

4a

State of Wisconsin



GARY R. GEORGE
SENATOR

May 16, 2000

Attn: Ms. Janice Mueller
State Auditor
Legislative Audit Bureau
22 East Mifflin Street, Suite 500
Madison, WI 53703

Dear Ms. Mueller:

I have enclosed copies of correspondence received from individuals and/or organizations that have requested audits on various issues. Please review them in accordance with LAB procedures.

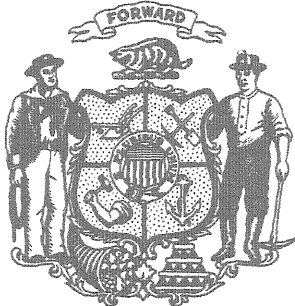
If you have any questions or concerns, please do not hesitate to contact our office.

Sincerely,

A handwritten signature in cursive script, appearing to read "Nola P. Walker".

Nola P. Walker
Legislative Aide

WISCONSIN
STATE
ASSEMBLY



S H E L D O N
WASSERMAN
STATE REPRESENTATIVE

February 15, 2000

Senator Gary George and Representative Carol Kelso
Co-chairs, Joint Committee on Audit
State Capitol, interdepartmental mail

Dear Senator *Gary* George and Representative *Carol* Kelso:

I am writing to request that an audit be conducted on medical health issues within the State of Wisconsin prison system.

Under current law, if a prisoner needs medical care, the keeper of the jail or house of correction in which the prisoner is confined must provide the prisoner appropriate care or treatment. But are medical health professionals required to directly see all prisoners and make an initial health assessment following a request for medical attention? What is the protocol for emergency response?

Today's *Milwaukee Journal Sentinel* contained the attached newspaper article describing the death of an asthmatic prisoner at Taycheedah. I believe that this tragic event and others that have occurred within our prison system give cause for concern and investigation.

Thank you for your consideration of my request. I look forward to hearing from you.

Sincerely,

Sheldon
Sheldon A. Wasserman, M.D.
State Representative
22nd Assembly District

SW.so

MADISON:
POST OFFICE BOX 8953
MADISON, WISCONSIN 53708
(608) 266-7671
TOLL-FREE NUMBER: 1-888-534-0022
FAX: (608) 266-7038
E-MAIL: rep.wasserman@legis.state.wi.us
WEB PAGE: [http://www.legis.state.wi.us/
assembly/asm22/news/](http://www.legis.state.wi.us/assembly/asm22/news/)

HOME:
3487 NORTH LAKE DRIVE
MILWAUKEE, WISCONSIN 53211
(414) 964-0663


PRINTED ON RECYCLED PAPER

LA P



LUTHER S. OLSEN

STATE REPRESENTATIVE · 41ST ASSEMBLY DISTRICT

LAB

February 16, 2000

Representative Carol Kelso
State Capitol-Room 16 West
Madison, WI 53708
HAND DELIVERED

Dear Representative Kelso:

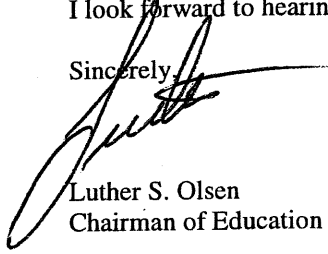
I am sending you this letter in order to request that the Legislative Audit Bureau conduct an audit of the wage discrepancy between non-vent pediatric RN's and non-vent adult RN's.

I received a letter from a constituent who is concerned about this wage discrepancy. With the passing of the biennial budget, non-vent pediatric wages have been increased from \$21.54 to \$31.21. In speaking to Charlie Morgan at the Department of Health, I was informed that non-vent pediatric RN wages were increased in order to eliminate the discrepancy between independent non-vent pediatric RN's and non-vent pediatric RN's who work for agencies. While this wage increase for non-vent pediatric RN's seems justified, it is not clear why non-vent adult RN's were not considered in this wage increase.

There is a fear that non-vent adult RN's will choose to go into pediatrics since there is a higher wage available. I am therefore interested in having an audit conducted as a means of assessing whether or not non-vent adult RN's should also be entitled to this wage increase.

I look forward to hearing from you.

Sincerely,


Luther S. Olsen
Chairman of Education Committee

LSO/ch



State Representative
John Lehman

Req. for Audit

March 16, 2000

Senator Gary George
Co-Chair
Joint Audit Committee
Room 118 South – Capitol
Madison, WI 53702

Representative Carol Kelso
Co-Chair
Joint Audit Committee
Room 16 West – Capitol
Madison, WI 53702

Dear Senator George and Representative Kelso:

I am writing in support of Senator Mary Panzer's request for an audit of the state's dental Medicaid managed care program.

As Senator Panzer stated in her January 19, 2000 letter to you, serious concerns by the dental community have been raised with regard to this program. I recently heard similar concerns when I attended a meeting this week with my local dentists.

As you know, Racine County is one of the four counties in the state where Health Maintenance Organizations (HMOs) are allowed to contract for dental services on a capitated basis. I understand there are several steps involved in getting the payments from the state to the dentists providing the care. As I understand it, the current structure allows the state to pay a medical HMO a certain monthly capitated rate to cover the cost of providing dental services for each enrollee in its HMO Medicaid plan. The HMO then contracts with a dental managed care organization, which contracts with the dentist who provides the care.

I join Senator Panzer in requesting to know how much of the original capitation rate paid by the state is being paid to the dentists providing the care.

State Capitol:
P.O. Box 8952
Madison, WI 53708
(608) 266-0634
Fax: 266-7038
E-Mail:
Rep.LehmanJ@legis.state.wi.us
Legislative Hotline:
1-800-362-9472

Home:
2421 James Boulavard
Racine, WI 53403
(414) 632-3330

Printed on recycled paper

Page 2

If our dentists, as they claim, are actually losing money each year by providing dental services to Medicaid patients due to bureaucratic red-tape, how will Wisconsin solve the increasing problem of getting care to low-income individuals who need it?

An audit of the Medicaid dental program will provide the Legislature with information on where administrative costs can be saved and allow us to provide more adequate payment to those dentists who actually provide these much-needed services.

Thank you for considering my request for an audit of the HMO dental Medicaid program. If you have any questions or if I may provide you with additional information, please don't hesitate to let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "John Lehman", with a long horizontal line extending to the right.

State Representative John Lehman
62nd Assembly District

JL:jms



COUNTY OF KENOSHA

Dennis R. Schultz, Director
Department of Human Services

Karen Vincent, Administrator
Brookside Care Center
3506 Washington Road
Kenosha, WI 53144
Phone: (262) 653-3800
Fax: (262) 653-3850

February 23, 2000

Senator Gary R. George and
Representative Carol Kelso, Co-Chairpersons
Joint Legislative Audit Committee
State Capital
Madison, WI 53702

Dear Audit Committee:

The Legislative Audit Bureau released an evaluation of County Nursing Home Funding on 1/27/00. The evaluation validated the message that county nursing home administrators have been conveying to DHFS for years.

County nursing home residents routinely present more behavioral challenges than do the typical residents of privately owned facilities. With this type of behavioral challenges comes a need for higher staffing levels which increases the costs of operating county owned homes. The Medicaid funding provided by the state is inadequate to cover these costs, resulting in county owned nursing home deficits. To solve this problem, Legislatures created the IGT program in FY 1993-94.

The IGT program allows the State of Wisconsin to use county nursing home losses to garner federal matching dollars. County deficits increased from 43.1 million in FY 1993-94 to \$66.6 million in FY 1998-99. In FY 1998-99 the state used \$66.6 million dollars of county nursing home losses (losses paid for by the county property tax payer) to acquire \$96.4 million of federal funds, of which \$37.1 million were returned to the counties. During this six-year period, the percentage of the county deficits covered through IGT payments decreased from 86.1 percent to 55.7 percent. In contrast, the amount available to fund the State's share of nursing home costs increased from \$5.4 million to \$58.3 million.

We feel a schedule needs to be established which will return counties reimbursement level under the IGT program to 86% of their medical assistance costs (the level which we began at).

Thank you for your consideration regarding this important issue.

Sincerely,

Karen Vincent
Administrator

Robert W. Pitts
Chairperson, Board of Trustees

Robert Carbone
Trustee

Eunice Boyer
Trustee

Louis DeMarco
Trustee

Nancy Principe
Trustee

cc: Alan Kehl - County Executive
Dennis Schultz
Michael Serpe
Kenosha County Legislative Delegation

cc J. Mueller

LAB

Co-Chairs Legislative Audit Committee
Senator Gary George
Rep. Carol Keslo

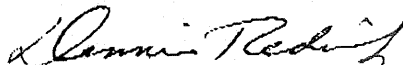
Meaningless is too mild a term for the Legislative Audit Bureau's so-called evaluation of the Milwaukee Choice Program. I sent a copy of my Review of the Evaluation of the Milwaukee Choice Program to the Legislative Audit Bureau, legislators, DPI, MPS, Howard Fuller and other partisans of Choice, and numerous critics of the Milwaukee Choice program. It was posted for the world on Education News after being ignored by Education Week and the Journal/Sentinel which both put an unearned positive spin on the LAB report. To date I have received zero reactions to my review of the LAB report.

Supt. John Benson keeps asking the significant question, "If accountability is good and fair for public schools, why isn't it fair for the schools in the voucher program?" Unbelievably the LAB report does not address this question. Incredibly the LAB lets choice schools provide almost no information on academic achievement or accountability standards. Useless is the appropriate word to describe the program information provided. Some schools got away with providing partial or no answers to questions. Six Choice schools (580 students) answered unknown to the question of the ethnicity of their students in January 1999. Choice schools receive millions in taxpayer money and are accountable for nothing. Why?

Why did it take months to do a report on 1998-99 information? Other than total enrollment estimates there is almost no substantive program information about the 91 schools participating in the program in 1999-2000.

It took me about 10 hours over a four day period to do a review of the LAB report. I wonder whether anyone else read this report carefully in its entirety. In discussing this report with the Shepherd Express on Friday I discovered I had identified one religious school (Islamic) as a North side location and it is actually located on the South side of Milwaukee. The table showing ethnic enrollments by location and religious and secular designations has been corrected and the Findings and Conclusions data have been revised. All of the Islamic schools 121 Choice students are listed as unknown by ethnic group. Attached is the revised review of the LAB evaluation of the Milwaukee Choice Program.

I would expect that someone in Wisconsin State Government would take responsibility for responding to the questions many other taxpayers and I have raised. What is the rationale for spending millions of dollars of public funds on Choice schools with "absolutely" no accountability or evaluation of the quality of these schools?



Dennis W. Redovich
Center for the Study of Jobs & Education in Wisconsin
6438 Sycamore St. Greendale WI. 53129 414-421-1120

Center for the Study of Jobs & Education in Wisconsin
Center Director, Dennis W Redovich Ed.D

A Review of the Evaluation of the Milwaukee Parental Choice Program

Center Report 2 February 2000

The February 2000 Evaluation of the Milwaukee Parental Choice Program by the Wisconsin Legislative Audit Bureau is not an evaluation. It is a descriptive report on the history of the Milwaukee Choice Program and the current status of the program.

The report does not indicate that the Milwaukee Choice Program is a success or failure. The report does not give any significant recommendations or state any conclusions that would allow anyone to claim the program is a success or failure.

In fact, there is "absolutely" no evidence presented that would allow anyone to say whether the Choice program is a success or failure. This is because there is "absolutely" no accountability data available for any of the 86 choice schools in operation in 1998-99 or the 91 in 1999-2000. How can the State Wisconsin provide funding for Choice schools with no evaluation of the quality of these schools? Intolerable and disgraceful are words too mild to describe this situation.

There are no myths dispelled by this report. As shown in this report, the enrollment patterns in Choice schools are not comparable to MPS schools. In a February 7 Journal/Sentinel editorial, "State audit punctures choice myths", it is said that the audit shows that most schools are not certifiably basket cases. The audit certainly does not show this to be true. Outrageously, the audit indicates nothing about the quality of Choice schools and does not prove that some Choice schools are not basket cases. If one choice school is a basket case that is one too many. The same would be true of MPS schools. However MPS schools are required and do provide a "fully" compliant Accountability Report for the world to review. And they get bashed for their honest reporting.

The report was done by educational research amateurs. The report would not meet the research standards stated for "all" middle school students in the State of Wisconsin. However that does not stop Choice proponents and an academically disadvantaged media, including Education Week, from putting a phony positive spin on the report.

Advisory Board

Anne Arnesen WISKIDS, Dr. Rick Boettger Economist, Dr. Gerald Bracey Ed. Res., August Cibarich WIDWI
Leon Todd Consultant, Alt. Ed Garvey, Bob Hanse Sen. Citizens, U.S. Rep. Jerry Kleczka, Prof. Howard Lee Stout,
George Krieger MPS, Sen. Gwen Moore, Prof. Alex Molar UWM, Robert Miranda Ed. For the People,
Sebastian Riccobono Business Owner, Ernie Schnook Retired Educator, John Weigelt MPS-ASC

A Review of the Evaluation of the Milwaukee Parental Choice Program

The February 2000 Evaluation of the Milwaukee Parental Choice Program by the Wisconsin Legislative Audit Bureau is not an evaluation. It is a descriptive report on the history of the Milwaukee Choice Program and the current status of the program in terms of: (1) number of schools participating (2) number of secular and religious schools by location (3) enrollments by school, (4) less than 100 word descriptions of educational programs (About a fifth had no program information or had one line such as, St. Sebastian integrates Catholic Christian values into its curriculum), (5) 1998-99 operating budget totals (6) Cost/FTE pupil (7) Tuition for non-Choice pupils (8) Distance traveled to school by Choice pupils (9) Accreditation if any. There is a summary table that indicates the number of schools administering standardized tests of different types, but not by school.

The report is written very politely so as to not offend proponents or opponents of Choice schools and legislators. As a result, there are few recommendations or criticisms directed at either Choice schools or MPS schools. The only statement that might be considered a recommendation or concern is "Admissions procedures could be improved" In regard to admission procedures two concerns are raised. (1) Admission practices which are being investigated by DPI and (2) The Audit Bureau has identified alternative procedures that could increase families' awareness of program requirements during the admissions process. The LAB tried to be as fair as possible and not create controversy.

The most ridiculous premise of all so-called evaluations of Choice schools is that all Choice Schools are considered as one. Evaluations of academic achievement done prior to the addition of religious schools "never" analyzed test results by school. These prior studies have been appropriately found to be seriously flawed by many educational researchers. When bogus comparisons are made of academic achievement at Choice schools and MPS schools there is no differentiation by school. Obviously any rational person knows that there are great differences in academic achievement between individual MPS schools and between individual Choice schools. MPS annually publishes its test results by school, unlike Choice schools who are held to no testing or accountability requirements. The academic achievement of numerous MPS schools is excellent and the achievement of others varies greatly from good to poor.

Participants Choose Schools Based on Perceived Quality

The following statement in the so-called evaluation is a distortion of the enrollment data. "In addition, the program serves pupils whose overall composition is similar to that of the Milwaukee Public Schools (MPS) pupils. In the 1998-99 school year, 62.4 percent of choice pupils were African-American and 61.4 percent of MPS pupils were African-American. Again it is the ridiculous assumption that all Choice schools are similar and that it is not necessary to analyze data from individual schools. As shown in the following table enrollment by ethnic group varies from 0% to 100% in individual Choice schools.

Findings and Conclusions

1. A majority of Choice pupils (4,102, 68%) were enrolled in 63 Religious schools including 4 Catholic high schools in January 1999. A total of (1,901, 32%) Choice student were enrolled in 23 Secular schools including one high school. If religious schools were not part of the Choice program the Milwaukee Choice program would not be able to expand higher than about 2% of MPS enrollments.
2. A large majority of Choice pupils (4,744, 79%) were enrolled in 60 Choice schools located North of Wisconsin Avenue. There were (1,259 21%) in 26 Choice schools located South of Wisconsin Avenue.
3. A great majority of students (3,453, 73%) attending Choice schools on the North side were African Americans. However (400, 8%) of Choice pupils North were "unknown". Since 82% of students enrolled in Secular schools North were African Americans it could be estimated that at least 7% of unknown Choice pupils were African-Americans and therefore at least 80% of Choice North enrollment were African American.
4. Hispanic students were the largest group (584, 46%) attending 26 Choice South schools White enrollment was (352, 28%), Unknown (180 14%) and African-American enrollment was (70, 6%).

Obviously enrollment in Choice schools is not comparable to Milwaukee Public Schools. Nor is enrollment similar to MPS schools.

The survey of parents with a response of 159 of 606 (26%) is so flawed in response rate, sample selection and size and research design, the results are absolutely meaningless.

Again, there is no documentation of responses to each question by school the pupil attends or grade level. **The 159 responses are an average of less than 2 responses per school (86).** Most of the responses are probably from a small number of schools. The sample should have been large enough to have sub-samples by school and grade level that would provide statistically significant results. Multiple responses to reasons for choosing the private school such as, Provides higher educational standards should have been evaluated on some scale of importance or significance with sample sizes that would provide statistically significant results.

The perception created by the flawed survey results is that MPS schools do not have high enough standards. The fact is that "only" 50 of the 159 respondents' children attended an MPS school prior to enrolling in the private Choice school in 1998-99. Seventy-two (72) of the respondents indicated their children had "never" attended a public school.

In a February 7 Journal/Sentinel editorial, "State audit punctures choice myths", it is said that the audit shows that most schools are not certifiably basket cases. The audit certainly does not show this to be true. Outrageously, the audit indicates nothing about the quality

of Choice schools and does not prove that some Choice schools are not basket cases. If one choice school is a basket case that is one too many. The same would be true of MPS schools. However MPS schools are required and do provide a "fully" compliant Accountability Report for the world to review. And they get bashed for their honest reporting no matter what the results show. Why is MPS evaluated as a System rather than as a System with individual schools?

Why does the audit not strongly recommend that Choice schools be held to the same accreditation and accountability standards as all public schools in Wisconsin?

Only 57 (67%) of 85 Choice schools in 1998-99 that responded to the survey question on accreditation were either accredited or were "seeking" accreditation. (One did not even respond to the question) Twenty-six (26, 46%) of the 57 schools were accredited by the Archdiocese of Milwaukee. Typically under religious schools descriptions of educational programs the integration of religious values into the curriculum was the first sentence. Example, "St. Sebastian School integrates Catholic Christian values into its curriculum." (No other curriculum description given)

How can the State of Wisconsin provide funding for Choice schools with no evaluation of the quality of these schools? Intolerable and disgraceful are words too mild to describe this situation. Are any of these Choice schools basket cases? Are the media and the Journal/Sentinel a haven for the academically disadvantaged?

Dennis W. Redovich
Center for the Study of Jobs & Education in Wisconsin
redovich@execpc.com

Dennis W. Redovich retired as Director of Research, Planning and Development from the Milwaukee Area Technical College in 1991 after 28 years of service. He has taught chemistry and math at three Wisconsin high schools and chemistry at MATC, UW-Milwaukee and Marquette University. Presently Dr. Redovich is an educational consultant, public speaker and Center Director of the Center for the Study of Jobs & Education in Wisconsin.

The January 1999 enrollment by school of 86 Choice schools found on pages I-2 to I87 of the LAB report was used to compile the following table.

Enrollment of Religious and Secular Choice Schools by Location and Ethnic Group

	Catholic	Lutheran	OtherRel.	Jewish	Secular	High Schs	Total
Location No. Schools	North (18)	North (10)	North (9)	North (1)	North (19)	North (3)	North (61)
African American	951 67%	387 62%	503 80%		1421 82%	197 72%	3,453 73%
White	348 25%	110 18%	4 1%	67 100%	60 3%	28 10%	634 13%
Hispanic	101 7%	55 9%	5 1%		18 1%	39 14%	208 4%
Asian/NatAm/Other	20 1%	11 2%	0		8 0%	10 4%	49 1%
Unknown		0 49 8%	119 19%		233 13%	0	400 8%
Total	1,420	612	631	67	1,740	274	4,744
	Catholic	Lutheran	Islamic		Secular	High Schs	Total
Location No. Schools	South (18)	South (1)	South (1)		South (4)	South (2)	South (25)
African American	37 4%	3 21%			23 15%	7 10%	70 5%
White	289 32%	11 79%			42 28%	10 14%	352 28%
Hispanic	447 50%				82 54%	55 76%	584 46%
Asian/NatAm/Other	69* 8%				4 3%	0	73 6%
Unknown	59 6%		121		0	0	180 14%
Total	901	14	121 100%		151	72	1,259
	*57 Asian						
All Locations	Catholic	Lutheran	Other Rel.	Jewish	Secular	High Schs	Choice
	Total (36)	Total(11)	Total (10)	Total (1)	Total (23)	Total (5)	Total (88)
African-American	988 43%	390 62%	503 67%		1,444 83%	204 59%	3,523 59%
White	637 27%	121 19%	4 1%	67 100%	102 6%	38 10%	986 16%
Hispanic	548 24%	55 9%	5 1%		100 6%	94 27%	792 13%
Asian/Amlnd/Other	89 4%	11 2%	0		12 1%	10 3%	122 2%
Unknown	59 3%	49 8%	240 31%		76 4%	0	580 10%
Total & % of Total	2321 39%	626 10%	752 12%	67 1%	1891 32%	346 6%	6,003



P.O. Box 7850
Madison, WI 53707-7850
608/261-8397 (voice)
608/261-8396 (TTY)
608/267-6749 (fax)

March 1, 2000

To: Wisconsin Senators
From: Dale Block, Chair *Dale Block*
State Independent Living Center
Re: Personal Care Service Audits

cc to LAB
cc Audit Bureau

The State Independent Living Center (SILC), a governor appointed cross- disability council, requests an immediate halt to any further audits of personal care services until DHFS provides a handbook and training for providers of personal care services. When a handbook is distributed, the SILC requests that the DHFS give clear directives as to the requirements for Medical Assistance claims. According to several providers, they were not instructed how to document services provided correctly and were unable to get consistent directives from department staff.

The SILC further recommends that:

- The Handbook provides clear expectations of personal care service providers and how those services must be documented to receive Medical Assistance
- Audits cease until handbook expectations can be implemented.
- DHFS examine its audit policy on service providers to determine whether services paid by the Medical Assistance program were provided or whether they simply find errors in recording information. Many providers are being asked to pay back the cost of services that they appear to have provided but did not document correctly. This is forcing agencies to close their doors.
- DHFS change how it supervises and reimburses eligible personal care service providers.

Also, please schedule a public hearing on this soon. The shortage of personal care services is a crisis throughout Wisconsin. We can wait no longer.

*the independent living
philosophy*

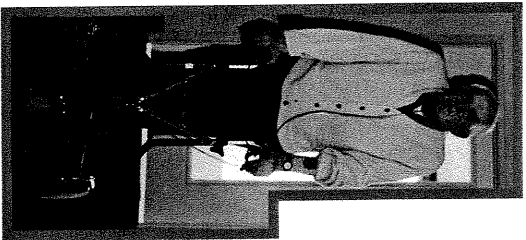
The philosophy of independent living is to promote consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, in order to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and the integration and full inclusion of individuals with disabilities into the mainstream of American society.

*to learn more about
the SILC*

Call the State Independent Living Council toll-free in Wisconsin at 1-888-WIS-SILC (1-888-947-7452) or call 1-608-261-8397 (voice) 1-608-261-8396 (TTY)

*empowerment
and independence
for persons
with disabilities*

SILC
State Independent Living Council



SILC
State Independent Living Council
P.O. Box 7851 • Madison, WI 53707-7851



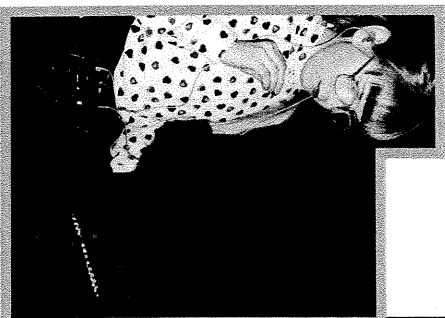
the state independent living council (SILC) believes:

It is the right of all persons with disabilities to have the freedom and the opportunity to control their own lives, manage their own affairs and live as they choose within the community, and to pursue educational, career and other personal goals which help them in their efforts to become active, contributing members of the community.



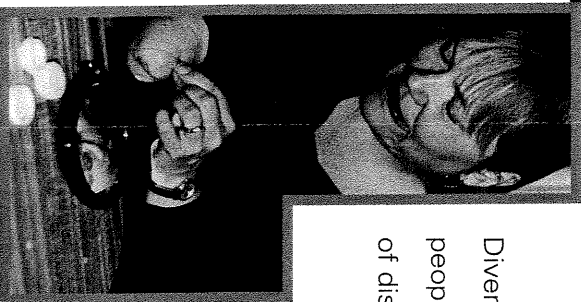
the SILC is:

Grounded in law. Created by the federal Rehabilitation Act Amendments of 1992 and confirmed by executive order of the Governor in 1993, the State Independent Living Council is composed of 14 Governor-appointed individual members from around the state.



Diverse. These members represent people of all ages with a broad range of disabilities.

Consumer-controlled. The law sets forth that the majority of our members are individuals with disabilities who are not employees of any state agency or independent living center.



the SILC:

- Promotes independent living for persons with disabilities throughout Wisconsin.
- Develops, implements, monitors, and evaluates a three-year State Plan for Independent Living Services, in conjunction with the Division of Vocational Rehabilitation.
- Supports the development and expansion of the Network of Independent Living Centers.
- Supports training opportunities for individuals with disabilities, family members and providers of independent living services.
- Assists in developing and expanding independent living services, particularly in parts of the state where needs are the greatest.
- Helps communities become more aware of the value of independent living, both to the community and to persons with disabilities.





cc LAB

February 15, 2000

Senator Gary R George, Co- Chairperson and
Assemblyman Carol Kelso, Co- Chairperson

RE: County Nursing Home Funding Hearing

Audit Cite

Dear Senator George and Assemblyman Kelso,

After testifying this morning at the hearing you requested that I fax a letter documenting my testimony.

I am the Finance Manager for Beverly Healthcare in the State of Wisconsin and currently chair the Payment for Services Committee for with Wisconsin Health Care Association. Beverly operates 29 facilities throughout the state of Wisconsin. The report from the legislative audit bureau named two (2) of our facilities, Kilbourn Care Center and Shorewood Heights. Kilbourn Care Center and Shorewood Heights have largely Medicaid populations (94.87% and 84.20% respectively). Beverly is a proprietary organization and does not have the ability to "break even" by appropriating property tax dollars through the county. Our only way of being made "whole" would be through increasing the private pay rate. We are not in the position to charge our private pay people over \$500 per day and also compete for private pay patients.

During 1999 Kilbourn Care Center incurred total expense per day of \$99.05 and was reimbursed \$89.98 per patient day. Shorewood Heights incurred expenses of \$117.24 and was reimbursed through Medicaid \$99.48. If one were to multiply the loss by the Medicaid days in the facility the loss that we can not get any reimbursement for would be for Kilbourn (\$270,095.53) and for Shorewood Heights (\$975,521.28) a total of \$1,245,616.81.

Beverly facilities routinely admit complex residents both clinically and behaviorally. In fact, we recently admitted 2 residents from the Milwaukee County facility to our Kilbourn Care Center.

6525 Grand Teton Plaza
Madison, WI 53719
(608) 833-4865 • FAX (608) 833-5172

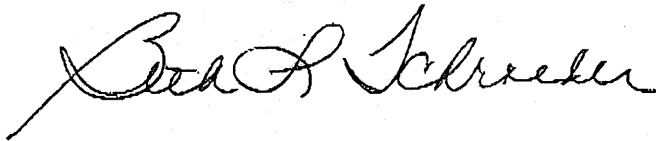
YOUR
PATHWAY
HOME

In addition, our Bradley Health Care Center has a female behavioral unit that had a deficiency free survey in January. (Bradley Health Care Center is located on 60th and Bradley in Milwaukee)

I would like the opportunity to take you on a tour of all three of these facilities at your earliest convenience.

Should you have any questions, I can be reached at 608-833-4865. Thank you for the opportunity to speak with your committee this morning.

Sincerely,



Elizabeth L. Schroeder, CPA
Beverly Healthcare
Finance Manager

February 15, 2000

Senator Gary R. George and
Representative Carol Kelso, Co-chairpersons
Joint Legislative Audit Committee
State Capitol
Madison WI 53702

cc LAB

Statement to the Joint Legislative Audit Committee
RE: Legislative Audit Bureau Report 00-1/County Nursing Home Funding

My name is Frances Anderson. I am the administrator of the Jefferson County
Countryside Home. Jefferson County's facilities currently serve approximately 170 skilled
nursing residents and 32 adult developmentally disabled people.

I think you have a sufficient number of statistics in the Audit Bureau Report on
County Nursing Home Funding, so I won't add to that. The report was very thorough and I
commend the work of the Audit Bureau staff in providing a meaningful evaluation of a very
complex subject.

I must make one correction for the record. On page 33, the first paragraph states "In
an effort...currently in use." In fact, Jefferson County is still debating the extent to which we
will remodel and replace buildings, which are obsolete and inefficient. A proposal, which
would have cost approximately \$9 million, was recently rejected by the County Board. We
are continuing efforts to reach an acceptable alternative.

Our nursing home population does reflect a higher percentage of "hard-to-care-for"
individuals. Over 50% of these residents have a mental disorder as a primary disabling
diagnosis. Our nursing home is the only one in the county that will accept a person who
needs skilled nursing care but also requires specialized services for a mental illness. The
mentally ill elderly is a growing segment of the population following other aging
demographics. Approximately 25% of our residents lived outside the county prior to
admission.

Our unit for adults with developmental disabilities has a significant number of people
with serious medical needs in addition to developmental disabilities. However, this study
addresses the skilled nursing home services only.

I believe our staffing levels are higher because of our special populations. The average
cost per hour is also greater due to higher wages and benefits. I think this results in our
lower turnovers and higher retention levels. While Countryside Home faces staffing
shortages like the rest of the providers, our staffing is relatively more stable due to these

Senator George
Representative Kelso
February 15, 2000
Page 2

costs. Stability of staffing is an essential ingredient in providing quality care but it is crucial when you're dealing with a more challenging clientele.

The report clearly outlines what has occurred with county home deficits and how the IGT program funds have been increasingly diverted for other purposes. This is not an equitable program for Jefferson County taxpayers.

On behalf of Jefferson County, we ask that the Legislature restore the IGT funding to the original levels which were intended by the Legislature when the program was created in 1993-1994; i.e. 86% of county deficits.

Thank you for your consideration.

Sincerely,



Frances McGinley Anderson, NHA
Administrator

FMA:cmr

Cc: Countryside Board of Trustees
Willard Hausen, County Administrator
Wendell Wilson, County Board Chair
Jefferson County Legislation & Rules Committee

March 10, 2000

Co-chairs Legislative Audit Committee
Senator Gary George
Rep. Carol Kelso

*Fwd to
LAB
ST Aud*

Dear Senator George and Rep. Kelso

Donald Bezruki of the LAB called me yesterday and indicated that you were carefully reviewing my February 29 letter and my Review of the Evaluation of the Parental choice Program. I am pleased that someone at least acknowledged they received the report. I had released the report on February 11 (posted on EducationNews.org on February 13) Since February 11 the phone call from Mr. Bezruki is the only response I have received. However the Shepherd Express has indicated that they will print a story next week.

The Choice schools should be continuously monitored for enrollment, student characteristics and educational programs. Choice schools should be required to provide all financial, demographic and academic program and achievement information requested by DPI or the LAB prior to receiving funding. If accountability is good and fair for public schools, why isn't it fair for the schools in the voucher program? I look forward to your response to this question and your views on my analysis of the LAB report.

There are a number of other education issues in Wisconsin that I believe require evaluation and perhaps a full fledged audit.

* The MPS dropout and graduation rate. Course requirements for all such as algebra and math test for graduation are "destroying" MPS students. (See attached Analysis of MPS Accountability) Unbelievably MPS is the only School District with such requirements.

* The 4th, 8th, and 10th statewide testing. Unlike the 3rd grade reading test these tests are not content validated and proficiency levels are useless. (See Morning Mail Journal)

* Millions of dollars being wasted on educational technology and instructional materials without accountability. (See Just Another Big Con Technology) Posted Education News.

* Millions wasted on university research and so-called Initiatives. (See Milwaukee Initiatives and Research also posted on EducationNews.org)

Best wishes,



Dennis W. Redovich
Center for the Study of Jobs & Education in Wisconsin
6438 Sycamore St. Greendale WI 53129

This letter is being faxed and also e-mailed with attachments. Additional materials will be sent by U.S. Mail Copies to Donald Bezruki.

Center for the Study of Jobs & Education in Wisconsin
6438 Sycamore St. Greendale WI 53129 414-421-1120

Center Director, Dennis W Redovich Ed.D

Supt. Spence Korte
Milwaukee Public Schools

Dear Dr. Korte:

I have completed Center Report 1 for the year 2000, "Analysis of the 1998-99 Accountability for MPS High Schools". I am e-mailing and faxing this report to you and the MPS Board of Directors. I believe that this report should be reviewed by you and the MPS Board and placed on the agenda of the appropriate MPS Board Committee.

I am a strong supporter of the Milwaukee Public Schools. My criticisms are solely meant to improve the educational programs in MPS schools. I am a proud 1946 graduate of the excellent Burdick School and a January 1951 high school graduate of the exemplary Gaenslen School. MPS has some of the finest large urban schools in the nation and numerous outstanding programs for which MPS should be proud.

MPS and the Wisconsin DPI are not addressing the serious problems being created by high stakes testing and unrealistically high standards for "all" students. The reporting of statewide WSAS test results by MPS and DPI is seriously flawed, and as a result the test results, with the exception of the 3rd Grade Reading Test, are meaningless. That is why no attempt has been made to analyze WSAS test results in this report.

Sincerely,



Dennis W. Redovich

Copies to President Bruce Thompson MPS Schools and the MPS Board of Directors via the Office of Board Governance, State Supt. John Benson, Joe Williams Journal/Sentinel and Doug Hissom Shepherd Express

**Center for the Study of Jobs & Education in Wisconsin
6438 Sycamore St. Greendale WI 53129 414-421-1120**

**Analysis of 1998-99 Accountability Data for MPS High Schools
Report 1 February 2000 By Dennis W. Redovich**

Preface

Accountability data from the Milwaukee Public Schools 1998-99 Accountability Report of December 1999 was reviewed and analyzed for this report. Only selected high school data, Percentage of 9th graders passing Algebra, grade point average (GPA) for all and 90% attendance students, percentage dropouts, retention rate and mobility by high school are discussed in this report.

MPS and the Wisconsin DPI are not addressing the serious problems being created by high stakes testing and unrealistically high standards for "all" students. The reporting of statewide WSAS test results by MPS and DPI is seriously flawed, and as a result the test results, with the exception of the 3rd Grade Reading Test, are meaningless. That is why no attempt has been made to analyze WSAS test results in this report.

The only WSAS test results that are presented in an appropriate format are the Grade 3 WRCT Reading test results. These test results are reported by four reasonably validated and defined performance levels, Advanced, Proficient, Basic and Minimal. In 1998-99 82.3% of MPS 3rd graders tested scored at or above Basic. The flaw in MPS reports is that the Accountability report does not indicate the number or percentage of 3rd graders who did not take the test and the reasons they were not tested. Some MPS schools have a majority or high percentage of ESL students and/or Special Education students who do not take the reading test. Appropriately, MPS results do not include the percentage of students not tested in their calculations.

Outrageously, DPI uses inappropriate enrollment numbers and uses the percentage of students not taking the test (Even if the reason is appropriate and they have accurate verifiable numbers) when it calculates statewide WSAS test results. This means that every student not taking the test, for any reason, is given a score of 0 even if the reason for not taking the test was appropriate. In addition, DPI most often uses only the Advanced and Proficient percentage (Proficient or above) in reports reported in newspapers and other media and does not include the percentages of students achieving at the Basic or Minimal level which are available and sent to School Districts.

I have been told that the reason only Proficient and above are reported and the percentage of students not taking the test are included in calculations is because of recommendations by the U.S. Department of Education. Is the object of high stakes testing to make American students look bad in order to justify the manufactured crisis created and perpetuated by academically disadvantaged politicians, bureaucrats and the media?

Analysis of 1998-99 Accountability Data for MPS High Schools

Accountability data from the Milwaukee Public Schools 1998-99 Accountability Report of December 1999 was reviewed and analyzed for this report. Only selected high school data, Percentage of 9th graders passing Algebra, grade point average (GPA) for all and 90% attendance students, percentage dropouts, retention rate and mobility by high school are discussed in this report. The following table shows the rank, highest to lowest (1 to 15) for each of the categories above. Each of the categories will be discussed separately followed by some overall comments on the quality of the MPS Accountability data and assessment of test results and student outcome information.

Selected MPS High School Student Outcomes and Rank by School

Rank	MPS High School	% Pass Algebra	GPA All Rank	GPA 90% Attend. Rank	% Drops Rank	Retention % & Rank	Attendance % & Rank	Mobility % & Rank
1	King	93%	2.63 (1)	2.97 (1)	1% (2)	5% (1)	89% (1)	8% (1)
2	North	84%	1.37 (15)	2.32 (10)	22% (14)	29% (10)	60% (15)	59% (15)
3	Riverside	82%	2.16 (3)	2.76 (3)	0% (1)	16% (3)	85% (3)	15% (4)
4	MHSA	71%	2.38 (2)	2.88 (2)	6% (5)	15% (2)	86% (2)	11% (2)
5	Hamilton	69%	2.05 (4)	2.56 (7)	6% (5)	21% (6)	78% (6)	13% (3)
6	South	63%	1.82 (8)	2.53 (8)	11% (10)	25% (7)	74% (11)	52% (14)
7	Technical	60%	1.78 (10)	2.65 (5)	4% (4)	19% (4)	77% (7)	21% (6)
8	Vincent	58%	1.94 (7)	2.22 (13)	6% (5)	27% (8)	81% (4)	19% (5)
9	Washington	51%	1.63 (13)	2.18 (14)	16% (13)	30% (12)	75% (10)	33% (11)
10	Pulaski	50%	1.99 (6)	2.75 (4)	9% (9)	29% (10)	76% (9)	33% (11)
11	Madison	49%	1.66 (12)	2.27 (12)	12% (11)	37% (14)	66% (13)	28% (9)
12	Bay View	47%	2.04 (5)	2.64 (6)	14% (12)	28% (9)	77% (7)	25% (8)
13	Custer	41%	1.74 (11)	2.32 (10)	25% (15)	53% (15)	63% (14)	33% (11)
14	Juneau	35%	1.80 (9)	2.47 (9)	1% (2)	19% (4)	80% (5)	28% (9)
15	Marshall	35%	1.50 (14)	2.10 (15)	8% (8)	32% (13)	70% (12)	23% (7)

District Totals 60% 1.93 2.49 11.9% 25.7% 76.2% 26.2%

Ninth Grade Algebra Pass Rate

MPS 9th graders have been required to take algebra since 1993-94 when the pass rate was 54%. MPS Accountability reports show the percentage of 9th graders passing in the last three years as follows: 1996-97 55%, 1997-98 56%, and 1998-99 60%. The 1998-99 9th grade enrollment was 9,340, evidently 40% or 3,736 did not pass algebra. More than 3,000 MPS students have been failing algebra each year since 1993-94. Ninth grade enrollments have increased by more than 1,500 since 1993-94 and increased from 8,782 in 97-98 to 9,340 in 98-99 because of increasing numbers of students being retained in the 9th grade because of failures.

What is the explanation for the 84% pass rate in algebra at North Division that has the lowest GPA for all students of 1.37? Why does a highlighted school like Juneau with an exemplary business curriculum have a 35% pass rate in algebra? What is the rationale for "all" MPS students to take algebra? What is the rationale to require "all" 8th graders to take algebra? Insane is too mild a term for this policy. Algebra was useless, except as a requirement for college, forty years ago when I taught algebra and it is not any more useful in the year 2000. Requiring algebra of all MPS students is just one of the disastrous school reforms that are legacies of former Supt. Howard Fuller.

MPS High School Math Proficiency Exam

It is claimed on page 24 of the 1998-99 Accountability Report that 89% of 12th grade students passed the 1998-99 MPS High school Proficiency Exam which is "the" high stakes graduation test for MPS students. However the true percentage is not 89% since only 2,711 of 3,874 seniors (70%) took the test. In 1997-98 only 63% of seniors actually took the test and 92% of those are said to have passed the test. It would be impossible to compare the percentage of students by school who passed this test because the actual percentage of students by school varies from about 60% to 92%. (That is why this test result is not included in the table above) Fortunately, MPS allows students to graduate by showing other evidence such as portfolios that they are sufficiently competent in math to receive a high school diploma. Unfortunately, too many students quit trying and leave MPS without a diploma. One student not graduating because of this stupid math test is one too many. When is the MPS Board and Administration going to give a rational reason for this so-called Math Proficiency Exam. When is this catastrophe going to end?

Attendance, Mobility and Retention

Attendance and mobility are very important factors in determining the academic achievement and GPA of students in any school at any grade level. Stability in a school and good attendance are very important positive factors in determining academic achievement in school and retention in grade level. Obviously good attendance significantly increases GPA's at every MPS high school. For example, at North Division the GPA for "all" students was 1.37 but the GPA for students with at least a 90% attendance was 2.32. The mobility of North Division students was 59% which indicates that 59% of the students at North Division entered or left the school during the school

year. Should North Division administration and teachers be held solely accountable for academic achievement of mobile students who are absent from school more often than attending school? (Ninety percent (90%) of North Division students were classified as Truants in 1998-99) Should Rufus King (One of Wisconsin's finest high schools) administration and teachers get all the credit for a 2.63 GPA for all students and a 2.97 GPA for students with attendance of 90%? (King had 8% mobility, 89% attendance and 1% dropout rate) Why are schools held accountable for the behavior of students and parents that schools cannot control? Are students and parents accountable for anything?

Retention in grade level obviously is dependent on students failing the courses they enroll in. Predictably, if a school has students with high mobility and poor attendance, GPA 's will be low, failure rates will be high and dropouts will be numerous. Failure breeds failure and that is the reason for bulging enrollments in the 9th grade. In 1997-98 43% of all MPS dropouts (1,329) were 9th graders. (12% 354 were 12th graders) More than 3,000 MPS students fail algebra every year. What more has to be said? It is a catastrophe!

Dropouts

In 1998-99 dropout rates varied from 0% (less than 0.5%) at Riverside and 25% at Custer. The dropout rate for all MPS high schools decreased from 12.5% to 11.9%, a statistically insignificant change. (The margin of error of the dropout rate methodology is probably larger than 2% but a precise measurement is difficult for MPS schools The 1998-99 methodology is a great improvement over some recent years when the dropout rate was probably a bogus number) However, if the dropout rate had gone up 0.6% in 1998-99 the Journal/Sentinel may have run it as a front-page story. Dropout rates went down from 1992-93 17.4% (Supt. Howard Fuller's time) in three years to 9.9% in 95-96 (Howard Fuller was gone) without fanfare from the media. In fact I remember well a Milwaukee Sentinel back page story stating that a 2.6% decline in one year was not statistically significant, according to the Sentinel reporter.

My findings from numerous dropout studies I have done and read are the following.

1. Students most often give personal reasons (Don't like school, Had to get a job etc.) for dropping out.
2. Most often the most important reason is school failure
3. Students rarely blame teachers or the "school" except in cases where they have had discipline problems. The academically disadvantaged media and unscrupulous public school bashers blame teachers and schools for problems caused by social and economic conditions that the schools couldn't control. (Political leaders who can do something about social and economic conditions are not accountable for anything except lowering taxes for those of greatest means).

The problem then is to determine why students are failing at school, not why they dropped out of school.

Since 1981-82 the MPS Dropout rate for the regular 15 high schools has been consistently about 10%. Starting in 1998-89 Alternative and Partnership schools, which have much higher dropout rates than regular MPS schools have been included in the MPS

total dropout rate. If Alternative and Partnership schools are not included in 1997-98 MPS totals the dropout rate for MPS regular high schools would be 10.1%. Alternative and Partnership schools enroll in most cases largely at-risk students. If Alternative and Partnership schools did not enroll these at-risk-students a large majority of them would probably dropout at a younger age. I believe that Alternative and Partnership schools are a great asset and keep MPS dropout rates from getting higher each year.

The facts are that the dropout rate at each MPS high school including Alternative and Partnership schools are directly proportional to the number of at-risk students enrolled at the school. During the school year thousands of at-risk students move from high school to high school. The Dropout Rate for any given school is largely dependent on the quality of students enrolled. Schools are unfairly compared on all accountability measures. Some schools (particularly Partnership schools) get more credit than they may deserve. Minority enrollment and percentage of free and reduced lunch students are not "definitive" measures of poverty or academic disadvantaged students.

MPS Grade 9 students are being destroyed by new academic requirements most notably requiring Algebra of all 9th Grade students. When new math and science requirements are initiated (3 years beyond Algebra) the destruction of poor kids will be a catastrophe. When 8th graders are required to have "mastered" Algebra in 2000 to enroll in high school it may be a holocaust. What will MPS do with the 50% of 8th graders who may not pass a rigorous Algebra course in 8th grade. What will MPS do with the 20% or more of Special education students who may "never" pass any rigorous math course?

Summary and Conclusions of the Analysis of MPS Accountability Report

MPS and the Wisconsin DPI are not addressing the serious problems being created by high stakes testing and unrealistically high standards for "all" students. The reporting of statewide WSAS test results by MPS and DPI is seriously flawed, and as a result the test results, with the exception of the 3rd Grade Reading Test, are meaningless. That is why no attempt has been made to analyze WSAS test results in this report.

The only WSAS test results that are presented in an appropriate format are the Grade 3 WRCT Reading test results. These test results are reported by four reasonably validated and defined performance levels, Advanced, Proficient, Basic and Minimal. In 1998-99 82.3% of MPS 3rd graders tested scored at or above Basic. The flaw in MPS reports is that the Accountability report does not indicate the number or percentage of 3rd graders who did not take the test and the reasons they were not tested. Some MPS schools have a majority or high percentage of ESL students and/or Special Education students who do not take the reading test. Appropriately, MPS results do not include the percentage of students not tested in their calculations.

Outrageously, DPI uses inaccurate enrollment numbers and uses the percentage of students not taking the test (Even if the reason is appropriate and they have accurate verifiable numbers) when it calculates statewide WSAS test results. This means that every student not taking the test, for any reason, is given a score of 0 even if the reason

for not taking the test was appropriate. In addition, DPI most often uses only the Advanced and Proficient percentage (Proficient or above) in reports reported in newspapers and other media and does not include the percentages of students achieving at the Basic or Minimal level. It is beyond belief that DPI does not emphasize the number of students (usually more than 50%) at the Basic and above level or at the Minimal level.

I have been told in the past that the reason only Proficient and above are reported and the percentage of students not taking the test are included in calculations is because of recommendations by the U.S. Department of Education. Why would the U.S. Dept. of Education make such rules and why would the Wisconsin DPI and MPS not report Basic and Minimal results as well as Proficient and above? Is the object of these tests to make American students look bad in order to justify the manufactured crisis created by academically disadvantaged politicians, bureaucrats and the media?

Incredibly the MPS Accountability report and press reports boasts about increases in math and science such as the following. Grade 7 Percent of Students Scoring Proficient/Advanced 1997-98 compared to 1998-99 MPS Math Assessment 17.1% to 25.8% and Science Assessment 11.6% to 28.4%. What does Proficient and above indicate? Is it a validated measure of a critical knowledge level that every student should achieve? Baloney, a majority of adults including politicians and bureaucrats with college degrees would not score proficient or above on math and science tests at higher grade levels because they have forgotten what they learned in school if they have not used the knowledge. And by the time students are ready for college they will have forgotten much of the math and science knowledge they have not used. To the delight of school bashers of all persuasions they may then become part of the statistics of students requiring remedial math in college.

But, the most harmful result of this testing is that teachers will teach for the test (As any rational person would do) and not a well planned curriculum. And the public, not having any knowledge as to the validity of the tests, will lower their opinion of schools. "Only 25.8% of 7th graders were proficient in Math". Is that good?

Dennis W. Redovich
Center for the Study of Jobs & Education in Wisconsin

The MPS board and Administration never respond to reports of the Center for the Study of Jobs & Education in Wisconsin The media never asks the "new" MPS Board any tough questions or challenges their so-called reform policies. Why?

Center for the Study of Jobs & Education in Wisconsin
Center Director, Dennis W Redovich Ed.D

A Review of the Evaluation of the Milwaukee Parental Choice Program

Center Report 2 February 2000

The February 2000 Evaluation of the Milwaukee Parental Choice Program by the Wisconsin Legislative Audit Bureau is not an evaluation. It is a descriptive report on the history of the Milwaukee Choice Program and the current status of the program.

The report does not indicate that the Milwaukee Choice Program is a success or failure. The report does not give any significant recommendations or state any conclusions that would allow anyone to claim the program is a success or failure.

In fact, there is "absolutely" no evidence presented that would allow anyone to say whether the Choice program is a success or failure. This is because there is "absolutely" no accountability data available for any of the 86 choice schools in operation in 1998-99 or the 91 in 1999-2000. How can the State Wisconsin provide funding for Choice schools with no evaluation of the quality of these schools? Intolerable and disgraceful are words too mild to describe this situation.

There are no myths dispelled by this report. As shown in this report, the enrollment patterns in Choice schools are not comparable to MPS schools. In a February 7 Journal/Sentinel editorial, "State audit punctures choice myths", it is said that the audit shows that most schools are not certifiably basket cases. The audit certainly does not show this to be true. Outrageously, the audit indicates nothing about the quality of Choice schools and does not prove that some Choice schools are not basket cases. If one choice school is a basket case that is one too many. The same would be true of MPS schools. However MPS schools are required and do provide a "fully" compliant Accountability Report for the world to review. And they get bashed for their honest reporting.

The report was done by educational research amateurs. The report would not meet the research standards stated for "all" middle school students in the State of Wisconsin. However that does not stop Choice proponents and an academically disadvantaged media, including Education Week, from putting a phony positive spin on the report.

Advisory Board

Anne Arnesen WISKIDS, Dr. Rick Boettger Economist, Dr. Gerald Bracey Ed. Res., August Cibarich WI DWD
Leon Todd Consultant, Att. Ed Garvey, Bob Haase Sen. Citizens, U.S. Rep. Jerry Kleczka, Prof. Howard Lee Stout,
George Krieger MPS, Sen. Gwen Moore, Prof. Alex Molar UWM, Robert Miranda Ed. For the People,
Sebastian Riccobono Business Owner, Ernie Schnook Retired Educator, John Weigelt MPS-ASC

A Review of the Evaluation of the Milwaukee Parental Choice Program

The February 2000 Evaluation of the Milwaukee Parental Choice Program by the Wisconsin Legislative Audit Bureau is not an evaluation. It is a descriptive report on the history of the Milwaukee Choice Program and the current status of the program in terms of: (1) number of schools participating (2) number of secular and religious schools by location (3) enrollments by school, (4) less than 100 word descriptions of educational programs (About a fifth had no program information or had one line such as, St. Sebastian integrates Catholic Christian values into its curriculum), (5) 1998-99 operating budget totals (6) Cost/FTE pupil (7) Tuition for non-Choice pupils (8) Distance traveled to school by Choice pupils (9) Accreditation if any. There is a summary table that indicates the number of schools administering standardized tests of different types, but not by school.

The report is written very politely so as to not offend proponents or opponents of Choice schools and legislators. As a result, there are few recommendations or criticisms directed at either Choice schools or MPS schools. The only statement that might be considered a recommendation or concern is "Admissions procedures could be improved" In regard to admission procedures two concerns are raised. (1) Admission practices which are being investigated by DPI and (2) The Audit Bureau has identified alternative procedures that could increase families' awareness of program requirements during the admissions process. The LAB tried to be as fair as possible and not create controversy.

The most ridiculous premise of all so-called evaluations of Choice schools is that all Choice Schools are considered as one. Evaluations of academic achievement done prior to the addition of religious schools "never" analyzed test results by school. These prior studies have been appropriately found to be seriously flawed by many educational researchers. When bogus comparisons are made of academic achievement at Choice schools and MPS schools there is no differentiation by school. Obviously any rational person knows that there are great differences in academic achievement between individual MPS schools and between individual Choice schools. MPS annually publishes its test results by school, unlike Choice schools who are held to no testing or accountability requirements. The academic achievement of numerous MPS schools is excellent and the achievement of others varies greatly from good to poor.

Participants Choose Schools Based on Perceived Quality

The following statement in the so-called evaluation is a distortion of the enrollment data. "In addition, the program serves pupils whose overall composition is similar to that of the Milwaukee Public Schools (MPS) pupils. In the 1998-99 school year, 62.4 percent of choice pupils were African-American and 61.4 percent of MPS pupils were African-American. Again it is the ridiculous assumption that all Choice schools are similar and that it is not necessary to analyze data from individual schools. As shown in the following table enrollment by ethnic group varies from 0% to 100% in individual Choice schools.

The January 1999 enrollment by school of 86 Choice schools found on pages I-2 to I87 of the LAB report was used to compile the following table.

Enrollment of Religious and Secular Choice Schools by Location and Ethnic Group

	Catholic	Lutheran	OtherRel.	Jewish	Secular	High Schs	Total
Location No. Schools	North (18)	North (10)	North (9)	North (1)	North (19)	North (3)	North (61)
African American	951 67%	387 62%	503 80%		1421 82%	197 72%	3,453 73%
White	348 25%	110 18%	4 1%	67 100%	60 3%	28 10%	634 13%
Hispanic	101 7%	55 9%	5 1%		18 1%	39 14%	208 4%
Asian/NatAm/Other	20 1%	11 2%	0		8 0%	10 4%	49 1%
Unknown		0 49 8%	119 19%		233 13%	0	400 8%
Total	1,420	612	631	67	1,740	274	4,744
	Catholic	Lutheran	Islamic .		Secular	High Schs	Total
Location No. Schools	South (18)	South (1)	South (1)		South (4)	South (2)	South (25)
African American	37 4%	3 21%			23 15%	7 10%	70 5%
White	289 32%	11 79%			42 28%	10 14%	352 28%
Hispanic	447 50%				82 54%	55 76%	584 46%
Asian/NatAm/Other	69* 8%				4 3%	0	73 6%
Unknown	59 6%		121		0	0	180 14%
Total	901	14	121 100%		151	72	1,259
	*57 Asian						
	Catholic	Lutheran	Other Rel.	Jewish	Secular	High Schs	Choice
All Locations	Total (36)	Total(11)	Total (10)	Total (1)	Total (23)	Total (5)	Total (86)
African-American	988 43%	390 62%	503 67%		1,444 83%	204 59%	3,523 59%
White	637 27%	121 19%	4 1%	67 100%	102 6%	38 10%	986 16%
Hispanic	548 24%	55 9%	5 1%		100 6%	94 27%	792 13%
Asian/AmInd/Other	89 4%	11 2%	0		12 1%	10 3%	122 2%
Unknown	59 3%	49 8%	240 31%		78 4%	0	580 10%
Total & % of Total	2321 39%	626 10%	752 12%	67 1%	1891 32%	346 6%	6,003

Findings and Conclusions

1. A majority of Choice pupils (4,102, 68%) were enrolled in 63 Religious schools including 4 Catholic high schools in January 1999. A total of (1,901, 32%) Choice student were enrolled in 23 Secular schools including one high school. If religious schools were not part of the Choice program the Milwaukee Choice program would not be able to expand higher than about 2% of MPS enrollments.
2. A large majority of Choice pupils (4,744, 79%) were enrolled in 60 Choice schools located North of Wisconsin Avenue. There were (1,259 21%) in 26 Choice schools located South of Wisconsin Avenue.
3. A great majority of students (3,453, 73%) attending Choice schools on the North side were African Americans. However (400, 8%) of Choice pupils North were "unknown". Since 82% of students enrolled in Secular schools North were African Americans it could be estimated that at least 7% of unknown Choice pupils were African-Americans and therefore at least 80% of Choice North enrollment were African American.
4. Hispanic students were the largest group (584, 46%) attending 26 Choice South schools White enrollment was (352, 28%), Unknown (180 14%) and African-American enrollment was (70, 6%).

Obviously enrollment in Choice schools is not comparable to Milwaukee Public Schools. Nor is enrollment similar to MPS schools.

The survey of parents with a response of 159 of 606 (26%) is so flawed in response rate, sample selection and size and research design, the results are absolutely meaningless.

Again, there is no documentation of responses to each question by school the pupil attends or grade level. **The 159 responses are an average of less than 2 responses per school (86).** Most of the responses are probably from a small number of schools. The sample should have been large enough to have sub-samples by school and grade level that would provide statistically significant results. Multiple responses to reasons for choosing the private school such as, Provides higher educational standards should have been evaluated on some scale of importance or significance with sample sizes that would provide statistically significant results.

The perception created by the flawed survey results is that MPS schools do not have high enough standards. The fact is that "only" 50 of the 159 respondents' children attended an MPS school prior to enrolling in the private Choice school in 1998-99. Seventy-two (72) of the respondents indicated their children had "never" attended a public school.

In a February 7 Journal/Sentinel editorial, "State audit punctures choice myths", it is said that the audit shows that most schools are not certifiably basket cases. The audit certainly does not show this to be true. Outrageously, the audit indicates nothing about the quality

of Choice schools and does not prove that some Choice schools are not basket cases. If one choice school is a basket case that is one too many. The same would be true of MPS schools. However MPS schools are required and do provide a "fully" compliant Accountability Report for the world to review. And they get bashed for their honest reporting no matter what the results show. Why is MPS evaluated as a System rather than as a System with individual schools?

Why does the audit not strongly recommend that Choice schools be held to the same accreditation and accountability standards as all public schools in Wisconsin?

Only 57 (67%) of 85 Choice schools in 1998-99 that responded to the survey question on accreditation were either accredited or were "seeking" accreditation. (One did not even respond to the question) Twenty-six (26, 46%) of the 57 schools were accredited by the Archdiocese of Milwaukee. Typically under religious schools descriptions of educational programs the integration of religious values into the curriculum was the first sentence. Example, "St. Sebastian School integrates Catholic Christian values into its curriculum." (No other curriculum description given)

How can the State of Wisconsin provide funding for Choice schools with no evaluation of the quality of these schools? Intolerable and disgraceful are words too mild to describe this situation. Are any of these Choice schools basket cases? Are the media and the Journal/Sentinel a haven for the academically disadvantaged?

Dennis W. Redovich
Center for the Study of Jobs & Education in Wisconsin
redovich@execpc.com

Dennis W. Redovich retired as Director of Research, Planning and Development from the Milwaukee Area Technical College in 1991 after 28 years of service. He has taught chemistry and math at three Wisconsin high schools and chemistry at MATC, UW-Milwaukee and Marquette University. Presently Dr. Redovich is an educational consultant, public speaker and Center Director of the Center for the Study of Jobs & Education in Wisconsin.

The Mystique of the Universities and Education

By Dennis W. Redovich

Center for the Study of Jobs & Education in Wisconsin

Forever, college and university teachers have been (along with employers) the most fervent critics of K-12 American education, schools and teachers. University professors have always, of course, dismissed any efforts to assess their own individual teaching expertise as unnecessary and not feasible. Research universities award tenure and reward their professors based on research and not quality of teaching.

Their tenured professor peers and department heads evaluate the quality of research done by professors. There is no opportunity for evaluation of so-called research at public universities by anyone outside of the university and academic journal circle. Politicians do not dare question the integrity of universities. They throw money at them while carefully reviewing the expenditures of K-12 schools.

There are no objective measures of the quality of instruction at colleges and universities. The measures most often used are: (1) faculty/student ratios, (2) number of PhD's on faculty, (3) prestige- usually based on a few "big time" faculty members publications and research, (4) output- based on number of credit hours provided or degrees awarded. These criteria are absolutely "not" measures of the quality of instruction.

There are many excellent teachers at universities and colleges who put in a good days work teaching and preparing quality educational material They often are not big time faculty on campus and are assets to K-12 teachers, not prima donnas with their own agendas for criticizing schools and K-12 teachers. They are not the kind of professors I am talking about in this piece.

A new proposal in Texas to test college and university students in basic subject matter and in their majors, The T.E.A.T.H. Proposal has some benefits in regards to measuring the quality of programs in "specific" college majors. However this proposal would measure the quality of students not the quality of instruction.

The best teachers, of course, are kindergarten and elementary teachers. Middle school teachers not only have to be good teachers they must master adolescent psychology. High school teachers must teach and maintain a good learning environment, sometimes under impossible conditions. University teachers don't have to know much of anything about teaching except staying ahead of smart students. University professors get all the credit for their successful students and none of the blame for their many failures. K-12 teachers get the blame for their failures and university failures. (They did not prepare their students for college) University teachers are accountable for nothing. K-12 teachers are accountable for everything. The academically disadvantaged media gives the story line credibility.

The preparation of K-12 teachers has been criticized forever, primarily by the universities

that are responsible for teacher preparation. Reform proposals such as, improving university preparation with vague generalities, or eliminating university responsibility for preparation and turning responsibility over to School District mentoring are naïve and simple panaceas that have been parroted forever. The university education authorities say that university training and “tough” certification requirements are essential. Paradoxically, more conservative critics of teacher preparation claim that School of Education courses are a waste and that more rigorous academic preparation is all that is necessary for good teachers.

At the same time university people preach about the importance of K-12 teacher quality they do the following: (1) Teach “canned” courses using the Internet, TV, video and audio tape that involve “no” teaching called “Distant Learning” (2) Technology and computers are used to substitute for teachers (3) Graduate students with little preparation teach undergraduate courses in English, math (like calculus) etc. (4) Big time professors “lecture” to classes of hundreds. (The only difference from 50 years ago is they use overheads and computer generated materials instead of writing on a blackboard) (5) Tenured professors teach less than 12 hours per week for 32 weeks. Too many teach less than 6 hours/wk often in graduate or higher level courses with few students. (6) Adjunct faculty and graduate students with little teacher training are the primary teachers of undergraduate courses.

Of course, if a university enrolls only excellent students it does not make any difference who teaches them or what courses they take. Most of these students will graduate and be successful at whatever they choose to do. The university will not hesitate to take full credit for distinguished alumni.

The biggest myth in the world in education that has been perpetuated forever is "The quality and importance of university research". Like all myths the secret to establishing the myth and accomplishing a successful con is consistency. The learned tenured professors of the world who profit greatly by this continuing myth keep repeating over and over again the importance and necessity of their research. The naive people of the world believe it.

Reality is that most university research papers are of limited usefulness, are of little significance and are done to meet the requirements of the publish or perish policy cherished by university professors. Few people except colleagues and students (adding to their required bibliographies) ever read the so-called research. There is no public evaluation of research done by university professors. Universities including the UW-Madison, do not normally publish a listing of research by department and author completed in any given time period.

In Wisconsin, the UW-Milwaukee “Milwaukee Initiative” is a bunch of hyperbole that will cost taxpayers \$24 million over 5 years and increase tuition for overburdened students. Why? So that UWM can hire more professors to do insignificant or useless research and allow more tenured professors to spend only 6 hrs/wk for 32 weeks of teaching. Where is the evidence that more useless research is needed and that this

initiative will have any effect on an imaginary brain drain? Now Wisconsin will have two so-called Initiatives (Milwaukee and UW-Madison) to waste millions.

I have been attending local, national and international education conferences since 1955. It is a rarity to hear a presentation that is of any significance, especially those made by university people or politicians. Typically at conferences in the last 20 years the featured speakers are inspirational speakers or celebrities who make big money entertaining audiences with stories and jokes. The research sessions are most often a waste of time. However, even though most American education research is of little value it is far better than anything I have ever heard at six international conferences since 1987,

Employers are the major allies in attacking K-12 education and eulogizing the merits of the university mystique. Employers are also not reluctant to accept corporate welfare for the training of their own employees because of so-called "failing" schools. Employers are not responsible for training their own employees. Schools are responsible for students of low academic ability and those who refuse to go to school who are not good employees. School bashers of all persuasions are not responsible for anything except to blame public schools and teachers for everything, most often using anecdotal stories as their evidence.

The academically disadvantaged media loves the story.

Educational researcher Gerald Bracey continues to do an excellent job of identifying the misinformation and lies about education provided by organizations and individuals that most often are outside of the university community. Unchallenged misinformation has created a high stakes testing mania and other reforms that are harmful to American education and students.

Dennis W. Redovich

Center Director Center for the Study of Jobs & Education in Wisconsin

6438 Sycamore St. Greendale WI 53129 414-421-1120 redovich@execpc.com

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Articles repeat hoax about brain drain

Articles in the Dec. 25 and Dec. 26 Journal Sentinel help to perpetuate hoaxes about jobs and education.

■ Hoax 1: There is a "brain drain" in Wisconsin.

No evidence of this is given by University of Wisconsin officials or the business interests looking for tax breaks to train their own employees. The problem is a severe shortage of jobs that pay high wages and require a college degree. This is a problem facing the entire United States, not just Wisconsin.

■ Hoax 2: There is a shortage of teachers.

A Department of Public Instruction report corroborates a Wisconsin Taxpayers Alliance report called "Is Wisconsin Training Too Many Teachers?" The Journal Sentinel allows critics — such as UW System officials and other self-interested parties — to challenge the report without producing any contrary data.

■ Hoax 3: License rules will reduce the high attrition of teachers.

The claim has been made forever by prima donna professors (who are responsible for training teachers) and school bashers of all persuasions that teachers receive inadequate preparation for their jobs.

The facts are that teachers leave the profession because they get disgusted with the bashing and disrespect they receive from students, parents and the public. Teachers often leave for higher-paying and much less stressful jobs, for which they are highly qualified.

The academically disadvantaged media gleefully perpetuates this hoax. The quality of teachers is comparable to the quality of any professionals.

WEDNESDAY, DECEMBER 29, 1999

MILWAUKEE JOURNAL SENTINEL

THE MORNING

Dennis W. Redovich
Director
Center for the Study of Jobs
& Education in Wisconsin
Greendale

CROSSROADS

I read with great interest "Rust Belt Chic" in the July 25 Journal Sentinel. The writer should not take my strong comments about the anecdotal stories of selected experts personally. One would expect that the prominent people interviewed would provide hard evidence for the spurious statements they made. I fully understand how the media, and therefore the public, are conned by constant repetition of illusory information that becomes common knowledge over time, and, therefore, no evidence is then needed.

I have selected a few of the most outrageous quotes from the story for comment.

"The growth is all in high-end professional services," says Don Nichols, an economist with UW-Madison. And, "There is a lot more brain-power and a lot less raw materials in everything we buy."

Absolute nonsense: Wisconsin's Employment by Standard Industrial Classifications, 1979 to 1997, show that the great majority of jobs in Wisconsin are lower-end jobs that require short term training or experience. Don Nichols is the author of a deceptive 1993 study of so-called business services funded by Blue Cross/Blue Shield that resulted in the coercing of state legislators into giving the more than \$60 million annual tax break for computers.

"At last official count in 1997, there were 628,000 state manufacturing jobs, up 9.7% in seven years."

Average annual employment in 1997 for manufacturing was 608,800. Manufacturing

jobs have increased 4% from 1979 to 1998, while service jobs have increased 100%, for 706,700 in 1998, according to a July 1999 report from the Wisconsin Department of Workforce Development. Also, graphs on the Wisconsin and United States economies in the article use percent changes only without numbers, which is very misleading.

"Two decades later, a similar tax-policy shift - debated and passed openly - exempted computers from property taxes at the local level."

Reality is that taxpayers subsidize big profits for big insurance and banking because of blackmail threats of leaving Wisconsin and bogus studies.

Olsen's hunch: a workforce with enhanced cerebral skills to cope with another revolutionary change that is occurring. Workers on more factory floors are becoming involved in decisions that used to be made by management.

And, "Higher math and reading skills will be necessary in the future," says UW's Olsen.

Ridiculous: Only 3-4% of jobs might require higher math or science in 2006, according to an analysis by the Wisconsin Department of Workforce Development in July, 1998. Sixty percent or more of jobs in Wisconsin require only short training or experience in 1996 and 2006, the same report says.

"There isn't any option to evolution," says Baird's Zempel. And, "Even if the state were to grant extraordinary tax breaks, you would still have a problem because of the shortage of skilled labor."

Nonsense: Worker shortages are caused by demographics, low pay and job location. There is no shortage of workers for skilled or unskilled jobs with competitive wages in areas that are accessible to all workers.

As I often begin my presentations, the world is a big con. Professors feeding at the trough and an academically disadvantaged media perpetuate the hoaxes and cons.

Dennis W. Redovich
Greendale

SUNDAY, SEPTEMBER 5, 1999

Editor's note: Mr. Redovich, a frequent correspondent with our reporters, raises some significant points. Our story in some cases had a different interpretation of the same statistics.

Don Nichols' comment about the growth in high-end professional services was based on his 1993 study drawn from census data released at that time.

As opposed to broader Workforce Development statistics, which categorize new jobs by industry without regard to whether they are on the assembly line or in the front office (just "manufacturing jobs," for example), Nichols' study's conclusions were based on the detailed occupational data available only from the census.

Questioned about Redovich's criticisms, Nichols said he agreed that we are behind the nation overall in higher-end jobs, but he sticks to his contention that Wisconsin's most robust job growth continues to be in high-end jobs.

His comment about more brainpower and less raw materials going into the products we buy addresses American products generally, not Wisconsin specifically.

The story did not say that the recent change in tax policy did not affect other property taxpayers. It did not comment at all on who benefited and who did not, as that appeared to be obvious.

Craig Olson's comments are based on his own interpretation of statistics and study of Wisconsin employment practices.

Clare Zempel said he did not understand Redovich's criticism, and that in some respects they appeared to be saying the same thing.

MILWAUKEE JOURNAL SENTINEL

WEDNESDAY, JUNE 23, 1999

MILWAUKEE JOURNAL SENTINEL

Taxes should help schools, not millionaires

The funding of Miller Park, a baseball stadium benefiting millionaire players and owners, utilizing a 0.1% sales tax generating \$1.5 million in revenue a month in 1999 is obscene. The cost to taxpayers through 2014 for the \$400 million project, plus maintenance costs of \$3.85 million each year of operation, is disgusting. ("Audit says stadium tax must last through 2014," June 18).

Because the big business interests now control elections with their campaign contribu-

tions, the primary concern of politicians such as Gov. Tommy Thompson and Mayor John Norquist — non-partisan coalitions for business — is to lower all forms of taxes for millionaires.

The governor does it by giving bogus tax breaks to businesses. The mayor does it by reducing property taxes on big businesses. The net result is that individual property owners get to pay the majority share of taxes that are increasing each year, while CEOs make millions and oppose

a livable minimum wage for the working poor. It is outrageous! Why don't we have a 0.1% sales tax to fund \$200 million for new schools and remodeling for the poor children of Milwaukee, or \$60 million to reduce class sizes to the same level as the millionaires' schools? When is the public going to stop Norquist and the big banks from leeching millions from MPS, utilizing \$900 million-plus in cash flow annually for investment in-

Dennis W. Redovich
Greendale

CROSSROADS

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MILWAUKEE JOURNAL SENTINEL

If You Ask Me

Cut Out Algebra!

Mostly It's a Useless, Impractical Exercise

By Gerald W. Bracey
Special to The Washington Post

A wise man once told me to learn everything I could about everything I could because I could not know what might come in handy in the future. I am quite certain that this savant was not thinking of algebra at the time. Certainly had he been, he would have agreed with Underwood Dudley, a professor of mathematics who, about six years ago, penned a little piece, "Living Without a Firm Grasp of Algebra."

Dudley said then that we have no justification for teaching algebra to so many people: We teach algebra only because we've always taught it. We certainly haven't learned anything since that piece. Proposals abound to increase the amount of algebra taught, maybe requiring it for *all* eighth graders. Another article on algebra, this one in the May 15 Metro section of The Washington Post, finds schools not only inflicting algebra on students, but on their parents who are returning to school to learn algebra again! Dudley no doubt is howling with either laughter or rage.

While the parents' motives are admirable, even the article says "They had learned Algebra [sic] years ago and most of them had no use for X's and Y's in their current lives." Shouldn't that give them—and us—a clue? Dudley's major point was that it is hard to imagine a less practical subject than algebra and that it ought to be reserved for those who show some aptitude for it. "When was the last time you had to solve a quadratic equation?" he asked. In recent months I have given many talks around the nation and I put this question to most audiences. I get nervous giggles and only a few raised hands—from students.

Even my own fields, psychology and educational research, which required me to learn statistics, do not require much in the way of algebra. I could have learned all I needed to know in a month or so. Instead, I spent three numbing years, two in high school and one in college, factoring quadratic equations and solving useless problems such as "If a train leaves Chicago eastbound at 3 p.m., and another train leaves New York westbound at the same time, and the first train travels at 50 miles an hour and the second one at 60 miles an hour, when will the two trains meet?" Who cares? I even spent an additional semester trying to fathom the depths of calculus. I have not even once since the final exam taken a derivative or found an integral.

A 1992 analysis of 1,400 jobs by the New York Department of Education found that 78 percent of them required no algebra, and only 10 percent required more than a little.

We *could* have meaningful algebra problems: If 900 calories a day are necessary to human survival and some citizens of Somalia are getting only 500 a day, how many of them will die in a month? This kind of problem seems beyond our math textbook writers. And so we plod on, torturing young minds with irrelevant problems about situations they will never encounter. Why?

Among the answers is that in international comparisons our children do not score as well on math tests as children of Asian and European countries. This presumes that math test scores at ages 9 and 13, the ages used in the comparisons, have something to do with later performance and/or international competitiveness. Both assertions require rather grand leaps of faith, but let's ignore that for a moment. Ian Westbury of the University of Illinois recently examined scores on the algebra test of the Second International Mathematics Study (SIMS). He com-

pared the scores of American eighth-graders actually taking algebra (something SIMS had neglected to do) with scores of the top-ranked Japanese. The American kids scored substantially higher. Only about 20 percent of American eighth-graders actually take algebra, creating a selection bias when compared to 100 percent of Japanese kids who take algebra. So Westbury then compared them with the top 20 percent of Japanese kids. Our kids still came out ahead, although by a very small margin. Westbury's analysis and a more recent international study have led the Department of Education to the astonishing conclusion that children learn what they are taught.

The questions, then, are what should be taught, when, and to whom? On what grounds will we force *all* of our eighth graders to take algebra (Dudley thought such a notion might be a conspiracy of math teachers and textbook publishers).

It is hard to find compelling reasons. How about to maintain the supply of mathematicians and scientists? Nope. Recent articles in The Washington Post reveal that we have too many mathematicians and that the long-predicted shortage of scientists came from a flawed study that critics contend was only a cynical ploy to get more money for the National Science Foundation. The New York Times reported that 12 percent of students getting bachelor's degrees in physics in 1990 received zero job offers and another 50 percent received one and only one. No doubt the situation is worse this year given all the articles about the Class of '92 having the worst job opportunities in decades.

How about the argument that algebra, and mathematics in general, makes for more logical, disciplined thinkers. In a pig's eye! The way it's usually taught it increases only the ability to memorize formulas by rote, nothing else. The Post article reports that the teacher instructing the parents "explains the rules of algebra by saying they were created by gods who dictate what can and can't be

Of course, all of the studies psychologists have conducted to see if any discipline learned in algebra transfers to other situations have uniformly failed to find any transfer. In fact, some recent work by Stephen Ceci and Urie Bronfenbrenner at Cornell University finds that kids and adults alike often fail to transfer the problems they have learned to other settings *even when the problem settings are fundamentally the same*. And, as Dudley observed, mathematicians are only reasonable when they're doing mathematics; in other settings they are more irrational than the rest of us.

What about the explosion of technology? Doesn't everyone need algebra to cope with it? Shouldn't everyone then study it in an information age? Dudley was dismissive: We live in a sanitary age so everyone should study plumbing. In fact, as technologies evolve, they become easier to use and applicable to a wider range of problems and uses. Compare, for example, today's auto-focus cameras versus the manual SLR's of the recent past, or, especially, computers, once hidden in climate-controlled rooms and now ubiquitous. Consider how many things even a telephone can do today besides connect you with another telephone—all without your solving a single equation.

Of course, it not only is a select number of students who have mathematical aptitude, it also is a select number of teachers. Our children already learn too often that mathematics comes from "out there" (it is, in fact, a human construction constantly being modified by human beings), that learning mathematics is learning rules, that "truth" in mathematics is having the teacher say you were right.

If we force teachers to teach algebra we only will exacerbate a current problem: Too many teachers lack the ability or training to teach mathematics and will fall back on rote applications even worse than appealing to "the gods of algebra."

The reason this will happen, said Dudley, is clear: money. "As long as society rewards the average anthropologist with seven times as much money as the average teacher, society will get what it deserves: minds put to sleep."

All in all, it may be a good thing that only four parents stuck it out over the entire year.



David Ward

Wisconsin State Assembly
Member: Joint Committee on Finance

November 23, 1999

Representative Carol Kelso
Co-Chair, Leg. Audit Committee
16 West, State Capitol
Madison, WI 53708

Senator Gary George
Co-Chair, Leg. Audit Committee
118 South, State Capitol
Madison, WI 53708

Dear Rep. Kelso and Sen. George,

After much debate in the recent budget deliberations regarding Wisconsin's recycling program, I would like to request that an audit be conducted of the program. I am concerned that we are putting more money into the program without an evaluation of how it is working. The following are areas that I think would be of interest to the State of Wisconsin and the public.

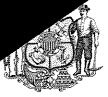
- Citizens around the state spend time separating newspapers, cardboard, aluminum, glass, plastic, etc. How many of these items end up mixed up and in the landfills anyway?
- In my Assembly district there is great discrepancy in the cost of recycling programs. In gathering information on this topic, I found an article in The Shawano Leader quoting the Shawano public works director that they try to make their recycling program look bigger for grant purposes. "We could show a lower cost, but this way we are getting more back from the DNR." Why is there so much discrepancy in costs from community to community? How do Wisconsin communities pay for the portion of recycling expenses not covered by state grants? How do costs per capita and costs per ton for residential recycling compare among Wisconsin's responsible units?
- In regards to the municipal and county recycling grants that are awarded, to what extent are travel expenses, conference registrations, dues, and subscriptions used as eligible expenses for qualification? Is there a relationship between the total expenditures for recycling by individual communities and the amount of waste recycled by them? Is there a relationship between the size of grants received by individual communities and the amount of waste recycled by them?
- Some research shows that Wisconsin spends more money on recycling each year than California while our population is much less. How do Wisconsin's state expenditures per capita for recycling compare to state expenditures in other states? How do Wisconsin's costs per capita and costs per ton for residential recycling compare to those in other states?
- Businesses, counties, and municipalities spend a lot on money for recycling programs. What are their total expenditures?
- Wisconsin statute 287.11 relates to establishing effective recycling programs around the state. Is the recycling program, overall statewide, effective? Is the number and purpose of the state positions funded through the segregated recycling fund appropriate? Is there replication or overlap in recycling related duties by the DNR and the UW-Extension?

Thank you for your consideration of my request to conduct an audit of Wisconsin's recycling program. If you have any questions regarding this request, please feel free to call me at (608) 266-3790.

Sincerely,

Representative David Ward
37th Assembly District

cc: Jan Mueller, State Auditor



Michael (Mickey)
Lehman

State Representative
58th Assembly District

Committee Chair: Ways and Means

TFL
LTR needed

November 9, 1999

Rep. Carol Kelso
Room 16 West, State Capitol
Madison, WI 53708

Senator Gary George
Room 118 South, State Capitol
Madison, WI 53708

Dear Representative Kelso and Senator George:

I would like to take this opportunity to request that the Joint Audit Committee undertake an audit of the State Tax Incremental Financing (TIF) Program. As you know, the TIF program is very complicated having been modified over the years leaving the law in an almost piece-meal state. The program has its supporters and opponents and every session, several pieces of legislation are introduced relating to the program for various reasons. I believe an audit by your Committee will help future efforts to help streamline and improve the program. Below please find a list of specific concerns that I would like the Committee to address should it choose to undertake an audit of the TIF program.

- How many Tax Incremental Districts (TIDs) have transferred to a municipality's general debt as a result of the TID failing to meet its obligations at the end of its statutory life?
- How many TIDs meet or exceed the statutory composition requirements?
- A comparison of the size of each TID to the size of its municipality.
- What percentage of TIDs are meeting their debt obligations?
- What percentage of land in TIDs was previously undeveloped?

I feel that the information that could be gained by an audit of the TIF program by your Committee could help to improve the program. Thank you for your attention to this

Office: P.O. Box 8952 • Madison, WI 53708-8952 • (608) 267-2367 • Toll-free: (888) 534-0058 • Fax: (608) 282-3658 • Rep.Lehman@legis.state.wi.us
Home: 1317 Honeysuckle Road, Hartford, WI 53027 • (262) 673-3967

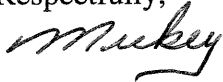
58th District Includes - CITIES: Cedarburg, Hartford and West Bend (Wards 23-29, 34-38, 40, 41, 43-47, 49, 51-53); VILLAGES: Jackson, Neosho and Slinger;
TOWNS: Addison, Cedarburg (Wards 1,2,3,6, and 7), Hartford, Jackson, Polk (Wards 1, 2, 3, 4, 5 and 8), Rubicon, Trenton and West Bend


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TFL Don

matter. Please feel free to contact me with any questions or concerns that you may have regarding this request.

Respectfully,

A handwritten signature in cursive script that reads "Mickey".

MICHAEL "Mickey" LEHMAN
State Representative
58th Assembly District

ML:amn

State of Wisconsin



GARY R. GEORGE
SENATOR

November 17, 1999

The Honorable Michael Lehman
State Representative
Wisconsin Assembly
Room 303 West, State Capitol
Madison, WI

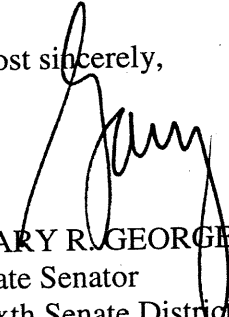
Dear Representative Lehman:

Thank you for contacting our office and Representative Kelso's office to request that the Joint Committee on Audit undertake an audit of the state's Tax Incremental Financing (TIF) program.

As is customary, I have referred your concerns to the State Auditor and asked her to review and comment on your concerns from the perspective of the Legislative Audit Bureau. When I have received a response from the State Auditor I will take your request up with Representative Kelso to discuss further committee action.

Thank you for bringing this issue to my attention. Please let me know if you have any questions or if I can be of further assistance.

Most sincerely,


GARY R. GEORGE
State Senator
Sixth Senate District



*Senator Gary R. George
State of Wisconsin
Sixth Senate District*

118 South, State Capitol Building
P. O. Box 7882
Madison, WI 53707-7882
(608) 266-2500

4011 W. Capitol Drive
Milwaukee, WI 53216
(414) 445-9436
(800) 362-9472

Facsimile Cover Sheet

Please deliver to the individual named below.

To: Janice Mueller, State Auditor
Legislative Audit Bureau

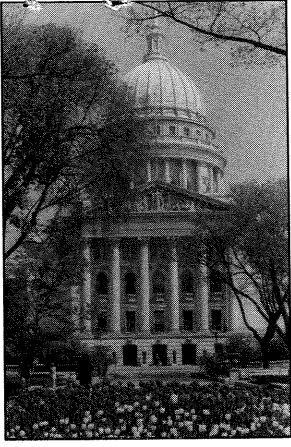
Phone: (608) 266-2818

Fax: (608)

From: Dan Rossmiller, Chief of Staff

Number of pages: 3 pages, including this cover sheet

Message: Senator George asked that I fax you a copy of this letter from Rep. Michael Lehman requesting an audit of the state's TIF program. He would like your advice and comments regarding the request. Please call me (266-2500) if you have any questions or if you have trouble receiving this fax.



REPRESENTATIVE
S T E V E N
FOTI
ASSEMBLY
MAJORITY LEADER

September 21, 1999

State Representative Carol Kelso, Co-Chair
Joint Committee on Audit
State Capitol, 16 West
Madison, WI 53708

Senator Gary George, Co-Chair
Joint Committee on Audit
State Capitol, 118 South
Madison, WI 53707-7882

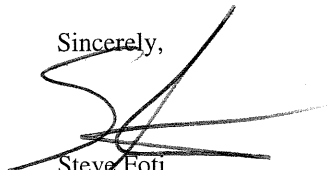
Dear Honorable Co-Chairs Kelso and George:

I am writing to respectfully urge the Joint Committee on Audit for the Legislative Audit Bureau to conduct an audit of all state agencies pertaining to the use of private sector computer consultants.

Enclosed is an anonymous letter which brought the issue to my attention. Upon receipt, I instructed my staff to contact Secretary Jan Mueller of the Legislative Audit Bureau to inquire whether or not this would be a worthwhile audit. After discussing the letter, Ms. Mueller indicated many inquiries regarding this issue have been made, but no formal audit has been requested. As a result, I believe an audit should be conducted. I understand this would be an undertaking of great measure, however, I believe this would be worthwhile and potentially lead to a substantial saving of taxpayer dollars.

Thank you for your attention and consideration. Please feel free to contact me if you have any further questions or concerns.

Sincerely,



Steve Foti
State Representative
38th Assembly District

MADISON OFFICE:
ROOM 215 WEST
STATE CAPITOL

POST OFFICE BOX 8952
MADISON, WISCONSIN 53708

(608) 266-2401
FAX: (608) 261-6925

TOLL-FREE:
1 (888) 534-0038

HOME:
1117 DICKENS DRIVE
OCONOMOWOC, WI 53066
(414) 567-5324

cc: Ms. Jan Mueller, Secretary, Legislative Audit Bureau

enclosure

State Representative
Steve Fotie
P.O.B. 8952
Madison, WI 53708

Dear Mr. Fotie,

I am an employee of the state and work at one of the annex buildings next to the Capitol. There are two computer consultants that are working for the State under a contract that was previously held by the Employer of these two men. By some means they pushed out their employer, quit and now are working independently under some form of this contract.

The means in which these men got this contract away from their Employer is of no interest to me . The problem I have is with the amount of money they are being paid. These two men are being paid almost \$800,000 . I am told they get paid \$200 per hour each. They come and go at will pick their own hours and brag about their good fortune at the expense of the Wisconsin tax payer.

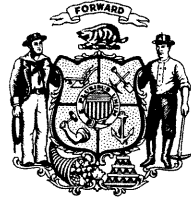
Do you realize how many people could be hired with that amount of money? It is a demoralizing situation to see this happen. The productivity of the State Employees have suffered. It is also a slap in the face to the tax payers for all their hard work. It also takes credibility away from our Governor.

I am requesting that you look into this situation and possibly re-evaluate the job and at least reduce the amount of money paid. You are now in your budget process and have the ability to do something with the funding on this wind fall for these men.

I applaud the work you and the Republican party have done to make our State one of the best in the Union. I would be very disappointed if the Democrats would find this out and use it against your party at some future election.

Sincerely,

Concerned Employees of The State of Wisconsin



State Senator
Robert T. Welch

August 11, 1999

State Senator Gary George
Chair, Joint Committee on Audit
Room 118 South
State Capitol
Madison, WI 53701

State Representative Carol Kelso
Chair, Joint Committee on Audit
Room 16 West
State Capitol
Madison, WI 53701

Dear Honorable Chairs George and Kelso:

I am respectfully requesting that the Joint Committee on Audit review the current situation with our State Parks, specifically the campsite reservation system.

As you may know, I am an advocate of privatizing some services government now provides; however, simply turning over services to private vendors does not absolve the state from all responsibility. As the fiasco with the reservation system shows, privatization can have its pitfalls--I would like the State to learn from its mistakes. I believe an audit, conducted by the Audit Bureau, would provide legislators with a thorough review of this foray into privatization.


I am concerned with the cavalier attitude of the DNR and State Parks' staff involved with this whole fiasco. Simply because the worst regarding the campsite hotline is passed, that does not mean we should just blindly go forward. It is essential that we understand what went wrong, what could have been done to prevent the problems and what measures we should take in the future when turning to private vendors to provide previously state-provided services.

Further, I think an independent review of the satisfaction of the campers with regard to this system is essential. And I do not trust the Department of Natural Resources, nor the Division of State Parks to honestly and accurately deal with this matter.

I appreciate your taking the time to carefully review this request. If you have any questions or would like further background information on this matter, please do not hesitate to contact me.

Thank you.

Sincerely,


BOB WELCH
Wisconsin State Senator
14th District

Lange, Cathy

From: George, Gary
Sent: Wednesday, August 11, 1999 11:18 AM
To: Sen.George
Subject: FW: Reservations etc.

From: Welch, Bob
Sent: Wednesday, August 11, 1999 11:23:20 AM
To: George, Gary; Kelso, Carol
Subject: FW: Reservations etc.
Auto forwarded by a Rule

FYI

-----Original Message-----
From: Don Carter [mailto:doncart@execpc.com]
Sent: Wednesday, August 11, 1999 4:19 AM
To: sen.welch@legis.state.wi.us
Subject: Reservations etc.

Sen. Welch,

Thank you for your message on the hearing.

While we were up at Camp Long Lake and the English lads were hiking the Ice Age Trail I happened to go over to the H.R. Glacier site and museum. While there I spoke with a DNR ranger who informed me that things are still a mess with regard to the reservation system. Sites are overbooked and people find their reserved site has been taken etc.

For example the res. service has overbooked sites at Long Lake and Mauthy Lake State Parks. They have then told campers they could use the shelters on the ice age trails for several days because they were not reserved. Now the shelters are for the use of hikers on the trail, not campers. This does not seem to me to be wise use or efficient operation.

The DNR and Sue Black sure want to cover their backsides.

Thank you again for your help.

Don