

Creating New *IDEAS* for Milwaukee's Children

An Integrated Data Evaluation and Action System, led by Milwaukee Public Schools and its Partners November 29, 2011





Agenda

- Milwaukee Public Schools
 - District context
 - Data systems
- Information Gaps
- Introduction to IDEAS
- Building Support, "Investors" and Partners
 - Interest/Engagement
 - Commitment
- Building Capacity
- Next Steps



Milwaukee Public Schools: District and Community Context



- 4th poorest US city of its size, high poverty rates, and single, female-headed households (22%)
- Low birth weights, immunization rates, and other indicators of poor health (e.g., diabetes, obesity)
- +48,000 (8.65%) children under age 5 in Milwaukee (2005), only a small share in MPS
- Low rates of school readiness and academic achievement
- High mobility across schools/systems
- Large, historically under-performing district (33rd largest)
 - History of decentralized programs, resources, etc.
 - District in corrective action

Milwaukee Public Schools: District and Community Context



MILWAUKEE PUBLIC SCHOOLS

- Students
 - 81,000 K4–12 students
 - <u>largely minority</u>-African American (56.1%), Hispanic (23.1%), Asian(5.0%), American Indian (.8%), and White (14.9%),
 - <u>High poverty</u>–82% FRPL
 - 10% ELLs
 - 19.5% special education

Schools

- 174 (preK-5, K-8, middle, 6-12, and 9-12) schools
- <u>Diverse school types-</u>-IB, Montessori, language immersion, comprehensive high schools, charter (instrumentality and noninstrumentality), partnership/contract
- Various ECE programs (e.g., Head Start, state-subsidized childcare)
- More than 55 schools SiFi identified

Data Warehouse <u>To learn and improve</u>



To support data-informed decision-making at all levels w/in MPS

- Classroom teachers
- Learning teams
- School leaders
- Regional and district leaders



Data extracts to support:

- Goal setting, progress monitoring, and targeted support (e.g., schoolspecific growth targets)
- District-sponsored research for program improvement and evaluation/policy research
- External research requests
- State and federal reporting

Data Warehouse: Entry Points



Dashboard

- Performance management, including school-level value added data
- Direct link to strategic plan (lagging *and* leading indicators)
- Actionable items
- Drills to detail
- Filters
- Graphic, permitting ata-glance interpretation

Reports

- Tabular
- Common look and feel
- Drills to detail
- Actionable
- Filters

MPS School Leader Dashboard - Home Page



Constant Portal Home - Windows Internet Explorer		
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School: 18-HAMILTON HIGH SCHOOL		
LYTD vs CY Attendance Rate	Number and Percent of Suspensions	Highly Qualified Teachers
Enrolled Students - WTAM Goal 95 %	Enrolled Students - WTAM Goal LE < 40%	Licensed Teachers and Academic Qualifications
100% -	100%	5 (6%) 5 (6%)
90% -	36%	
	50%	
	03%	
82% 86%	2010-11	
60%		77 (89%)
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2009-10 2010-11		
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School Leader Reports	Working Together	
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MPS Value-Added Data



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Data Warehouse:

Tables & Reports



- Tables w/ data refreshed from source systems:
 - Enrollments/withdrawals
 - Transportation
 - Demographics
 - Attendance
 - Discipline/safety
 - Assessment (WKCE, MAP-universal screener), courses, grades, post-secondary outcomes (National Student Clearinghouse data)
- Interventions (Tier 2 reading and math, including progress monitoring in Exceed) and Early Warning/at-risk indicators (attendance, suspension, retention/overage, and total quality credit)

MPS Early Warning System: Student Academic Indicators for Learning





SAIL Early Warning System



Welcome Ronald A Carr (Global Domain)

Last Logon Date Feb 21, 2011



This information is confidential for Milwaukee Public Schools internal use only!

SAIL: Drills to Student Detail





SAIL - Total Quality Credits



Welcome Ronald A Carr (Global Domain)

Last Logon Date Feb 21, 2011



Data Warehouse: Tables & Reports, cont'd



- System improvements
 - Financials
 - Staff
 - Surveys (Teachers: PD, Instructional practices, climate; Students: climate, exit plans)
 - Interventions
 - After-school data
- Automatic ETL processes load data to DW overnight

New use of <u>"push" technology</u>

- Daily "Push Outs" to Superintendent, senior staff, and Regional Executive Specialists
- Focus on key, real-time indicators (e.g., attendance, suspensions) w/ immediate follow up (e.g., team response, social worker support)

Daily Superintendent Report



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East		12,439	90.7%	91.5%	90.8%	0.7%	38	3 2,493	2,768	-9.9%	0.3%	18.3%	21.1%	-2.8%	5		2,038	1,847
Northwor	ot	8,400	81.8%	81.9%	74.4%	0.7%	31	3,304	0,127	-30.0%	0.4%	32.4%	48.0%	-15.7%	9	4	1,980	2,390
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West		12,184	92.5%	93.0%	92.3%	0.7%	31	1 1,892	2,188	-13.5%	0.3%	14.2%	17.2%	-3.0%	8		1,594	1,482
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Superintendent Daily Report, School Detail



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TECHNOLOGY	369	91.3%	84.7%	74.8%	10.0%		171	181	-5.5%		38.4%	42.0%	-3.6%	1		109	94								
0052- MORSE - MARSHALL	1,206	94.9%	94.0%	93.8%	0.3%	3	218	208	4.8%	0.2%	16.9%	19.1%	-2.2%	1		76	100								
0071- MILW SCHOOL OF LANGUAGES	1,081	97.3%	95.6%	94.4%	1.2%	5	154	229	-32.8%	0.5%	13.6%	20.0%	-6.3%			26	59								
0088- TRANSITION HIGH SCHOOL	162	98.1%	82.7%	70.8%	11.9%		3	1	200.0%		1.3%	0.6%	0.6%	2		125	94								
0110- CLARKE STREET SCHOOL	414	84.2%	89.3%	89.2%	0.1%	3	137	177	-22.6%	0.7%	29.4%	37.1%	-7.7%			46	56								
0114- CLEMENS SCHOOL	389	89.7%	90.4%	91.3%	-0.9%	3	69	72	-4.2%	0.8%	15.6%	17.1%	-1.5%			61	53								
0116- CONGRESS SCHOOL	855	94.3%	93.7%	94.1%	-0.4%	1	42	75	-44.0%	0.1%	4.5%	8.1%	-3.7%			109	82								
0119- CRAIG MONTESSORI SCHOOL	532	95.1%	96.3%	95.9%	0.4%		5	14	-64.3%		0.9%	2.6%	-1.7%			18	20								
0140- MILW FRENCH IMMERSION	419	95.8%	95.3%	95.0%	0.3%	1	22	28	-21.4%	0.2%	4.9%	6.7%	-1.8%			6	31								
0143- EIGHTY-FIRST STREET SCHOOL	323	88.2%	93.4%	92.2%	1.2%		94	113	-16.8%		25.8%	34.6%	-8.8%	1		57	47								
0146- MILW GERMAN IMMERSION	606	96.0%	96.1%	95.2%	1.0%	1	3	12	-75.0%	0.2%	0.5%	2.0%	-1.5%			10	10								
0167- MILW SPANISH IMMERSION SCHOOL	537	94.0%	95.2%	95.1%	0.1%		3	4	-25.0%		0.5%	0.7%	-0.2%			6	18								
0170- FIFTY-THIRD ST. SCHOOL	462	93.8%	93.1%	91.9%	1.3%	2	128	145	-11.7%	0.4%	25.7%	29.5%	-3.8%			73	36								
0188- BARBEE MONTESSORI	295	86.4%	89.1%	87.4%	1.8%		76	47	61.7%		20.0%	17.9%	2.1%			100	118								
0217- HI-MOUNT SCHOOL	411	92.1%	91.3%	90.8%	0.5%		90	118	-23.7%		18.8%	24.4%	-5.6%			67	64								
0261- MACDOWELL MONTESSORI SCHOOL	522	91.2%	93.5%	93.8%	-0.3%	1	36	50	-28.0%	0.2%	6.4%	8.7%	-2.3%			37	43								
0268- MARYLAND AV MONTESSORI	363	96.3%	95.3%	95.2%	0.1%		8	3	166.7%		2.2%	0.9%	1.3%			18	11								
0270- METCALFE SCHOOL	346	91.5%	89.4%	88.2%	1.2%	1	101	141	-28.4%	0.3%	23.8%	33.7%	-9.9%			186	143								
0283- NEESKARA SCHOOL	454	93.9%	93.8%	93.5%	0.3%		34	26	30.8%		6.9%	5.5%	1.4%			54	40								
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Early MPS Progress



- Heightened <u>sense of urgency and</u> <u>accountability</u>
- Decreased <u>student suspensions</u>
 - Suspension rate dropped 26% to 20.4%
 - Lowest number of student suspensions in +10 yrs
- Increased <u>instructional time</u>

- +38,000 student days recovered
- Increased fidelity to new literacy and math instructional minutes requirements
- Increased <u>student attendance</u>
 - District-wide, attendance rose 88.1% to 90.1% (2009-10 to 2010-11)
 - Highest overall attendance rate and largest increase in 15 yrs



2009-2010 & 2010-2011 Suspension Rate by Grade - SpEd & Non-SpEd





Attendance by Grade



Early MPS Progress, cont'd



- Increased <u>Reading proficiency</u> (based on November 2010 assessment)
 - Overall rate improved almost 2% points
 - Growth out-paced the State
 - All student subgroups improved in grades 3-5 and 6-8
- Increased <u>college readiness</u>, as measured on ACT
 - Tested more students than ever before
 - First increases since 2007 (in all but one subject)
 - Growth out-paced the State



Early Success: College Readiness



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Five Year Trends- Average ACT Scores

То	Total Tested		English		Math		Reading		Science		Composite	
Grad Year	District	State	District	State	District	State	District	State	District	State	District	State
2007	2,086	46,430	16.7	21.6	17.3	22.2	17.9	22.4	18.2	22.4	17.3	22.3
2008	2,071	46,990	16.6	21.7	17.2	21.7	17.9	22.6	17.9	22.3	17.6	22.3
2009	2,334	46,658	16.2	21.7	16.9	21.7	17.5	22.6	17.8	22.3	17.2	22.3
2010	3,846	47,755	14.1	21.5	16.0	21.5	15.8	22.0	16.6	22.2	15.8	22.1
2011	3,812	47,693	14.5	21.6	16.2	21.6	16.2	22.1	16.4	22.3	16.0	22.2



MPS is making progress, but we need to do more, faster, starting earlier.... and we can't do it alone



Data, Information, and Knowledge Gaps MPS



- "Tag" for participation in various supports and programs (e.g., Head Start, CLCs, SES, college prep, parental involvement)
- Fully linked data (e.g., PD participation-outcomes)
- Early warning systems before high school
- <u>City/community</u>

- Early learning indicators (e.g., health/immunizations, school readiness)
- Non-MPS early childhood experiences
- Social services (e.g., foster care) and criminal justice
- Understanding of "why" and "how"

Need for Integrated Data System





- Multiple service providers and data sources
 - Data local governmental agencies collect regarding families and children usually segregated in the organization and not shared w/ other agencies
 - Often, multiple agencies work w/ the same families and children, yet lack ability to share or study information to determine needed or effective interventions
 - Lack of linked data across orgs and variables limits ability to: 1)understand specific risk factors, 2)discover protective factors, and 3)support strategic planning, program improvement, and targeted intervention
- Breadth and depth of challenges facing Milwaukee's children call for more <u>coordinated and targeted interventions</u>

What is *IDEAS* for Children?



- Integrated Data Evaluation and Action System for Children: An integrated data system on health, social, and educational needs and outcomes of children and youth in Milwaukee
- Modeled after similar city- and county-wide initiatives from across the country (e.g., Baltimore, MD; Philadelphia, PA; Los Angeles County-in development), most notably, Kids Integrated Data System (KIDS), a nationally recognized integrated data system focused on children in the City of Philadelphia
- Designed to <u>leverage existing data and data</u> <u>management capacity</u>, as well as local and national expertise

What will *IDEAS* for Children do?





- Provide a single, child-centered, longitudinal database
- Assist in the development of a <u>cross-agency learning</u> agenda to:
 - protect privacy and ensure appropriate data sharing
 - conduct meaningful data analyses to identify specific risk and protective factors, assess community needs, and determine program impacts (and areas for improvement)
 - support program development, improvement, and implementation; public policy development; and community planning across systems and agencies
- Foster cross-agency dialogue and support development of a <u>shared vision</u> and plan(s) for community-wide action

Help create meaningful change for Milwaukee's children

Building Support: Early Engagement



- Leveraging the Philadelphia KIDS example
 - Internal "research", discussions, and consultations at staff and senior team levels (July-December 2010)
- Introducing the idea (September 2010-January 2011)
 - Governor's Early Childhood Advisory Committee
 - Community convenings, board meetings, etc. w/ various funders present (soft sell)
 - Targeted leadership mtgs (e.g., police chief, county exec.)
- Identifying partners (October 2010-on-going)
 - State, county, and city agencies; university partners



Building internal buy-in

- MPS internal stakeholders meeting (January 2011)
- MPS Board of School Directors request to work w/ Milwaukee Cty to develop <u>intergovernmental agreement on shared</u> <u>services and data</u> (February 2011)
- Initiative named--IDEAS (Integrated Data and Action System) for Children
- Meetings w/ city attorney (counsel for MPS)





- Engaging partners
 - Milwaukee Cty Bd of Supervisors passes similar action
 - Formal presentations (April-July 2011)
 - Herzfeld Foundation for funding support (at their request), resulting in LoI and later, full proposal
 - Milwaukee Community Justice Council, unanimous support of IDEAS

 <u>Multiple stakeholder convening</u>: Internal stakeholders, potential funders and community stakeholders meeting outlining need, potential, and KIDS example



- Formalizing Commitments
 - First <u>grant announcement</u>, Herzfeld Foundation (June 2011)
 - <u>Letters of support</u>, e.g., WI Depts. of Children and Families, Health Services, Public Instruction; Social Development Commission, City of Milwaukee Health Department) (August-ongoing)
 - Milwaukee City <u>Atty's</u> Office assigns 2 staff to work w/ MPS on MOUs for IDEAS (September 2011)
 - Additional funding support (in progress)
 - <u>MOUs</u> (in-progress)

Building Capacity



- Financial support
 - Creates legitimacy among other funders and partners
 - Funds conferences, consultants
- Technical expertise and leadership
 - Leverages UPenn experience in other cities
 - Leverages UW-Madison Value Added Research Center (VARC) technical expertise, proximity, and familiarity w/ MPS and our data systems



Value Added Research Center, University of Wisconsin-Madison





- Primary research partner of MPS for over a decade
- Embedded researcher model involves VARC researcher in-house 3 days per week
- Conducted research and program evaluation at district direction on initiatives/programs, e.g., literacy coaching, READ 180, school configuration, ELL outcomes, etc.
- <u>Early warning system</u> (modeled after CCSR in CPS) to predict which secondary students are off-track for on-time graduation

Value-Added school growth analysis

Next Steps: Implementation



- Phase I: Vision
 - Establish governing body
 - Identify key data sources
 - Identify key stakeholders and working groups
 - Develop data-sharing procedures
- Phase II: Build
 - Inventory existing data structures
 - Develop extraction routines and database refreshes
 - Design data structures to integrate data
 - Design data cleansing procedures to ensure data quality





- Phase III and IV: Use IDEAS to Inform Policy
 - Identify priorities for research
 - Secure funding to support research
 - Conduct research consistent with rigorous methods and ethical standards
 - Disseminate results
 - Incorporate findings into strategic decision-making procedures of partner organizations





... Bringing IDEAS to Life

