized test. Qualified tests would include the Iowa Test of Basic Skills, SAT 10, Terra Nova, or the Wisconsin Knowledge and Concepts Exam (WKCE).

1.3 Who pays for the test?

The participating MPCP schools are expected to pay for the costs of purchasing and scoring the test that they choose to administer.

1.4 When should we test?

Schools that choose to administer the WKCE for accountability purposes need to test during the fall testing window of October 22nd through November 23rd. Schools that choose to administer a national norm-referenced test can do so in the fall or spring.

1.5 What testing information do we need to provide to whom for program accountability?

Act 125 requires that, beginning in 2006, all MPCP schools forward to the School Choice Demonstration Project (SCDP) the individual level results of all standardized tests that it administers. That means that if the school tests all students in grades 4, 8, and 10 – not just MPCP students – the scores for all those students must be provided to the SCDP. Also, if a participating MPCP school administers standardized

tests to students in grades besides 4, 8, and 10, the results of those tests must also be forwarded to the SCDP. The basic requirements of Act 125 regarding testing are that participating schools must test all 4th, 8th, and 10th grade MPCP students annually, can test non-MPCP students and MPCP students in other grades, and must forward to the SCDP the individual-level results of any standardized testing that they conduct.

1.6 Why is testing information being provided to the SCDP?

Through Act 125, the state government of Wisconsin has ordered the SCDP to conduct a series of data collection, analysis, and reporting activities focused on evaluating the MPCP as a whole. The data collection activities include collecting the test scores from all standardized testing conducted by participating MPCP schools and converting those scores into data that can be compared both with MPS test scores and over time. The SCDP also is required to draw a representative sample of MPCP students and obtain test scores from them on the WKCE in order to make it easier to compare MPCP performance with MPS performance. These comparisons and evaluations will be made very carefully, by an experienced team of school choice researchers. Under the law, the data and results of the evaluations will be forwarded to the Legislative Audit Bureau for secondary analysis and review, and reported to the state legislature.

1.7 What specific testing information do we need to provide to the SCDP?

The SCDP evaluation team will need the following information about each student that MPCP schools test:

- At least two measures of the student's scores in the three sections (reading, math, and science). Scale scores are preferred, but Normal Curve Equivalents (NCEs) and National Percentile Ranks (NPRs) are also acceptable. For example, a school might provide each student's scale scores and NCEs in reading, math, and science. Raw scores will not be useful to the evaluators.
- Basic information about the test that was administered and the student who produced the scores, including the name of the test, the date(s) of testing, if any special accommodations were made for the student, as well as the name, grade level, birthday and school attended by the student. In many cases, all or most of this information will be on the individual student records that the testing company provides to schools upon scoring the tests.

1.8 In what form should we provide that information to the SCDP?

If your school receives the results of its testing program in electronic format, as a database, then we strongly prefer that you forward the information to us electronically. If you receive the results in paper form, please make copies of the paper records and send them to us.

1.9 How should we transmit this information to the SCDP?

Because the testing information will include sensitive personal information about your students, you will need to take special precautions in providing us with the data. One option is for you to arrange for SCDP personnel to pick up the testing information in person. Once you have received and made a copy of your testing database or paper records, just call our University of Arkansas office and we will make arrangements for a member of our research staff to come by

your office to obtain the information. A second option is for you to ship the information to the University of Arkansas office of the SCDP using a secure method of shipping (e.g. Fedex, UPS, or registered U.S. Mail).

1.10 Will the names of students and schools be kept confidential?

Absolutely. This information is being collected in order to evaluate the MPCP as a whole and to learn more about the effects of school choice programs like the MPCP. No data will be reported at the individual level, and no names of participating individuals or schools will ever be reported to anyone outside of the SCDP research team. This research is being overseen by the Institutional Review Board (IRB) for Human Subjects Research at the University of Arkansas. The IRB requires that the identity of all participants – individuals and schools – be kept strictly confidential in the conduct of academic research such as the MPCP longitudinal evaluation. As a result of the study, the public will learn how well the choice program is performing, and perhaps how the program might be improved, but no one will be given any specific information about the students and schools in the MPCP. The SCDP has strong safeguards in place to make sure that complete confidentiality is maintained throughout the study.

COMPONENT TWO: PROGRAM EVALUATION

2.1 In addition to the testing for program accountability purposes, what else are private schools participating in the MPCP expected to do in support of the study?

The SCDP research team will need help from private schools in conducting the MPCP impact study that is called for in the law, based on the representative sample of MPCP students. Last fall we drew a representative sample of approximately 2,500 MPCP students in grades 3-8 and the entire census of MPCP 9th graders. This October we will draw an additional representative sample of 500 3rd graders. All panel students will be administered the same tests taken by their respective public school peers (e.g. the WKCE-CRT in grades 3-8 and 10 and the Milwaukee Benchmark Assessment in grade 9). The testing of the “MPCP Panel” will take place sometime between October 22nd and November 23rd to coincide with MPS testing. We will follow this subgroup of MPCP students for another four years, re-testing them annually and surveying them and their parents about their educational experiences. The research team will handle all of the survey activities, but we will need help from the MPCP schools in testing the MPCP panel. We will notify schools early this fall regarding which of their MPCP students have been selected for the MPCP panel, and then work with the schools to arrange for the administration of the WKCE-CRT and the Benchmark Assessment to panel students during the fall testing window.

2.2 Who will administer the WKCE-CRT to the students on the MPCP panel and how will they do it?

We prefer that the WKCE-CRT be administered to students on the MPCP panel in their own school by school personnel. Such testing conditions would best replicate how MPS students are tested and therefore would facilitate a proper comparison between the performance of MPCP and MPS students. The research team will purchase these tests and pay for their scoring. We also will provide training on WKCE test administration to the school personnel assigned the responsibility for conducting the testing (training is not necessary for the Milwaukee Benchmark Assessment). Since it is highly unlikely that the MPCP panel will include all 3-10 grade students in a particular school, or even all such MPCP students in a particular school, we recommend that the testing of the MPCP panel students be conducted on a “pull out” basis in order to minimize disruption of the school schedule, and be conducted over several days so that students are not spending an entire day away from their classmates and the curriculum.

Since the entire census of MPCP 9th graders was selected to participate in the panel last fall, schools should expect that close to all of their MPCP 10th graders will be on the panel this year. If a school has a few 10th graders that were not part of the panel last year, but does not wish to exclude those students from testing this year, we will provide materials to test all 10th graders.

Schools that lack the personnel resources to conduct the testing themselves should contact the Westat representative on the SCDP to request assistance. SCDP staff will be available throughout the testing period to provide advice, support, and quality control over the test administrations. As soon as the testing of the MPCP panelists at a particular school is complete, administrators should contact Westat and a staff member will come by to pick up the testing materials for processing.

2.3 Why are there two testing requirements instead of one? Can the two requirements be satisfied by a single testing program?

There are two testing requirements as a result of Act 125 because one is appropriate for program accountability purposes and the other is appropriate for program evaluation purposes. Participating schools are required to test all of their MPCP students in grades 4, 8, and 10 using the qualified test they choose in order to generate program-wide information about how well MPCP students are doing. That information could not serve as the foundation for a reliable study of the effects of the MPCP program on student outcomes because the sample is limited to a few grades and the students will be assessed using a variety of tests. In order to determine if the MPCP program itself is improving student outcomes, we need to follow a representative panel of MPCP students and assess their performance using the same test that comparable MPS students take – the WKCE-CRT. In specific schools, the group of students that take the tests, and the specific tests that are administered, will likely differ for purposes of accountability (all 4th, 8th, and 10th MPCP students on school-selected test) and evaluation (a sample of 3rd-10th MPCP students on the MPS test). The two testing programs will only perfectly overlap at a particular school if both of the following conditions hold:

- All MPCP students in grades 3-8 (if elementary) or 9 and 10 (if high school) are tested in reading, math, and science in the fall of every year;
- The school administers the public school test (WKCE-CRT if grades 3-8 and 10, Milwaukee Benchmark Assessment if grade 9) as its school-selected test.

Under those conditions, the school could simply provide the SCDP with a copy of the results of its annual testing program and the school's testing requirements under Act 125 would be completely satisfied. Some participating MPCP schools might administer the WKCE-CRT as their annual student test, but not necessarily to the students in all of the grades 3-8. If that is the case, we will accept the test scores of the students that were tested and make arrangements with the school to test any students in the MPCP panel attending that school that were not tested. Thus, for private schools that administer the WKCE-CRT, there will be overlap between the two testing programs but the overlap might not be complete.

2.4 What testing accommodations should we provide for students with special needs?

We urge test administrators to provide appropriate testing accommodations based on the type and severity of special needs that students may have. In the public schools, such accommodations are detailed in a student's Individualized Education Plan (IEP). Although IEPs are not usually used by private schools, if a specific student is known to have or to have had an IEP that specified testing accommodations, then those accommodations should be followed for purposes of MPCP testing to the extent possible. In most cases, MPCP students with disabilities or language challenges that affect their ability to take tests will not have IEPs as a guide. In those cases, school personnel must do the following:

- Notify Westat regarding who will be accommodated, how, and why;
- Document all accommodations on a sheet sent to the test scoring company along with the testing materials (Westat will provide one if the testing company does not);
- Administer the same set of accommodations to the same students each year that they are tested.

The state of Wisconsin administers alternate assessments to students with disabilities (the WAA-SwD) and for English language learners (WAA-ELL) in the same subjects by grade as the WKCE-CRT. Westat will have copies of those alternative assessments available for testing purposes and will train test administrators on how to use them.

CONTACT INFORMATION

What if we have additional questions regarding the testing requirements under Act 125?

For questions regarding what participating MPCP schools are required to do under the new law, please contact the Department of Public Instruction:

Tricia Collins: 608-266-2853 or toll free 1-888-245-2732, ext 3 then 3
Lisa Geraghty: 608-266-0523 or toll free 1-888-245-2732, ext 3 then 5

For questions regarding the specific process of transferring the results of your school's regular testing program to the School Choice Demonstration Project, please contact the University of Arkansas:

Laura Jensen: 479-575-6345

For questions regarding the specific process for testing students on the MPCP panel, please contact Westat:

Laura Collins: 301-610-5573
Sabria Hardy: 301-610-5513

Exhibit 3



**SCHOOL CHOICE
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201 Graduate Education Building
Fayetteville, Arkansas 72701
(479) 575-6345
(479) 575-3196 (FAX)

July 15, 2008

Dear School Administrator:

I hope this letter finds you doing well as you are wrapping up the end of what I trust was a successful academic year. I want to begin by thanking you for all your assistance throughout this year as we gathered data for the second year of the state-mandated Longitudinal Evaluation of the Milwaukee Parental Choice Program.

According to our records, your school has not mailed us your principal survey or your 2007-08 student test scores. I have included an additional copy of the principal survey for your use. As a reminder we need a copy of all individual-level test results from ANY standardized testing that your school did during this school year. Please use the enclosed FedEx package to send us any outstanding documents.

As always, if you have any questions, please do not hesitate to give Laura Jensen a call (479-575-6345). I wish you the best of luck with your end of the school year activities.

Sincerely,

A handwritten signature in black ink that reads "Patrick J. Wolf".

Patrick Wolf, Ph.D.
Principal Investigator
School Choice Demonstration Project



College of Education and Health Professions
Department of Education Reform
School Choice Demonstration Project

February 5th, 2008

Dear School Administrator:

As our previous correspondence has mentioned, Wisconsin Act 125 mandates that all schools participating in the Milwaukee Parental Choice Program (MPCP) annually administer a nationally normed, standardized test of their choosing or the WKCE to their choice students in grades 4, 8, and 10. The test must cover reading, math and science. Additionally, Act 125 requires that MPCP schools submit a copy of all individual student level scores from any standardized tests they administer to the School Choice Demonstration Project (SCDP) at the University of Arkansas. The purpose of this letter is to provide you with guidance regarding how to submit your school's test scores to the SCDP.

Once you have received the scores from all your 2007-08 testing, please copy the individual student level score sheets and place the copies in the FedEx package you received along with this letter. You will also find enclosed in this package a copy of the MPCP Principals' Survey. Please complete this survey and insert it in the FedEx package along with your school's test scores. Please complete the top portion of the FedEx mailing form and remove the top copy for your records. This top copy can be used to track the package in the event that it does not arrive at the SCDP.

Time Frame & Mailing Address

Results of any fall testing that was administered at your school should be mailed to the SCDP by March 1st. Results of any spring testing that your school administered should be mailed to the SCDP by July 1st. Test score information should be mailed to the following address:

Laura Jensen
School Choice Demonstration Project
Department of Education Reform
201 Graduate Education Building
Fayetteville, AR 72701
479-575-6345

Format of Scores

A copy of the scores from any standardized test (e.g. Terra Nova, ITBS, WKCE, etc.) administered at your school can be submitted to the SCDP in either electronic or paper format, though electronic format is strongly preferred.



201 Graduate Education Building
Fayetteville, Arkansas 72701
(479) 575-6345
(479) 575-3196 (FAX)

Security Protocols

To protect the confidentiality of your students, it is important certain data protection strategies be implemented. If you are sending an electronic copy of your students' scores, you must password protect the file and burn the file to a CD (see attached sheet with instructions on CD burning). Instructions on how to password protect Microsoft Word, Microsoft Excel, and Acrobat Professional documents can be found below.

Securing a Word or Excel file with a password:

With the file open:

On the Tools menu, click Options, and then click Security.

In the Password to open box, type **MPCP2006**, and then click OK.

In the Reenter password to open box, type **MPCP2006** again, and then click OK.

Securing an Acrobat Professional/PDF file with a password:

With the PDF document open:

Control D for Document Properties

Click Security Tab > Change Security Method to Password Security

Check "Require a password to open the document"

Enter a password **MPCP2006** in the "Document Open Password:" box

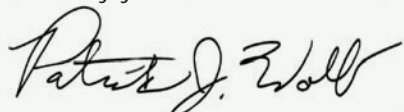
Confirm the password **MPCP2006**

If the electronic file containing your students' scores is not in any of these formats, please check the help menu in the program that fits the file for guidance in how to password protect the file. Another option would be to convert the file from its program format into Excel, which is the most preferred format for transferring data files securely.

If you chose to submit a paper copy of your students' test scores, the package in which your documents are mailed must be sealed with the mailer's signature over a taped seal. When mailing your scores, make sure that you indicate that a signature of the addressee is required at the point of destination (i.e. School Choice Demonstration Project). Paper copies of scores can be mailed securely by Registered U.S. Mail, Federal Express, UPS, etc.

We look forward to receiving your school's test scores. As always, if you have any questions, please call Laura Jensen, SCDP Research Assistant, at 479-575-6345.

Sincerely yours,



Patrick J. Wolf, Ph.D.

Professor and Endowed Chair in School Choice
Principal Investigator, SCDP

Appendix A:

Schools with MPCP Students in Tested Grades Operating through May 2008

N=115; (The italicized school did not provide test scores in 2007-08)

Agape Center of Academic Excellence, Inc.	Eastbrook Academy	Messmer High School
Alston's Preparatory Academy	Emmaus Lutheran School	Messmer Prep Catholic School
Atlas Preparatory Academy	Excel Academy	Milwaukee Lutheran High School
Atonement Lutheran School	Excel Learning Academy	Milwaukee Montessori School
Believers in Christ Christian Academy	Fairview Lutheran School	Milwaukee Seventh Day Adventist School
Bessie M. Gray Prep Academy	Family Montessori School	Mother of Good Counsel School
Blessed Sacrament School	Garden Homes Community Montessori School, Inc.	Mount Calvary Lutheran School
Blessed Savior - East Campus	Garden Homes Lutheran School	Mount Lebanon Lutheran
Blessed Savior - North Campus	Gilchrist Christian Academy	New Testament Christian Academy
Blessed Savior - West Campus	Gospel Lutheran School	Northwest Lutheran School
Blessed Savior - South Campus	Greater Holy Temple Christian Center	Notre Dame Middle School
<i>Blyden Delany Academy</i>	Harambee Community School	Oklahoma Avenue Lutheran School
Carter's Christian Academy	Hickman Academy Preparatory School	Our Lady of Good Hope School
Catholic East Elementary School	Holy Redeemer Christian Academy	Our Lady Queen of Peace Parish
CEO Leadership Academy	Holy Wisdom Academy	Parklawn Christian Leadership Academy
Ceria M. Travis Academy, Inc.	Hope Christian School	Pius XI High School
Christ Memorial Lutheran School	Hope Middle School	Prince of Peace
Christ St. Peter Lutheran School	Institute for Career Empowerment Inc.	Resurrection Christian Academy
Christian Faith Academy of Higher Learning	Institute of Technology and Academics	Right Step, Inc.
Clara Mohammed School	Jared C. Bruce Academy	Risen Savior Lutheran School
Community Vision Academy LTD	Jesus Academy of Learning	Saint Adalbert School
Concordia University School and Institute for LIGHT	Johnson Christian Academy, Inc.	Saint Anthony School
Daughters of the Father Christian Academy	KidPreneur	Saint Bernadette School
Destiny High School	King's Academy Christian School	Saint Catherine of Alexandria
Divine Savior Holy Angels High School	LaBrew Troopers Military University School	Saint Catherine School
Dr. Brenda Noach Choice School	Lutheran Special School & Education Services	Saint Charles Borromeo School
Early View Academy of Excellence	Marquette University High School	Saint Gregory the Great Parish School
		Saint Joan Antida High School

Saint John Kanty School	Saint Sebastian School	Victory Christian Academy
Saint John's Evangelical Lutheran	Saint Thomas Aquinas Academy	Victory Preparatory Academy
Saint Josaphat Parish School	Saint Vincent Pallotti School	Washington DuBois Christian Leadership Academy
Saint Leo Catholic Urban Academy	Salam School	Wisconsin Lutheran High School
Saint Lucas Lutheran School	Sharon Junior Academy	Word of Life Evangelical Lutheran School
Saint Marcus Lutheran School	Sherman Park Lutheran School/Preschool	Yeshiva Elementary School
Saint Margaret Mary School	Siloah Lutheran School	Young Minds Preparatory School
Saint Martini Lutheran School	Tamarack Community School	
Saint Peter-Immanuel Lutheran School	Texas Bufkin Academy	
Saint Philip's Lutheran School	The Hope School	
Saint Rafael the Archangel School	Travis Technology High School	
Saint Roman Parish School	Trinity Christian Academy for Nonviolence	
Saint Rose Catholic Urban Academy	Urban Day School	

MPCP Schools with no MPCP Students in Tested Grades 2007-2008

N=9

CrossTrainers Academy	Mustard Seed International School	The AppleCrest Preparatory Leadership Academy
Family Academy	New Holy Ghost Tabernacle Pre-School/Academy	
Grace Preparatory School of Excellence	Paige II University School, Inc.	
Kindergarten Plus		
Malaika Early Learning Center		

Milwaukee Longitudinal School Choice Evaluation: Annual School Testing Summary Report (2007-08)

About the Authors



Nathan L. Gray is a Doctoral Fellow in the Department of Education Reform working on his Ph.D. in Public Policy at the University of Arkansas. He also is a Research Assistant for the School Choice Demonstration Project. Gray received his B.A. in History from Hanover College (Indiana) and his M.A. in Economics from Indiana University – Indianapolis. He is a native of Marshfield, Wisconsin.



Patrick J. Wolf is Professor of Education Reform and 21st Century Endowed Chair in School Choice at the University of Arkansas in Fayetteville. He also is principal investigator of the School Choice Demonstration Project. Wolf has authored, co-authored, or co-edited three books and nearly 30 articles and book chapters on school choice, special education, and public management. A 1987 *summa cum laude* graduate of the University of St. Thomas (St. Paul, MN), he received his Ph.D. in Political Science from Harvard University in 1995.



Laura I. Jensen is a Research Associate in the Department of Education Reform at the University of Arkansas. She coordinates the logistics of the Milwaukee evaluation being conducted by the School Choice Demonstration Project. A former special education teacher, Ms. Jensen previously served as a Project Associate at the National Institute on Out-of-School Time at Wellesley College's Center for Research on Women. She has a B.A. in Psychology from Westminster College and an M.A. in Child Development from Tufts University.



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