2014–15 Partnership Report

Every Child
Every Step of the Way
Cradle to Career

Naima, 10
School for the Creative and Performing Arts
Partners —  
Great people who come together to invest their time, talent, and resources in what works for kids can do great things for our community. That’s what we believe.

In the pages that follow, you’ll read powerful stories about the people who are driving progress in our community. You’ll read about a mother who became an advocate for the Cincinnati Preschool Promise after struggling to find and afford quality preschool for her son; a dedicated attorney who tutors students each week and inspires others to volunteer; funders who are creating new models for philanthropic investing that will distinguish our region across the country; and a school in Covington that beat the odds by zeroing in on culture to eliminate disparities and close the achievement gap… and many more.

You’ll also see data that remind us how much work remains to be done. With 91% of our partnership’s indicators of student success trending in the right direction, it’s clear that our region continues to make progress. But, in order to accomplish our goals we must accelerate the rate of change in kindergarten readiness and implement serious interventions to improve 8th grade math and ACT scores. This is the first year that we have published data disaggregated by race, gender, and income and published 2020 targets for each of our partners. But, we must take real action to eliminate these outrageous inequities and our actions must be swift and bold.

It is our hope that these data and stories inspire you, as they have inspired us, to deepen your resolve for strengthening our education system for every child.

We thank all of you who are engaged in this collective work and we invite those of you who may be learning about the partnership for the first time to join us. Together we can ensure success for every child, every step of the way, cradle to career.

Greg Landsman  
Executive Director, StrivePartnership

Nancy Swanson  
Executive Committee Chair, Procter & Gamble

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Imagining a City Where Every Child Has a Fair Start

Liam, 4
Kindercare preschool
When Stacey Naylor found out how much it would cost to send her son Liam to a high-quality preschool, her mouth dropped. “It was double what our mortgage was,” she said. “I was not prepared for how expensive preschool would be.”

After touring multiple preschools and meeting with staff, she had fallen in love with the neighborhood school. But it was just too expensive. “I was trying to figure out if there was any way we could make it work, but there just wasn’t,” said the Kennedy Heights resident. “It was disheartening because I thought Liam just wouldn’t be able to go to preschool.”

Eventually, the Naylors found a three-star rated program nearby that they felt comfortable with, and the school was willing to work within their budget. And preschool has made a big difference for him. “He doesn’t really get the opportunity to be around a lot of other kids, since he’s an only child,” said Naylor, who is a school-based therapist at Oyler High School. “He’s a lot more social now. He gets really excited about being around other kids. And his language has also improved since he started school.”

For more than a decade, United Way of Greater Cincinnati’s Success By 6® initiative and its many partners have been improving our region’s kindergarten readiness scores by putting their efforts behind high-impact, proven strategies. Expanding access to quality preschool is at the heart of this work. We’re now working toward becoming a community where every child has access to two years of high-quality, affordable preschool through the Cincinnati Preschool Promise.

Supportive people like Naylor are key to making this happen. “Because I’m in the midst of it, I think it’s good to get involved with The Preschool Promise,” Naylor said. “I’ve just been trying to tell everybody I know about it.”

The Cincinnati Preschool Promise is working on building demand for quality preschool among parents and families and promoting access to quality preschool as a matter of civic responsibility for our community, because preschool matters for every child. For more information, or to pledge your support, visit www.cincy-promise.org.
Be the Change
Data confirms that one-on-one tutoring helps students not only build literacy and math skills, but also grow confidence in themselves.

That’s why four years ago, United Way of Greater Cincinnati, Cincinnati Public Schools and StrivePartnership launched Be the Change, a collaborative partnership to recruit and place corporate partners and individual tutors to work one-on-one with students throughout the district.

When Andy Kaplan got involved with Be the Change four years ago, it seemed like a natural fit. He had volunteered with kids throughout his career and he could easily help at Hays-Porter, less than a mile from his office.

“The first year, they paired me with a second-grade girl and we worked on math,” said Kaplan, a lawyer at Vorys, Sater, Seymour and Pease in downtown Cincinnati. “Every week when I go, it seems like something happens that is either a revelation to me or an inspiration to me, and I just come back to the office feeling better.”

His second year, Kaplan was paired with a 6th grade boy at Hays-Porter. Together, they worked on reading.

“That year, we read a novel together,” he said. “I don’t think he had ever read a book cover-to-cover before that year.”

With two copies of the book, Kaplan let the student keep his copy. The student then excitedly showed the reading specialist the book and told her that he read the entire thing.

“It was pretty rewarding,” Kaplan said. “He was interested in my life, I was interested in his life. He loves sports and I love sports, so I’d also bring in the sports section of the newspaper to read together.”

Kaplan also brought along some fellow lawyers from the law firm. Each year, he recruits more tutors and the group goes through a formalized training with the FamiliesFORWARD Resource Coordinator for Hays-Porter, Richara Richardson, at the office. This year, the group has grown to 25 tutors.

“We got a bunch of our young lawyers involved this year,” Kaplan said. “It’s a real morale builder. It gives people something to talk about besides what’s going on in the office. It builds commonality. And everyone is uplifted by the experience.”

“I would absolutely recommend this to other companies. The good will that comes to the office from tutoring is immeasurable.”

To get involved, email bethechange@strivetogether.org.

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3rd Grade Reading Proficiency
(Cincinnati Public Schools, 2013–14)

<table>
<thead>
<tr>
<th></th>
<th>Low Income</th>
<th>Other Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>72%</td>
<td>94%</td>
</tr>
<tr>
<td>White</td>
<td>83%</td>
<td>95%</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>77%</td>
<td>91%</td>
</tr>
<tr>
<td>White</td>
<td>70%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Source: Ohio Department of Education
Developing a Pipeline of Success

Staci, 16
DePaul Cristo Rey High School
Despite a projected need for over 120,000 graduates each year in our region in technical fields like engineering, research, and software development, we graduate only 40,000 people a year with the skills needed to fill these jobs.

The Talent Pipeline Initiative was created to grow more talent for these and other fields, by exposing students to different career pathways and helping them develop the skills needed to succeed.

The Talent Pipeline Initiative (TPI), a partnership with StrivePartnership, Cincinnati USA Regional Chamber of Commerce, and Partners for a Competitive Workforce, is focused on creating opportunities for students to have meaningful, age-appropriate, and career-based learning experiences that engage them and prepare them for success in college, careers, and life.

The goal of TPI is to deepen employer engagement with students, teachers and schools, identify and deploy proven career-based curricula, and build a sustainable system that enables every student in grades 4–12 throughout the 8-county metro region to have at least one career-based learning experience each semester.

Working closely with the Greater Cincinnati STEM Collaborative (GCSC), TPI has been able to meaningfully engage middle school students through The GCSC STEM (Science, Technology, Engineering and Math) Bicycle Club.

“We know that children learn best when they are actively engaged in relevant subjects of interest,” said Sean Kelley, Director of The Talent Pipeline Initiative. “That’s why it’s important to develop fun and engaging experiences for students.”

The GCSC Bicycle Club provides students with professional mentors who work with them to break down and reassemble their very own bicycle. This engaging and confidence-building project exposes students to the fun of STEM and the satisfaction of completing a project.

Partners — Woodward Career & Technical High School, Greater Cincinnati STEM Collaborative, Time Warner Cable, GE Aviation, Urban League of Greater Cincinnati, The Greater Cincinnati Foundation and Haile/U.S. Bank Foundation — all came together at the end of the year to celebrate the students successfully building their own bike.

“It was truly a collaborative effort for the kids,” said Marina Hopkins, former Urban League Resource Coordinator for Woodward and current Volunteer Mobilization Manager at the StrivePartnership. “It was exciting to see how much they learned while having fun.”

The GCSC STEM Bicycle Club is just one of the many projects TPI is using to expose students to the importance of workforce-readiness and career exploration.

“We are extremely excited to continue working with various partners throughout the region,” said Kelley. “These partnerships will help increase learning opportunities for all our students.”

### Improvements in Graduation Rates

(Increase in subgroups graduation rates, 2012–13 to 2013–14)

<table>
<thead>
<tr>
<th></th>
<th>Overall Increase</th>
<th>Black</th>
<th>Hispanic</th>
<th>Low Income</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CPS</strong></td>
<td>+8%</td>
<td>+7%</td>
<td>+10%</td>
<td>+4%</td>
<td>+8%</td>
<td>+8%</td>
</tr>
<tr>
<td><strong>CIS</strong></td>
<td>+3%</td>
<td>+4%</td>
<td>na</td>
<td>na</td>
<td>+1%</td>
<td>+7%</td>
</tr>
<tr>
<td><strong>NIS</strong></td>
<td>+3%</td>
<td>na</td>
<td>na</td>
<td>+1%</td>
<td>+4%</td>
<td>-2%</td>
</tr>
</tbody>
</table>

Some subgroup data is not available from KDE because the population size is too small or it was otherwise not available.

Source: Ohio & Kentucky Departments of Education
Breaking Down the Barriers to Postsecondary Completion

DeMonté, 18
Shroder Paideia High School
With less than half of adults in Cincinnati, Newport, and Covington possessing a postsecondary degree, StrivePartnership’s postsecondary collaborative knew there was a need for high impact, laser-focused strategies. In the Fall of 2013, the group seized the opportunity to join Lumina Foundation’s Community Partnership for Postsecondary Attainment.

The local collaborative effort, now known as “The Persistence Project,” developed an action plan to improve postsecondary attainment by focusing on what is arguably one of the greatest barriers to the community’s postsecondary attainment goals: math.

“Nearly 70% of students in our urban core require remedial math upon their arrival to college,” explained Melissa McCoy, Director of Collaborative Continuous Improvement for Strive Partnership. “Having to take remedial classes trips them up, and they become more likely to drop out of college. Simply put, math competency is a key driver of postsecondary attainment.”

Nationally, less than a quarter of the students placed in developmental mathematics courses earn a degree or credential within eight years.

Leading partners — Covington Independent Schools, Cincinnati Public Schools, Gateway, Cincinnati State, University of Cincinnati, Northern Kentucky University, and Partners for a Competitive Workforce — are all focused on improving postsecondary completion together by looking at the problem holistically from kindergarten to postsecondary completion.

“To maximize our impact we need to work together,” said Gigi Escoe, Vice President for Undergraduate Affairs at University of Cincinnati. “We should be sharing ideas and resources and seamlessly helping students find the right pathway for their situations and dreams.”

The group demonstrated this commitment to making a collective impact when they unanimously agreed to use a portion of the Lumina Foundation grant funds to secure an opportunity for Cincinnati State students through the Accelerated Study in Associate Programs (ASAP).

ASAP supports students financially, socially, and academically with tuition stipends, mandatory advising, and smaller classroom sizes. The program has seen unparalleled results — a near doubling of graduation rates for PELL-eligible students with at least one remedial need. Cincinnati State will begin ASAP implementation in 2015 with a cohort of 500 students.

“It’s not about who gets how much,” said McCoy, “It’s about all of us working together and rallying behind what we know will help our students reach the finish line.”

Looking forward, The Persistence Project plans on using predictive analytics to identify high-impact services and aligning existing resources to support those interventions. The group is dedicated to making an impact on the success of students throughout the region.

“In my experience, empathy, innovation, and modest investments can make all the difference in supporting learning,” said Escoe. “I believe our society has a moral imperative to make this effort.”

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**Postsecondary Persistence and Completion**  
(Urban Core — Fall 2007 Cohort)

<table>
<thead>
<tr>
<th>Year</th>
<th>HS Grads in 2007</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Graduates</td>
<td>100%</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
</tr>
<tr>
<td>Enrolled in College</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
</tr>
<tr>
<td>Graduated College</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
</tr>
</tbody>
</table>

For the urban core high school graduating class of 2007 (100%), approximately 58% of those students enrolled in college the following year. Six years after graduation, approximately 38% will have graduated from or are still enrolled in college.

Source: Cincinnati Public Schools, Covington Independent Schools and Newport Independent Schools

Note: This chart represents high school graduates in 2007 from Cincinnati, Covington, and Newport combined, and shows their progression through the next six years of postsecondary education, as tracked via the National Student Clearinghouse.
Tracking Progress Against the Six Community Level Outcomes

The Partnership Report represents a snapshot of local education data from birth through college for the urban core of the Cincinnati/Northern Kentucky region. As with last year’s report, we ask that the reader use caution when attempting to make comparisons across the data. It is not always possible to compare data across districts and institutions due to different state assessments and ways that an indicator is measured. Moreover, it is not the purpose of the report. The purpose is to put the data out there, determine progress over time, stimulate discussion and help to identify additional data that is needed to measure success and make data driven decisions.

We report this data in the context of outcomes, indicators, and measures. Outcomes are points along the cradle to career education continuum that are proven to be key levers that need to be moved in order to achieve the cradle to career vision and goals (example: kindergarten readiness). Core Indicators are specific measures that are being used to track progress on moving the community level outcomes and has been agreed upon to be the primary metric, or one that is a close proxy for the outcome. Contributing Indicators are secondary measures associated to an outcome, and can be drivers of the core indicator and ultimate outcome. We are tracking 7 core and 4 contributing indicators across 6 outcome areas: kindergarten readiness, early grade reading, middle grade math, high school graduation, postsecondary enrollment, and postsecondary completion.

2020 goals have been set by districts and institutions on an organizational basis — either by using federal targets that are already in place for certain indicators or by determining the goals individually.

How to interpret the charts

This year, we have gone back to reporting historical trends similar to the first few report cards. The charts also show the current value and the change since the baseline year. With new 2020 goals, we also show the rate of increase needed to reach the goal, along with information related to whether our current rate of change is enough to meet that goal. Goals have been set by community partners.
Cincinnati Public Schools

Core Indicators

Kindergarten Readiness
- Data Source: Cincinnati Public Schools, Success By 6®, and INNOVATIONS
- Cincinnati uses the state’s Kindergarten Readiness Assessment for Literacy (KRA-L) assessment, measuring elements of vocabulary and literacy development. The state of Ohio will move to a new assessment this academic year.

4th Grade Reading
- Data Source: Ohio Department of Education
- 4th grade reading is measured by the percent of students testing as proficient or higher on the Ohio Achievement Assessments.
- Next year Ohio will be moving to the new PARCC achievement assessments, aligned with the Common Core State Standards.

8th Grade Math
- Data Source: Ohio Department of Education
- 8th grade math is measured by the percent of students testing as proficient or higher on the Ohio Achievement Assessments.
- All eighth graders now take Algebra I but the testing is still based on the standard eighth grade curriculum.

High School Graduation
- Data Source: Ohio Department of Education
- The state of Ohio moved to the four year adjusted cohort rate in 2011 to measure the percent of students who graduate within four years.
- Ohio’s graduation requirements are changing for the class of 2018 which incorporate the addition of end-of-course exams, national college admission tests, and industry-recognized credentials.

Postsecondary Enrollment
- Data Source: Cincinnati Public Schools and the National Student Clearinghouse
- Postsecondary enrollment is calculated as the percent of high school graduates who enroll in college, local or distant, at any time during the first two years after high school.

Contributing Indicators

3rd Grade Reading
- Data Source: Ohio Department of Education
- 3rd grade reading is measured by the percent of students testing as proficient or higher on the Ohio Achievement Assessments.
- Next year Ohio will be moving to the new PARCC achievement assessments, aligned with the Common Core State Standards; however, 3rd graders will still take the OAA tests next school year.

Average ACT Scores
- Data Source: Cincinnati Public Schools
- College preparation is measured using the average composite score on the ACT Assessment. The participation rate in CPS is 74%. Data is also now available by subtests and the state has set cutoff scores in English, math, and reading.
- ACT scores range from 0–36 and the test covers the subject areas of English, math, reading, and science.

ACT Subtests (2014)
- Data Source: Cincinnati Public Schools
- Data is also now available by subtests and the state has set cutoff scores in English, math, and reading.
- ACT scores range from 0–36 and the test covers the subject areas of English, math, reading, and science.
Covington Independent Schools

Core Indicators

Kindergarten Readiness
- Data Source: Covington Independent Schools and Success By 6°
- Covington uses the state's BRIGANCE Basic Screen, measuring a child's cognitive, language, and motor skills. The BRIGANCE also has a separate social emotional component. 2013 is the pilot year for the assessment.
- Kentucky moved to its first statewide kindergarten readiness assessment in 2013.

4th Grade Reading
- Data Source: Kentucky Department of Education
- Kentucky moved to a new statewide assessment, the KPREP, in 2012.
- 4th grade reading is measured by the percent of students testing as proficient or higher on the KPREP.

8th Grade Math
- Data Source: Covington Independent Schools and Success By 6°
- Covington uses the state's BRIGANCE Basic Screen, measuring a child's cognitive, language, and motor skills. The BRIGANCE also has a separate social emotional component. 2013 is the pilot year for the assessment.
- Kentucky moved to its first statewide kindergarten readiness assessment in 2013.

ACT Subtests (2014)

Contributing Indicators

3rd Grade Reading
- Data Source: Kentucky Department of Education
- Kentucky moved to a new statewide assessment, the KPREP, in 2012.
- 3rd grade reading is measured by the percent of students testing as proficient or higher on the KPREP.

High School Graduation
- Data Source: Kentucky Department of Education
- The state of Kentucky moved to the four year adjusted cohort rate in 2013 to measure the percent of students who graduate within four years. This rate represents Holmes High School.

Postsecondary Enrollment
- Data Source: Covington Independent Schools and the National Student Clearinghouse
- Postsecondary enrollment is calculated as the percent of high school graduates who enroll in college, local or distant, at any time during the first two years after high school.

Average ACT Scores
- Data Source: Covington Independent Schools
- College preparation is measured using the average composite score on the ACT Assessment. 100% of students in Covington take the test. Data is also available by subtests and the state has set cutoff scores in English, math, and reading.
- ACT scores range from 0–36 and the test covers the subject areas of English, math, reading, and science.
Newport Independent Schools

**Core Indicators**

- **Kindergarten Readiness**
  - Data Source: Newport Independent Schools and Success By 6®
  - Newport uses the state’s BRIGANCE Basic Screen, measuring a child’s cognitive, language, and motor skills. The BRIGANCE also has a separate social emotional component. 2013 is the pilot year for the assessment.
  - Kentucky moved to its first statewide kindergarten readiness assessment in 2013.

- **4th Grade Reading**
  - Data Source: Kentucky Department of Education
  - Kentucky moved to a new statewide assessment, the KPREP, in 2012.
  - 4th grade reading is measured by the percent of students testing as proficient or higher on the KPREP.

- **8th Grade Math**
  - Data Source: Kentucky Department of Education
  - Kentucky moved to a new statewide assessment, the KPREP, in 2012.
  - 8th grade math is measured by the percent of students testing as proficient or higher on the KPREP.

- **High School Graduation**
  - Data Source: Kentucky Department of Education
  - The state of Kentucky moved to the four year adjusted cohort rate in 2013 to measure the percent of students who graduate within four years. This rate represents Newport High School.

- **Postsecondary Enrollment**
  - Data Source: Newport Independent Schools and the National Student Clearinghouse
  - Postsecondary enrollment is calculated as the percent of high school graduates who enroll in college, local or distant, at any time during the first two years after high school.

**Contributing Indicators**

- **3rd Grade Reading**
  - Data Source: Kentucky Department of Education
  - Kentucky moved to a new statewide assessment, the KPREP, in 2012.
  - 3rd grade reading is measured by the percent of students testing as proficient or higher on the KPREP.

- **Average ACT Scores**
  - Data Source: Newport Independent Schools
  - College preparation is measured using the average composite score on the ACT Assessment. 100% of students in Newport take the test. Data is also available by subtests and the state has set cutoff scores in English, math, and reading.
  - ACT scores range from 0–36 and the test covers the subject areas of English, math, reading, and science.

**ACT Subtests (2014)**

- **Rate of Change**
  - Current: 7.0%
  - Needed: 10.8%

- **Rate of Change**
  - Current: 2.7%
  - Needed: 0.6%

- **Rate of Change**
  - Current: 8.1%
  - Needed: 8.7%

- **Rate of Change**
  - Current: 1.5%
  - Needed: 2.1%

- **Rate of Change**
  - Current: 8.2%
  - Needed: 9.0%

- **Rate of Change**
  - Current: 23%
  - Needed: 26%

- **Rate of Change**
  - Current: 7.8%
  - Needed: 5.4%
Urban Cincinnati Archdiocesan Schools

**Core Indicators**

**4th Grade Reading**
- Data Source: Archdiocese of Cincinnati
- 4th grade reading is measured by the national percentile score on the Iowa Test of Basic Skills.

**7th Grade Math**
- Data Source: Archdiocese of Cincinnati
- 7th grade math is measured by the national percentile score on the Iowa Test of Basic Skills. 7th grade math was chosen because the number of students taking the 8th grade test is very small.

**3rd Grade Reading**
- Data Source: Archdiocese of Cincinnati
- 3rd grade reading is measured by the national percentile score on the Iowa Test of Basic Skills.

**ACT Scores**
- Data Source: Archdiocese of Cincinnati
- College preparation is measured using the average composite score on the ACT Assessment.
- ACT scores range from 0–36 and the test covers the subject areas of English, math, reading, and science.

**High School Graduation**
- Data Source: Archdiocese of Cincinnati
- The Archdiocese calculates the high school graduation rate as the number of high school graduates divided by the number of ninth graders four years earlier.

**3rd Grade Reading**
- Data Source: Archdiocese of Cincinnati
- 3rd grade reading is measured by the national percentile score on the Iowa Test of Basic Skills. National percentile is a number that represents the percentage of students who scored at or below a given point. For example, a national percentile score of 57 means that they scored higher than 57 percent of the students who took the test nationally.

**Contributing Indicators**

- This data covers the Cincinnati Archdiocesan schools located within the boundaries of the Cincinnati, Covington, and Newport public school districts.
Urban Covington and Newport Diocesan Schools

CORE INDICATORS

3rd Grade Reading
- Data Source: Diocese of Covington
- 3rd grade reading is measured by the national percentile score on the Iowa Test of Basic Skills. 4th grade test data is not available for the Diocese.

7th Grade Math
- Data Source: Diocese of Covington
- 7th grade math is measured by the national percentile score on the Iowa Test of Basic Skills. 8th grade test data is not available for the Diocese.

High School Graduation
- Data Source: Diocese of Covington
- The Archdiocese calculates the high school graduation rate as the number of high school graduates divided by the number of ninth graders four years earlier.

CONTRIBUTING INDICATORS

Average ACT Scores
- Data Source: Diocese of Covington
- College preparation is measured using the average composite score on the ACT Assessment.
- ACT scores range from 0–36 and the test covers the subject areas of English, math, reading, and science.

- This data covers the Covington Diocesan schools (including Covington and Newport) located within the boundaries of the Cincinnati, Covington, and Newport public school districts.
- Student achievement is measured using a national percentile (np) score on the Iowa Test of Basic Skills. National percentile is a number that represents the percentage of students who scored at or below a given point. For example, a national percentile score of 57 means that they scored higher than 57 percent of the students who took the test nationally.
Cincinnati State Technical and Community College

Postsecondary Preparedness
- Data Source: Cincinnati State Technical and Community College
- College preparation is measured as the percent of first-time, full-time students who do not test into developmental coursework via the college placement test.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.

First to Second Year Retention
- Data Source: Cincinnati State Technical and Community College
- The retention rate is calculated as the percent of first-time, full-time students who return to the institution in the fall term of their second year.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.

Total Credentials Awarded
- Data Source: Cincinnati State Technical and Community College
- Total credentials awarded are measured as the total output of the number of certificates and associate's degrees awarded in a given academic year.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.
- Cincinnati State experienced a significant drop from 2012 to 2013. This is largely due to the transition to a semester based calendar as students were "hurrying" to finish up under the quarter system.

University of Cincinnati

Postsecondary Preparedness
- Data Source: University of Cincinnati
- College preparation is measured as the percent of first-time, full-time bachelor's degree seeking students or undeclared/undecided students who enter college with no deficiencies math or English. Students who score 18 or below on the ACT English subtest or a 22 or below on the ACT math subtest are considered deficient.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.

First to Second Year Retention
- Data Source: University of Cincinnati
- The retention rate is calculated as the percent of first-time, full-time bachelor's degree seeking students who return to the institution in the fall term of their second year.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.

Total Credentials Awarded
- Data Source: University of Cincinnati
- Total credentials awarded are measured as the total output of the number of associate's and bachelor's degrees awarded on main campus in a given academic year.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.
- UC experienced a drop from 2012 to 2013. This is largely due to the transition to a semester based calendar as students were "hurrying" to finish up under the quarter system.
**Gateway Community and Technical College**

**Postsecondary Preparedness**
- Data Source: Gateway Community and Technical College
- College preparation is measured as the percent of first-time, full-time students who do not test into developmental coursework via the college placement test.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.

**First to Second Year Retention**
- Data Source: Gateway Community and Technical College
- The retention rate is calculated as the percent of first-time, full-time students who return to the institution in the fall term of their second year.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.

**Total Credentials Awarded**
- Data Source: Gateway Community and Technical College
- Total credentials awarded are measured as the total output of the number of diplomas, certificates, and associate’s degrees awarded in a given academic year.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.

**Northern Kentucky University**

**Postsecondary Preparedness**
- Data Source: Northern Kentucky University
- College preparation is measured as the percent of first-time, full-time bachelor’s degree seeking students or undeclared/undeclared students who enter college with no deficiencies math or English. Students who score 18 or below on the ACT English subtest or a 22 or below on the ACT math subtest are considered deficient.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.

**First to Second Year Retention**
- Data Source: Northern Kentucky University
- The retention rate is calculated as the percent of first-time, full-time bachelor’s degree seeking students who return to the institution in the fall term of their second year.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.

**Total Credentials Awarded**
- Data Source: Northern Kentucky University
- Total credentials awarded are measured as the total output of the number of associate’s and bachelor’s degrees awarded in a given academic year.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.

**Six Year Graduation Rate**
- Data Source: Northern Kentucky University
- The six year graduation rate is calculated as the percent of first-time, full-time bachelor’s degree seeking students who graduate from college within six years.
- Data are reported for local students, attending from a public or parochial high school within the local urban core footprint.
What It Takes to Get to Every Child

In addition to reporting the percentages found on the preceding pages, we also offer below the actual number of children and students that would still need to be ready for school and successful academically in order to achieve The StrivePartnership's mission of Every Child, Every Step of the Way, Cradle to Career. We report this data aggregated across the urban core and disaggregated by subgroups where it is readily available.

<table>
<thead>
<tr>
<th>Economic Disadvantage</th>
<th>Kindergarten Readiness</th>
<th>Early Grade Reading</th>
<th>Middle Grade Math</th>
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<td></td>
<td>1499</td>
<td>749</td>
<td>717</td>
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<tr>
<td>Asian</td>
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</tr>
<tr>
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<td>949</td>
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<table>
<thead>
<tr>
<th>Economic Disadvantage</th>
<th>High School Graduation</th>
<th>Postsecondary Enrollment</th>
<th>Postsecondary Success Rate</th>
</tr>
</thead>
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<tr>
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<tr>
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<tr>
<td>Male</td>
<td>390</td>
<td>na</td>
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</tbody>
</table>

Notes:
- Note that the numbers do not always add up, due to rounding or in some cases missing data.
- The calculations are based on the best available data and are intended to capture the numbers as simply as possible.
- This data represents students from Cincinnati Public Schools, Covington Independent Schools, and Newport Independent Schools; the parochial schools are not reported in these figures due to more limited data and different tests.
- Postsecondary success rate is based on first-time, full-time degree seeking students. The data reflects students who are enrolled in other intuitions.
- Economic Disadvantage is defined as students who qualify for free/reduced lunch.
- Disaggregated data for post-secondary enrollment and postsecondary success rate are not currently available. As with all data in this report, we will work to improve the types and quality of data that we include going forward, online and in future reports.
In 2010, a partnership of 15 local grant makers came together to create the Cincinnati/Northern Kentucky Social Innovation Fund (SIF). The goal: support innovative and effective community solutions for children cradle to career.

By investing in a portfolio of organizations that provide a continuum of services to help families and children, SIF aimed to ensure that children are ready for kindergarten, graduate high school prepared for their next step, enroll and complete post-secondary education, and gain employment.

More than 11.3 million dollars was aligned over four years to support the expansion of innovative and effective solutions for children throughout Greater Cincinnati, Covington, and Newport.

**Social Innovation Fund Sub-grantees**
- Cincinnati Arts and Technology Center
- Cincinnati Museum Center
- Cincinnati Public Schools
- Consortium for Resilient Young Children
- Covington Independent Schools
- Easter Seals Tristate
- Every Child Succeeds
- University of Cincinnati

Each sub-grantee participated in a rigorous evaluation of its program’s impact and expansion. In nearly every case, these impact evaluations pointed to the promise of the program.

**Highlights**
- More than 150 early childhood teachers and professionals received high quality effective trainings to increase their capacity to support child development across several domains, including early literacy, social and emotional, and math and science skills
- 70% of children served by Cincinnati Public Schools’ Summer Bridge Program had a 19 or better on the KRA-L
- Every Child Succeeds saw 67% of families participating in transition services successfully transition to quality childcare
- University of Cincinnati’s Gen-1 program students outperformed a comparison group in both GPA and credit attainment during their freshman year

(To learn about all the sub-grantees’ work and accomplishments, visit the “Capacity Building” section at www.strivepartnership.org.)

SIF not only supported organizations in expanding their program, but also helped those organizations identify major insights.

Through the evaluation process SIF was able to prove the relationship between home visitation and kindergarten readiness. They were also able to model how a career focused high school curriculum or career training in high school can lead to significantly increased graduation rates and college enrollment.

**“The ultimate goal is to drive progress for our community by scaling effective models.”**

Tre’son, 17
Shroder Paideia High School
Investing In Every Child

Grant, 5
School for the Creative and Performing Arts
Leslie Maloney knows how important early education is. That’s why the Senior Vice President and Program Manager of The Haile/U.S. Bank Foundation contributed 2.5 million dollars to Every Child Capital — a venture philanthropy fund focused on ensuring that every child is ready for kindergarten and successfully reading at grade level by third grade.

“If we don’t fix things on the front end, we will continue to invest wastefully on more expensive interventions at the back end of the pipeline,” said Maloney.

Every Child Capital (ECC), a collaborative of StrivePartnership, the Haile/U.S. Bank Foundation, The Greater Cincinnati Foundation, and United Way of Greater Cincinnati’s Success By 6®, is a venture philanthropy fund that invests in evidence-based practices in education and health.

“We want to invest in practices that are clinically proven to be effective,” said Elizabeth Edwards, with Every Child Capital. “We must change the way we invest to ensure that every child gets a fair chance in school and life.” Every Child Capital sets itself apart from other funds by using a venture capital lens to select investment opportunities, investing in a “portfolio” of effective interventions to accomplish greater results, and defining an exit strategy for each investment that will help fully scale and sustain these interventions to fully serve every child.

“With the help of partners — Cincinnati Children’s Hospital Medical Center, Every Child Succeeds, Cincinnati/Hamilton County Public Library, and Hamilton County Jobs and Family Services — the model will leverage trusted individuals such as pediatricians, home visitors, and social workers to encourage parents to sign up to receive the free books and high quality materials.

“It’s exciting because we are investing in something that enables us to reach families that we’ve never been able to reach before,” said Edwards. Along with receiving the books, parents will be able to sign up to receive reading tips and practical fun ways to read to their child via mail, text, or email.

Imagination Library is just the beginning for Every Child Capital. The fund plans to continue making investments to scale highly effective practices to support every child in achieving 3rd grade proficiency.

“I hope Every Child Capital will be successful in creating a new model for philanthropic investments and, most importantly, I hope it will have a significant impact on children’s reading success,” said Maloney.
Using Resources to Beat the Odds

Ryan, 12
Walnut Hills High School
When Ryan started preschool at age four, the teacher said she wouldn’t be able to teach him how to read because he couldn’t pronounce his sounds. So his mom, Gina Gambrel, put him in speech therapy.

His Pleasant Ridge Montessori (PRM) kindergarten teacher had a similar concern. “He’s just going to struggle,” she told Gambrel. “He’s just going to be one of those kids.”

But Gambrel refused to accept this. She took Ryan to Cincinnati Children’s Hospital Medical Center where they discovered Ryan was dealing with dyslexia. The school gave him an Individualized Education Plan (IEP), and Gambrel bounced ideas off other parents, school staff and Community Learning Center (CLC) partners.

Together, they found the Children’s Basic Reading Program, offered through Literacy Network of Greater Cincinnati.

To help Ryan get on track, he also went to the after-school program during second and third grade. In third and fourth grade, he went to the Masonic Learning Center for tutoring. And throughout elementary school, he participated in Whiz Kids tutoring on Monday evenings.

“He was basically tutored five days per week,” Gambrel said. “He had to work 10 times harder than anyone else, and he still does.”

To proactively find and track the services Ryan was receiving, the YMCA Resource Coordinator at Pleasant Ridge Montessori used The Learning Partner Dashboard, a resource that helps track the services students are receiving from various partners. Cincinnati Public Schools and The StrivePartnership partnered with a Microsoft volunteer and P&G to build the system. Together, they organized a virtual “Give Camp,” allowing 20 developers from across the country to help in the development.

“LPD really showed us what services and interventions we needed for students, and Ryan was in a gap,” the Resource Coordinator said. “We needed to pull together all our resources and programs to develop an intervention for him. So much of what we were doing before that was reactive. This helped us to target students with programs that would benefit them, and find the gaps to fill.”

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LPD was designed to enable student-level academic and non-academic data to be shared appropriately across partners in a timely manner. The system supports educational leaders and youth service professionals, empowering them to take action that impacts student performance and achievement, while looking at data to make informed decisions.

Now, as a 7th grader, Ryan started at Walnut Hills High School, far surpassing his own expectations.

“As soon as he passed the test, he was like, ‘Heck with that. I’m going to Walnut Hills!’” Gambrel said. “He’s never looked back. He’s so happy, and I’m so proud of him.”
Changing Education through Improvement Science
Cincinnati Children’s Hospital Medical Center (CCHMC) is known throughout the country for providing world class care. Many attribute the hospital’s success to its relentless pursuit of process improvement.

Last year, the StrivePartnership and CCHMC began engaging more deeply in their partnership to think about what it would look like to take the hospital’s success in improvement science and use it to transform outcomes for kids in the education world. “The global objective for StrivePartnership and CCHMC is to build our capacity as a community to use data to drive action to transform outcomes for kids,” said Greg Landsman, Executive Director of the StrivePartnership.

As a first step, all of the StrivePartnership staff successfully completed CCHMC’s Rapid Cycle Improvement Collaborative (RCIC). RCIC is an improvement science training series that provides participating groups an introduction to quality improvement tools.

Over the course of 120 days, RCIC orients participants to mapping processes, failure and root cause analyses, identifying key drivers and implementing small tests of change. It’s through these small tests of change that teams learn how they are able to move the needle.

Covington Partners was the first partner organization to participate in RCIC. The team, coached by StrivePartnership staff Angie Okuda, focused on increasing the percentage of mentored students at Holmes Middle School and Holmes High School who attain perfect weekly attendance. “RCIC allowed our team to dive into attendance for our mentored students and really try some new tactics to get our students to come to school more regularly,” Covington Mentoring Program Outreach Coordinator Renee Mains said. “We also learned to stop and think about the root cause of the attendance issue and not jump straight to our assumptions or to interventions.”

In the coming year, the initial focus will be on early literacy. Leveraging momentum created by the Cincinnati Preschool Promise, Read On! Campaign and Ohio’s Third Grade Reading Guarantee, StrivePartnership launched an Early Literacy Continuous Improvement Collaborative consisting of leaders from Cincinnati Public Schools, CCHMC, Success By 6, and the Carnegie Foundation.

Uma Kotagal, Senior Vice President of Quality, Safety and Transformation at CCHMC explains the rationale for the initial focus: “In health care, we focus on eliminating serious safety incidents in which a child is irreparably harmed. In education, the serious safety incident is children not reading on grade level by third grade. That’s the event that changes the trajectory of their entire lives.”

In the coming year, CCHMC and the StrivePartnership are working together to leverage the best of what Children’s has to offer, adapt a training series for the education sector, and work together to fundamentally change how data is used to deliver services to students.
Raising the Bar for All Students
Glenn O. Swing Elementary School in Covington, Kentucky, is doing something right. It recently saw impressive test results across the board, and was recognized by the state as a distinguished school.

Open Communication & Family Engagement
With an open-door policy, Glenn O. Swing (GOS) ensures parents and families feel welcome to ask questions and share thoughts at any time. “I believe in what we do here, and I tell parents that,” said principal Scott Alter.

The school provides transparent and frequent communications through principal newsletters, monthly updates on each grade level, and active social media accounts.

To GOS, parent involvement doesn’t just mean open communication and once-a-year parent-teacher conferences; it means encouraging parents to get involved in their child’s educational experience. “We’re very successful as far as parent involvement is concerned,” Sarah Hunt, GOS Family Resource Center Coordinator, said. “We invite parents to everything we do.”

Cultural Competency
To better relate to students, the school offers various cultural competency learning opportunities to its staff. GOS offers home visitations, allowing staff to experience student life outside school. Teachers are encouraged to tour Covington and participate in trainings to help understand cultural differences.

The school also planned an all-staff book study of “Teaching with Poverty in Mind,” by Eric Jensen. The book examines how schools can improve academic achievement and life readiness of economically disadvantaged students. GOS has found that cultural competency improves overall outcomes.

“I believe in what we do here, and I tell parents that.”

“We want to understand where kids are coming from without letting that be an excuse for student achievement,” Alter said. “We hold high expectations for our kids no matter what.”

The Results
The staff constantly watches student data to improve and accelerate student achievement. The school has developed a “pipeline of support” and the efforts are paying off. GOS was recently recognized in the top 10 percent of schools for growth in Kentucky.

“We have a very hard working staff,” Alter said. “Our teachers have bought into the whole package.”

And the whole package — including open communication, family engagement, cultural competency, intentionally using the “right data” — has helped Glenn O. Swing close the achievement gap and improve success for all its students.
n order to ensure the success of every child, we must continue to accomplish big things for our region—together. **Here are the top existing and emerging efforts that StrivePartnership will be focused on this year:**

**3rd Grade Reading Network**
The 3rd Grade Reading Network will create stronger connections between sectors to dramatically increase the number of 3rd graders reading on grade level.

**The Cincinnati Preschool Promise**
Building on the work of Success By 6, the Cincinnati Preschool Promise is working toward ensuring that every child will have access to two years of high-quality, affordable preschool.

**Every Child Capital Venture Fund**
Every Child Capital is a new model for philanthropic investing that seeks to improve third grade reading by investing in best practice interventions and securing a public exit strategy if results are achieved.

**High School Graduation and College and Career Readiness Network**
In collaboration with United Way of Greater Cincinnati, StrivePartnership will launch this network to drive both high school graduation and college and career readiness.

**The Persistence Project**
This postsecondary collaborative will work to spread postsecondary persistence and completion best practices throughout all our work, beginning with tackling one of the biggest barriers to postsecondary completion: math.

**Be the Change**
In addition to ensuring that every child has a one-on-one tutor, in partnership with Cincinnati Public Schools and Cincinnati Youth Collaborative, we will begin creating volunteer pathways along the entire continuum.

**ImpactU**
Through a transformative partnership with Cincinnati Children’s Hospital Medical Center, ImpactU will develop the capacity of community health and education partners to do continuous improvement by providing training and ongoing coaching.

**Spreading Best Practices for Closing the Achievement Gap**
Building on the amazing work of Glenn O. Swing Elementary, the partnership will work to expose all schools to best practices for closing the achievement gap.

**Communications & Engagement**
StrivePartnership will continue lifting up the stories of our many partners through our bi-weekly newsletter “Three Big Things” and our weekly radio show “Class is in Session.” The partnership will continue identifying ways to invigorate our communications, community engagement, and advocacy work.

**We need you**
In order to change outcomes for kids in our region, we need your help: please consider being a tutor or volunteering your time in some capacity. Visit www.strivepartnership.org to learn how to connect with our staff or call (513) 929-1145.
The StrivePartnership convenes community partners around a shared vision of improving academic success for children in our urban core from cradle to career. The StrivePartnership serves as a catalyst for innovation, measurement and investment in driving systemic change. We offer the supports that lift up and strengthen the work of our partners through these activities:

- Helping partners use data more effectively to serve students better (data-driven decision-making)
- Building capacity and expertise among partners to improve programs and processes that produce results for our children (continuous quality improvement)
- Engaging with a broad array of community voices to drive unified education strategies and solutions (advocacy alignment)
- Mobilizing resources and expertise to accomplish big things (leading systems change)

**The StrivePartnership Executive Committee**

Alvin Garrison  
Covington Independent Public Schools

Betsy Neyer  
School Outfi tters

Bill Scheyer  
Vision 2015

Brian Carley  
Cincinnati Chamber of Commerce

Courtney Howard Hodapp  
JPMorgan Chase

Donna Jones Baker  
The Urban League of Greater Southwestern Ohio

Dr. O’doll Owens  
Cincinnati State Community & Technical College

Ed Hughes  
Gateway Community & Technical College

Fr. Michael Graham  
Xavier University

Gary Lindgren  
Cincinnati Business Committee

Geoffrey Mearns  
Northern Kentucky University

Gwen Robinson  
Cincinnati-Hamilton County Community Action Agency

Jim Rigg  
Archdiocese of Cincinnati

John Pepper  
Procter & Gamble Co.

Judy Peppler  
KnowledgeWorks Foundation

Julie Sellers  
Cincinnati Federation of Teachers

Kathryn Merchant  
The Greater Cincinnati Foundation

Kay Geiger  
PNC Bank

Kelly Middleton  
Newport Independent Public Schools

Lathel Bryant  
Parents for Public Schools

Lee Carter  
Cincinnati Children’s Hospital Medical Center

Leshia Lyman  
United Way of Greater Cincinnati

Leslie Maloney  
Haile/U.S. Bank Foundation

Mary Ronan  
Cincinnati Public Schools

Nancy Swanson  
Procter & Gamble Co.

Polly Lusk Page  
NKY Education Council

Robert Reifsnyder  
United Way of Greater Cincinnati

Sandy Walker  
YMCA of Greater Cincinnati

Santa Ono  
University of Cincinnati

Steve Shifman  
Michelman

Tom Dewitt  
Cincinnati Children’s Hospital Medical Center

Vicki Gluckman  
Success By 6

*For a list of all of our partners, please visit our website: www.strivepartnership.org*