There is one word that comes to mind as we think about this past year: courage. It takes courage to take on big ideas, stand up in the face of inequity, and implement new and daunting initiatives. We know that courageous acts such as these can dramatically transform outcomes for children in our community.

Over this past year the partnership has doubled down on our efforts to use data, gotten serious about embedding equity into everything we do, and launched our Continuous Improvement training program, ImpactU. This work, and the other work you will read about in the following pages, continues to happen because of you—our courageous and dedicated partners.

And while we’re continually hopeful and constantly energized by the wonderful work in our community, the data tells us that there’s much more work to be done. We hope that this year’s Annual Report will encourage you to continue to engage in this collective work or, if you are hearing about the partnership for the first time, provoke you to join us in our continued efforts.

We are thankful for your courage and are inspired by your commitment to improving outcomes for every child, every step of the way, cradle to career.

Onward,

Leslie Maloney
Executive Committee Chair
Haile/U.S. Bank Foundation

Geoff Zimmerman
Acting Executive Director
StrivePartnership

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A student’s roadmap to success: key benchmarks and transition years across the continuum.
StrivePartnership is a partnership of leaders from education, business, philanthropic, nonprofit, civic, and faith communities who believe in the importance of education and the impact of working together to change the system of education for every child, cradle to career.

The partnership is driven by five shared goals: That every child...

- is prepared for school
- succeeds academically
- is supported inside and outside of school
- completes some form of postsecondary education or training
- enters and advances in a meaningful career

These goals align to six community-wide academic outcomes that the partnership has committed to improving. The six priority outcomes are kindergarten readiness, early grade reading, middle grade math, high school graduation, postsecondary enrollment, and postsecondary completion.

The partnership works collectively to accomplish these goals through:

- Promoting a shared vision and supporting systems change leaders
- Engaging and empowering leaders as agents of systems change
- Using actionable data and continuous improvement
- Aligning resources to support what works
- Pursuing local and institutional policy change
- Advocating for equity at all levels of the system
How We’re Structured

Executive Committee
Provides accountability, advocacy, policy recommendations, and alignment of public and private dollars.

StrivePartnership Staff
Provides support through convening and facilitation, data collection and analysis, leadership capability building, amplifying the voice of the partnership for major education priorities, and logistical coordination.

Service Providers and Key Stakeholders
Our partners participate in a collaborative or initiative focused on improving student outcomes. Working together, they agree upon statistically definable goals, use data, identify barriers and best practices, align resources, and coordinate action.

Where We’re Working

The focus of the partnership is to help our community improve the academic achievement of all of our children cradle to career. Our community-wide academic outcomes help us to facilitate thoughtful and measurable action. The flags indicate Collaborative Action Teams or Initiatives that are working to improve specific outcomes along this continuum.

ABC
Kindergarten Readiness

Early Grade Reading

Middle Grade Math

High School Graduation

College Enrollment and Completion

Every Child Capital
Third Grade Reading Network
Be the Change

Team FAFSA
The Persistence Project

Cincinnati Preschool Promise
Every Child Capital (ECC) is a new kind of venture philanthropy fund that invests in ensuring children succeed. That’s why the fund’s initial investment paired two nationally proven programs, Imagination Library and Reach Out and Read, to dramatically change literacy outcomes for young children.

Cincinnati venture capitalist, Elizabeth Edwards, helped the StrivePartnership and United Way of Greater Cincinnati develop the fund using a venture capitalist approach to its investment strategy. The Fund differs from traditional philanthropy by actively seeking out potential investments to create a portfolio, thoroughly vetting investments and finding ways to innovate, and identifying a public exit strategy for each investment to ensure long-term sustainability.

ECC discovered Imagination Library (a program that mails children a free book every month from birth to age five) after scanning hundreds of early literacy interventions. ECC then innovated on the program by combining it with the national Reach Out and Read program in which pediatric healthcare providers educate the parents on the importance of reading during the child’s pediatric visits and enrolls the children in the Imagination Library program—Cincinnati Children’s Hospital Medical Center, a local Reach Out and Read Partner, is leading implementation of the program since it sees the majority of eligible children.
With over 30,000 books distributed and over 6,500 children enrolled in the first nine months, the Program is well on its way to enrolling the 10,000 Medicaid-eligible children in the city, most of whom otherwise don’t have access to books.

Cincinnati Public Schools (CPS) agreed to assume the cost of the program after three years if outcomes are proven. CPS anticipates major benefits from the program, including: an increase in children prepared for kindergarten, an increase in early literacy scores, and the ability to more appropriately forecast enrollment and staff kindergarten classes using the database created with this initiative.

“Sustainability has always been the bane of existence for nonprofits. But in the education sector, it’s critical to driving student outcomes due not only to the long term nature of the interventions but also because barriers to learning—poverty, disruptive family life, health issues, lack of access to nutritional food, etc.—aren’t going away,” explained Leslie Maloney, Senior Vice President and Education Program Manager of the Haile/U.S. Bank Foundation and Chair of the ECC Board. “With Every Child Capital, we ensure sustainability by finding a public payer who is willing to assume the ongoing cost of the interventions because they also reap the benefits.”

A second deal is currently in the works, with Social Finance collaborating with United Way and Every Child Succeeds to determine the feasibility of a social impact bond to dramatically increase participation in home visitation. Every Child Capital has also partnered locally with United Way of Greater Cincinnati and Lewis & Clark for ongoing fundraising. Several national funders have started to express interest in what could be a transformative investment approach to addressing social issues.

“With over 30,000 books distributed and over 6,500 children now enrolled, the initial investment has been a success.”
ImpactU is teaching leaders how to accelerate improvement for children through Continuous Quality Improvement (CQI). The program is also teaching leaders an important lesson: it’s okay to fail. In fact, failing early and often is the best way to develop deep learning and ultimately improve. "We wanted to create a space where that was possible," explained Melissa McCoy, Director of Collaborative Continuous Improvement at StrivePartnership. "Where our leaders could try small tests of change, with low risk, to disrupt their systems and uncover what truly drives student learning on an individual level. ImpactU had to be the first safe place to fail in education."

The program, created by Cincinnati Children’s Hospital Medical Center (CCHMC) and StrivePartnership, leverages curriculum CCHMC has used for nearly 10 years to develop hundreds of QI leaders. The curriculum is custom-tailored to support the change efforts of school, non-profit, and agency partners. Focus areas that StrivePartnership and other communities throughout the StriveTogether Network have found necessary to drive change in the social sector have also been infused in the program learning, such as Results Based Leadership and equity competency aimed at reducing disparities.

Trish Kitchell, the Vice President of Youth Development at the YMCA of Greater Cincinnati, has embraced learning from failure. “Through this process, I’ve learned that it’s okay to fail,” said Kitchell. “It gives you more opportunities to learn and identify new ideas.”

“Through this process I’ve learned that it's ok to fail."
project originally focused on the utilization of software used to track what supports student received around literacy, but Kitchell quickly realized that many staff members were completing the literacy lesson and just not putting it into the software. She ran a PDSA, or Plan-Do-Study-Act, an iterative, four-stage problem-solving model used for improving a process or carrying out change, to ensure teachers were using the software, but to no avail.

“I had to ask myself, is the software usage really the most important thing? Really it’s ensuring that every child in the classroom receives individualized lessons around literacy.”

Kitchell had to “hit the reset button” and began working with the teachers on identifying a different way to track the literacy domain completion. “It felt like a setback, but then I realized that the focus shouldn’t be on the tracking mechanism, it should be on the outcome that I’m actually trying to improve.”

Another big takeaway for Kitchell has been discovering about “the power of one.” “We often fail to execute because we’re trying to eat the whole elephant. The biggest thing for me was learning to scale it back: one center, one classroom, one student.”

In the coming year, CCHMC and StrivePartnership plan to continue delivering the 6-month QI leadership course, working to transform outcomes for children through CQI and teaching leaders that failure is an opportunity for learning.

---

### Individualized Plans

#### Reasons for Not Completing Individualized Instruction Plans

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME</td>
<td>96.2%</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>97.3%</td>
</tr>
<tr>
<td>TRAINING</td>
<td>97.8%</td>
</tr>
<tr>
<td>STAFF ABSENTEEISM</td>
<td>95.1%</td>
</tr>
<tr>
<td>CHILD ABSENTEEISM</td>
<td>97.6%</td>
</tr>
</tbody>
</table>

Note: Values have been plotted in decreasing order of relative frequency from left to right (Pareto Chart). The Pareto Chart is one of the basic tools used by participants in ImpactU. These charts are extremely useful for analyzing what problems need attention first because the taller bars on the chart, which represent frequency, clearly illustrate which variables have the greatest cumulative effect on a given system.

#### Percent of Children with Individual Literacy Plans

- **Children With Individual Literacy Plans**
- **Median**

Note: Data has been plotted over time in a line graph (Run Chart). The Run Chart is one of the basic tools used by participants in ImpactU. By collecting and charting data over time, you can find trends or patterns in the process.
A pplying for financial aid may be tedious, but it could be the key to getting more low-income and first generation students on the road to postsecondary completion. The data shows that students, especially low-income students, are more likely to enroll in a postsecondary institution if they complete the FAFSA. That’s why United Way, StrivePartnership, and multiple community partners launched a pilot project to help low-income and first generation students pursue their future goals: Team FAFSA.

United Way coordinated the overall initiative, and also provided marketing and volunteer recruitment support for the six participating regional high schools (Hughes STEM, Newport, Princeton, Western Hills, Withrow University, and Woodward Career Technical). Working together, Team FAFSA developed a strategic goal: “We will motivate our target demographic to want to engage in the FAFSA completion process and leverage higher education representatives, volunteer opportunities and program/project results grounded in continuous quality improvement to support young adults in completing some form of postsecondary education/training, which is the means to being economically self-sufficient.”

In order to help schools reach their goal, StrivePartnership staff members provided Continuous Quality Improvement (CQI) support—
building the capability of schools, as well as college access and community partners to utilize CQI tools to identify barriers and test interventions that help communities address issues specific to their students.

“While the CQI learning sessions and coaching focused on the original goal of FAFSA completion, we’re hopeful that these tools will be used in our schools in the future to help improve other processes,” said Angie Okuda, Design and Data Infrastructure Specialist for StrivePartnership.

StrivePartnership facilitated five learning sessions in which teams from each school learned the fundamental tools of CQI and then immediately applied them to their FAFSA project. Teams also received individualized coaching to support their improvement.

The team from Western Hills University High School, led by GRAD Cincinnati, fully embraced the CQI tools and are looking forward to applying them to other bodies of work. “The CQI process has been a tremendous learning experience for the West High Team FAFSA members. It will be used to improve the outcomes of college access, career readiness, family engagement and afterschool program projects in the near future,” said William Harris from Western Hills University High School/GRAD Cincinnati.

Urban Core* Class of 2008

For the urban core high school graduating class of 2008 (100%), approximately 62% of those students enrolled in college the following six years after graduation, approximately 34% will have graduated from or are still enrolled in college.

Note

- This chart represents high school graduates from Cincinnati, Covington, and Newport combined, and shows their progression through the next six years of post secondary education, as tracked via the National Student Clearinghouse.
- Source: Cincinnati Public Schools, Covington Independent Schools, Newport Independent Schools
EQUITY: BEGINNING WITHIN

Last year, during efforts to identify schools that eliminated disparities, StrivePartnership came across the story of Glenn O Swing Elementary (a Covington Independent School) and its Principal, Scott Alter. One of the key things that stood out during the interview with Alter was the work that he had done around implementing equitable strategies such as a wrap-around service support team, cultural competency opportunities for staff, and major investments in parent engagement. The strategies paid off—the school eliminated racial and socioeconomic disparities in third grade reading and was labeled a “school of distinction” by Kentucky’s Department of Education.

In order to develop and implement successful, equitable strategies similar to Alter’s, staff knew where to start: within the organization. Staff had to develop an “equity lens” and spend time evaluating what it truly meant for StrivePartnership to take on equity as a core principle.

StrivePartnership staff completed a two day equity training facilitated by JuanCarlos Arauz of E3: Education, Excellence & Equity and Jarrod Schwartz of Just Communities. This training helped staff develop a common language to guide conversations around equity and introduced staff to content knowledge, resources and tools to help lead for equity. Making it actionable, every staff member was asked to consider how they might apply an equity lens to their work plan. “Unless we train ourselves to reflect on the biases that are innate inside of us and the system itself, there is a risk of perpetuating inequities,” said McCoy. McCoy made an action commitment to ensure that equity competencies were built into ImpactU, a
continuous quality improvement program.

“Unless we train ourselves to reflect on the biases that are innate inside of us and the system itself, there is a risk of perpetuating inequities.”

Staff also spent a series of meetings discussing what we thought equity could mean for the partnership. Through this process we produced an equity statement: Educational equity regards a “one size fits all” model as unjust. A child’s unique voice and condition—such as race, language, gender, socioeconomic status, and home life—must be considered in order to design a personalized pathway leading to success.

So what’s next?

StrivePartnership, United Way, and The Greater Cincinnati Foundation recently joined forces to host a day and a half Equity Leaders Institute. Cross-sector community partners came together to uncover ways to advance equity in their existing work, with the hope of ultimately creating a critical mass of individuals who care deeply about eliminating disparities and have the competencies necessary to advance equitable strategies.
Cincinnati’s Children Thrive: Third Grade Reading Workgroup

How might we create a city where all children thrive? That’s the question Cincinnati Children’s Hospital Medical Center (CCHMC) set out to answer by convening a cross sector group of organizations and individuals to set the vision that Cincinnati’s children will be the healthiest in the nation. Four collaborative work groups were developed to focus on setting strategy in four content areas: Children live to their first birthday (eliminate infant mortality); Children are healthy no matter where they live (eliminate disparities in hospital stays based on neighborhood of a child’s home); Children are readers (Children are reading by the third grade); and Children are in safe and joyous homes (families’ basic needs are met). The initial focus and subsequent learnings are based in Avondale and Price Hill.

StrivePartnership staff provides support specifically to the Third Grade Reading Workgroup. This workgroup is comprised of leaders and front-line staff that are testing interventions and sharing their learnings related to ensuring early grade reading. The group comes together monthly to share weekly/bi-weekly data on their tests, discuss what is working, what’s not working, and how it is used to ramp up testing and spread interventions to other learning environments.
Math Lab Pilot

Shroder Paideia High School (Cincinnati Public Schools) piloted the first ever "Math Lab," an initiative focused on strengthening middle school students’ knowledge in basic mathematic skills and preparing them for High School and ultimately postsecondary success. Shroder, The University of Cincinnati (UC), and The Persistence Project worked together to ensure that the Math Lab was a success. UC helped to identify one of their own students to serve as the Volunteer Coordinator: Shaucuana Roland, a Shroder graduate. The Persistence Project, a collaborative focused on increasing postsecondary attainment (identifying math competency as a key driver in postsecondary retention and completion), leveraged their grant from the Lumina Foundation to support the Math Lab pilot. "It was truly a collaborative effort," said Marina Hopkins, Volunteer Mobilization and Alignment Project Manager for StrivePartnership. Hopkins worked to coordinate efforts and support in getting the Math Lab up and running. The Math Lab will collect data on all the students receiving help to ensure that results are being met, specifically focusing on whether seventh graders who received supports score higher in Algebra I than those who did not.

Cincinnati Preschool Promise

Cincinnati Preschool Promise is built around one particular belief: that every child deserves a solid start and a chance at a better life, and attending quality preschool is one of the best ways to ensure a strong foundation for our children. The Preschool Promise, a community driven initiative to expand access to two years of high-quality preschool, has been avidly supported by a host of partners in building community will, including: Leadership Cincinnati, Faith Community Alliance, the Urban League of Greater Cincinnati, Cincinnati/Hamilton County Community Action Agency, AMOS Project, United Way of Greater Cincinnati, Greater Cincinnati Foundation, StrivePartnership, 4C for Children, Haile/U.S. Bank Foundation, and Crossroads Community Church. Partners from the AMOS Project have particularly been helpful in leading a broad community awareness effort to support expansion of quality preschool. AMOS has helped connect with hundreds of people and leaders who are bringing their hearts and passions to craft an agenda that will ensure justice and equity in preschool. Called the Peoples’ Platform, this effort is centered on four key tenets: Respect Every Child, Racial Equity, Only Good Jobs, and Family Voices at the Center. AMOS is using this platform to move for justice in how preschool gets funded and implemented. In the coming months, Preschool Promise and their steering committee of over 40 leaders, AMOS, CPS, and business will be working together to finalize a plan that is best for children, our schools and taxpayers. "Children who have two years of excellent preschool do better in school and in life," said Greg Landsman (who serves as a co-convener and strategic advisor to the Preschool Promise). "Now is the time to make the investment we all know makes sense—for our children, schools, and economy. We’ll be glad we did."
The data in this Partnership Report represents a snapshot of local education data from early childhood education through postsecondary for the urban core of Cincinnati and Northern Kentucky. 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 different methods indicators are measured. The purpose of this report is to ensure that the community is knowledgeable of the current state of student outcomes data in our footprint, so we can collectively measure our progress against these outcomes.

The data is reported in the context of outcomes and indicators. 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). Indicators are specific measures that are being used to track progress on moving the community level outcomes (example: percent of children who are assessed as ready for school at kindergarten). We are tracking indicators across six outcomes areas: kindergarten readiness, early grade reading, middle grade math, high school graduation, postsecondary enrollment and postsecondary completion.

2020 targets 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.

We have seen changes in assessments and the ways that indicators are measured in the past. This year is no different, as Ohio has moved to a new kindergarten readiness assessment since our last report and the grade level assessments are in flux. Ohio used the PARCC assessment in the 2014-15 school year (reflected in the 8th grade math indicator) and has moved to the new AIR assessment in the 2015-16 school year. These data are not comparable to previous years.

In addition to reporting the percent of students meeting the outcomes by district and institution, we also report the actual number of children and students that still need to be ready and successful in school in order to achieve StrivePartnership’s mission of reaching every child. This data is aggregated across the urban core and disaggregated by subgroup where readily available.

Our goal remains to continually search for new and better ways to measure progress toward our collective goals, and the Data Committee will wrestle with these questions as we begin planning for next year’s report.
These data reflect the percent of students meeting outcomes as well as the number of students we need to reach to get to 100%. The data are aggregated across the urban core and disaggregated by subgroups where readily available.

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; parochial schools are not reported in these figures due to limited data and different tests.
- 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.
Cincinnati Public Schools

Kindergarten Readiness
- Data Source: Cincinnati Public Schools, Success By 6 ®, and INNOVATIONS
- Cincinnati uses the language and literacy portion of Ohio’s Kindergarten Readiness Assessment (KRA) to measure a child’s readiness for engaging with instruction aligned to the state’s kindergarten standards.
- Ohio moved to the Kindergarten Readiness Assessment (KRA) in 2014, therefore data cannot be compared to previous years.

High School Graduation Rate
- 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-courses exams, national college admission tests, and industry-recognized credentials.

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 Assessment (OAA) reading test.

ACT Composite
- Data Source: Cincinnati Public Schools
- ACT scores range from 0-36 and the test covers the subject areas of English, math, reading, and science.
- The state of Kentucky requires all students to take the ACT whereas Ohio does not.
## Achievement Trends over Time

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<thead>
<tr>
<th>Kindergarten Readiness</th>
<th>3rd Grade Reading</th>
<th>8th Grade Math</th>
</tr>
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<tbody>
<tr>
<td><strong>Current</strong></td>
<td><strong>2020 Target</strong></td>
<td><strong>Current</strong></td>
</tr>
<tr>
<td>45%</td>
<td>85%</td>
<td>41%</td>
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### Key
- Kindergarten Readiness
- 3rd Grade Reading
- 8th Grade Math
- High School Graduation Rate
- College Enrollment

### Average ACT Score Trends

<table>
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</tbody>
</table>

### Data Sources
- **Kindergarten Readiness:** Covington Independent Schools and Success By 6®
- **3rd Grade Reading:** Kentucky Department of Education
- **8th Grade Math:** Kentucky Department of Education
- **High School Graduation Rate:** Covington Independent Schools and the National Student Clearinghouse
- **College Enrollment:** Covington Independent Schools and the National Student Clearinghouse
- **ACT Scores:** Covington Independent Schools

### Notes
- Kentucky moved to its first statewide kindergarten readiness assessment in 2013.
- Kentucky moved to a new statewide assessment, the KPREP, in 2012.
- Kindergarten readiness is measured by the percent of students testing as proficient or higher on the KPREP.
- The state of Kentucky requires all students to take the ACT whereas Ohio does not.
Newport Independent Schools

<table>
<thead>
<tr>
<th>Measure</th>
<th>Current</th>
<th>2020 Target</th>
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<tbody>
<tr>
<td>High School Graduation Rate</td>
<td>92%</td>
<td>90%</td>
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<tr>
<td>Kindergarten Readiness</td>
<td>40%</td>
<td>85%</td>
</tr>
<tr>
<td>College Enrollment</td>
<td>54%</td>
<td>75%</td>
</tr>
<tr>
<td>3rd Grade Reading</td>
<td>32%</td>
<td>82%</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>39%</td>
<td>86%</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>17.3</td>
<td>19</td>
</tr>
</tbody>
</table>

**ACHIEVEMENT TRENDS OVER TIME**

**Key**
- Kindergarten Readiness
- 3rd Grade Reading
- 8th Grade Math
- High School Graduation Rate
- College Enrollment

**AVERAGE ACT SCORE TRENDS**

**Kindergarten Readiness**
- Data Source: Newport Independent Schools and Success By 6®
- Newport uses the BRIGANCE Basic Screen, measuring a child's cognitive, language, and motor skills. The BRIGANCE also has a separate social emotional component. 2013 was the pilot year for the assessment, as the BRIGANCE was slightly revised for statewide implementation in 2014.

**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.

**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.

**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.

**ACT Scores**
- Data Source: Newport Independent Schools
- ACT scores range from 0-36 and the test covers the subject areas of English, math, reading, and science.
- The state of Kentucky requires all students to take the ACT whereas Ohio does not.
Urban Cincinnati Archdiocesan Schools

3rd Grade Reading
Current 2020 Target
53NP 58NP

7th Grade Math
Current 2020 Target
53NP 57NP

High School Graduation Rate
Current 2020 Target
94% 90%

NP=national percentile

AVERAGE ACT SCORE TRENDS

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.

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.

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.

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.
Urban Covington and Newport Diocesan Schools

3rd Grade Reading

Current: 65 NP
2020 Target: 70 NP

7th Grade Math

Current: 58 NP
2020 Target: 58 NP

High School Graduation Rate

Current: 95%
2020 Target: 100%

NP = national percentile

Achievement Trends over Time

Key
- 3rd Grade Reading (National Percentile)
- 7th Grade Math (National Percentile)
- High School Graduation Rate

Average ACT Score Trends

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.

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.
Cincinnati State Technical and Community College

*Local Urban Students*

**Total Credentials Awarded**
- Current: 250
- 2020 Target: 350

**College Retention Rate**
- Current: 46%
- 2020 Target: 60%

---

**Key**
- Total Credentials Awarded
- College Retention Rate

---

**Achievement Trends Over Time**

- **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.
  - 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.

- **College Retention Rate**
  - 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 a public or parochial high school within the local urban core footprint.
Gateway Community and Technical College

*Local Urban Students*

**Total Credentials Awarded**

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>144</td>
<td>240</td>
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</tbody>
</table>

**College Retention Rate**

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>75%</td>
</tr>
</tbody>
</table>

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**Achievement Trends over Time**

- **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.

- **College 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.

* Data are reported for local students, attending a public or parochial high school within the local urban core footprint.
Northern Kentucky University

*Local Urban Students*

### Achievement Trends Over Time

**Total Credentials Awarded**
- **Current:** 210
- **2020 Target:** 265

**College Retention Rate**
- **Current:** 73%
- **2020 Target:** 75%

**Six-Year Graduation Rate**
- **Current:** 39%
- **2020 Target:** 42%

---

**Data Source:** Northern Kentucky University

- **Total Credentials Awarded:**
  - 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.

- **College Retention Rate:**
  - 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.

- **Six-Year Graduation Rate:**
  - 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.

* Data are reported for local students, attending a public or parochial high school within the local urban core footprint.
**University of Cincinnati**

*Local Urban Students*

<table>
<thead>
<tr>
<th></th>
<th>Total Credentials Awarded</th>
<th>College Retention Rate</th>
<th>Six-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current</strong></td>
<td>519</td>
<td>93%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>2020 Target</strong></td>
<td>n/a</td>
<td>90%</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Achievement Trends over Time</strong></th>
</tr>
</thead>
</table>

- **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.

- **College Retention Rate**
  - 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.

- **Six-Year Graduation Rate**
  - Data Source: University of Cincinnati
  - 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.

* Data are reported for local students, attending a public or parochial high school within the local urban core footprint.
How StrivePartnership Staff SUPPORTS

Establish a Shared Vision and Support Systems Leaders
Many staff members have been trained to provide facilitation (Results Based Facilitation) to create alignment, identify gaps and next steps.

Use Actionable Data and Continuous Improvement
Partners who align to the outcomes of our local schools have access to the Learning Partner Dashboard and can request strategic data assistance (data coaching). Our team also provides systems change leadership training around continuous improvement (ImpactU).

Align Resources to What’s Working
Our team can serve as a connector and convener of cross-sector partners who have common interests and or needs (Every Child Capital, Be The Change).

Pursue Local and Institutional Policy Change
Identify and support unique policy initiatives that can dramatically change the landscape of education in Cincinnati (Cincinnati Preschool Promise).

Advocate for Equity at All Levels of the System
Staff can connect partners to various resources related to equity in education and introduce an equity lens to partners and key stakeholders.
Student and Family Support

Key Transition Years

Students Journey to Success: Critical Benchmarks and Transition Years

Academic

StrivePartnership's mission continues to focus on ensuring student success from cradle to career. Education is a lifelong experience that begins well before a child enters the classroom, and continues far after high school graduation. Below is a map highlighting a student's journey to success, critical benchmarks across the continuum, as well as key transition years in a student's career. This roadmap not only highlights academic support, but the student and family support needed to ensure that every student has a successful journey.
The StrivePartnership
EXECUTIVE COMMITTEE

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Covington Independent Public Schools

Betsy Neyer
School Outfitters

Bill Scheyer
Skyward

Brent Cooper
C-Forward, Inc.

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