



2025
**Annual
Report**





Mission

We transform systems through data, partnerships and policy to ensure all learners in the Dayton Region have the resources and opportunities that foster lifelong success and economic mobility.

Big Goal

60% of working-age adults in the Dayton Region will have a recognized postsecondary credential.

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Invest in Learn to Earn Dayton

For our children. For our community. For our future.

Learn to Earn Dayton's approach combines national best practices, local data, community voice, and the region's unique assets to move the needle on educational outcomes.

Since 2012, we have tracked progress, piloted projects, and worked to create systems so that all students have the opportunity to succeed. Every day, our work is possible because of your generous support. **Scan the QR code to donate.** →



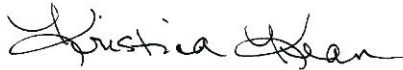
Unwavering Collective Commitment

Learn to Earn Dayton's mission has always been anchored in the power of data – not for the sake of numbers or rankings, but because each percentage point represents students in our community who need and deserve our attention. As we look back on the foundational insights of our landmark report, "Know the Gap, Close the Gap," we reflect on how powerful shared understanding through data can be to start a movement. That report didn't just expose gaps; it sparked critical conversations, galvanized community members to ask tough questions, and challenged all of us – our schools, businesses, nonprofits, and families – to understand exactly where we stood and to form a collective, ambitious plan to move forward.

The intervening years have been defined by tireless partnerships, focused on turning those initial findings into tangible progress for our children. Yet, as we measure our current reality, our data confirms that significant gaps in academic opportunity persist, and prior progress has been erased by the ramifications of the COVID-19 pandemic.

In the coming year, thanks to a significant investment from StriveTogether®, Learn to Earn Dayton is inviting all engaged stakeholders to join in the effort to create Achieve 2035, a shared vision for student success. This plan will be a community-wide call to action, a roadmap built on the principles of collaboration and measurable impact, with the goal of driving transformative change.

We believe that every partner has a crucial role to play in achieving our shared goals right now. Achieve 2035 will be designed to help you and every interested partner, community member, and advocate find your unique strength and the most effective way to contribute to our goals in the immediate future.



Kristina Kean
Board President



Stacy Wall Schweikhart
CEO

Cradle-to-Career Pipeline for Student Success

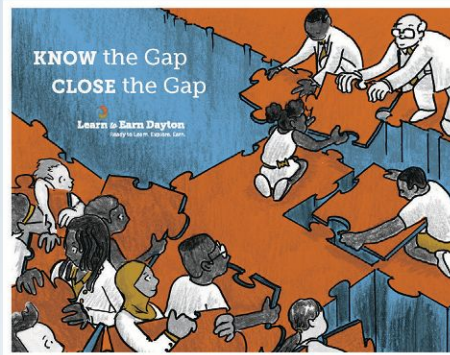
Learn to Earn Dayton works to align resources so all students in Montgomery County have the opportunity to succeed. Our cradle-to-career pipeline centers academic milestones, while recognizing the need for high-quality out-of-school time programs, individualized student-centered supports and place-based, two-generation approaches. This enhanced pipeline can lead to empowered families and a more vibrant region.



Adapted from the Forum for Youth Investment and Harvard Graduate School of Education

Know the Gap, Close the Gap

In 2017, Learn to Earn Dayton published **“Know the Gap, Close the Gap,”** a comprehensive report highlighting Montgomery County’s academic achievement disparities – challenging all dedicated stakeholders to confront issues around local achievement gaps. With a simple approach, disaggregating boys and girls and white and Black students, the team reported how students are faring at critical moments across their K-12 school career.



increase academic achievement, then we are charged to answer the call to action inherent in this data.

The learning loss suffered as a result of the COVID-19 pandemic widened many already existing achievement gaps. Since 2010, all student populations have experienced a decline in milestone proficiencies. Exacerbated by the pandemic, in 2020, minority and economically disadvantaged students fell even

further behind their white and higher-income peers. Yet the data also reveal potential bright spots – since 2020, we see a small rebound in third-grade reading proficiency, with a notable accelerated rate of improvement for Black students – a potential signal that focused efforts can help close the achievement gap.

Every year since, Learn to Earn Dayton has included disaggregated data in our annual report - focusing on how we are supporting students across each milestone, exploring year-over-year achievement by race, gender, socio-economic status and school district, and calculating the number of students who must reach each milestone to close gaps.

The original report featured 2014-15 data; as we report 2024-25 data now, we reflect on progress, as well as on the persistent challenges of the last decade. If we believe that all students have the right to thrive, and if we believe it is critical for our community’s economic vitality to



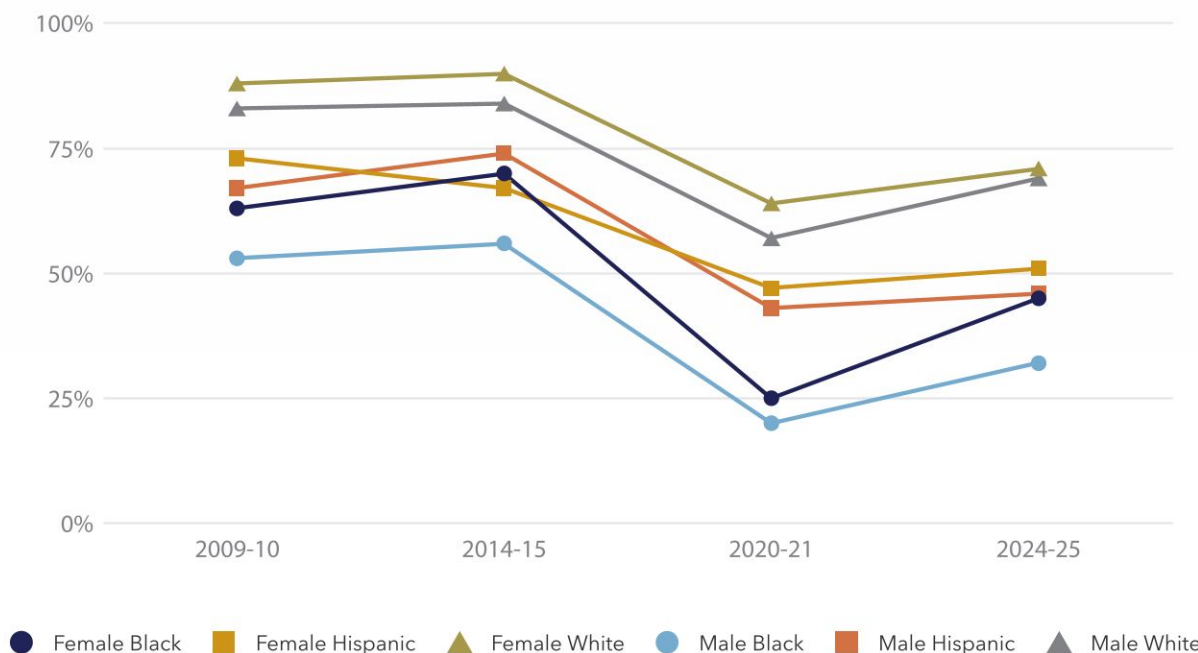
Scan the QR code to view **“Know the Gap, Close the Gap”**



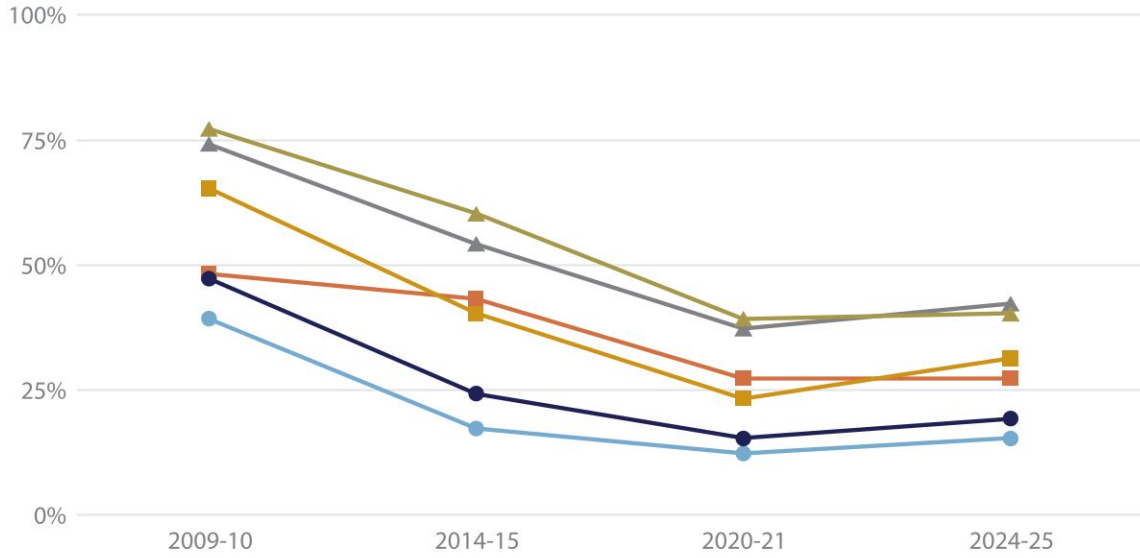
Revisiting Know the Gap, Close the Gap Data

Selected milestones, disaggregated by identity

Third Grade Reading Proficiency



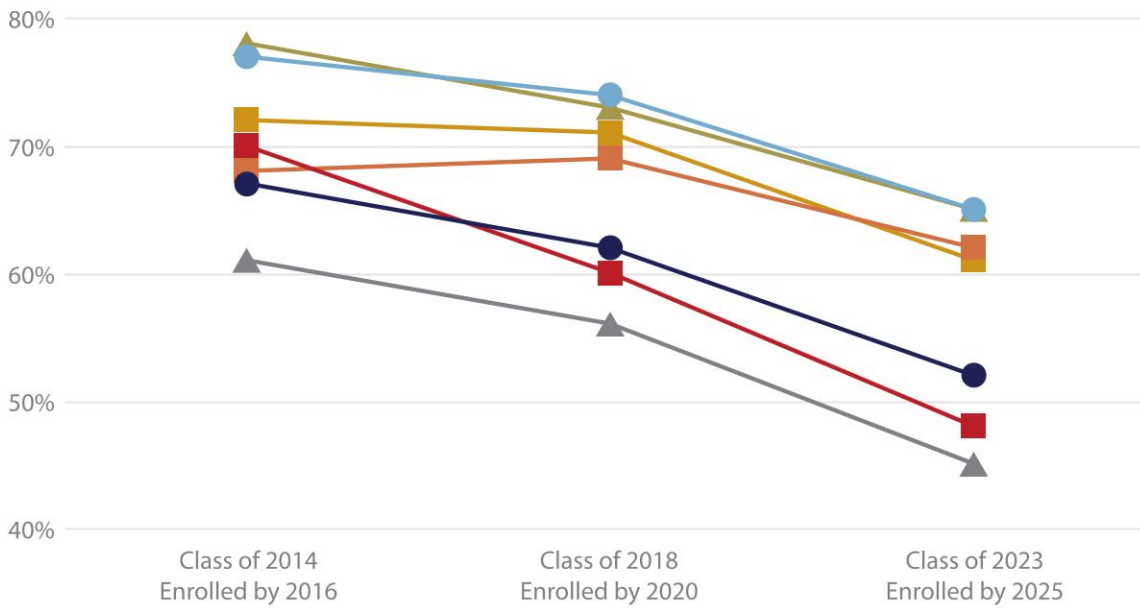
Eighth Grade Math Proficiency*



*Eighth grade math EOC proficiency exam results only, Algebra 1 not included

● Female Black ■ Female Hispanic ▲ Female White ● Male Black ■ Male Hispanic ▲ Male White

Postsecondary Enrollment#



#Y axis has been adjusted for legibility

▲ Economically disadvantaged ▲ Not economically disadvantaged ■ White ■ Hispanic ■ Black ● Female ● Male

Source: Ohio Department of Education & Workforce and National Student Clearinghouse, retrieved February 2026

Investing in What's Next



This year, Learn to Earn Dayton is not just reporting on the past; we are building the future.

Our annual report has always been a tool to celebrate progress and shine a light on where our students still need support. But data alone isn't enough. It is a starting point for action. Today, we are inviting you to help us build a roadmap for the future.

Introducing: Achieve 2035

We are excited to announce the development of Achieve 2035, an investable plan. This is a community-wide strategy designed to advance student success and help every child in Montgomery County find a path to a great career.

In addition to strategies and best practices, this plan will include comprehensive cost models for programs and opportunities to align efforts. By focusing on evidence-based milestones – like early grade reading, eighth-grade math, and postsecondary enrollment – we can ensure our resources go where they make the biggest difference. Through Achieve 2035, we will invite all stakeholders – schools, businesses, community-based organizations and families – to align resources for true collective impact.

→

ACHIEVE

2035

Why This Matters Now

We believe that every student should have the opportunities and resources they need to achieve their full potential, and that the achievement gaps of the past do not have to be the reality of the future.

As a proud member of the StriveTogether® network, we are part of a national movement to put millions more young people on the path to economic independence. With this effort, Learn to Earn Dayton welcomes partners to join together to determine how we can bring best national practices to our local region with the goal of improving life-long outcomes for young people across Montgomery County.



Take Action: Join the Movement

Achieve 2035 belongs to all of us. We invite you to take the first step in this journey by sharing your perspective. Your input will help us map the strengths of our community and identify where we can grow together. **Scan the QR code to take the survey now.**



Strategic Plan 2025-2028

At Learn to Earn Dayton, we have a bold vision for our community's future – one where all students and their families have the opportunities and resources for academic success and economic independence. Learn to Earn Dayton staff and board worked with community partners to create our 2025-2028 Strategic Plan, defining our unique role in serving the region.

- The result is a dynamic document that will guide our work, shape our annual priorities, and hold us accountable as we strive to accomplish our mission.
- This strategic plan focuses on the areas where Learn to Earn Dayton is uniquely qualified to serve as a backbone organization for the region.

Big Goal

60% of working-aged adults in Montgomery County will hold a recognized post-secondary credential.



MISSION:
We transform systems through data, partnerships and policy to ensure all learners in the Dayton Region have the resources and opportunities that foster lifelong success and economic mobility.

Strategic Plan: 2025-2028

PRIORITY 1: Forge the Path to Progress
Incubate scalable, data-driven initiatives to improve academic achievement for all students, with a particular focus on closing opportunity gaps and eliminating outcome disparities.

PRIORITY 2: Foster Collaboration & Impact
Bolster the nonprofit ecosystem in our region to strengthen critical services and supports for students and families.

PRIORITY 3: Mobilize Data-Driven Advocacy
Leverage data at the local, regional and state levels to advocate for policies and resource dedication to improve outcomes and access to opportunity, fostering economic mobility for students and families.

PRIORITY 4: Ensure Organizational Strength
Ensure long-term sustainability of the organization and demonstration of impact.

BIG GOAL: 60% of working-age adults in Montgomery County will hold a recognized post-secondary credential.

We measure progress using six key academic milestones:

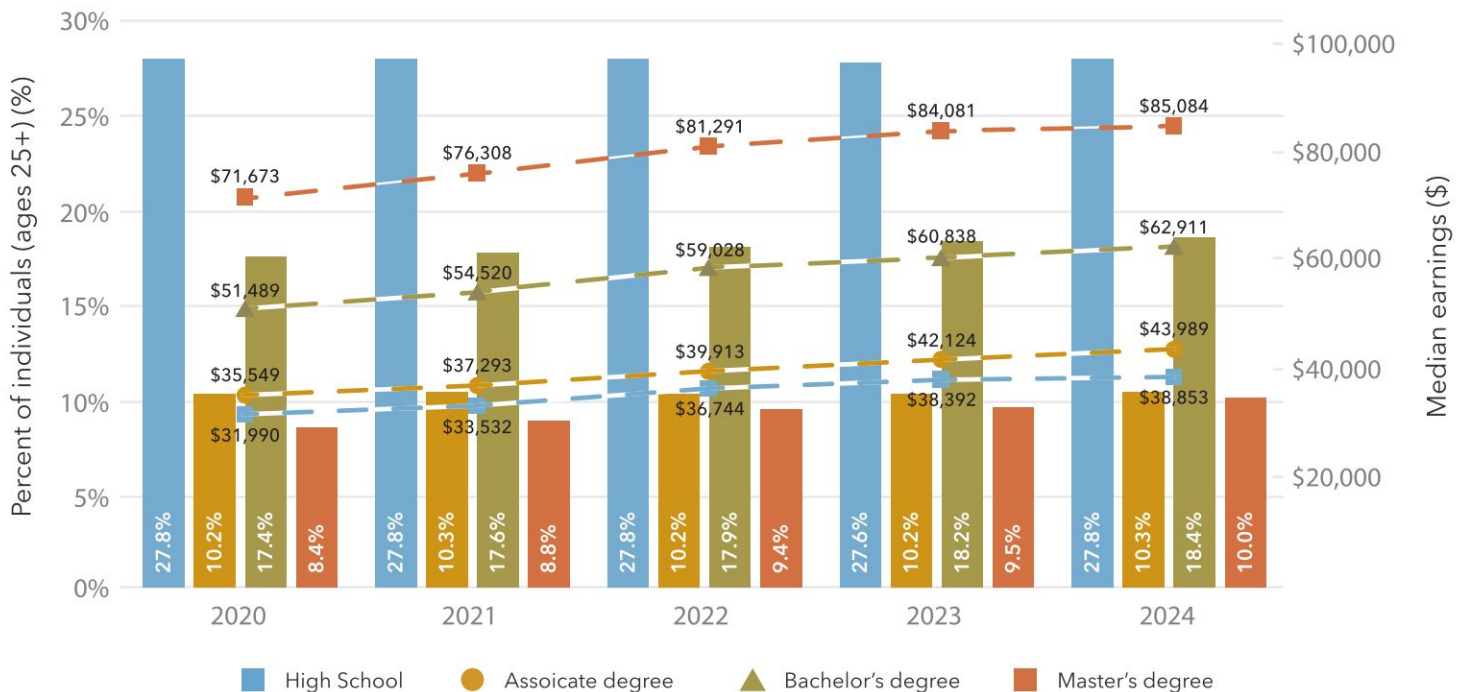
- Kindergarten Readiness
- High School Graduation
- Third-Grade Reading
- Post-Secondary Enrollment
- Eighth-Grade Math
- Post-Secondary Completion

learntoearndayton.org

Adopted May 2025

Regional census data confirm the national research that individuals with higher levels of education tend to earn greater salaries and experience increased economic opportunity.

Montgomery County, OH – Educational attainment share and median earnings (ACS 5-year), 2020-2024

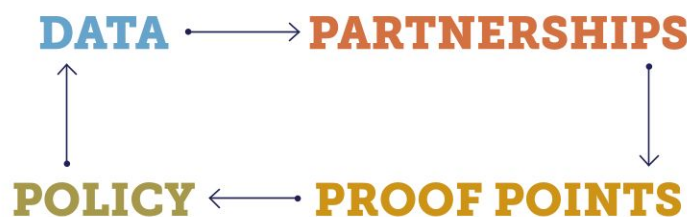


We are driving to help each person have a family-sustaining wage – education is the key to that goal.

Our Approach

Learn to Earn Dayton's approach to the work focuses on the areas where we are most qualified to serve the community – data, partnerships, proof points, and policy – to improve educational ecosystems.

How **Data, Partnerships,** **Proof Points & Policy** DRIVE IMPACT



Spotlight: Our Strategic Approach in Action

Access to Counsel

DATA: Data revealed students whose families are facing eviction are significantly more likely to be absent from school and struggle academically. With the Student Eviction Prevention database, we can match real time eviction data from the courts with student rosters from our educational partners.

PARTNERSHIPS: Learn to Earn Dayton supported the delivery of Housing Rights and Resources Panels, convened a cross-sector team including school administrators, lawyers, tenant advocates, local government and court staff to participate in a national design sprint to bring national best practices to our local community.

PROOF POINTS: We worked with community partners - schools, community-based organizations, and philanthropic leaders – to launch an Access to Counsel pilot program, designed to support tenants with school-aged children facing eviction. In the first year, 66% of the families served maintained stable housing.

POLICY: As we review outcomes from the pilot year and track current student data, we are calculating return on investment and projections for sustainability so that we can inform considerations for the dedication of public resources.

Data

We are committed to using data to reveal challenges, find bright spots of success worth sharing, and advocate for policies that may ensure improved outcomes for all.

Learn To Earn Dayton's Data Dashboard

Learn to Earn Dayton provides data to reveal need and shape outcomes. Three publicly available dashboards ensure transparent and accessible data. **Scan the QR code to view the data dashboard.**



Director of Data and Impact Emma Smales presents the Academic Data Dashboard at Preschool Promise's Readiness Summit.

The **Academic Data Dashboard** provides academic information on key cradle to career milestones for all 611 public school districts across Ohio, with options for searching by multiple geographic regions. Users can explore critical data points, disaggregate by population, and reveal best practices through district comparisons. The dashboard offers a user-friendly interface, allowing anyone to explore data related to educational outcomes and postsecondary success for students across Ohio.

"We really want to get our staff used to a cadence of reviewing the data each year and measuring progress. It leads to some amazing discussion and growth."

- Dan VonHandorf
Assistant Superintendent of Teaching & Learning
Kettering City Schools



Montgomery County Student Advisory Delegation reviews the Academic Data Dashboard.



The **Community Outcomes Dashboard** provides a detailed look at Montgomery County’s progress, offering a clear view of the complex factors shaping our community. Originally created as a resource for the Montgomery County Two-Generation Collaborative to track progress connected to their neighborhood-level efforts to support families, this public dashboard is available for all members of the community working to improve outcomes. The Community Outcomes dashboard uses population measures from publicly-available data sets to provide a snapshot and trend analysis in four key categories – financial stability, thriving neighborhoods, educational success, and family health & wellness.

Learn to Earn Dayton partnered with the Children’s Funding Project to develop the **Ohio Children and Youth Fiscal Map** to document and analyze the various sources of funding that support programs and services for children and youth in Ohio. This report tracks public dollars from federal and state sources, with the goal to ensure common understanding about how we are investing in our young people and to inform strategic decisions about future investments. It serves as a resource for policymakers and advocates by offering the first comprehensive look at current funding streams, while comparing investments in youth programs against other state spending.

“I am really excited about the roll out of the Ohio Children and Youth Fiscal Maps because it shows how funding flows across systems. Student outcomes depend on multi-level investment – K-12, higher ed, workforce, and public & philanthropic support - all working in concert. This map surfaces both immediate opportunities to align dollars, as well as immediate areas to focus on future investment.”

- Melissa Tolle
Senior Vice President
Sinclair Community College

“When data is accessible and understandable, communities can lead the conversation. These dashboards are built to support informed dialogue, shared accountability, and smarter decisions – together.”

- Stacy Schweikhart
CEO
Learn to Earn Dayton



Partnerships

Learn to Earn Dayton's work is rooted in partnerships; we are proud to serve as a convener and collaborator to reach regional goals.

Summer + Afterschool Collaborative

Learn to Earn Dayton's Summer + Afterschool Collaborative (SASC) is a network of partners focused on increasing access to high quality out-of-school time programming for Montgomery County students. The collaborative established a strategic plan this year, setting goals for expanding the SASC network of members and partners, building capacity of providers through professional development, and increasing operational effectiveness, efficiency, and stability within the Collaborative.



Members of SASC supported the Ohio Afterschool Network Advocacy Day at the Ohio Statehouse.

"The SASC has had a great impact on my organization. I've been given the opportunity to take on leadership roles in strategic planning, workgroups, and implementation efforts across the entity. I've felt seen, supported, and valued as a leader, which has empowered me to deepen my impact through Youth House and the broader community."

- Tommy Scroggins
Executive Director
Youth House

The Summer + Afterschool Collaborative partnered with the Montgomery County ESC to offer a series of literacy workshops to equip out-of-school time practitioners with the skills, knowledge, and strategies needed to best support students in their literacy development.

"It is not every workshop that I can say I can't wait until the next session! I left the first session ready to use what I'd learned and was able to realize some techniques don't change but how we teach them must change."

- Literacy Workshop Participant



Montgomery County Two Generation Collaborative (2Gen)

The Montgomery County 2Gen Collaborative brings together local partners to share resources and support neighborhood-led, whole-family approaches to alleviating poverty. With Learn to Earn Dayton serving as the backbone organization, the collaborative has adopted a strategic plan designed to align services with the needs of children and families, maximizing the collective success of our community.



An initiative of **Learn to Earn Dayton**



Learn to Earn Dayton sponsored a training for leaders from the Montgomery County Two-Generation Collaborative at the Harlem Children's Zone Practitioners Institute. Together we learned about the long-standing and incredibly successful strategies in Harlem, and imagined how we might improve outcomes for our students and families if we unite to implement and scale their evidenced-based approaches in our region.

"For years, member organizations of 2Gen have worked diligently, bringing best practices to youth and families in our neighborhoods."

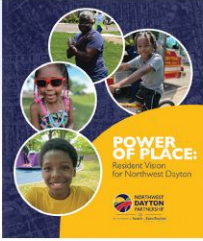
- Nancy McHugh
Executive Director
Fitz Center for Leadership in Community

Partner Spotlight

Preschool Promise

Be Ready by 5 is a collaboration of organizations in Montgomery County, Ohio, committed to working together to help prepare families with children ages 0-5 for success in Kindergarten and beyond. Together, we are dedicated to ensuring that all children in Montgomery County live a healthy and successful life by improving the education, health, and wellness support children and their families receive within the first 5 years of life. Learn to Earn Dayton is a proud partner in the collaborative, led by Preschool Promise, to support children and families in Montgomery County. **Learn more at bereadyby5.org**





Learn to Earn Dayton continues to collaborate and elevate the work outlined in the Power of Place plan. In 2025, that included two innovative approaches to neighborhood vibrancy.

Community Investment Fund

Learn to Earn Dayton facilitated a third and final round of the Community Investment Fund, continuing its work with eight deeply-rooted, Northwest Dayton organizations to support programs and organizational growth. With an eye toward capacity building and ongoing sustainability, Learn to Earn Dayton provided technical assistance, professional development, meaningful connections to stakeholders, and one-on-one coaching.



“As we grow, we’re asking, ‘How can we change kindergarten readiness?’ We can do our part in passing the baton, helping parents in that space to get what they need.”

- Kim Jarvis
Executive Director
On Purpose Academy

“The Community Investment Fund came at a time of expansion and therefore much needed capacity building for The Equity Center. The direct investment in our operations & key programs allowed us to leverage new funding opportunities and serve more residents.”

- Ashton Dupler
Executive Director
The Equity Center



Pathways to Homeownership

Stable housing provides a firm foundation for families, avoiding school transfers, reducing chronic absenteeism and allowing students to build long-term relationships with teachers and peers. The Power of Place plan focused on the residents’ need for quality, affordable housing in Northwest Dayton. Learn to Earn Dayton joined a cohort of community partners led by Omega CDC to launch the Pathways to Homeownership program – with a strategy to bring 30 new single-family homes to Northwest Dayton.





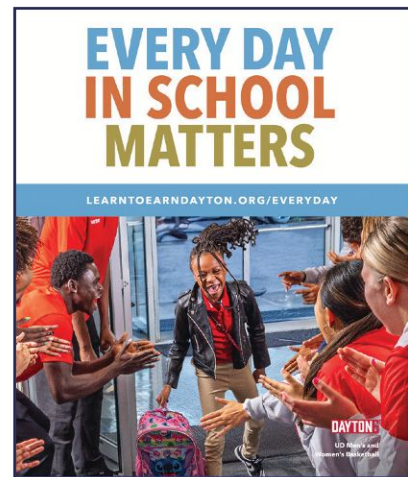
Student Vision for Dayton

Learn to Earn Dayton continued to lead the Student Vision for Dayton effort. In year two of the three-year initiative, we focused on translating the students' voiced concerns to action steps; we established work groups based on priorities and worked with teens and adults to draft strategies. A final plan will be presented in 2026, with recommendations for aligning youth leadership opportunities and tracking progress.

Every Day in School Matters

Learn to Earn Dayton continued its collaboration with Dayton 6th for Every Day in School Matters, an awareness campaign highlighting the significance of school attendance, emphasizing that consistent attendance is crucial for academic success.

Scan the QR code to watch the video. →



2025



BUSINESS ADVISORY COUNCIL

Excellence in

Coordinating Career Development Experiences	Building Partnerships	Developing Professional Skills for the Future
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Partner Spotlight

Business Advisory Council

Led by Learn to Earn Dayton's Director of Career-Connected Learning and Workforce, The Montgomery County Educational Service Center coordinates the Business Advisory Council, connecting educators with industry leaders to strengthen the workforce in Montgomery and Warren Counties and ensure students are fully prepared to succeed in today's global market.

Proof Points

Learn to Earn Dayton adapts proven national practices to the specific needs of our local community, creating proof points before scaling initiatives to the region.

High-Impact Tutoring

High-Impact Tutoring (HIT) is a proven practice that provides students with one-on-one or small group interventions, led by a qualified instructor, offered with regular consistency, to complement their core literacy curriculum. Learn to Earn Dayton convened a cross-sector team to participate in a national community of practice to determine how to bring this best practice to our local community.

In partnership with Omega CDC and their Promise Neighborhoods effort, the team launched High Impact Tutoring in three elementary schools in West and Northwest Dayton during the 2024-2025 school year, for the benefit of over 200 students. With a focus on continuous improvement driven by data and feedback, the team redesigned the program to blend technology and out-of-school learning supports to improve literacy for third graders.



Powered by PACCE

The Pathways for Accelerated College and Career Experience (PACCE), now in its third year, was launched by a diverse statewide partnership to smooth the path from high school into a potential career, removing the time and cost barriers that may exist. This initiative leverages an evidence-based assessment, helping students better understand their personal aptitudes and interests.



With personalized student results in hand, Career Navigators provide high-quality advising that builds students' awareness of in-demand industries and provides critical exposure to jobs. Opportunities for dual enrollment and work-based learning are integrated into the framework, helping students gain valuable skills and credentials while still in high school.

PACCE programming has expanded from a single district in 2023 to more than a dozen participating districts in 2025, thanks to catalytic support from the Gates Foundation and The BlackRock Foundation, as well as generous local funders.

Learn to Earn Dayton is a proud partner with the statewide Career-Connected Learning Coalition and in support of expanded career advising and exploration. This initiative, highlighted in a May 2025 Forbes article, will help students connect their learning to real-world opportunities and make informed decisions about their post-high school journey. **Scan the QR code to read the article.**



Civic Leadership Program

Modeled after Cincinnati's School Board School, Learn to Earn Dayton's Civic Leadership Program (CLP) trains participants in civic engagement, coalition-building, and creating system impact within schools and local governments. During a year-long learning program, 15 participants engage in 20+ sessions and field trips, led by content areas experts, to get a better understanding of educational systems. The goal of the program is to help the residents most impacted by policy decisions to better navigate within these systems and raise their voices for positive impact.



The Inaugural cohort of Civic Leadership Program.

Access to Counsel

School success is not limited to what happens in the school building. When a student's family is facing eviction, that housing insecurity can lead to chronic absenteeism, behavioral issues, or a disruptive shift to a new school. The Access to Counsel program was launched to help address a root cause – stopping unfair evictions before they impacted students. Together with partners including Advocates for Basic Legal Equality, Omega CDC, the Dayton Municipal Court, and many others, the program provided free legal representation and social services to 100 families, resulting in 46% of the tenants staying in their homes and 20% of tenants opting to move voluntarily and avoiding the negative ramifications of an eviction.



In 2025, the Access to Counsel partners presented the initial results of the pilot program to the Dayton City Commission.



Ft. Hayes Metropolitan Education Center in Columbus was featured in a news story spotlighting the impact of the PACCE program. **Scan the QR code to view the story.** →



Policy

Learn to Earn Dayton advocates at the local, state, and federal level for policies that produce better access, connectivity, and results for students and families. Policy changes can help improve the overall educational system, leading to increased opportunity and stronger outcomes.

A critical first step for collective impact is ensuring that all partners are in agreement on current realities, best strategies, and a shared vision for regional outcomes. Learn to Earn Dayton was pleased to provide technical assistance, data, and support to the community organizations awarded county funding through the Montgomery County and United Way combined application process.



With language introduced by Dayton-area representatives Andrea White and Tom Young, Governor Mike DeWine proudly signed Senate Bill 208, with a provision to establish regional partnerships – backbone intermediaries like Learn to Earn Dayton – in each of the JobsOhio economic development regions.

Learn to Earn Dayton has been selected by the State of Ohio Department of Education & Workforce to help stand up regional partnerships in each of the seven JobsOhio economic development regions across the state. We look forward to empowering local partners with the strategic tools needed to turn data into improved outcomes for students across Ohio.

“Regional partnerships like Learn to Earn Dayton work to ensure students have the tools and resources they need for success from early childhood through securing a spot in the workforce.”

- State Representative Andrea White

Measuring What Matters

While the work of Learn to Earn Dayton is rooted in data, it is critical that when we look at the numbers we remember that they represent real students who encounter differing access to the opportunities and resources they need to reach their full potential. That is why we focus on closing the gaps -- placing the burden not on the student, but on all partners in our community who must come together to provide the support students need to reach each milestone.

The Learn to Earn Dayton annual report serves as a snapshot, providing student outcomes disaggregated by

student identity and sorted by school district, with a multi-year data trend analysis and information on year-to-year progress and gap closing.

Learn to Earn Dayton shares the data in this annual report as a call to action so our community can recognize our local needs and work together to address the gaps and ensure that all children have access to the resources and opportunities needed to reach each critical milestone. For additional information, visit the data dashboards at learntoearndayton.org/data.

Cradle-to-Career Milestones

Six Critical Cradle-to-Career Milestones by Public School District, for Montgomery County, 2024-2025

Population	Kindergarten Readiness	Third Grade Reading	Eighth Grade Math	High School Graduation	Postsecondary Enrollment	Postsecondary Completion
Ohio	38%	65%	60%	93%	N/A	N/A
Montgomery County	29%	60%	44%	89%	60%	34%
Brookville	45%	76%	79%	99%	60%	43%
Centerville	46%	82%	68%	97%	81%	59%
Dayton	16%	37%	15%	69%	43%	15%
Huber Heights	28%	46%	37%	86%	54%	28%
Jefferson Twp	*	*	6%	73%	50%	15%
Kettering	31%	80%	61%	94%	66%	38%
Mad River	14%	58%	34%	87%	45%	18%
Miamisburg	41%	60%	45%	92%	63%	39%
New Lebanon	19%	67%	62%	92%	45%	21%
Northmont	33%	60%	61%	97%	67%	37%
Northridge	19%	38%	16%	98%	33%	7%
Oakwood	59%	93%	88%	99%	90%	67%
Trotwood-Madison	17%	38%	28%	87%	44%	14%
Valley View	44%	66%	58%	99%	61%	42%
Vandalia-Butler	34%	73%	37%	97%	65%	43%
West Carrollton	27%	54%	20%	94%	47%	23%

Source: Ohio Department of Education & Workforce, National Student Clearinghouse

*FERPA protected: The Family Educational Rights and Privacy Act (FERPA) prevents us from publishing any data that may potentially identify students. If a student population has fewer than 10 students, we are unable to share details of the data.

Note: High school graduation data is delayed one year.

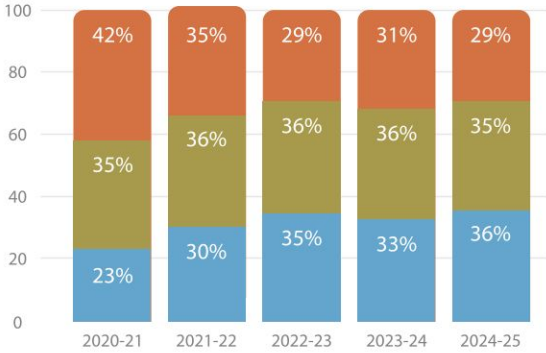
Throughout the report, Montgomery County school data reflect only public school districts, not community or private schools.

Montgomery County Kindergarten Readiness

Kindergarten Readiness

During their formative years, children develop fundamental skills that build strong foundations for literacy, numeracy, and social competencies.

The disaggregated data below highlights students who scored "demonstrating readiness" on the Kindergarten Readiness Assessment - Revised (KRA-R). There is research to confirm that students who score "approaching readiness" are also successful in reaching future academic milestones.



Legend: Demonstrating (orange), Approaching (green), Emerging (blue). Totals may be over 100% due to rounding.

2025 Demonstrating Readiness Rate

29%

We decreased readiness from last year's rate of

31%

We have not bounced back to our pre-pandemic rate of

38%

Demonstrating Readiness, Disaggregated by Identity

Population	2022-23	2023-24	2024-25	Gap Closing
Ohio	37%	38%	38%	-
Montgomery County	29%	31%	29%	Baseline
Asian	34%	29%	38%	-
Black	15%	20%	18%	122
Hispanic	20%	18%	13%	59
Multi-Racial	30%	29%	25%	15
White	36%	39%	38%	-
Economically Disadvantaged	17%	21%	19%	279
Not Economic Disadvantaged	43%	44%	49%	-
English Learner	15%	11%	9%	96
Not English Learner	31%	34%	31%	-
Male	25%	26%	25%	86
Female	34%	37%	34%	-

Positive progress from previous year

Demonstrating Readiness, Disaggregated by District

Population	2022-23	2023-24	2024-25	Gap Closing
Ohio	37%	38%	38%	-
Montgomery County	29%	31%	29%	Baseline
Brookville	46%	46%	45%	-
Centerville	49%	51%	46%	-
Dayton	15%	20%	16%	124
Huber Heights	23%	31%	28%	4
Jefferson Twp	44%	13%	*	*
Kettering	32%	34%	31%	-
Mad River	20%	14%	14%	44
Miamisburg	43%	44%	41%	-
New Lebanon	29%	23%	19%	7
Northmont	36%	33%	33%	-
Northridge	11%	16%	19%	12
Oakwood	53%	59%	59%	-
Trotwood-Madison	8%	19%	17%	20
Valley View	21%	35%	44%	-
Vandalia-Butler	46%	34%	34%	-
West Carrollton	25%	21%	27%	5

*FERPA protected data

Gap Closing: This column is the number of additional students needed for the population to meet the countywide average (reported for populations currently below the county average).

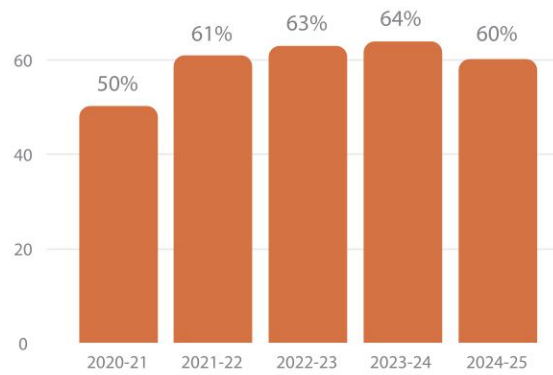
Source: Ohio Department of Education & Workforce, retrieved October 2025

Note: Pre-pandemic rates are based on scores from the KRA, rather than the KRA-revised (launched Fall 2020).

Third Grade Reading

In the early grades, children learn to read. Beginning in fourth grade, the curriculum shifts, and students are required to use reading skills to learn more complex concepts. Reading at grade level by third grade is one of the strongest predictors of long-term academic success; students at or above grade level reading in earlier grades graduate from high school and attend college at higher rates than peers reading below grade level.

Montgomery County Reading Proficiency



2025 Reading Proficiency Rate

60%

We decreased proficiency from last year's rate of

64%

We have not bounced back to our pre-pandemic rate of

65%

Reading Proficiency, Disaggregated by Identity

Population	2022-23	2023-24	2024-25	Gap Closing
Ohio	66%	68%	65%	-
Montgomery County	63%	64%	60%	Baseline
Asian	77%	63%	76%	-
Black	36%	42%	38%	271
Hispanic	52%	56%	49%	46
Multi-Racial	61%	65%	63%	-
White	73%	74%	70%	-
Economically Disadvantaged	48%	53%	50%	331
Not Economic Disadvantaged	78%	81%	81%	-
English Learner	49%	42%	39%	67
Not English Learner	63%	66%	62%	-
Male	61%	62%	57%	69
Female	64%	66%	63%	-

 Positive progress from previous year

Reading Proficiency, Disaggregated by District

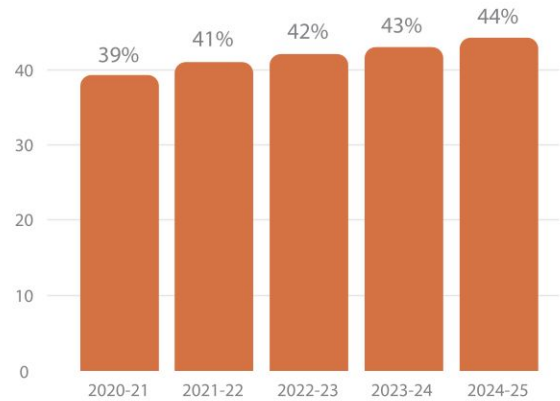
Population	2022-23	2023-24	2024-25	Gap Closing
Ohio	66%	68%	65%	-
Montgomery County	63%	64%	60%	Baseline
Brookville	79%	79%	76%	-
Centerville	86%	82%	82%	-
Dayton	34%	40%	37%	224
Huber Heights	53%	59%	46%	61
Jefferson Twp	20%	28%	*	*
Kettering	83%	86%	80%	-
Mad River	57%	59%	58%	6
Miamisburg	62%	67%	60%	-
New Lebanon	73%	78%	67%	-
Northmont	70%	65%	60%	-
Northridge	36%	42%	38%	26
Oakwood	91%	96%	93%	-
Trotwood-Madison	38%	40%	38%	40
Valley View	65%	62%	66%	-
Vandalia-Butler	75%	81%	73%	-
West Carrollton	55%	54%	54%	16

*FERPA protected data

Gap Closing: This column is the number of additional students needed for the population to meet the countywide average (reported for populations currently below the county average).

Source: Ohio Department of Education & Workforce, retrieved October 2025

Montgomery County Math Proficiency



Eighth Grade Math

Eighth grade math is a critical measurement, correlating to high school persistence, academic achievement, college attainment, and general preparedness for the workforce. Students proficient in math or completing algebra in eighth grade attend college at higher rates than students who do not.

2025 Math Proficiency Rate

44%

We increased proficiency from last year's rate of

43%

We have not bounced back to our pre-pandemic rate of

59%

Math Proficiency, Disaggregated by Identity

Population	2022-23	2023-24	2024-25	Gap Closing
Ohio	58%	58%	60%	-
Montgomery County	42%	43%	44%	Baseline
Asian	73%	80%	77%	-
Black	17%	15%	20%	289
Hispanic	27%	20%	29%	48
Multi-Racial	34%	32%	33%	37
White	53%	53%	52%	-
Economically Disadvantaged	25%	26%	26%	548
Not Economic Disadvantaged	61%	65%	61%	-
English Learner	10%	7%	13%	59
Not English Learner	43%	44%	43%	45
Male	42%	43%	43%	24
Female	42%	42%	44%	-

Positive progress from previous year

Math Proficiency, Disaggregated by District

Population	2022-23	2023-24	2024-25	Gap Closing
Ohio	58%	58%	60%	-
Montgomery County	42%	43%	44%	Baseline
Brookville	84%	77%	79%	-
Centerville	68%	65%	68%	-
Dayton	13%	13%	15%	252
Huber Heights	30%	29%	37%	29
Jefferson Twp	18%	*	6%	7
Kettering	57%	57%	61%	-
Mad River	33%	30%	34%	28
Miamisburg	58%	47%	45%	-
New Lebanon	33%	67%	62%	-
Northmont	57%	51%	61%	-
Northridge	15%	13%	16%	34
Oakwood	87%	94%	88%	-
Trotwood-Madison	12%	13%	28%	30
Valley View	39%	52%	58%	-
Vandalia-Butler	35%	46%	37%	15
West Carrollton	42%	45%	20%	59

*FERPA protected data

Gap Closing: This column is the number of additional students needed for the population to meet the countywide average (reported for populations currently below the county average).

Source: Ohio Department of Education & Workforce, Includes Proficiency of both 8th grade mathematics & 8th grade Algebra 1 EOC assessment, retrieved October 2025

Montgomery County High School Graduation

High School Graduation

High school graduation is a precursor to postsecondary success and a significant determinant of earnings throughout adulthood. High school graduation correlates to many social outcomes, including health, mortality, teen childbearing, and justice involvement.



Class of 2024
Graduation Rate

89%

We stayed the same from
last year's rate of

89%

We have bounced back to
our pre-pandemic rate of

88%

High School Graduation, Disaggregated by Identity

Population	Class of 2022	Class of 2023	Class of 2024	Gap Closing
Ohio	92%	92%	93%	-
Montgomery County	88%	89%	89%	Baseline
Asian	98%	96%	98%	-
Black	82%	83%	84%	53
Hispanic	84%	83%	83%	14
Multi-Racial	88%	91%	85%	11
White	91%	92%	92%	-
Economically Disadvantaged	82%	83%	83%	131
Not Economic Disadvantaged	94%	94%	95%	-
English Learner	79%	79%	81%	13
Not English Learner	89%	90%	89%	-
Male	86%	87%	87%	43
Female	91%	92%	91%	-

Positive progress from previous year

High School Graduation, Disaggregated by District

Population	Class of 2022	Class of 2023	Class of 2024	Gap Closing
Ohio	92%	92%	93%	-
Montgomery County	88%	89%	89%	Baseline
Brookville	98%	99%	99%	-
Centerville	95%	98%	97%	-
Dayton	71%	72%	69%	185
Huber Heights	86%	86%	86%	13
Jefferson Twp	74%	65%	73%	4
Kettering	94%	95%	94%	-
Mad River	89%	87%	87%	5
Miamisburg	91%	91%	92%	-
New Lebanon	93%	93%	92%	-
Northmont	97%	99%	97%	-
Northridge	92%	93%	98%	-
Oakwood	98%	98%	99%	-
Trotwood-Madison	84%	81%	87%	5
Valley View	93%	96%	99%	-
Vandalia-Butler	98%	96%	97%	-
West Carrollton	91%	88%	94%	-

Gap Closing: This column is the number of additional students needed for the population to meet the countywide average (reported for populations currently below the county average).

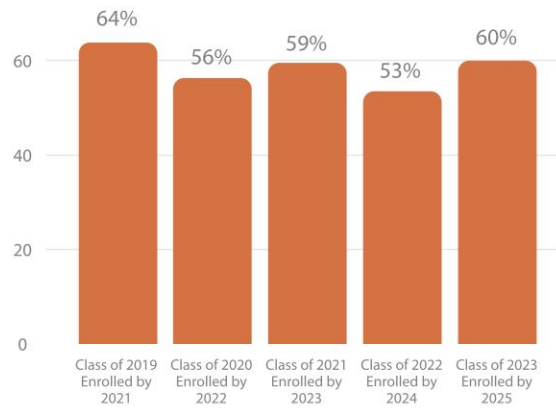
Source: Ohio Department of Education & Workforce, 4 year longitudinal graduation rate, retrieved October 2025

Note: High school graduation data is delayed one year.

Montgomery County Postsecondary Enrollment

Postsecondary Enrollment

There are many options for postsecondary education available, including degrees, certificates, licenses, industry-recognized credentials, and apprenticeship programs. The key is setting students on the right path for their life goals beyond high school.



2025 Postsecondary Enrollment Rate

60%

We increased from last year's rate of

53%

We have not bounced back to our pre-pandemic rate of

72%

Postsecondary Enrollment, Disaggregated by Identity

Population	Class of 2021 Enrolled by 2023	Class of 2022 Enrolled by 2024	Class of 2023 Enrolled by 2025	Gap Closing
Ohio	51%	52%	N/A	-
Montgomery County	59%	53%	60%	Baseline
Asian	85%	60%	86%	-
Black	48%	37%	51%	95
Hispanic	59%	45%	63%	-
Multi-Racial	56%	45%	66%	-
White	62%	57%	61%	-
Economically Disadvantaged	43%	38%	47%	193
Not Economic Disadvantaged	68%	66%	66%	-
English Learner	57%	38%	42%	34
Not English Learner	59%	53%	60%	-
Male	53%	46%	53%	143
Female	65%	59%	66%	-

Positive progress from previous year

Postsecondary Enrollment, Disaggregated by District

Population	Class of 2021 Enrolled by 2023	Class of 2022 Enrolled by 2024	Class of 2023 Enrolled by 2025	Gap Closing
Ohio	51%	52%	N/A	-
Montgomery County	59%	53%	60%	Baseline
Brookville	70%	51%	60%	-
Centerville	82%	76%	81%	-
Dayton	41%	34%	43%	123
Huber Heights	60%	47%	54%	23
Jefferson Twp	*	33%	50%	1
Kettering	62%	53%	66%	-
Mad River	53%	51%	45%	32
Miamisburg	59%	62%	63%	-
New Lebanon	40%	34%	45%	13
Northmont	64%	55%	67%	-
Northridge	28%	27%	33%	32
Oakwood	91%	87%	90%	-
Trotwood-Madison	37%	28%	44%	21
Valley View	64%	65%	61%	-
Vandalia-Butler	65%	80%	65%	-
West Carrollton	46%	37%	47%	31

*FERPA protected data

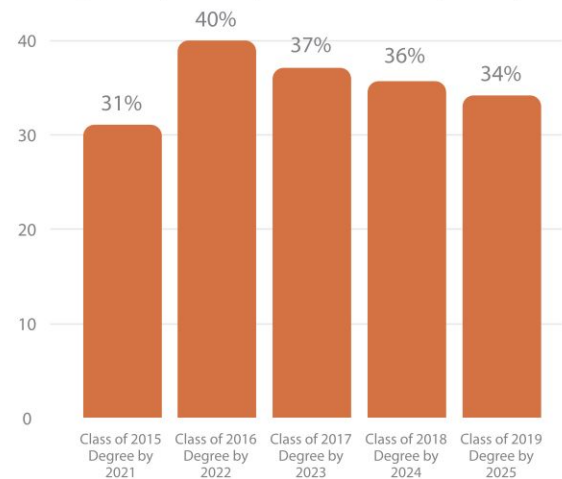
Gap Closing: This column is the number of additional students needed for the population to meet the countywide average (reported for populations currently below the county average).

Source: Ohio Department of Education & Workforce and National Student Clearinghouse, retrieved January 2026

Postsecondary Completion

In Montgomery County, the return on investment in postsecondary completion is profound: Adults aged 25+ with a Bachelor’s degree command annual earnings \$25,000+ higher than those with a high school diploma, translating to a potential \$1 million lifetime earnings differential over a 40-year career.

Montgomery County Postsecondary Completion



2025 Postsecondary Completion Rate

34%

We decreased from last year’s rate of

36%

We have not bounced back to our pre-pandemic rate of

38%

Postsecondary Completion, Disaggregated by Identity

Population	Class of 2017 Degree by 2023	Class of 2018 Degree by 2024	Class of 2019 Degree by 2025	Gap Closing
Ohio	34%	34%	N/A	-
Montgomery County	37%	36%	34%	Baseline
Asian	73%	53%	69%	-
Black	20%	17%	18%	184
Hispanic	42%	14%	21%	15
Multi-Racial	30%	24%	31%	6
White	42%	42%	40%	-
Economically Disadvantaged	18%	18%	18%	194
Not Economic Disadvantaged	51%	44%	40%	-
English Learner	21%	16%	22%	11
Not English Learner	37%	36%	34%	-
Male	32%	29%	28%	141
Female	42%	42%	40%	-

Positive progress from previous year

Postsecondary Completion, Disaggregated by District

Population	Class of 2017 Degree by 2023	Class of 2018 Degree by 2024	Class of 2019 Degree by 2025	Gap Closing
Ohio	34%	34%	N/A	-
Montgomery County	37%	36%	34%	Baseline
Brookville	47%	47%	43%	-
Centerville	64%	61%	59%	-
Dayton	17%	15%	15%	136
Huber Heights	30%	36%	28%	26
Jefferson Twp	3%	15%	15%	5
Kettering	35%	35%	38%	-
Mad River	22%	22%	18%	39
Miamisburg	44%	44%	39%	-
New Lebanon	21%	23%	21%	12
Northmont	37%	36%	37%	-
Northridge	9%	10%	7%	30
Oakwood	77%	71%	67%	-
Trotwood-Madison	19%	12%	14%	43
Valley View	38%	40%	42%	-
Vandalia-Butler	43%	40%	43%	-
West Carrollton	26%	28%	23%	23

*FERPA protected data

Gap Closing: This column is the number of additional students needed for the population to meet the countywide average (reported for populations currently below the county average).

Source: Ohio Department of Education & Workforce and National Student Clearinghouse, retrieved January 2026

Contributing Factors In School

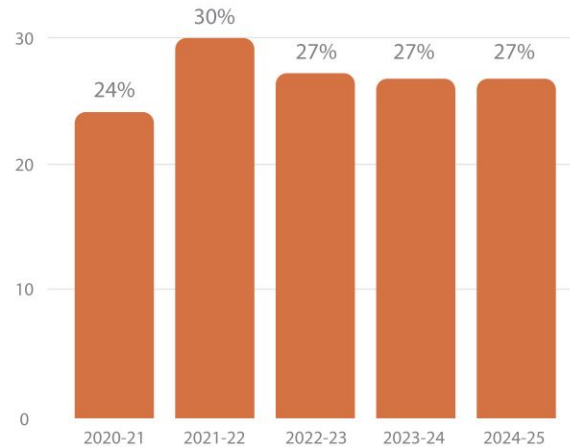
To reach cradle-to-career goals for the region, Learn to Earn Dayton tracks contributing factors that affect academic achievement.

Chronic Absenteeism

Students who are chronically absent (missing 10% of school days or more) are at a higher risk of dropping out, performing lower academically, and being unprepared for their future.

While our charts reflect the last five years of data, it's relevant to note that countywide pre-COVID Chronic Absenteeism rates were typically near 17%.

Montgomery County Chronic Absenteeism



Chronic Absenteeism, Disaggregated by Identity

Population	2022-23	2023-24	2024-25	Gap Closing
Ohio	26%	26%	24%	-
Montgomery County	27%	27%	27%	Baseline
American Indian or Alaskan Native	39%	35%	35%	12
Asian	13%	14%	12%	-
Black	39%	39%	39%	2488
Hispanic	29%	30%	31%	343
Multi-Racial	28%	30%	29%	255
White	22%	22%	21%	-
Economically Disadvantaged	37%	36%	34%	4156
Not Economic Disadvantaged	16%	14%	14%	-
English Learner	28%	30%	32%	201
Not English Learner	27%	25%	27%	1706
Male	27%	27%	26%	658
Female	27%	27%	27%	920

Chronic Absenteeism, Disaggregated by District

Population	2022-23	2023-24	2024-25	Gap Closing
Ohio	26%	26%	24%	-
Montgomery County	27%	27%	27%	Baseline
Brookville	10%	12%	11%	-
Centerville	17%	16%	15%	-
Dayton	51%	45%	44%	2171
Huber Heights	32%	29%	28%	57
Jefferson Twp	52%	45%	45%	47
Kettering	16%	15%	15%	-
Mad River	37%	32%	29%	74
Miamisburg	27%	24%	25%	-
New Lebanon	24%	24%	20%	-
Northmont	19%	19%	22%	-
Northridge	47%	48%	47%	326
Oakwood	12%	8%	8%	-
Trotwood-Madison	47%	47%	46%	466
Valley View	14%	18%	14%	-
Vandalia-Butler	18%	17%	20%	-
West Carrollton	30%	30%	27%	-

Positive progress from previous year

Gap Closing: This column is the number of additional students needed for the population to meet the countywide average (reported for populations currently below the county average).

Source: Ohio Department of Education & Workforce, retrieved January 2026

Exclusionary Discipline

While suspensions or expulsions of disruptive students are intended to benefit the learning environment for other students, the unintended consequence is a loss of learning opportunities for the excluded students that often results in lower academic achievement.

Montgomery County Exclusionary Discipline



Source: Ohio Department of Education & Workforce, retrieved January 2026

Exclusionary Discipline Rates, Disaggregated by Identity

Population	2022-23	2023-24	2024-25
Montgomery County	18	18	17
American Indian or Alaskan Native	*	13	*
Asian	3	2	2
Black	36	40	37
Hispanic	11	8	9
Multi-Racial	10	17	16
White	10	9	9
Economically Disadvantaged	27	27	24
Not Economic Disadvantaged	7	5	4
English Language Learner	10	7	10
Not English Learner	18	19	17
Male	23	22	22
Female	13	13	12

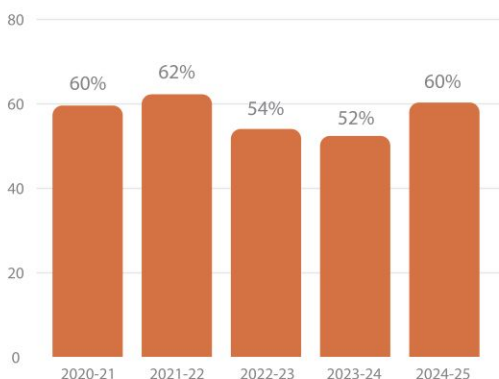
Note: Exclusionary discipline measures how often students are removed from class or school as punishment. It's calculated as the number of removals per 100 enrolled students.

Higher rates mean more students are being removed compared to the average across the entire student population. This data is broken down to reveal if certain student populations are disciplined more often than others.

One student can be counted multiple times if they have multiple removals.

FAFSA Completion

Montgomery County FAFSA Completion



Source: Montgomery County Educational Service Center, FAFSA completion through September 2025

Note: In 2023, the Free Application for Federal Student Aid (FAFSA) was revised and the launch of the new web portal was delayed several months. Once the new FAFSA was available, many students encountered challenges completing the form. Applicants faced significant delays in processing, technical glitches, and limited support, leaving students and families uncertain about their financial aid eligibility and impacting their ability to make timely college decisions.

FAFSA Completion, Disaggregated By District

Population	2022-23	2023-24	2024-25
Montgomery County	54%	52%	60%
Brookville	100%	87%	63%
Centerville	71%	66%	70%
Dayton	49%	33%	64%
Huber Heights	42%	52%	48%
Jefferson Twp	45%	*	73%
Kettering	56%	47%	63%
Mad River	40%	39%	47%
Miamisburg	51%	62%	56%
New Lebanon	41%	54%	36%
Northmont	57%	60%	49%
Northridge	41%	36%	50%
Oakwood	70%	76%	77%
Trotwood-Madison	37%	42%	58%
Valley View	82%	71%	65%
Vandalia-Butler	57%	67%	65%
West Carrollton	50%	48%	61%

* FERPA protected

Positive progress from previous year

Contributing Factors in Community

Quality learning opportunities are critical to student success, but data demonstrate that a student’s broader environment has a significant impact on their academic outcomes. In this chart, we showcase a few examples of the economic realities facing families across Montgomery County. Each factor highlights the percentage of adults reporting the stated experience within the census tracts connected to the school districts. Additional factors are available at learntoearn.dayton.org/data.

Selected Community Contributing Factors

Population	Adults 25+ Less than Associate Degree	Housing insecurity in the past 12 months among adults	Lack of reliable transportation in the past 12 months among adults	Received food stamps in the past 12 months among adults	Utility services shut-off threat in the past 12 months among adults
Ohio	60%	13%	7%	13%	10%
Montgomery County	58%	13%	9%	15%	10%
Brookville	69%	10%	7%	10%	7%
Centerville	35%	7%	5%	6%	5%
Dayton	70%	20%	14%	26%	16%
Huber Heights	61%	12%	8%	12%	8%
Jefferson Twp	72%	15%	10%	18%	11%
Kettering	49%	10%	7%	11%	8%
Mad River	62%	16%	12%	20%	12%
Miamisburg	54%	10%	7%	9%	7%
New Lebanon	69%	11%	8%	12%	8%
Northmont	57%	10%	7%	10%	8%
Northridge	84%	18%	13%	26%	15%
Oakwood	19%	6%	4%	4%	4%
Trotwood-Madison	70%	17%	11%	20%	13%
Valley View	60%	9%	6%	9%	7%
Vandalia-Butler	56%	10%	7%	10%	7%
West Carrollton	64%	12%	9%	14%	9%

Source: Center for Disease Control PLACES 2023 Census Tract & County Estimates % of population

American Community Survey Educational Attainment 2024 5 Year Estimates - Table B15003

Stronger Together

Learn to Earn Dayton is proud to be a member of the StriveTogether Cradle to Career Network™, a national movement working to put millions more young people on a path to economic mobility. As a network member, we track and analyze key metrics along the cradle-to-career continuum that research shows support student success in school and ultimately in life.



By leveraging data and working in collaboration, Learn to Earn Dayton has earned the Systems Transformation designation from StriveTogether, recognizing our community's sustained efforts to close opportunity gaps and ensure every child has the opportunity to thrive.



The Learn to Earn Dayton team attended the StriveTogether Cradle to Career Network Convening alongside regional partners Omega CDC and Preschool Promise, leading several presentations and sharing our best practices with the network.

“Dayton is setting the example nationally for the kind of work that is possible.”

- Jennifer Blatz
President & CEO
StriveTogether



Stacy Schweikart and Ohio Department of Education & Workforce Director Stephen Dackin participate in a panel presentation to the StriveTogether Board of Directors.



Thank You to Our Investors

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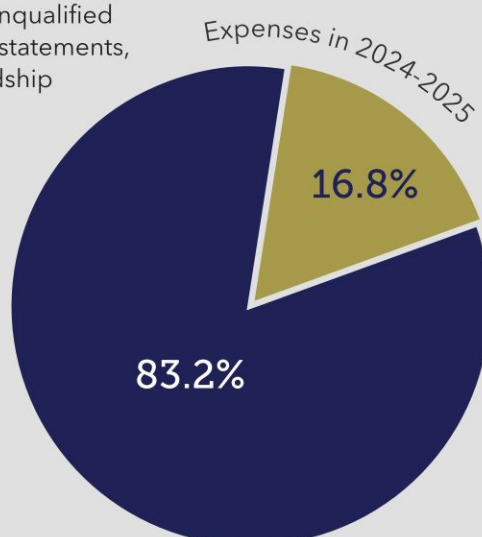
Financial Responsibility

Learn to Earn Dayton received an unqualified opinion on the audit of its financial statements, demonstrating strong fiscal stewardship and oversight.

During 2024-2025, Learn to Earn secured \$4,440,263 to improve cradle-to-career milestones.

 **Strategic Initiatives**

 **Operating Costs**



In 2024-2025, Learn to Earn Dayton invested \$3,694,800 to fund strategic initiatives deployed by our partners, and \$745,463 in our own operating costs.

Board Leadership

Kristina Kean, Chair
Premier Health

Melissa Tolle, Vice-Chair
Sinclair Community College

Myla Cardona-Jones
Secretary
Brunner Literacy Center

John Haley, Treasurer &
Finance Committee Chair
Gosiger

Shannon Cox, Ex-Officio
Montgomery County ESC

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Michelle Lovely
The Dayton Foundation

Jenny Michael
The Ohlmann Group

Lucious Plant
Employers' Workforce Coalition

Jessica Salem
Dayton Children's Hospital

Joshua Stucky
Kettering Public Schools (Ret.)
& Wright State University

At Learn to Earn Dayton, we are proud to work in deep partnership with the Montgomery County Educational Service Center and Preschool Promise.

Thank you to the leaders, educators, students and families associated with the public school districts and institutions of higher education across Montgomery County. The ongoing commitment to open communication, the sharing of data on educational milestones, and a collective focus on addressing challenges and seizing opportunities has led to meaningful results for our students.

Brookville Local Schools

Centerville City Schools

Dayton Public Schools

Huber Heights
City Schools

Jefferson Township
Local Schools

Kettering City Schools

Mad River Local Schools

Miamisburg City Schools

Miami Valley Career
Technology Center

New Lebanon
Local Schools

Northmont City Schools

Northridge Local Schools

Oakwood City Schools

Trotwood-Madison
City Schools

Valley View Local Schools

Vandalia-Butler
City Schools

West Carrollton
City Schools

Central State University

Kettering College

Miami University

Sinclair Community
College

University of Dayton

Wilberforce University

Wright State University





Shaping a Stronger Future

We believe that every student should have the opportunities and resources they need to achieve their full potential, and that the outcomes gaps of the past do not have to be the reality of the future. Your input will help us map the strengths of our community to align resources for true collective impact. **Scan the QR code to take the survey now.**

