CLOSE the Gap,
Now and How

2016-17

Learn *to* Earn Dayton
Ready to Learn. Explore. Earn.
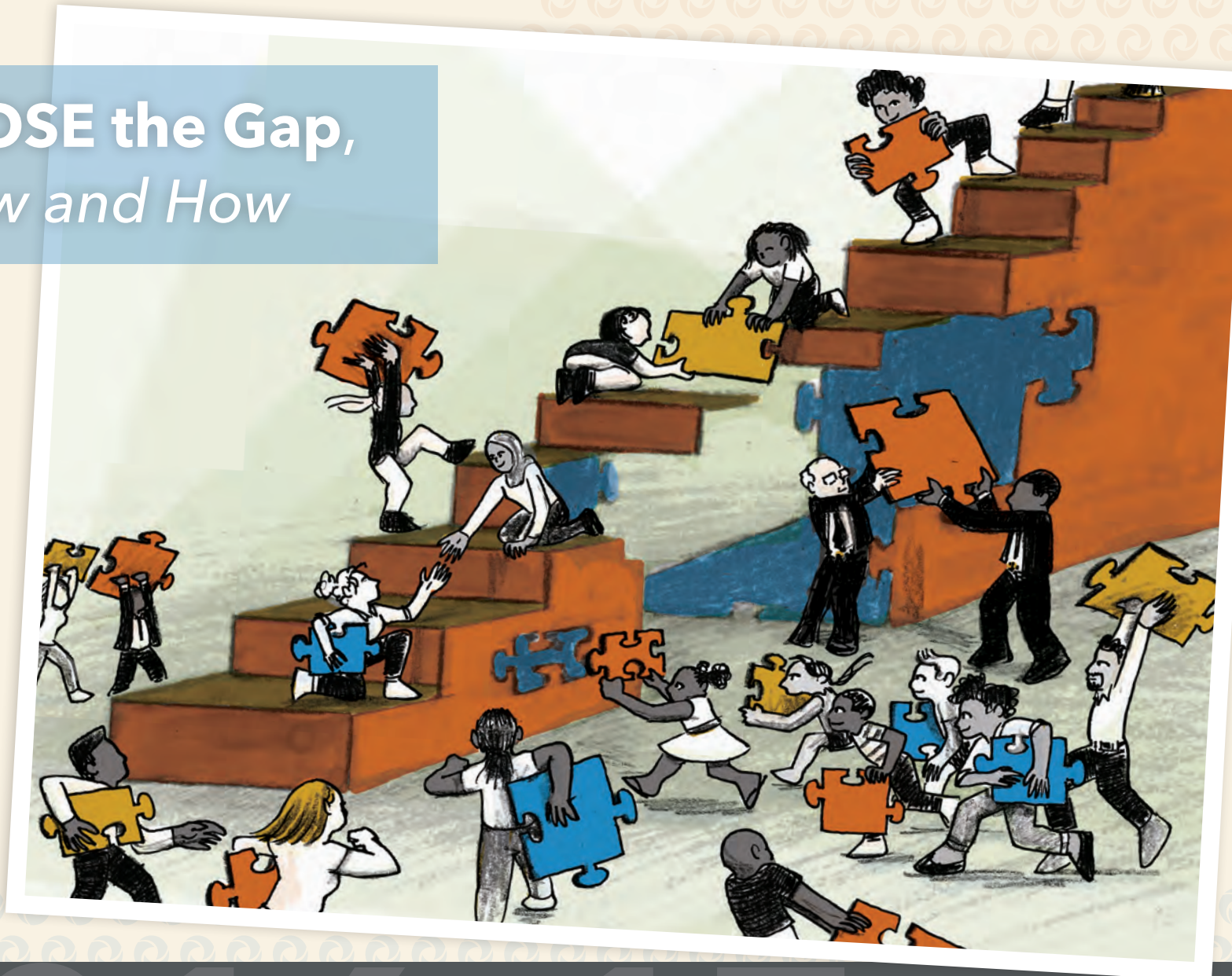
When you look at the numbers on the next pages, don't just focus on the sobering trend lines. The past does not have to be our children's future!

Instead, look at the number of children we need to reach to change the trajectories – to help every child realize his or her potential and to close the opportunity gap between girls and boys, white and African-American students.

The data show that our girls are doing comparatively well in school. It's our boys, and particularly our African-American boys, who are struggling the hardest. We will not turn around any of the _overall_ progress measures in this report if we don't get better at helping boys and children of color succeed in school. Disaggregating the data by gender and race shows where we have to dig in and offer more effective support.

The Dayton community has a moral imperative to drive up these numbers. All children deserve a shot at the American Dream and, in today's world, that's only achievable if young people get a great education.

But the _right_ thing to do is also the smart thing to do.

Montgomery County will not thrive if it doesn't have an educated workforce that attracts and keeps good jobs. Employers only will invest where they are confident they'll be able to hire talented and trained

employees. If we don't educate the children who are being left behind, we simply will not have the pool of talent we need to compete.

We also will have failed our most vulnerable and neediest young people.

This report is divided into three sections: a look at data around the six metrics Learn to Earn and the Dayton community have been tracking to measure student success; a brief look at how Learn to Earn is contributing to changing current trend lines; and a short discussion of chronic absenteeism, suspension data and the myth that poverty is the primary explanation for students' difficulties in school.

Our challenge is significant, but it's by no means impossible. Not if we identify the specific children who need our help. Not if we target resources to them. Not if we have a plan and hold ourselves accountable for lifting up children at school and in their neighborhoods – in ways that truly make a difference.

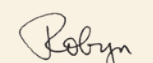Thomas J. Lasley II
Chief Executive Officer

Robyn Lightcap
Executive Director

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MONTGOMERY COUNTY'S
BIG Goal

60% by 2025

By 2025, we need 60% of working-age adults to have at least a 2-year college degree or a high quality post-secondary credential

Why does the Big Goal matter?

$2.8 million – How much a bachelor's degree is worth on average over a lifetime

4 out of 5 jobs lost in the Great Recession required a HS education or less

More than **9 out of 10** jobs created in the economic recovery went to workers with some college

Sources: Georgetown University Center on Education and the Workforce, Lumina Foundation

Montgomery County children who start behind, stay behind

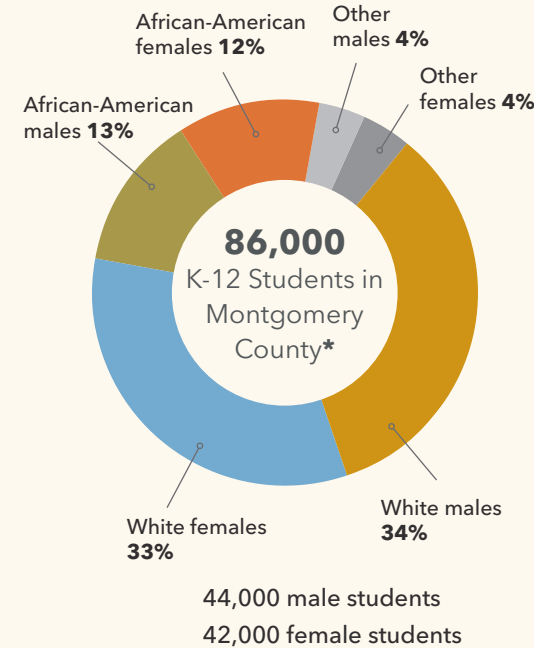**Just over 1 in 3** children start Kindergarten on track

Only 3 in 5 3rd-graders are reading proficiently

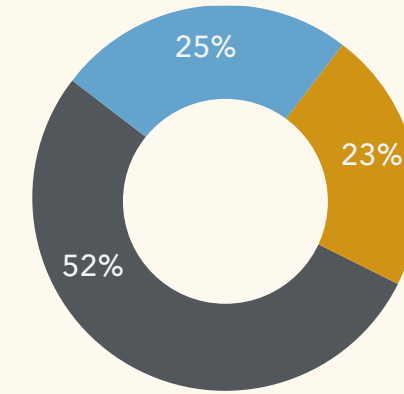**Just over 1 in 3** graduates get a college degree within 6 years

What must change

Almost 2 in 10 students don't graduate from high school

More than 1 in 4 high school grads aren't enrolling in college or some type of post-secondary education program within 2 years

Source: Ohio Department of Education, National Student Clearinghouse

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A look at Montgomery County children

86,000 K-12 Students in Montgomery County*

- African-American females **12%**
- Other males **4%**
- Other females **4%**
- African-American males **13%**
- White males **34%**
- White females **33%**

44,000 male students
42,000 female students
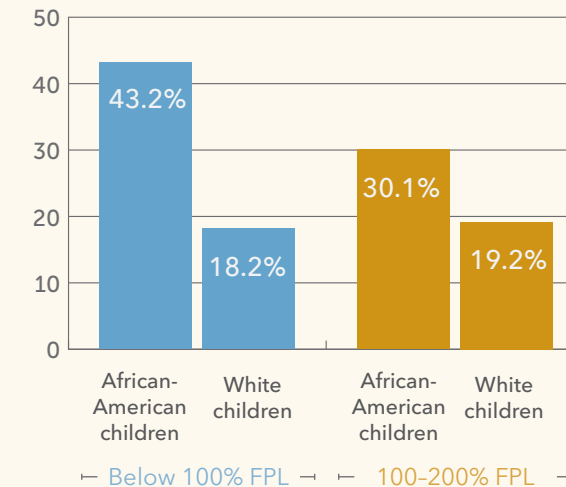
*All numbers are rounded to the nearest 1,000.

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

- 25%
- 23%
- 52%

- ● Children living in dire poverty
- ● Children living in financially stressed families
- ● Children living in families making above 200% of the FPL

Bar chart (Below 100% FPL / 100–200% FPL):
- African-American children: 43.2%
- White children: 18.2%
- African-American children: 30.1%
- White children: 19.2%

**Dire poverty = At or below 100% of the Federal Poverty Level ($24,250 for a family of 4)

***Financially stressed = Between 100% to 200% of the Federal Poverty Level ($24,250–$48,500 for a family of 4)

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

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Ready to Learn. Explore. Earn.

Children's success depends on support from cradle to career

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

Power Indicators

• % of students scoring "ready for Kindergarten"	• % 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 4th-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

Young learners must start school ready to learn

% of children 'Demonstrating Readiness' for Kindergarten

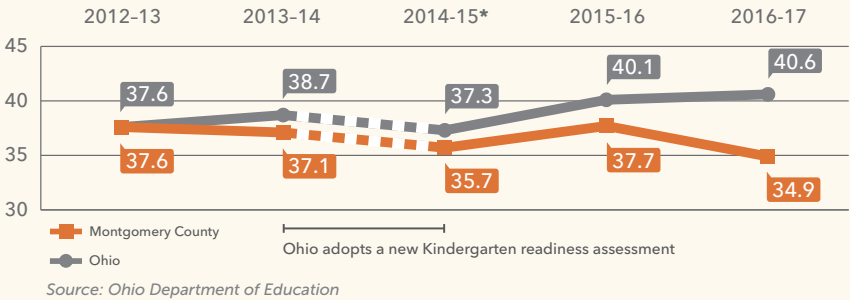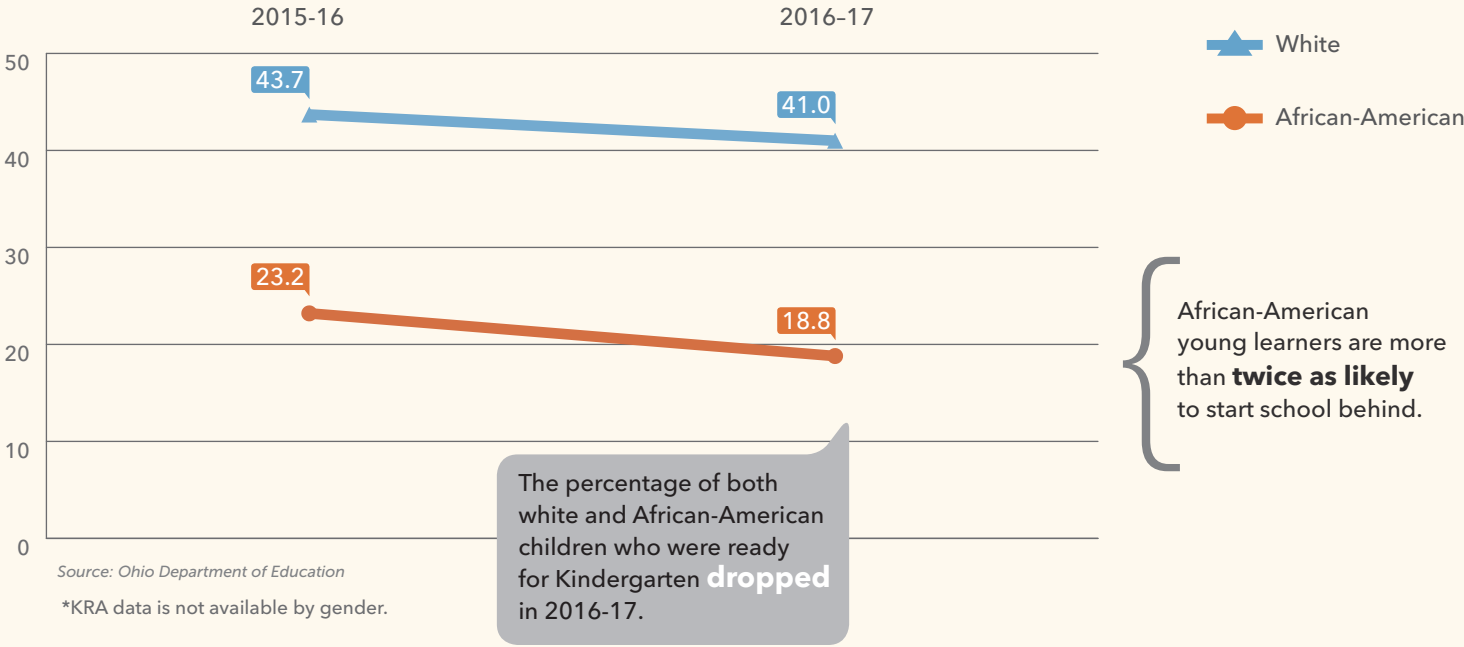|	KRA-L 2012–13	KRA-L 2013–14	KRA* 2014–15	KRA 2015-16	KRA 2016-17
Brookville	51.5%	49.2%	38.6%	53.0%	43.0%
Centerville	60.5%	60.0%	40.0%	39.9%	56.7%
Dayton	23.5%	21.5%	14.5%	20.5%	20.2%
Huber Heights	33.9%	42.2%	32.3%	42.0%	37.2%
Jefferson Township	33.3%	24.1%	3.1%	15.8%	2.6%
Kettering	44.8%	45.5%	53.5%	39.7%	40.6%
Mad River	38.8%	38.8%	41.8%	37.4%	34.8%
Miamisburg	41.1%	42.4%	48.3%	60.8%	57.1%
New Lebanon	29.9%	33.8%	35.2%	42.4%	31.7%
Northmont	44.3%	44.9%	40.2%	55.3%	39.9%
Northridge	21.7%	22.4%	41.1%	39.0%	30.9%
Oakwood	82.6%	74.2%	38.8%	53.6%	45.7%
Trotwood-Madison	24.6%	22.5%	13.5%	26.5%	16.8%
Valley View	51.7%	53.3%	54.7%	54.5%	55.2%
Vandalia-Butler	44.7%	43.3%	24.4%	47.6%	47.8%
West Carrollton	32.7%	31.5%	23.9%	27.9%	20.5%

65%

Almost 2/3 of children in Montgomery County start school behind.

No district has more than 6 in 10 young learners starting Kindergarten fully ready.

[Chart: Montgomery County vs Ohio, 2012-13 to 2016-17]

	2012–13	2013–14	2014-15*	2015-16	2016-17
Ohio	37.6	38.7	37.3	40.1	40.6
Montgomery County	37.6	37.1	35.7	37.7	34.9

Montgomery County
Ohio

Ohio adopts a new Kindergarten readiness assessment

Source: Ohio Department of Education

The percentage of Montgomery County children who test ready for Kindergarten is significantly **behind the statewide average**.

*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.

% of children 'Demonstrating Readiness' for Kindergarten, by race*

	2015-16	2016–17
White	43.7	41.0
African-American	23.2	18.8

White
African-American

Source: Ohio Department of Education

*KRA data is not available by gender.

African-American young learners are more than **twice as likely** to start school behind.

The percentage of both white and African-American children who were ready for Kindergarten **dropped** in 2016-17.

Helping **250** more African-American young learners be ready for Kindergarten **closes the achievement gap** and raises the percentage of students who are Kindergarten-ready by **almost 6 points**.

Reading well is fundamental

% of children who are reading proficiently in 3rd grade

	2012-13	2013-14	2014-15	2015-16*	2016-17
Brookville	96.8%	96.8%	93.6%	70.6%	71.2%
Centerville	94.0%	94.3%	93.1%	71.4%	77.0%
Dayton	54.8%	59.5%	58.0%	27.2%	34.8%
Huber Heights	83.6%	79.8%	78.1%	51.4%	59.5%
Jefferson Township	60.9%	89.5%	96.4%	85.7%	52.8%
Kettering	88.7%	92.1%	91.9%	68.4%	80.3%
Mad River	78.3%	82.3%	75.0%	55.1%	62.2%
Miamisburg	88.6%	87.1%	87.8%	64.4%	69.0%
New Lebanon	80.2%	91.7%	92.9%	82.5%	71.3%
Northmont	89.5%	91.1%	86.8%	70.1%	72.0%
Northridge	75.2%	73.1%	69.8%	41.4%	39.1%
Oakwood	98.6%	99.3%	98.5%	87.9%	94.4%
Trotwood-Madison	71.4%	74.4%	71.4%	25.0%	49.2%
Valley View	90.6%	89.6%	82.3%	56.6%	71.9%
Vandalia-Butler	90.4%	93.4%	89.4%	56.1%	69.4%
West Carrollton	82.3%	81.3%	80.9%	47.4%	58.1%

> A majority of school districts made **gains of 5 percentage points or more** over the 2015-16 school year.

> The percentage of Montgomery County children who are reading proficiently is **behind the statewide average**.
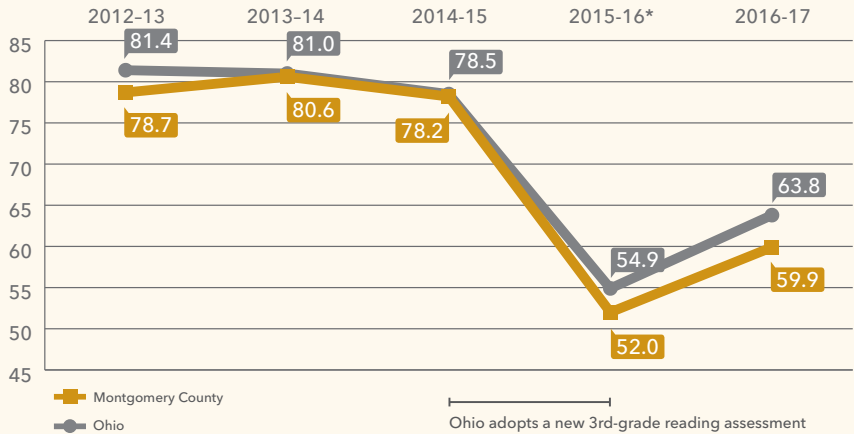

Legend: Montgomery County / Ohio

Ohio adopts a new 3rd-grade reading assessment

Source: Ohio Department of Education

> There was a **significant uptick** over 2015-16 in the percentage of children reading proficiently.

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

> White boys are almost **twice as likely** to be reading proficiently in 3rd-grade as African-American boys.

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

Legend:
- White Female
- White Male
- African-American Female
- African-American Male

Source: Ohio Department of Education
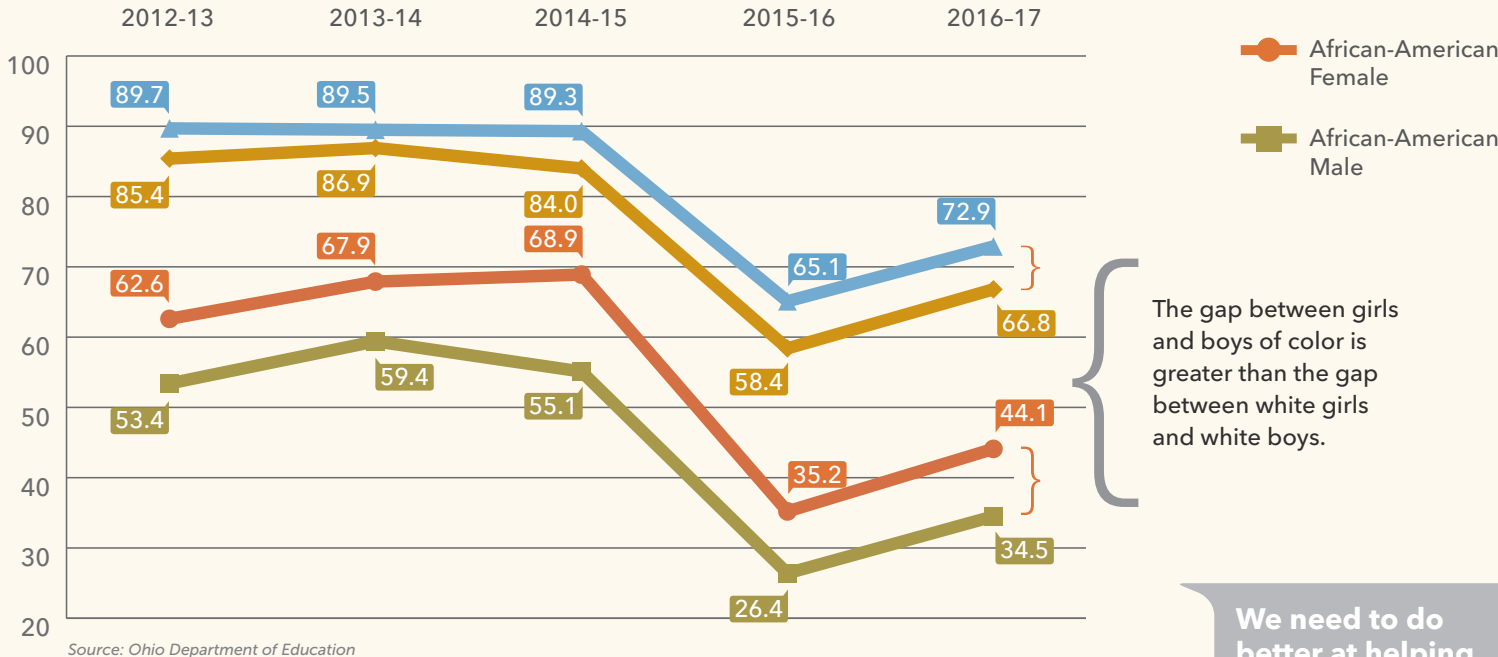
> The gap between girls and boys of color is greater than the gap between white girls and white boys.

> **We need to do better at helping children of color read well,** especially African-American boys.

Helping **500** more African-American 3rd-graders read well **closes the achievement gap** and raises the percentage of students who are reading proficiently by **almost 10 points**.
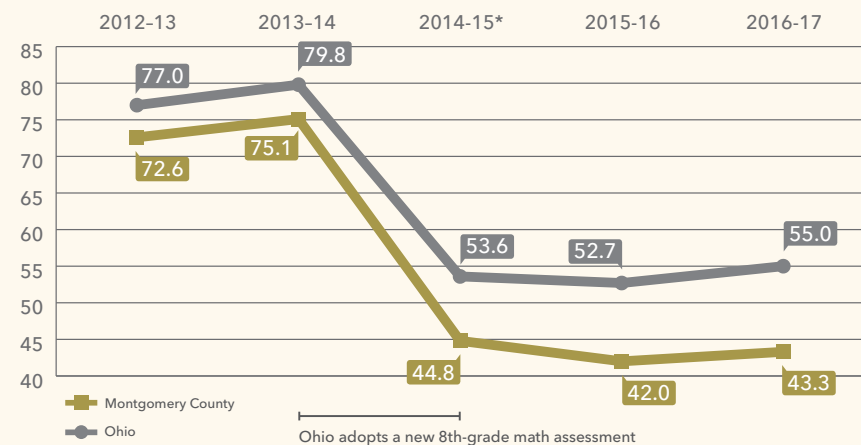
Success in 8th-grade math predicts college enrollment

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

	2012-13	2013-14	2014-15*	2015-16	2016-17
Brookville	89.8%	97.2%	88.5%	81.8%	94.9%
Centerville	91.1%	92.2%	75.4%	74.2%	76.2%
Dayton	48.6%	50.5%	18.7%	21.5%	20.2%
Huber Heights	71.5%	71.1%	30.1%	20.7%	24.2%
Jefferson Township	36.4%	45.5%	32.0%	13.3%	10.5%
Kettering	84.9%	91.4%	72.6%	68.6%	66.1%
Mad River	70.0%	75.3%	49.6%	28.6%	20.0%
Miamisburg	82.4%	84.8%	50.7%	61.5%	56.7%
New Lebanon	80.2%	94.5%	52.0%	35.4%	47.2%
Northmont	85.6%	84.0%	53.8%	51.0%	59.0%
Northridge	64.8%	61.8%	26.5%	32.4%	30.7%
Oakwood	98.1%	96.8%	95.0%	93.3%	88.6%
Trotwood-Madison	35.0%	48.2%	16.1%	4.1%	3.5%
Valley View	85.2%	85.8%	62.5%	53.4%	46.8%
Vandalia-Butler	85.1%	90.2%	46.6%	24.3%	31.6%
West Carrollton	75.0%	79.4%	34.9%	31.5%	30.4%

Even more students are **struggling to be proficient** in 8th-grade math than in 3rd-grade reading.

43%

Fewer than half of 8th-grade students are proficient in math.

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

The percentage of Montgomery County children who are proficient in 8th-grade math is significantly **behind the statewide average**.

Montgomery County values: 72.6, 75.1, 44.8, 42.0, 43.3
Ohio values: 77.0, 79.8, 53.6, 52.7, 55.0

Ohio adopts a new 8th-grade math assessment

Source: Ohio Department of Education

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

Girls of both races are **outperforming** boys of their respective race.

White Female
White Male
African-American Female
African-American Male

White Female: 83.5, 85.6, 59.5, 55.7, 56.6
White Male: 79.3, 85.0, 53.5, 50.8, 52.7
African-American Female: 51.6, 52.0, 25.0, 24.0, 25.1
African-American Male: 48.8, 49.4, 18.1, 20.9, 24.2

Source: Ohio Department of Education

White boys are more than **twice as likely** as African-American boys to be proficient, and the same is true for white girls as compared to African-American girls.

Helping **400** more African-American students become proficient in 8th-grade math **closes the achievement gap** and raises the percentage of students who are proficient by **10 points**.
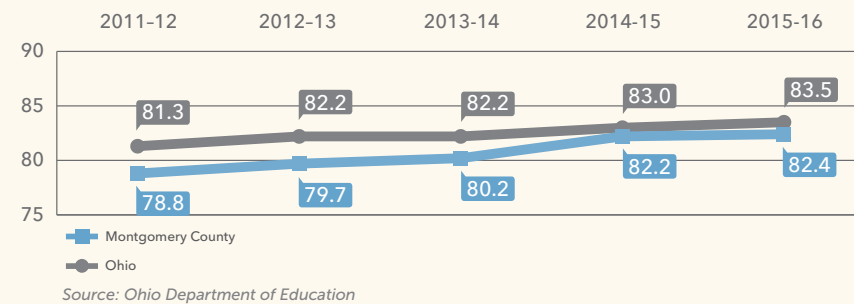
All young people must finish high school

% of students graduating from high school

	2011-12	2012-13	2013-14	2014-15	2015-16
Brookville	95.3%	92.1%	91.3%	97.5%	94.4%
Centerville	94.1%	95.1%	95.3%	94.9%	95.1%
Dayton	69.9%	72.2%	72.2%	75.0%	72.6%
Huber Heights	86.4%	82.3%	84.2%	85.1%	87.1%
Jefferson Township	75.0%	92.9%	91.8%	77.4%	82.4%
Kettering	92.4%	95.7%	94.3%	92.6%	92.5%
Mad River	82.6%	83.6%	80.9%	81.7%	81.3%
Miamisburg	91.8%	94.4%	93.0%	96.1%	93.7%
New Lebanon	81.8%	84.8%	86.2%	89.6%	87.5%
Northmont	95.0%	93.8%	94.7%	96.0%	96.6%
Northridge	77.6%	73.1%	79.5%	77.6%	87.9%
Oakwood	99.4%	95.9%	95.7%	97.8%	99.4%
Trotwood-Madison	77.3%	74.8%	75.4%	81.7%	79.3%
Valley View	94.9%	89.3%	92.5%	93.5%	95.5%
Vandalia-Butler	95.8%	96.6%	95.5%	97.9%	91.6%
West Carrollton	80.5%	86.2%	91.3%	89.1%	88.9%

7 districts saw increases in their 2015-16 graduation rate.

Montgomery County students are graduating at **nearly the statewide average**.

	2011-12	2012-13	2013-14	2014-15	2015-16
Montgomery County	78.8	79.7	80.2	82.2	82.4
Ohio	81.3	82.2	82.2	83.0	83.5

Source: Ohio Department of Education

Nearly 1 in 5 of Montgomery County students are not earning a diploma.

% of students graduating from high school, by race and gender

	2011-12	2012-13	2013-14	2014-15	2015-16
White Female	89.4	89.6	90.3	91.3	90.0
White Male	84.1	83.2	85.2	85.9	86.0
African-American Female	66.9	69.6	68.3	72.0	73.3
African-American Male	55.8	59.6	61.0	63.7	65.4

Source: Ohio Department of Education

The graduation-rate gap between African-American males and African-American females **has been narrowing**.
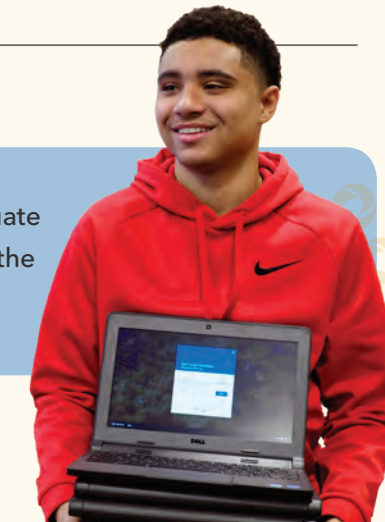
The graduation rate for African-Americans has been increasing, but the gaps between white and African-American males, and between white and African-American females, **are significant**.

Helping **300** more African-American students graduate **closes the achievement gap** and increases the graduation rate by **5 percentage points**.

Enrolling in college is intimidating

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

	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Brookville	78.3%	71.9%	76.3%	75.0%	76.5%
Centerville	88.9%	87.1%	88.8%	86.5%	89.7%
Dayton	70.5%	68.9%	71.2%	69.0%	64.5%
Huber Heights	72.7%	73.3%	74.2%	70.6%	68.8%
Jefferson Township	67.9%	74.4%	65.9%	64.4%	61.5%
Kettering	74.1%	73.2%	71.6%	71.1%	71.0%
Mad River	66.5%	66.5%	66.8%	60.0%	62.7%
Miamisburg	76.6%	73.8%	77.1%	73.5%	73.5%
New Lebanon	73.8%	72.6%	63.2%	58.8%	62.5%
Northmont	76.7%	77.8%	76.5%	73.6%	74.2%
Northridge	55.2%	49.3%	50.5%	45.4%	42.4%
Oakwood	91.8%	93.1%	94.4%	87.0%	90.3%
Trotwood-Madison	72.1%	76.7%	79.8%	70.1%	72.1%
Valley View	66.9%	68.8%	66.0%	68.8%	70.1%
Vandalia-Butler	80.1%	82.3%	73.4%	76.9%	86.0%
West Carrollton	65.4%	65.1%	71.8%	71.6%	67.1%

Nine districts saw increases compared to the previous graduating class.

The percentage of students countywide who enroll **is not increasing**.

More than 1 in 4 Montgomery County high-school grads aren't enrolling in a post-secondary degree or credential program.
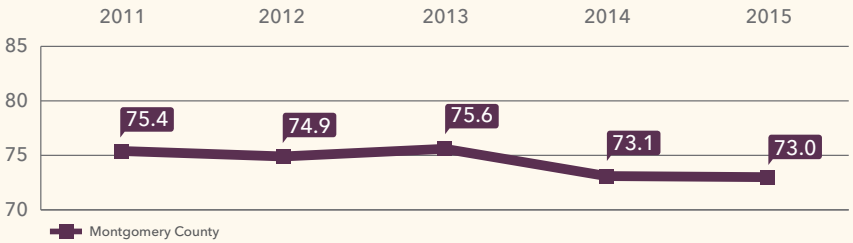
Montgomery County chart (2011–2015)

2011: 75.4
2012: 74.9
2013: 75.6
2014: 73.1
2015: 73.0

■ Montgomery County
This information is not available by state.

Source: National Student Clearinghouse

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

African-American
White
Female
Male

African-American: 2012: 75.8, 2013: 74.6, 2014: 71.8, 2015: 69.7
White: 2012: 74.7, 2013: 75.9, 2014: 72.9, 2015: 73.1
Female: 2012: 80.0, 2013: 80.8, 2014: 77.4, 2015: 76.5
Male: 2012: 70.0, 2013: 70.4, 2014: 68.8, 2015: 64.6

The enrollment gap between African-American and white young people **has increased significantly**.
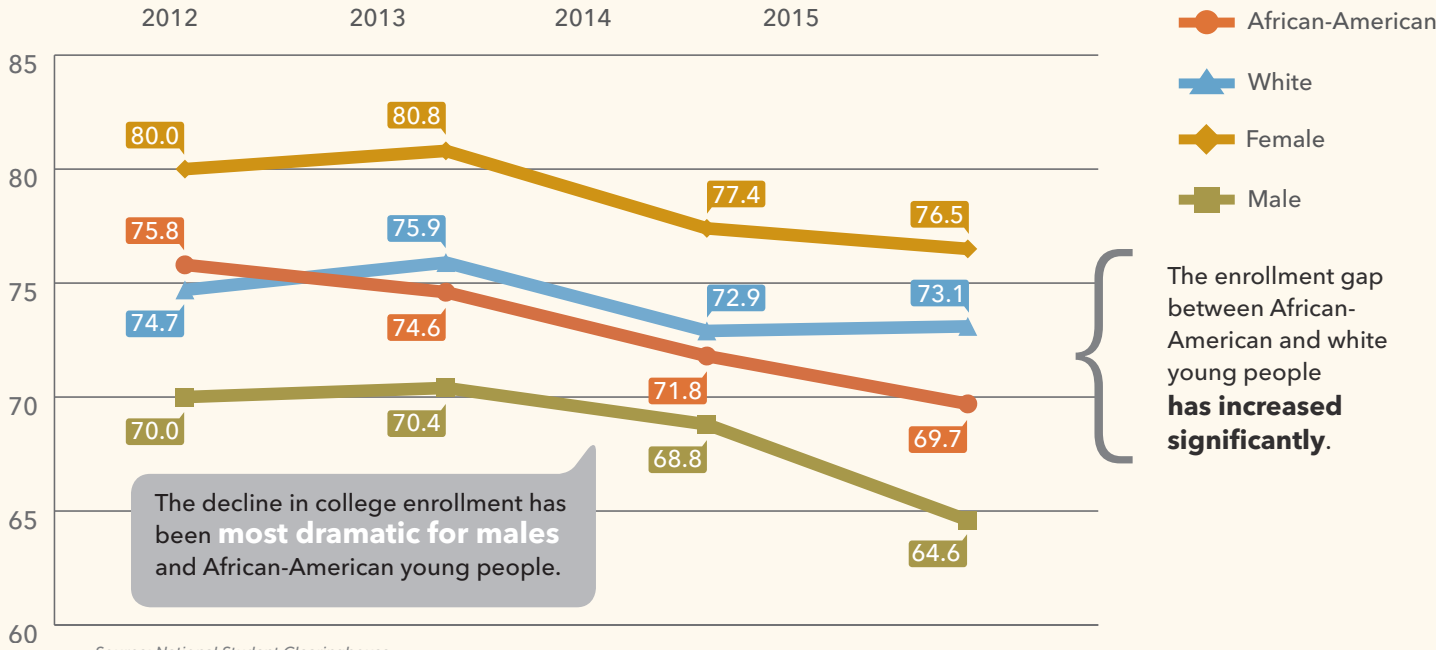
The decline in college enrollment has been **most dramatic for males** and African-American young people.

Source: National Student Clearinghouse

Helping **40** more African-American students enroll in college **closes the achievement gap** between African-American and white young people.

Every young person needs a degree or credential

36.7%

Fewer than 4 in 10 students are getting a degree within 6 years of graduating from high school.

% of students graduating from college within 6 years

	% of 2007 HS grads completing college by 2013	% 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
Brookville	41.7%	40.7%	40.5%	30.6%	46.5%
Centerville	57.3%	61.5%	63.8%	64.2%	64.1%
Dayton	18.7%	16.6%	17.9%	15.5%	16.6%
Huber Heights	30.1%	29.9%	27.9%	29.0%	31.2%
Jefferson Township	21.3%	11.8%	9.3%	21.3%	12.5%
Kettering	38.9%	39.9%	37.1%	33.6%	35.0%
Mad River	27.8%	28.3%	22.3%	26.9%	25.2%
Miamisburg	41.0%	35.4%	37.7%	34.4%	39.3%
New Lebanon	25.3%	28.1%	20.7%	24.7%	30.0%
Northmont	44.1%	43.0%	43.9%	40.2%	43.1%
Northridge	16.7%	14.6%	8.6%	12.7%	13.8%
Oakwood	73.5%	69.7%	72.6%	76.3%	73.2%
Trotwood-Madison	24.4%	25.9%	21.8%	31.6%	18.3%
Valley View	42.4%	33.6%	34.4%	32.8%	41.9%
Vandalia-Butler	49.8%	48.9%	43.7%	47.0%	44.0%
West Carrollton	23.2%	19.1%	30.2%	26.1%	21.7%

The **rate increased** in **9** school districts.
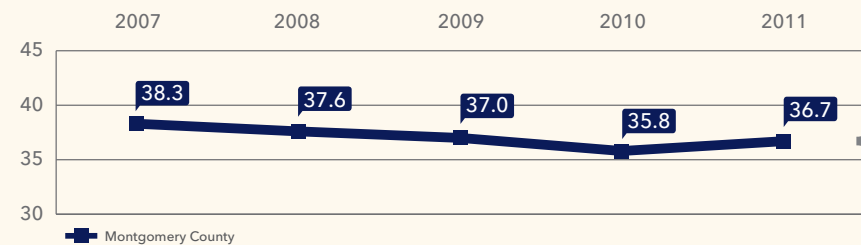
2007	2008	2009	2010	2011
38.3	37.6	37.0	35.8	36.7

■ Montgomery County
This information is not available by state.

Source: National Student Clearinghouse

The percentage of 2011 grads earning a degree within 6 years **increased slightly** over the 2010 graduating class.

% of students graduating from college within 6 years, by race

2011

● African-American
▲ White

African-American	White
23.6	42.8

Source: National Student Clearinghouse

Data disaggregated by race (and sex) for previous graduating classes are not available.
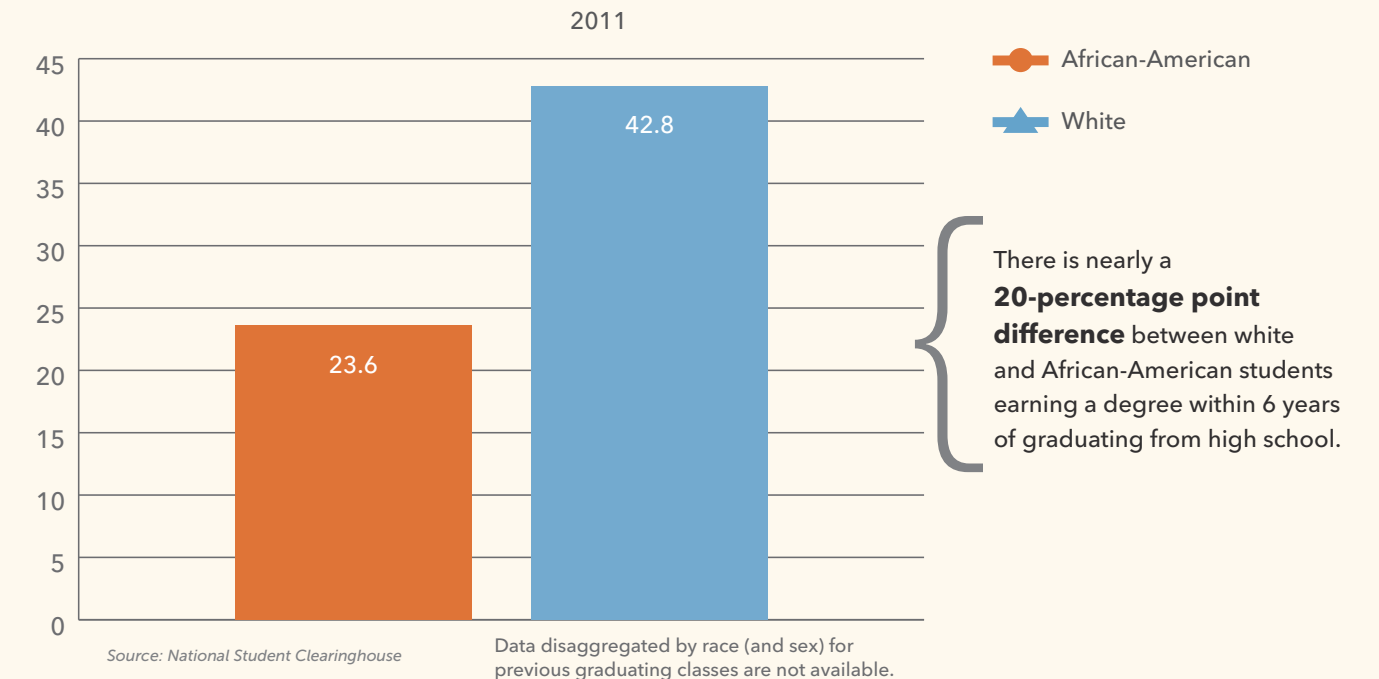
There is nearly a **20-percentage point difference** between white and African-American students earning a degree within 6 years of graduating from high school.

Not all careers require a college degree. In future years, we anticipate being able to report the percentage of students who earn credentials that will help them secure their place in the workforce.

How Learn to Earn Dayton is ensuring children's success from cradle-to-career

- **Helping more children get ready for Kindergarten** by expanding access to quality Preschool

- **Improving access to high quality after-school and summer learning** activities for high-need children

- **Advancing professional development for educators** to learn about culturally responsive teaching

- **Ensuring educators know about career opportunities and in-demand jobs for their students**, including those that don't require a college degree

- **Fostering partnerships with businesses** that create work opportunities, internships, job shadows and exposure to careers for young people

- **Driving up completion** of the all-important financial aid document known as FAFSA

- **Reducing 'summer melt'** – instances where students who indicate that they are going to college fail to follow through

Success by the numbers

Preschool Promise served **800 4-year-olds**

65% of Preschool Promise children made achievement gains that exceeded the average expected yearly gain

9 faith groups began initiatives to improve the academic success of African-American children

The number of Preschool Promise children testing "delayed" or "very delayed" was **cut in half** over the course of the school year

4 of Montgomery County's 16 school districts and some Catholic schools shared disaggregated data with staff and **created plans to address gaps** between African-American and white students

10 programs at 16 summer and after-school sites in Dayton and Trotwood joined together to define "quality" programming and agreed on common assessment tools to measure the progress of their 950 students

Preschool Promise teachers received more than **2,600 hours** of individualized coaching

5 faith groups launched "Own My Block" campaigns to increase school success among children in their neighborhoods

Achievement data disaggregated by race and gender were presented to **over 30 community groups**

20 teachers in the Trotwood-Madison School District worked weekly with the University of Dayton's Urban Teacher Academy to improve instruction for high-need children

The Montgomery County Educational Service Center established a **Career Connections Academy** for teachers and counselors

150 more students were served in after-school programming supported by new 21st Century grants

Lumina Foundation named Dayton as **1 of 17 national Talent Hubs**, awarding the community $350,000 to increase the number of young people earning degrees or credentials

Learn to Earn partners won additional federal 21st Century grants, bringing the community's total to **$3.4 million over 3 years**

Nearly 250 students from high-poverty school districts were contacted after high-school graduation and offered assistance to help them follow through on their enrollment in college

The percent of Montgomery County students completing the FAFSA increased by **5 percentage points** each of the past three years
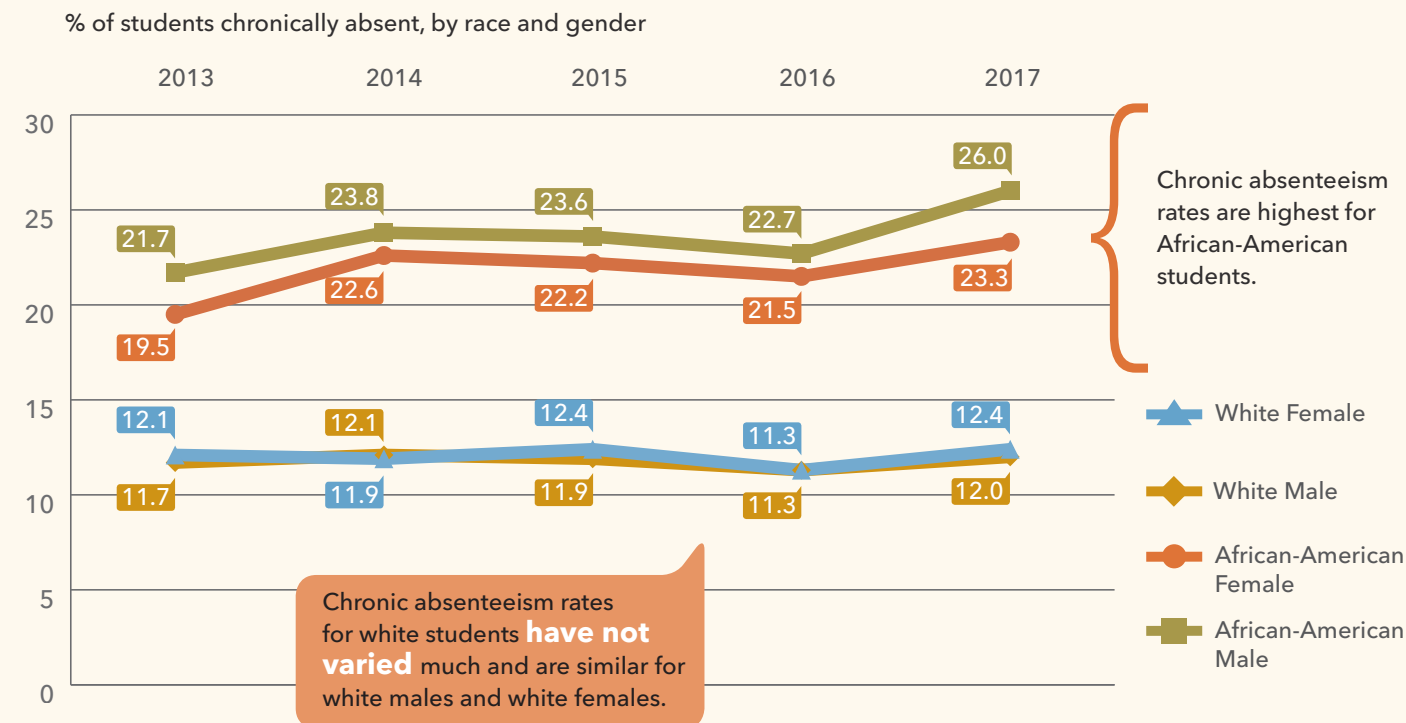
Dayton was **1 of 15 communities** named an All-America City by the Campaign for Grade-Level Reading and the National Civic League for its work on improving school success

In all of our work, we are particularly focused on promoting equity by collecting and reporting data that is disaggregated by gender and race. The purpose is to identify trends and groups of children who are in need of targeted assistance and resources.

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.

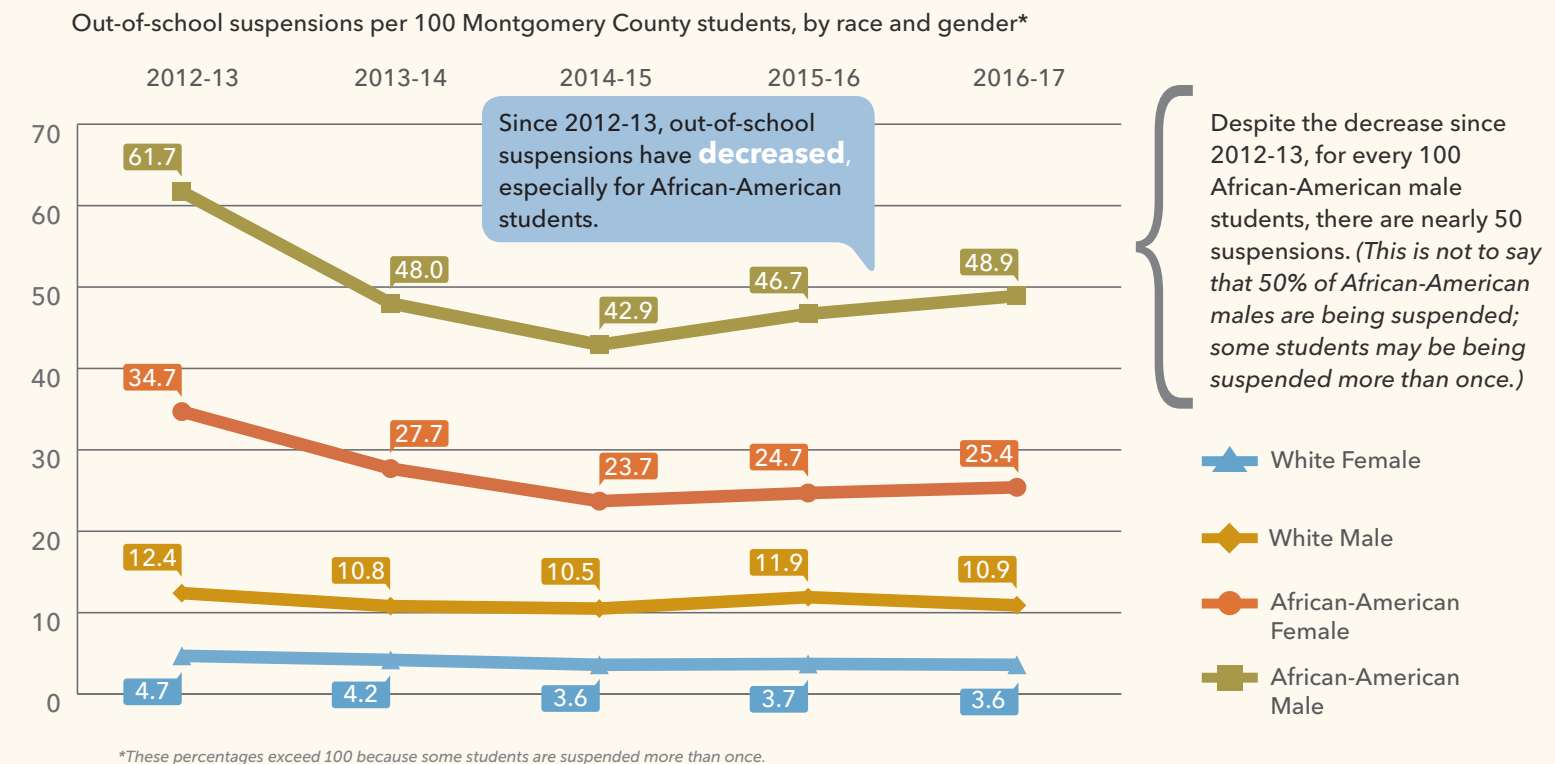# Chronic absenteeism is a red flag

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.

% of students chronically absent, by race and gender

	2013	2014	2015	2016	2017
African-American Male	21.7	23.8	23.6	22.7	26.0
African-American Female	19.5	22.6	22.2	21.5	23.3
White Female	12.1	12.1	12.4	11.3	12.4
White Male	11.7	11.9	11.9	11.3	12.0

Chronic absenteeism rates are highest for African-American students.

▲ White Female
◆ White Male
● African-American Female
■ African-American Male

Chronic absenteeism rates for white students **have not varied** much and are similar for white males and white females.

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.

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

	2012-13	2013-14	2014-15	2015-16	2016-17
White Male	61.7	48.0	42.9	46.7	48.9
African-American Female	34.7	27.7	23.7	24.7	25.4
White Female (African-American Male)	12.4	10.8	10.5	11.9	10.9
White Female	4.7	4.2	3.6	3.7	3.6

Since 2012-13, out-of-school suspensions have **decreased**, especially for African-American students.

Despite the decrease since 2012-13, for every 100 African-American male students, there are nearly 50 suspensions. *(This is not to say that 50% of African-American males are being suspended; some students may be being suspended more than once.)*

▲ White Female
◆ White Male
● African-American Female
■ African-American Male

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

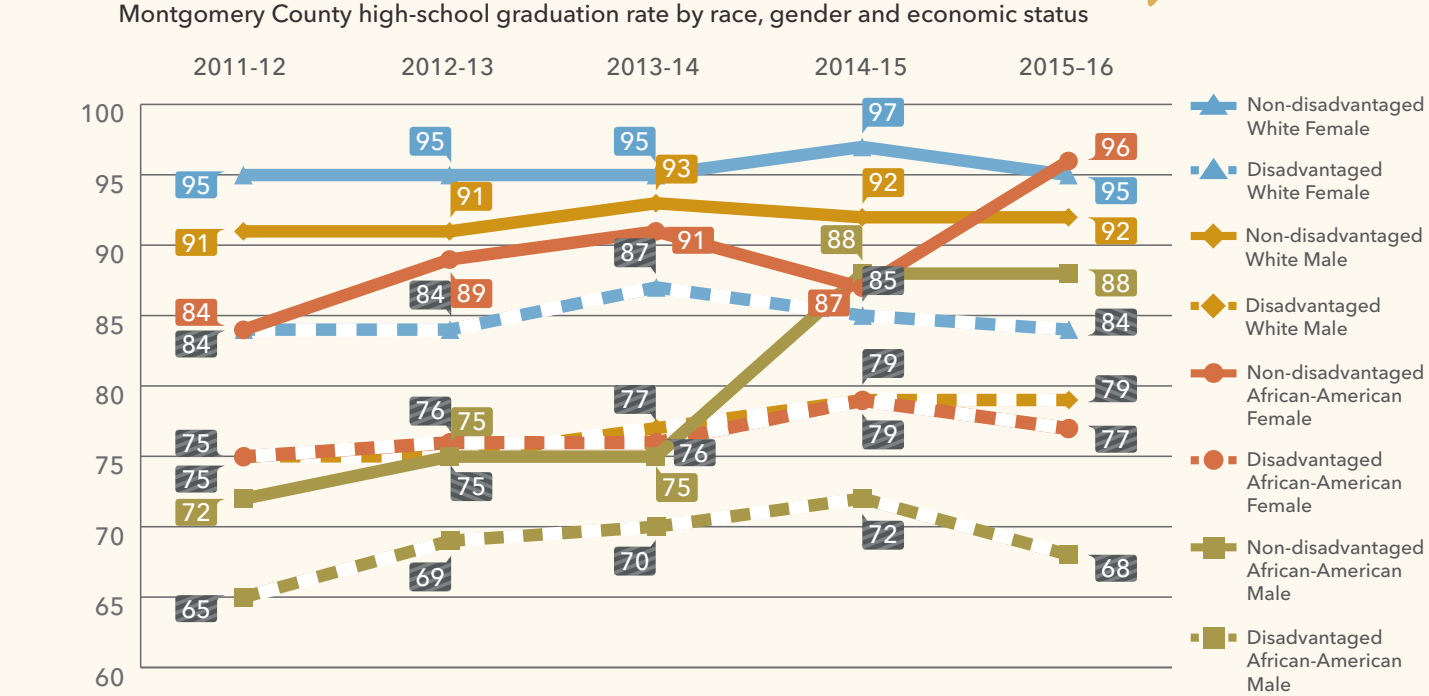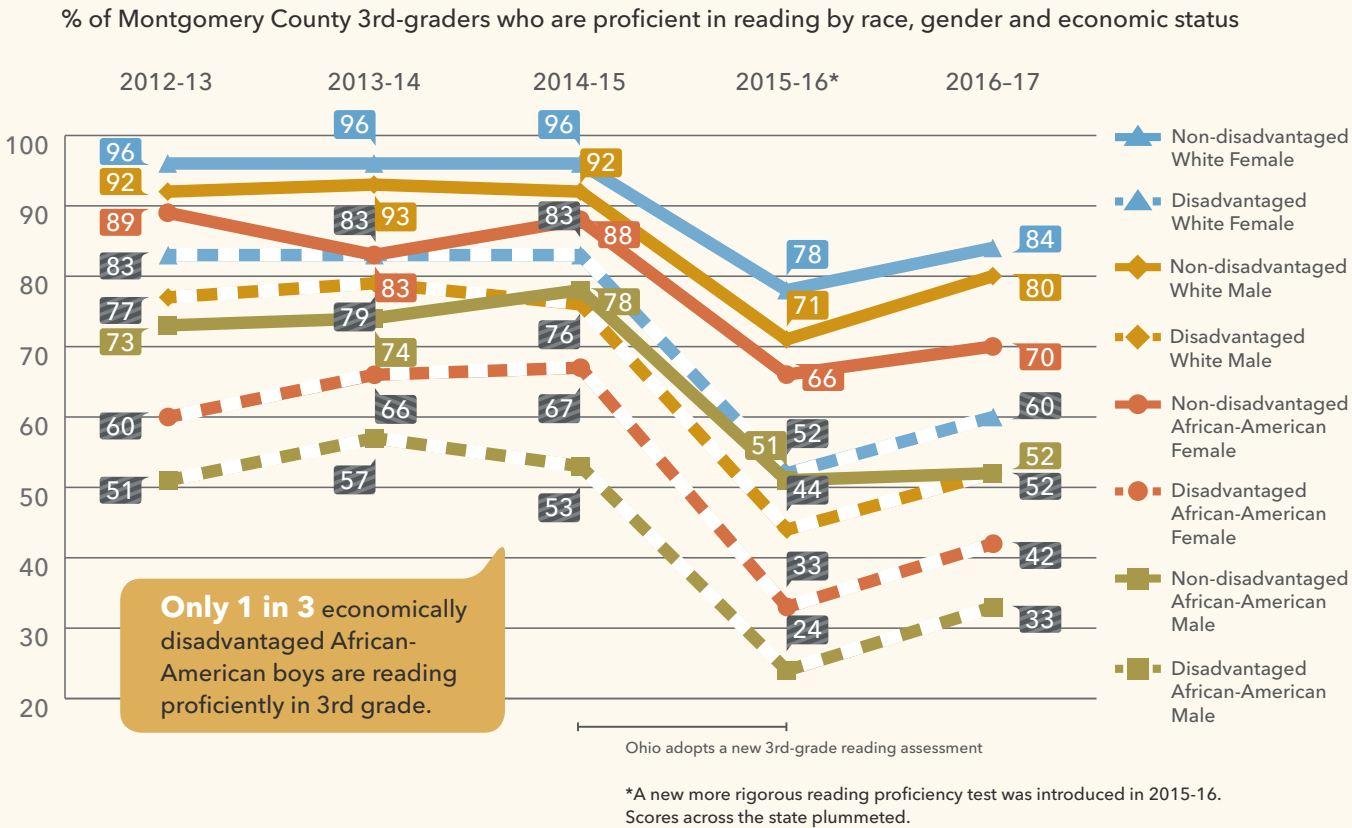African-American students are being suspended **much more frequently** than white students.

African-American boys who are *not* economically disadvantaged are reading proficiently **at the same rate** as white boys who *are* economically disadvantaged.

Both African-American boys and girls are achieving at **significantly below** their white peers in similar economic circumstances.

Poverty doesn't totally explain the achievement gap

Many people assume that poverty explains the success gap between white students and African-American students. The data show otherwise.

Regardless of economic status or gender, African-American students are performing below their white peers. That fact challenges us to better understand what needs to change to ensure African-American students are succeeding in the classroom.

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

| | 2012-13 | 2013-14 | 2014-15 | 2015-16* | 2016-17 |

Legend:
- Non-disadvantaged White Female
- Disadvantaged White Female
- Non-disadvantaged White Male
- Disadvantaged White Male
- Non-disadvantaged African-American Female
- Disadvantaged African-American Female
- Non-disadvantaged African-American Male
- Disadvantaged African-American Male

Only 1 in 3 economically disadvantaged African-American boys are reading proficiently in 3rd grade.

Ohio adopts a new 3rd-grade reading assessment

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

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

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015–16 |

Legend:
- Non-disadvantaged White Female
- Disadvantaged White Female
- Non-disadvantaged White Male
- Disadvantaged White Male
- Non-disadvantaged African-American Female
- Disadvantaged African-American Female
- Non-disadvantaged African-American Male
- Disadvantaged African-American Male

The graduation rate for African-American males and females who are not economically disadvantaged has **increased significantly**.

In almost all instances, African-American students are graduating **at or below** their white peers in similar economic circumstances.

Economically disadvantaged students of both races and both sexes have the **lowest graduation rates**.

Thank you to our 2017 Learn to Earn Dayton Board of Trustees and our generous supporters.

In January 2017, the **Preschool Promise** initiative became a stand-alone 501 (c)(3) organization, led by **Deborah Feldman**, President and Chief Executive Officer of Dayton Children's Hospital.

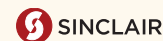Her fellow board members are:

Richard Clay Dixon

Anissa Lumpkin

Tasha Maye

Jane McGee-Rafal

Michelle L. Riley

Thank you to all of our steadfast partners: