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 toward collective impact by:

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

Milwaukee Succeeds is an education initiative and an expansive community partnership working with nearly 300 organizations to improve educational achievement spanning cradle to career including:

• Kindergarten readiness
• 3rd grade reading
• 8th grade math
• College and career attainment
• Social and emotional learning

For more detailed information and to join us in this effort, visit milwaukeesucceeds.org.
Did you know Milwaukee Succeeds is part of the “StriveTogether” network of 68 partnerships across 32 states and Washington D.C.? These StriveTogether partnerships provide Milwaukee Succeeds volunteers with a framework of best practices, tools, and insight. National Leadership Council Chair Nancy Zimpher, Chancellor, State University of New York (SUNY) (and former Chancellor of UW Milwaukee!) has helped shape the strategic direction of this national movement and collective impact overall.

I mention this U.S. context because when Milwaukee Succeeds convened with the StriveTogether network this September in Memphis, I was reminded of the power we all have to make things better for our children, in every school, cradle to career. I am happy to say that locally, we have countless examples of how we’re inspiring each other to step it up a notch.

Milwaukee Succeeds supports the Milwaukee Community in developing shared outcomes and indicators of success to use across programs and systems, but we can’t own the solutions to get there. We’ve got much to be proud of, yet so much more work needs to be done. For example, we are working with CASEL to align in-school and out-of-school strategies to improve the quality of social emotional learning for our children and adults with whom they interact. We’ve also done much to implement our Transformative Reading Instruction (TRI) growth plan (increasing the number of TRI schools from 7 to 17) and believe we will be on track for future planned growth.

I do want to call out an important area that needs our focus. Our community needs to drive strategies that close gaps based on race/ethnicity and economic status. In the past, Milwaukee Succeeds has occasionally highlighted equity gaps, but friends, we must do more to put a stake in the ground, roll up our sleeves, and implement targeted efforts which don’t leave any of our children or youth behind. We can’t ignore the fact that we are living in two very different Milwaukees. New this year, our Executive Summary is highlighting these glaring gaps in performance based on race/ethnicity and economic status.

We can only succeed together. More than anything, Milwaukee Succeeds represents the idea that everyone needs to do better. Let’s renew our commitment and redouble our collective efforts. Our children and youth deserve nothing less than all we can give and do to make their future brighter!

Danae Davis, Executive Director

The Milwaukee Succeeds Roadmap

In 2012, the Milwaukee community identified and agreed upon goals, outcomes and 11 success indicators to improve education for our children.

Every year, we share city and state-wide data to track community progress, coordinate practices, and direct resources to what is proven to work for kids. This is an outcome-based approach, driven by continuous improvement.

New this year, Milwaukee Succeeds narrowed our focus to seven indicators proven to be the most important measures for improving outcomes for Milwaukee’s kids. Milwaukee Succeeds and our partners have better aligned community resources that are moving the needle to improve student outcomes.

The circle chart (below) explains how these indicators (big and small) align towards our central mission.

Core Indicators: Large-scale levers that need to be moved in order to achieve the cradle to career vision. We report these measures to track progress on moving the community-level outcomes.

Contributing Indicators: Smaller-scale levers which we can better influence. These indicators are associated but are not the direct or main metric (measure) being used to track progress on improving the outcome.

Contextual Indicators: Factors that have an impact on educational outcomes independent of what occurs in the classroom (i.e. Poverty, racial and ethnic disparities).

We are excited about the meaningful progress being made to drive collective impact, resource alignment, and data-informed decision-making.

Milwaukee Succeeds Co-chairs

John Schlifske Northwestern Mutual Chairman and Chief Executive Officer
Jackie Herd-Barber Greater Milwaukee Foundation Board Member
Mike Lovell Marquette University President
Tracking Our Progress in Milwaukee

### Goal 1: Kindergarten Readiness

Every year, approximately 10,000 babies are born in the City of Milwaukee. Milwaukee Succeeds’ Kindergarten Readiness Partnership is working to ensure that all of the 54,000 children under age six in Milwaukee are supported and prepared to succeed when they enter school. To make this a reality, the community (including more than 75 organizations from child and family-serving sectors) is mobilizing efforts in four critical areas:

1) Childcare programs, area colleges and Milwaukee Public Schools (MPS) are aligning to continuously improve quality of childcare programming including increasing access to and utilization of four and five YoungStar-rated childcare centers.

2) Promoting optimal child developmental health in the City by training physicians and childcare programs on best practices in developmental screening, and supporting intervention services with Milwaukee Birth-to-3 and MPS.

3) All of Milwaukee-area hospital health systems and Federally-Qualified Health Centers are working together to identify missed opportunities and address underutilization of child immunizations.

4) Collaborating to promote the under-recognized need to support infant and early childhood mental health through the development of the first Regional Chapter of the Wisconsin Alliance for Infant Mental Health.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline 2011-12</th>
<th>Year 2 2012-13</th>
<th>Year 3 2013-14</th>
<th>Year 4 2014-15</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immunization (up to date 24-month rate)</td>
<td>MKE: 55%</td>
<td>57%</td>
<td>61%</td>
<td>63%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>WI: 67%</td>
<td>69%</td>
<td>70%</td>
<td>73%</td>
<td>N/A</td>
</tr>
<tr>
<td>YoungStar (% in 4 or 5 star centers)</td>
<td>MKE: 8%</td>
<td>10%</td>
<td>12%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>WI: 14%</td>
<td>20%</td>
<td>23%</td>
<td>23%</td>
<td>N/A</td>
</tr>
<tr>
<td>PALS (% met benchmark)</td>
<td>MKE: 83%</td>
<td>86%</td>
<td>87%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>WI: 89%</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Goal 2: School Success

During the 2015-16 school year, Transformative Reading Instruction (TRI) operated in seven schools, reaching 504 K-2nd grade students and 51 teachers. Those schools realized significant progress in literacy. For example, in one school, the percentage of students below target in early literacy decreased from 65 to 45, and the percentage of students at or above target for early literacy increased from 35 to 55. One teacher from another TRI school said this about his experience: “TRI coaching has helped bring out my strengths as a teacher and how to use them to accelerate student learning. The collaborations and discussions gave me valuable time and space needed to reflect on improving and refining my practice. Our TRI coach was another welcome classroom adult whose presence aided in our culture of learning and collaboration.”

<table>
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<th>Year 3 2013-14</th>
<th>Year 4 2014-15</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd grade reading (% proficient or advanced)</td>
<td>MKE: 15%</td>
<td>15%</td>
<td>16%</td>
<td>26%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>WI: 33%</td>
<td>35%</td>
<td>35%</td>
<td>52%</td>
<td>N/A</td>
</tr>
<tr>
<td>8th grade math (% proficient or advanced)</td>
<td>MKE: 18%</td>
<td>17%</td>
<td>22%</td>
<td>15%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>WI: 45%</td>
<td>45%</td>
<td>50%</td>
<td>39%</td>
<td>N/A</td>
</tr>
<tr>
<td>High School Completion</td>
<td>MKE: 66%</td>
<td>62%</td>
<td>62%</td>
<td>61%</td>
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</tr>
<tr>
<td></td>
<td>WI: 87%</td>
<td>88%</td>
<td>89%</td>
<td>88%</td>
<td>N/A</td>
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</table>

Milwaukee Succeeds has traditionally reported on the state of the Phonological Awareness Literacy Screening (PALS) among Milwaukee kindergartners. Moving forward, this screener is no longer a state requirement; therefore, the Department of Public Instruction (DPI) will not report on this data. The Data Council will work to identify or develop a new “core indicator” for Kindergarten Readiness.

DPI also changed the statewide mandated standardized assessment data to 3rd grade reading and 8th grade math (thereby eliminating 3rd grade math and 8th grade reading from the list of core indicators), based on benchmarking Milwaukee Succeeds work against peer communities around the country as well as academic and applied research.

Above data represents public and charter school students.
Goal 4: Social & Emotional Learning

Social and Emotional Learning (SEL) is integral to the success of every child. Ensuring children have the tools to process trauma, the outlets to express themselves, and the room to grow will contribute to “positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades.”

While there is no single measure of SEL citywide at the present time, the Milwaukee Succeeds partnership recognizes SEL as a critical component of overall well-being. Therefore, we’ve chosen to illustrate SEL as a core indicator on our roadmap to reflect its importance. Furthermore, our Goal 4 Network is committed to identifying citywide SEL measures.

In the coming year, our Goal 4 Network will be working with the Collaborative for Academic, Social and Emotional Learning (CASEL) to build a common understanding of SEL and its impact across the cradle to career continuum. The network will then work to enhance CASEL’s five identified core competencies (pictured right) in Milwaukee’s children by aligning in-school and out-of-school time strategies and improving the quality of SEL programs across the city.

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For more detailed information and to join us in this effort, visit milwaukeesucceeds.org.