


Bound
for success
through
action,
equity



Learn to Earn Dayton
Ready to Learn. Explore. Earn.

March 2020

2018-19



Every child should be Bound for Success!

Learn to Earn Dayton is committed to ensuring that all children in Montgomery County receive a high quality education and get the chance to experience enrichment opportunities that make their success possible.

This report is the fourth time we've shared data regarding students' achievements at important junctures in their K-12 years and after high-school graduation, **disaggregated by race and gender**. The purpose is to understand which young people are struggling, and to challenge ourselves and the Dayton community to respond to the fact that not all children get the same

opportunities to excel. African-American and low-income children are too often woefully behind, and boys are not doing as well as girls.

These disparities can be fixed! But first we have to know that the inequities exist – not just in the national data, but in **our** local data. And then we have to take action designed to address opportunity and achievement gaps. Different children have different needs. Traditional practices and policies, however inadvertently, can disadvantage some children.

We're excited about the new Equity Fellows initiative, which is embedding individuals in our schools, organizations and Preschools who are specially trained to identify and address harmful and discriminatory policies and practices. We're also proud of the intentional and substantive work that's occurring to promote culturally responsive teaching. And we're embarking on a community-wide effort to foster equity.

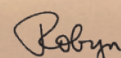
We have much to celebrate around the progress of our children. But if we're frank, we also have demanding work to do – in order for every child to succeed and if we want to have a well-educated 21st century workforce.

Much is riding on the effort that so many in Dayton and Montgomery County are making to eliminate disparity gaps. Our economic success as a community – and as individuals who live and work here – depends on this commitment.

As always, we are extraordinarily grateful for that support and the passion of our leaders, policy makers and educators.



Thomas J. Lasley II
Chief Executive Officer



Robyn Lightcap
Executive Director



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MONTGOMERY COUNTY'S

BIG GOAL

60%
by
2025



**By 2025, 60%
of working-age adults
will have a 2-year or
4-year college degree
or a high quality post-
secondary credential**

Why?

**Almost
2/3 of today's
jobs require
post-high
school
education**

**Workers with a bachelor's degree
earn \$800,000 more over their
lifetimes than those with just some
college**

**Workers with an associate's degree
earn \$200,000 more**

Source: Georgetown University Center on Education and the Workforce

How our community is tracking

children's success

Ready to Learn. Explore. Earn.

Birth–Age 5

**Ready to learn when
entering Kindergarten**

- % of students scoring
"ready for Kindergarten"

K-3rd Grade

Proficient in reading

- % of students at or above
the proficient level on the
3rd-grade Ohio Reading
Assessment

4th-8th Grade

**Proficient in
mathematics**

- % of students at or above
the proficient level on
the 8th-grade Ohio Math
Assessment

9th-12th

**Ready to keep learning
after high school**

- % of students graduating
from high school

Post HS

**Ready to learn in
college or a credential
program**

- % of students enrolling in
college any time during
the first 2 years after high
school

Job & Career

**Ready to earn with
a college degree
or a credential**

- % of students graduating
from college within 6 years



With Learn to Earn's support, Dayton Public Schools and their partners competed for new, and the renewal of, federal 21st Century grants.



500 people celebrated Learn to Earn's 10th annual Readiness Summit.

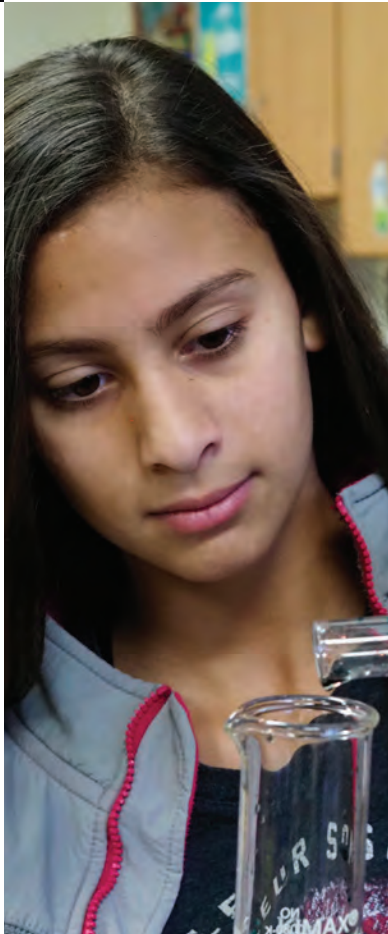


We piloted LENA Start® parenting classes focusing on babies' early brain development, in **6** Dayton locations.



Learn to Earn piloted LENA Grow® technology with early learning teachers at **2** childcare programs and in multiple Miami Valley Child Development Centers' Head Start classrooms.

We're facilitating the Birth to 3 Collaborative, composed of **16** organizations that provide health, development and social-emotional support services to families with babies and toddlers.



We introduced *On Purpose Play* initiatives and partnered with the University of Dayton School of Engineering and the Institute for Applied Creativity for Transformation to create prototypes.



Learn to Earn is helping facilitate Montgomery County's work around adopting two-generation poverty reduction initiatives.

Supported by PNC Grow Up Great, Learn to Earn's Passport to Kindergarten supported **335** Preschoolers who read **19,655** books at home.

Passport to Kindergarten, supported by PNC's Grow Up Great, purchased **2,000** books for Passport Preschoolers to read at home.

The % of students ready for Kindergarten increased in **7 of 16** districts.



Learn to Earn is raising new dollars to support children

StriveTogether awarded our community \$875,000 over 2 years to train Equity Fellows in select schools and organizations to promote practices that ensure equity.

Dayton was 1 of 4 communities to receive a \$1 million grant over 3 years from the Chan Zuckerberg *Together for Students* initiative.

Learn to Earn, with Cincinnati's StrivePartnership and Akron's Summit Educational initiative, received a \$350,000 grant to encourage 'stopped-out' students to come back to college to complete their degree.

Learn to Earn received a \$225,000 grant from the Bill & Melinda Gates Foundation to lead efforts to engage Ohio's mayors in the *Complete to Compete Ohio* educational attainment campaign.



13 of 16 districts increased the % of 3rd-graders proficient in reading – 10 by 5 or more percentage points.

10 of 16 districts increased the % of students proficient in 8th-grade math.

7 of 16 districts increased their graduation rates.



Nearly **2/3** of the Class of 2019 completed the all-important FAFSA.



The % of HS grads earning a 2-year or 4-year college degree within 6 years increased in **9 of 16** districts.

College completion rates increased for all demographic groups – males and females, and African-American and white students.

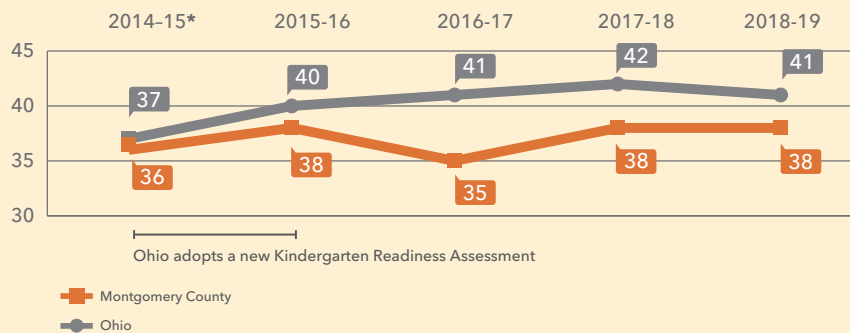
Thanks to Montgomery County and the City of Dayton, Preschool Promise, which was initiated by Learn to Earn, is making quality Preschool more accessible and affordable to 4-year-olds.

"Preschool Promise made it possible for my child to attend a 5-Star Preschool. Thank you, Preschool Promise, for all your resources, support and concern."
– Preschool Promise parent

Every child deserves the chance to start school on track

% of children 'Demonstrating Readiness' for Kindergarten

	KRA* 2014-15	KRA 2015-16	KRA 2016-17	KRA 2017-18	KRA 2018-19
Brookville	39%	53%	43%	52%	38%
Centerville	40%	40%	57%	56%	63%
Dayton	15%	21%	20%	26%	25%
Huber Heights	32%	42%	37%	46%	44%
Jefferson Township	3%	16%	3%	14%	15%
Kettering	54%	40%	41%	37%	33%
Mad River	42%	37%	35%	31%	32%
Miamisburg	48%	61%	57%	64%	53%
New Lebanon	35%	42%	32%	41%	38%
Northmont	40%	55%	40%	43%	42%
Northridge	41%	39%	31%	22%	26%
Oakwood	39%	54%	46%	64%	69%
Trotwood-Madison	14%	27%	17%	13%	11%
Valley View	55%	55%	55%	35%	41%
Vandalia-Butler	24%	48%	48%	49%	50%
West Carrollton	24%	28%	21%	25%	23%



*2014-15 was the first year that incoming Kindergartners were assessed using the mandatory KRA – or Kindergarten Readiness Assessment. It measures social and emotional development; understanding of early math concepts; language and literacy; physical well-being and motor development.

Source: Ohio Department of Education

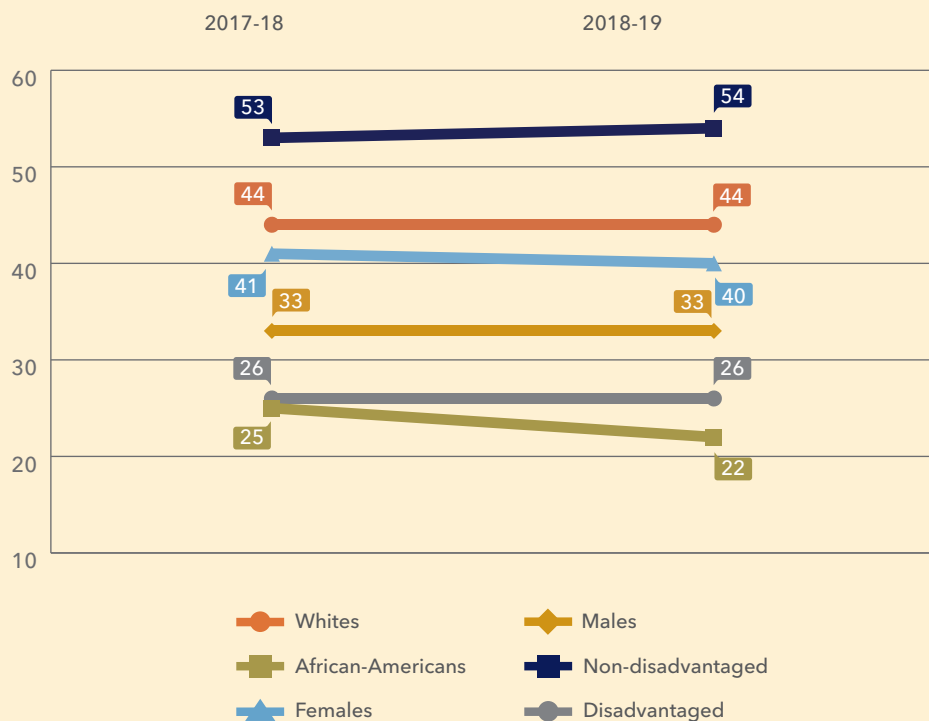
7 of 16 districts

saw increases in the % of children starting school on track

More than 3 in 5

Montgomery County children started Kindergarten behind

% of children 'Demonstrating Readiness' for Kindergarten by race and gender*



Source: Ohio Department of Education

*Fall 2017 data was the first year that KRA statistics were disaggregated by race and gender.

White children were **2 times more likely** than African-Americans to start Kindergarten on track

Children who were not economically disadvantaged were **over 2 times more likely** to start school prepared

Eliminating gaps is **ACHIEVABLE**

If **227 African-Americans** were helped to start Kindergarten on track, the achievement gap would be eliminated.

If **126 boys** were helped to start Kindergarten on track, the achievement gap would be eliminated.

If **683 economically disadvantaged young learners** were helped to start Kindergarten on track, the achievement gap would be eliminated.



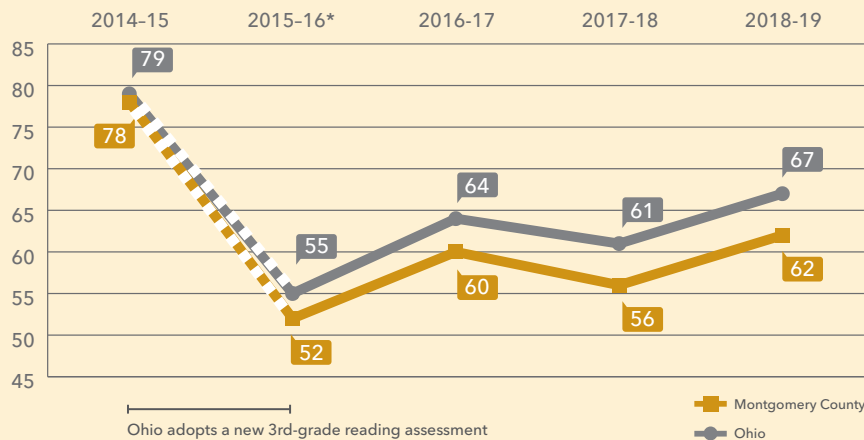
Reading well is critical to all learning

% of children who are reading proficiently in 3rd grade

	2014-15	2015-16*	2016-17	2017-18	2018-19
Brookville	94%	71%	71%	81%	88%
Centerville	93%	71%	77%	77%	77%
Dayton	58%	27%	35%	32%	38%
Huber Heights	78%	51%	60%	55%	63%
Jefferson Township	96%	86%	53%	86%	33%
Kettering	92%	68%	80%	77%	81%
Mad River	75%	55%	62%	64%	68%
Miamisburg	88%	64%	69%	64%	64%
New Lebanon	93%	83%	71%	63%	76%
Northmont	87%	70%	72%	69%	77%
Northridge	70%	41%	39%	42%	52%
Oakwood	99%	88%	94%	91%	94%
Trotwood-Madison	71%	25%	49%	41%	61%
Valley View	82%	57%	72%	70%	75%
Vandalia-Butler	89%	56%	69%	63%	72%
West Carrollton	81%	47%	58%	56%	64%

13 of 16 districts

increased the % of 3rd-graders proficient in reading – 10 by 5 percentage points or more



*A new more rigorous reading proficiency test was introduced in 2015-16. Scores across the state plummeted.

Source: Ohio Department of Education

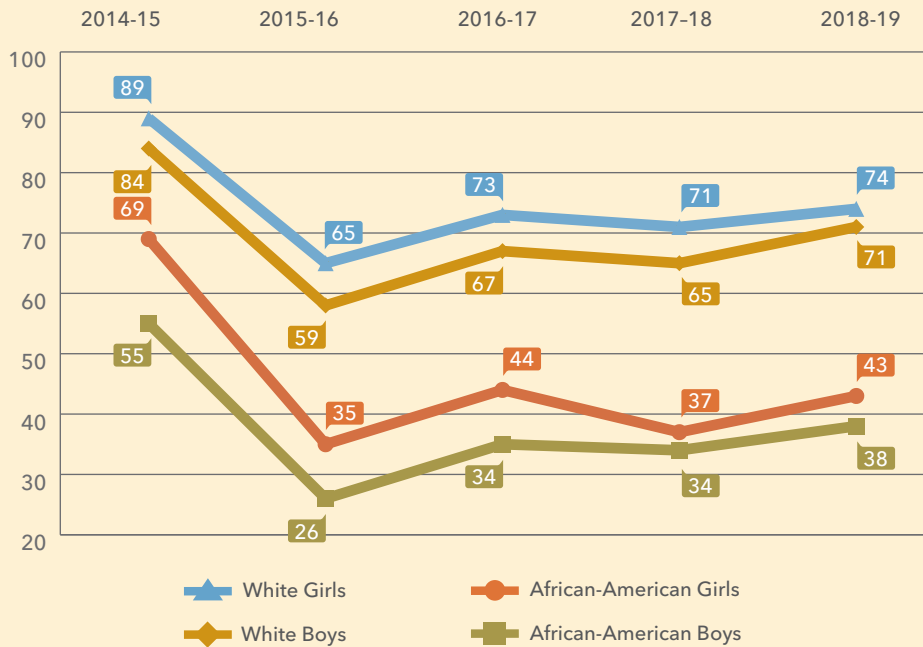
Montgomery County's average **increased by 6** percentage points

12 summer and afterschool providers, serving **1,200** children, are participating in the Summer & Afterschool Collaborative to improve their quality and keep children learning outside of school.

The Summer & Afterschool Collaborative is using the National Institute on Out-of-School Time (NIOST) assessment tool to enhance programming; **9** programs were evaluated by NIOST.



% of children who are reading proficiently in 3rd grade by race and gender



Source: Ohio Department of Education

African-American boys and girls were woefully behind their white peers

All 4 demographic groups improved in 3rd-grade reading proficiency

Eliminating gaps is **ACHIEVABLE**

If **284 African-American boys** were helped to read well, the achievement gap between African-American boys and white boys would be eliminated.

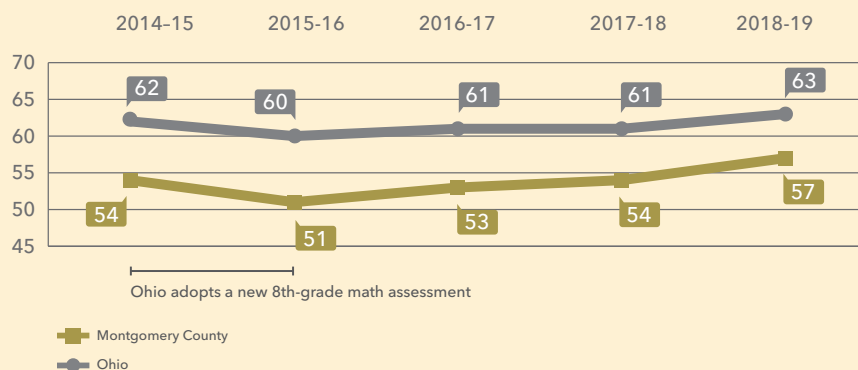
If **251 African-American girls** were helped to read well, the achievement gap between African-American girls and white girls would be eliminated.

8th-grade math is a gateway to higher math

% of students who are proficient in 8th-grade math*

	2014-15	2015-16	2016-17	2017-18	2018-19
Brookville	90%	85%	95%	92%	86%
Centerville	82%	81%	83%	83%	85%
Dayton	25%	26%	24%	25%	31%
Huber Heights	43%	31%	38%	41%	42%
Jefferson Township	32%	13%	11%	5%	27%
Kettering	78%	77%	74%	76%	80%
Mad River	57%	35%	30%	47%	66%
Miamisburg	62%	69%	67%	67%	68%
New Lebanon	62%	49%	60%	65%	65%
Northmont	70%	65%	70%	69%	67%
Northridge	34%	39%	40%	35%	22%
Oakwood	97%	96%	93%	91%	89%
Trotwood-Madison	31%	9%	13%	19%	35%
Valley View	75%	76%	69%	71%	69%
Vandalia-Butler	69%	51%	53%	54%	67%
West Carrollton	37%	36%	31%	35%	46%

10 of 16 districts increased the % of students who were proficient in math – 6 by more than 5 percentage points



This is the **3rd consecutive year** the countywide average for students' math proficiency increased

*All percentages have been adjusted to reflect that some students did not take the 8th-grade math proficiency test because they were enrolled in Algebra 1. The proficiency rates assume that students who were enrolled in Algebra 1 were, by definition, proficient in 8th-grade math.

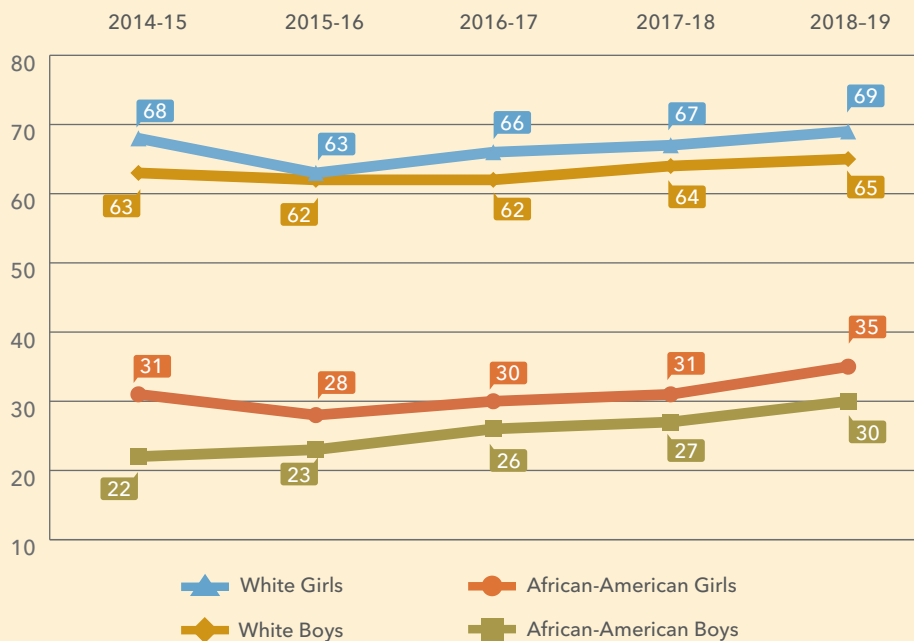
Source: Ohio Department of Education

Learn to Earn has helped support **250** teachers engaged in culturally responsive teaching training during the last 2 years.

Learn to Earn and the Montgomery County Educational Service Center are training Equity Fellows to promote practices that eliminate achievement gaps.



% of students who are proficient in 8th-grade math by race and gender



Source: Ohio Department of Education

African-American boys and girls were woefully behind their white peers

All 4 demographic groups improved in 8th-grade math proficiency

Eliminating gaps is **ACHIEVABLE**

If **234 African-American boys** were helped to be proficient in math, the achievement gap between African-American boys and white boys would be eliminated.

If **213 African-American girls** were helped to be proficient in math, the achievement gap between African-American girls and white girls would be eliminated.

At the invitation of Learn to Earn and with the financial support of the Montgomery County Educational Service Center, **nearly 70%** of the students who participated in a dropout prevention program administered by the Graduation Alliance returned to school or graduated.



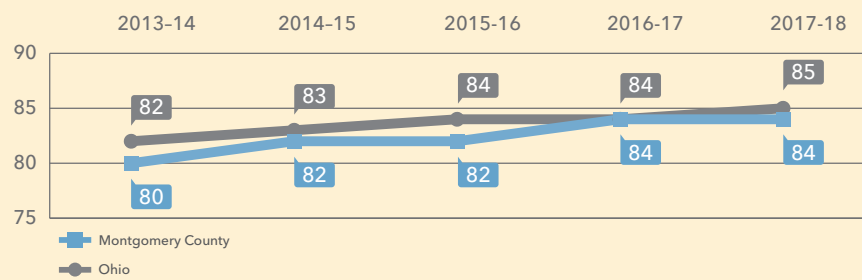
All young people must have a high-school diploma

% of students graduating from high school

	2013-14	2014-15	2015-16	2016-17	2017-18
Brookville	91%	98%	94%	95%	93%
Centerville	95%	95%	95%	96%	95%
Dayton	72%	75%	73%	70%	74%
Huber Heights	84%	85%	87%	85%	88%
Jefferson Township	92%	77%	82%	77%	90%
Kettering	94%	93%	93%	94%	95%
Mad River	81%	82%	81%	82%	81%
Miamisburg	93%	96%	94%	97%	96%
New Lebanon	86%	90%	88%	95%	95%
Northmont	95%	96%	97%	96%	94%
Northridge	80%	78%	88%	84%	83%
Oakwood	96%	98%	99%	96%	97%
Trotwood-Madison	80%	78%	88%	84%	91%
Valley View	93%	94%	96%	96%	97%
Vandalia-Butler	94%	98%	92%	95%	93%
West Carrollton	91%	89%	89%	90%	86%

11 of 16 districts had a 90% or greater graduation rate

7 districts increased their graduation rate

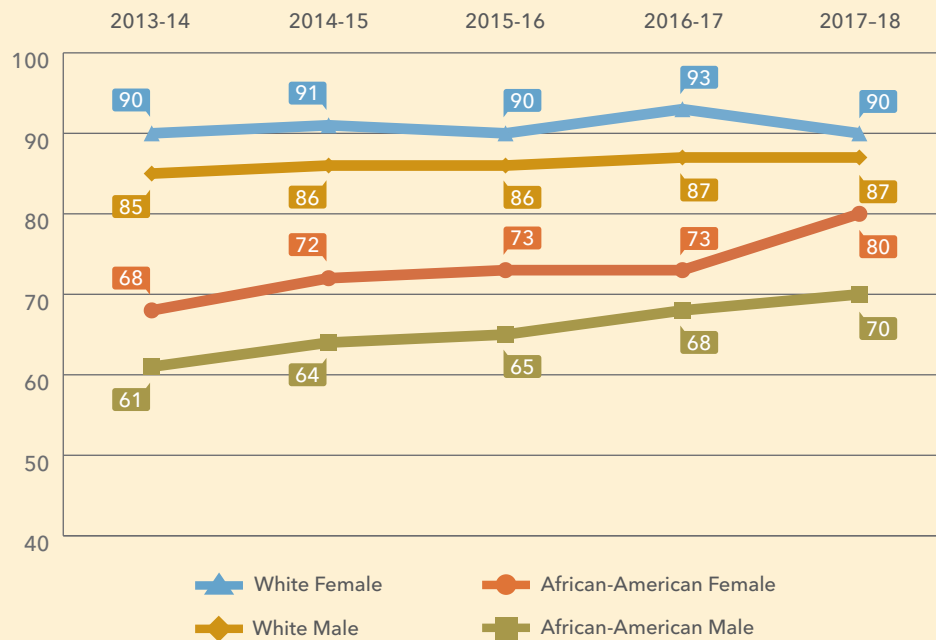


Source: Ohio Department of Education

Tyron (not his real name) struggled in school. To graduate, he needed to pass classes in science, math and English. Taking courses online and with the help of a Graduation Alliance academic coach, he successfully completed them.

"I have plans," he said. "I want to be a CEO – an entrepreneur. My academic coach was always there to help me."
– Trotwood-Madison student

% of students graduating from high school by race and gender



Source: Ohio Department of Education

The graduation rates for both African-American males and females increased, particularly for African-American females

Only white females had a graduation rate of at least 90%

Eliminating gaps is *ACHIEVABLE*

If **145 African-American males** were helped to graduate, the achievement gap between African-American boys and white boys would be eliminated.

If **82 African-American females** were helped to graduate, the achievement gap between African-American girls and white girls would be eliminated.

Tonya (not her real name) was behind in credits when she became pregnant her junior year. Once her baby came, she learned how hard it is to balance motherhood, school and work. Her Graduation Alliance advocate and her academic coach helped her get through two years' of coursework.

"The best part was meeting up at the library," Tonya said. "I got to talk to people who were in the same situation as me."

After she graduated, Tonya enrolled in college.

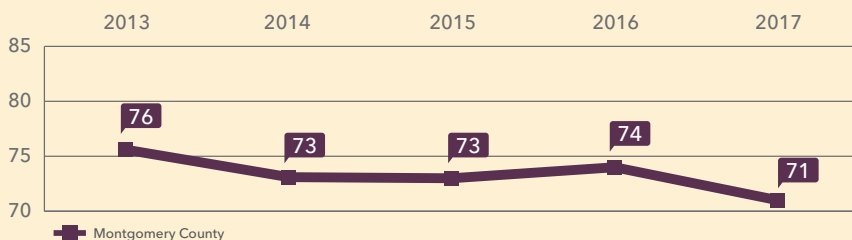
"I want to be a nurse. Every day I am closer to my goals."

– Trotwood-Madison City Schools student

Every young person needs an education plan for after high school

% of students who enroll in college anytime within 2 years of HS graduation

	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
Brookville	76%	75%	76%	84%	77%
Centerville	89%	87%	90%	87%	88%
Dayton	71%	69%	65%	62%	62%
Huber Heights	74%	71%	69%	71%	66%
Jefferson Township	66%	64%	62%	52%	23%
Kettering	72%	71%	71%	73%	69%
Mad River	67%	60%	63%	61%	63%
Miamisburg	77%	74%	74%	72%	73%
New Lebanon	63%	59%	63%	65%	57%
Northmont	77%	74%	74%	78%	75%
Northridge	51%	45%	42%	52%	44%
Oakwood	94%	87%	90%	94%	95%
Trotwood-Madison	80%	70%	72%	78%	60%
Valley View	66%	69%	70%	73%	74%
Vandalia-Butler	73%	77%	86%	77%	77%
West Carrollton	72%	72%	67%	71%	59%



Nationally, student enrollment in college has declined every year since 2012.

In a strong economy, young people are more likely to postpone going to college because jobs are readily available. The challenge is that young adults settle for low-paying jobs, not always understanding how much more they could earn if they had a degree or credential. Meanwhile, employers don't have the educated workforce they need.

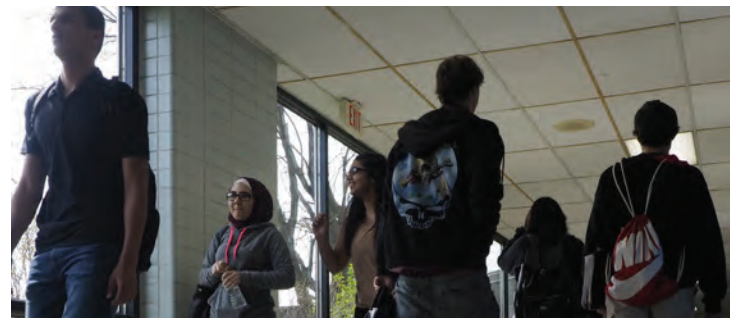
This information is not available by state. Source: National Student Clearinghouse

5 of 16

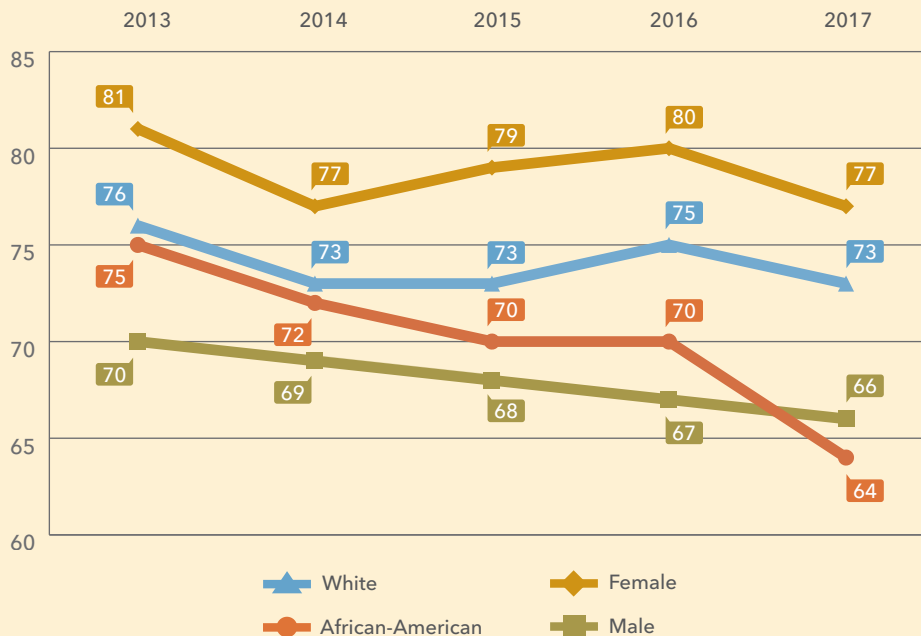
districts saw an increase in the % of students who enrolled in college or in a credential or certificate program

More than **1 in 4 2017 high-school grads** did not enroll in college or a program to earn a certificate or credential

High-school grads in Montgomery County's 5 highest-poverty school districts participated in a 'summer melt' text messaging campaign to ensure they followed through on their college plans.



% of students who enroll in college anytime within 2 years of HS graduation by race and gender



Source: National Student Clearinghouse

Enrollment in college or a credential program declined among every demographic group, most significantly among African-Americans

African-American young people enrolled at a significantly lower rate than their white peers, and males enrolled at a significantly lower rate than females

Eliminating gaps is **ACHIEVABLE**

If **91 African-American young people** were helped to enroll in college, the gap between white and African-American students would be eliminated.

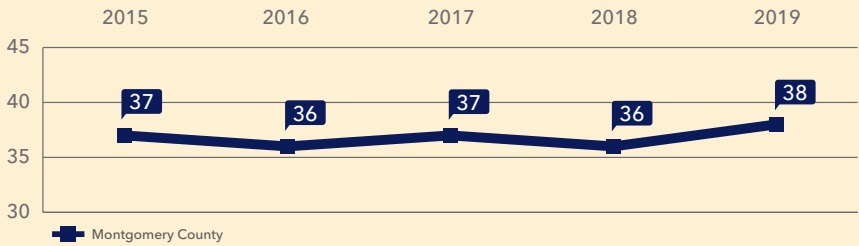
If **233 young males** were helped to enroll in college, the gap between males and females would be eliminated.

Completing post-secondary education boosts earning power

% of students graduating from college within 6 years

	% of 2009 HS grads completing college by 2015	% of 2010 HS grads completing college by 2016	% of 2011 HS grads completing college by 2017	% of 2012 HS grads completing college by 2018	% of 2013 HS grads completing college by 2019
Brookville	41%	31%	47%	36%	38%
Centerville	69%	64%	64%	62%	63%
Dayton	18%	16%	17%	16%	20%
Huber Heights	28%	29%	31%	31%	31%
Jefferson Township	9%	21%	13%	19%	10%
Kettering	37%	34%	35%	37%	37%
Mad River	22%	27%	25%	23%	29%
Miamisburg	38%	34%	39%	41%	45%
New Lebanon	21%	25%	30%	32%	39%
Northmont	44%	40%	43%	40%	38%
Northridge	9%	13%	14%	13%	11%
Oakwood	73%	76%	73%	75%	73%
Trotwood-Madison	22%	32%	18%	16%	19%
Valley View	34%	33%	42%	33%	40%
Vandalia-Butler	44%	47%	44%	50%	46%
West Carrollton	30%	26%	22%	20%	26%

The % of students earning a degree within 6 years increased in **9 of 16 districts**



Fewer than **2 in 5 high-school grads** earned a 2-year or 4-year degree within 6 years

These figures significantly underreport educational attainment in Montgomery County. They only reflect the % of young people who have earned a 2-year or 4-year college degree. Credentials – specialized licenses for cosmetologists and plumbers, for example, and certificates of proficiency in a skill such as IT – are important measures of educational success and lead to secure, living-wage employment. That information is not available.

This information is not available by state. Source: National Student Clearinghouse

Michael (not his real name) wasn't on track to graduate, but he was ready to be done with high school. He just needed a different path to get his diploma. With support from his Graduation Alliance allies, he got to take classes online.

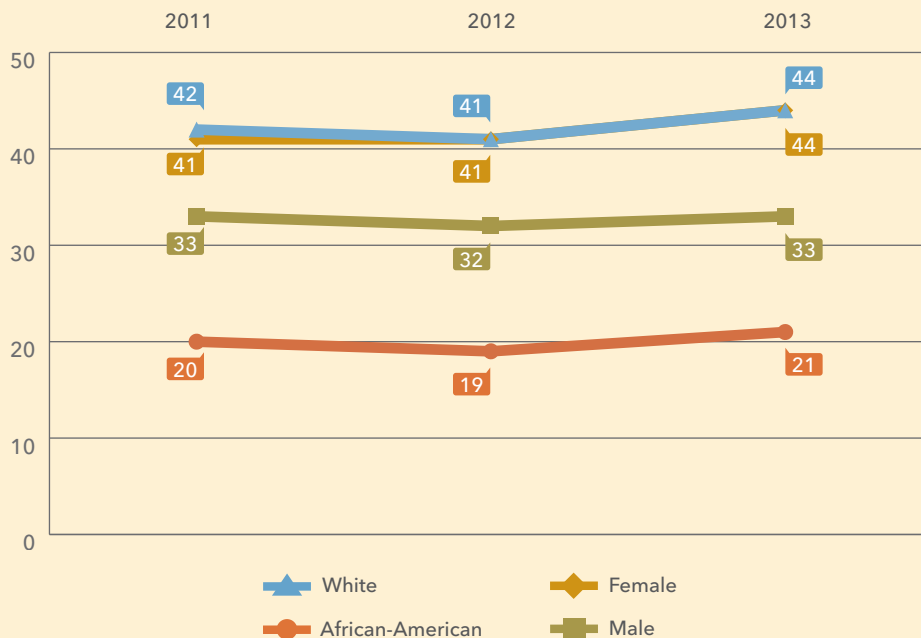
"It felt like a more personalized way of learning," he said.

Now Michael is enrolled at Ivy Tech Community College.

"I've got an opportunity, and it's not right to not try."

– Mad River student

% of students graduating from college within 6 years by race and gender



Source: National Student Clearinghouse

The % of young people earning a degree increased across the board – for whites and African-Americans, for females and males

Whites were more than 2 times more likely to earn their degree than African-Americans

Eliminating gaps is **ACHIEVABLE**

If **220 African-American young people** were helped to earn a degree, the gap between white and African-American students would be eliminated.

If **229 young males** were helped to earn a degree, the gap between males and females would be eliminated.



Chronically absent students too often fall behind

In addition to tracking achievement data, we're also reporting other measures that promote success in school, including attendance and suspension rates.

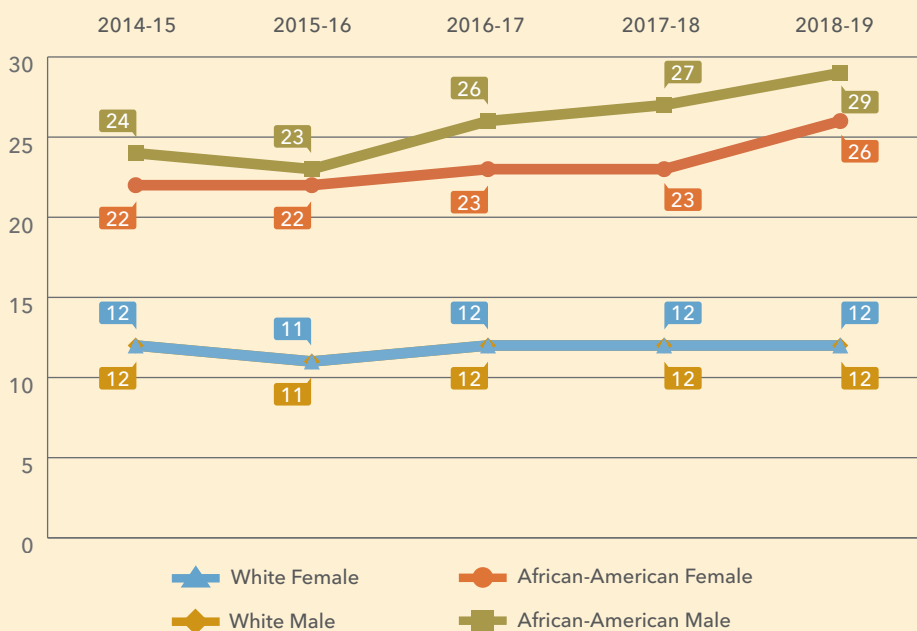
A good average school attendance rate can mask the fact that certain students are chronically absent and are likely falling behind, putting them at risk of failing.

Looking at student-level data helps educators know which students need special attention.

The % of African-American males and females who were chronically absent was at its highest rate in 5 years

More than 1 in 4 African-American males and females were chronically absent

% of students chronically absent by race and gender



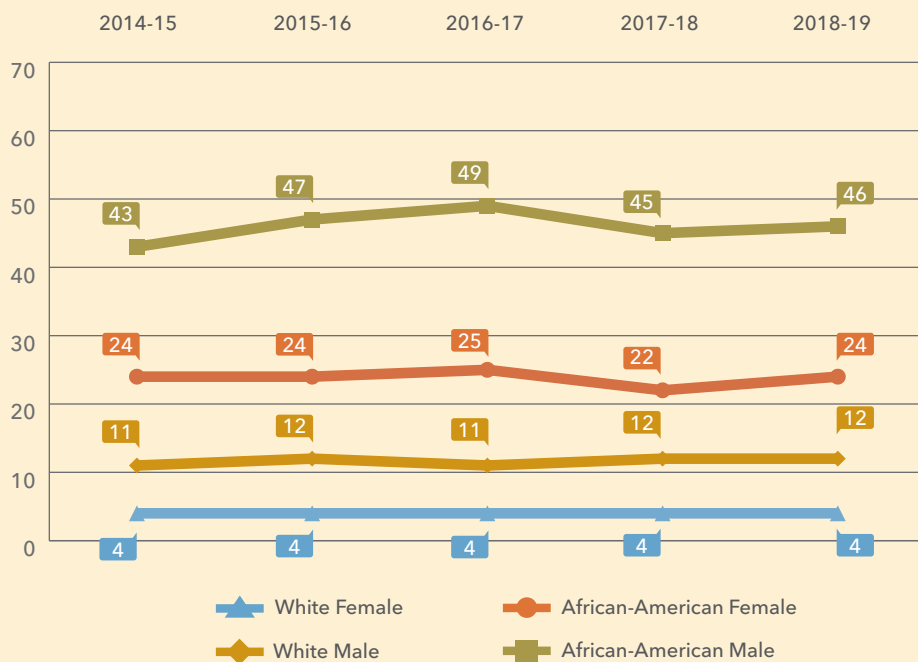
This information is not available by state. Source: National Student Clearinghouse

Students can't prepare for career success if they're not in school

Kicking students out of school often discourages them from trying or working hard. Most suspensions nationally are not for acts of violence but because the student is being defiant or disruptive.

It's critical to learn why a student is acting out and then address those issues.

Out-of-school suspensions per 100 Montgomery County students by race and gender*



African-American males and females are suspended at significantly higher rates than their white peers

Suspension rates have remained flat

This chart shows the suspension rate per 100 students. It does not mean, for example, that 46 of every 100 African-American males were suspended. Some students were suspended more than once, thereby driving up the total. Data regarding how many students were suspended multiple times is not available.

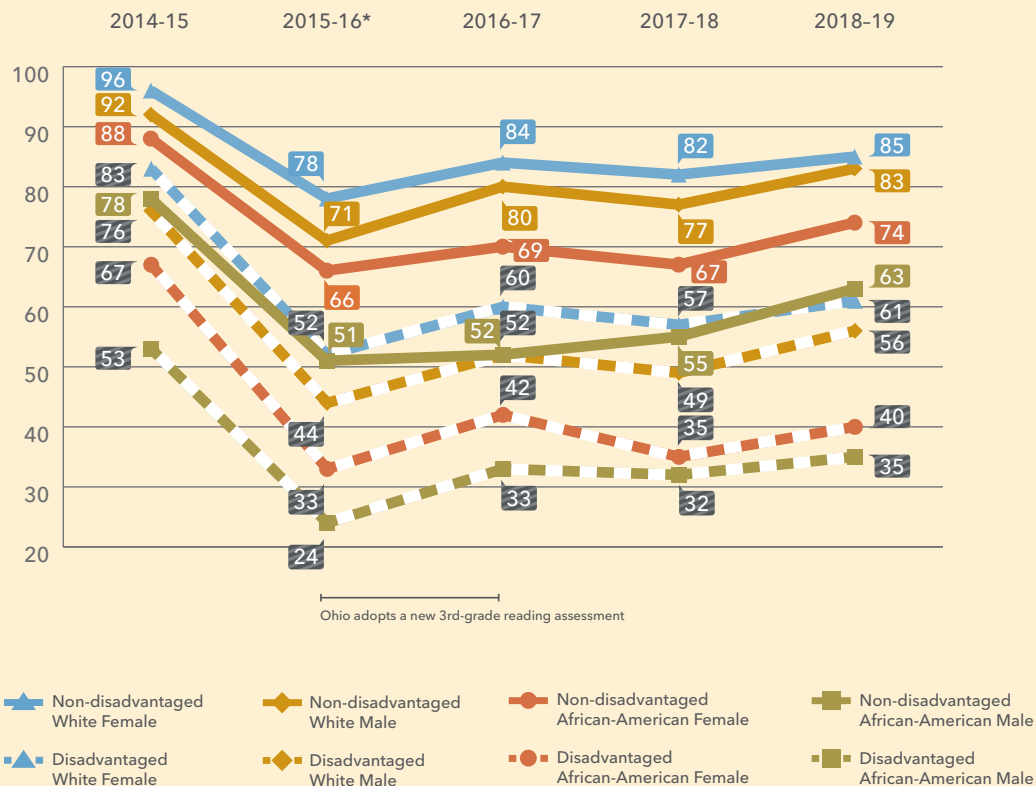
This chart reflects a change from last year's annual report regarding 2017-18 data. That information for African-American males and females was incorrect due to an error in public reports.

Socio-economic status doesn't fully explain achievement gaps

Financially disadvantaged students often have overwhelming challenges that make learning more difficult. But African-American students who are not financially disadvantaged are achieving at levels below their white peers.

These unacceptable and tragic gaps are not because African-American students lack ability. *We must ask what's happening in the community and in the classroom that is hindering their success.*

% of Montgomery County 3rd-graders who are proficient in reading by race, gender and economic status



When comparing children of like socio-economic status, both male and female white 3rd-graders were more likely to be proficient in reading than their African-American peers

Proficiency rates improved for African-American students – boys and girls, and for those who are economically disadvantaged and those who are not

This information is not available by state. Source: National Student Clearinghouse

Completing the FAFSA makes college affordable

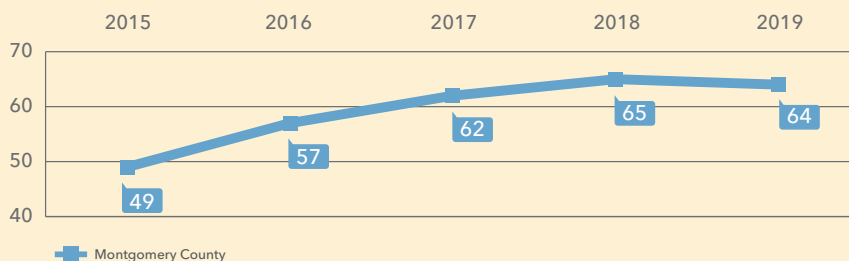
Too often young people don't think they can afford college – especially students of color and students who would be the first in their family to attend college. Completing the FAFSA ensures young people have access to grants and loans that make college affordable.

% of students completing the FAFSA

	2015	2016	2017	2018	2019
Brookville	59%	96%	95%	80%	81%
Centerville	53%	54%	60%	62%	63%
Dayton	50%	44%	49%	57%	59%
Huber Heights	37%	59%	65%	66%	63%
Jefferson Township	55%	52%	32%	78%	24%
Kettering	44%	45%	47%	54%	59%
Mad River	39%	23%	50%	41%	47%
Miamisburg	53%	59%	73%	72%	71%
New Lebanon	52%	70%	70%	69%	72%
Northmont	40%	73%	67%	74%	74%
Northridge	32%	45%	56%	33%	47%
Oakwood	61%	59%	69%	70%	72%
Trotwood-Madison	52%	40%	59%	68%	71%
Valley View	46%	59%	75%	80%	86%
Vandalia-Butler	59%	63%	71%	70%	74%
West Carrollton	50%	71%	53%	66%	62%

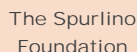
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districts increased the % of students completing the FAFSA in 2019 over 2018



Over the last 4 years, **13 of 16** districts increased the % of students completing the FAFSA by 10 percentage points or more

Thank you to our 2019 Learn to Earn Dayton supporters and Board of Trustees



The national partners of Learn to Earn Dayton and our sister organization Preschool Promise include:

StriveTogether | National League of Cities *Early Learning Nation* initiative

What Works Cities Economic Mobility Cohort | Campaign for Grade-Level Reading | Pathways to Prosperity Network

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