

Milwaukee Promise: 2014 Performance Metrics Discussion

Report to the Finance & Personnel Committee

May 7, 2014

Presented by: Budget & Management Division

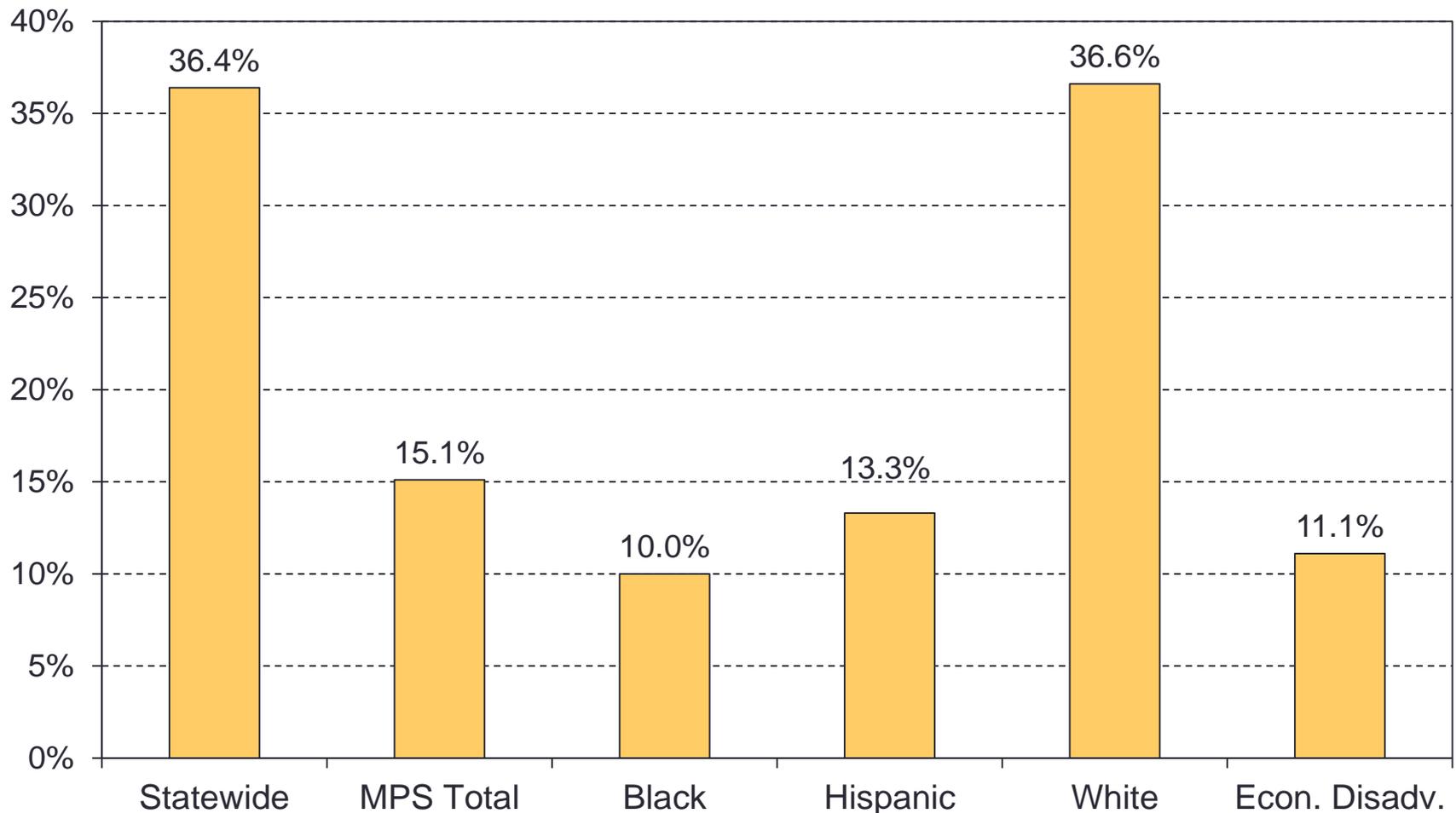
Presentation Goals

1. Establish an understanding of K-12 student achievement and differences among ethnic groups from Wisconsin's Student Assessment System
2. Discuss overall population educational attainment and possible implications for the regional economy
3. Identify the City's initiatives to support educational achievement
 - This is a non-specialist/non-professional perspective
 - No advocacy for a particular educational policy is intended
 - Hopefully will generate interest in discussion and engagement

Wisconsin Student Assessment System (WSAS)

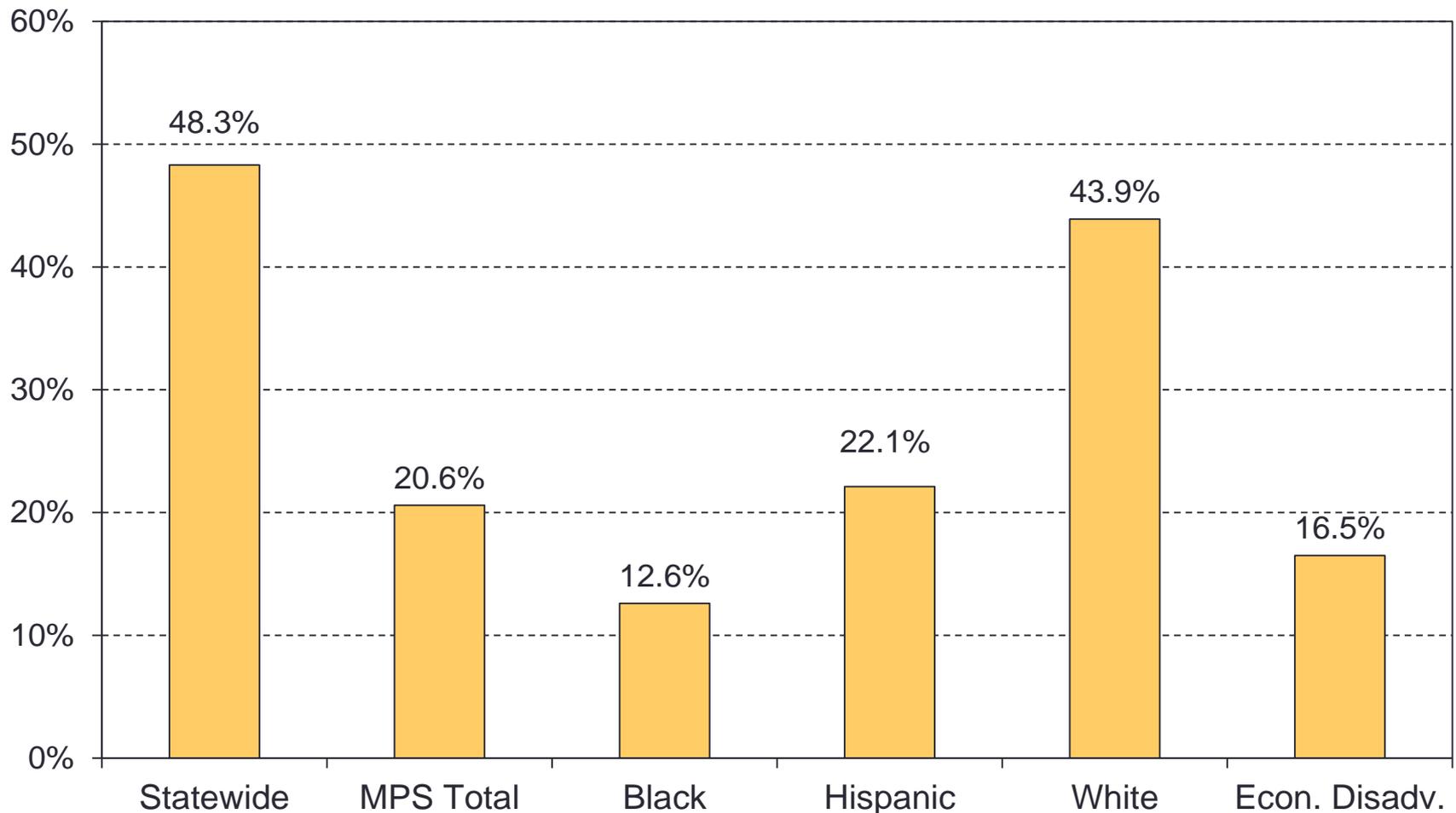
1. Statewide accountability program pursuant to federal No Child Left Behind mandate
2. Standardized tests
 - ❑ Students in grades 3, 5, 6, and 7 take tests in Reading and Mathematics
 - ❑ Students in grades 4, 8, and 10 take tests in Reading, Mathematics, Science, Language Arts, Writing, and Social Studies
3. Student performance is reported in 4 proficiency categories: advanced; proficient; basic; minimal

Percent of MPS Students with WSAS Proficient & Advanced in Reading (2012-2013)



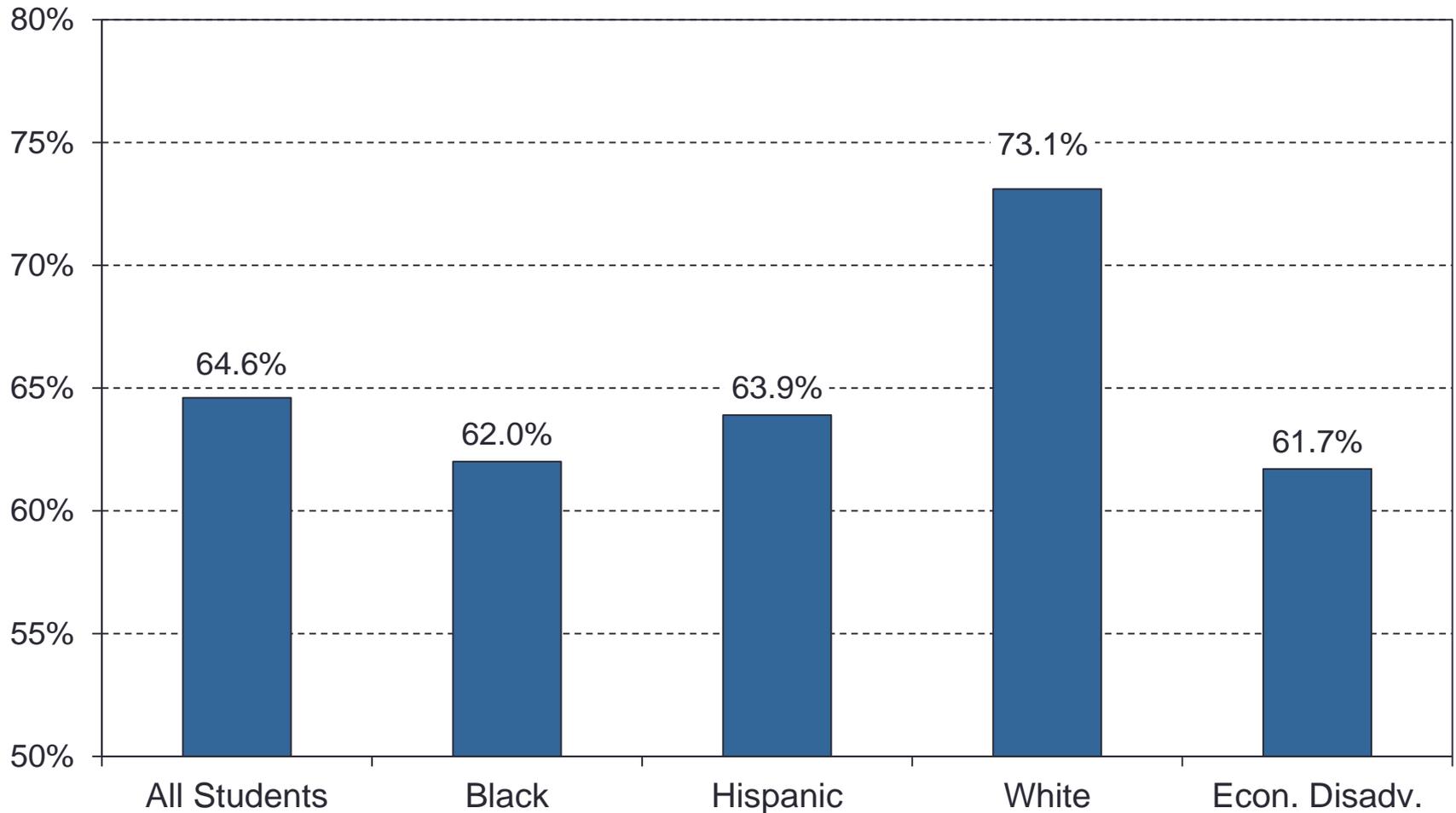
Source: MPS District Report Card, 2012-13

Percent of MPS Students with WSAS Proficient & Advanced in Math (2012-2013)



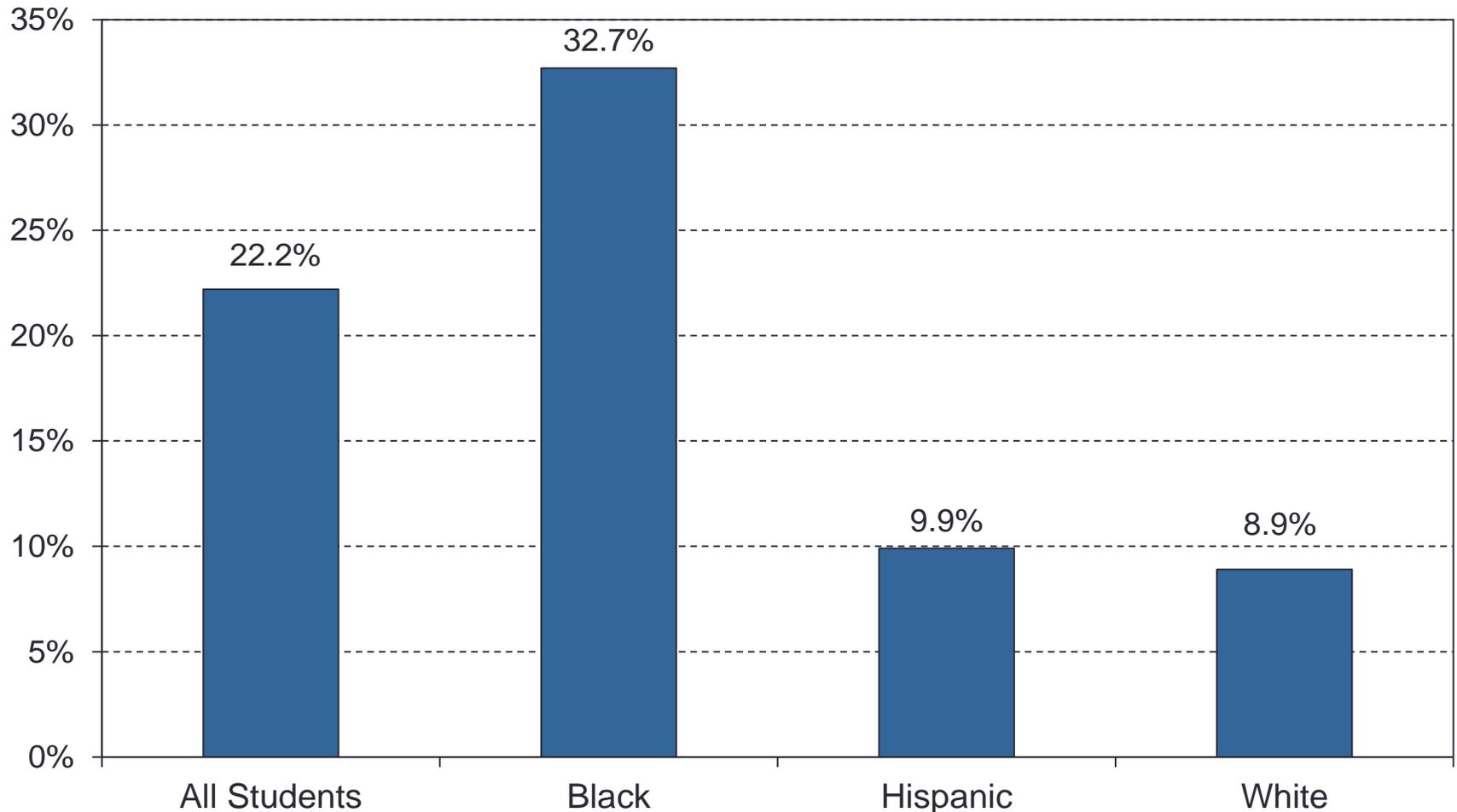
Source: MPS District Report Card, 2012-13

MPS Graduation Rate, 2011-2012



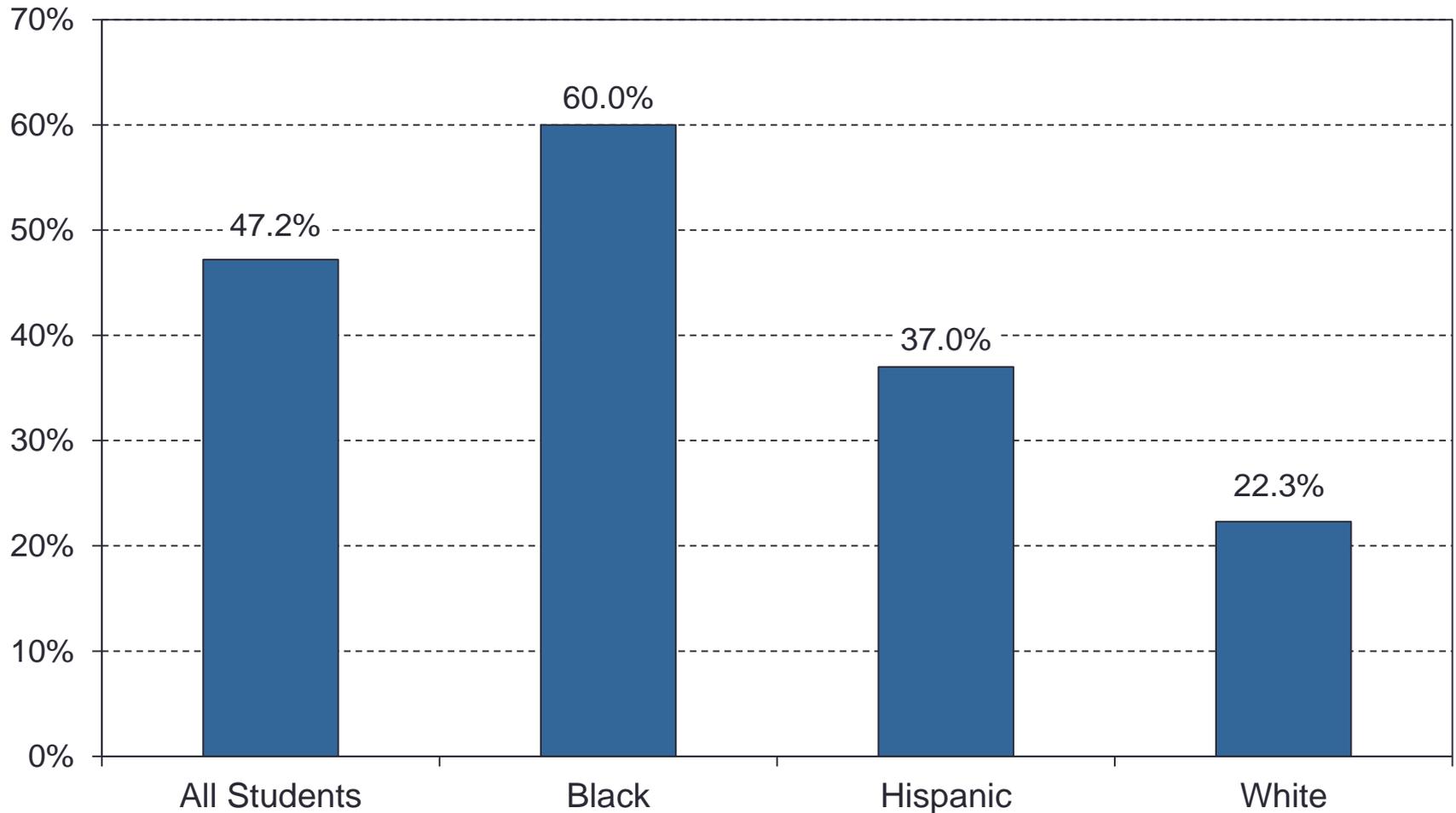
Source: MPS District Report Card, 2012-13

MPS Suspension Rates, 2011-2012



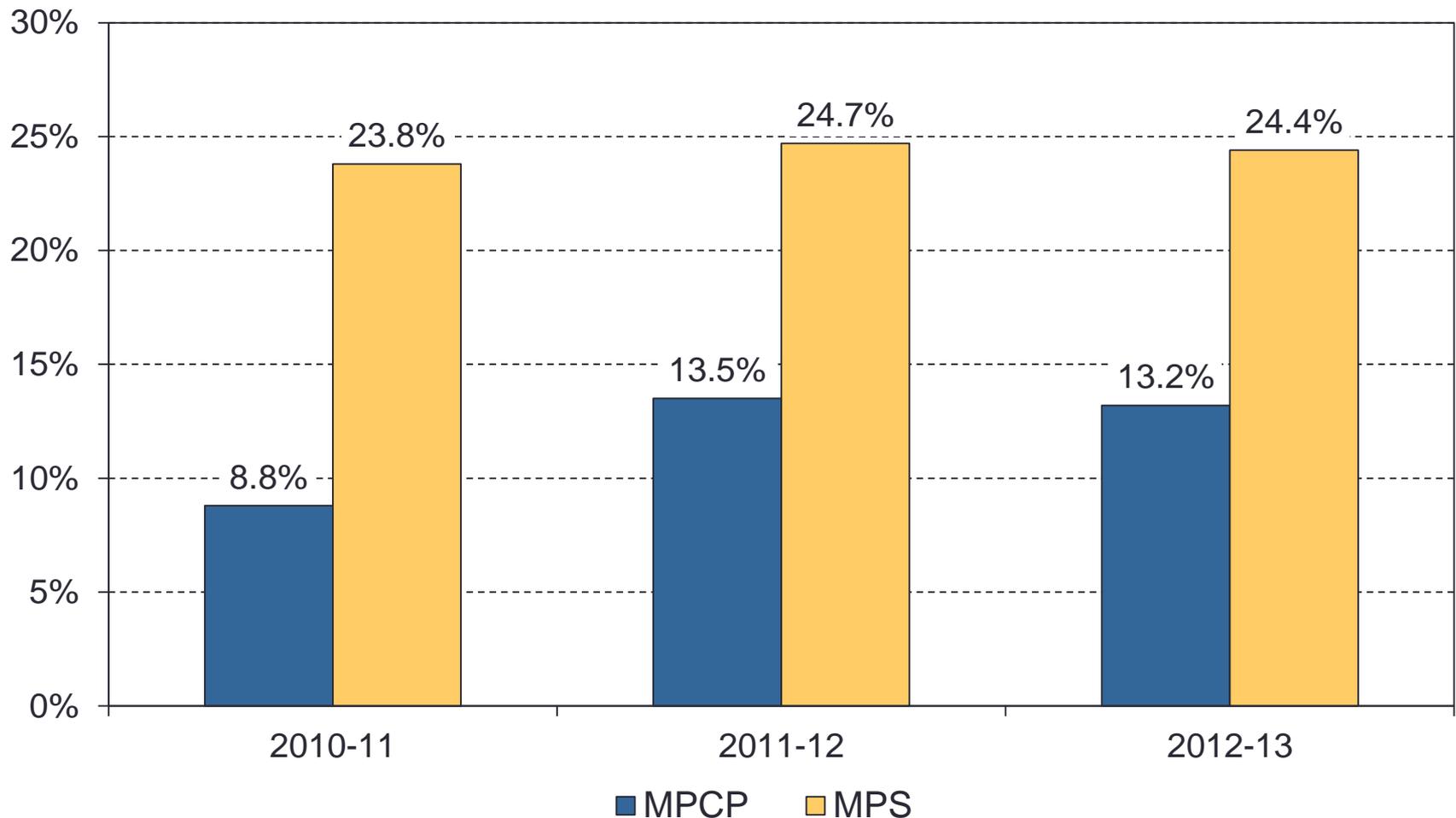
Source: MPS District Report Card, 2012-13

MPS Truancy Rates, 2011-2012



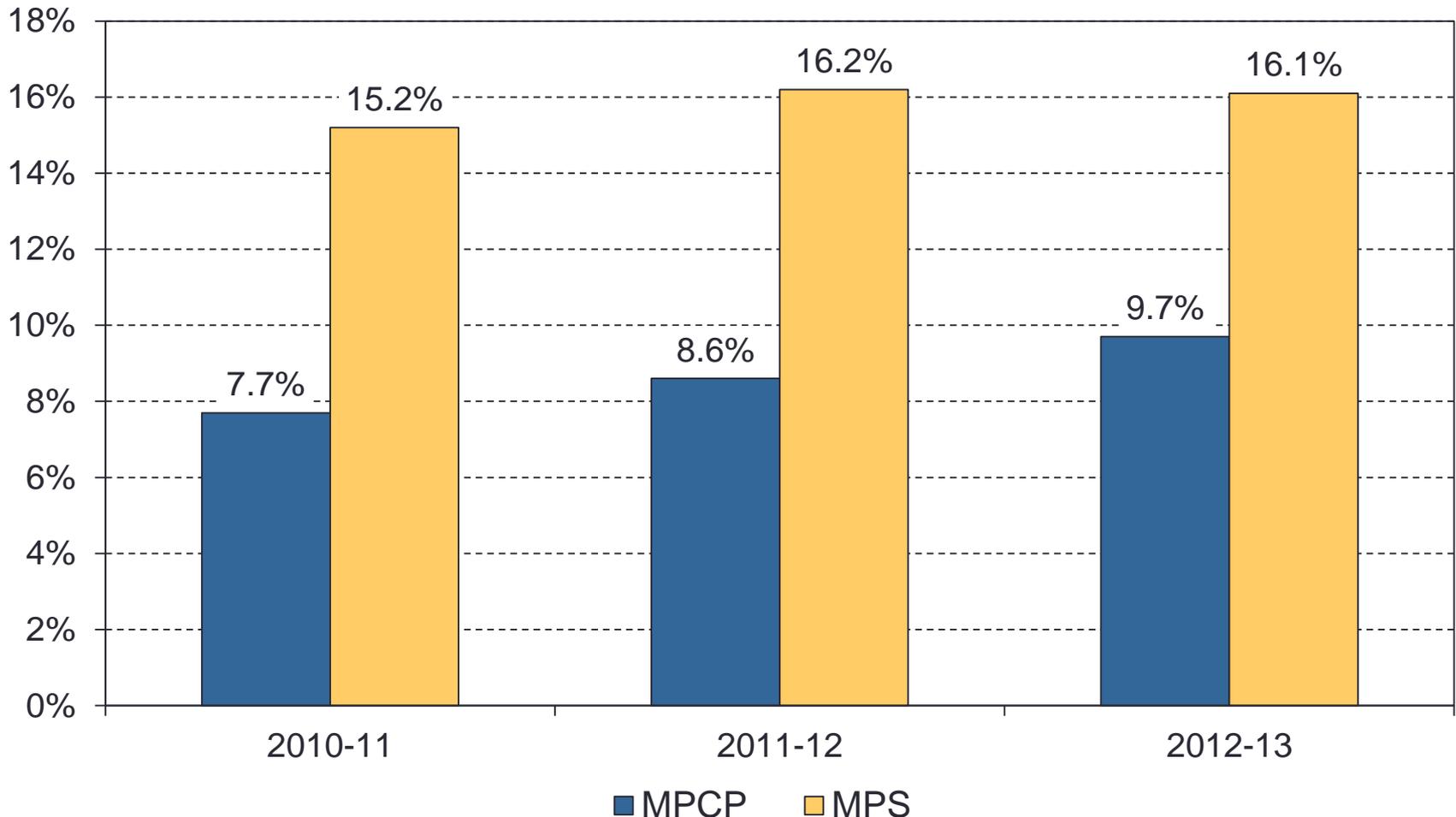
Source: Wisconsin Information System for Education Data

Percentage of MPS & MPCP Pupils Scoring Proficient or Advanced: 3rd Grade Math

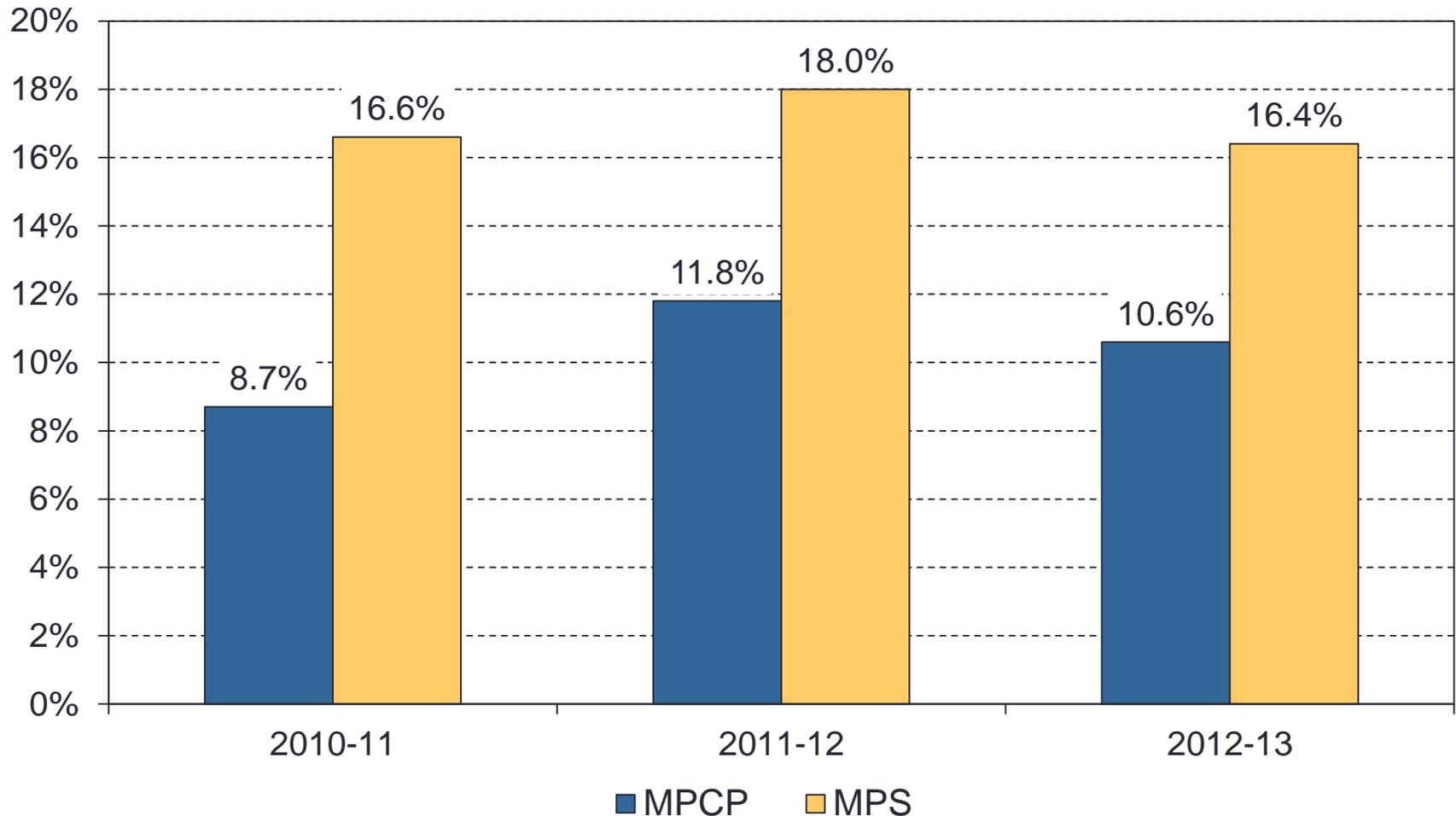


Source: Public Policy Forum, April 2014

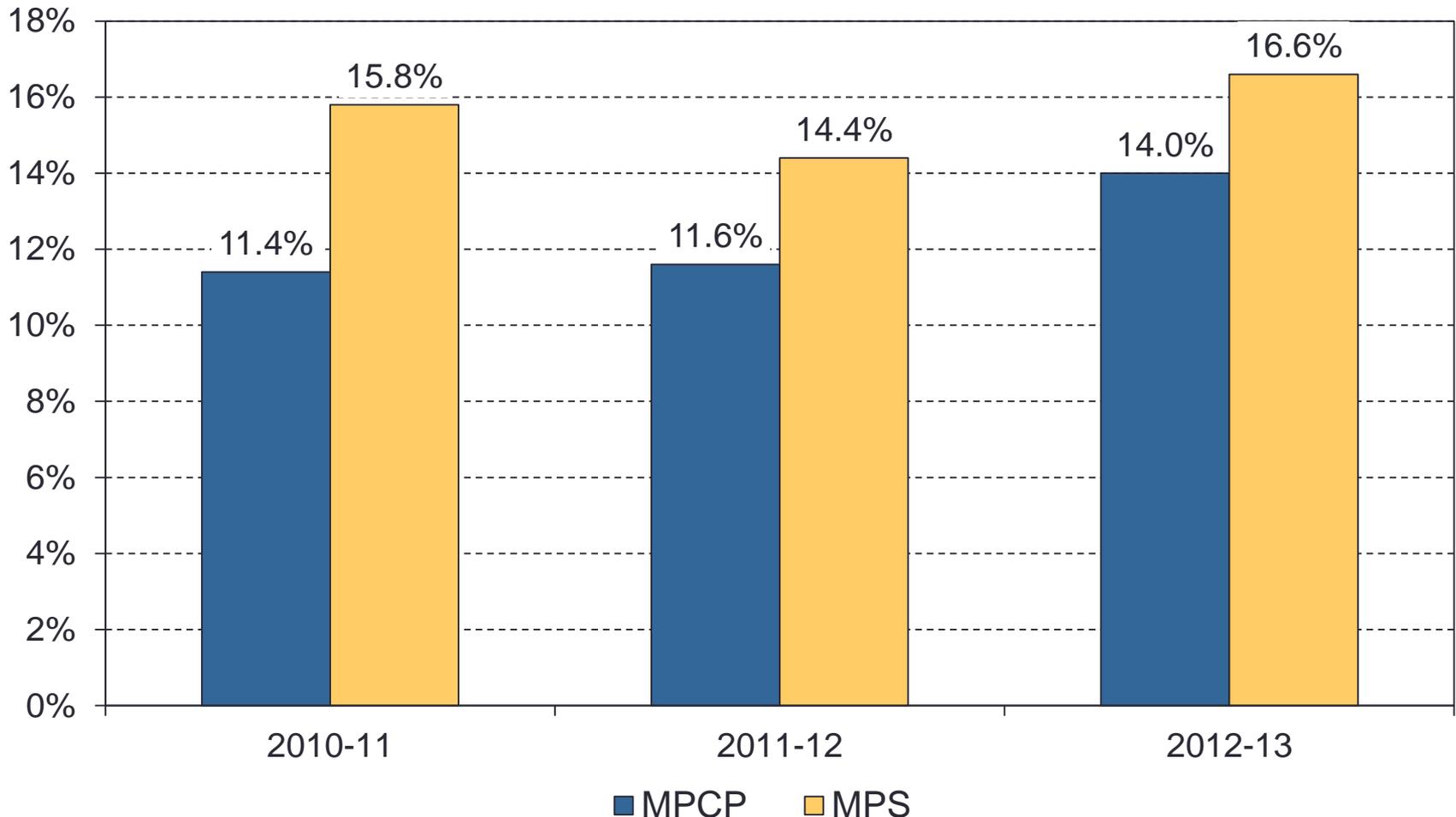
Percentage of MPS & MPCP Pupils Scoring Proficient or Advanced: 3rd Grade Reading



Percentage of MPS & MPCP Pupils Scoring Proficient or Advanced: 8th Grade Math

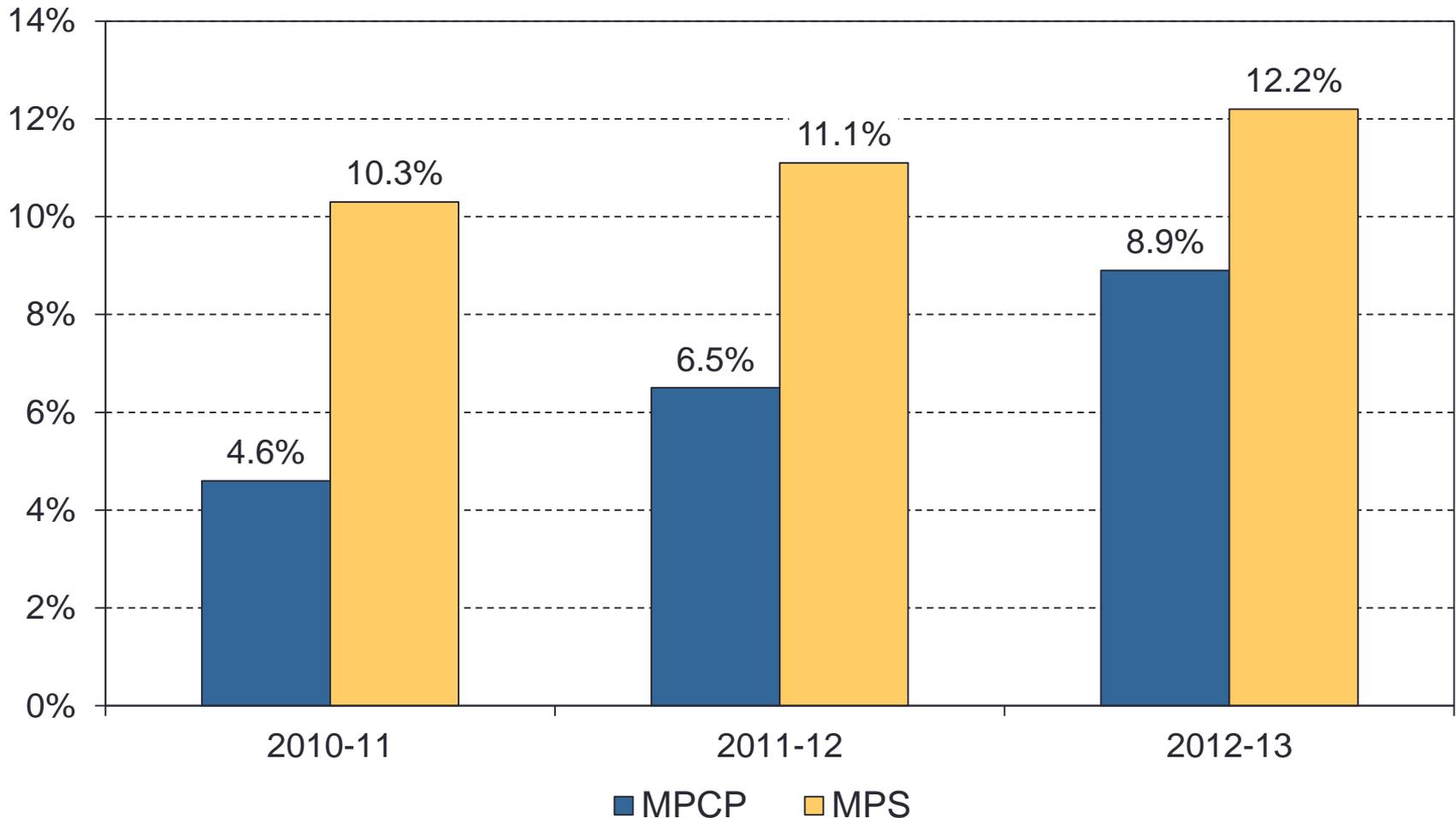


Percentage of MPS & MPCP Pupils Scoring Proficient or Advanced: 8th Grade Reading

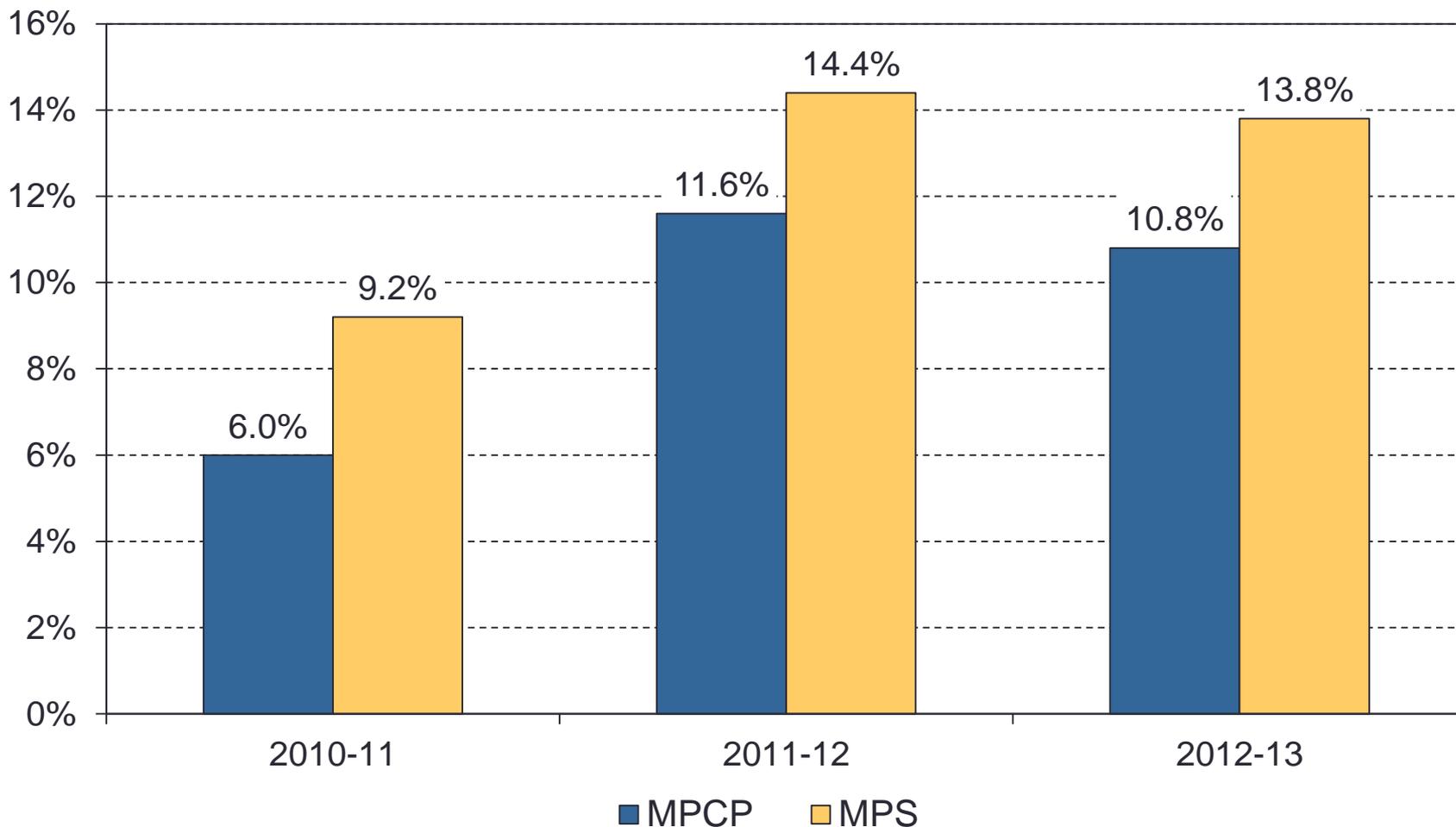


Source: Public Policy Forum, April 2014

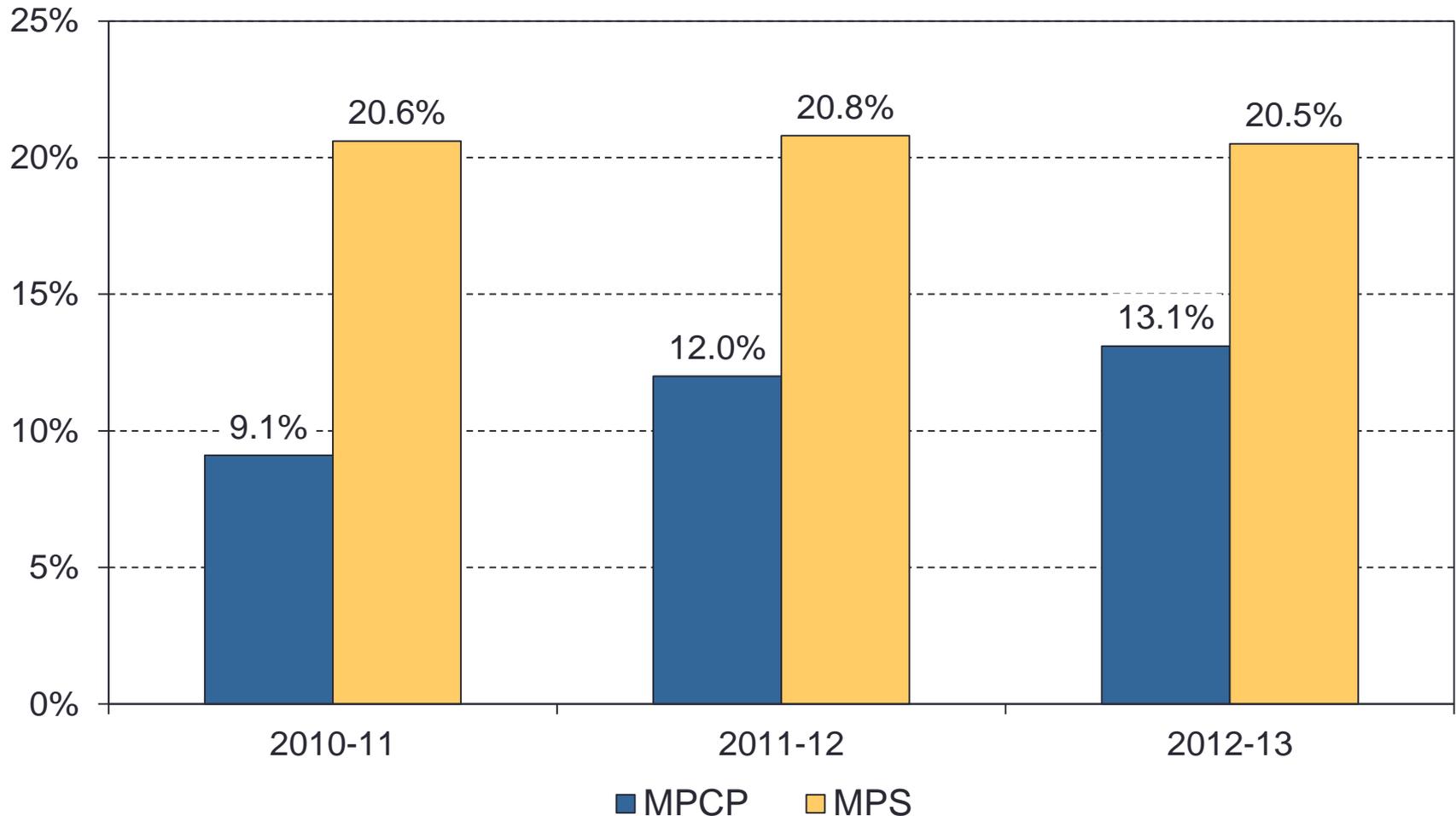
Percentage of MPS & MPCP Pupils Scoring Proficient or Advanced: 10th Grade Math



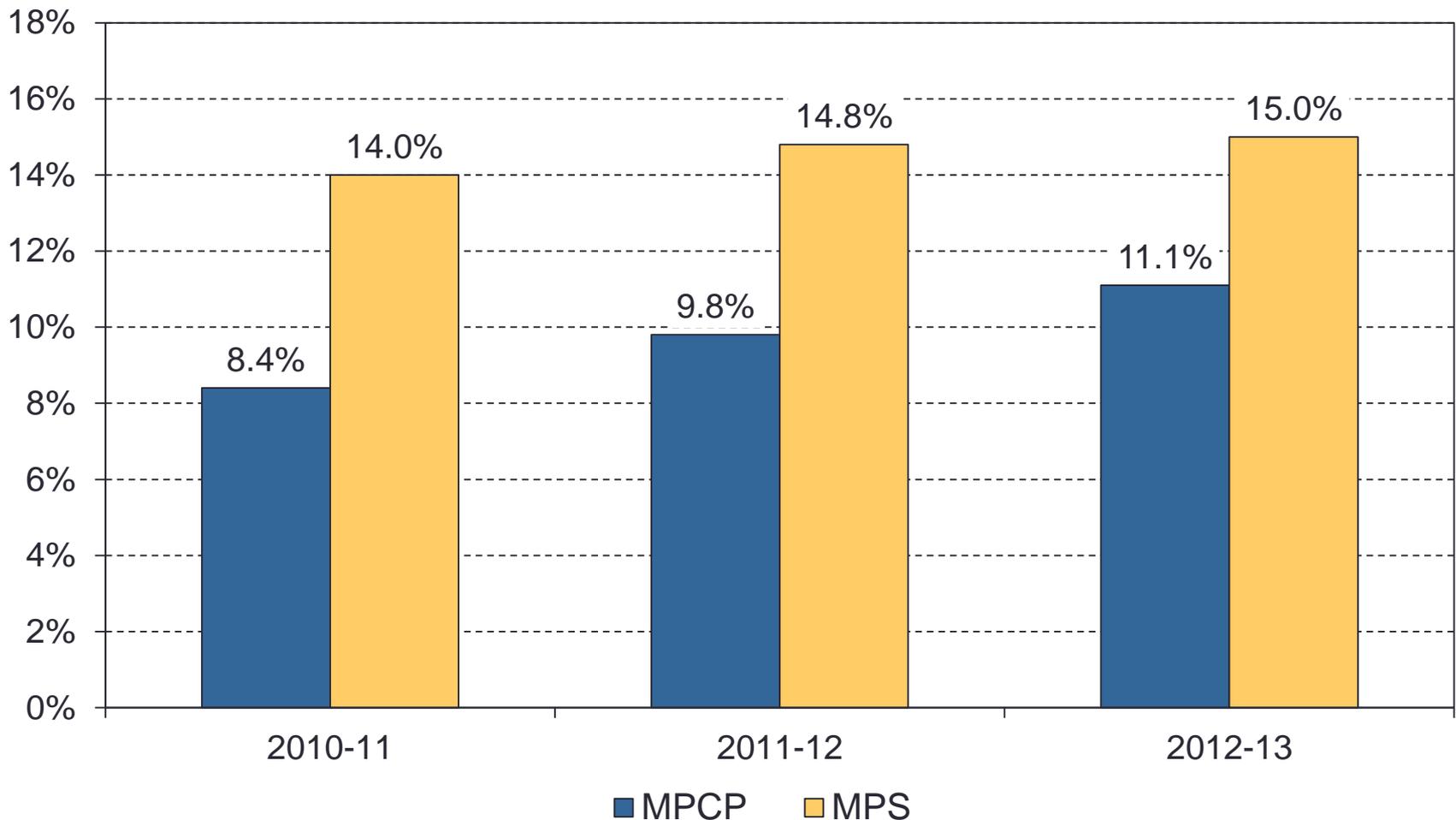
Percentage of MPS & MPCP Pupils Scoring Proficient or Advanced: 10th Grade Reading



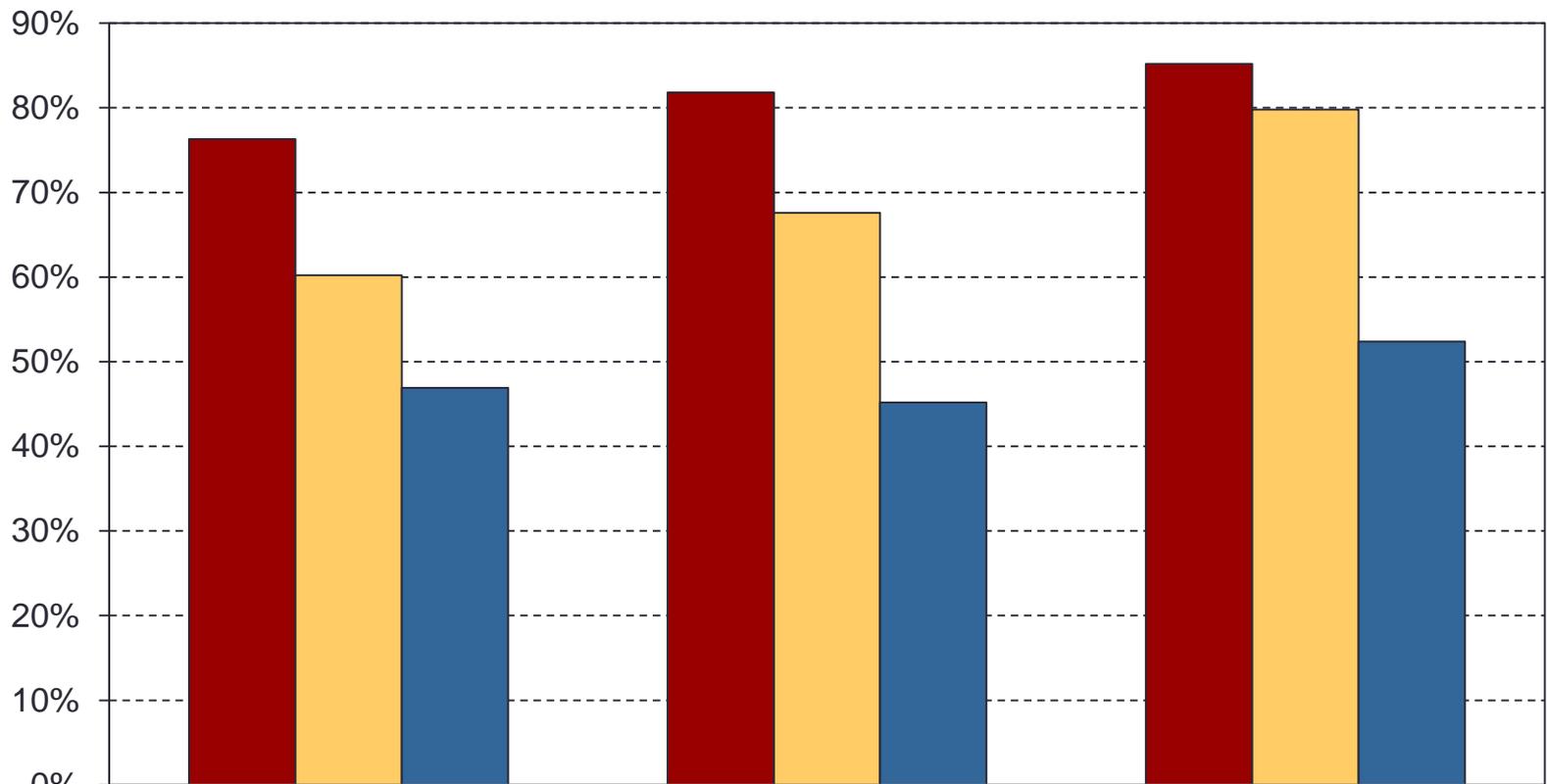
Percentage of MPS & MPCP Pupils Scoring Proficient or Advanced: All Grades Math



Percentage of MPS & MPCP Pupils Scoring Proficient or Advanced: All Grades Reading



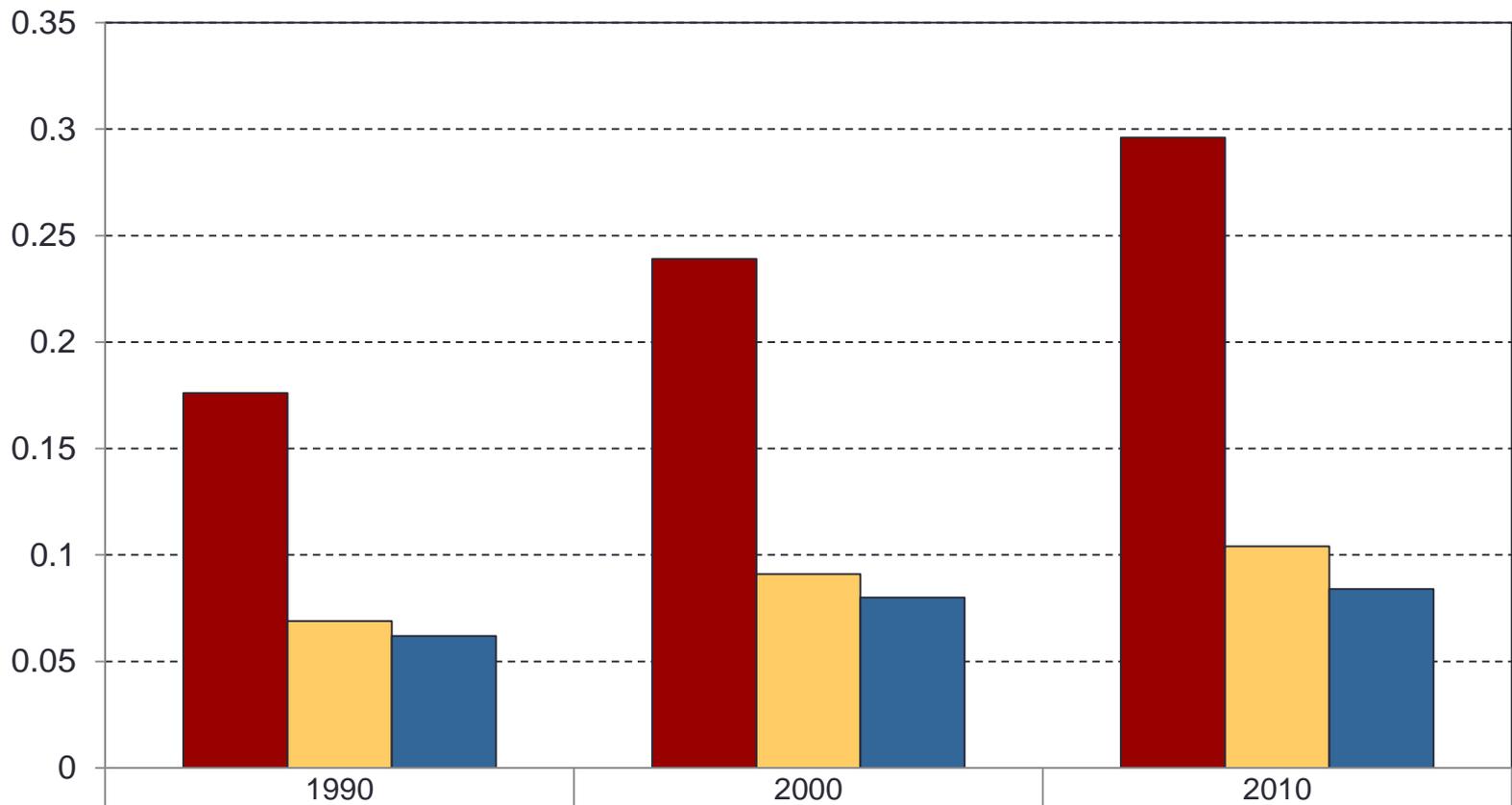
Educational Attainment: Percent with High School Diploma or Greater



	1990	2000	2010
White Persons	0.763	0.818	0.852
Black Persons	0.602	0.676	0.798
Hispanic Persons	0.469	0.452	0.524

Source: U.S. Census Bureau

Educational Attainment: Earned Bachelor's Degree or Greater

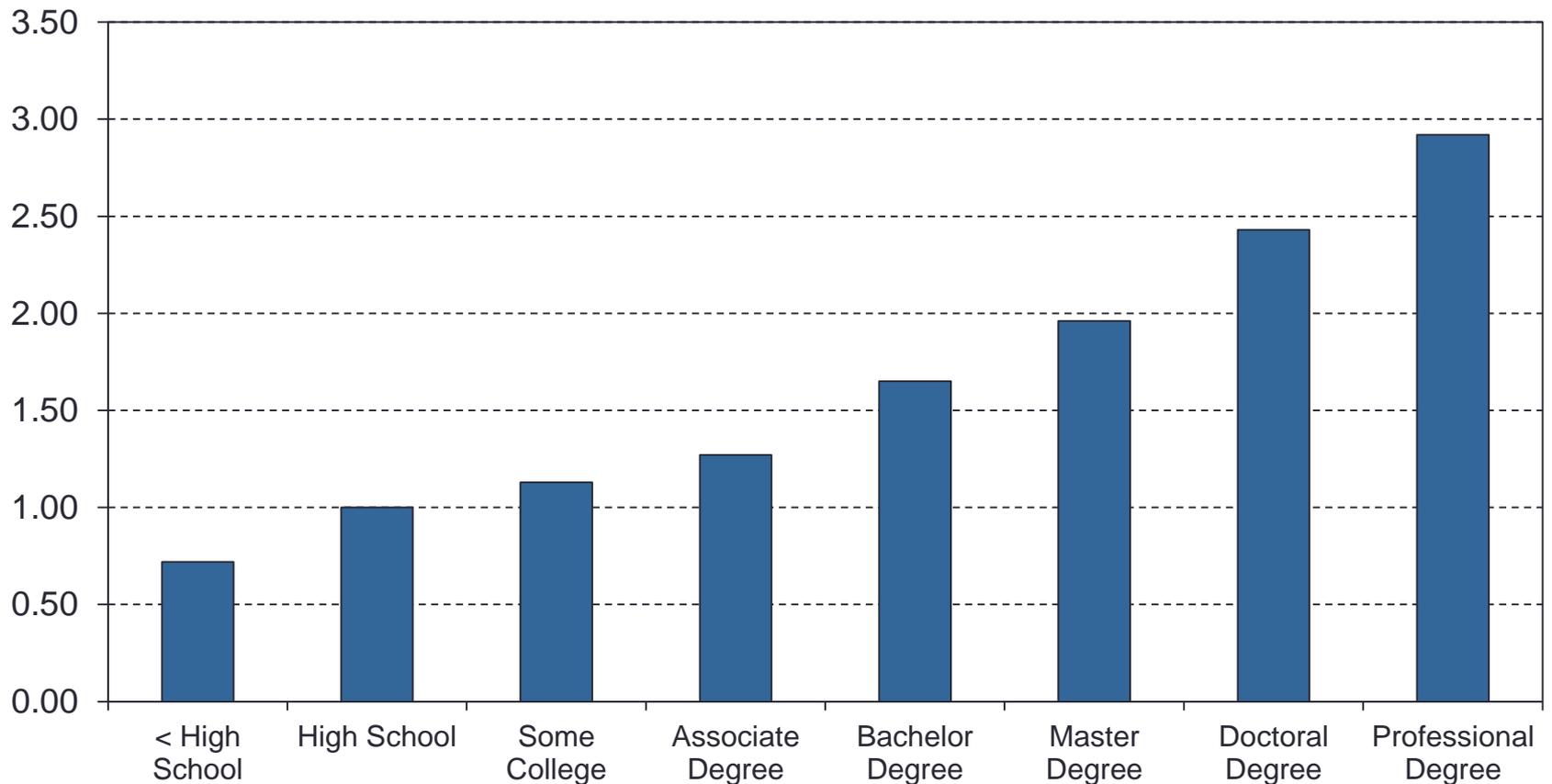


■ White Persons	0.176	0.239	0.296
■ Black Persons	0.069	0.091	0.104
■ Hispanic Persons	0.062	0.08	0.084

Economic Implications of Educational Achievement

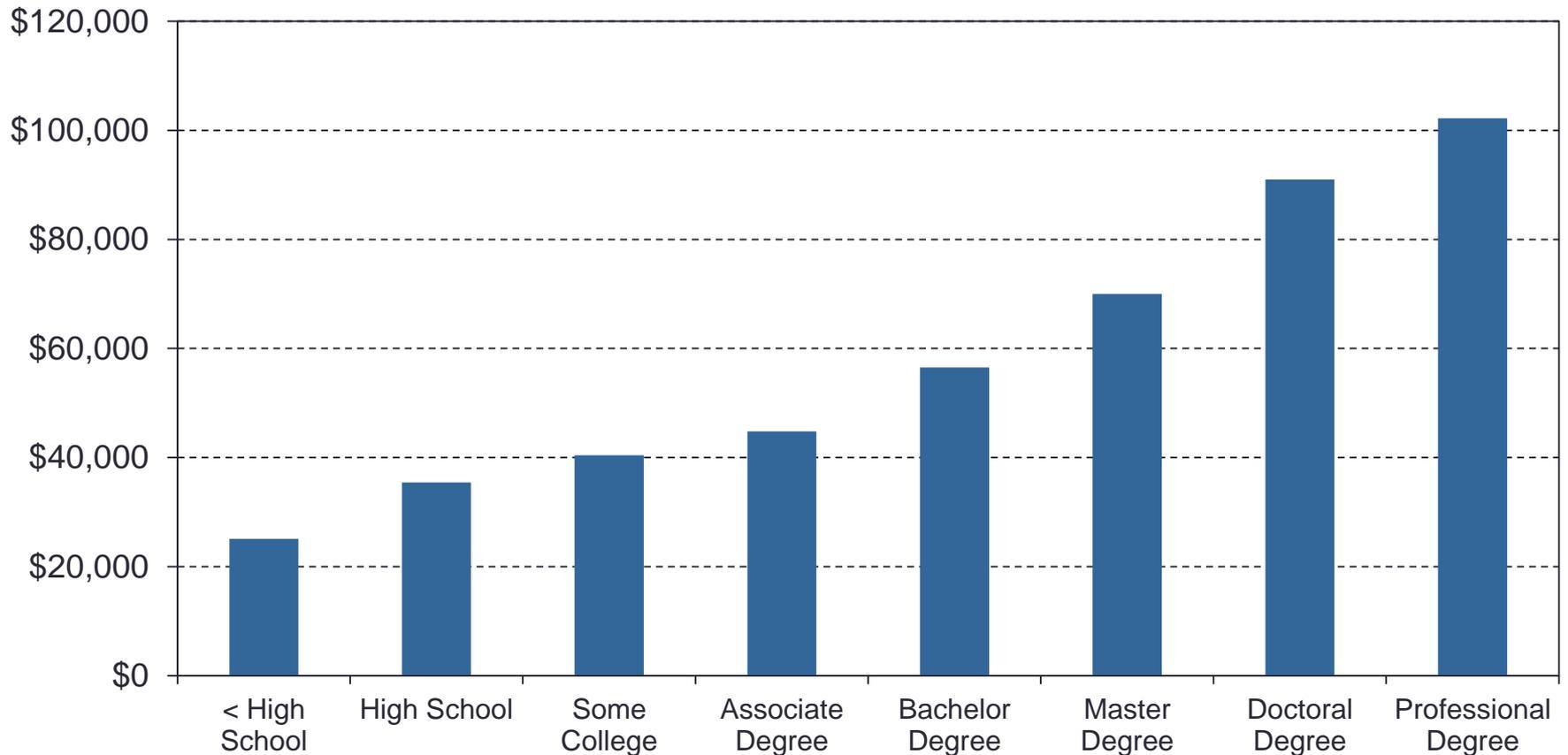
1. Significant debate regarding extent to which slow employment growth is a “skills” problem...but...
2. Clearly, poor pupil achievement has substantial costs
3. Concept of “Opportunity Youth”
 - ❑ Belfeld (CUNY), Levin & Rosen (both of Columbia)
 - ❑ 16-24 year-olds disconnected from labor market and education
 - ❑ Estimated lifetime “taxpayer burden:” \$235,680
 - ❑ Estimated lifetime “social burden:” \$704,000
 - ❑ 2/3 of burden occurs post-age 24
 - ❑ Costs represent lost contributions to economy and tax revenues, taxpayer costs associated with economic support, social costs associated with crime, etc.
 - ❑ A huge loss of economic opportunity for the individual and society

Expected Full-Time Earnings Relative to High School Graduates, by Education Level



Source: Education Pays – The Benefits of Higher Education for Individuals and Society

2011 Median Earnings By Educational Level



Source: Education Pays – The Benefits of Higher Education for Individuals and Society

Approaches to Reducing Opportunity Youth

1. Prevention pays:

- ❑ Study of Chicago Child-Parent Center program
- ❑ Comprehensive services targeted for youth aged 3-9
- ❑ \$14,100 cost per child
- ❑ Longitudinal Analysis (1,539 participants)
- ❑ High school completion rate of 62% was 20% higher than control group rate of 50.4%

2. Compare with costs of opportunity youth

Implications for Regional Economy

1. WI DWD: 11 of the projected 30 occupations in the state with most openings 2010-2020 (“new” & “replacement”) generate annual earnings of \$28,000 or more
 - ❑ All 11 require a high school diploma
 - ❑ 3 require a post-high school degree
2. U.S. Census Bureau: High school graduates median annual income = \$6,7000 (24%) > non-completers
3. Advanced manufacturing is affecting skill requirements
4. 2010-2040 in Wisconsin:
 - ❑ 15,000 person increase in working age population
 - ❑ 767,000 person increase in retirement age population

Thoughts On Strategy: Where Can City Programs Make the Most Difference

1. Research: Socio-economic variables explain ~ 50-60% of educational results
2. “Achievement gaps” result from school and life conditions (Richard Coley, Educational Testing Service)
3. Research identifies 16 important correlates of school achievement
 - ❑ 8 correlates (“before & beyond school) occur outside the educational setting
 - ❑ City programs are already involved in several of these
 - ❑ See next 4 slides

School Correlates of Pupil Achievement

1. Curriculum rigor
2. Teacher preparation
3. Teacher experience
4. Teacher absence and turnover
 - ❑ Cooperative housing initiatives could help reduce teacher turnover
5. Class size
6. Availability of technology
 - ❑ City government has supported technology via borrowing authorizations for school facilities
7. Fear and safety at school
 - ❑ Office of Violence Prevention: multiple initiatives to reduce fear and protect children
 - ❑ MPD School Safety Officers can influence fear and safety
 - ❑ S.T.O.P {Students talking it over with Police}: aims to improve youth/police communication

“Before & Beyond School” Correlates

1. Frequent school changing (negative)
2. Low birth weight (negative)
3. Environmental damage (negative)
4. Hunger and nutrition (negative)
5. Talking and reading to children (positive)
6. TV watching (negative)
7. Parent-pupil ratio (positive)
8. Summer enrichment (positive)
 - ❑ City government programs are involved in several of these correlates (see next 2 slides)
 - ❑ Parent involvement effectuates the home and school connection

City Strategy & “Correlates of Achievement”

Administration Strategic Goal: “Help Children Succeed, prepare for post secondary education, and meet their full potential.”

Let’s review the connections:

1. Healthy birth weight =>

- Health Dept: Intensive Home Visitation programs & infant mortality prevention
- Health Dept: Women, Infants & Children (WIC) Nutrition Program

2. Environmental damage =>

- Health Dept: Lead poisoning testing
- Health Dept: Lead abatement of properties
- Health Dept: Immunization
- DNS & MHD: Code enforcement

City Strategy & “Correlates of Achievement” (cont’d)

3. Hunger & Nutrition =>
 - ❑ WIC
 - ❑ Urban gardening initiative
 - ❑ Home Gr/own

4. Talking & reading
 - ❑ Library: reading readiness through “Books to Go”
 - ❑ Library: multiple Children’s Services
 - ❑ Library: Summer reading programs

5. Summer Enrichment:
 - ❑ Library: expanded summer reading program
 - ❑ MAWIB: summer employment

6. Home & School Connection:
 - ❑ Library: Teacher in the Library

Resiliency Skills

Resiliency Skills as Support to Achievement

1. Resiliency skills emerge in educational and home settings that establish conditions for optimizing youth development {V. Scott Solberg, Boston University}
2. Resiliency skills serve as the “non-cognitive” factors that support academic success, college readiness, and career readiness
3. Resiliency skills include:
 - Confidence
 - Empathy
 - Communication
 - Self-control
 - Self-worth
 - Sense of purpose

City Programs & Partnerships Supporting Resiliency Skills

1. Earn & Learn Program
 - ❑ 19,000 participants since 2005
 - ❑ Major example of public/private partnership
2. Milwaukee Fatherhood Initiative
3. I Have a Dream Partnership
4. Black Male Achievement Advisory Council
5. Be the Change
6. Saving our Sons
7. Anti-Bullying Campaign

Summary Takeaways

1. Low pupil achievement has individual and societal implications
2. Investing in youth success supports state and regional economic success
3. Prevention is not inexpensive but it can yield positive results
4. Support outside the school is a key factor in educational success
5. City of Milwaukee is involved in multiple programs that support school achievement

Presentation Follow-up

- ❑ Primary contact: Mark Nicolini, Budget & Management Director, 414-286-5060, mnicol@milwaukee.gov
- ❑ Thanks to Crystal Ivy, Eric Pearson, Myra Edwards, and Dennis Yaccarino for their contributions to this report.