Bound for success through action, equity

Learn to Earn Dayton

2018-19
March 2020
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.

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 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.

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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.

Robyn Lightcap
Executive Director

Thomas J. Lasley II
Chief Executive Officer

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

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.

Why?

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

How our community is tracking children’s success


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
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 Initiative 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.
Every child deserves the chance to start school on track

% of children 'Demonstrating Readiness' for Kindergarten

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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

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.

“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

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.
Montgomery County’s average increased by 6 percentage points

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

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

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

Ohio adopts a new 3rd-grade reading assessment

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

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

Eliminating gaps is ACHIEVABLE

Source: Ohio Department of Education

* A new more rigorous reading proficiency test was introduced in 2015-16. Scores across the state plummeted.
8th-grade math is a gateway to higher math

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

Eliminating gaps is ACHIEVABLE

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

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.

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

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

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

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<th>Year</th>
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*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

11 12
All young people must have a high-school diploma

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

7 districts increased their graduation rate

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

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.
Every young person needs an education plan for after high school

<table>
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<th>% of students who enroll in college anytime within 2 years of HS graduation</th>
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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.

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

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

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

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

% of students chronically absent by race and gender

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

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*

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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.

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

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

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.

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