



# Aiming High for All from Cradle to Career

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Issued March 2019

# 2017-18

 **Learn to Earn Dayton**

Ready to Learn. Explore. Earn.

KINDNESS MATTERS

**The Dayton community is committed to helping every child aim high.**  
When kids set their sights high, there’s no limit to what they can achieve.

If children don’t realize their dreams, more often than not, it’s because they lack opportunity, not ability. They aren’t having their imaginations piqued, their curiosity excited, their talents nurtured. We, the adults in their lives, aren’t doing our jobs.

As a community, we need to support all young people in their journey to adulthood. We owe that to children – and it’s how we’ll build a bright future for young and old alike.

**Though we have much hard work to do, we have exciting news! Since 2010, Montgomery County’s degree attainment has increased more than 6 percentage points – double the rate of both the nation and Ohio during the same period. Our community’s investments are paying off!**

This annual report is the third year Learn to Earn Dayton has compiled data around children’s success at critical milestones, breaking out those data by race and gender. **We’ve committed to that work because the trendlines reveal tragic and morally unacceptable patterns.**

Some groups of children are again and again more likely to be woefully behind. Specifically, boys, and especially African-American boys, are not getting what they need to come to school prepared, then to excel in the classroom and ultimately to earn credentials and degrees that are essential to being a successful and self-reliant adult.

*Turn to any of the following pages. We have to ask what’s happening in our community, neighborhoods, homes and classrooms that are limiting boys’ and African-Americans’ potential.*

The statistics on all of the following pages are sobering. They are a call to urgent action. But, even as we improve achievement levels for all, closing the gap is not impossible. It is doable!

***What will it take to eliminate the racial achievement gap for Montgomery County’s children?***

- **Just 299** African-American children must be helped to start Kindergarten on track.
- **Just 563** African-American children must be helped to read proficiently in 3rd grade.
- **Just 481** African-American students must be helped to be proficient in 8th-grade math.
- **Just 289** African-American students must be helped to graduate.
- **Just 54** African-American young people must be helped to enroll in college.
- **Just 218** African-American young people must be helped to earn a 2-year or 4-year degree.

Thank you for joining the Dayton community in the critically important work of lifting up all children. We adults also have to aim high!

  
Thomas J. Lasley II  
Chief Executive Officer

  
Robyn Lightcap  
Executive Director

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# A look-back at accomplishments

Since 2010, the % of Montgomery County students earning a degree within 6 years after graduating from high school has increased by **more than 6 percentage points – double the rate of the nation and Ohio** during the same period.

This achievement was made possible by the hard work of young people, schools and myriad partners.

Under the leadership of Learn to Earn, StriveTogether awarded our community **\$500,000** to place Equity Fellows in area schools for the purpose of closing the achievement gap.

Dayton was **1 of 10 communities** to receive a **\$150,000 planning grant** from the Chan Zuckerberg Together for Students initiative aimed at promoting educational equity and more student-centered learning environments.

Thanks to a host of partners and significant funding from the Frank M. Tait and Spurlino Foundations, a technology and curriculum designed to improve language development in babies and toddlers – LENA – will be offered to **more than 100** Montgomery County families starting in 2019.

**300 Preschoolers in 18 classrooms** participated in the PNC-sponsored Passport to Kindergarten; since 2010, **nearly 2,300 Preschoolers** have benefited from Passport.

**10 afterschool programs** serving **more than 1,100 young people** have come together and are giving nationally recognized assessments designed to measure student learning and program quality.

**65%** of the Class of 2018 completed a FAFSA, **up 14 percentage points** from 2015.

**500 high-school grads** participated in 'Summer Melt,' a text messaging and outreach initiative designed to ensure students who enroll in college don't drop out before they start.

More than **500 educators and community leaders** attended the **9th Annual Readiness Summit**, which focused on eliminating the opportunity and achievement gaps of young learners.

Learn to Earn Dayton received a **\$100,000 award** from the Bill & Melinda Gates Foundation to lead efforts to enlist Ohio's state and local elected officials in promoting Ohio's **65% by 2025** college and credential completion goal.

Learn to Earn Dayton, along with Cincinnati's StrivePartnership and Akron's Summit Educational Initiative, received a **\$350,000 grant** to facilitate statewide messaging to re-engage students who started college but have 'stopped out'.

# A look-back at Montgomery County #s

10 of 16 school districts saw an **increase in the % of children starting Kindergarten on track**

9 of 16 districts raised the **% of students who were proficient in 8th-grade math**

10 of 16 districts had a **90% or better graduation rate**

The gap in the % of children who tested ready for Kindergarten as compared to the statewide average **narrowed by 2 points**

The % of students earning a degree within 6 years of high-school graduation **increased in 6 districts**

10 districts saw **increases in the % of students who enrolled in college** within 2 years of high-school graduation

The % of children who start school fully ready **increased by 3 points**

The countywide average in 8th-grade math proficiency was **up by 1 point**

Montgomery County **met the statewide average** for high-school graduation

The % of students who enrolled in college within 2 years of high-school **jumped 1 point**

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 jobs in 2020 will 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	K-3rd Grade	4th -8th Grade	9th-12th	Post HS	Job & Career
Ready to learn when entering Kindergarten	Proficient in reading	Proficient in mathematics	Ready to keep learning after high school	Ready to learn in college or a credential program	Ready to earn with a college degree or a credential
• % of students scoring "ready for Kindergarten"	Power Indicators • % of students at or above the proficient level on the 3rd-grade Ohio Reading Assessment	• % of students at or above the proficient level on the 8th-grade Ohio Math Assessment	• % of students graduating from high school	• % of students enrolling in college any time during the first 2 years after high school	• % of students graduating from college within 6 years

6,500 babies are born in Montgomery County every year

Too many struggle from the start

1 in 2 are born to a single mother

2 in 5 white children are born to single mothers

4 in 5 African-American children are born to single mothers

2 in 5 mothers who gave birth in the last 12 months live in dire poverty\*

More than 1 in 5 white babies are born into dire poverty

Almost 2 in 3 African-American babies are born into dire poverty

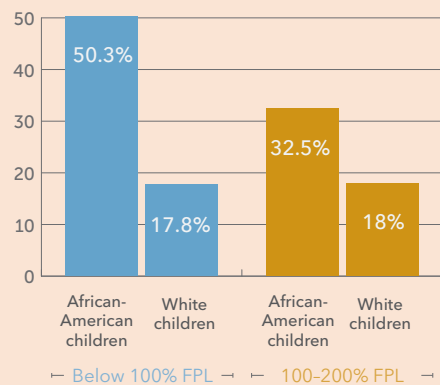
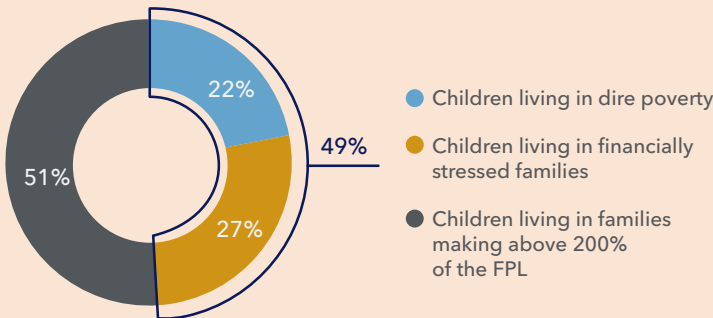
African-American babies are much more likely to start life at a disadvantage

\*Dire poverty = Families living at 100% of the Federal Poverty Level or less (\$20,780 for a family of 3)  
\*\*Financially stressed = Families with income between 100% and 200% of the Federal Poverty Level (\$20,780 to \$41,560 for a family of 3)

Looking at children of all ages

53,293 Montgomery County children experience the lack of opportunities associated with poverty

Almost 1 in 2 children lives in dire poverty\* or a financially stressed family\*\*



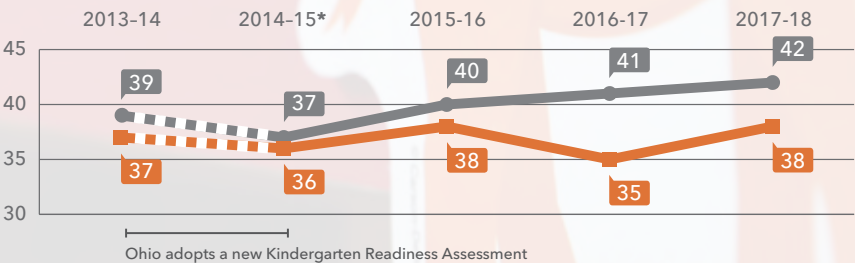
Source: American Community Survey estimate with extrapolation by the University of Dayton Business Research Group

# Every child needs to start school on track

% of children 'Demonstrating Readiness for Kindergarten'

	KRA-L 2013-14	KRA* 2014-15	KRA 2015-16	KRA 2016-17	KRA 2017-18
Brookville	49%	39%	53%	43%	52%
Centerville	60%	40%	40%	57%	56%
Dayton	22%	15%	21%	20%	26%
Huber Heights	42%	32%	42%	37%	46%
Jefferson Township	24%	3%	16%	3%	14%
Kettering	46%	54%	40%	41%	37%
Mad River	39%	42%	37%	35%	31%
Miamisburg	42%	48%	61%	57%	64%
New Lebanon	34%	35%	42%	32%	41%
Northmont	45%	40%	55%	40%	43%
Northridge	22%	41%	39%	31%	22%
Oakwood	74%	39%	54%	46%	64%
Trotwood-Madison	23%	14%	27%	17%	13%
Valley View	53%	55%	55%	55%	35%
Vandalia-Butler	43%	24%	48%	48%	49%
West Carrollton	32%	24%	28%	21%	25%

10 of 16 districts saw increases in the % of children starting school on track.



Source: Ohio Department of Education

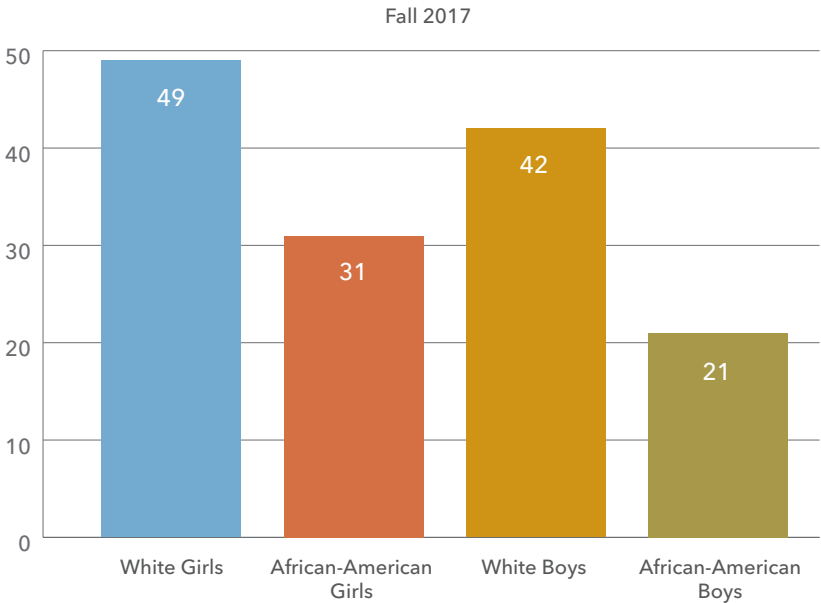
\*Beginning in 2014-15, Ohio began using a new assessment of children's Kindergarten readiness. Known as the KRA – for Kindergarten Readiness Assessment – this new mandatory tool is more comprehensive than the previous assessment.

The KRA measures social and emotional development; understanding of early math concepts; language and literacy; physical well-being and motor development.

More than 3 in 5 children start Kindergarten behind.

White boys are twice as likely to start school ready to learn as African-American boys.

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



Just 1 in 5 African-American boys starts Kindergarten ready to learn.

Fewer than 1 in 3 African-American girls starts Kindergarten ready to learn.

Source: Ohio Department of Education

\*This is the first year that KRA data are disaggregated by race and gender, hence there is no comparison to previous years.

## What would it take to ELIMINATE THE GAP?

If 139 more African-American girls were helped to start Kindergarten on track, the achievement gap would be eliminated.

If 160 more African-American boys were helped to start Kindergarten on track, the achievement gap would be eliminated.

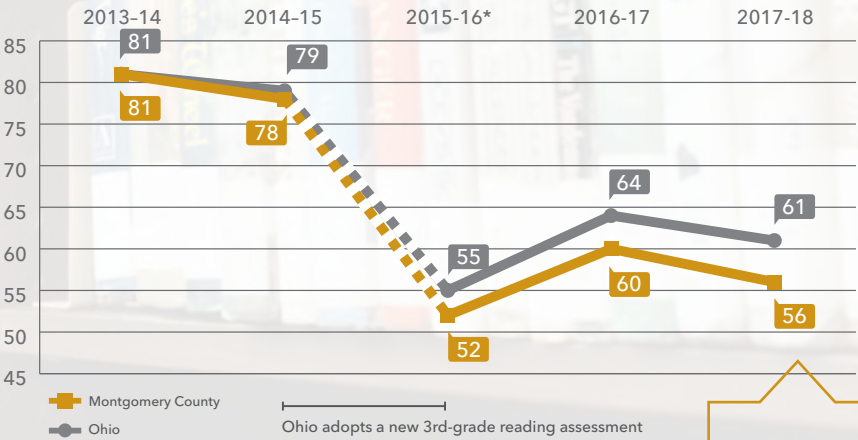


Strong readers  
are strong students

% of children who are reading proficiently in 3rd grade

	2013-14	2014-15	2015-16*	2016-17	2017-18
Brookville	97%	94%	71%	71%	81%
Centerville	94%	93%	71%	77%	77%
Dayton	60%	58%	27%	35%	32%
Huber Heights	80%	78%	51%	60%	55%
Jefferson Township	90%	96%	86%	53%	86%
Kettering	92%	92%	68%	80%	77%
Mad River	82%	75%	55%	62%	64%
Miamisburg	87%	88%	64%	69%	64%
New Lebanon	92%	93%	83%	71%	63%
Northmont	91%	87%	70%	72%	69%
Northridge	73%	70%	41%	39%	42%
Oakwood	99%	99%	88%	94%	91%
Trotwood-Madison	74%	71%	25%	49%	41%
Valley View	90%	82%	57%	72%	70%
Vandalia-Butler	93%	89%	56%	69%	63%
West Carrollton	81%	81%	47%	58%	56%

Just 4 districts made gains in the % of students who are proficient readers.

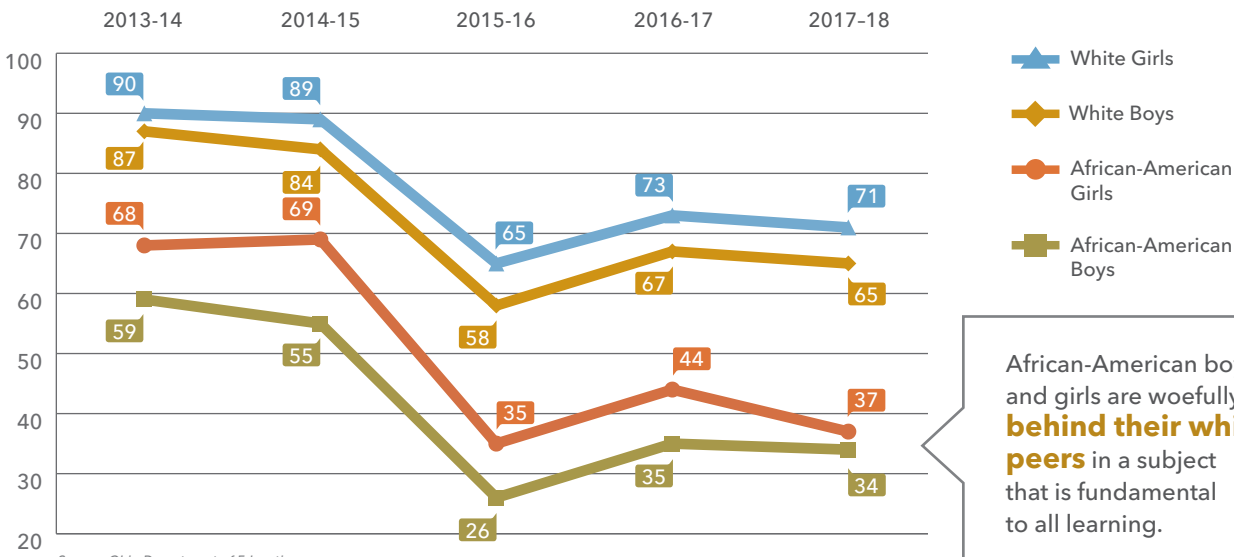


Source: Ohio Department of Education  
\*A new more rigorous reading proficiency test was introduced in 2015-16. Scores across the state plummeted.

Montgomery County's average lags the statewide average, and the difference increased by 1 % point.

The % of children reading proficiently fell for all demographic groups, dropping most among African-American girls.

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



African-American boys and girls are woefully behind their white peers in a subject that is fundamental to all learning.

The gap between white girls and white boys remained flat.

What would it take to  
ELIMINATE THE GAP?

If 264 African-American boys were helped to read well, the achievement gap between African-American boys and white boys would be eliminated.

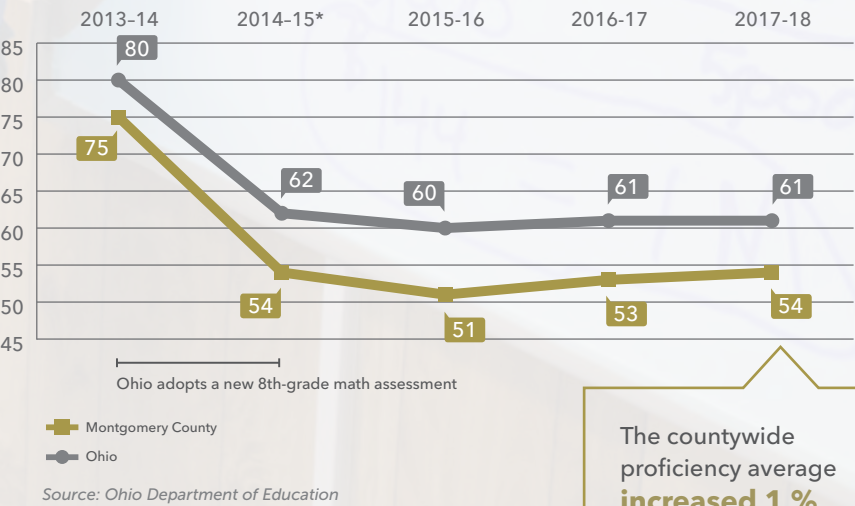
If 299 African-American girls were helped to read well, the achievement gap between African-American girls and white girls would be eliminated.

# 8th-grade math is the foundation for excelling at higher math

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

	2013-14	2014-15*	2015-16	2016-17	2017-18
Brookville	97%	90%	85%	95%	92%
Centerville	92%	82%	81%	83%	83%
Dayton	51%	25%	26%	24%	25%
Huber Heights	71%	43%	31%	38%	41%
Jefferson Township	46%	32%	13%	11%	5%
Kettering	91%	78%	77%	74%	76%
Mad River	75%	57%	35%	30%	47%
Miamisburg	85%	62%	69%	67%	67%
New Lebanon	95%	62%	49%	60%	65%
Northmont	84%	70%	65%	70%	69%
Northridge	62%	34%	39%	40%	35%
Oakwood	97%	97%	96%	93%	91%
Trotwood-Madison	48%	31%	9%	13%	19%
Valley View	86%	75%	76%	69%	71%
Vandalia-Butler	90%	69%	51%	53%	54%
West Carrollton	79%	37%	36%	31%	35%

9 of 16  
Montgomery  
County  
school districts  
raised the %  
of students who  
were proficient  
in math.



The countywide  
proficiency average  
increased 1 %  
point.

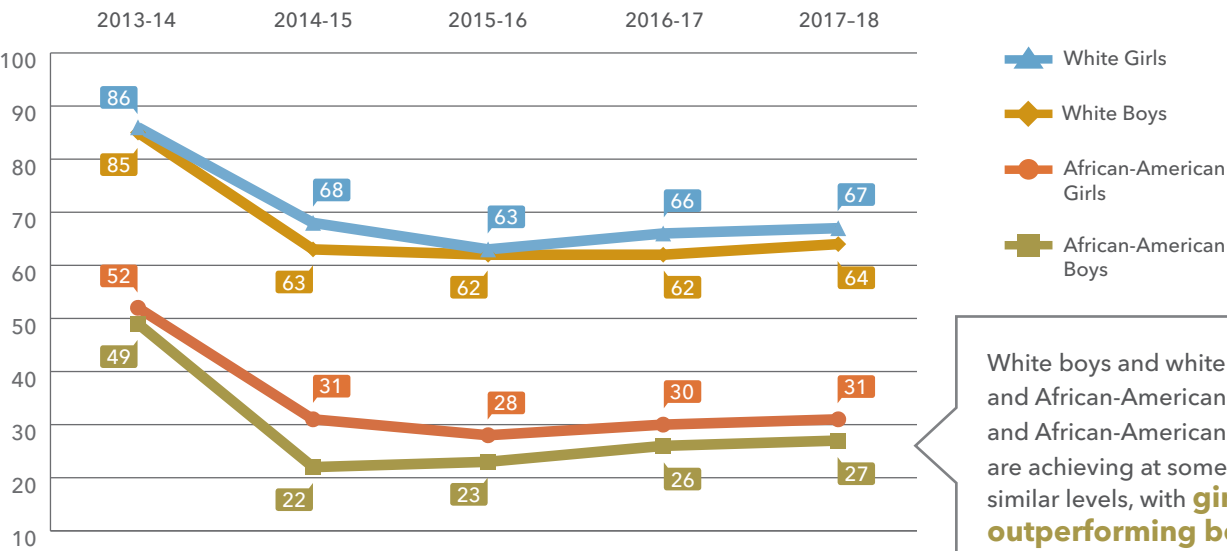
Montgomery County  
remains behind the  
statewide average,  
which has been largely  
flat since the adoption  
of a new assessment in  
2014-15.

\*A more rigorous math proficiency test was introduced in 2014-15. Scores across the state, not just in Montgomery County, plummeted.

\*\*Previously reported proficiency rates from 2014-15 through 2016-17 have been changed to reflect that some students did not take the 8th-grade math test because they were enrolled in Algebra 1. These new proficiency rates, as well as the 2017-18 data, assume students who are proficient in Algebra 1 are, by definition, proficient in 8th-grade math.

The gap between white boys and African-American boys, and white girls and African-American girls, is an astounding 37 and 36 points, respectively.

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



Source: Ohio Department of Education

White boys and white girls, and African-American boys and African-American girls, are achieving at somewhat similar levels, with **girls outperforming boys in both instances.**

The proficiency gaps are **not budging.**

## What would it take to ELIMINATE THE GAP?

If 249 African-American boys were helped to be proficient in math, the achievement gap between African-American boys and white boys would be eliminated.

If 232 African-American girls were helped to be proficient in math, the achievement gap between African-American girls and white girls would be eliminated.



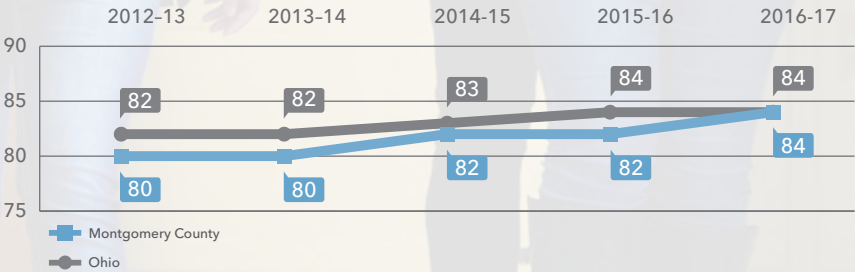
# Every young person must graduate

10 districts had a **90% or better graduation rate.**

% of students graduating from high school

	2012-13	2013-14	2014-15	2015-16	2016-17
Brookville	92%	91%	98%	94%	95%
Centerville	95%	95%	95%	95%	96%
Dayton	72%	72%	75%	73%	70%
Huber Heights	82%	84%	85%	87%	85%
Jefferson Township	93%	92%	77%	82%	77%
Kettering	96%	94%	93%	93%	94%
Mad River	84%	81%	82%	81%	82%
Miamisburg	94%	93%	96%	94%	97%
New Lebanon	85%	86%	90%	88%	95%
Northmont	94%	95%	96%	97%	96%
Northridge	73%	80%	78%	88%	84%
Oakwood	96%	96%	98%	99%	96%
Trotwood-Madison	75%	75%	82%	79%	83%
Valley View	89%	93%	94%	96%	96%
Vandalia-Butler	97%	96%	98%	92%	95%
West Carrollton	86%	91%	89%	89%	90%

**9 districts increased** the % of students who graduated.

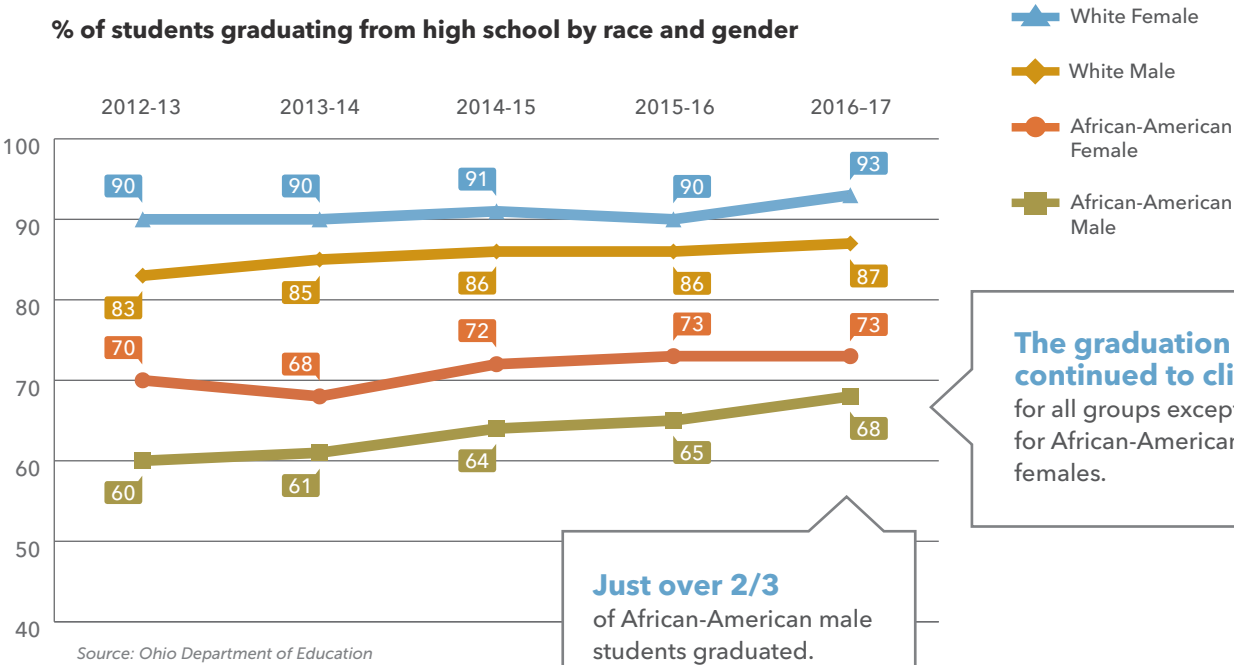


Source: Ohio Department of Education

Montgomery County **met the state average.**

The difference in graduation rates between white females and African-American females, and white males and African-American males, is nearly identical – 20 and 19 % points, respectively.

% of students graduating from high school by race and gender



The graduation rate continued to climb for all groups except for African-American females.

Just over 2/3 of African-American male students graduated.

Source: Ohio Department of Education

## What would it take to ELIMINATE THE GAP?

If 144 African-American boys were helped to graduate, the achievement gap between African-American boys and white boys would be eliminated.

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



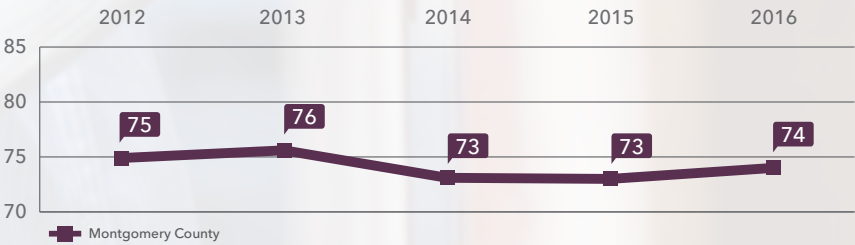
Starting college  
is the first step

More than  
1 in 4 grads  
are not enrolling  
in post-secondary  
education.

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

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Brookville	72%	76%	75%	76%	84%
Centerville	87%	89%	87%	90%	87%
Dayton	69%	71%	69%	65%	62%
Huber Heights	73%	74%	71%	69%	71%
Jefferson Township	74%	66%	64%	62%	52%
Kettering	73%	72%	71%	71%	73%
Mad River	67%	67%	60%	63%	61%
Miamisburg	74%	77%	74%	74%	72%
New Lebanon	73%	63%	59%	63%	65%
Northmont	78%	77%	74%	74%	78%
Northridge	49%	51%	45%	42%	52%
Oakwood	93%	94%	87%	90%	94%
Trotwood-Madison	77%	80%	70%	72%	78%
Valley View	69%	66%	69%	70%	73%
Vandalia-Butler	82%	73%	77%	86%	77%
West Carrollton	65%	72%	72%	67%	71%

10 districts  
had increases  
in the % of students  
who enrolled in college.

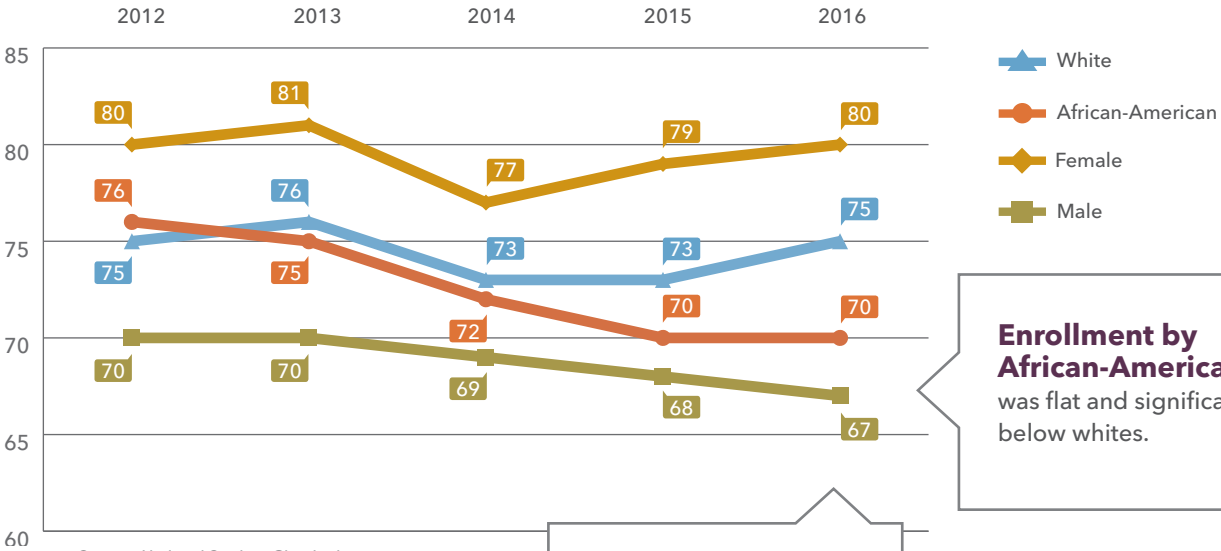


Montgomery County  
This information is not available by state.  
Source: National Student Clearinghouse

The % of students  
countywide who  
enrolled was  
up 1 point.

The enrollment difference  
between males and females grew.

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



Enrollment by  
African-Americans  
was flat and significantly  
below whites.

Enrollment by males  
continued to slide.

Source: National Student Clearinghouse

What would it take to  
ELIMINATE THE GAP?

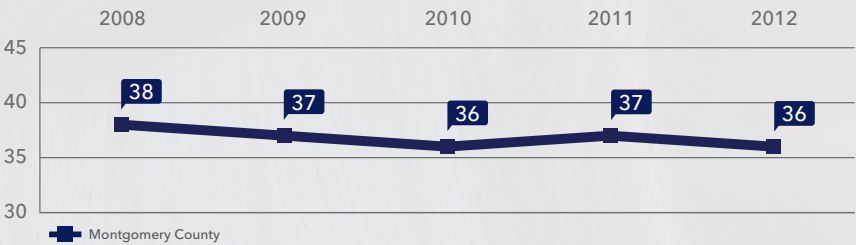
If 54 more African-American young people  
were helped to enroll in college, the gap between white and  
African-American students would be eliminated.

# All young people need a 2-year or 4-year degree, or a credential

% of students graduating from college within 6 years

	% of 2008 HS grads completing college by 2014	% 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
Brookville	41%	41%	31%	47%	36%
Centerville	62%	69%	64%	64%	62%
Dayton	17%	18%	16%	17%	16%
Huber Heights	30%	28%	29%	31%	31%
Jefferson Township	12%	9%	21%	13%	19%
Kettering	40%	37%	34%	35%	37%
Mad River	28%	22%	27%	25%	23%
Miamisburg	35%	38%	34%	39%	41%
New Lebanon	28%	21%	25%	30%	32%
Northmont	43%	44%	40%	43%	40%
Northridge	15%	9%	13%	14%	13%
Oakwood	70%	73%	76%	73%	75%
Trotwood-Madison	26%	22%	32%	18%	16%
Valley View	34%	34%	33%	42%	33%
Vandalia-Butler	49%	44%	47%	44%	50%
West Carrollton	19%	30%	26%	22%	20%

The % of students earning a degree increased in 6 school districts.



The % of students earning a degree was down a point for the Class of 2012.

This information is not available by state.

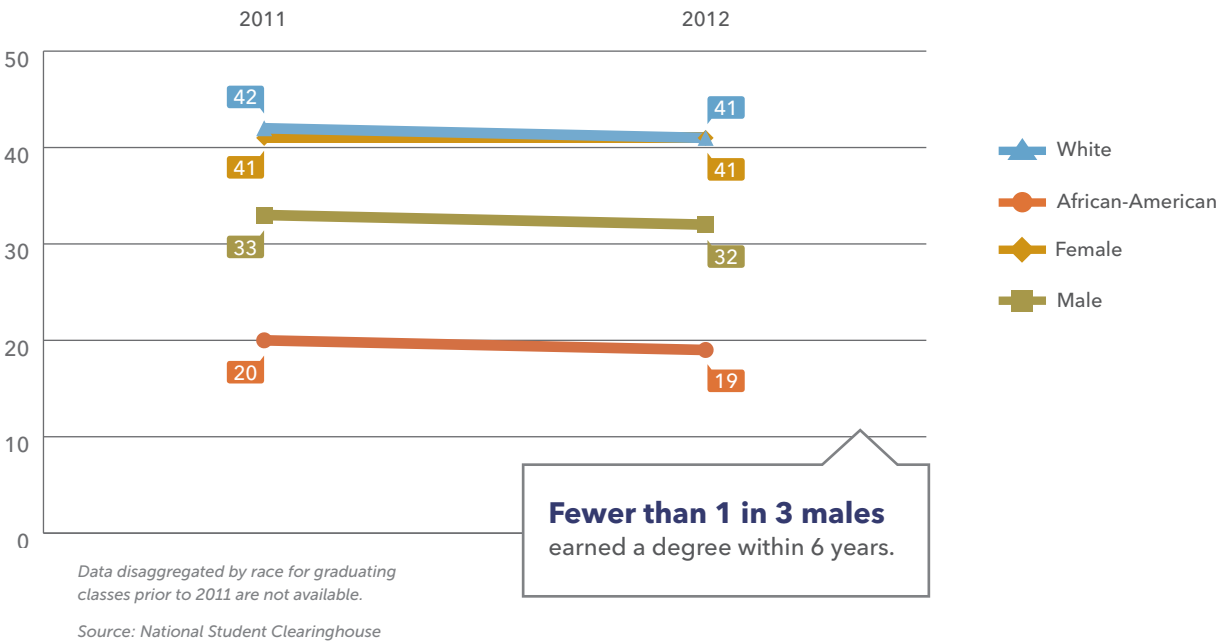
These figures only include college degrees, not certificates or industry-recognized credentials.

Source: National Student Clearinghouse

Just over 1 in 3 young people from the Class of 2012 earned a 2-year or 4-year degree within 6 years of graduating from high school.

White young people were more than twice as likely as African-American young people to earn a degree within 6 years.

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



Fewer than 1 in 3 males earned a degree within 6 years.

Data disaggregated by race for graduating classes prior to 2011 are not available.  
Source: National Student Clearinghouse

## What would it take to ELIMINATE THE GAP?

If 218 more African-American young people were helped to earn a degree, the gap between white and African-American students would be eliminated.

If 216 more male young people were helped to earn a degree, the gap between males and females would be eliminated.



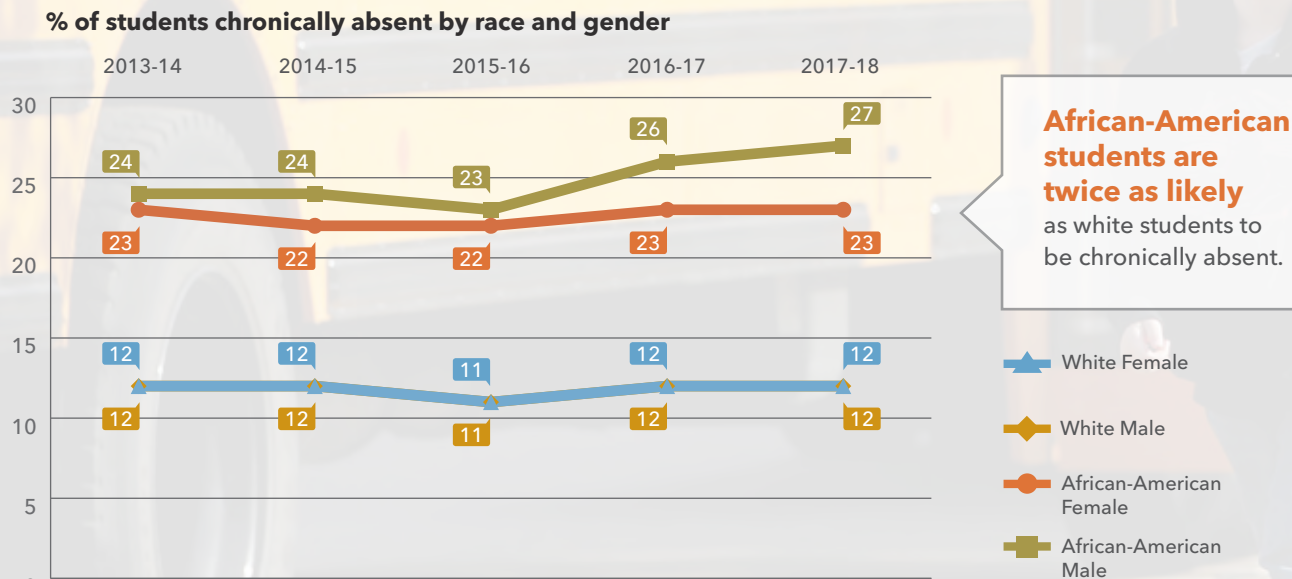
In addition to tracking data at important junctures in young people's school journey, we're also identifying other measures that can help promote young people's success.

## Chronic absenteeism is a red flag

When looking at data, a good average school attendance rate can mask the fact that certain students are chronically absent and are experiencing personal difficulties that may cause them to fail. Identifying which students are chronically absent – and targeting them for help – is critical.

Students can't learn if they're not in school every day and on time.

The chronic absenteeism rate **continued to rise for African-American male students**; it is at its highest level in 5 years.



**Chronic absenteeism rates are not coming down** for any group.

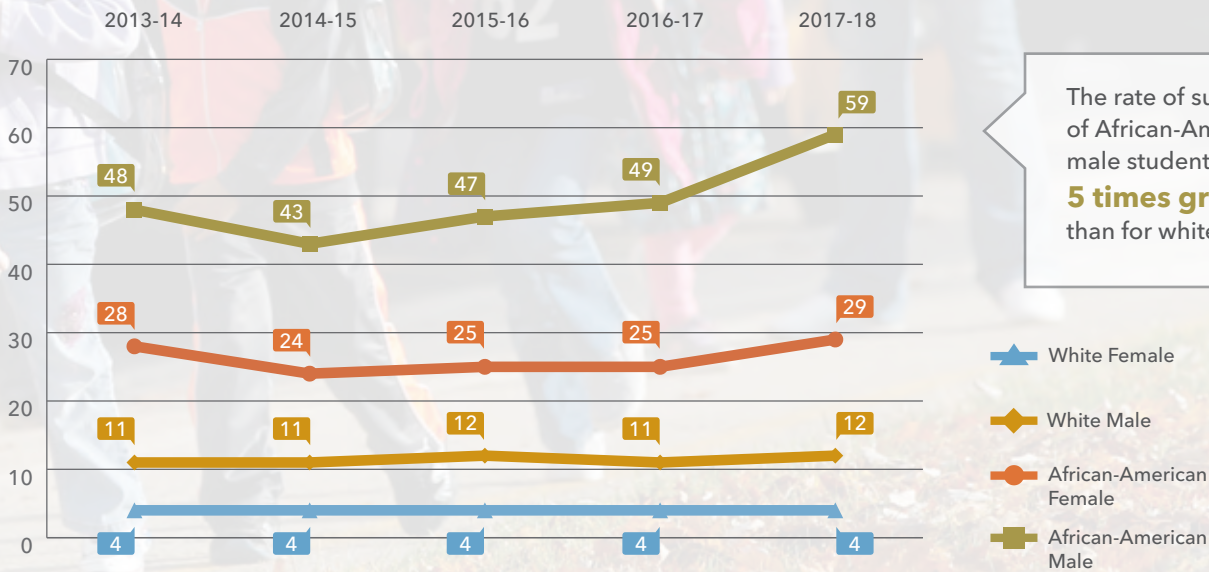
## Suspending students sets them up to fail

Kicking students out of school often makes them less likely to try or to work 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.

The rate of suspensions of African-American males has **climbed significantly**, increasing by 10 % points. This brings the rate to its highest level in 5 years.

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



**The rate of suspension of white students** – male and female – has remained flat over 5 years.

\*These percentages exceed 100 because some students are suspended more than once.



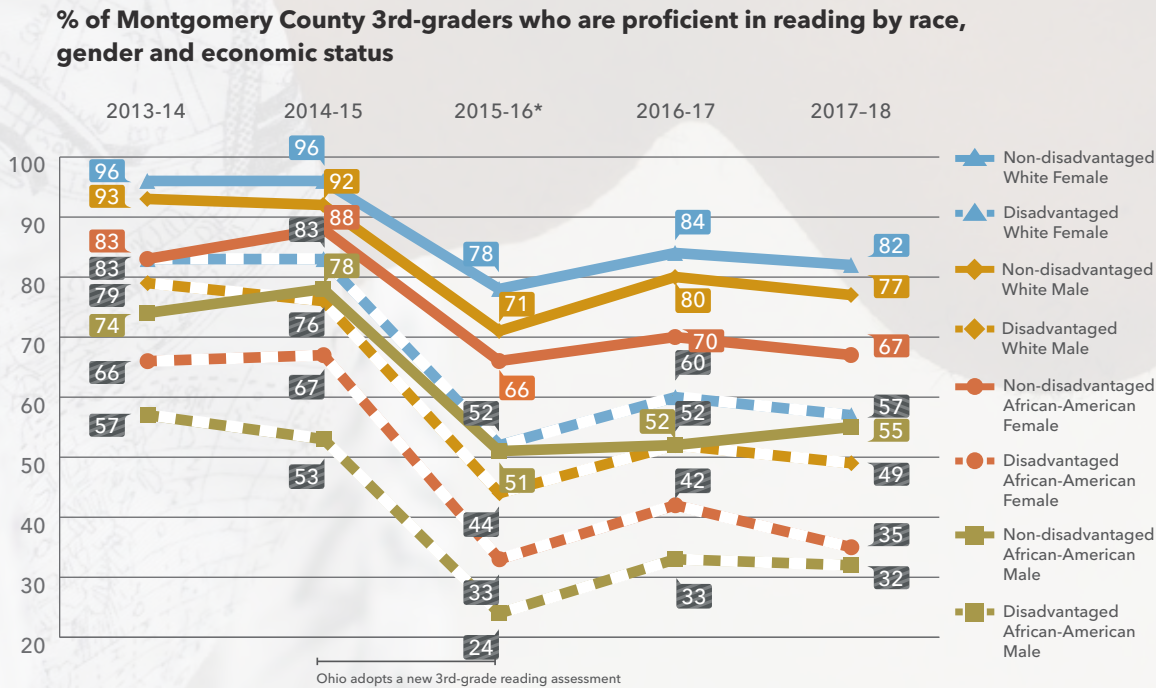
# The achievement gap by race cuts across economic circumstances

Children of all races who live in poverty invariably struggle harder in school. They don't experience the stability and opportunities that are more common in financially secure families.

That said, the charts on this page and adjacent page dramatically show that African-American children – males and females – are having more difficulty excelling in school even when compared to children in similar economic circumstances.

The data compel us to ask what must be done differently to support African-American young people.

**Only about 1 in 3** economically disadvantaged African-American males and females is reading proficiently, a rate that is significantly below their white peers growing up in similar circumstances.



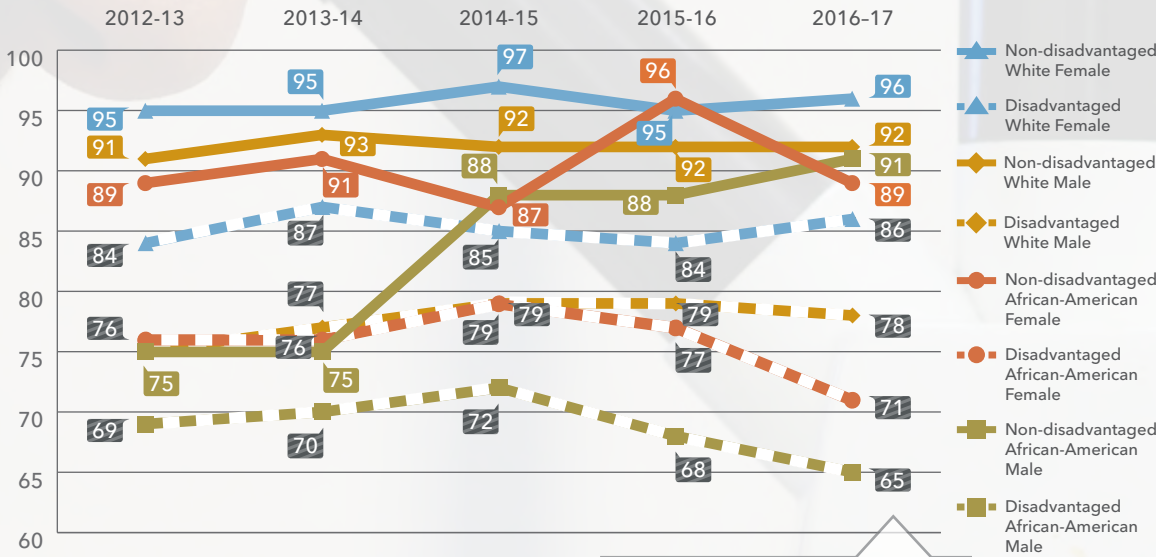
\*A new more rigorous reading proficiency test was introduced in 2015-16. Scores across the state plummeted.

**The reading proficiency rate increased** only for non-economically disadvantaged African-American males.

The proficiency rate for 3rd-grade reading for **non-disadvantaged African-American males** is lower than that of **economically disadvantaged white females**.

Important progress – **a 16-point percentage gain** – has been made in the graduation rate of non-economically disadvantaged African-American males over the last 5 years.

**Montgomery County high-school graduation rate by race, gender and economic status**



**More than 1 in 3** economically disadvantaged African-American males did not graduate.

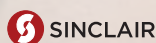
The gap in graduation rates between economically disadvantaged white females and economically disadvantaged African-American females **has suddenly bumped up**.



# Thank you to our 2018 Learn to Earn Dayton supporters and Board of Trustees.



The Spurlino Foundation



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