“Put concerned people in one room, agree upon statistically definable goals, and then coordinate action and spend the dollars to hit the targets.”

Peter Goodman on The Strive Partnership Huffington Post (June 11, 2012)
Who We Are

Determined to improve academic success in the Greater Cincinnati region’s urban core, a group of leaders from various sectors, including early childhood educators, school district superintendents, college and university presidents, business and non-profit leaders, and community and corporate funders, came together in 2006 to form The Strive Partnership.

These leaders had no intention of launching a new program, but rather a collective effort to transform the larger system of education and learning by aligning their work and investments to a common vision, a set of shared outcomes, and a belief that we can achieve greater impact — together.

The partnership’s work spans the cradle to career continuum, and is focused on achieving “collective impact” through:

- Collaborative action around shared priorities and outcomes
- Building a culture of continuous improvement by using data effectively to drive improved results for children and students, and
- Aligning our community’s leadership capacity and funding to what works for children and students.

The partnership is driven by five shared goals: that every child:

- Is prepared for school
- Is supported inside and outside of school
- Succeeds academically
- Enrolls in some form of postsecondary education, and
- Graduates and enters a meaningful career.

To measure its progress, the partnership now has eight shared outcomes for student success, which are tracked and reported on annually:

1. Kindergarten readiness rates
2. 4th grade reading proficiency
3. 8th grade math proficiency
4. High school graduation rates
5. ACT scores
6. Postsecondary enrollment rates
7. Postsecondary retention rates
8. Postsecondary completion rates
The Strive Partnership is committed to improving student achievement from cradle to career in the cities of Cincinnati, Covington and Newport. The logos displayed represent the members of The Strive Partnership Executive Committee — a cross-sector governing board for the partnership. The strength of the partnership is in its diverse membership. Collectively, we can have the greatest impact on the shared vision of students becoming productive citizens and creating thriving cities. For more information please visit: www.strivetogther.org.
Dear Community Partners:

Thanks to many of you, student success in the urban core of our region continues to grow. While we have a long way to go, 89 percent of the partnership’s measures are trending in the right direction. That’s up from 81 percent last year, and 68 percent three years ago. While progress is being made, the partnership will continue its collective efforts until every child is succeeding, every step of the way, cradle to career.

In this year’s partnership report, you’ll find the most recent data on the shared outcomes of the partnership. You will also find, for the first time, the results of a comprehensive evaluation of Strive’s role, the value we add, and the areas for improvement. We believe strongly in continuous improvement, and will practice what we preach. Look for significant changes in 2013 as we respond to the evaluation.

You will also learn what the partnership is focused on now — and into the future.

For those of you that are engaged in this collective work, thank you. For those of you that may be learning about us for the first time, we hope you join what we believe is a transformative partnership committed to improving the lives of every child in Cincinnati, Covington, and Newport.

Sincerely,

Kathy Merchant  Greg Landsman
Chair, The Strive Partnership  Executive Director, The Strive Partnership

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The Strive Partnership
Executive Committee
(Alphabetized by organization)

Jim Rigg  Archdiocese of Cincinnati
Tom Dewitt  Children’s Hospital Medical Center
Gary Lindgren  Cincinnati Business Committee
Ellen van der Horst  Cincinnati USA Regional Chamber
Julie Sellers  Cincinnati Federation of Teachers
Mary Ronan  Cincinnati Public Schools
Dr. Odell Owens  Cincinnati State Community & Technical College
Lynda Jackson  Covington Independent Public Schools
Ed Hughes  Gateway Community & Technical College
Kathryn Merchant  Greater Cincinnati Foundation
Tim Tuff  KnowledgeWorks Foundation
Chad Wick  KnowledgeWorks Foundation
Lynn Marmer  Kroger
Cinnamon Pelly  JPMorgan Chase
Kelly Middleton  Newport Independent Public Schools
Polly Lusk Page  NKY Education Council
Jan Hilliard  Northern Kentucky University
Geoffrey Mearns  Northern Kentucky University
Rolonda Smith  Parents for Public Schools
Kay Geiger  PNC Bank
John Pepper  Procter & Gamble Co.
Nancy Swanson  Procter & Gamble Co.
Vicki Gluckman  Success By 6
Helen Carroll  Toyota
Leslia Lyman  United Way of Greater Cincinnati
Robert Reifsnyder  United Way of Greater Cincinnati
Santa Ono  University of Cincinnati
Donna Jones Baker  Urban League of Greater Cincinnati
Leslie Maloney  Haile/US Bank Foundation
Bill Scheyer  Vision 2015
Fr. Michael Graham  Xavier University
Sandy Walker  YMCA of Greater Cincinnati
Collaborative Action around Shared Priorities and Outcomes

Read On! Campaign for Early Grade Level Reading  The Strive Partnership, the Northern Kentucky Education Council, and United Way of Greater Cincinnati’s Success By Six® are moving forward with a multi-year, regional campaign to further improve school readiness and 3rd grade reading success. Collaboratives and work groups are addressing the campaign’s key strategies: School Readiness, School Attendance, Summer Learning, Community Will & Parent Engagement and Literacy Intervention. A successful soft launch of the campaign took place in early November during a government forum, “Mayors for Education”, led by the campaign’s co-chairs Brent Cooper and President Santa Ono. A Community Will/Parent Engagement Task Force is developing a strategic plan for the campaign’s hard launch, which will take place in mid-2013.

Building a Culture of Continuous Improvement

Learning Partner Dashboard (LPD)  LPD has been implemented across CPS and data are entered regularly. Many participating schools are now using data from the LPD to inform their work and better meet the needs of our students. For example, Pleasant Ridge Montessori carefully examined data to ensure that targeted students were benefiting from volunteer tutoring. By doing so, the school was able to identify ways to improve the tutoring program and saw significant academic improvements for the students involved. Students who were in the daytime volunteer tutoring program in 2011–12 improved 204 points on their state exams on average, compared to 70–75 points school-wide. The school also jumped two state rating categories — from Academic Emergency to Continuous Improvement. In Covington, data have been entered from various tests and assessments along with data from Covington Partners and its community learning centers initiative. Covington is now prepared to have student support teams in schools trained to use data and the LPD to support student needs. An enhanced version of LPD, to be named Student Success Dashboard (SSD), is in the first phase of development and is planned to be released in 2013. SSD will build off of and improve the functionality of LPD, as well as be designed on a cloud-based platform that will be easier to scale to other sites.

Aligning Resources to What Works

Be the Change  Through the leadership of three co-chairs and a strong partnership with United Way, Be the Change has built tremendous momentum in the corporate community to recruit tutors for Cincinnati Public Schools (CPS) in grades 3–8. Partners gained the support of more than 30 CEOs who have launched workplace campaigns, and have recruited over 900 tutors during the 2012–13 school year. The Strive Partnership, CPS, and the Mayor’s office also received a $40,000 grant from Target to pilot early literacy tutoring in five elementary schools and begin charting a path for volunteers to support the literacy needs of students grades K–3.
Data Summary

The Strive Partnership outcome indicators represent a snapshot of local education data from birth through college for the urban core of the Cincinnati/Northern Kentucky region. Please use caution when attempting to make comparisons across the data. In some cases data is comparable, but the intent of reporting is to put the data out there, stimulate discussion and help us to identify additional data that is needed as well as support to affect the outcome. The promise of the partnership is that collectively we can have a greater impact on improving these outcomes. As you will read, The Strive Partnership is launching a Race and Equity Task Force in 2013, and with a set of recommendations, we’ll also release the indicator data by income, race, and gender where possible.

These summary tables provide a useful overview of all the indicators by goal and institution. Included are the current data, target (if available), and change since the most recent and baseline years. Partners have asked to have the data reported on a more real-time basis. As a result, we are providing a high level summary here, but the full set of data and trends, along with much more information on each indicator, are available on The Strive Partnership website at: reportcard.strivetogether.org.

Quick Highlights

- Kindergarten readiness is 55% for Cincinnati for the 2012–13 school year, representing an 11 point gain since the baseline year.
- Fourth grade reading achievement has been trending up at CPS — with an increase of 16 points since the baseline year.
- First to second year college retention has remained relative steady since the baseline year at the 2 year institutions, and increased at the 4 year institutions. Cincinnati State and Gateway are at 56% and 67%, respectively; and NKU and UC are at 65% and 86%, respectively.

Changes in the Measures

- For the first time, Kentucky is implementing a common screening for all children entering kindergarten. Northern Kentucky is a leader in this state-wide effort, and Covington and Newport are both piloting the BRIGANCE® Kindergarten Screener. This is a brand new kindergarten screener and is not comparable to data on kindergarten readiness from previous years, nor to the KRA-L in Cincinnati. The BRIGANCE Basic Screen measures a child’s cognitive, language and motor skills. The percent ready for Covington and Newport is 21% and 18%, respectively. For context, the average score across all the pilot sites in Kentucky is 28%.
- Kentucky is the first state in the nation to adopt the Common Core standards in reading and math and the first to report test results. Kentucky will be reporting new interim achievement test data this year, making the data incomparable to previous years. Ohio’s achievement test data will remain consistent for the next two years, but will also be moving to a common core assessment in 2014–15.
- Kentucky moved to a new high school graduation rate calculation last year — the Averaged Freshman Graduation Rate, which is an estimate of graduates based on enrollment and graduates. They will be moving to the new four year adjusted cohort rate in 2014. Ohio is reporting the four year adjusted cohort rate officially this year, making the data incomparable to previous years. However, there are concerns about the accuracy and reliability of the state student identification (SSID) system. The high mobility of CPS students makes accurate tracking problematic. The district estimates the actual graduation rate is closer to 75%.
The Strive Partnership established a committee of local data experts to help develop the partnership’s outcome indicators. The set of criteria for selecting indicators include:

- The indicator should be population based, representing conditions at the community level and not at the programmatic level
- The indicator must be a valid measure of concepts outlined on the Strive Student’s Roadmap to Success, measuring student success from birth through college and into a career
- The indicator must be easily understandable to local stakeholders
- The indicator must be reasonably similar across states and school districts
- The data must be produced by a trusted source
- Priority is given to including indicators that are equivalent across school districts and that have the ability to be compared
- All or most of the indicators must be affordable to gather and report
- The data should be available consistently over time
- The indicator should be changeable to a significant degree by local action and be useful in the day to day work of organizations and collaboratives that are working to improve student outcomes

Goal 1 Every child will be prepared for school
Percent of students assessed as ready for school — 2012–12 school year

### CINCINNATI

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready for Kindergarten (KRA-L)</td>
<td>55%</td>
<td>+11 (2005)</td>
<td>-2</td>
<td>75%</td>
<td>2020</td>
</tr>
</tbody>
</table>

### COVINGTON

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready for Kindergarten (BRIGANCE)</td>
<td>21%*</td>
<td>na</td>
<td>na</td>
<td>&gt;85%</td>
<td>2020</td>
</tr>
</tbody>
</table>

### NEWPORT

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready for Kindergarten (BRIGANCE)</td>
<td>18%*</td>
<td>na</td>
<td>na</td>
<td>&gt;85%</td>
<td>2020</td>
</tr>
</tbody>
</table>

*Note: Data are not comparable across states; The BRIGANCE® is a brand new kindergartner screener, and data for Covington and Newport are not comparable to kindergarten readiness data from previous years. For context, the average score across all the pilot sites in Kentucky is 28%.
Goal 2, 3 & 4  Every student will be supported, succeed academically and enroll in college.
2011–12 school year

### CINCINNATI PUBLIC SCHOOLS

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade Reading</td>
<td>71%</td>
<td>+16 (2004)</td>
<td>nc</td>
<td>84%</td>
<td>2013</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>68%</td>
<td>+31 (2004)</td>
<td>+7</td>
<td>72.3%</td>
<td>2013</td>
</tr>
<tr>
<td>HS Graduation Rate</td>
<td>63.9%</td>
<td>na</td>
<td>na</td>
<td>95%</td>
<td>2013</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>18.7</td>
<td>+0.6 (2004)</td>
<td>+0.6</td>
<td>19</td>
<td>2013</td>
</tr>
<tr>
<td>College Enrollment</td>
<td>65%</td>
<td>+7. (2004)</td>
<td>nc</td>
<td>70%</td>
<td>2013</td>
</tr>
</tbody>
</table>

Note: Ohio has switched to the new four year adjusted cohort graduation rate calculation this year, making data incomparable to previous years.

### COVINGTON INDEPENDENT SCHOOLS

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade Reading</td>
<td>34.1%</td>
<td>na</td>
<td>na</td>
<td>+10%</td>
<td>2013</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>20.1%</td>
<td>na</td>
<td>na</td>
<td>+10%</td>
<td>2013</td>
</tr>
<tr>
<td>HS Graduation Rate</td>
<td>61.8%</td>
<td>+1.1 (2010)</td>
<td>+1.1</td>
<td>70%</td>
<td>2013</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>15.9</td>
<td>-1 (2009)</td>
<td>-5</td>
<td>17.4</td>
<td>2013</td>
</tr>
<tr>
<td>College Enrollment</td>
<td>67%</td>
<td>+18 (2004)</td>
<td>+3</td>
<td>75%</td>
<td>2015</td>
</tr>
</tbody>
</table>

Note: Kentucky has moved to a new interim achievement test, making the data incomparable to previous years. Kentucky is in the second year of reporting the Averaged Freshman Graduation Rate, an interim calculation before moving to the new cohort rate in 2014. Achievement test data are not comparable across states.

### NEWPORT INDEPENDENT SCHOOLS

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade Reading</td>
<td>13.6%</td>
<td>na</td>
<td>na</td>
<td>50%</td>
<td>2013</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>38.2%</td>
<td>na</td>
<td>na</td>
<td>50%</td>
<td>2013</td>
</tr>
<tr>
<td>HS Graduation Rate</td>
<td>64.1%</td>
<td>+2.1 (2010)</td>
<td>+2.1</td>
<td>70%</td>
<td>2013</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>17.8</td>
<td>+1.1 (2009)</td>
<td>+1.1</td>
<td>18.6</td>
<td>2013</td>
</tr>
<tr>
<td>College Enrollment</td>
<td>51%</td>
<td>+5 (2004)</td>
<td>-1</td>
<td>75%</td>
<td>2014</td>
</tr>
</tbody>
</table>

Note: Kentucky has moved to a new interim achievement test, making the data incomparable to previous years. Kentucky is in the second year of reporting the Averaged Freshman Graduation Rate, an interim calculation before moving to the new cohort rate in 2014. Achievement test data are not comparable across states.

### URBAN CINCINNATI ARCHDIOCESAN SCHOOLS

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade Reading</td>
<td>63 NP</td>
<td>+4 NP (2011)</td>
<td>+4 NP</td>
<td>+2%/yr 12/13</td>
<td></td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>69 NP</td>
<td>+7 NP (2011)</td>
<td>+7 NP</td>
<td>+2%/yr 12/13</td>
<td></td>
</tr>
<tr>
<td>HS Graduation Rate</td>
<td>89%</td>
<td>+5 (2007)</td>
<td>nc</td>
<td>92%</td>
<td>12/13</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>23.7</td>
<td>+1.3 (2004)</td>
<td>+0.5</td>
<td>24.2</td>
<td>12/13</td>
</tr>
</tbody>
</table>

Note: The Archdiocese of Cincinnati and Diocese of Covington use the Iowa Test of Basic Skills and report the data as a national percentile (NP) score.

### URBAN COVINGTON AND NEWPORT DIOCESAN SCHOOLS

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade Reading</td>
<td>64 NP</td>
<td>-9 NP (2011)</td>
<td>-9 NP</td>
<td>TBD</td>
<td>11/12</td>
</tr>
<tr>
<td>7th Grade Math</td>
<td>57 NP</td>
<td>+7 NP (2011)</td>
<td>+7 NP</td>
<td>TBD</td>
<td>11/12</td>
</tr>
<tr>
<td>HS Graduation Rate</td>
<td>94%</td>
<td>+5 (2006)</td>
<td>nc</td>
<td>TBD</td>
<td>11/12</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>22.5</td>
<td>+.7 (2005)</td>
<td>nc</td>
<td>TBD</td>
<td>11/12</td>
</tr>
</tbody>
</table>

Note: The Archdiocese of Cincinnati and Diocese of Covington use the Iowa Test of Basic Skills and report the data as a national percentile (NP) score.

The complete set of data and trends are available online and updated on a regular basis. Please visit reportcard.strivetogether.org. For additional data available by school district, school building, and institution, please visit www.factsmatter.info.
**Goal 5** Every student will graduate and enter a career.  
2011–12 school year

### CINCINNATI STATE TECHNICAL AND COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Retention Rate (Local Students)</td>
<td>56%</td>
<td>+1 (2005)</td>
<td>+5</td>
<td>58%</td>
<td>2014</td>
</tr>
<tr>
<td>College Completion: Total Credentials Awarded (Local Students)</td>
<td>337</td>
<td>+142 creds.</td>
<td>+22 creds.</td>
<td>400</td>
<td>2014</td>
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### GATEWAY COMMUNITY AND TECHNICAL COLLEGE

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
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<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Retention Rate (Local Students)</td>
<td>67%</td>
<td>nc (2005)</td>
<td>+3</td>
<td>75%</td>
<td>15/16</td>
</tr>
<tr>
<td>College Completion: Total Credentials Awarded (Local Students)</td>
<td>121</td>
<td>+63 creds.</td>
<td>-5 creds.</td>
<td>240</td>
<td>15/16</td>
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### NORTHERN KENTUCKY UNIVERSITY

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Retention Rate (Local Students)</td>
<td>65%</td>
<td>+6 (2005)</td>
<td>-5</td>
<td>tbd</td>
<td>tbd</td>
</tr>
<tr>
<td>College Completion: Six-Year Graduation Rate (Local Students)</td>
<td>35%</td>
<td>+15 (2001)</td>
<td>-1</td>
<td>41%</td>
<td>2015</td>
</tr>
</tbody>
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### UNIVERSITY OF CINCINNATI

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Current. pct. or avg</th>
<th>Change since baseline year</th>
<th>Change since recent year</th>
<th>Current Target</th>
<th>Target Year</th>
</tr>
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<tbody>
<tr>
<td>College Retention Rate (Local Students)</td>
<td>86%</td>
<td>+5 (2005)</td>
<td>-3</td>
<td>90%</td>
<td>2019</td>
</tr>
<tr>
<td>College Completion: Six-Year Graduation Rate (Local Students)</td>
<td>58%</td>
<td>+11 (1999)</td>
<td>+3</td>
<td>75%</td>
<td>2019</td>
</tr>
</tbody>
</table>

“The Strive Partnership’s approach to academic achievement in the urban core displays the value of bringing leaders from various sectors together to address a common concern of the community.”

Lynda Jackson, Covington Independent Schools

These data represent students from local urban schools within the boundaries of Cincinnati, Covington, and Newport.
What It Takes to Get to “Every Child”

In addition to reporting the percentages this year, 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 Strive Partnership’s mission of Every Child, Every Step of the Way, Cradle to Career. Looking beyond the percentages, and focusing on the children and students has been inspirational for us. We hope it will be inspirational for you too.

<table>
<thead>
<tr>
<th>CINCINNATI PUBLIC</th>
<th>Number of students to reach 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Readiness</td>
<td>1283</td>
</tr>
<tr>
<td>4th Grade Reading</td>
<td>651</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>713</td>
</tr>
<tr>
<td>High School Graduation</td>
<td>977</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>608</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COVINGTON INDEPENDENT</th>
<th>Number of students to reach 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Readiness</td>
<td>330</td>
</tr>
<tr>
<td>4th Grade Reading</td>
<td>221</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>182</td>
</tr>
<tr>
<td>High School Graduation</td>
<td>102</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEWPORT INDEPENDENT</th>
<th>Number of students to reach 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Readiness</td>
<td>154</td>
</tr>
<tr>
<td>4th Grade Reading</td>
<td>124</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>71</td>
</tr>
<tr>
<td>High School Graduation</td>
<td>57</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>49</td>
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<table>
<thead>
<tr>
<th>CINCINNATI STATE</th>
<th>Number of students to reach 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Success Rate, associates (first to second year, same or different institution)</td>
<td>38</td>
</tr>
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<table>
<thead>
<tr>
<th>GATEWAY</th>
<th>Number of students to reach 100%</th>
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</thead>
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<tr>
<td>Postsecondary Success Rate, associates (first to second year, same or different institution)</td>
<td>19</td>
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<table>
<thead>
<tr>
<th>NORTHERN KENTUCKY UNIVERSITY</th>
<th>Number of students to reach 100%</th>
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<tr>
<td>Postsecondary Success Rate, bachelors (first to second year, same or different institution)</td>
<td>59</td>
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<table>
<thead>
<tr>
<th>UNIVERSITY OF CINCINNATI</th>
<th>Number of students to reach 100%</th>
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<tbody>
<tr>
<td>Postsecondary Success Rate, bachelors (first to second year, same or different institution)</td>
<td>24</td>
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</tbody>
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<table>
<thead>
<tr>
<th>URBAN CORE TOTALS</th>
<th>Number of students to reach 100%</th>
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<tbody>
<tr>
<td>Kindergarten Readiness</td>
<td>1768</td>
</tr>
<tr>
<td>4th Grade Reading</td>
<td>996</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>965</td>
</tr>
<tr>
<td>High School Graduation</td>
<td>1135</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>712</td>
</tr>
<tr>
<td>Postsecondary Success Rate</td>
<td>140</td>
</tr>
</tbody>
</table>

Notes:
- The data presented are intended to capture the number of students needed to reach 100% in the partnership’s key outcomes in addition to percentages.
- The calculations are based on the best available data and are intended to capture the numbers as simply as possible.
- Data for kindergarten readiness, 4th grade reading, 8th grade math and high school graduation come from the Strive Report Card and the state departments of education.
- Data for college enrollment and retention come from the state departments of education and the district National Student Clearinghouse reports.
- Postsecondary retention data is based on first time, full time, degree seeking students. This data also reflects students who are enrolled in other institutions.
The Eight Indicators of Student Success

The work of the partnership is focused on generating results through collaborative action and the effective use of data. The partnership supports collaborative action by 1) facilitating new collaboratives in developing data-driven action plans that work toward achieving a shared set of objectives and 2) providing intentional support to well-established collaboratives. This year, the partnership offered coaching, facilitation, data analysis, grant writing, and communications support to collaboratives as a way to support their efforts to advance their shared outcomes. Mentioned later in our “A Look Ahead” section, the partnership is engaged in a strategic planning process to identify the set of strategies that produce the greatest impact for each of the eight indicators on the student success roadmap.

The “Enter a Career” portion of the partnership’s fifth goal has been difficult to measure. Recognizing that this is a very important outcome, this year we will work with Partners for a Competitive Workforce and the Community Research Collaborative to identify and begin reporting a ninth outcome indicator to measure the successful transition to a meaningful career in next year’s report.

Collaborative work
(defined in partnership with United Way of Greater Cincinnati)

A collaborative is a body that demonstrates:
- shared decision-making,
- shared resources,
- shared accountability, and
- shared outcomes among participating organizations.
Postsecondary Retention

Postsecondary Completion
Collaborative Action around Shared Priorities and Outcomes

Kindergarten Readiness

United Way of Greater Cincinnati’s Success By Six® Initiative (SB6) Led by United Way of Greater Cincinnati, SB6 works to identify gaps in services and strengthen others to help children enter kindergarten prepared. They work to raise awareness about the importance of the early years and to make early childhood a top priority for resources and funding. The partnership is involved with both SB6 in Hamilton County and Northern Kentucky providing facilitation and data analysis support. The SB6 collaborative supports the work of both Every Child Succeeds and Consortium for Resilient Young Children.

Every Child Succeeds Every Child Succeeds (ECS) is a home visitation program that promotes healthy and positive child development and parenting skills. Families who are engaged in ECS receive services to help their child develop during the first three years of life. This is done through a caring and trusting relationship facilitated by a home visitor with a mother. The partnership is providing information and support to help empower mothers to complete their high school diploma or receive their GED.

Consortium for Resilient Young Children

Consortium for Resilient Young Children is a collaborative that brings together mental health and early childhood agencies to promote the social and emotional development and well-being of young children. The partnership provides additional support in communications to raise awareness of the importance of social and emotional development in young children.

4th Grade Reading

Read On! — The Early Grade-Level Reading Campaign Recognizing that early interventions are a better solving mechanism than retention, Read On! our early grade-level reading campaign is dedicated to increasing early reading success throughout Cincinnati and Northern Kentucky. Our campaign focuses on low-income, high need Cincinnati Public and Northern Kentucky Schools.

Cincinnati/Northern Kentucky Arts Education

Partners have joined together to work with arts and cultural organizations throughout the region, teachers, teaching artists, school districts, and colleges and universities, to encourage excellence in arts-in-education practice. This collaborative is in its third year of an extensive study evaluating the impact that integrating arts education into the school curriculum has on reading achievement. The partnership provides data analysis support for the arts integration pilot program so that Arts Education can bring arts-based learning experiences to students in select CPS schools.

“The partnership’s focus on collaborative action is meaningful... it is through multiple perspectives and experiences that we are able to develop solutions that will help improve student achievement.”

Rob Reifsnyder, United Way of Greater Cincinnati
“The Strive Partnership recognizes the importance of not only college enrollment, but in college preparedness — which is essential to a college student’s success.”

Ed Hughes, Gateway Community and Technical College

8th Grade Math

Greater Cincinnati STEM Collaborative (GCSC) GCSC is a cross sector collaborative of STEM educators and professionals to increase student access to authentic STEM experiences at each grade level. The goal of the collaborative is to support teacher development in the Common Core standards and 21st Century Learning to positively impact math and science scores, and market/communicate STEM in meaningful ways to students, parents, and other influencers of STEM education. The partnership is aligning financial resources from the region’s corporate community to support these efforts, and provides project management and research support for the collaborative’s data driven action plan.

High School Graduation Rates and ACT Scores

MentoringWorks This collaborative continues to create and implement recruitment and training strategies for mentors within Cincinnati and Covington schools. The partnership helps facilitate the collaborative to identify best practices to ensure students who need and/or want a mentor are provided one, and increase the number of positive outcomes for youth engaged in a mentoring program.

Youth Career Access Network Youth CAN is a collaborative that ensures improved coordination of partner services and establishes standardized best practices in order to provide low income youth, ages 14–24, with services that increase the likelihood of successful transition from school to career.
Postsecondary Enrollment

**College Access Alliance**  The College Access Alliance is focusing on building a college-going culture within Cincinnati Public Schools (CPS) through the ongoing support of the Greater Cincinnati Foundation. The goal of the collaborative is to increase post-secondary enrollment for CPS students by 10% by 2015.

**Covington Partners**  Covington Partners supports the work of six collaboratives, which are focused on planning, funding, implementing, and evaluating local initiatives that benefit the students and families of Covington. Over the past year, Covington Partners, along with their six collaboratives have worked with a facilitator from the partnership to strengthen their action plans and grow upon their strong foundation of success.

“**We are all in this together. Personally this is becoming possibly the single most enlightening and engaging initiative that I’ve been involved with in my 29 years of education.”**

Steve Geresy, Hamilton County Education Service Center

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**Postsecondary Retention and Completion**

**Pathways to Success**  The three-year Pathways to Success project has been developed to align with the partnership’s goal of achieving postsecondary enrollment and graduation for every student in the region. The project aims to establish and implement best practices for postsecondary student success, baccalaureate transfer, and graduation through collaborative action.

**Enter a Career**

**Talent Pipeline Initiative**  The Cincinnati USA Regional Chamber, Partners for a Competitive Workforce (PCW), and The Strive Partnership have joined together with many other partners to launch the Talent Pipeline Initiative to strengthen career exploration and readiness to prepare students for in-demand careers. The Talent Pipeline Initiative will build on Strive’s work driving student achievement from cradle-to-career, PCW’s work preparing our workforce for in-demand jobs, and the Chamber’s focus on growing key industry clusters in our region. Facing a growing shortage of skilled workers, our partners have identified a need to provide more robust career awareness programming, better connect employers with schools, and expand work experience opportunities for our youth. The Talent Pipeline Initiative promises to be a signature community initiative to provide a pipeline of prepared workers for employers across the region.

“We are all in this together. Personally this is becoming possibly the single most enlightening and engaging initiative that I’ve been involved with in my 29 years of education.”

Steve Geresy, Hamilton County Education Service Center
Building a Culture of Continuous Improvement

**Learning Partner Dashboard** LPD has been implemented across CPS and data are entered regularly. The use of the system has now been incorporated into the work of all 33 resource coordinators within CPS. In collaboration with United Way’s Success By 6® and INNOVATIONS (a community research and program evaluation resource provided by Children’s Hospital), enrollment and assessment data from early learning programs (including child care and home visitation programs, along with other programs participating in the Winning Beginnings early childhood care provider collaborative data system) will be connected to LPD. When evaluated, these data can be used to create easier transitions for students, maintain academic gains, and address student gaps.

**Teacher Principal Professional Development** Efforts continue to strengthen the teacher and principal professions, both of which are critical to student and school success. Cross-sector leaders from local colleges of education, school districts, the teacher’s union, and professional development training academies are working together on several initiatives, including principal leadership training, coordinated recruitment, alignment to high quality professional development, and teacher training reform.

**2020 Jobs Outlook** Partners for a Competitive Workforce joined together with Agenda 360, Vision 2015, and The Strive Partnership to produce the 2020 Jobs Outlook. The 2020 Jobs Outlook forecasts job growth, replacement needs, openings, wages, and the education and training required for more than 800 occupations. The 2020 Jobs Outlook can be used as a tool for universities and colleges to develop curriculum and course load that address the growing in-demand occupations and opportunities throughout the region. Work to improve school district-led career pathways as a result of the data will be underway in 2013.

**Summer Learning Evaluation** The evaluation of summer learning programs will assess student academic outcomes for more than 3,000 Cincinnati and Covington students who attended the following programs: Children’s Defense Fund’s Freedom Schools, which operated at four Cincinnati sites for the first time this year, Whole Again International’s 28 summer food enrichment programs, YMCA Summer Learning programs, Avondale Ecumenical Consortium and the Covington Summer Youth Program. The goal of this evaluation is to understand the degree to which students are accessing quality summer learning experiences and to understand their academic outcomes (including 3rd grade reading outcomes) compared to non-summer learning participants.

“The partnership’s data driven decision making aids in determining and establishing successful and sustainable practices that will allow our students to excel in school and ultimately in their careers.”

Nancy Swanson, Procter and Gamble
“As a funder, seeing community-wide progress in education gives me confidence in the partnership’s dedication to align community resources and funding to proven strategies.”

Cinnamon Pelly, JP Morgan Chase Foundation
Aligning Resources to What Works

**Social Innovation Fund**  The Cincinnati/Northern Kentucky Social Innovation Fund (SIF) is a partnership of 15 local grant-makers supporting innovative and effective community solutions. Launched in 2010 with support from a two-year $2,000,000 grant from the federal Corporation for National and Community Service, the SIF supports eight community organizations and collaboratives as they work to improve community conditions for children and young adults from cradle to career around five key outcomes: Kindergarten Readiness, Fourth Grade Reading, High School Graduation and College Preparedness, Postsecondary Enrollment and Completion, and Sustained Employment.

During the first year of services, the SIF-supported organizations expanded their programs to serve more than 2,500 additional children and young adults engaged in intensive continuous quality improvement, training and coaching, and designed and implemented rigorous evaluation plans.

**Read On! Venture Philanthropy Fund**  If we want to improve high school and college graduation rates, develop a more robust and attractive workforce, and fundamentally improve the quality of life for thousands of people in our region, our collective work must focus on two of the most critical milestones for student (and adult) success: school readiness and early grade-level reading. Failure to read proficiently is linked to higher rates of school dropout, which fundamentally affects an individual’s learning potential and success in the workforce. The Read On! Venture Philanthropy Fund is the Cincinnati/Northern Kentucky region’s most ambitious attempt to change outcomes for generations, and to do so with the nation’s first venture philanthropy fund dedicated entirely to school readiness and early reading success. Our partners are nearing the end of a six-month project with Community Wealth Ventures to test the feasibility of such a fund in which investments will be made to scale and spread evidence-based best practices around the campaign’s key strategies. Over forty local and national funders will be interviewed in early 2013.
The Strive Partnership Evaluation

Overview

In the Fall of 2011, The Strive Partnership engaged the OMG Center for Collaborative Learning (OMG) to conduct a qualitative assessment of its value added. While the partnership has demonstrated that community-wide progress is being made toward improving education in the Greater Cincinnati area, thanks to the hard work of its many partners, the partnership was interested in examining two areas:

1. The particular role(s) that it played (and plays) in catalyzing progress, and
2. Ways in which it could play an even stronger role in supporting future success.

OMG’s methodology for the assessment consisted of an online survey, a series of individual telephone interviews, and focus group discussions with partnership participants and stakeholders.

Based on survey results showing a gap in perceptions of the partnership between those closely connected with the partnership (on the Executive Committee) and those further out (on other committees and collaboratives), Strive decided to focus the interviews and group discussions on participants who are less closely involved and thus appear to be less satisfied with the partnership. This decision was motivated by Strive’s interest in pinpointing areas for improvement.

In addition to the OMG evaluation, the Greater Cincinnati Foundation (GCF) conducted a separate and smaller evaluation of the partnership’s work, as part of their support of The Strive Partnership and several other organizations in the region. GCF worked with another consulting firm, FSG, to support the evaluation and develop a community of practice. GCF will continue to provide ongoing evaluative and technical assistance support in the years ahead.

Results

The findings indicate that The Strive Partnership is recognized by participants as an asset that has added value to the Greater Cincinnati area. There is agreement on what Strive has done well to date, and how it has added value to community-level efforts. Most notably this has occurred when Strive has played the role of: convener, capacity builder, network weaver, and promoter of data-based decision-making.

- **Purpose** Nearly 80 percent of those surveyed believe the partnership’s vision and goals are clear, and 75 percent believe they are the right ones for our community.

Areas for Improvement and Response

- **Value-added** Strive has added value to community level efforts in its roles as a convener, capacity builder, network weaver and promoter of data-driven decision-making.
- **Membership** Stakeholders have varied perceptions of the benefits they should, and do, derive from participation in Strive. Those closest to Strive’s leadership perceive the greatest benefits.
- **Process and structure** There is a lack of clarity about the partnership’s structure, especially the role of the Executive Committee, and many providers feel removed from setting Strive’s agenda.
- **Staff and resources** Staff leadership is perceived to be strong and helpful, although many do not understand individual staff roles.
- **Communications** 83 percent of Executive Committee survey respondents — but only 56 percent of survey respondents overall — agree they are informed as often as they should be.
There is a lack of clarity about what “membership” or “affiliation” with Strive means, how it is defined, and who else is involved. Similarly, questions exist about the specific resources and supports that Strive can offer members.

Response:
- Define member vs. stakeholder, and develop plans to best add value to each.
- Define roles and benefits associated with membership.
- Expand the partnership to those committed to improving its shared goals and outcomes.

There is a lack of clarity around the partnership’s structure, roles, and responsibilities of the Executive Committee and Strive staff, especially for participants without direct connections to staff.

Response:
- Launch The Strive Partnership 3.0 to identify a set of shared strategies to help drive the partnership’s shared outcomes.
- Clarify the role and responsibility of each Executive Committee member.
- Clarify staff roles and responsibilities as well as resources available to members.
- Develop and distribute organizational charts to all stakeholders.

Varied opinions about how well-informed partners feel about what goes on in the Partnership. Internal communications mechanisms (in particular, emails) are perceived as lacking a sense of continuity and a full picture of the work of the partnership.

Response:
- Develop a comprehensive communications strategy, and begin to implement it in 2013.
- Host semi-annual partner and stakeholder events to update and get input from others.
- Develop a better partnership with BRIDGES and its Public Allies program to better align the work of their AmeriCorps members in Greater Cincinnati to the partnership’s cradle to career vision and our shared goals and outcomes.

By the OMG Survey Numbers
- Nearly 90 percent consider their work on a collaborative as being part of the partnership.
- Nearly 80 percent think our vision and goals are clear; 75 percent believe they are the right ones.
- The majority of respondents believe the partnership is a “go to” resource.
- Nearly 80 percent agree that their organization has a vested stake in the impact of the partnership.
- Nearly 60 percent agree that the partnership has helped improve community-level outcomes.
- Nearly 70 percent believe that the partnership has led to greater use of data.
- Over 60 percent agree that the partnership has helped align resources around what works.
A Look Ahead

New Alignment to Shared Strategies and Non-Cognitive Outcomes The partnership has embarked on a 4–6 month strategic planning process to identify the set of research-based strategies that produce the greatest impact for each of the eight indicators on the student success roadmap. Executive Committee members are convening strategy teams and will use their work to develop improvement plans in each area. A similar effort will be launched in 2013 to identify shared non-cognitive outcomes and strategies.

Race and Equity Taskforce The partnership is launching a cross-sector race and equity task force that will make policy recommendations to address gaps in academic performance with regards to race and income. Its recommendations will be put before the Executive Committee of The Strive Partnership for consideration. The creation and implementation of these policies will encourage a successful education system that is built on equity and a commitment to understanding the needs of each student.

Tutoring App The Strive Partnership has helped develop an enhanced tutoring app. This app will allow tutors to log the amount of time spent with a student and subject matter focused on during the tutoring session. Tutors will be able to access the app on a smartphone or computer. The data collected from the app will then be uploaded into the Learning Partner Dashboard to provide data needed and measure impact of the tutoring services being provided to students.

The Community Indicators Report Card (CIRC) and the Student Success Dashboard (SSD) The partnership has helped develop an online tool to manage and report data and information for the eight outcomes in the report card. The tool provides a way to collect and organize data and create charts that can feed into a printed report or into an online platform that will be accessible from the partnership’s website. The CIRC will also be marketable to other communities that are implementing the Strive framework as a tool to help with the creation and management of a community report card. The Student Success Dashboard will build off of the Learning Partner Dashboard as an online tool to integrate student level data across many partners. The SSD will provide enhanced functionality and greater scalability that can be leveraged locally as well as by communities nationally.
Get Involved

Read On!, the partnership’s early-grade level reading campaign is one of the most critical efforts Strive is undertaking in 2013. The campaign has the potential to be transformative for our region. To be successful, we need community members and leaders from every sector engaged in this effort, helping to guide the work and build public will.

“There are several ways to get involved:

**Join the collaborative action.**

Come to monthly collaborative and work group sessions. More parent and community member input is needed. Contact Damian Hoskins, Director of Collaborative Action, hoskinsd@strivetotgether.org.

**Support literacy intervention strategies.**

Local data have shown that Cincinnati students with a tutor make gains that are 2.5 to 3 times greater than students without a tutor; data in Northern Kentucky show similar results. Dozens of schools in both Cincinnati and Northern Kentucky need committed volunteer tutors who are willing to give a little as an hour a week to support student learning and help set them on a path for long-term academic success.

**Be the Change** Be the Change sends volunteers to 17 high need elementary schools in the Cincinnati Public School district. Tutors work with students in Reading or Math. Contact bethechange@strivetotgether.org or 513-929-1343 to learn more.

**One to One** Practicing Reading with Students trains volunteers to produce measurable results for kindergarten to third grade students who are struggling with reading in Northern Kentucky. Contact Nancy Costello, ncostello@nkyec.org or 859-282-9214 to learn more.

Mary Ronan, Cincinnati Public Schools