



2010

Striving Together: Report Card

Student Progress on the Roadmap to Success



Successful Students. Productive Citizens. Thriving Cities.SM

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Dear Community Members,

The third annual *Striving Together: Report Card* gives us reason to celebrate! Since the baseline year, we have seen 40 of the 54 indicators for which we have data across the three cities engaged in this partnership moving in the right direction. This represents an incredible effort by partners across the community in the early childhood, K-12 and postsecondary communities, along with a host of student support services, to focus their time, talent and treasure on what works for children. We are making great progress toward supporting the success of every child, every step of the way, cradle to career.

This report card highlights trends on 10 key measures across three cities, five school districts and multiple postsecondary partners. Last year we identified three primary trends to focus on: the need to improve the pace of improvements, rigor in the classroom and access to college. The response from critical education partners has been noteworthy:

- Due in great part to the United Way and Success By 6, all three districts are seeing continued improvement in children's readiness for kindergarten.
- All three public school districts have launched ambitious improvement initiatives and each is seeing improved outcomes at the elementary level and at various points throughout a student's educational journey.
- Community partners are focused on supporting academic and social emotional growth, building on the model Community Learning Centers initiative in Cincinnati Public Schools.
- The Strive College Compact was created among four local postsecondary institutions to eliminate financial barriers to college for low-income students.
- Postsecondary institutions are focusing on retention and are working more collaboratively across 2- and 4-year institutions to retain students.

The individual and collaborative efforts of partners has set the course for continued growth, but we certainly have more to do. We will build on our work to date to ensure student outcomes data is used to drive how we support children in our community. Our efforts will focus on investigating and initiating ways we can work together on specific initiatives related to excellent teaching and school leadership, supporting efforts to turn around the lowest performing schools, re-engaging students who have dropped out along their learning journey, and knitting together college access, financial aid and student retention efforts into a unified College Compact.

It is critical that we all recognize and embrace the reality that each person in this community **shares accountability** for the success of every child. We should expect that every child will receive the education we would want for our own child. By continuing to work together and focusing the rich and diverse resources on what works for children, we will sustain the momentum we have realized to date.

Kathy Merchant
Chair, Strive

Jeff Edmondson
Executive Director, Strive

The Strive Partnership



The Strive Partnership is made up of more than 300 organizations committed to improving student achievement from cradle to career in the urban core of Cincinnati and Northern Kentucky. The logos you see displayed on this page represent only the members of the Strive Executive Committee – a cross-sector governing board for the partnership. The strength of the partnership is its diverse membership, and only collectively can we have the greatest impact on a shared vision where successful students will create productive citizens which will lead to thriving cities. For a complete list of partners, please visit www.strivetogether.org.



How To Read This Report

This report provides information on trends and benchmarks as helpful information for understanding the data. Trends reflect changes in the

Trends

Trends are reflected as percentage point changes in the data since the most recent year and the baseline year.

Change since most recent year



The “change since most recent year” reflects the percentage point gain or loss from the previous year’s data.

Change since baseline year



The “change since baseline year” reflects the percentage point gain or loss from the first year of data reported.

The following symbols denote the direction of the trend.



The indicator fell by one percentage point.



The indicator rose by three percentage points.



The indicator saw no change.



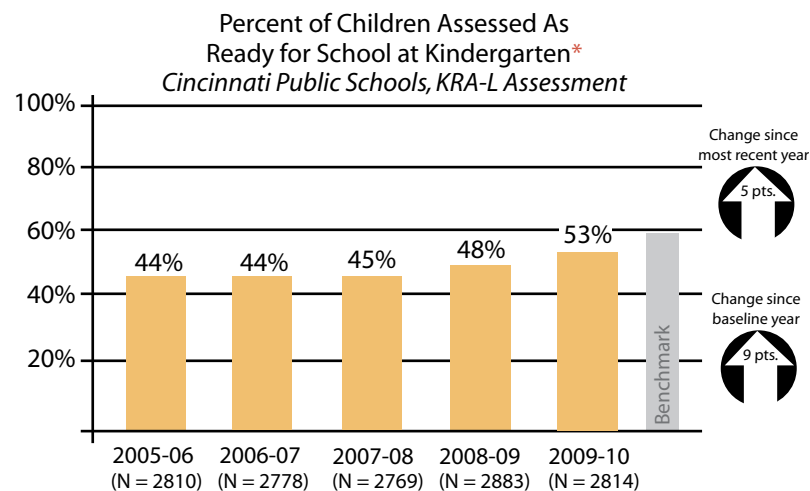
There isn’t enough data to make a comparison, or the nature of the data changed making a comparison invalid.

data since the most recent year and the baseline year, while benchmarks indicate established goals for that indicator.

Benchmarks

Benchmarks are established goals or targets for the area. In some cases where there is no established benchmark, a national norm is reflected on the chart. Not all indicators have benchmarks. Benchmarks are reported as a gray bar on the right side of the chart. More information about the benchmark can be found below the chart highlighted in gray.

EXAMPLE:



Data Source: Success By 6®, INNOVATIONS, Cincinnati Public Schools

Benchmark: 59% by 2010

Criteria for Selecting Indicators

Strive established a committee of local data experts to help develop this report. The committee used the following criteria for indicator selection:

- The indicator must be a valid measure of concepts outlined on the Strive Student’s Roadmap to Success (found on page 56), 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.
- Each indicator should be changeable to a significant degree by local action and be useful in the day to day work of Strive Student Success Networks and other educators and organizations that are working to improve student outcomes.

Overview

The Strive Partnership brings together leaders at all levels from the education, business, nonprofit, community, civic and philanthropic sectors to support **every child, every step of the way, cradle to career**. The *Striving Together* report serves as a catalyst for discussion in our community about the current state of education. By reviewing trends over time, we can highlight where we are having the greatest impact and where we may need to focus more energy along the cradle-to-career journey. Based on a general review of this data, we can then dig deeper to better understand how we can build on successes and address challenges.

The third annual *Striving Together* report offers us the opportunity to really understand long-term trends in student achievement. Some key findings based on trends from the baseline year of 2005 include:

- In early childhood, the percentage of children who are prepared for school at kindergarten in Cincinnati and Newport continues to increase (9 and 10 points, respectively) and Success By 6 is working with the school districts to conduct a thorough review of what is driving these improved outcomes.
- Cincinnati, Newport and Covington public schools have all seen dramatic improvements in 4th and 8th grade math (ranging from 12 to 20 point increases), while scores are less consistent in reading. In addition, college enrollment rates are on the rise in all three public school districts. Parochial schools are less consistent on academic measures and lack data in other areas.
- More students are entering prepared at the University of Cincinnati main campus and Northern Kentucky University (17 and 8 points, respectively). Student readiness is roughly even or down at the UC branch campus and two-year campuses. Retention rates are on the rise at UC, NKU and Gateway. Both Cincinnati State and Gateway have seen increases in the number of associate's degrees attained.

The increases can be attributed in many ways to the unique efforts of individual partners and certain collaboratives aligning their work to support student achievement. Going forward, Strive will encourage these efforts by partners and go even further to define very concretely how the partnership can work together



to improve outcomes to ensure we all *share accountability* for results. Specific projects going forward include:

- **Advocating with policymakers to sustain or add funding for programs and initiatives that get results for students.** This is particularly important in the area of early childhood, where there is significant momentum in the right direction.
 - **Supporting particularly struggling schools to make dramatic improvements.** For example, the partners will support turnaround efforts of three elementary schools and one high school in Cincinnati Public Schools. In Covington, the middle school will be a particular focus.
 - **Coordinating an emerging strategy around teacher and principal excellence.** This includes highlighting practices that prepare and support the development of professionals in these fields.
 - **Advancing the community learning centers concept to integrate community resources into teaching and learning.**
 - **Aligning college access, scholarship and retention services into a cohesive College Compact.** Each postsecondary partner will develop services to effectively serve their student population.

These strategies address the critical themes that emerged from the report card last year – the need for increased pace, more rigor and college access – while targeting areas the research says will have the most dramatic impact for improving outcomes for every child. As we launch into another year of our work together in partnership, we hope you will join with us as we work together to support the success of every child, every step of the way, cradle to career.

Moving forward, we have been encouraged to report this data on a more real-time basis. As a result, next year we will be moving away from a printed report to an online, more interactive way of presenting both the data and the strategies that are in place to impact the outcomes. With the addition of other media, this will be a way to bring the stories behind the data alive for students on the journey to success.

Executive Summary

The *Striving Together* 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. While some improvements in assessment are being made, this type of change takes time, and so it is not yet possible to compare data across

school districts, institutions or communities without carefully considering whether like assessments are being used or how the data is being collected. That is not this report's purpose; rather, its purpose is to put the data out there, stimulate discussion and help us to identify additional data that is needed to measure success and make data-driven decisions. We are hopeful that good data will continue to drive out bad data.

Goal 1: Every child will be PREPARED for school

	Current percentage	Current benchmark	Change since recent year	Change since baseline year
Cincinnati (KRA-L)	53%	59%		
Covington (DIAL-3)	63%	66%	n/a	n/a
Newport (DIAL-3)	70%	73%		

These summary tables provide a useful overview of all the indicators by goal and institution. Included are the current data, benchmark (if available), and change since the most recent and baseline years.

The arrows have been shaded to help discover meaningful changes and visually set them apart. Green is used for changes of three or more percentage points up, red for changes of three or more percentage points down, and changes that are less than plus or minus three percentage points are left white. Arrows not within a circle represent numerical changes, not percentage point changes.

Goal 2, 3 & 4: Every student will be SUPPORTED, SUCCEED academically and ENROLL in college

Cincinnati Public Schools

	Current average	Current benchmark	Change since recent year	Change since baseline year
4th grade reading	62%	75%		
8th grade reading	57%	79%		
4th grade math	57%	74%		
8th grade math	52%	58%		
Graduation	83%	95%		
ACT composite	18.9			
College enrollment	68%	70%		

Covington Independent Schools

	Current average	Current benchmark	Change since recent year	Change since baseline year
4th grade reading	66%	61%		
8th grade reading	37%	59%		
4th grade math	62%	42%		
8th grade math	22%	37%		
Graduation	84%			
ACT composite	16.9			
College enrollment	55%			

Newport Independent Schools

	Current average	Current benchmark	Change since recent year	Change since baseline year
4th grade reading	63%	59%		
8th grade reading	63%	59%		
4th grade math	65%	42%		
8th grade math	63%	37%		
Graduation	89%			
ACT composite	16.7			
College enrollment	44%			

Urban Cincinnati Archdiocesan Schools

	Current average	Current benchmark	Change since recent year	Change since baseline year
4th grade reading	68%			
8th grade reading	84%			
4th grade math	63%			
8th grade math	77%			
Graduation	89%	92%		
ACT composite	23.2			
College enrollment	No data available			

Note: Baseline trends cannot be calculated because a new edition of the test was used in 2008-09.











Urban Covington Diocesan Schools (includes Newport)

	Current average	Current benchmark	Change since recent year	Change since baseline year
3rd grade reading	53%			
7th grade reading	66%			
3rd grade math	61%			
7th grade math	65%			
Graduation	95%	92%		
ACT composite	No data available			
College enrollment	No data available			











Goal 5: Every student will GRADUATE and ENTER a career

Data represented below is for students from the local urban area high schools









Cincinnati State Technical and Community College

	Current percentage or No.	Current benchmark	Change since recent year	Change since baseline year
College Readiness	6%			
Retention rate Associate's degree	55%			
Graduation	13%			
Certificates	75			
Associate's Degrees	212			













Northern Kentucky University

	Current percentage or No.	Current benchmark	Change since recent year	Change since baseline year
College Readiness	27%			
Retention rate Bachelor's degree	65%			
Graduation	30%	33%		
Associate's Degrees	4			
Bachelor's Degrees	64			













University of Cincinnati - Raymond Walters

	Current percentage or No.	Current benchmark	Change since recent year	Change since baseline year
College Readiness	8%			
Retention rate Associate's degree	60%			
Graduation	9%			
Associate's Degrees	45			

Gateway Community and Technical College

	Current percentage or No.	Current benchmark	Change since recent year	Change since baseline year
College Readiness	13%			
Retention rate Associate's degree	71%			
Graduation	5%			
Certificates	45			
Diplomas	5			
Associate's Degrees	26			

University of Cincinnati - Main Campus

	Current percentage or No.	Current benchmark	Change since recent year	Change since baseline year
College Readiness	67%			
Retention rate Associate's degree	68%			
Retention rate Bachelor's degree	90%	85%		
Graduation	54%	56%		
Associate's Degrees	5			
Bachelor's Degrees	474			

Goal 1

Every child will be PREPARED for school

The first three years of a child's life, when the human brain develops more rapidly than at any other subsequent period, are a time of enormous social, emotional, physical, and intellectual growth. For children to grow into successful adults, they need a supportive and healthy early foundation.

OUTCOME INDICATOR

Percent of children assessed to be ready for school



STRATEGIES FOR IMPROVING STUDENT OUTCOMES

- Hamilton County Early Childhood Student Success Network 11
- Covington Early Childhood Student Success Network..... 11
- Newport Early Childhood Student Success Network 12

(Success By 6® is leading the efforts in this area locally)



Goal 1: PREPARED for school

Percent of children assessed as ready for school at kindergarten*

Cincinnati: All Children Prepared

Cincinnati Public Schools work with Success By 6® to assess the readiness of every student that enters kindergarten. The district uses the Kindergarten Readiness Assessment for Literacy (KRA-L) that measures elements of vocabulary and literacy development that are critical for later reading success.

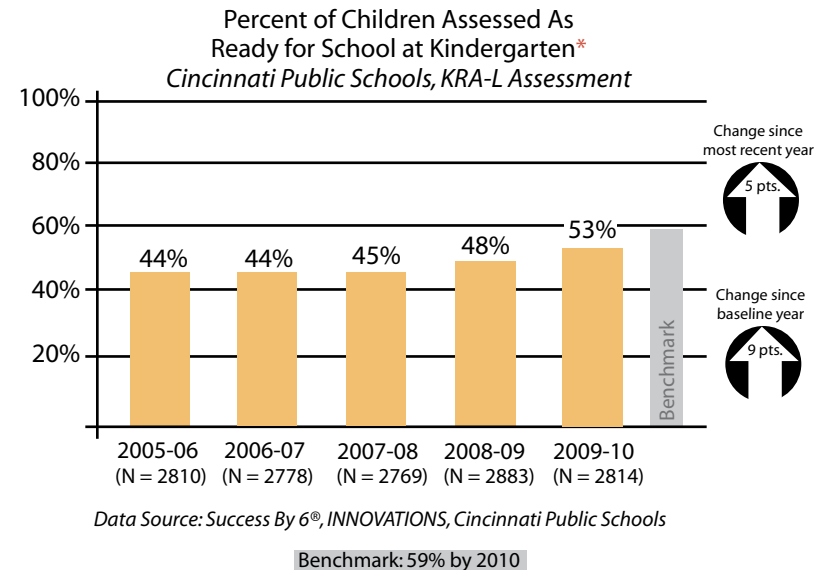
The KRA-L helps teachers identify early reading skills. KRA-L scores can range from 0-29. Success By 6® has determined a KRA-L score of 19 or higher as being on track for kindergarten readiness. A score below 19 does not necessarily indicate that a child should not be in kindergarten; rather it can help identify that the child may need extra support.

Success By 6® has set a goal of 59 percent of children testing 19 or above by 2010.

What It Tells Us:

Fifty-three percent of children entering kindergarten in Fall 2009 tested 19 or above. The data has seen a five percentage point rise in the current year and a nine percentage point rise since the baseline year.

For context, other school districts in Ohio administer the KRA-L, but not all districts assign a cutoff score and calculate the percent of children assessed as ready for school. However, the average KRA-L score is available across districts. In 2008-09, the average score in Cincinnati was 17.5. By comparison Columbus was 16.4, Toledo was 17.2 and Cleveland was 15.6. The State of Ohio average was 18.8.



* Cincinnati Public Schools uses the KRA-L, an Ohio mandated kindergarten assessment, and Covington and Newport School Districts use the DIAL-3 to measure readiness for school. Therefore, the results are not comparable across states.

Goal 1: PREPARED for school

Percent of children assessed as ready for school at kindergarten*

Covington: All Children Prepared

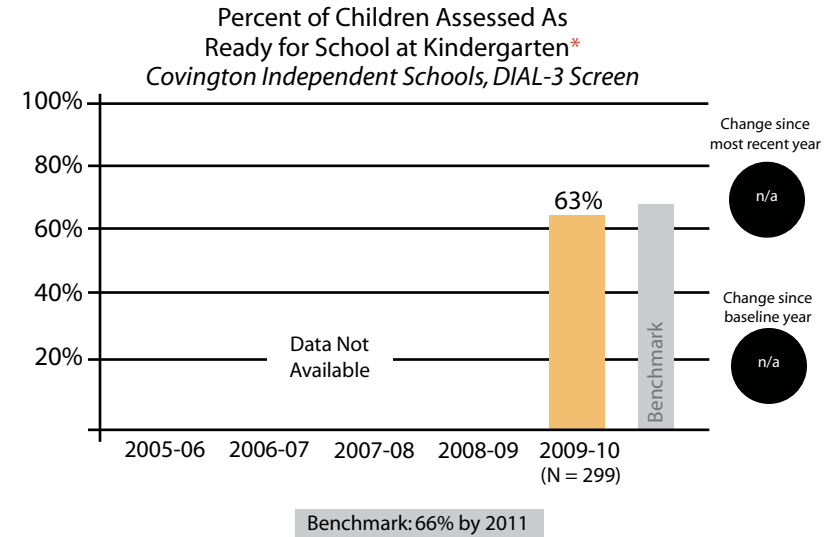
The Covington Early Childhood Network works with Success By 6® to assess incoming kindergarten students using the Developmental Indicators for Early Learning (DIAL-3) screen. This is the first year that Covington has administered the DIAL-3. Previously, the district was using only the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assess kindergarten readiness.

The DIAL-3 assesses motor skills, concepts, and language. The network has determined that a score of higher than 50 NCE's (normal curve equivalency) indicates readiness for kindergarten.

The Covington Early Childhood Network has set a target of at least three percentage point increase per year.

What It Tells Us:

Sixty-three percent of children entering kindergarten were assessed as ready for school.



Data Source: Covington Independent Schools and Success By 6®; Covington previously used the DIBELS assessment district-wide starting in 2007-08, therefore the previous data is not comparable.

* Cincinnati Public Schools uses the KRA-L, an Ohio mandated kindergarten assessment, and Covington and Newport School Districts use the DIAL-3 to measure readiness for school. Therefore, the results are not comparable across states.

Goal 1: PREPARED for school

Percent of children assessed as ready for school at kindergarten*

Newport: All Children Prepared

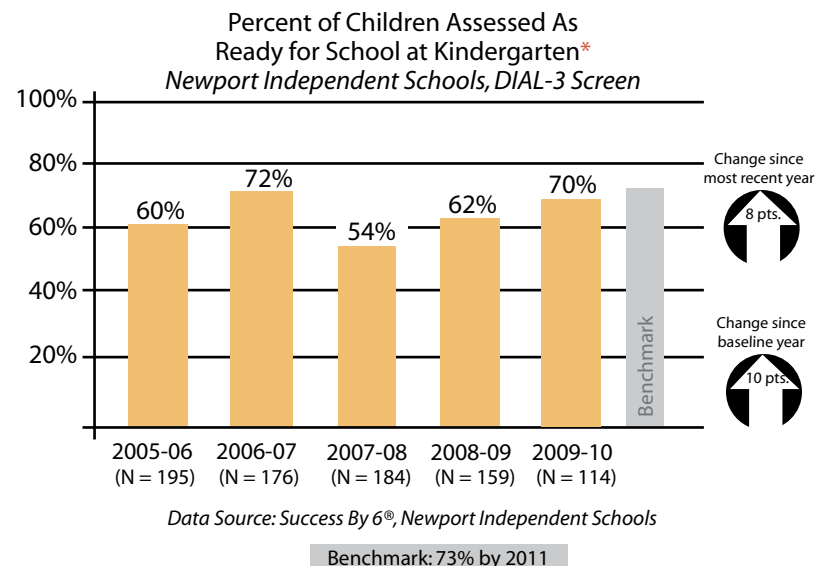
The Newport Early Childhood Network works with Success By 6® to measure school readiness using the Developmental Indicators for Early Learning (DIAL-3) screen.

The DIAL-3 assesses motor skills, concepts, and language. The network has determined that a score of higher than 50 NCE's (normal curve equivalency) indicates readiness for kindergarten.

The Newport Early Childhood Network has set a target of at least three percentage point increase per year.

What It Tells Us:

In the 2009-10 school year, 70 percent of children were assessed as ready for school. The data has fluctuated over the past five years, but a jump of 10 points (or 17 percent increase) was seen since the baseline year.



* Cincinnati Public Schools uses the KRA-L, an Ohio mandated kindergarten assessment, and Covington and Newport School Districts use the DIAL-3 to measure readiness for school. Therefore, the results are not comparable across states.

Strategies for Improving Student Outcomes

Goal 1:

Every child will be **PREPARED** for school

The Strive partners are working to identify strategies that will improve student performance and to weave those strategies into the fabric of our education systems. We asked partner organizations to highlight some of the strategies that are set to make a positive impact on the results highlighted in this report.

Hamilton County Early Childhood Student Success Network

The Hamilton County Early Childhood Student Success Network (SSN) is focused primarily on kindergarten readiness in Cincinnati Public Schools (CPS). The SSN partners are numerous and diverse, reflecting a district with an enrollment of nearly 35,000 and an annual kindergarten class of more than 2,800 children.

In partnership with CPS and INNOVATIONS of Cincinnati Children's Hospital Medical Center, the SSN has amassed rich data on kindergarten readiness for five years. The data reveals many things about the readiness of children entering the school district and the importance of interventions during the first five years. Two findings have been most consistent: that quality preschool makes a difference for all children but more so for low-income children, and that children who spend more time in a quality preschool will be better prepared for kindergarten.

The most recent data shows that 53.4 percent of CPS kindergartners were ready for kindergarten compared to only 44 percent four years ago. Of the children who had a documented quality preschool experience, 61.4 percent were considered ready. Quality preschools mattered more for low income children, who outscored their low-income peers without a documented quality preschool experience by 7.4 percentage points compared to a spread of only 3.5 percent among children who were not considered low income. Similarly, children who spent two years in a quality preschool scored 11 percent higher than those with no documented preschool and those who attended consistently scored 22 percent higher than those who attended less frequently.

In response to data about quality preschool, Success By 6 conducts monthly "learning circles" for program directors and teachers of preschoolers likely to enter a CPS kindergarten. Using the Bracken Basic Concept Scale, INNOVATIONS

staff assesses children in participating teachers' classrooms in the fall and with network partners (4C for Children, CPS and Cincinnati Early Learning Centers), training is provided to improve teaching strategies and interventions to address areas of concern. A post-assessment is done in the spring to measure progress and develop plans for additional interventions before kindergarten.



Covington Early Childhood Student Success Network

Covington Early Childhood Student Success Network (SSN) was formed more than 2½ years ago and received a Strive Stage 2 Endorsement in May 2008. Its three high quality partners are Children Inc., Covington Independent Public Schools (CIPS) and Head Start. The SSN has aligned efforts with the district's focus on literacy, knowing that school success starts with reading. Through Success By 6 Winning Beginnings, literacy coaches were provided to CIPS preschools during the 2008-2009 school year.

Continuous improvement planning showed that more than 30 percent of Covington children are not served by high quality partner programs. Local evidence indicated that 53 percent of students who were assessed on kindergarten entry had attended a CIPS preschool and 83 percent of these students were prepared for kindergarten. Of the students who did not attend a CIPS preschool, only 57 percent were prepared. Overall, CIPS students scored higher on most assessments when compared to children

from partner programs and elsewhere in the community. From the data, the SSN could assume that a contributing factor to higher scores was the positive impact of literacy coaches in CIPS preschools.

For long-term success, the SSN identified the need to reach out to children who were not served by high quality partner programs. That is, we saw the need to be innovative in the use of resources and to begin building relationships with five community childcare centers that feed into CIPS.

Strategies for Improving Student Outcomes

The SSN used progress data to outline new short-term goals, including continuing to make steady gains in the public preschools and redesigning the role and the scope of the literacy coaches.

We spread support through the community – reaching out to partner programs and community childcare centers. Coaches are modeling best practices in instruction, providing feedback on classroom literacy environment and helping to build capacity. They are providing much needed tools, materials and training to community childcare centers using data derived from the Early Literacy Language Classroom Observation (ELLCO). The two literacy coaches, hired through CIPS, are in the process of becoming state credentialed, so that training they provide can count toward licensing hours required by the state for community childcare centers.



Newport Early Childhood Student Success Network

Newport Early Childhood Student Success Network (SSN) was formed more than five years ago and received a Stage 2 Endorsement from Strive in 2007. The four high quality partner programs in this collaboration are Brighton Center, Children Inc., Head Start and Newport Public Schools (NPS).

Since its inception, the SSN has been a leader in preparing children for school through innovation, collaboration and using data to drive decision making. We use the Northern Kentucky University Early Childhood Database to capture data on children birth to five served by partner programs. The team then is able to use data to focus efforts and identify children by the age of 3 who are “behind” and wrap services around the most at-risk through “The Inner Circle,” a quarterly gathering for practitioners working to improve student achievement.

Local data generated through continuous improvement shows that children who attend Newport’s preschool, Head Start, Brighton Center or Children Inc. programs are much more likely to arrive at kindergarten scoring above the 50 percentile of kindergarten students nationwide. Almost 65 percent of the graduates of these programs scored above the 50 percent nationally. Kindergarten students who spent two years in these programs scored better than 88 percent of all five year olds nationally.

On the ground working with these children and families are the educators, social workers and home visitors known as the Inner Circle. This innovative approach gives those working directly with children the opportunity to share information, resources and best practices. It’s a needed opportunity to review, analyze and plan to help guide instruction. This effort works collectively and with open communication to intervene early with needed services and not wait until children register for kindergarten to know whether or not they are prepared.

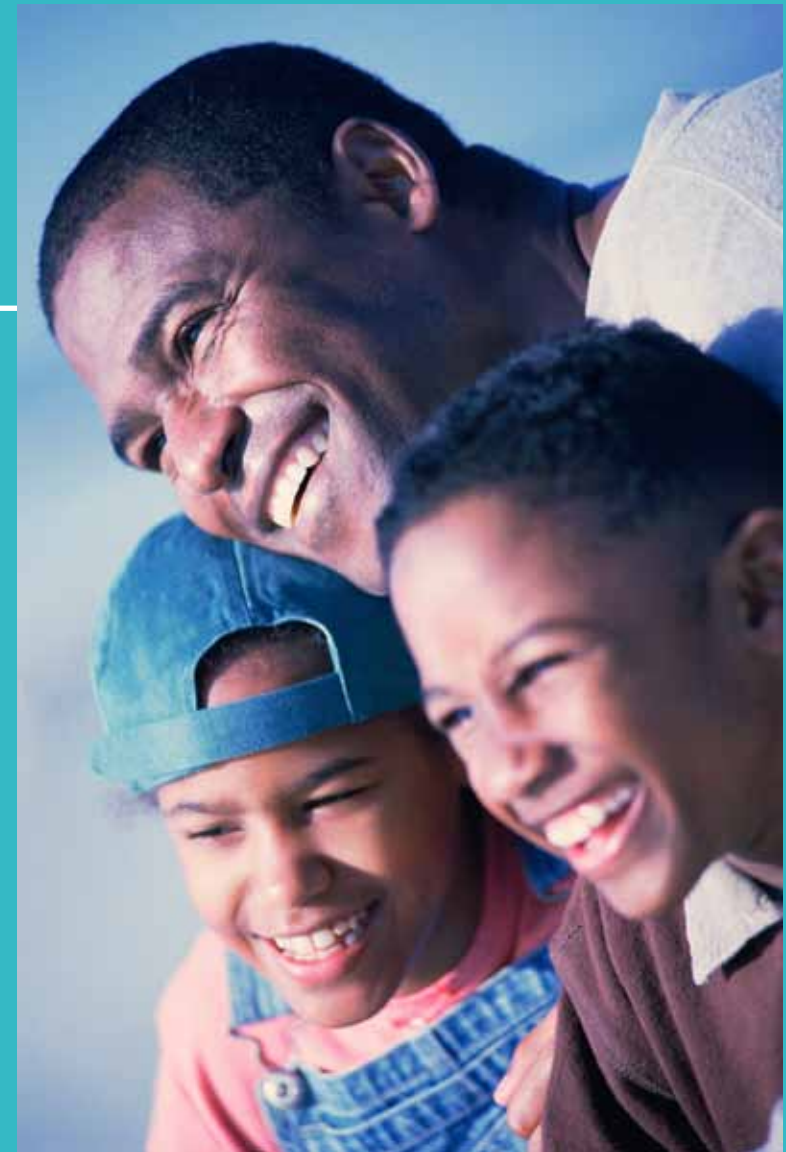
Goal 2

Every child will be **SUPPORTED** in and out of school

In order for students to succeed, they must be supported inside and outside of school. Awareness and understanding of what children and youth are currently experiencing socially and emotionally is critical to helping them succeed academically.

OUTCOME INDICATOR

Under study



STRATEGIES FOR IMPROVING STUDENT OUTCOMES

Community Learning Centers.....	16	Mentoring Works	18
After-School Learning Network	17	Tutoring SSN	19
Arts Education SSN	17	Covington Partnership in Prevention.....	19
Growing Well Cincinnati	18	Youth Career Access Network.....	20
CPS School Based Mental Health Network..	18		



Goal 2: SUPPORTED in and out of school

Measuring Student Support

The original Goal 2 indicator in the report card was the “percent of children identified with more than 20 Developmental Assets” (as measured by the Search Institute’s Attitudes and Behaviors Survey). The Search Institute’s Developmental Assets framework provides a means to assess the health and well-being of middle and high school age youth. While it is an excellent framework and an important component of the work of many local programs, the indicator that was reported did not fully meet the needs and criteria of the *Striving Together Report Card*. The results from the Attitudes and Behaviors survey are not designed to measure progress over time and are not intended to measure assets at the individual child level.

As a result, United Way and Strive hosted a series of focus groups with the goal of obtaining community-wide input on what it means to be supported inside and outside of school as well as identify potential outcome indicators that would tell us whether we are progressing toward this goal at a community level.

The focus groups identified more than 20 indicators, three of which rose to the top because the data was readily available at the community level – school attendance rates, behavioral incidents in school and student mobility. More information on the focus group process and results can be found at right.

Initially, these three indicators were considered to be viable candidates for the 2010 *Striving Together Report Card*. However, further discussion and feedback raised concerns. For example, attendance rates are relatively high and consistent for most schools, and therefore not a very good actionable indicator. Behavioral incidents are not collected consistently across schools and perhaps not a valid statistic, according to some experts. And finally, student mobility may not be able to represent the whole of student and family support without at least one other indicator alongside it. Most of the other candidates for use as indicators either seemed too subjective or are not currently available to report at the community level. In addition, we heard the feedback that the three indicators do not adequately represent the efforts of all who provide supports and services to students and families.

As a result, we have decided not to report an outcome indicator in this report card. We will continue to work with United Way, school systems, service providers and other partners in search of a suitable replacement for future reports.

The Focus Group Process

Representatives from more than 50 organizations came together over a series of three focus groups and two follow-up sessions to offer input on what community-level outcome indicator(s) would best tell us if we’re making progress on the goal of every student being supported inside and outside of school.

The focus groups were led through the Friedman Exercise, an exercise based on the work of Mark Friedman that is designed to help determine a list of candidate indicators for potential use by a group. Indicators were evaluated and ranked based on the criteria of communication power, proxy power and data power:

- **Communication Power:** Does the indicator communicate to a broad range of audience?
- **Proxy Power:** Does the indicator say something of central importance about the outcome?
- **Data Power:** Is high quality data available on a consistent and timely basis?

Indicators were graded as high, medium and low in each of the three areas and then ranked accordingly. Data power was assessed for availability at both the community level and program level.

Community-level indicators are about whole populations. Community indicators are usually about people’s lives, whether or not they receive any services. They are measures that help quantify the achievement of a community outcome. Community indicators are almost always a matter of approximation and compromise, since there is no perfect set of measures to capture the complex ideas embedded in the outcomes.

Performance measures (program level) are about the well being of client populations – a measure of how well the agency or program service delivery is working, answering the question “is anyone better because of this service?” Performance measures demonstrate how a service is being delivered as well as whether it is having an impact.

Goal 2: SUPPORTED in and out of school

Focus Group Results

The following indicators were identified and prioritized in the focus groups. They have been categorized by school, community, and family to better organize the results.

SCHOOL	School Attendance Grade Progression Academic Achievement / Improvement Student Mobility Dropout Rates Behavioral Incidents in School 21st Century Skills
COMMUNITY	Community Service (and/or service learning) Civic Engagement (as service learning) Extra-Curricular Activities (at school, out of school) Child Welfare / Risky Behavior Safety: Children Feeling Safe Age Appropriate Social Emotional Health/Resilience Access to Quality Programs Safety: Police or Supports in Community Safety: Percent of Children Abused Incidents of Juvenile Justice Youth Perception of their Community Purposeful Asset-Rich Activities
FAMILY	Parent/Caregiver Involvement Parent/Caregiver Involvement at school BMI or Annual Health Exam Parent Contact with Teachers Access to Mental Health Parent Engagement (outside of school)

Strategies to Support Students

Despite the inability to identify comprehensive common community-level outcome indicators, we recognize the importance of the many organizations that provide programs and supports for student success. We will encourage providers in their discussion on common language, common tools and common measures. In addition we will focus on and advocate for more consistent ways to track the many supports and services in place for students, more attention to data collection and analysis, and ongoing continuous learning and improvement.

One of Strive's focus areas is on building data systems so that organizations have greater ability to track the data they need to improve programs and services. In addition to championing the early childhood database systems that have been built in both Cincinnati and Northern Kentucky, Strive has been working on improving data systems for K-12. The Learning Partner Dashboard is an effort to incorporate academic data and student supports data into one system so that a comprehensive picture of student learning will be available to all stakeholders.

In this system, learning partners would be able to upload student-level information about the programs and services they are providing to students. Partners would have access to better data to modify and enhance their programs. In return, the schools would get access to data collected by their partners on such indicators as the frequency and length of visits by students to after-school and out-of-school sites and activities. Teachers, schools and the district can assess the impact of community-based programs on student achievement. This system will also facilitate better communication and collaboration between schools, community partners, students and parents. The expected outcome is that schools, the district and community partners will have much better program data for use in decision making and resource allocation.

Strategies for Improving Student Outcomes

Goal 2:

Every child will be SUPPORTED in and out of school

Community Learning Centers

The continued development of schools as community learning centers taking place primarily within Cincinnati Public Schools is helping make learning a collective priority and creating improved conditions for learning.

A community learning center is a school that serves as a neighborhood hub, utilizing school space during extended hours, on weekends and through the summer to provide additional academic support, health resources, social services, arts programming, and civic and cultural opportunities to students, their families and the community.

The key component of a community learning center is the partners who provide services and support. To manage and align these partnerships, 22 community learning centers now have a full-time on-site resource coordinator, funded by a blend of public and private support.

In the 2008-2009 school year:

- 93.3 percent of community learning centers met or exceeded the benchmark goal for attendance
- 86.7 percent met or exceeded the goal for student stability
- 100 percent met or exceeded the goal for developmental assets

The previous year saw increases across the community learning centers of:

- 15.1 percent in days of programming
- 95.7 percent in parent activities
- 123.8 percent in community volunteers
- 406.9 percent in parent volunteers

Community learning centers also have motivated providers to create networks around their area of focus. For example, Growing Well Cincinnati is a collection of health providers that work together to create coordinated, data-driven systems to ensure access to quality health and wellness services for students and their families within CPS. Similar networks have been created for mental health, tutoring, mentoring, college access services, outdoor and environmental

The Strive partners are working to identify strategies that will improve student performance and to weave those strategies into the fabric of our education systems. We asked partner organizations to highlight some of the strategies that are set to make a positive impact on the results highlighted in this report.

programs, business volunteers, parent engagement, arts and after-school programs. Together, these networks comprise the Cross-Boundary Leadership Team, which meets regularly to coordinate and align its work.



Thanks to the work of Growing Well, immunization rates among CPS students rose from 71.2 percent in 2006 to 90.6 percent by 2008. This past year, more than 26,000 students, teachers and family members were given H1N1 vaccinations in the schools, and a sixth CPS school, Woodward High School, added a fully staffed school-based health center. These centers ease problems created by lack of transportation and layers of bureaucracy.

In 2008-2009 the community learning centers helped launch Fifth Quarter, an additional month of school and enrichment activities in CPS's 13 lowest-performing schools. Resource coordinators and the Cross-Boundary Leadership Team leveraged resources and organized partners to bring students everything from ballroom dancing to sign language, on top of daily math and reading instruction. The development of Cincinnati's community learning centers includes a neighborhood by neighborhood community engagement process. In addition to thorough needs assessments and asset mappings, regular community meetings help prioritize everything from the design of new facilities to the partnerships that populate the school. The community drives the vision for what its community learning center should be.

Strategies for Improving Student Outcomes

After-School Learning Network

The After School Network was established in 2004 as a regional network focused on Cincinnati and Northern Kentucky. After working together for some time the collaborative decided that it would be more effective to split into geographic regions, creating the CincyAfterSchool Network, which focused on Cincinnati Public Schools, and Transform Network, which focused on the United Way multi-county footprint. In November 2009 the network expanded again to encompass both Cincinnati and Northern Kentucky. The newly reformed network, which also includes out of school time providers and summer programs, became the After-School Learning Network (ASLN).

We recently developed a team charter including new strategies to meet our defined goals of keeping kids safe, supporting families and enhancing academic achievement. The strategies to meet these goals are:

1. Sustain a network of partnerships that influence after-school policies and collaborative efforts.
 - To focus on methods of inclusion and engagement around parents, families and communities.
 - To foster collaboration between learning activities conducted during the school day and after-school programs.
2. Develop and sustain resources for new and existing after-school programs.
3. Promote and deliver resources that improve after-school program quality.
 - To measure ASLN activities' impact on academics and social emotional outcomes with common measures and tracking.

Since reforming we've conducted a survey of members to gather baseline data on the collaborative. Based on the results we have identified several areas on which our collaborative should focus, including student retention, staff training and family engagement. Our next steps include creating an action plan that will lead the collaborative in sustaining successes, finding solutions to challenges and measuring impact.



Arts Education Student Success Network

The Arts Education Student Success Network is committed to increasing student achievement, accessibility, integration and awareness of the arts. Based on findings of our 2008 analysis, this network has taken on several projects.

- Arts Integration Pilot Program: piloted in 2009-2010 in third grade classrooms at four schools (Bond Hill, Roselawn Condon, Douglass, Hoffman Parham). Artists work in the classroom once a week for 8-10 weeks, with the teacher, aligning arts experiences to the curriculum. Initial evidence of students' success includes teamwork, pride, risk taking, creativity, problem solving, innovation and leadership.

- Increase Arts Integration Professional Development opportunities for pre-professional and professional educators by partnering with other organizations. In partnership with the Greater Cincinnati Arts Alliance for Education, close to 50 educators participated in a workshop featuring breakout sessions in visual art, dance, theater and music taught in conjunction with state mandated standards in language arts, social studies and science.

- Creative Activities After School: For 2009-2010, artists have worked with three after-school organizations to provide meaningful learning experiences in theatre, dance, music and visual art. Evidence of learning includes critical thinking skills such as goal setting, planning and decision making.

- Awareness: During the Fine Arts Fund Sampler Weekend the Get Smart About

Art Festival was a 360-degree arts experience, where visitors learn about the many arts resources in our region. New this year was STUDIO 2010, an exclusive space for young people grades 6-12, and a multigenerational drum circle.

Strategies for Improving Student Outcomes

Growing Well Cincinnati

The mission of Growing Well Cincinnati is to create an integrated, coordinated and sustainable system of providers that ensures access to quality health and wellness services for students and their families. Growing Well consists of representatives from 30 organizations, including Cincinnati Public Schools (CPS), local hospitals, neighborhood clinics, the Health Department, the Academy of Medicine, Jobs & Family Service, Legal Aid, YMCA and community health/mental health providers.

Growing Well promotes optimal health for optimal learning. To achieve this goal, Growing Well is developing infrastructure for school health using a “braided” model of services. This model is built not on mandates of services but rather on creating a system for health services that will achieve increased utilization by decreasing barriers to care (transportation, insurance, appointment waiting lists, missed appointments, culturally competent services). This model takes existing services delivered independently and braids these services together into a system of care.

The network will achieve these goals through four primary strategies:

1. Establishing new sites for services in the school setting.
2. Tracking health care measurements to document improvement in health.
3. Ensuring an integrated, coordinated system of providing services.
4. Ensuring that students receive all the types of services needed such as nutrition, physical activity, mental health, dental care and primary care as well as safety in accordance with the CDC guidelines to achieve the eight components of coordinated school health.

Adolescents represent a medically underserved group with the lowest rate of Medicaid enrollment for eligibility of all children. Recently added services have focused on this unmet need and include three new school-based health centers located in high schools (Oyler, Hughes and Woodward). A planning grant is in process to add a school-based health center in the building for Withrow University and Withrow International high schools and part time at Academy of World Languages.

In addition, Growing Well recently analyzed data that supports the relationship between health and school readiness. We are analyzing more data to better understand the relationship between health, school attendance and academic outcomes in children K-12 with chronic illnesses. These analyses will ultimately ensure that the physical, academic and long-term developmental needs of students can be optimally met.

CPS School Based Mental Health Network

The CPS School Based Mental Health Network is a collaborative led by Cincinnati Public Schools (CPS), the Hamilton County Mental Health and Recovery Services Board, and MindPeace. They partner with children’s mental health providers and the community to facilitate the provision of mental health services to CPS community learning centers as part of the seamless system of care for children.

Some of the many functions of the collaborative are to:

- help community learning centers define their mental health needs; communicate opportunities and set up interviews with mental health providers; ensure a successful launch of the partnership; and troubleshoot issues with providers at the site level.
- create guidelines for providers and CPS community learning centers for working together to provide effective, quality services.
- create, measure and report agreed-upon shared mental health outcomes.
- address capacity needs.
- advocate for mental health policy that will benefit children and families.

Mentoring Works

Mentoring is a strategy for leveraging positive youth development. It is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.

Mentoring can take place in several formats: traditional mentoring (one adult to one young person), group mentoring (one adult to multiple young people) and peer mentoring (youth mentoring another youth). It also occurs in a variety of settings, including faith-based organizations, schools, community, workplace and juvenile corrections facilities. According to MENTOR, the National Mentoring Partnership, mentoring relationships should last at least nine months to one year depending on the setting and should meet for at least one hour per week or four hours per month.

Mentoring Works has collaborated to host many events with the goal of increasing the number of volunteers to meet the need for mentors. During the next year Mentoring Works will continue to focus on recruiting, training and retaining new volunteers. In addition, we will begin sharing impact data on how mentoring works in Cincinnati and Northern Kentucky.

Strategies for Improving Student Outcomes

Tutoring Student Success Network

The Tutoring Student Success Network (SSN) provides awareness of and access to a network of trained, high quality, caring and supportive academic tutors for Cincinnati Public School (CPS) K-8 students. Following the *Strive Student's Roadmap to Success*, the Tutoring SSN works to ensure that every elementary student in Cincinnati Public Schools who is receiving tutoring is getting the exact help that he or she needs to establish a successful academic experience from kindergarten through elementary leading to middle school.

The Tutoring Network has taken on several initiatives. The Bearcat Buddies pilot program will provide academic support to students in CPS by placing 50 students from the University of Cincinnati into four elementary schools (Hays-Porter School, Rees E. Price Academy, Roll Hill Academy and Ethel M. Taylor Academy) for the final eight weeks of the school year. Tutors will work with fifth grade students on reading and math skills for 90 minutes of individual instruction every week.



In addition, the network has been concentrating on quality tutoring. Collaborative tutor training and tutor manuals are being developed for volunteer tutors. A Tutoring Seal of Approval evaluation has been developed and funded; an outside evaluator will analyze tutoring providers.

Tutors will be given network-developed collaborative tutor training. At the site level they will be provided a school-approved curriculum and supported by tutor coordinators provided by Project Grad. Student Tutoring Logs have been developed for the tutor coordinators to help ensure communication and alignment to the CPS Pyramid of Intervention. The tutoring logs will allow teachers, coordinators and tutors to monitor tutoring and make certain that children receive targeted help geared toward specific needs and focused on academic indicators.

Covington Partners in Prevention

Since 1999, Covington Partners in Prevention has been working to promote positive youth development in collaboration with schools of Covington. The organization began with a focus on preventing youth substance abuse and violence. In 2001 Covington Partners in Prevention expanded its scope to include mental and physical health promotion, family strengthening, and staff training and support. Every aspect of the organization's work is centered on supporting the children of Covington by increasing student achievement and attendance and by decreasing school behavior referrals and student drug use. These efforts are driven by current data and are evaluated annually.

One clear example of success is the Covington Mentoring Program. In Covington Independent Public Schools many students do not stay in the same school from grade to grade, yet students who do stay in the same school do better academically. Data show that when Covington students have mentors, they are more likely to stay at the same school. Of students in grade 6 who had mentors, 87 percent stayed at the same school for grade 7, compared with 73 percent from the general population. Additionally, after students were matched with mentors, both absences and discipline not only stopped getting worse, they reversed. Trends in absences were showing a 125 percent increase before the mentor match was made; after students had mentors, the trends showed a decrease of 31 percent. Trends in discipline referrals showed a 71 percent increase before the match; after the match, they went down by 71 percent.

Additionally, 10 years of annual surveys that measure the effects of Covington Partners in Prevention reflect declines in reports of youth use of alcohol, marijuana and tobacco. Among 12th grade students, the percent of students who reported using cigarettes in the past 30 days decreased from 54 percent to 29 percent; students who reported using alcohol in the past 30 days went from 46 percent to 30 percent; and the percent of students who reported using marijuana in the past 30 days went from 31 percent to 26 percent.

Strategies for Improving Student Outcomes

Youth Career Access Network

Youth CAN is a collaborative of more than 20 partners and support organizations that provides education, employment and training, career planning, and support services for youth ages 14 through 24 in Cincinnati and Hamilton County who are from homes with low incomes and who face barriers to success. Members ensure that youth, in and out of school, are involved in meaningful experiences that lead to high school graduation or a general equivalency diploma (GED), postsecondary education or certified training, and ultimately gainful employment.

The network aims to establish an infrastructure for effective collaboration and coordination with the broader community that ensures youth have access to comprehensive supports. We have set three specific goals for youth served by partners:

- By 2015, 75 percent will achieve competency in employer expectations and requirements.
- By 2013, we will increase the percentage who receive a high school diploma or GED.
- By 2013, we will increase the percentage who enter postsecondary training.

STEM High School

The Hughes STEM High School in CPS opened to 300 freshmen in August 2009. The school building includes grades 10-12 (650 students), with STEM-related programs, including Health & Communications Professions and the Cincinnati Academy of Math & Science, Teaching & Technology, and the Zoo Academy. The 2010-11 freshman cohort will add another 350 students to the high school.

The instructional focus is in Science, Technology, Engineering & Mathematics and the instructional mode is interdisciplinary project-based, team-based learning. Technology modes include laptops for all students, digital backpacks, cross-platform learning, and the digital portal Blackboard.

The three high school program majors are:

- Health Sciences—Bioscience, Medicine, Research
- Digital Education—Future STEM teachers
- Engineering Futures—Including Environmental Engineering & the Zoo Academy



Selected key partners include the Cincinnati Public Schools, Cincinnati Federation of Teachers, University of Cincinnati, Strive, Cincinnati State, Duke Energy, General Electric, Procter & Gamble, Macy's, Health Alliance Hospitals, Cincinnati Zoo, American Chemical Society, InterAlliance, U.S. Green Building Council, Time-Warner, Battelle Memorial Institute, GE Foundation, Mayerson Academy, Toyota, Ohio STEM Learning Network, Cincinnati Youth Collaborative, Great Oaks, Greater Cincinnati Tech Prep Consortium, Cincinnati Museum Center, National Underground Railroad Freedom Center and iSpace..

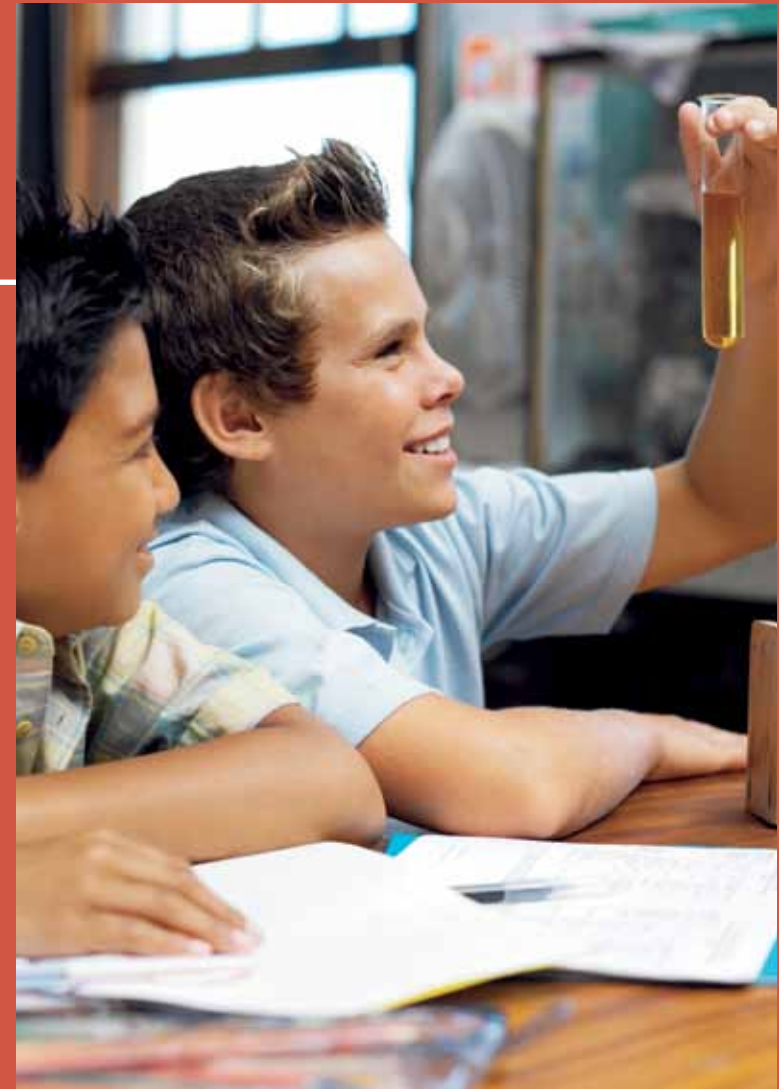
Goal 3

Every child will SUCCEED academically

Student academic success is the core objective of all the strategies implemented as a part of Strive. Education partners from early childhood through college are committed to establishing high standards for all students and providing a rigorous curriculum that challenges students and prepares them with the skills and knowledge to succeed in the 21st century.

OUTCOME INDICATORS

Percent of students at or above proficiency in reading and math
Percent of students who graduate from high school



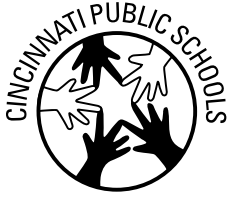
STRATEGIES FOR IMPROVING STUDENT OUTCOMES

Cincinnati Public Schools	30
Covington Independent Public Schools	31
Newport Independent Schools	32
Archdiocese of Cincinnati	32
Diocese of Covington	32



Goal 3: SUCCEED academically

Percent of students testing at or above proficient levels on the Ohio Achievement Test*



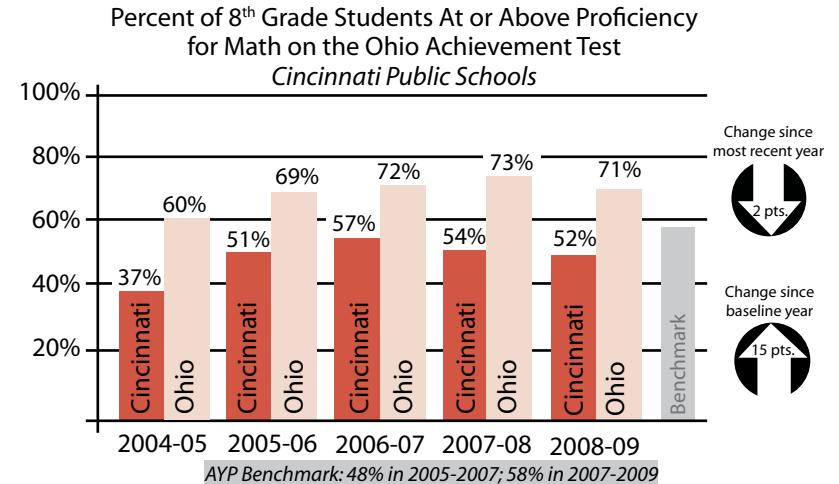
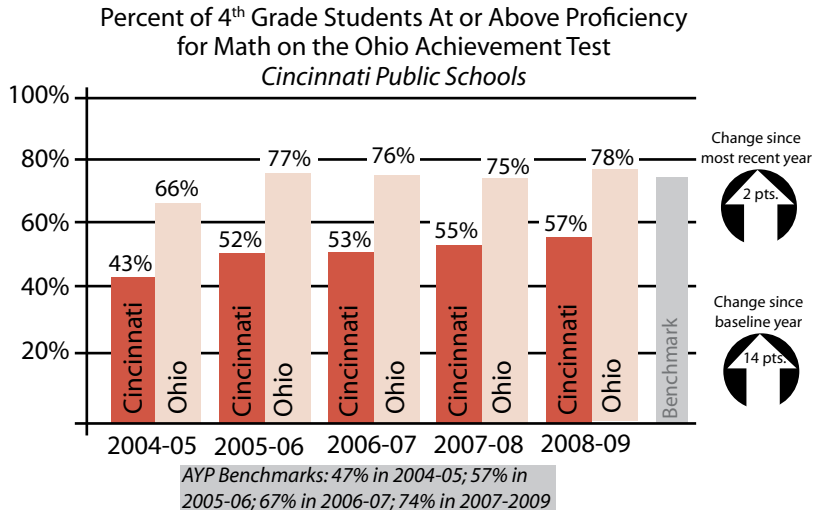
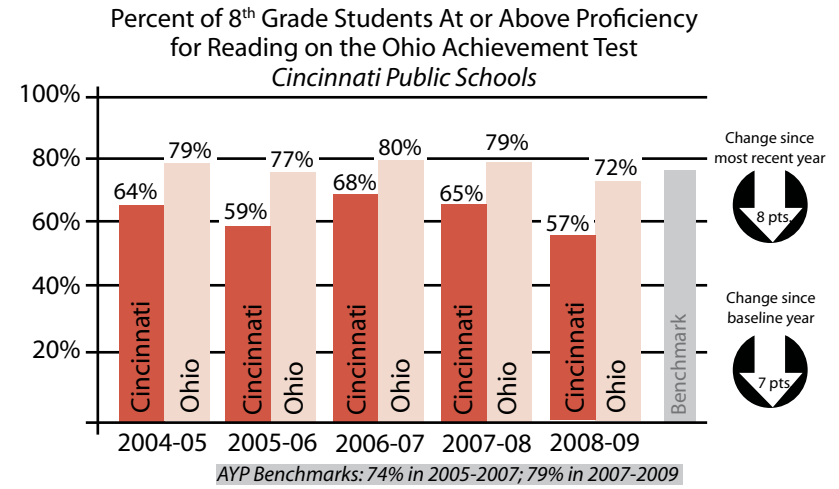
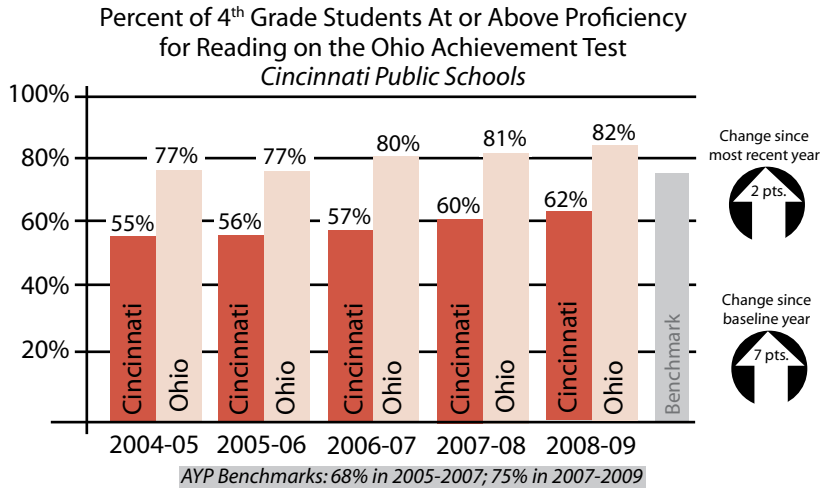
Cincinnati Public Schools uses the Ohio Achievement Test to assess progress in reading and math. The benchmarks reported below represent the state level AYP (adequate yearly progress) targets. Grade four has been designated as a critical milestone for student progress in reading, representing a shift from learning how to read to reading to learn.

Competence in mathematics is essential for functioning in everyday life as well as for success in our increasingly technological workplace. Early assessment in both reading and math is important in order to ensure students are achieving at grade level and to offer interventions to those who are not.

What it Tells Us:

Reading: Fourth grade reading scores have increased in each of the past few school years. Eighth grade reading scores have been inconsistent but trending down over the past three years. In both measures, a gap remains between the district and the state average.

Math: Fourth grade math scores have increased in each of the five years on the chart. Eighth grade math scores have also increased, but fell back down by five percentage points over the two most recent years. Big jumps are seen in both grades since the 2004-05 base year.



Data Source: Ohio Department of Education

* Ohio and Kentucky use different assessments to measure achievement, therefore the data are not comparable across states.

Goal 3: SUCCEED academically

Percent of students testing at or above proficient levels on the Kentucky Core Content Test*



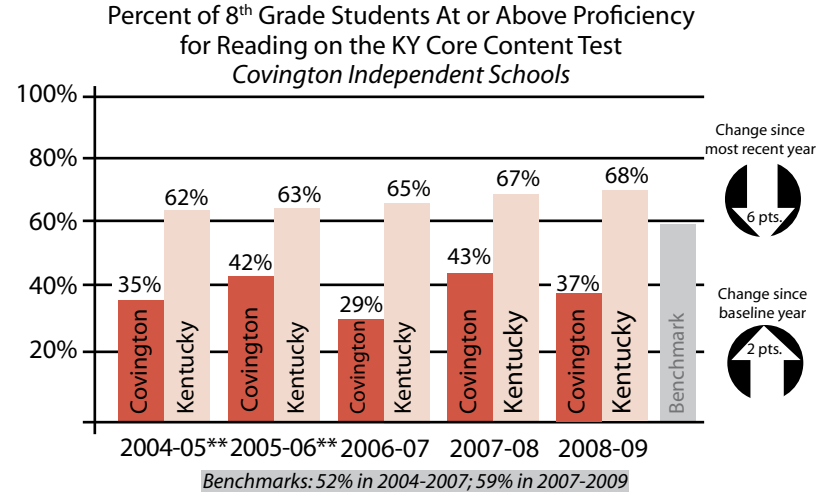
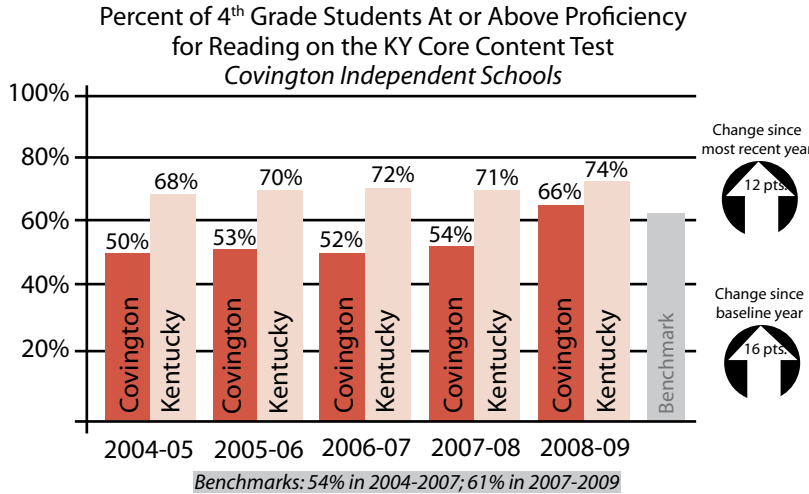
What it Tells Us:

Reading:

The percent of fourth grade students at or above proficiency is increasing. The data is inconsistent for eighth grade students, with a drop of six points in the most recent year. A gap remains between the district and the state average in both cases.

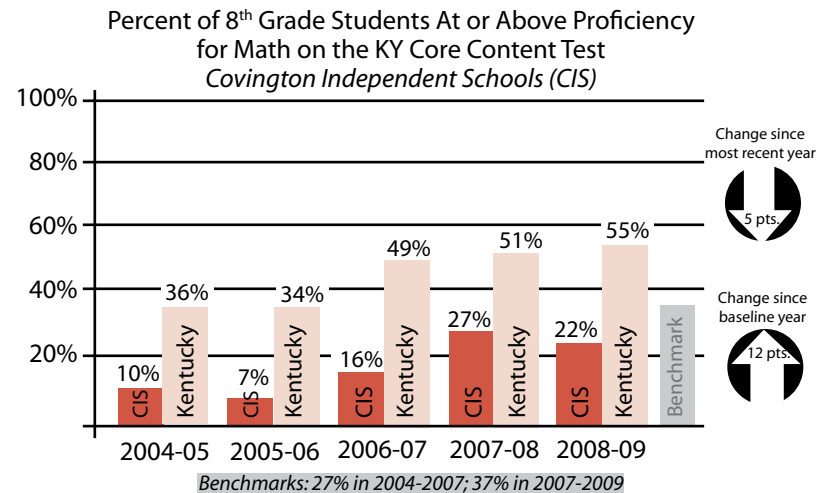
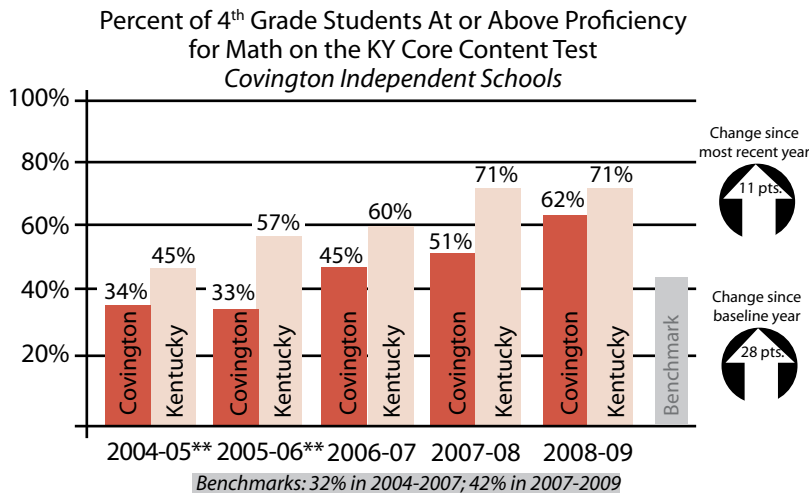
Covington Independent Schools use the Kentucky Core Content Test to assess progress in reading and math. The benchmarks reported below represent the state level AYP (adequate yearly progress) targets. Grade four has been designated as a critical milestone for student progress in reading, representing a shift from learning how to read to reading to learn.

Competence in mathematics is essential for functioning in everyday life as well as for success in our increasingly technological workplace. Early assessment in both reading and math is important in order to ensure students are achieving at grade level and to offer interventions to those who are not.



Math:

The percent of fourth grade students at or above proficiency increased 11 points since the most recent year and 28 points since the baseline year. The 28 point jump represents an 82 percent increase. Eighth grade math scores decreased by five points in the most recent year. The increase of 12 points since the baseline year represents a 120 percent increase.



Data Source: Kentucky Department of Education

*Ohio and Kentucky use different assessments to measure achievement, therefore the data are not comparable across states.

**In 2004-05 and 2005-06, reading testing was done in 7th grade instead of 8th grade, and math testing was done in 5th grade instead of 4th grade.

Goal 3: SUCCEED academically

Percent of students testing at or above proficient levels on the Kentucky Core Content Test*

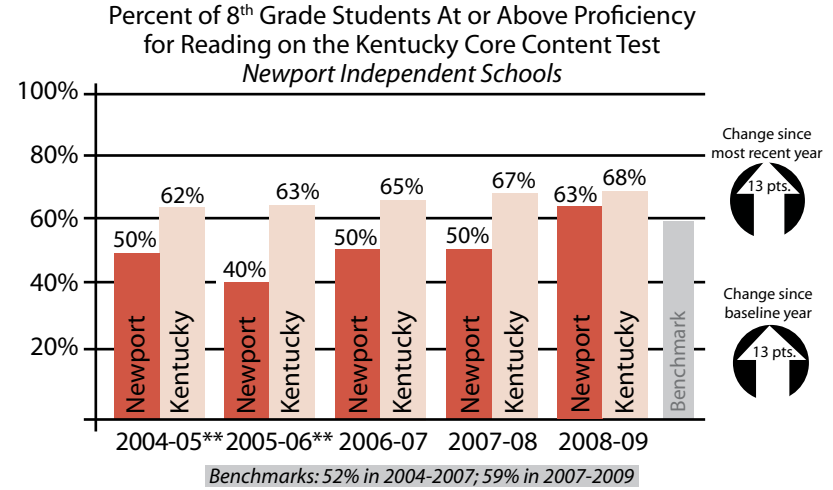
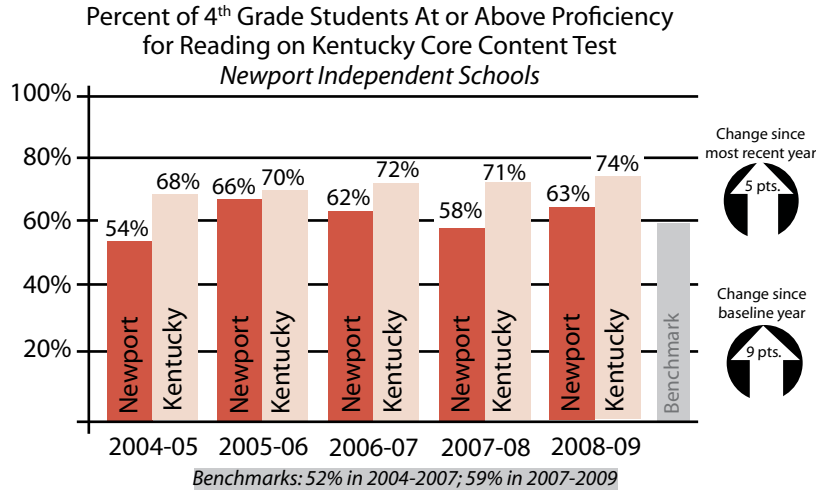


Newport Independent Schools use the Kentucky Core Content Test to assess progress in reading and math. The benchmarks reported below represent the state level AYP (adequate yearly progress) targets. Grade four has been designated as a critical milestone for student progress in reading, representing a shift from learning how to read to reading to learn.

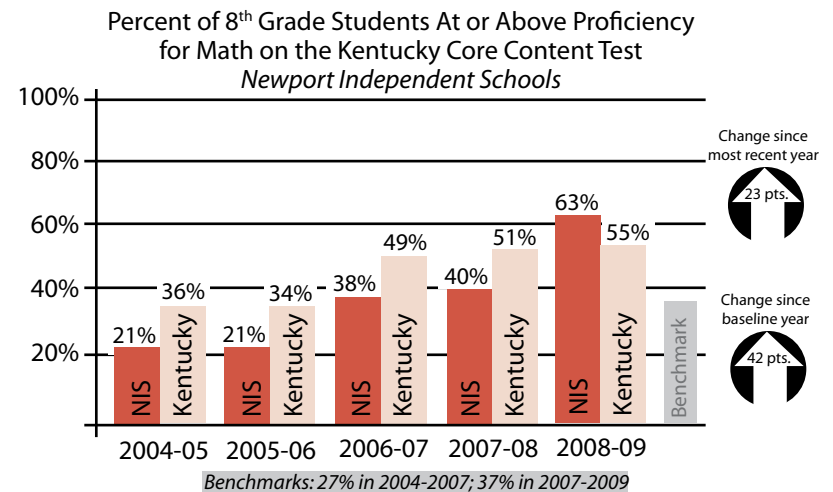
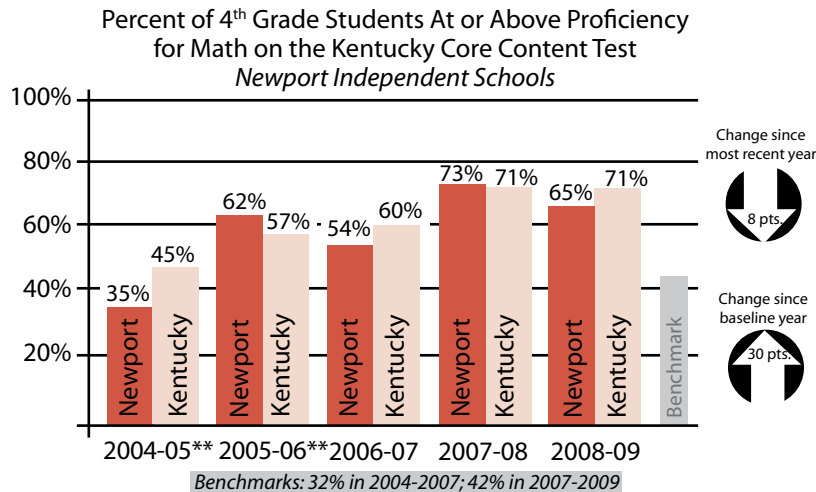
Competence in mathematics is essential for functioning in everyday life as well as for success in our increasingly technological workplace. Early assessment in both reading and math is important in order to ensure students are achieving at grade level and to offer interventions to those who are not.

What it Tells Us:

Reading: Fourth grade reading scores have fluctuated, with a nine point increase from the baseline year and a five point increase from the most recent year. The gap between the district and the state narrowed slightly in the most recent year. Eighth grade reading scores increased by 13 points in the most recent year, shrinking the gap between the district and the state averages.



Math: Fourth grade math scores decreased by eight points in the most recent year, but have increased 30 points (or 86 percent) since the baseline year. The gap between the district and the state average was six points in 2008-09. Eighth grade math scores have jumped 42 points (or a 200 percent increase) since the baseline year. The district average surpassed the state average for the first time since the baseline year.



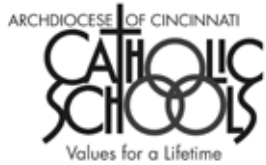
Data Source: Kentucky Department of Education

* Ohio and Kentucky use different assessments to measure achievement, therefore the data are not comparable across states.

**In 2004-05 and 2005-06, reading testing was done in 7th grade instead of 8th grade, and math testing was done in 5th grade instead of 4th grade.

Goal 3: SUCCEED academically

Percent of students testing above the 50th percentile on the TerraNova Multiple Assessment*



The Archdiocesan Schools of Cincinnati use the TerraNova Multiple Assessment to assess progress in reading and math. Grade four has been designated as a critical milestone for student progress in reading, representing a shift from learning how to read to reading to learn.

Competence in mathematics is essential for functioning in everyday life as well as for success in our increasingly technological workplace. Early assessment in both reading and math is important in order to ensure students are achieving at grade level and to offer interventions to those who are not.

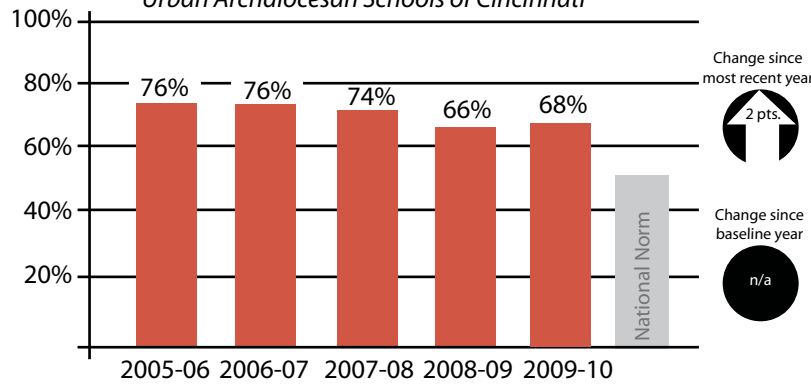
What it Tells Us:

TerraNova is an achievement test, not a proficiency test such as the states administer. Proficiency tests are those in which students have been taught all the content and are now being tested on whether or not they "got" it. Achievement tests include content students may not have been specifically taught, but that they could be expected to have mastered according to their cognitive ability. There are no benchmarks established for the TerraNova, although it is nationally normed such that half of the students across the country score below the fiftieth percentile and half score above.

Reading:
Sixty-eight percent of fourth grade students and 84 percent of eighth grade students are scoring above the fiftieth percentile nationally.

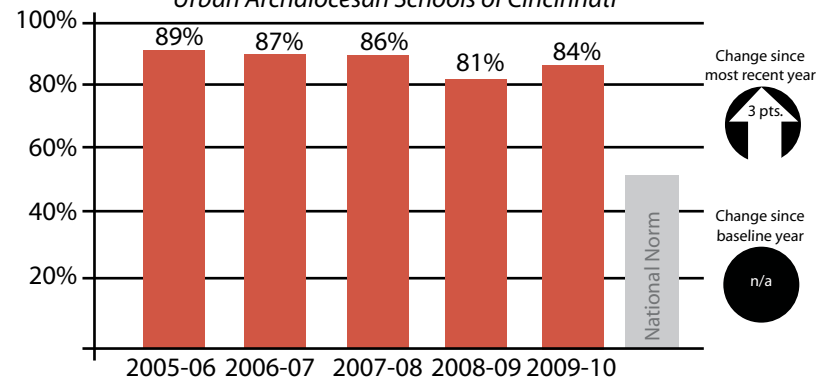
Math:
Sixty-three percent of fourth grade students and 77 percent of eighth grade students are scoring higher than the fiftieth percentile nationally.

Percent of 4th Grade Students Scoring Higher in Reading than the 50th National Percentile on the TerraNova Assessment**
Urban Archdiocesan Schools of Cincinnati



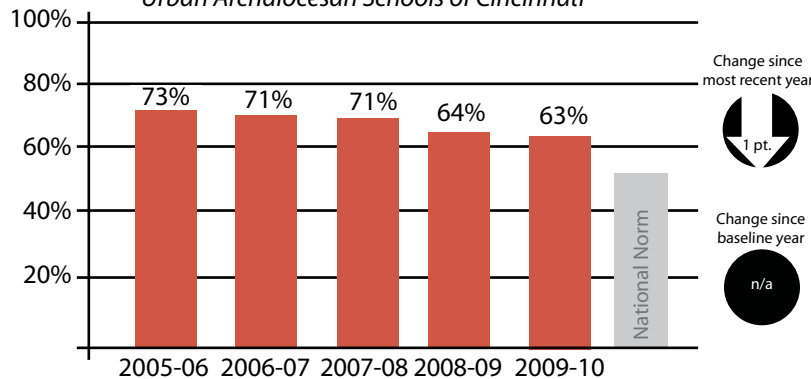
Note: Trend can be calculated for only one year because a new edition of the test was used in 2008-09.

Percent of 8th Grade Students Scoring Higher in Reading than the 50th National Percentile on the TerraNova Assessment**
Urban Archdiocesan Schools of Cincinnati



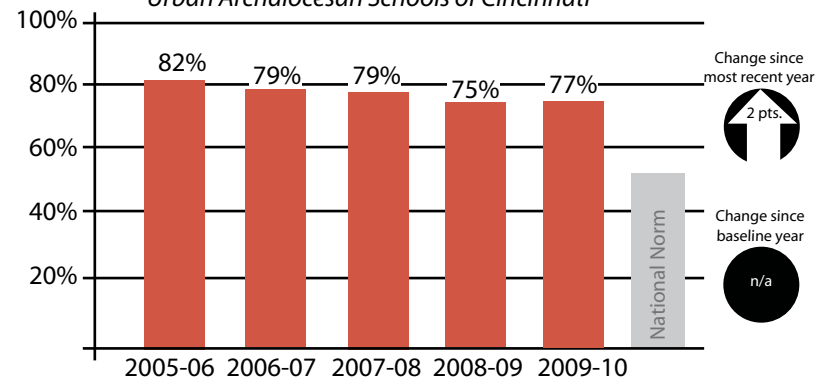
Note: Trend can be calculated for only one year because a new edition of the test was used in 2008-09.

Percent of 4th Grade Students Scoring Higher in Math than the 50th National Percentile on the TerraNova Assessment**
Urban Archdiocesan Schools of Cincinnati



Note: Trend can be calculated for only one year because a new edition of the test was used in 2008-09.

Percent of 8th Grade Students Scoring Higher in Math than the 50th National Percentile on the TerraNova Assessment**
Urban Archdiocesan Schools of Cincinnati



Note: Trend can be calculated for only one year because a new edition of the test was used in 2008-09.

**This data covers the Cincinnati Archdiocesan and interparochial schools located within the boundaries of the Cincinnati Public Schools District. Scores taken from TerraNova Multiple Assessment, 2nd edition, Fall testing, 2005, 2006, 2007, and 3rd edition, 2008, 2009

Nationally, 50% of students score higher than the 50th percentile.

Data Source: Archdiocese of Cincinnati

Goal 3: SUCCEED academically

Percent of students testing above the 50th percentile on the TerraNova Multiple Assessment*



The Covington Diocesan Schools use the TerraNova Multiple Assessment to assess progress in reading and math. Grade four has been designated as a critical milestone for student progress in reading, representing a shift from learning how to read to reading to learn. Testing is performed in grades three and seven as opposed to grades four and eight in the Covington Diocese.

Competence in mathematics is essential for functioning in everyday life as well as for success in our increasingly technological workplace. Early assessment in both reading and math is important in order to ensure students are achieving at grade level and to offer interventions to those who are not.

What it Tells Us:

TerraNova is an achievement test, not a proficiency test such as the states administer. Proficiency tests are those in which students have been taught all the content and are now being tested on whether or not they "got" it. Achievement tests include content students may not have been specifically taught, but that they could be expected to have mastered according to their cognitive ability. There are no benchmarks established for the TerraNova, although it is nationally normed such that half of the students across the country score below the fiftieth percentile and half score above. Note that the Diocese tests in the third and seventh grades instead of fourth and eighth.

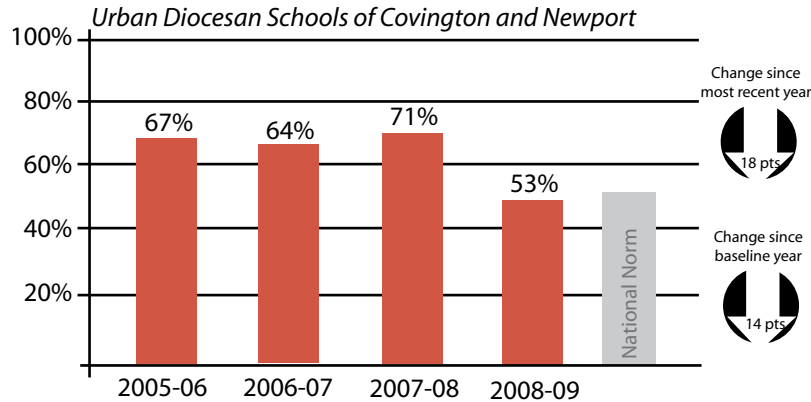
Reading:

Fifty-three percent of third grade students and 66 percent of seventh grade students are scoring above the fiftieth percentile nationally. Both grades have seen a decrease from the most recent year.

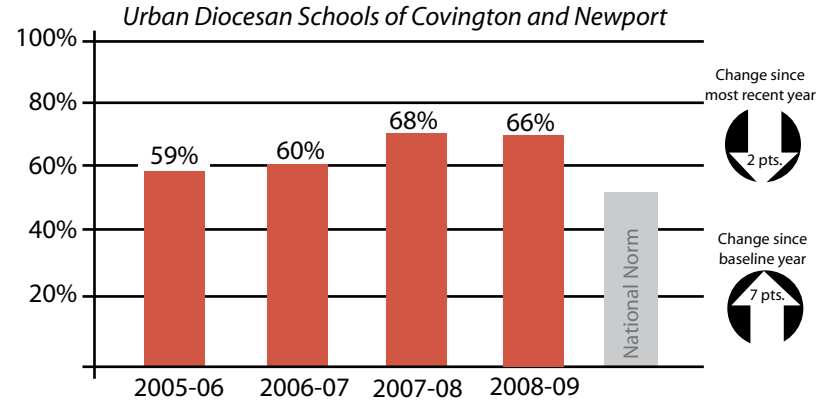
Math:

Sixty-one percent of third grade students and 65 percent of seventh grade students are scoring above the fiftieth percentile nationally. A 3 point (or 5 percent) increase was seen in third grade scores since the baseline year while the seventh grade scores have decreased by 5 percentage points (or 7 percent) since the baseline year.

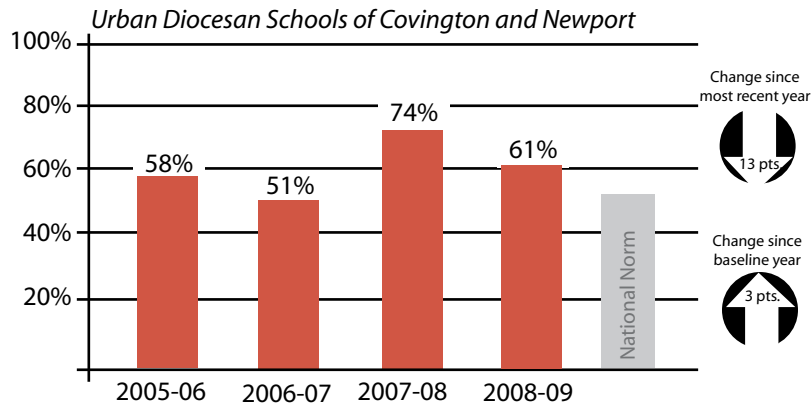
Percent of 3rd Grade Students Scoring Higher in Reading than the 50th National Percentile on the TerraNova Assessment**



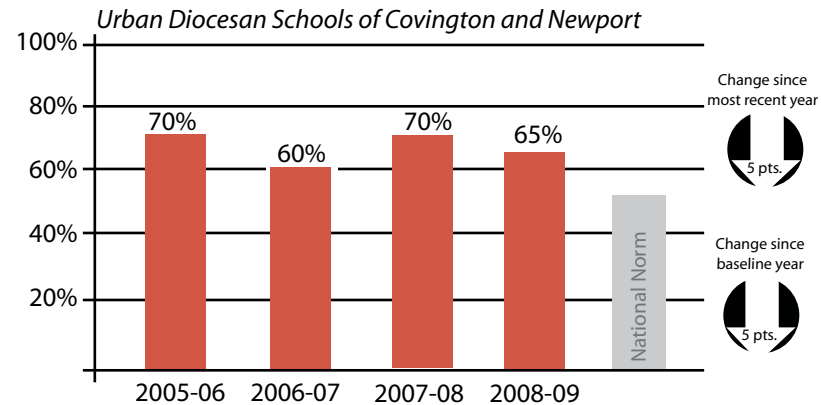
Percent of 7th Grade Students Scoring Higher in Reading than the 50th National Percentile on the TerraNova Assessment**



Percent of 3rd Grade Students Scoring Higher in Math than the 50th National Percentile on the TerraNova Assessment**



Percent of 7th Grade Students Scoring Higher in Math than the 50th National Percentile on the TerraNova Assessment**



**This data covers the Covington Diocesan schools located within the boundaries of the Covington and Newport Public School Districts. Scores taken from Terra Nova Multiple Assessment, 2nd edition, Spring testing.

Data Source: Diocese of Covington

*The Archdiocese of Cincinnati and the Diocese of Covington use the TerraNova achievement test which is different from the proficiency tests that public school districts administer. Therefore results are not comparable.

Goal 3: SUCCEED academically

Percent of students who graduate from high school*

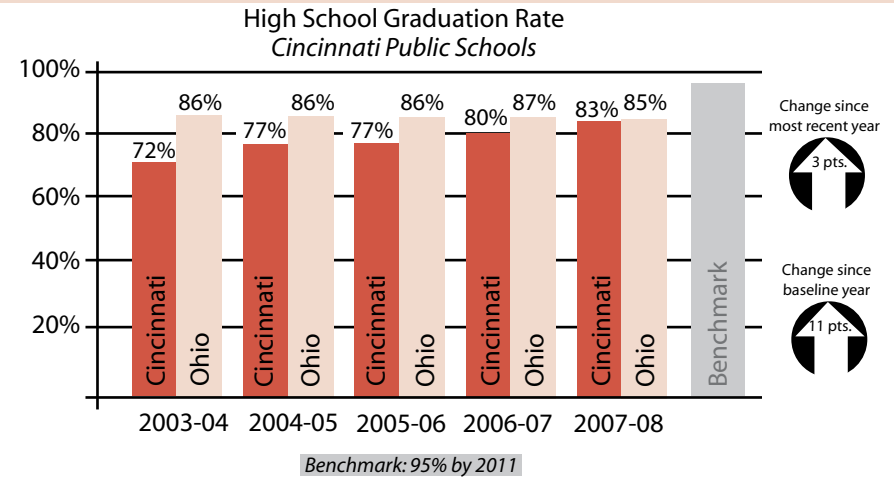


The State of Ohio defines the graduation rate as the percentage of students that received a diploma in four years (including summer graduates), accounting for dropouts and withdrawals. Many students, especially in urban areas, move between schools within or outside of their school district, making accurate calculation difficult and expensive.

Ohio will soon be moving to a standard four year adjusted cohort rate that will more accurately be able to account for students.

What It Tells Us:

Cincinnati Public Schools' graduation rate has been steadily increasing and the gap between the district and the state has been closing. The school district has set a benchmark in its strategic plan of 95 percent by 2010-11.



Data Source: Ohio Department of Education

Note: 2008-09 data is not presented for the school districts as graduation rates lag one year on the state report cards to account for summer graduates.

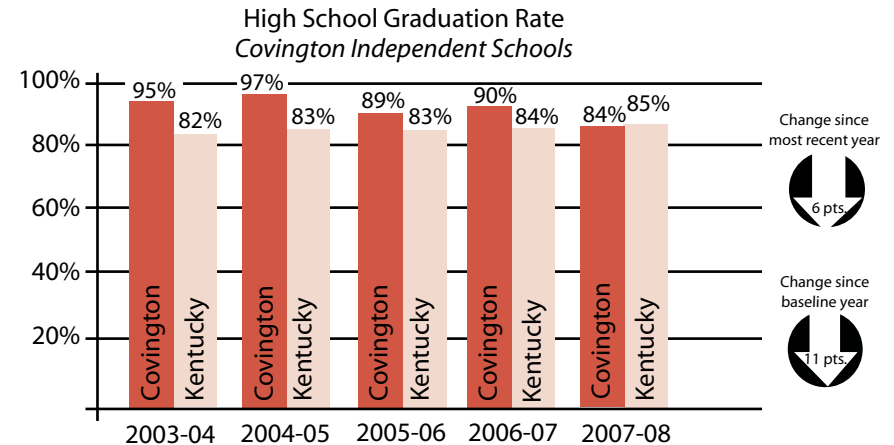


The State of Kentucky defines the graduation rate as the percentage of students entering a high school in the ninth grade that graduate in four years. Many students, especially in urban areas, move between schools within or outside of their school district, making accurate calculation difficult and expensive.

Kentucky will soon be moving to a standard four year adjusted cohort rate that will more accurately account for students.

What It Tells Us:

Covington Independent Schools' graduation rate has fluctuated over recent years. A six-point drop in the most recent year brought it slightly below the state average.



Data Source: Kentucky Department of Education

Note: 2008-09 data is not presented for the school districts as graduation rates lag one year on the state report cards to account for summer graduates.

* Although the graduation rates are calculated in a similar manner for all three districts as well as the Archdiocese and Diocese, accurately tracking students is particularly challenging in urban areas where students move frequently between schools and districts. Please visit www.strivetgether.org/documents/whitepaper_graduationrates.pdf for an in-depth look at this indicator.

Goal 3: SUCCEED academically

Percent of students who graduate from high school*

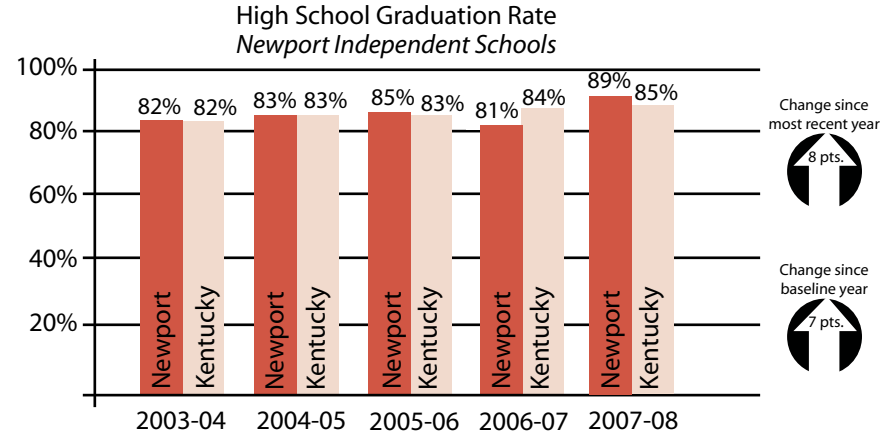


The State of Kentucky defines the graduation rate as the percentage of students entering a high school in the ninth grade that graduate in four years. Many students, especially in urban areas, move between schools within or outside of their school district, making accurate calculation difficult and expensive.

Kentucky will soon be moving to a standard four year adjusted cohort rate that will more accurately be able to account for students.

What It Tells Us:

Newport Independent Schools' graduation rate increased by eight points (or a 10 percent increase) since the most recent year.



Data Source: Kentucky Department of Education

Note: 2008-09 data is not presented for the public school districts as graduation rates lag one year on the state report cards to account for summer graduates.

Goal 3: SUCCEED academically

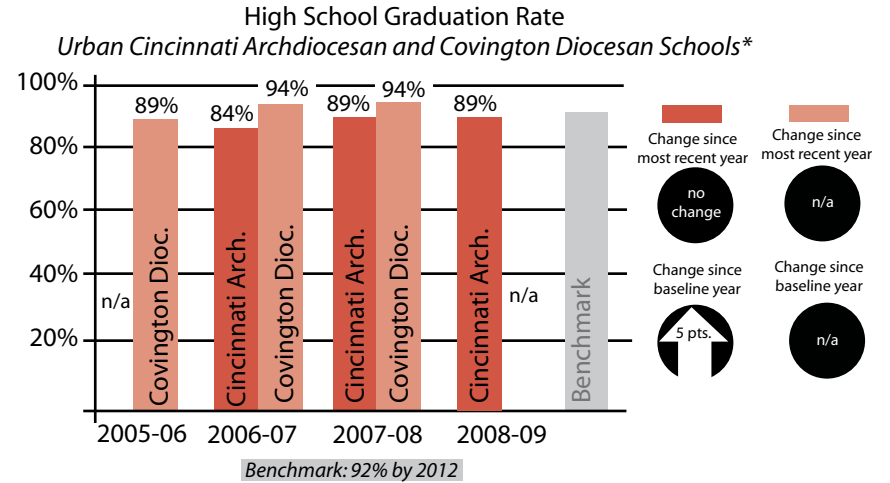
Percent of students who graduate from high school*



The Archdiocese of Cincinnati and the Diocese of Covington calculate a graduation rate for the urban schools in the same manner. The calculation is simply the number of high school graduates divided by the number of freshmen four years earlier. This calculation is similar to the public school district calculations in that it is a four year rate, but different in the way the rate is actually calculated. It is not recommended to compare the rates.

What It Tells Us:

The urban Archdiocesan schools of Cincinnati's graduation rate in 2008-09 was 89 percent, remaining the same since the most recent year. Data for the urban Diocesan schools of Covington (including Newport) was not available in time for this report.



Data Source: Archdiocese of Cincinnati and Diocese of Covington

**This data covers the Cincinnati Archdiocesan and Covington Diocesan schools located within the boundaries of the Cincinnati, Covington, and Newport Public School Districts.

* Although the graduation rates are calculated in a similar manner for all three districts as well as the Archdiocese and Diocese, accurately tracking students is particularly challenging in urban areas where students move frequently between schools and districts. Please visit www.strivetogether.org/documents/whitepaper_graduationrates.pdf for an in-depth look at this indicator.

School District Demographic Information

Public and Urban Parochial Schools Demographic Information for the 2008-09 school year

	Total Student Enrollment*	African American	Caucasian	Hispanic	Am. Indian/ Native Alaskan	Asian/Pacific Islander	Multi-racial/ Other**	Economic Disadvantage	Students with Disabilities
Cincinnati Public	33,121	69%	24%	2%	<1%	<1%	5%	69%	20%
Covington Independent	4,022	32%	56%	4%	<1%	<1%	7%	89%	21%
Newport Independent	1,991	12%	76%	2%	<1%	<1%	10%	78%	17%
Archdiocese of Cincinnati †	11,268	15%	79%	1%	<1%	1%	3%	20%	8%
Diocese of Covington	1,461	7.1%	57.2%	<1%	<1%	2.3%	32.5%	18.3%	N/A

†Data is for 2009-10.

* Enrollment figures for Archdiocese of Cincinnati and Diocese of Covington are for urban students.

**The category of Multi-Racial is used in CPS, Archdiocese of Cincinnati and Diocese of Covington. In CIPS and NIS, this data represents Other Ethnicity.

Data Sources: Cincinnati Public Schools, Ohio Department of Education, Covington Independent Schools, Kentucky Department of Education, Newport Independent Schools, Kentucky Department of Education, Archdiocese of Cincinnati; Data represents the urban schools within the Cincinnati Public Schools district boundary, Diocese of Covington; Data represents the urban schools within the Newport Independent and Covington Independent Schools district boundary

Strategies for Improving Student Outcomes

Goal 3: Every child will be PREPARED for school

The Strive partners are working to identify strategies that will improve student performance and to weave those strategies into the fabric of our education systems. We asked partner organizations to highlight some of the strategies that are set to make a positive impact on the results highlighted in this report.

Cincinnati Public Schools

At Cincinnati Public Schools, numerous efforts are being made to accelerate academic achievement for all students – ensuring that they are fully aligned with Strive’s *Roadmap to Success*. The district has been making strides among all students, with tremendous gains at the high school level. In fact, the graduation rate has increased by more than 30 percent over the last 10 years, and high school students are being exposed to dozens of career interest programs that prepare them for lucrative jobs that are driving our 21st-century marketplace. Recent efforts have been geared toward maintaining the upward trend at the high school level and improving the uneven performance seen in the district’s elementary schools.

CPS has placed a districtwide priority on using data to inform instruction for all students. Teachers are working as instructional teams to develop strategies to meet the individual needs of the students they serve. Data folders are created for every student and are reviewed regularly by school staff. Teachers meet quarterly with parents to ensure that they know where their children stand academically. Thanks to a partnership with Strive and Microsoft, new software is being piloted at three schools to help community partners and teachers to better exchange information to support student needs.

Data show that children who attend CPS’ preschool programs are better prepared for kindergarten than students who did not attend the district’s early childhood programs. As such, the district expanded full-day preschool to all 16 Turnaround Schools, so that more children can enter kindergarten ready to excel. Early

Strategies for Improving Student Outcomes

childhood teachers are identifying at-risk 4-year-olds to improve their readiness by working with them during the summer. And the district developed a new Early Childhood curriculum based on state indicators for kindergarten, which is shared with preschool collaborative partners to better align programs.

In 2008, the district launched its elementary initiative, Ready for High School, designed to accelerate academic achievement at the district's lowest-performing schools. As part of this initiative, 16 long-struggling schools were designated as Turnaround Schools and were given additional support, training and resources to strengthen programs, improve teacher effectiveness and raise student achievement. Students at these schools are treated to a Fifth Quarter – an extra month of academic instruction and enrichment designed to give them a head start on the coming school year.

The efforts of the elementary initiative show promise. Carson School moved from Academic Emergency to Continuous Improvement in a single year, and several other schools have seen gains in Ohio Achievement Test scores.

In 2010, CPS began providing the ACT college entrance test to all 11th graders in the district. This helps teachers to better address students' college readiness as they move into their senior year.

Covington Independent Schools

In Covington Independent Public Schools, our district motto is "Destination: Graduation." Simply, we provide educational opportunities to guide and encourage every child to reach his or her full potential. We engage families, business leaders and community members to assist students, and we offer every student a roadmap to success for college or careers as individualized instruction and learning are integral to students reaching their destination.

From our preschool programs to our International Baccalaureate program, Covington offers opportunities for all students. Because kindergarten readiness is a priority, Covington students begin their educational careers in our preschool programs. We operate the Biggs Early Childhood Center as well as preschool classes in all of our elementary buildings. We also offer Montessori preschool.

The Covington Board of Education finances the all-day preschool programs as well as all day kindergarten programs. For Covington children who do not attend

our preschool programs, we are making sure they are prepared for kindergarten as well. Through the help of United Way, Covington hired a teacher who visits Covington childcare centers and provides training, on-site coaching and materials to ensure children are prepared and ready when they enter kindergarten.

At Holmes High School, we've established a partnership with Gateway Community and Technical College that allows seniors to take college English and math. If the student is not academically prepared to take the college-level course, we provide the developmental coursework in high school so that they are prepared to succeed at college.

Our goal is to have all graduating students equipped with the skills to go on to postsecondary education or to start a career. To help students get in college, we have CARE (College, Access, Resource Environment), a room staffed with counselors who take students on college visits and help them complete college applications and scholarship and FAFSA forms.



In addition to AP and IB courses, students at Holmes can learn trades such as masonry, carpentry and auto mechanics at the Chapman Vocational Education Center, located on the Holmes campus.

We also require service learning projects in our schools. Though nearly 90 percent of our students receive free and/or reduced lunches, they participate in projects to help others in need.

Teachers receive ongoing training to ensure we give our students the best education possible. Our instructional team of teachers meets in content area groups daily. They focus on not only teaching to the state standards, but also teaching to the national standards, which will help improve students' scores on the ACT.

At the elementary and middle school levels, teachers meet collaboratively to make sure that each academic standard assessed on the Kentucky Core Content test is addressed in classrooms. Elementary teachers focus on individualized instruction to meet the needs of each child. Through a variety of formative reading and math assessments, struggling students are identified and targeted with interventions specific to their needs.

Content area instructional coaches lead these sessions and provide follow-up for teachers in each school.

Strategies for Improving Student Outcomes

Newport Independent Schools

During the 2009-2010 school year, several events created excitement and rejuvenation within the Newport Independent School District. Newport Independent Schools received an award for its Newport Early Childhood Initiative and is in the process of reconfiguring the district to increase capacity and maximize the efficiency of resources to meet the needs of its students.

The Newport Preschool Center earned Kentucky's top childcare program rating. Operating in partnership between Newport Independent Schools and Children Inc., the center received a four-star rating from KIDS NOW, Kentucky's Early Childhood Initiative. It became one of only 13 four-star programs in Kentucky, indicating it meets quality indicators above the standards required by licensing regulations.

In addition, the Newport Independent School District is working toward a plan that will close one school building and configure grades in other schools as follows: Newport Primary (grades K-3), Newport Intermediate (grades 4-6), Newport Junior High (grades 7-9) and Newport High School (grades 10-12). Based on research and data collected from *Strives Student's Roadmap to Success*, the district feels that it is better able to maximize resources and make strategic plans that will align its early childhood initiative with programming K-12. Through the use of partnerships, student success networks and Six Sigma analysis, Newport Independent Schools is moving to bring into line internal and external resources at key transition years to meet the academic and holistic needs of our students.

Archdiocese of Cincinnati, Catholic Inner City Schools (CISE)

The urban schools in the Archdiocese of Cincinnati, in recognition that the classroom teacher is the leading force in the movement towards maximizing student learning, are participating in the professional growth opportunities offered through the Center for Catholic Education at Xavier University.

This academic year, the focus of professional development at the center has been on Building Professional Learning Communities. Teachers from Archdiocesan schools participated in the yearlong monthly in-service that resulted in schools working collaboratively for the benefit of studying and improving student learning in their school. Of the 17 schools participating, six were from the urban core of Cincinnati.

Our schools that are funded through the Catholic Inner City Schools Education Fund (St. Boniface, Corryville Catholic, St. Francis de Sales, St. Francis Seraph, Holy Family, St. Joseph, Prince of Peace and Resurrection of our Lord) serve the poorest of our urban students. One program that serves the unique needs of these students is the Leadership Scholars Program.

The mission of the Leadership Scholars program is to develop leadership skills in inner-city elementary students and the high school students who mentor them. Its goals are to improve communication, analytical thinking and interpersonal skills as well as build character and technological and academic proficiency and excellence. These goals are met through structured weekly scholar/leader meetings, summer leadership camp and monthly seminars hosted at Xavier University. Currently 170 students participate, with roughly half grade school scholars and half high school leaders. (High schools involved: Elder, Purcell Marian, Roger Bacon, Seton, Summit Country Day and Cincinnati Hills Christian Academy.)

Because many students in the urban core come to kindergarten without a preschool experience, the CISE schools are beginning to explore early learning opportunities. Two of the eight schools will open a preschool in fall 2010, with plans for expanding quality programs to other CISE schools. Program quality will be ensured through partnerships with Success by 6 and other endorsed agencies serving young children.

Diocese of Covington, Alliance for Catholic Urban Education (ACUE)

The Alliance for Catholic Urban Education was formed in 1997. It includes six elementary schools: Holy Cross, Holy Family, Holy Trinity, Prince of Peace, St. Anthony and St. Augustine, and three high schools: Covington Latin, Holy Cross and Newport Central Catholic. The principals formed the alliance in order to meet monthly to discuss similar problems and to find solutions.

The urban schools of the Diocese of Covington, in working to improve student achievement, have adopted a reading series designed specifically for grades K through 2. The program utilizes systematic multimodal learning techniques applied to reading, writing and spelling. The goal is for each child to be reading automatically by the time he or she completes second grade.

In mathematics, teachers focus on the three focal points specific to grade level as identified by the National Council of Teachers of Mathematics. The ultimate goal is that each child comprehends a deeper and fuller understanding of grade level appropriate mathematic concepts.

Goal 4

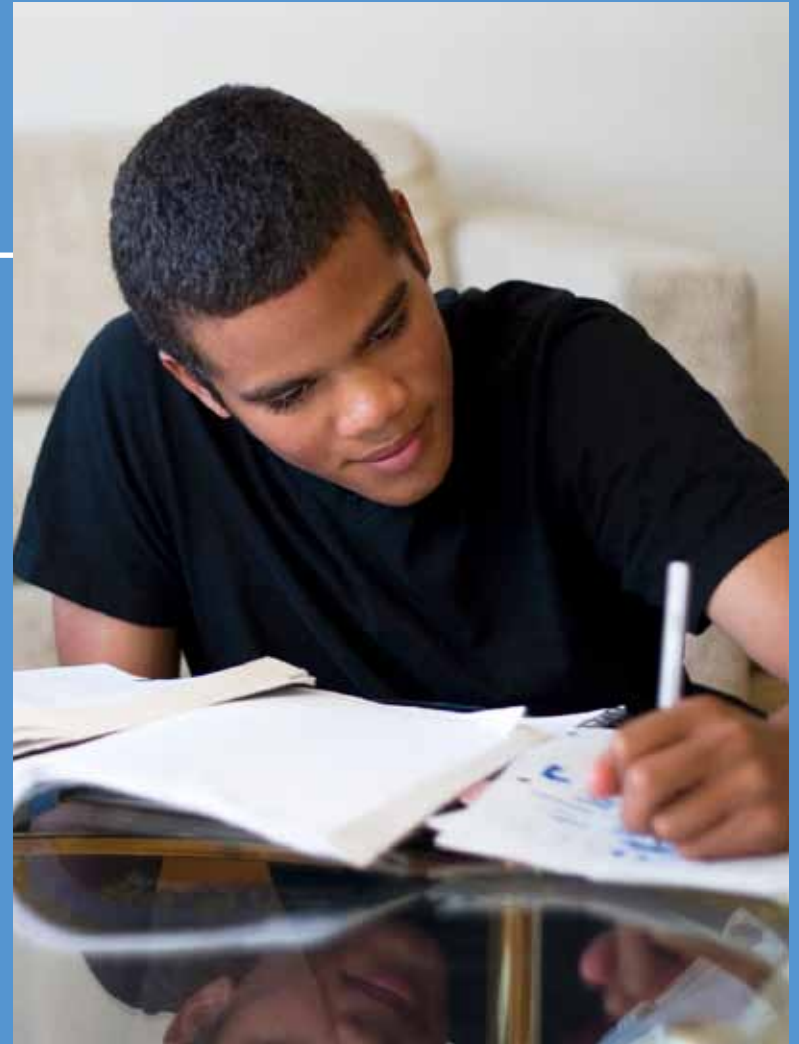
Every student will ENROLL in college

Ensuring that more students enroll in education beyond high school is vital to our region's economic health. To be successful, students need rigorous academic preparation, college access advising and financial support.

OUTCOME INDICATORS

Average score on the ACT

Percent of graduates who enroll in college



STRATEGIES FOR IMPROVING STUDENT OUTCOMES

College Access Alliance.....38

Strive Promise Compact.....38



Goal 4: ENROLL in college or career training

Average score on the ACT



The ACT assessment is a standardized achievement exam that measures high school students' general educational development and predicts their capability to complete college-level work.

The multiple choice assessments cover four skill areas: English, mathematics, reading and science. ACT scores range from 0-36. In 2009, the national average ACT composite score was 21.1.

What It Tells Us:

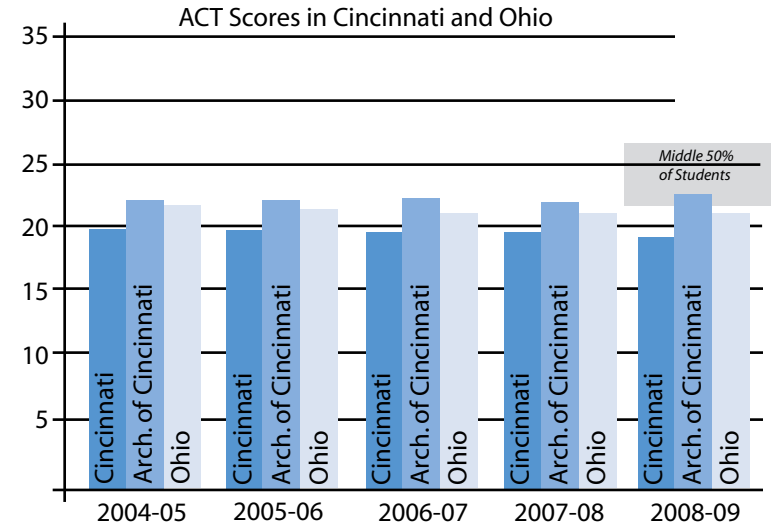
ACT scores saw a drop over last year in Cincinnati Public Schools, Covington Independent Schools, and Newport Independent Schools. All scored below the state and national averages. The Archdiocese of Cincinnati urban schools saw an increase from last year and was above the state and national averages. No data was available for the Diocese of Covington urban schools.

	2004-05	2005-06	2006-07	2007-08	2008-09	Change since most recent year	Change since baseline year
Cincinnati Public Schools	19.7	19.4	19.5	19.0	18.9	↓ 0.1 pt.	↓ 0.8 pt.
Archdiocese of Cincinnati (Urban Schools)	22.4	22.7	23.1	23.0	23.2	↑ 0.2 pt.	↑ 0.8 pt.
State of Ohio	21.4	21.5	21.6	21.7	21.7		
Covington Independent Schools	18.2	18.4	18.0	17.8	16.9	↓ 0.9 pt.	↓ 1.3 pt.
Diocese of Covington (Urban Schools)	21.8	21.8	21.6	21.8	N/A	↑ 0.2 pt.	no change
Newport Independent Schools	17.7	19.2	19.0	18.5	16.7	↓ 1.8 pt.	↓ 1.0 pt.
State of Kentucky	20.4	20.6	20.7	20.9	19.4		

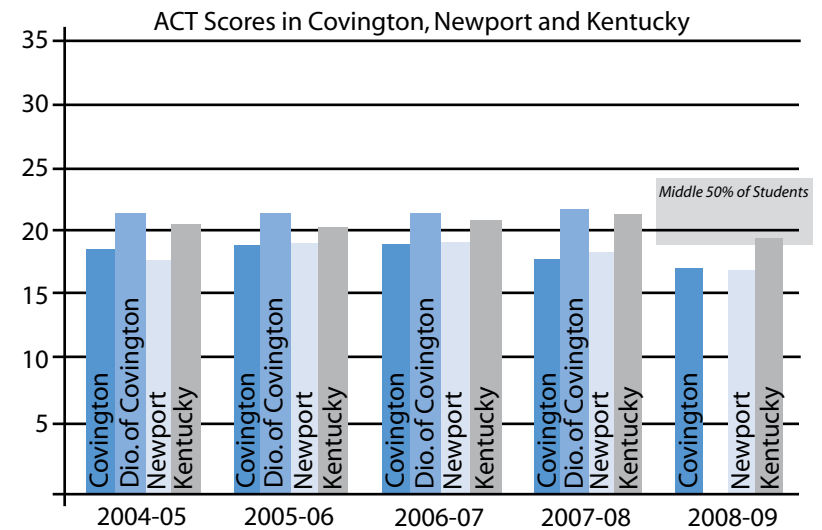
Note: The State of Kentucky now requires all juniors to take the ACT. As a result, 100% of students in Covington and Newport took the test. The percent of students taking the ACT in Cincinnati Public Schools is 63% and in the Archdiocese it is 82%. CPS is requiring that all juniors take the ACT this year, which will be reflected in next year's data.

Note: The ACT scores for the Archdiocese of Cincinnati have changed to reflect the inclusion of St. Ursula High School. The other schools that make up the urban school average are McNicholas, Purcell Marian, Seton, Mother of Mercy, McAuley, and Elder High Schools. The high schools reflected in the Diocese of Covington data are Holy Cross and Newport Central Catholic.

Note: Last year we reported data on the percent of students prepared for college-level coursework based on the four ACT subject-area tests. This year, we have decided to report only the college readiness data based on the more standard college remediation subjects of math and English. (See page 40.)



Benchmark: UC's 2008-09 ACT composite scores for the middle 50% of students range from 22-27.



Benchmark: NKU's 2008-09 ACT composite scores for the middle 50% of students range from 19-24.

Data Source: ACT, Cincinnati Public Schools, Covington Independent Schools, Newport Independent Schools, Archdiocese of Cincinnati, Diocese of Covington.

Goal 4: ENROLL in college or career training

Percent of Cincinnati Public Schools' graduates who enroll in college



Cincinnati Public Schools (CPS) use the National Student Clearinghouse to get an accurate account of how many graduates enroll in college. The National Student Clearinghouse is a third-party data warehouse that collects enrollment data from over 90 percent of colleges in the U.S.

What It Tells Us:

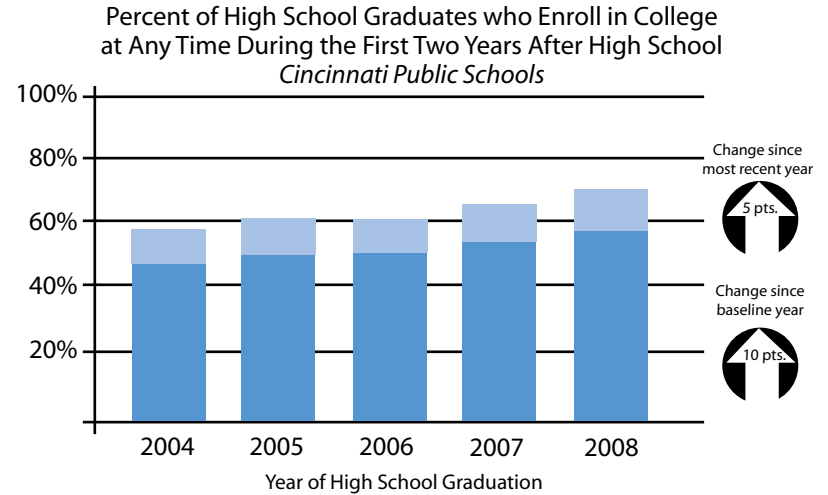
The percentage of Cincinnati Public Schools graduates who enroll in college at any time during the first two years after high school is 68 percent in 2008, which was a 10 point increase from the baseline year. The majority of graduates who enroll in college enroll in an Ohio institution, and the majority of those students attend University of Cincinnati.

The National Student Clearinghouse presents data on how many students enroll in college after high school graduation. The data reports sent from the National Student Clearinghouse have been improved to include different levels of college enrollment data with clearer definitions of the data variables, and therefore has changed from last year's report.

In the first two *Striving Together* reports, data was reported by local institution enrollment. This data is no longer available in the district report, however the report does include the most common institutions of initial enrollment as displayed on this page.

Most Common Institutions of Initial Enrollment Cincinnati Public Schools All Graduates from 2004-2008

- 1) University of Cincinnati
- 2) Cincinnati State Technical and Community College
- 3) Ohio State University
- 4) Wright State University
- 5) Northern Kentucky University
- 6) Central State University - OH
- 7) Miami University
- 8) Ohio University
- 9) College of Mount Saint Joseph
- 10) Xavier University



	2004	2005	2006	2007	2008
In State	48%	49%	51%	52%	56%
Out of State	10%	11%	10%	11%	12%
Total	58%	60%	60%	63%	68%
Number of HS Graduates	1562	1780	1762	1704	1775

Note: The chart and table above reflect the percentage of high school students who enrolled in a two- or four-year postsecondary institution with an enrollment status of full-time, half-time, or less than half time in the two academic years immediately following graduation.

Percent of High School Graduates who Enroll in College the Fall Immediately Following Graduation From High School

	2004	2005	2006	2007	2008
In State	34%	33%	36%	36%	37%
Out of State	10%	11%	10%	12%	15%
Total	44%	45%	46%	49%	52%
Number of HS Graduates	1562	1780	1762	1704	1775

Note: The table above reflects the percentage of high school students who enrolled in a two- or four-year postsecondary institution with an enrollment status of full-time, half-time, or less than half time in the fall semester immediately following graduation.

Note: Percentages may not add up due to rounding

Data Source: Cincinnati Public Schools, National Student Clearinghouse

Goal 4: ENROLL in college or career training

Percent of Covington Independent Schools' graduates who enroll in college



Covington Independent Schools (CIS) use the National Student Clearinghouse to get an accurate account of how many graduates enroll in college. The National Student Clearinghouse is a third-party data warehouse that collects enrollment data from 90 percent of colleges in the U.S.

What It Tells Us:

The percentage of Covington Independent graduates who enroll in college at any time during the first two years after high school is 55 percent in 2008, which was a 10 point increase from the previous year. The majority of Covington Independent School graduates who enroll in college enroll in a Kentucky institution, and the majority of those students attend Northern Kentucky University.

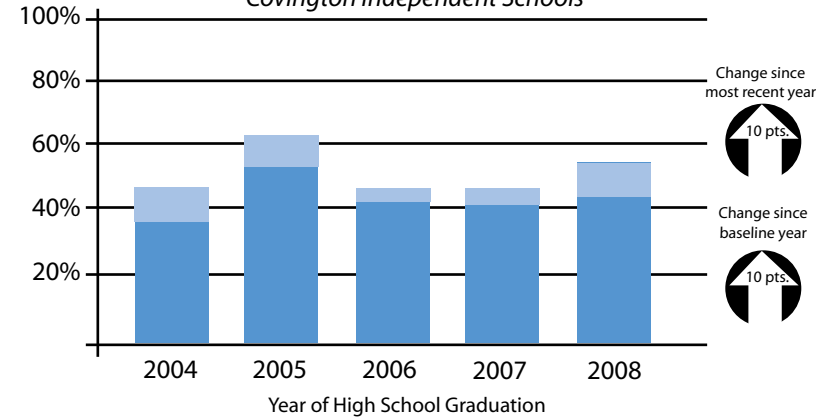
The National Student Clearinghouse presents data on how many students enroll in college after high school graduation. The data reports sent from the National Student Clearinghouse have been improved to include different levels of college enrollment data with clearer definitions of the data variables, and therefore has changed from last year's report.

In the first two *Striving Together* reports, data was reported by local institution enrollment. This data is no longer available in the district report, however the report does include the most common institutions of initial enrollment as displayed on this page.

Most Common Institutions of Initial Enrollment Covington Independent Schools All Graduates from 2004-2008

- 1) Northern Kentucky University
- 2) Gateway Community and Technical College
- 3) Cincinnati State Technical and Community College
- 4) University of Kentucky
- 5) Eastern Kentucky University
- 6) Morehead State University
- 7) Thomas More College
- 8) University of Louisville
- 9) University of Cincinnati
- 10) National College of Business and Technology Florence

Percent of High School Graduates who Enroll in College at Any Time During the First Two Years After High School
Covington Independent Schools



	2004	2005	2006	2007	2008
In State	37%	55%	42%	40%	46%
Out of State	8%	7%	3%	5%	9%
Total	45%	61%	45%	45%	55%
Number of HS Graduates	187	196	177	154	157

Note: The chart and table above reflect the percentage of high school students who enrolled in a two- or four-year postsecondary institution with an enrollment status of full-time, half-time, or less than half time in the two academic years immediately following graduation.

Percent of High School Graduates who Enroll in College the Fall Immediately Following Graduation From High School

	2004	2005	2006	2007	2008
In State	24%	41%	29%	30%	39%
Out of State	7%	6%	2%	4%	4%
Total	30%	47%	31%	34%	43%
Number of HS Graduates	187	196	177	154	157

Note: The table above reflects the percentage of high school students who enrolled in a two- or four-year postsecondary institution with an enrollment status of full-time, half-time, or less than half time in the fall semester immediately following graduation.

Note: Percentages may not add up due to rounding

Data Source: Covington Independent Schools, National Student Clearinghouse

Goal 4: ENROLL in college or career training

Percent of Newport Independent Schools' graduates who enroll in college



Newport Independent Schools (NIS) use the National Student Clearinghouse to get an accurate account of how many graduates enroll in college. The National Student Clearinghouse is a third-party data warehouse that collects enrollment data from 90 percent of colleges in the U.S.

What It Tells Us:

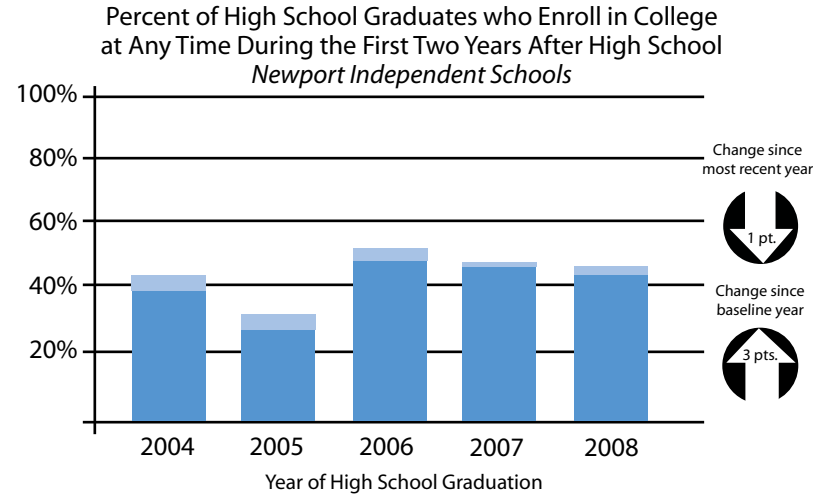
The percentage of Newport Independent Schools graduates who enroll in college at any time during the first two years after high school is 44 percent in 2008, which was a three point increase from the baseline year. The majority of graduates who enroll in college enroll in a Kentucky institution, and the majority of those students attend Northern Kentucky University.

The National Student Clearinghouse presents data on how many students enroll in college after high school graduation. The data reports sent from the National Student Clearinghouse have been improved to include different levels of college enrollment data with clearer definitions of the data variables, and therefore has changed from last year's report.

In the first two *Striving Together* reports, data was reported by local institution enrollment. This data is no longer available in the district report, however the report does include the most common institutions of initial enrollment as displayed on this page.

Most Common Institutions of Initial Enrollment Newport Independent Schools All Graduates from 2004-2008

- 1) Northern Kentucky University
- 2) Gateway Community and Technical College
- 3) Cincinnati State Technical and Community College
- 4) Thomas More College
- 5) University of Kentucky
- 6) Eastern Kentucky University
- 7) Morehead State University
- 8) University of Cincinnati
- 9) National College of Business & Technology Florence
- 10) Transylvania University



	2004	2005	2006	2007	2008
In State	36%	28%	49%	44%	42%
Out of State	4%	4%	3%	1%	2%
Total	41%	32%	52%	45%	44%
Number of HS Graduates	137	118	121	141	103

Note: The chart and table above reflects the percentage of high school students who enrolled in a two- or four-year postsecondary institution with an enrollment status of full-time, half-time, or less than half time in the two academic years immediately following graduation.

Percent of High School Graduates who Enroll in College the Fall Immediately Following Graduation From High School

	2004	2005	2006	2007	2008
In State	28%	24%	37%	35%	31%
Out of State	1%	3%	2%	0%	2%
Total	28%	27%	40%	35%	33%
Number of HS Graduates	137	118	121	141	103

Note: The table above reflects the percentage of high school students who enrolled in a two- or four-year postsecondary institution with an enrollment status of full-time, half-time, or less than half time in the fall semester immediately following graduation.

Note: Percentages may not add up due to rounding

Strategies for Improving Student Outcomes

Goal 4:

Every student will ENROLL in college

College Access Alliance

The College Access Alliance consists of more than 25 partners and support organizations that ensure the full range of college access services are provided to the youth they serve.

Through collaboration with each other and the school administration, these organizations provide college advising services to high school students. Team members provide the following types of services within college resource centers: academic advising, career advising, college advising, college application assistance, college awareness (campus tours, fairs, etc.), college entrance and placement test preparation, cultural awareness activities, financial aid application, and scholarship searches. This team is in the process of redefining goals and developing an action plan for the 2010-2011 school year.

Strive Promise Compact

University of Cincinnati, Cincinnati State Technical and Community College, Northern Kentucky University and Gateway Community and Technical College have established the Strive Promise Compact to demonstrate a shared commitment to eliminating financial barriers to postsecondary education for low-income students in the urban core communities of Cincinnati, Covington and Newport. In creating this compact, these institutions have committed to establishing a financial aid program for students from these urban core communities.

The financial aid program, building off of best practices such as the Cincinnati Pride Grant program at University of Cincinnati and the Holmes/Newport Grant program at Northern Kentucky University, provides last-dollar grants and



The Strive partners are working to identify strategies that will improve student performance and to weave those strategies into the fabric of our education systems. We asked partner organizations to highlight some of the strategies that are set to make a positive impact on the results highlighted in this report.

book awards for students who meet eligibility requirements as established by the institutions. The core eligibility requirements include graduating from a participating high school in the urban core of Cincinnati, Covington and Newport; demonstrating significant financial need by being considered eligible for the federal Pell Grant Program; and enrolling full-time in the semester/quarter following high school in one of the four participating institutions. Students must sign a “learning agreement” on receiving the grant, which commits them to taking advantage of available campus support services and remaining in academic good standing.

Goal 5:

Every student GRADUATES and ENTERS a career

College Retention

The four higher education institutions whose data is featured in the *Striving Together* report have been working together as part of a network of higher education institutions in the region. This network includes four public institutions serving the urban core – University of Cincinnati, Cincinnati State Technical and Community College, Northern Kentucky University and Gateway Community and Technical College – as well as several other institutions in the region, including Xavier University, The College of Mount St. Joseph, Thomas More College and Miami University.

The network meets quarterly to share best practices in the area of college student retention. Collaboratively this network has reviewed college student retention literature, put together a directory of Campus Support Services and applied for grant funding. Individually, all institutions are collecting and analyzing data on a regular basis to assist with program development and design, as well as target interventions to students. Both the state of Ohio, through its University System of Ohio effort, and the state of Kentucky, through its Council on Postsecondary Education Strategic Planning efforts, have committed to increasing retention and graduation rates and will hold public institutions accountable for improvements by tying results to state funding.

Goal 5

Every student **GRADUATES** and **ENTERS** a career

The 21st century global economy demands education beyond high school, whether it is a high-skilled certification, a two-year degree or a four-year degree. Among the benefits are increased income, job growth, better health and well-being.

OUTCOME INDICATORS

Percent of college students prepared for college level coursework
Percent of students who are retained in college
Percent of students who graduate from college
Number of college degrees conferred



STRATEGIES FOR IMPROVING STUDENT OUTCOMES

College Retention..... 38



Goal 5: GRADUATE and ENTER A CAREER

Percent of college students prepared for college level coursework

All students compared to local urban schools graduates*

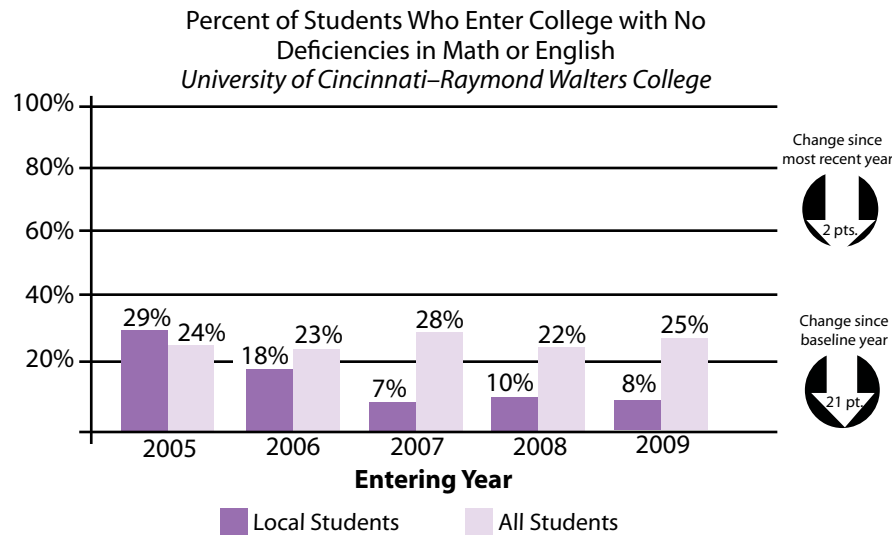
Associate's Degree Seeking Students

For Cincinnati State and Gateway, the college remediation rate is defined as the percent of first-time, full-time students who test into developmental coursework. Students entering Cincinnati State and Gateway take the COMPASS college placement test to determine into what courses they should be placed. At University of Cincinnati-Raymond Walters, students entering the college take the UC placement test, although the data below reflects only those students who took the ACT and scored below the cutoff score of 18 for English and 22 for Algebra.

Please note that the college remediation data reflects only those students who enrolled in college. It does not capture all students who graduated from high school. Until there is a consistent, nationally benchmarked exam for all high school students, we won't have a clear picture of how many students graduating from high school are prepared for college. Kentucky requires all students to take the ACT as of the 2008-09 school year and Ohio is proposing to do this soon as well.

What It Tells Us:

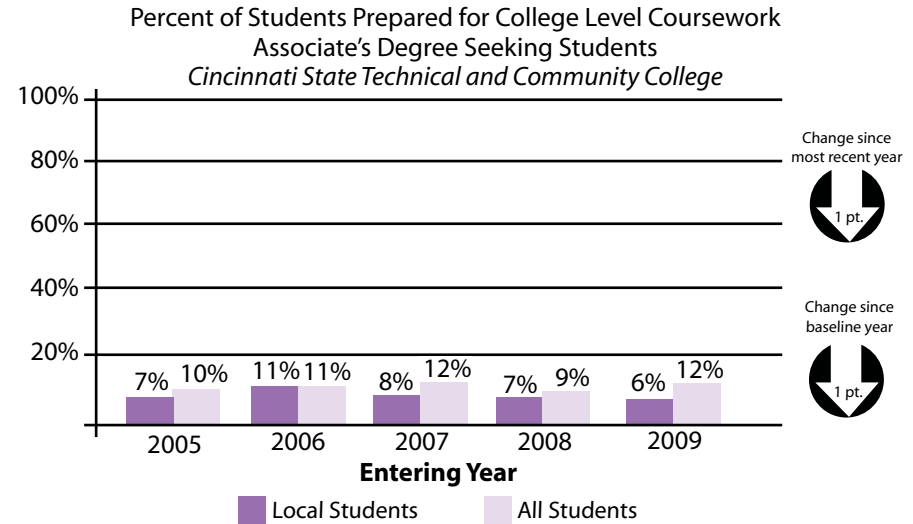
Six percent of local students who entered Cincinnati State in 2009 tested into all college level courses, representing a one point drop since the most recent year and since the baseline year. Thirteen percent of local students tested into all college level courses at Gateway in 2009, representing a two point increase since the most recent year and a three point drop over two years. University of Cincinnati-Raymond Walters has seen a large drop since the baseline year, 21 points. In 2007, UC enacted a policy that resulted in more local students attending University of Cincinnati-Raymond Walters College.



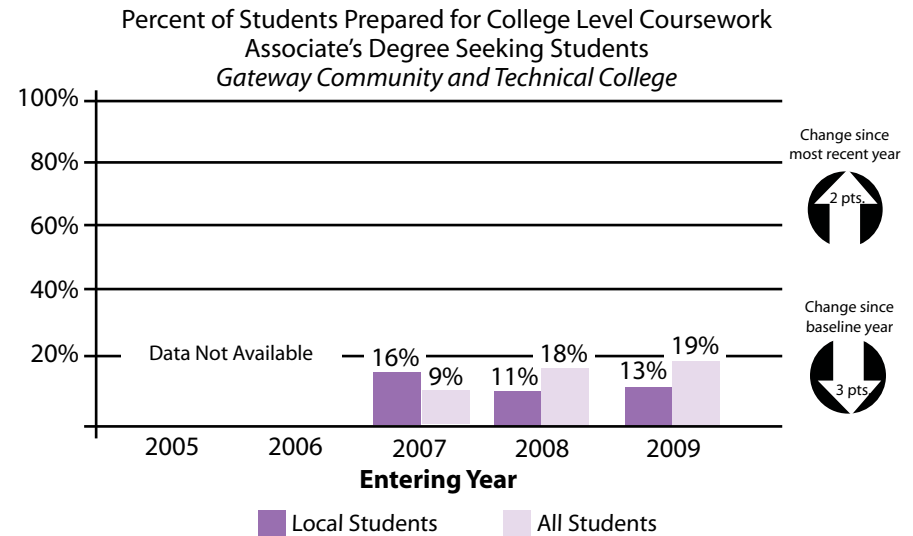
Data Source: University of Cincinnati

Note: The data presented on this page represent only those students who took the ACT.

Note: Placement tests override ACT scores for placement into courses



Data Source: Cincinnati State Technical and Community College



Data Source: Gateway Community and Technical College

Note: The data is limited to students entering in 2007 and beyond because this was the time period the current COMPASS Placement Test remedial cut scores were adopted. Data does not remove students who were unsuccessful on their first test attempt but were successful when they repeated the necessary test sections prior to beginning their coursework.

Goal 5: GRADUATE and ENTER A CAREER

Percent of college students prepared for college level coursework

All students compared to local urban schools graduates*

Bachelor's Degree Seeking Students

College remediation is defined as the percentage of first-time, full-time bachelor's degree seeking students or undecided/undeclared students who enter college with no deficiencies in math or English. UC and NKU students who score an 18 or below on the ACT English subtest or a 22 or below on the ACT Algebra subtest are described as deficient in that subject.

Please note that the college remediation data reflects only those students who enrolled in college. It does not capture all students who graduated from high school. Until there is a consistent, nationally benchmarked exam for all high school students, we won't have a clear picture of how many students graduating from high school are prepared for college. Kentucky requires all students to take the ACT as of the 2008-09 school year and Ohio is proposing to do the same thing as well.

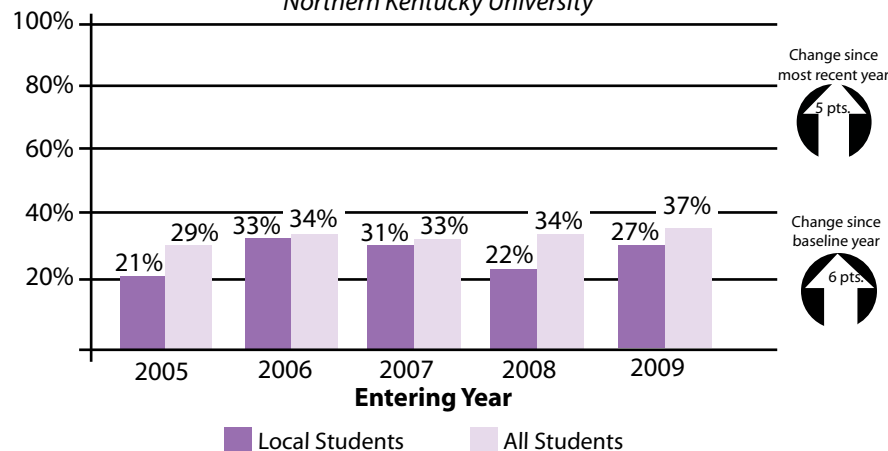
As a reference, NKU's 2008-09 ACT composite score for the middle 50% of students is 22 (25th percentile) and for UC is 27 (75th percentile).

What It Tells Us:

Twenty-seven percent of local students entered NKU with no deficiencies in math or English in 2009, representing an eight percentage point increase since the baseline year. Sixty-seven percent of local students entered UC with no deficiencies in math or English in 2009, representing a 17 point increase since the baseline year. It should be noted that since this data is based on incoming students' ACT scores, it also reflects the selectivity of the institution in which they are enrolling.

**This local urban data point reflects students who attended the institution from public high schools in Cincinnati, Covington, and Newport, as well as parochial high schools within the district boundaries.*

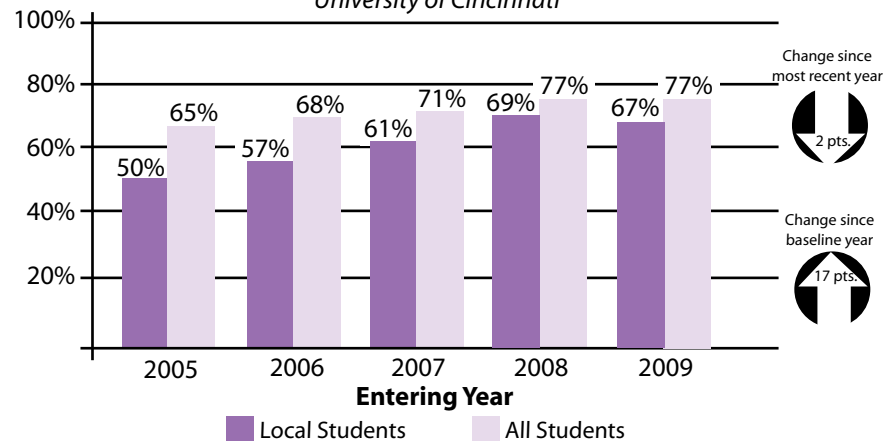
Percent of Students Who Enter College with No Deficiencies in Math or English
Northern Kentucky University



Data Source: Northern Kentucky University

Note: This report is based on enrollment as reported to the Kentucky Council on Postsecondary Education. Each semester's enrollment is based on a census date, which is the last day to add a class (the eighth calendar day of the semester). Only students who submitted ACT subject scores are included.

Percent of Students Who Enter College With No Deficiencies in Math or English
University of Cincinnati



Data Source: University of Cincinnati

Note: The data presented on this page represent only those students who took the ACT.

Goal 5: GRADUATE and ENTER A CAREER

Percent of students who are retained in college:
All students compared to local urban schools graduates*

The percent of students who are retained in college is calculated as the number of first-time, full-time students who return to college in the fall term of their second year. Research confirms that successful transition from the first year of college to the second year often dictates the long-term educational success of a student.

Associate's Degree Seeking Students

What It Tells Us:

The retention rate for local students seeking an Associate's Degree at the University of Cincinnati's main campus was 68 percent in 2009. This represents a nine point (or 15 percent) increase from the previous year. Retention at the Raymond Walters branch campus was 60 percent in 2009, a seven point (or 13 percent) increase from the previous year.

(On the opposite page)

The retention rate increased to 55 percent for local students at Cincinnati State. This represents a 10 point (or 22 percent) increase from the previous year. Retention at Gateway saw an increase of 34 points in 2009, representing a 101 percent increase from the previous year. It is important to note that the number of students attending Gateway is small compared to the other colleges in this report. Therefore, the volatility of the year to year changes appears higher.

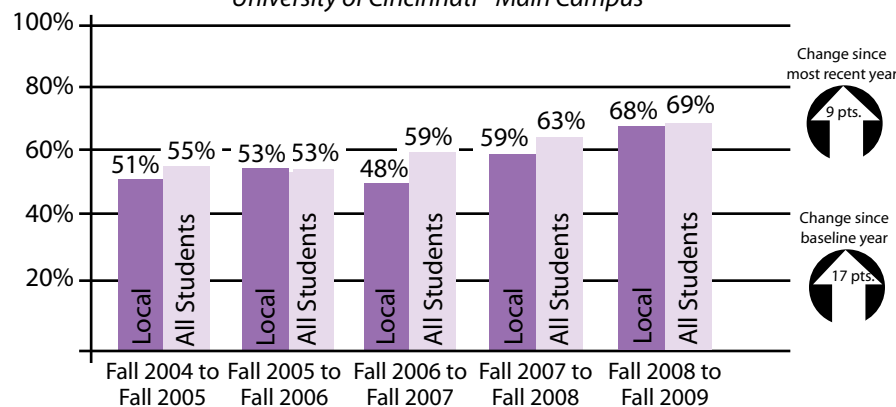
Bachelor's Degree Seeking Students

What It Tells Us:

The retention rate for bachelor's degree seeking students is higher than that of associate's degree seeking students. Northern Kentucky University's rate was 65 percent for local urban students in 2009, representing a 6 point (or 10 percent) increase from the baseline year. University of Cincinnati's retention rate was 90 percent for local urban students in 2009. This represents a nine point (or 11 percent) increase since the baseline year.

**This local urban data point reflects students who attended the institution from public high schools in Cincinnati, Covington, and Newport, as well as parochial high schools within the district boundaries.*

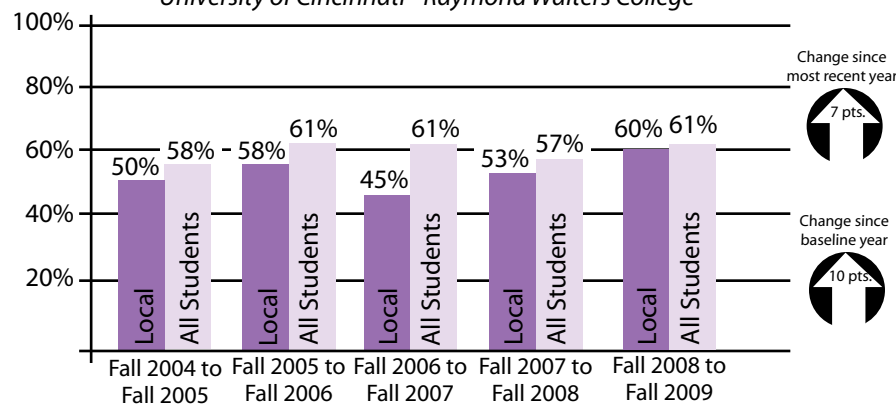
First to Second Year College Retention Rate
Associate's Degree Seeking Students
University of Cincinnati - Main Campus



Data Source: University of Cincinnati

Note: Students admitted into the University of Cincinnati's Center for Access and Transition (CAT) program are included in the data for Associate's degree seeking students.

First to Second Year College Retention Rate
Associate's Degree Seeking Students
University of Cincinnati - Raymond Walters College

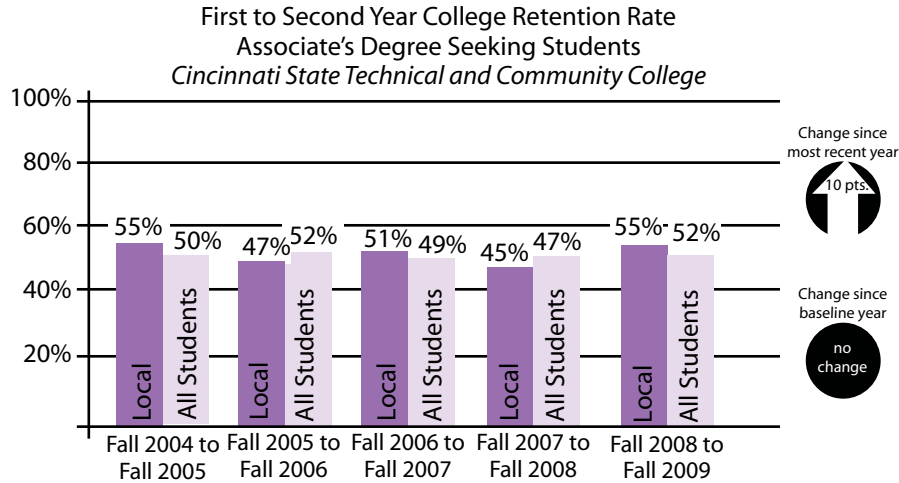


Data Source: University of Cincinnati

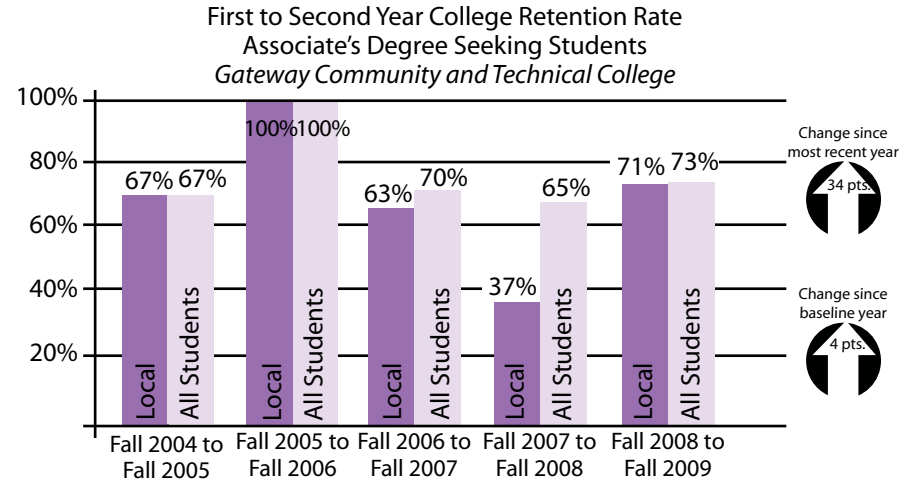
Goal 5: GRADUATE and ENTER A CAREER

Percent of students who are retained in college:
All students compared to local urban graduates*

Associate's Degree Seeking Students

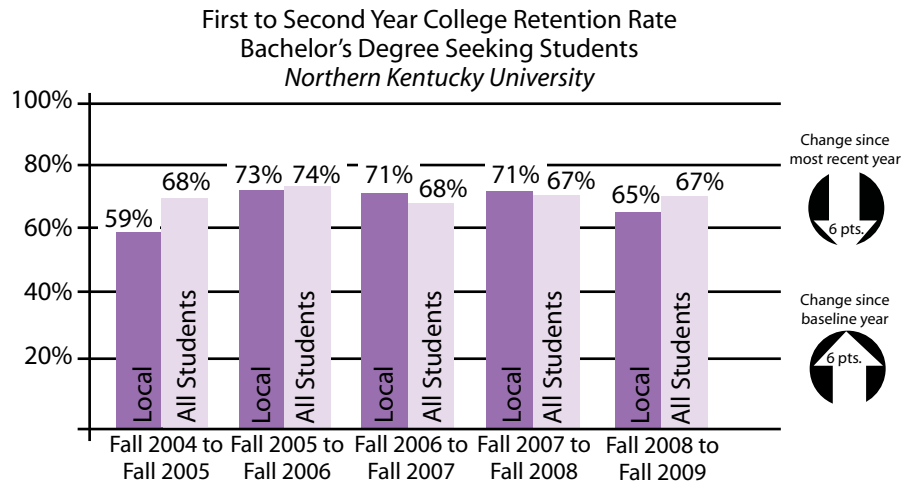


Data Source: Cincinnati State Technical and Community College

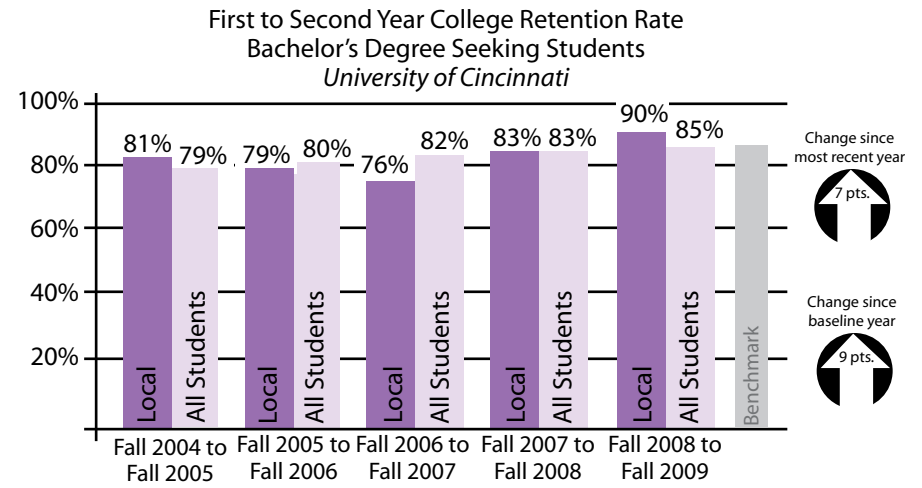


Data Source: Gateway Community and Technical College

Bachelor's Degree Seeking Students



Data Source: Northern Kentucky University



Data Source: University of Cincinnati

Note: Students admitted into the University of Cincinnati's Center for Access and Transition (CAT) program are included in the data for Associate's degree seeking students.

Goal 5: GRADUATE and ENTER A CAREER

Percent of students who graduate from college:
All students compared to local urban schools graduates*

The percent of first-time, full-time students who graduate from college within three years for Associate's degree programs is a standard measure of graduation in higher education.

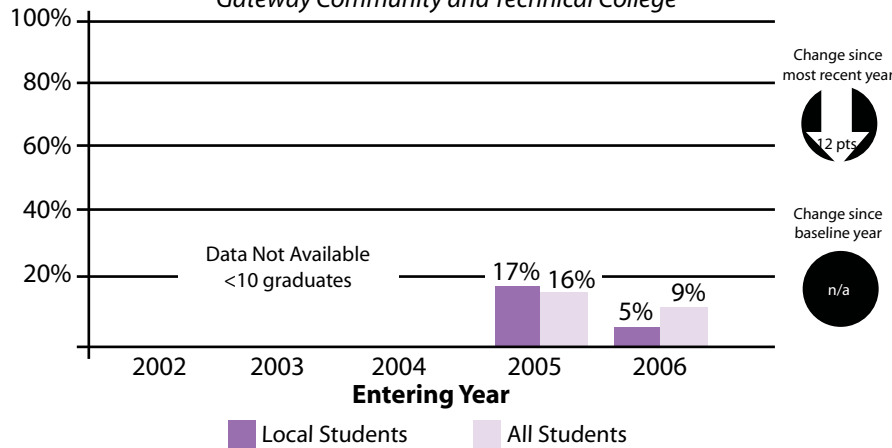
Note that these rates include graduates from only Cincinnati State Technical and Community College and Gateway Community and Technical College, and University of Cincinnati-Raymond Walters College. Students who transfer and graduate elsewhere are not counted. Many students use a two-year college as a starting point before moving on to a four-year college, and their success is not captured in this measure.

Associate's Degree Seeking Students

What It Tells Us:

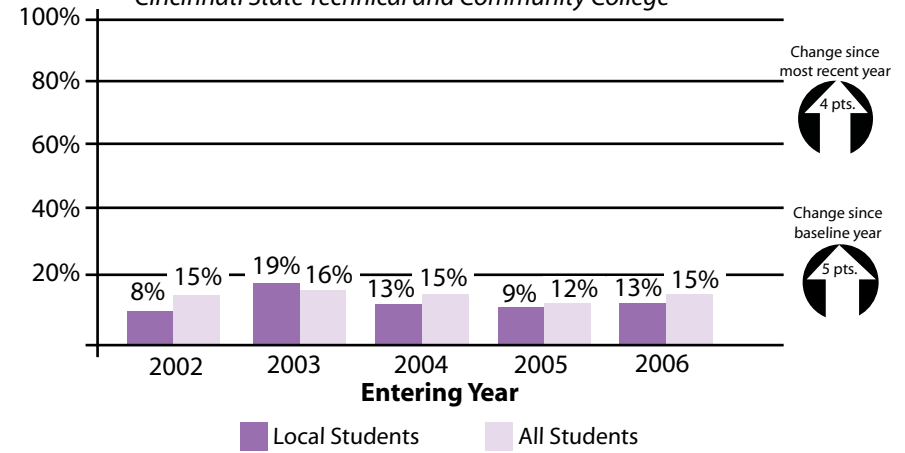
The percent of local students who graduate with an Associate's Degree within three years increased at Cincinnati State and remained steady at the University of Cincinnati-Raymond Walters, while dropping at Gateway. Students who did not graduate within three years may have transferred and continued coursework elsewhere.

Three-Year College Graduation Rate
Associate's Degree Seeking Students
Gateway Community and Technical College



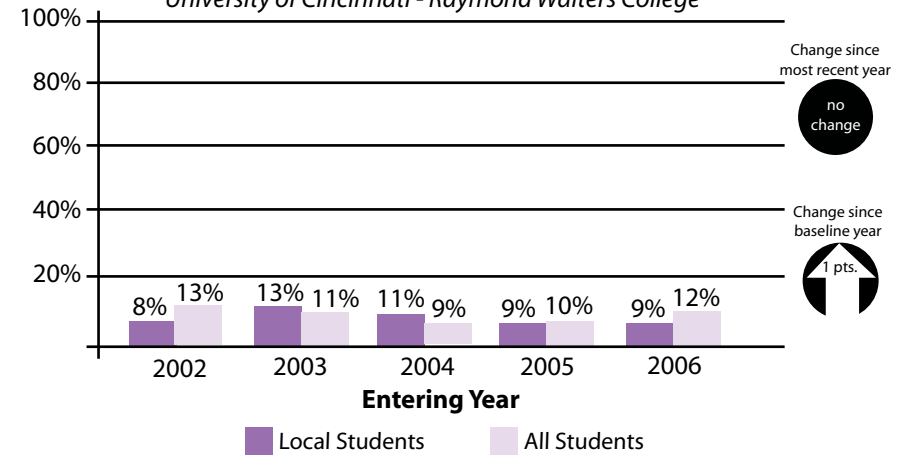
Data Source: Gateway Community and Technical College

Three-Year College Graduation Rate
Associate's Degree Seeking Students
Cincinnati State Technical and Community College



Data Source: Cincinnati State Technical and Community College

Three-Year College Graduation Rate
Associate's Degree Seeking Students
University of Cincinnati - Raymond Walters College



Data Source: University of Cincinnati
Data not available for University of Cincinnati - Main Campus

Goal 5: GRADUATE and ENTER A CAREER

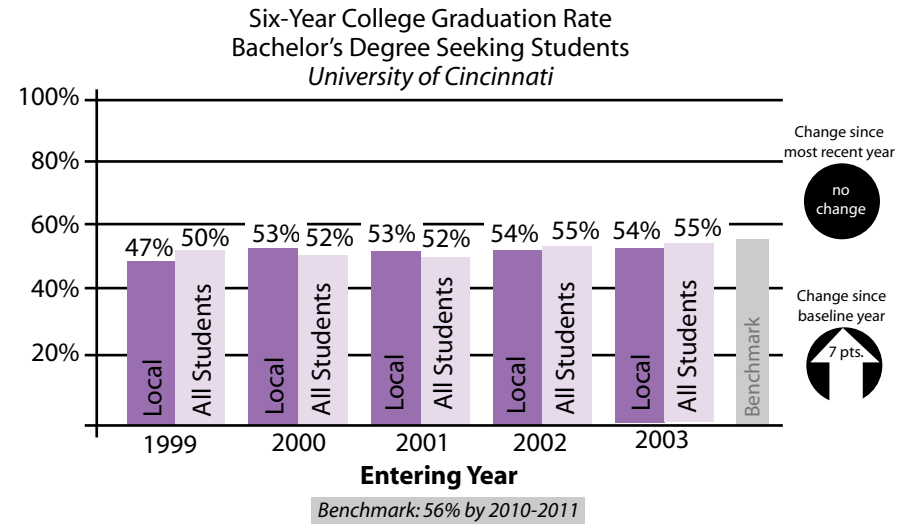
Percent of students who graduate from college:
All students compared to local urban schools graduates*

The percent of first-time, full-time students who graduate from college within six years for Bachelor's degree programs is a standard success measure in higher education. Students who transfer and graduate elsewhere are not counted in this measure.

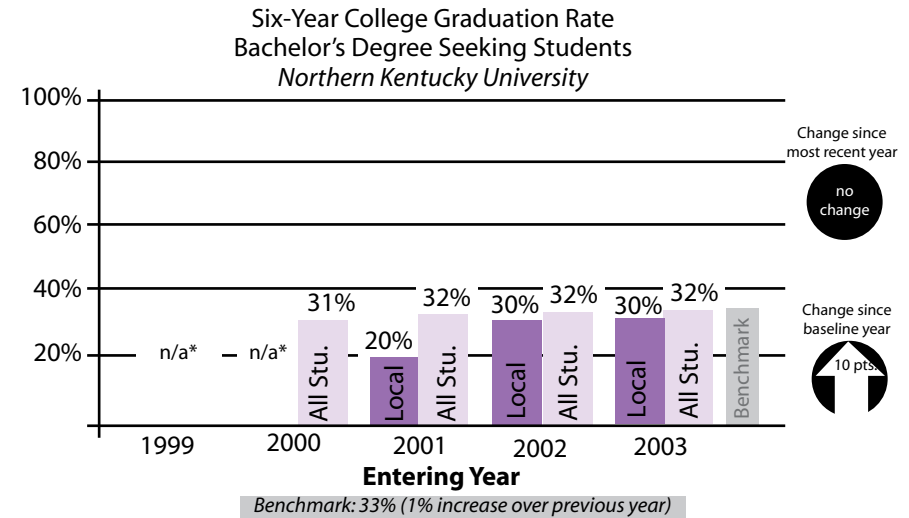
Bachelor's Degree Seeking Students

What It Tells Us:

The graduation rate for local urban students at University of Cincinnati has increased by seven points (or a 15 percent increase) since the baseline year. Local urban students at Northern Kentucky University remained steady from the most recent year.



Data Source: University of Cincinnati



Data Source: Northern Kentucky University

*This local urban data point reflects students who attended the institution from public high schools in Cincinnati, Covington, and Newport, as well as parochial high schools within the district boundaries.

*The methodology for determining cohort counts for this year and prior years was different than in subsequent years. It is omitted because differences make comparisons invalid.

Goal 5: GRADUATE and ENTER A CAREER

Number of college degrees conferred:

All students and local urban schools graduates*

Total degrees conferred represents the total number of Bachelor's degrees, Associate's degrees, certificates, and diplomas awarded in a given academic year. The total degrees conferred represent the total output of a higher education institution in a given academic year, whereas the college graduation rate reported earlier measures the degree attainment of previous cohorts of incoming first-time, full-time students.

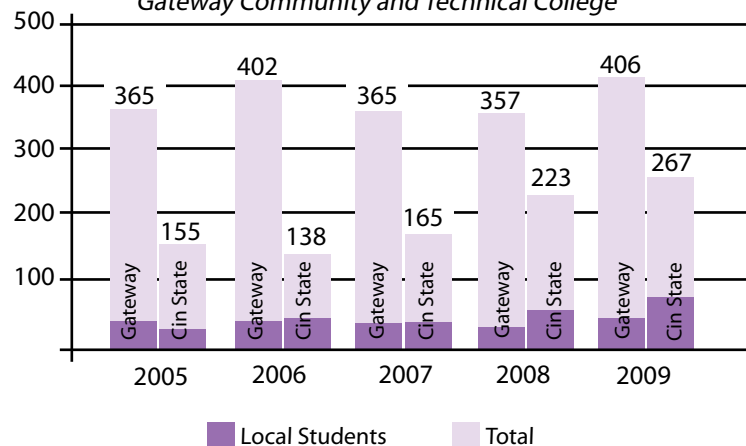
Certificates and Diplomas

The primary purpose of certificate programs is to provide marketable, entry level skills. A diploma program (in Kentucky only) is longer and designed to prepare students for technical employment within a one to two year period.

What It Tells Us:

The number of certificates conferred has increased at Cincinnati State and Gateway.

Total and Local Certificates Conferred
Cincinnati State Technical and Community College,
Gateway Community and Technical College



Certificates	2005		2006		2007		2008		2009	
	Total	Local	Total	Local	Total	Local	Total	Local	Total	Local
Cincinnati State Tech. and Comm. College	155	31	138	46	165	41	223	53	267	75
Gateway Community and Technical College	365	42	402	40	365	39	357	30	406	45

Change/
most recent Change/
baseline

↑22 ↑44

↑15 ↑3

Diplomas (not shown in a graph)	2005		2006		2007		2008		2009	
	Total	Local	Total	Local	Total	Local	Total	Local	Total	Local
Gateway Community and Technical College	81	11	51	8	46	5	41	3	26	5

Change/
most recent Change/
baseline

↑2 ↓6

Goal 5: GRADUATE and ENTER A CAREER

Number of college degrees conferred:
All students and local urban schools graduates*

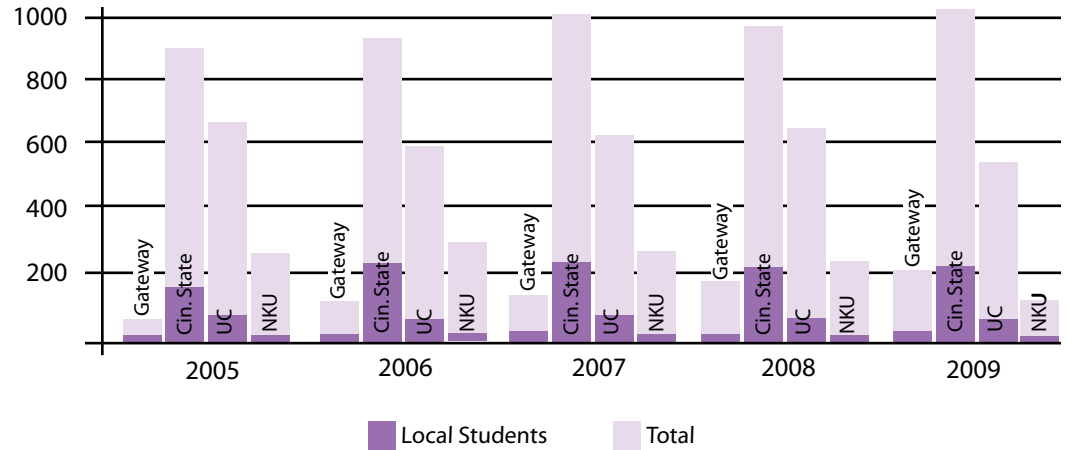
Total degrees conferred represents the total number of Bachelor's degrees, Associate's degrees, certificates, and diplomas awarded in a given academic year. The total degrees conferred represent the total output of a higher education institution in a given academic year, whereas the college graduation rate reported earlier measures the degree attainment of previous cohorts of incoming first-time, full-time students.

Associate's Degrees

What It Tells Us:

The number of Associate's Degrees conferred increased at Cincinnati State and Gateway, but decreased at UC. Cincinnati State grants the most associate's degrees in the region at 1,025 in 2009.

Total and Local Associate's Degrees Conferred
Cincinnati State, Gateway, NKU, and UC



	2005		2006		2007		2008		2009	
	Total	Local	Total	Local	Total	Local	Total	Local	Total	Local
Cincinnati State Tech. and Comm. College	896	186	923	221	1001	218	983	207	1025	212
Gateway Community and Technical College	45	5	94	7	120	19	176	5	209	26
Northern Kentucky University	237	4	272	11	258	5	226	10	124	4
University of Cincinnati (Main Campus)	209	41	204	30	161	21	174	19	95	5
University of Cincinnati (Raymond Walters)	441	32	391	43	443	50	451	47	459	45
University of Cincinnati (Main Camp.+RWC)	650	73	595	73	604	71	625	66	554	50

Change/
most recent



5



26



21



21



6



no change



14



36



2



13



16



23

Note: NKU local data for college degrees conferred represents only the areas of Covington and Newport.

*This local urban data point reflects students who attended the institution from public high schools in Cincinnati, Covington, and Newport, as well as parochial high schools within the district boundaries.

Goal 5: GRADUATE and ENTER A CAREER

Number of college degrees conferred:

All students and local urban schools graduates*

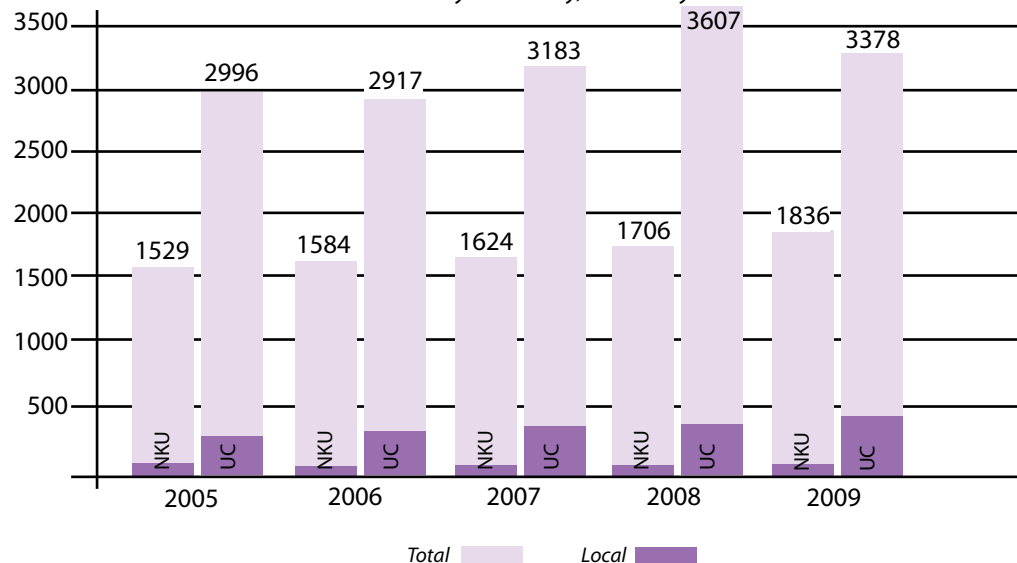
Total degrees conferred presents the total number of Bachelor's degrees, Associate's degrees, certificates, and diplomas awarded in a given academic year. The total degrees conferred represent the total output of a higher education institution in a given academic year, whereas the college graduation rate reported earlier measures the degree attainment of previous cohorts of incoming first-time, full-time students.

Bachelor's degrees

What It Tells Us:

The number of bachelor degrees conferred increased at Northern Kentucky University. At the University of Cincinnati, the number of bachelor's degrees for all students fell while it increased for those from local high schools.

Total Bachelor's Degrees Conferred
Northern Kentucky University, University of Cincinnati



	2005		2006		2007		2008		2009		Change/ most recent	Change/ baseline
	Total	Local	Total	Local	Total	Local	Total	Local	Total	Local		
Northern Kentucky University	1529	63	1584	47	1624	47	1706	56	1836	64	↑ ₈	↑ ₁
University of Cincinnati	2996	319	2917	352	3183	370	3607	388	3378	474	↑ ₈₆	↑ ₁₅₅

Data Source: Northern Kentucky University, University of Cincinnati

Institutional Enrollment Data

The following 2008-09 institutional enrollment data provide context for the number of credentials awarded at each institution.

- Gateway Community and Technical College: **5,133**
- Northern Kentucky University: **13,206 (undergraduate)**
- Cincinnati State Technical and Community College: **8,606**
- University of Cincinnati main campus: **21,118 (undergraduate)**

*This local urban data point reflects students who attended the institution from public high schools in Cincinnati, Covington, and Newport, as well as parochial high schools within the district boundaries.

Future

Quality of life

The quality of education in a region is directly related to its quality of life now and in the future. An educated, productive citizenry fuels a vibrant economy.

OUTCOME INDICATORS

- Percent of population with an Associate's degree or higher
- Percent of population with a Bachelor's degree or higher
- Unemployment rate
- Population estimates
- Median household income



Quality of Life Indicators

Associate's degree attainment

Educational attainment is increasingly important for economic development as the economy becomes more knowledge based. This indicator shows the percent of the population age 25 or older with an Associate's Degree or higher.

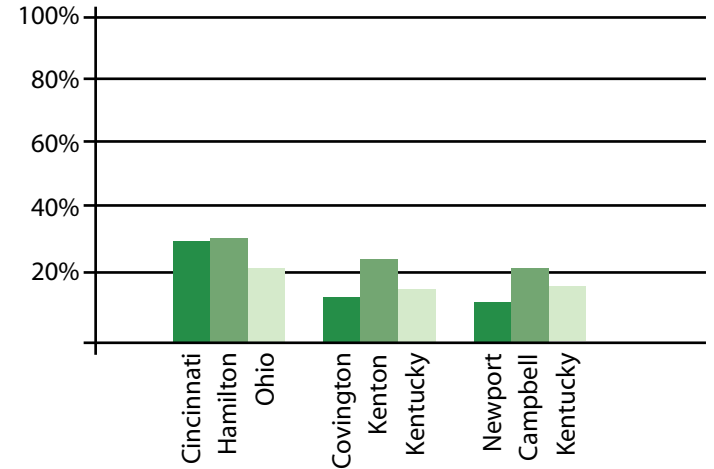
What It Tells Us:

Educational attainment as measured by the percent of the population with an Associate's degree in Cincinnati in 2000 is higher than the Ohio state average. Educational attainment in both Covington and Newport lags the Kentucky state average. The data for 2000-2008 reveal no clear trend.

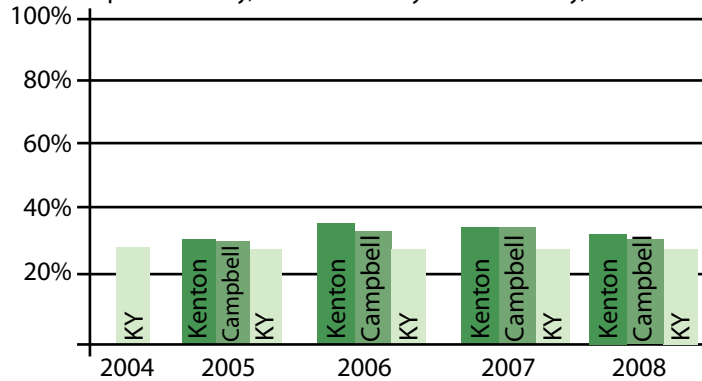
Location	Percent
Cincinnati	32%
Hamilton County	35%
Ohio	27%
Covington	17%
Kenton County	28%
Kentucky	22%
Newport	14%
Campbell County	26%
Kentucky	22%

Data Source: U.S. Census Bureau - 2000 Census

Percent of Population with an Associate's Degree or Higher 2000



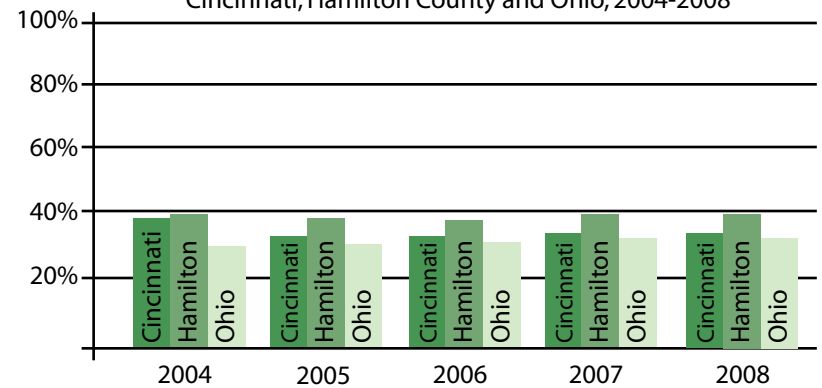
Percent of Population with an Associate's Degree or Higher Campbell County, Kenton County and Kentucky, 2004-2008



	2004	2005	2006	2007	2008
Kenton County		30%	37%	35%	33%
Campbell County		29%	34%	35%	31%
Kentucky (KY)	25%	26%	26%	26%	26%

Data Source: U.S. Census Bureau - American Community Survey

Percent of Population with an Associate's Degree or Higher Cincinnati, Hamilton County and Ohio, 2004-2008



	2004	2005	2006	2007	2008
Cincinnati	39%	33%	35%	36%	37%
Hamilton	40%	38%	38%	39%	40%
Ohio	30%	31%	30%	31%	32%

Data Source: U.S. Census Bureau - American Community Survey

Covington and Newport trend data is not available because the American Community Survey does not present data for all geographic areas. Campbell and Kenton County data is only available for 2005-2008.

Quality of Life Indicators

Bachelor's degree attainment

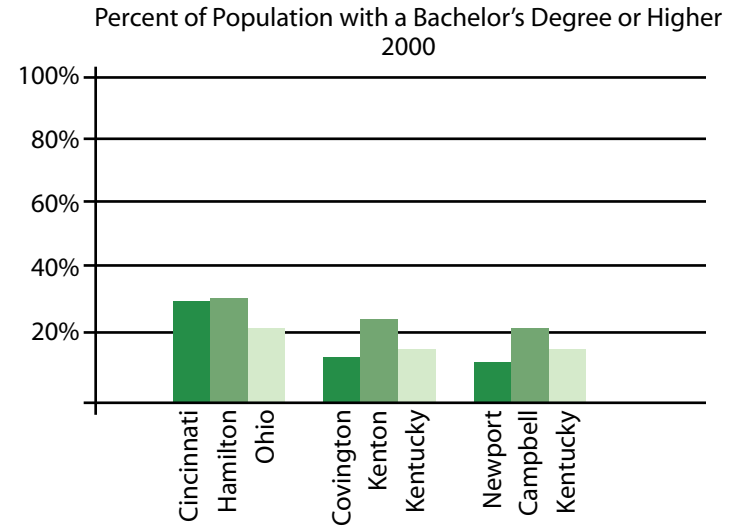
Educational attainment is increasingly important for economic development as the economy becomes more knowledge based. This indicator shows the percent of the population age 25 or older with a Bachelor's degree or higher.

What It Tells Us:

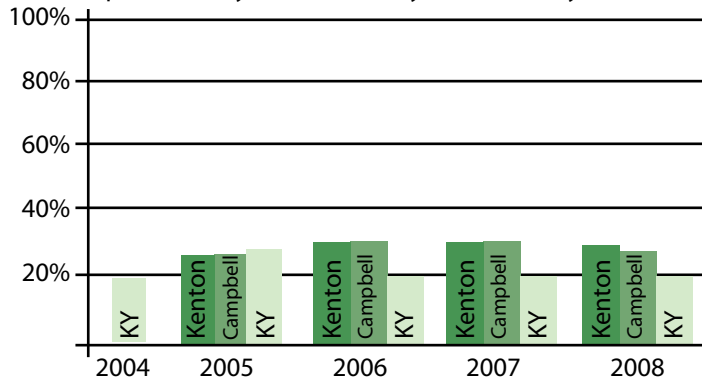
Educational attainment in Cincinnati is higher than the Ohio state average. Educational attainment in both Covington and Newport lags the Kentucky state average. The data for 2000-2008 reveal no clear trend.

Location	Percent
Cincinnati	27%
Hamilton County	29%
Ohio	21%
Covington	13%
Kenton County	23%
Kentucky	17%
Newport	11%
Campbell County	21%
Kentucky	17%

Data Source: U.S. Census Bureau - 2000 Census



Percent of Population with a Bachelor's Degree or Higher Campbell County, Kenton County and Kentucky, 2004-2008

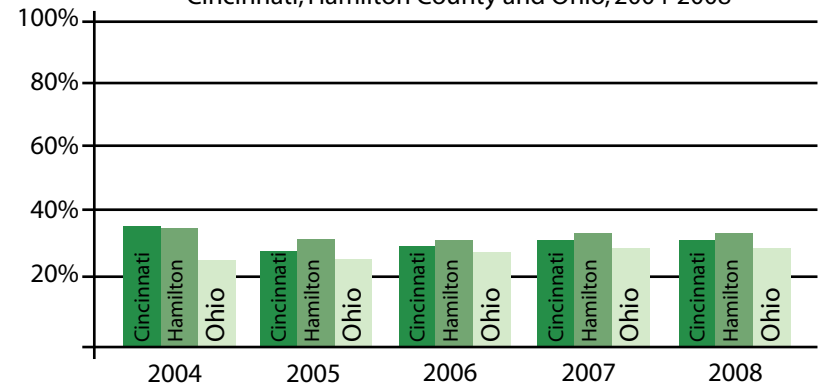


	2004	2005	2006	2007	2008
Kenton County	23%	28%	28%	29%	26%
Campbell County	22%	28%	28%	28%	25%
Kentucky (KY)	19%	20%	20%	20%	20%

Data Source: U.S. Census Bureau - American Community Survey

Covington and Newport trend data is not available because the American Community Survey does not present data for all geographic areas. Campbell and Kenton County data is only available for 2005-2008.

Percent of Population with a Bachelor's Degree or Higher Cincinnati, Hamilton County and Ohio, 2004-2008



	2004	2005	2006	2007	2008
Cincinnati	27%	27%	28%	30%	30%
Hamilton County	29%	31%	31%	32%	32%
Ohio	21%	24%	23%	24%	24%

Data Source: U.S. Census Bureau - American Community Survey

Quality of Life Indicators

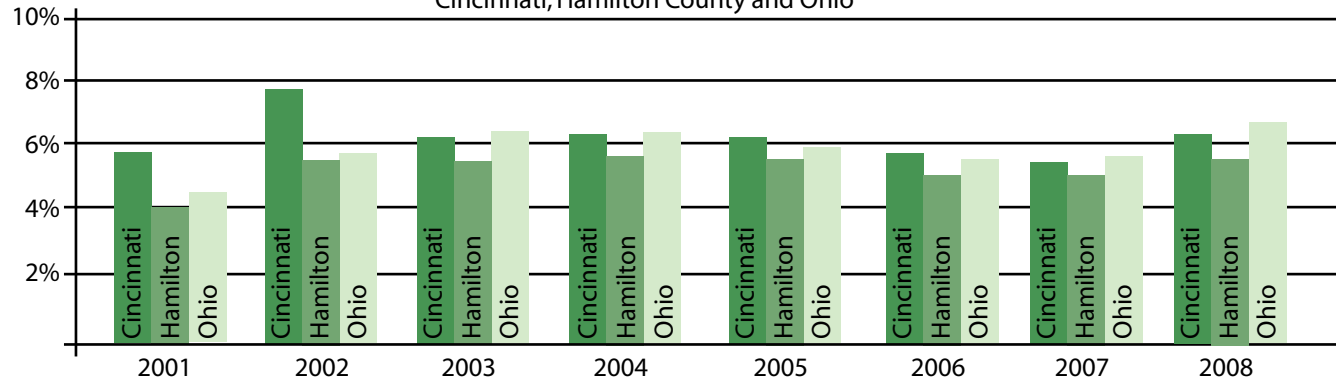
Unemployment rates

The unemployment rate represents the number of people without a job and actively seeking work and who are prepared and able to work, expressed as a percentage of the civilian labor force. This rate is only available for cities and towns with populations greater than 25,000 (i.e. Newport data is not available).

What It Tells Us:

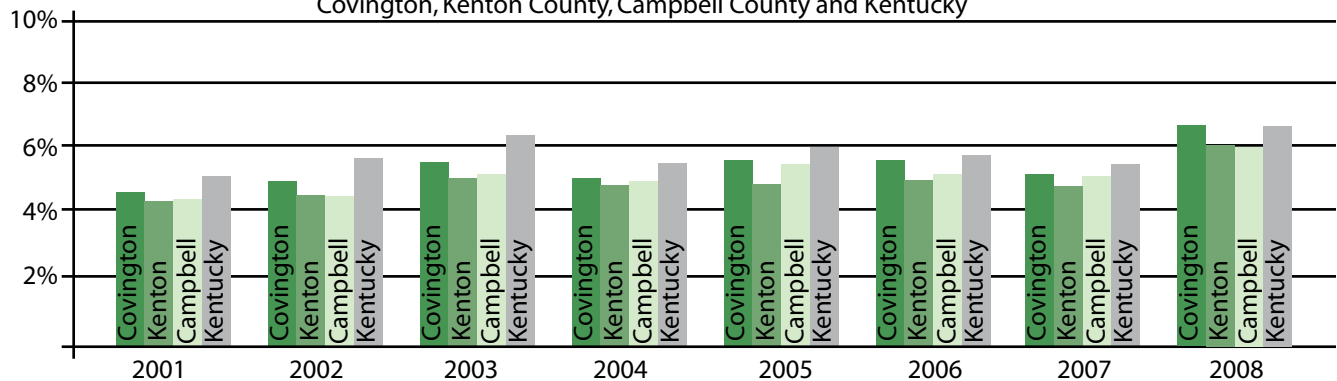
The charts reflect that unemployment rates saw a spike across the board in 2008.

Unemployment Rates 2001-08
Cincinnati, Hamilton County and Ohio



	2001	2002	2003	2004	2005	2006	2007	2008
Cincinnati	5.8	7.8	6.1	6.3	6.1	5.7	5.5	6.1
Hamilton County	4.0	5.4	5.4	5.6	5.5	5.0	5.0	5.6
Ohio	4.4	5.7	6.2	6.2	5.9	5.5	5.6	6.6

Unemployment Rates 2001-08
Covington, Kenton County, Campbell County and Kentucky



	2001	2002	2003	2004	2005	2006	2007	2008
Covington	4.6	4.8	5.5	5.0	5.6	5.6	5.2	6.6
Kenton County	4.3	4.4	4.9	4.7	5.1	4.9	4.8	6.0
Campbell County	4.4	4.4	5.1	4.9	5.5	5.1	5.0	6.0
Kentucky	5.2	5.7	6.3	5.5	6.0	5.7	5.5	6.6

Data Source: U.S. Bureau of Labor Statistics, LAUS
Rates Not Seasonably Adjusted

Note: Newport data is not available

Quality of Life Indicators

Population estimates

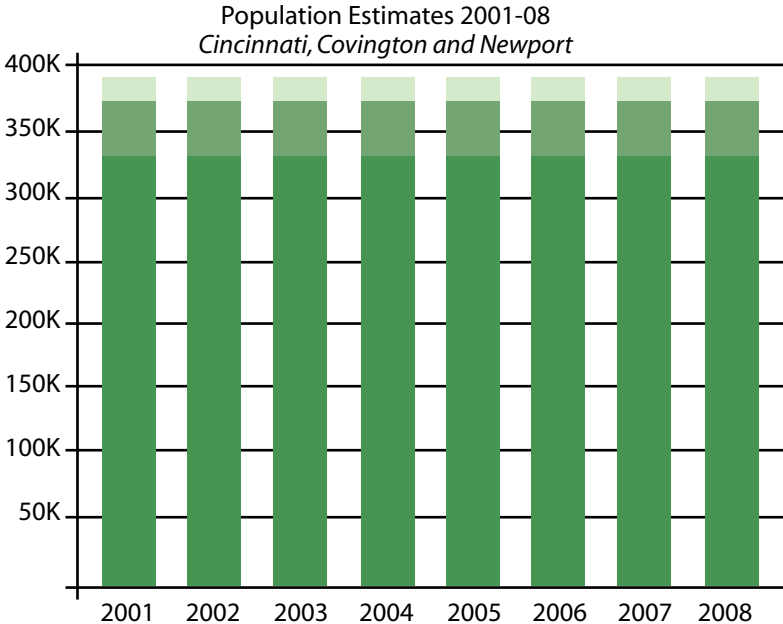
Population estimates are completed by the Census Bureau every summer. A key element of long-term economic success of our region is whether people choose to come to and stay in the urban core.

What It Tells Us:

Cincinnati: The population level has seen a slight rise from 2001-2008.

Covington: The population level in Covington has remained relatively consistent from 2001-2008.

Newport: The population level in Newport has seen a decline from 2001-2008.



	2001	2002	2003	2004	2005	2006	2007	2008
Cincinnati	331,389	331,306	332,226	332,468	331,310	332,252	332,458	333,336
Covington	43,393	43,198	43,199	43,008	42,717	42,797	43,062	43,235
Newport	16,856	16,617	16,354	16,068	15,873	15,721	15,580	15,766

Data Source: U.S. Census Bureau - Current Population Survey
 Data reflects estimate when retrieved from the web site

Quality of Life Indicators

Median household income

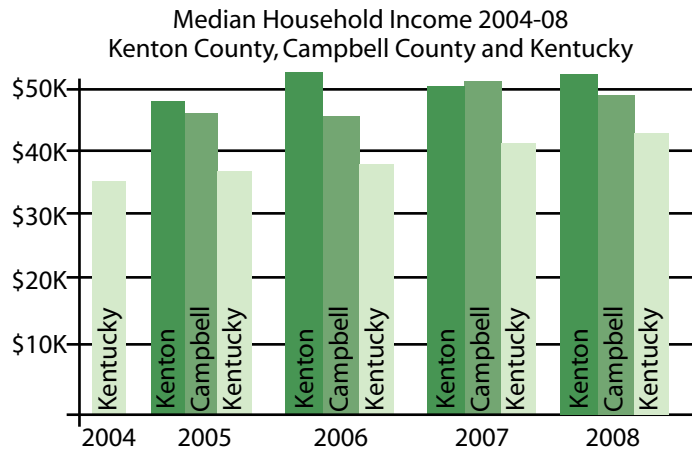
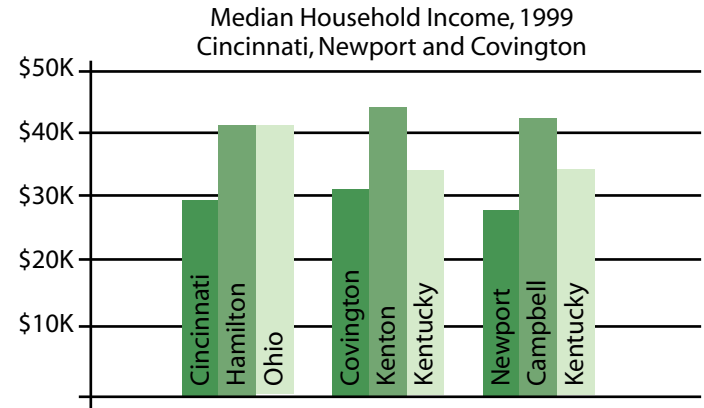
Median household income is a general indicator of the economic well-being of all households in the state. This indicator represents total cash income received during a calendar year by all household members. This includes income for members 15 years old and over, members not related to the head of the household and other non-family household members.

What It Tells Us:

Median household income in the cities of Cincinnati, Covington and Newport generally lag behind that of the respective counties in which they reside.

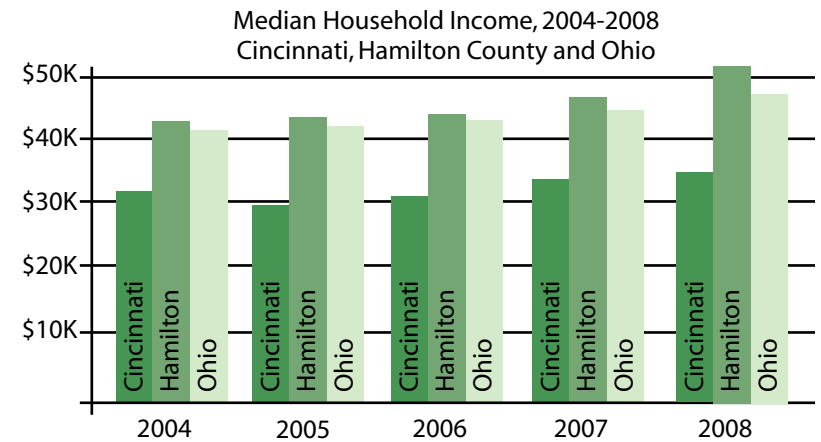
City	Income
Cincinnati	\$29,493
Hamilton County	\$40,964
Ohio	\$40,956
Covington	\$30,735
Kenton County	\$43,906
Kentucky	\$33,672
Newport	\$27,451
Campbell County	\$41,903
Kentucky	\$33,672

Data Source: U.S. Census Bureau - 2000 Census



	2004	2005	2006	2007	2008
Kenton County	\$48,619	\$53,978	\$50,328	\$52,222	\$52,222
Campbell County	\$46,695	\$46,020	\$51,724	\$49,702	\$49,702
Kentucky	\$35,269	\$37,369	\$39,372	\$40,267	\$41,538

Data Source: U.S. Census Bureau - American Community Survey



	2004	2005	2006	2007	2008
Cincinnati	\$29,493	\$29,493	\$31,103	\$33,006	\$33,562
Hamilton County	\$40,964	\$40,964	\$44,652	\$48,416	\$50,301
Ohio	\$40,956	\$40,956	\$44,532	\$46,597	\$47,988

Data Source: U.S. Census Bureau - American Community Survey

Covington and Newport trend data is not available because the American Community Survey does not present data for all geographic areas. Campbell and Kenton County data is only available for 2005-2008.

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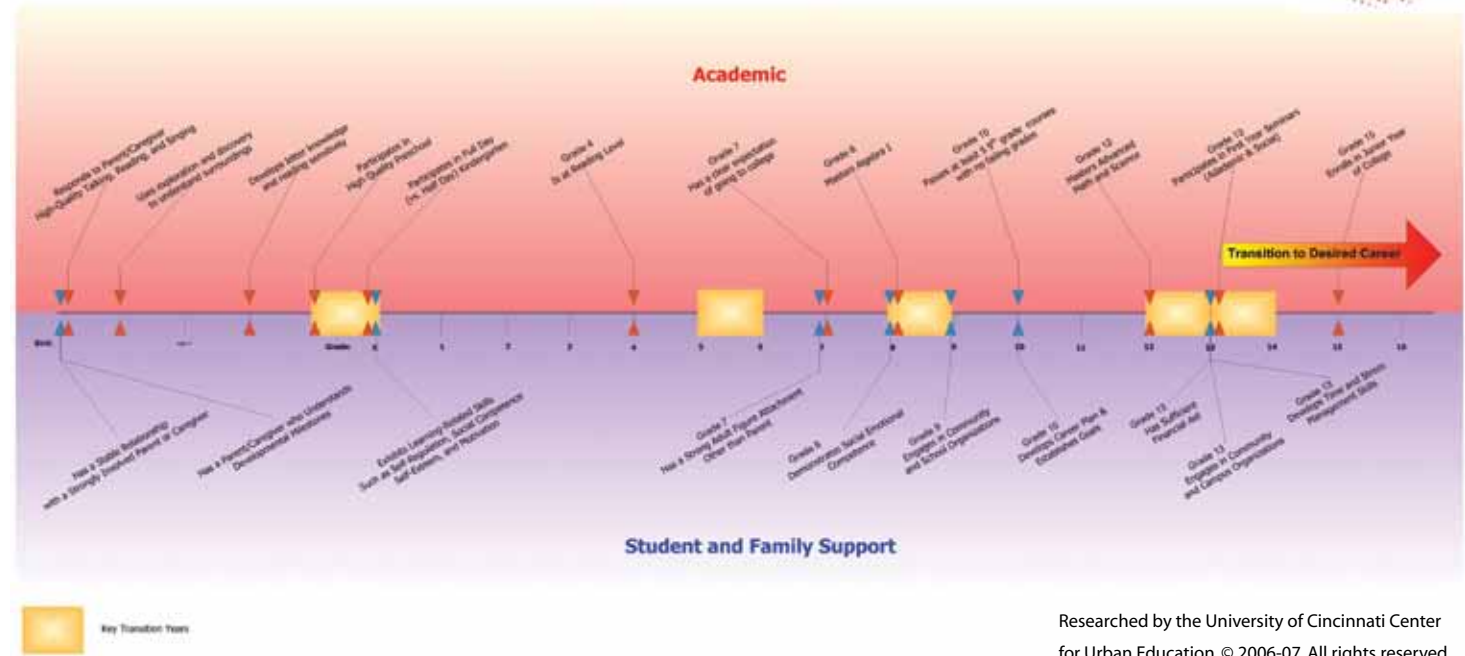
Geoff Zimmerman, *Strive (staff)*

Student's Roadmap to Success

The *Student's Roadmap to Success* is Strive's foundational document. Strive's five primary goals are based on this Roadmap: that every child will:

- be prepared for school.
- be supported in and out of school.
- succeed academically.
- enroll in college or career training.
- graduate and enter a meaningful career.

Student's Roadmap to Success: Critical Benchmarks and Transition Years



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Other Sources of Information

Many community reports exist that provide research and statistics about various social and educational issues in our region. This chart illustrates the content of such reports and how they relate to one another. Although the focus of many of these reports overlap, the actual content differs.

Please note that this list isn't inclusive of all reports issued in this region; it is rather a list of the related reports issued recently or scheduled to be released soon.

State of the Community Report <i>United Way of Greater Cincinnati</i>					
Population	Youth	Education	Economy	Social Relations	Health
	Cincinnati in Black & White <i>Better Together Cincinnati</i>				Indicators of Healthy Communities <i>Health Improvement Collaborative</i>
	Striving Together: Report Card Student Progress on the Roadmap to Success <i>Strive</i>			Human Relations Indicator Report <i>BRIDGES</i>	Air Quality Data & Progress Report <i>Hamilton County</i>
	Child Well-Being Survey <i>Child Policy Research Center</i>				Community Health Status Survey <i>The Health Foundation</i>
	Youth Developmental Assets <i>The Asset Builder's Alliance (YMCA Lead Agency)</i>				
	Student Drug Use Survey <i>Coalition for a Drug-Free Cincinnati</i>				
Sustainable Cincinnati – Tri-State Metropolitan Area <i>Hamilton County Regional Planning Commission</i>					
Community COMPASS: State of the County Indicators <i>Hamilton County Regional Planning Commission/Planning Partnership</i>					

Ways YOU Can Improve Education

Share information.

Share the contents of this report with other parents, businesses and community leaders.

Ask the media to be involved in communicating the educational progress and challenges in our region. Contact the newspapers, television stations, and local Web sites. Here are some options:

WCPO Channel 9 – Email newsdesk@wcpo.com

WXIX Fox 19 – Email assignmentdesk@fox19.com

WLWT Channel 5 – Email newsdesk@wlwt.com or newsdesk@channelcincinnati.com

WKRC Channel 12 – Visit http://www.local12.com/content/contact_information/news_tips.aspx

The Cincinnati Enquirer – Visit <http://www.cincinnati.com/helpdesk/newstips.html>

The Kentucky Enquirer and NKY.com – Visit <http://rodeo.cincinnati.com/getpublished/>

The Community Press – Email <http://rodeo.cincinnati.com/getpublished/>

Advocate for change.

Communicate with your elected officials to advocate for policy change at the local, state and national levels. A few issues apparent in this report are a need for use of consistent assessments, a consistent high school graduation calculation and development of a student tracking system to monitor progress from early learning through K-12 through college. In Ohio, visit <http://ohio.gov/government>. In Kentucky, visit <http://www.lrc.ky.gov/Legislators.htm> (in Campbell County, Kentucky visit <http://www.campbellcounty.ky.gov/links/otherelected.htm>).

Get Involved. If you are:

A parent/caregiver/citizen in the community

- Volunteer at a local school or service provider in activities such as mentoring, tutoring, etc. Call United Way 211 or visit www.nkyhelps.org for details.

A member of the service-providing community

- Join a Student Success Network (send an email to info@strivetogether.org for more information).
- Inform Strive of the issues you face (send an email to info@strivetogether.org).

A member of the business community

- Create strong school-business partnerships in your community. In Ohio, contact the Cincinnati Youth Collaborative – Partners in Education Program (<http://www.cycyouth.org>) and in Kentucky, contact the Northern Kentucky Chamber of Commerce (<http://www.nkychamber.com>).

A funder in the community

- Ask grantees how their efforts and corresponding measures are connected to the outcomes in the *Striving Together Report Card*.
- Learn more about the Strive Endorsement Process and how we can help you focus not only on what matters, but what works. Send an email to info@strivetogether.org to learn more.

A student in the community

- Get involved in service learning. Visit <http://www.ugivecincinnati.org> for opportunities.

To Request More Copies of the
Striving Together Report Card:

Visit our Web site at
www.strivetogether.org to download
the PDF file.

Send an email to
info@strivetogether.org to request
additional hard copies.

Additional Resources

Blog

Check out Strive's blog - a source for relevant news, information, and data about education and related issues in and around Cincinnati and Northern Kentucky.
<http://blog.strivetogether.org/>

Strive
One West Fourth Street
Suite 200
Cincinnati, Ohio 45202
513-929-1350
www.strivetogether.org

