Mission
Milwaukee Succeeds unites our community around a commitment to support strategies that will achieve our shared vision of success for every child, in every school, cradle to career.

Vision
Success for every child, in every school, cradle to career.

Success for Every Child
Milwaukee Succeeds works to close the achievement gap by:

- Uniting groups around a single purpose
- Identifying the best practices
- Expanding what works
- Using data to drive decisions

Milwaukee Succeeds is an education initiative and an expansive community partnership working with nearly 300 organizations to close the achievement gap on education issues spanning cradle to career including:

- School readiness
- 3rd grade reading
- ACT scores
- College and career attainment
- Social and emotional learning

For the complete 2015 Milestone Report and to join us in this effort, visit milwaukeesucceeds.org.
Friends,
After serving in several roles with Milwaukee Succeeds since its inception, I was excited to be asked to become the executive director in May. My first priority in this new role is to communicate how we can improve educational outcomes for every child in Milwaukee. This annual report provides updates on the metrics we have chosen to track, as well as some highlights from our achievements over the last year. This milestone report shows the good work we are doing, and the work that still needs to be done.

We are beginning to see successes while laying the groundwork for systemic change. The good news is that 10 of the 11 educational benchmarks are moving in a positive direction. We believe these are important educational indicators and that our collective efforts are having an impact. We still have a long way to go to reach our 2020 goals, but we are excited about our potential to achieve those targets. For example, Milwaukee Succeeds and our partners are implementing strategies that are making promising gains in reading skills at schools across sectors and are building the support needed to scale those strategies in our education delivery system.

At a recent Milwaukee Succeeds Leadership Council meeting, Dr. Rachel Lander for UW-Milwaukee School of Education shared insight into the process of taking a pilot program and scaling it to fit the broader Milwaukee Succeeds footprint. Lander, an expert in evaluating reform efforts and literacy programs in urban school districts noted, “We’re applying the theory of change in terms of scaling: we’re perfecting the model in these pilot schools but at the same time working with the district about how to implement them district wide. We’re as determined as we can be with these schools to get the model perfect.”

This is my “scale up” challenge – starting in 2016 (2015-2016 school year), we will bring our Transformative Reading Instruction Model (classroom coaches providing teachers with simple tips on reading and behavior management) to more Milwaukee Public Schools, Choice and Charter schools. A critical component of that model is the Wisconsin Reading Corps tutoring initiative (a replication of the proven Minnesota Reading Corp program). I know we can do it, and this will put us on track to achieving our goal of being among the top cities for 3rd grade reading by 2020.

To dive deeper into our data, download our full report at milwaukeesucceeds.org. While you are on the website, take a look at our outstanding partners and thank them for helping Milwaukee’s children. If you don’t see your name – reach out to me and join us!

Danane Davis
Executive Director

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### Measuring What Matters a Look at the Data

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline 2011-12</th>
<th>Year 2 2012-13</th>
<th>Year 3 2013-14</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Kindergarten Readiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All children are prepared to enter school</td>
<td>MKE 55%</td>
<td>61%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>YoungStar (% in 4 or 5 star centers)</td>
<td>MKE 8%</td>
<td>10%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>PALS (% met benchmark)</td>
<td>MKE 83%</td>
<td>86%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>Immunization (up to date 24-month rate)</td>
<td>WI 67%</td>
<td>69%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 2:</strong> School Readiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All children succeed academically and graduate high school</td>
<td>MKE 15%</td>
<td>15%</td>
<td>16%</td>
<td>38%</td>
</tr>
<tr>
<td>8th grade reading (% proficient or advanced)</td>
<td>MKE 15%</td>
<td>17%</td>
<td>16%</td>
<td>33%</td>
</tr>
<tr>
<td>8th grade math (% proficient or advanced)</td>
<td>MKE 33%</td>
<td>40%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>3rd grade reading (% proficient or advanced)</td>
<td>MKE 15%</td>
<td>17%</td>
<td>16%</td>
<td>33%</td>
</tr>
<tr>
<td>3rd grade math (% proficient or advanced)</td>
<td>MKE 23%</td>
<td>23%</td>
<td>24%</td>
<td>36%</td>
</tr>
<tr>
<td>ACT composite</td>
<td>MKE 16.8</td>
<td>17.1</td>
<td>17.5</td>
<td>22</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> Career Readiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All young people utilize post-secondary education or training to prepare for a career</td>
<td>MKE 13%</td>
<td>15%</td>
<td>18%</td>
<td>50%</td>
</tr>
<tr>
<td>25-34 y/o associate’s degrees or higher</td>
<td>MKE 34%</td>
<td>35%</td>
<td>38%</td>
<td>61%</td>
</tr>
<tr>
<td>25-34 y/o bachelor’s degrees or higher</td>
<td>MKE 28%</td>
<td>28%</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Goal 4:</strong> Social &amp; Emotional Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All children and young people are healthy, supported socially and emotionally and contribute responsibly to the success of the Milwaukee community. This goal has no indicators because it is an essential element to accomplish goals one, two and three, and therefore, integrated and targeted in all Milwaukee Succeeds endeavors.</td>
<td>MKE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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- Children who attend high quality childcare, see their healthcare provider regularly, are supported by a caring adult and therefore, are more likely to enter school ready to learn.
- Up until the 3rd grade, students learn to read, after that point they read to learn. This is why the level of reading proficiency in Milwaukee is alarming and improvement is crucial.
- Turn the page to learn about how we’re expanding our college and career readiness network, and see how we’re using social and emotional health to improve classroom behavior.
Goal 1: Kindergarten Readiness  
**Quality Early Care & Education Network**  Working to Improve Childcare through Community Collaboration

**Issue**
Children who attend high-quality childcare do better in school. In Milwaukee, less than 12% of children in families receiving childcare subsidies from the state are in highly rated centers. Milwaukee Succeeds is working to double the number of children attending high-quality childcare.

**Project**
The Quality Early Care & Education Network implemented a pilot initiative to improve the rating of 12 childcare centers by assisting their staff to obtain needed post-secondary education.

In addition, all centers received 30 hours of consultation from YoungStar staff and were mentored by centers with 4- or 5-star ratings.

Devin Cameron is the Lead Teacher at Kingsway Early Childhood Development Center near 37th St. and North Ave. Kingsway is currently a 2-star rated YoungStar center. Devin needs to complete six credits of post-secondary education in order to move to the next level of YoungStar program.

*When my director told me Milwaukee Succeeds would provide a substitute teacher to fill in while I went back to school for my credits...my heart jumped into her heart I was so happy. That was the only thing stopping me from going further to teach my students the right way. This will help the kids tremendously.*

Devin Cameron  
Lead Teacher,  
Kingsway Early Childhood Development Center

**Progress**
- The Wisconsin Early Childhood Association and 4Cs for Children are collaborating to provide services to 12 centers.
- Staff at the centers are receiving early childhood education credits and are improving their knowledge of child development.
- Center leaders are completing their administrative credentials and learning how to improve their center’s operations.
- Centers expect to meet the state qualifications and see their state rating improve, with the first centers expected to move up in ratings in 2015.
- Over the next five years, we anticipate working with a total of 36 childcare programs and create a proof of concept plan for state YoungStar managers to take to scale.

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Goal 2: School Readiness  
**Evidence Based Strategies**  Improving Reading Outcomes

**Issue**
Only 15% of 3rd grade students in Milwaukee read at a proficient level, and many of our schools do not have strategies specifically focused on early reading skills.

**Project**
The Milwaukee Succeeds 3rd grade reading network partnered with several schools and community centers to pilot evidence-based initiatives in the 2014-15 school year – all with a focus on improving 3rd grade reading outcomes.

Each strategy targeted Kindergarten to 2nd grade students, along with their parents to develop early reading skills, which data confirmed was an area of need.

*It has been exciting yet humbling to witness the confidence of our teachers and students as they grow in the area of foundational reading skills. The students are enjoying working with teachers and coaches as they develop in literacy. To witness this growth has been an amazing gift to Clarke Street School!*  

Yolanda Tookes  
School Support Teacher,  
Milwaukee Public Schools

**Progress**
Transformative Reading Instruction (TRI) creates readers by providing intensive evidence-based coaching to K-2 teachers on foundational reading and social emotional skills; this coaching is then aligned with tutoring, parent engagement workshops, and experiential learning opportunities.

Clarke Street School partnered with Milwaukee Succeeds by wrapping additional support around existing structures and increasing the focus on the reading foundations by building the capacity of teachers. Clarke Street School is reporting large gains in foundational reading.

- MAP and PALS scores have steadily increased and more students are moving into the proficient reading category
- 1st grade students made a 15.4% gap closure increase (as measured by MAP) – which is three times the district target of 5%
- The number of students scoring Significantly Above Target and On Target are increasing, with all the other categories decreasing (Below Target, Well Below Target, and Significantly Below Target)

The most exciting news is that this model is being embraced systemically by Milwaukee Public Schools. The TRI model has been the driving force behind the redesign of the MPS district-wide approach to reading curriculum and instruction.
Goal 3: Career Readiness
Lumina Community Partnership for Attainment
Expanding Our College and Career Readiness Network

Issue
With a post-secondary education or training, there are almost eight times more available positions than job openings that have no requirements. Although rising, less than 50% of young adults in Milwaukee have an associate’s degree or higher.

Progress
Milwaukee Succeeds successfully collaborated with the Greater Milwaukee Committee for a Lumina Foundation grant, which will help to accelerate college and career readiness efforts. We are one of multiple Community Partnership Attainment (CPA) sites across the country.

The efforts will target students who are primarily low-income and underrepresented minority youth from Milwaukee high schools.

Building on the current College and Career Readiness Network, this grant allows Milwaukee Succeeds to expand connections to local higher education institutions to collaboratively address critical areas that prevent students from enrolling in and completing post-secondary programs.

Under the guidance of the Post-secondary Success Network Manager, the work will focus on system alignment by seeking input from multiple sectors, including K-12, post-secondary, and community partners.

The work will also address sustainability by moving from student-level to school-wide strategies in order to create greater impact.

Goal 4: Social and Emotional Health
Growing Minds
Improving Classroom Behavior

Issue
We know from hundreds of studies that emotions can either enhance or hinder a child’s ability to learn. They affect a child’s attention and memory; being anxious or agitated about something distracts children and teens from focusing in the classroom.

Project
Teachers and leaders at Milwaukee Public School’s Gwen T. Jackson (GTJ) Elementary recognized that students were making real progress in reading proficiency with the Milwaukee Succeeds teacher coaching and student tutoring initiatives. But they felt more progress was possible if staff had additional support in addressing many of the student behavioral issues that were evident during the school day.

Milwaukee Succeeds collaborated with a local partner, Growing Minds, to work on students’ social-emotional needs. Growing Minds aims to empower students and teachers through the use of mindful awareness skills to create kinder learning environments and more caring school communities. Growing Minds instructors focus on the five core competencies of the CASEL framework: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Although the Milwaukee Succeeds initiative at GTJ school included children in grades K5 and 1st grade, Growing Minds staff also worked with 3rd-5th graders. Some of their comments illustrate the impact stronger social emotional learning skills can have on young people.

“When someone makes me mad, now I listen before I talk”
“Since using mindfulness, I haven’t had a panic attack in a while”
“I was a wreck, but mindfulness helped me put it all together... now I stop to think”
“With mindfulness, people in my class are starting to realize what they are doing”

Progress
At the end of the 10-week Growing Minds session, staff surveyed the teachers, most of whom were also participating in the Milwaukee Succeeds foundational reading skills teacher coaching initiative. Approximately 8 out of 10 teachers reported that the mindfulness practices were beneficial to students, including an increased ability in themselves and the students to “be more kind” and to “regulate emotions.”

For the complete 2015 Milestone Report and to join us in this effort, visit milwaukeesucceeds.org.