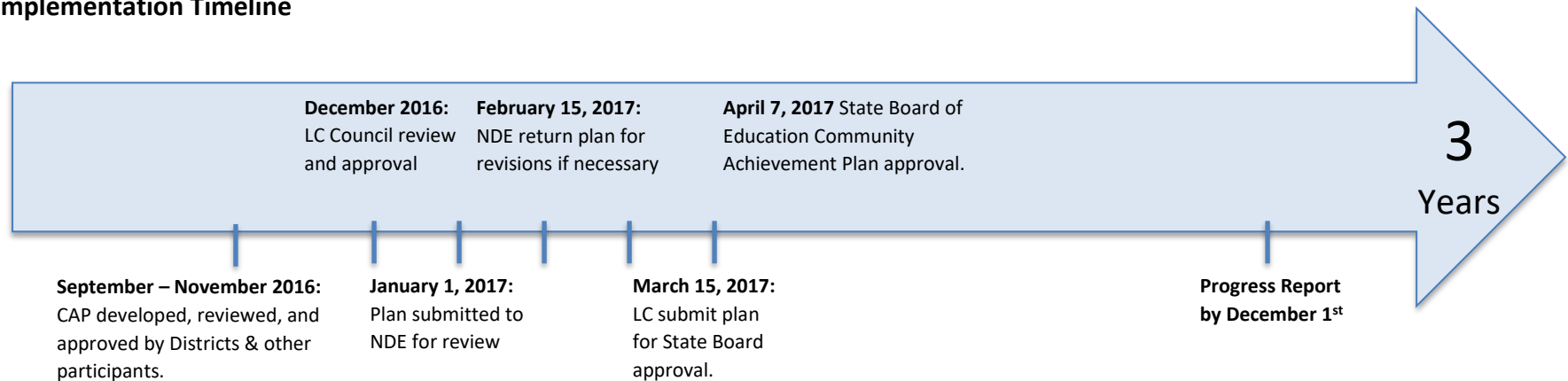


Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties

Nebraska Revised Statute §79-2122 took effect on July 21, 2016, and includes a provision for a new Community Achievement Plan (CAP) that is to be approved by the State Board of Education by April 7, 2017. (The Nebraska Department of Education has included draft language around the Community Achievement Plan in *Rule 8: Regulations for School Finance and Budgeting/State Funding of Educational Service Units and Learning Communities.*) The stakeholders in the Community Achievement Plan (CAP) include the Learning Community of Douglas and Sarpy counties, the eleven school districts contained therein, and Educational Service Unit’s #3 and #19. Over 125,000 PreK-12 students attend the schools of the Learning Community and will be impacted by the Community Achievement Plan.

The Implementation Timeline for the Community Achievement Plan is shown below.

CAP Implementation Timeline



The required elements or provisions of the Community Achievement Plan are presented in the following matrix.

Required Elements of the Community Achievement Plan	Where element is addressed in the Community Achievement Plan
<p>The State Board of Education will not approve the plan unless:</p> <ul style="list-style-type: none"> a.) Receives the commitment of all member school districts to participate in the plan for the three-year plan period b.) Clearly describes the plan responsibilities for each participating school district c.) Includes an evaluation of achievement equity and identification of achievement barriers across the participating school districts d.) Relies on the collaboration of all participating districts to address achievement equity and barriers to achievement across such school districts using evidence-based methods e.) Aligns with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds f.) Evaluates the effectiveness of the efforts to address achievement equity and barriers to achievement through the community achievement plan and through other aligned plans in an effort to determine, encourage, and promulgate best practices and efficient use of resources g.) Has a high likelihood in the opinion of the State Board based on the evidence presented, of improving achievement equity and reducing the impact of barriers to achievement h.) For renewals, reflects changes in the plans and the actions of the collaborators in response to evaluation results. 	<ul style="list-style-type: none"> → a.) Representatives of all member school districts sign their agreement to the Community Achievement Plan on page 3. → b.) The action plan for each sub-goal clearly describes the plan responsibilities for each participating school district. → c.) Sub-goals contain a Rationale and Evidence for Improvement Goal that includes an evaluation of achievement equity, achievement barriers for the identified goal. → d.) Each sub-goal contains evidence-based activities and strategies intended to address achievement equity and barriers to achievement for a Student Population Focus. → e.) Selected sub-goals align with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. → f.) Each sub-goal contains an Evaluation of the effectiveness of efforts to address achievement equity and barriers to achievement for the Student Population Focus in an effort to determine, encourage, and promulgate best practices and efficient use of resources.

The proposed Community Achievement Plan (CAP) is based upon General Operating Principles derived from legislative intent, the strategic direction set by the superintendents of Douglas and Sarpy Counties, the Learning Community Coordinating Council, and the statewide direction set by the State Board of Education in their Strategic Plan released in December 2016, and the state's accountability system, AQuESTT.

CAP General Operating Principles

The completion of the Community Achievement Plan necessitated that those responsible for its completion do so based upon a set of shared operating principles. The principles included a focus on

- students of poverty and limited English proficiency, within the framework of all students,
- student achievement and equity of access to programs and services, and ethnic diversity, and
- common goals for student achievement (academic readiness, proficiency in reading and math, graduation, successful transition to the next level, attendance, and completion of grade and program, participation in work experiences, etc.) across the continuum of their PK-16 experiences.

To actualize these principles, the Learning Community will:

- further foster collaboration between and among the eleven school districts, two Educational Service Units (#3 and #19) and the Learning Community of Douglas and Sarpy counties, and community partners
- continue to address achievement equity and achievement barriers,
- be research and/or evidence-based,
- utilize best practices in addressing equity and achievement issues,
- acknowledge the diversity of the member districts and their communities,
- provide customized plans matched to the schools/districts and community needs,
- capitalize on recently developed collaborative action while developing new initiatives to address critical needs, and
- promote continuous improvement while recognizing that changing conditions will necessitate changes in strategies over time.

Collaboration

Collaboration within the Learning Community of Douglas and Sarpy Counties is numerous and varied and includes collaboration with postsecondary institutions, business and industry, and non-profits. With the passage of legislation in the Spring 2016, the Superintendents began meeting in June 2016 and affirmed their commitment to the creation of a Community Achievement Plan that addresses achievement equity and the reduction of achievement barriers for all students but especially for students of poverty, limited English Proficiency (LEP), and ethnic diversity. While emphasizing achievement equity and equity of access to programs and services, the Superintendents identified common goals included student preparation for school; student attendance; student performance on statewide assessments; college, career, and civics readiness; successful transitions; and postsecondary success. In so doing, the Superintendents affirmed their commitment to existing collaborative programs while identifying common goals among the districts that needed to be emphasized through the Community Achievement Plan.

In addition to their membership in the Learning Community, the eleven school districts of Douglas and Sarpy counties and Educational Service Units #3 and #19 are also members of the Metropolitan Omaha Education Consortium (MOEC). MOEC is a partnership that extends beyond PK-12 education, highlighting educational conversations around best practices, to the Council Bluffs Community Schools and to the postsecondary institutions of the University of Nebraska at Omaha, Metropolitan Community College, and Iowa Western Community College.

Community Achievement Plan Vision Statement

The vision of the Community Achievement Plan for the Learning Community of Douglas and Sarpy Counties is that each and every student in the metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond through partnerships with families, schools, and community.

We will achieve this by setting transformational goals for student success, launching initiatives focused on dramatically improving student outcomes and eliminating barriers, and strengthening the connections between our education systems and communities in the areas of

- 1) increased access to high quality early childhood programming,
- 2) targeted support to improve student attendance,
- 3) increased family engagement and educator preparation through the North and South Omaha learning centers, and
- 4) the development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan.

Community Achievement Plan

Given the statutory requirements and the collaborative efforts already taking place within the Learning Community and with MOEC, the stakeholders have put forth a Community Achievement Plan which incorporates current critical collaborative efforts and a proposed Collective Impact initiative. The critical collaborative efforts include the Superintendent's Plan for Early Childhood Education—a partnership between the eleven school Districts, the Buffett Early Childhood Institute, and the Learning Community of Douglas and Sarpy Counties; the Greater Omaha Attendance and Learning Services (GOALS) Center—a partnership between the eleven school districts, Douglas and Sarpy county law enforcement agencies, county juvenile court systems, county attorneys' offices, and Nebraska state offices; and the Learning Community of Douglas and Sarpy Counties North and South Omaha Learning Centers. The Collective Impact Initiative is being developed by the Metropolitan Omaha Education Consortium (MOEC). It is the parties' intent to enhance and expand upon these current initiatives as the plan evolves and additional community partners become involved.

The proposed Community Achievement Plan consists of four sections that contain goals, strategies, and actions associated with each:

Section 1: Increased Access to Early Childhood Programming

The Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to early childhood programs.

1.1 Full Implementation of Birth Through Grade 3 Approach

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by developing comprehensive and aligned early childhood programming for children from birth through Grade 3 and their families, with schools as the hub.

- 1.1.1 By 2019, the core components of the Superintendents' Plan will be implemented as intended and at the expected level of quality. System, school, classroom and family and factors which enable or create obstacles to implementing a birth through Grade 3 continuum will be identified
- 1.1.2 By 2019, teacher practices in classroom organization, emotional support, and instructional practices will improve as compared to baseline measures.

- 1.1.3 By 2021, children’s outcomes in language, academic, and socio-emotional domains will improve as compared to baseline data.
- 1.1.4 By 2021, families participating in two or more years of home visiting will increase in positive parenting and social support outcomes as compared to baseline data.

1.2 Professional Development for All

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of professional development about leading edge research and innovative practices to school and community early childhood staff.

- 1.2.1 By the end of the school year, individuals who attend two or more of the PD for All Institutes will demonstrate increased knowledge of effective birth through Grade 3 educational practices based on a pre/post assessment and will report the consistent implementation of at least one new practice in their professional work.

1.3 Customized Assistance Partnerships

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of customized assistance partnerships to support district-level goals for the development and implementation of high quality early childhood education systems and programs.

- 1.3.1 By the second year of each customized district project, utilizing baseline data from participating districts, measurable goals will be developed for systemic improvements in early childhood education programming, including appropriate performance improvement goals for staff and/or children.

Section 2: The Greater Omaha Attendance and Learning Services (GOALS) Center

The Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism in its student population.

- 2.1 By 2022 the districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism as measured by the percentage of students missing more than 20 days of school each year so that the percentage of students missing more than 20 days a year decreases from 6.1% (measured in 2015 – 2016) to 4%*.

(* Review of NDE data of the Learning Community identifies the 2012 – 2013 school year as the highest performing year related to absenteeism. Our goal is to improve overall rates in comparison to the 2012 – 2013 school year.)

Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

3.1 Family Learning at the Learning Community Center of South Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of non-English speaking, high poverty parents and family members to support their children’s learning.

- 3.1.1 By 2020, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child’s school.
- 3.1.2 By 2020, parents will demonstrate significant individualized gains in English according to the BEST Plus scores, and at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.
- 3.1.3 By 2020, students of parents participating in the program for two or more years will score higher in math (71% proficient baseline) compared to the overall district (65% proficient).
- 3.1.4 By 2020, students will also score higher in reading (79% proficient baseline) compared to the overall district (72% proficient).

For more information about the program, please see the annual report: www.learningcommunityds.org

3.2 Parent University at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high poverty backgrounds to support their children’s learning.

- 3.2.1 By 2020, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child’s school.
- 3.2.2 By 2020, parents will demonstrate significant individualized gains in family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment as measured by the FRIENDS Protective Factors Survey.
- 3.2.3 By 2020, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.
- 3.2.4 By 2020, parents will show significant meaningful changes in parenting practices (4.89 in conflict and 5.87 PARCA baseline).

For more information about the program, please see the annual report: www.learningcommunityds.org

3.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high quality preschool experiences that measurably improve the educational outcomes for children from high poverty backgrounds.

- 3.3.1 By 2020, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS, ECERS-R).
- 3.3.2 By 2020, children participating in the intensive early childhood classrooms will be above average in vocabulary (93% PPVT baseline) and show significant improvement toward school readiness concepts such as colors, letters, numbers/counting, sizes, comparisons and shapes (93 BRSA baseline).

For more information about the program, please see the annual report: www.learningcommunityds.org

3.4 Childcare Director Program at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for providing high quality training and coaching to childcare directors that measurably improve the educational outcomes for children from high poverty backgrounds.

- 3.4.1 By 2020, Improve educational outcomes for children evidenced by effectively providing high quality training and coaches to childcare directors as measured by the staffs' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting national averages on the CLASS).

For more information about the program, please see the annual report: www.learningcommunityds.org

3.5 Future Teacher Training Program at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.

- 3.5.1 By 2020, improve educational outcomes for children evidenced by effectively providing high quality training to students studying early childhood. Future teachers participating in this program will graduate with high satisfaction and graduates will seek employment as paras or teachers with exceptional feedback from employers as evidenced by surveys and focus groups.

For more information about the program, please see the annual report: www.learningcommunityds.org

Section 4: Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

- 4.1 Students enter kindergarten ready for school and succeed in primary grade levels.
By 2022, students, who enter kindergarten in the districts of the Learning Community of Douglas and Sarpy Counties, will be ready for school and the schools will be ready for kindergartners due to increased and improved early childhood experiences by increasing the number of 3 and 4 year olds enrolled in high quality preschools as compared with baseline data for the 2016-2017 school year.
- 4.1.1 By 2022, increase the number of children and families ages 0-3 participating in high quality birth-age-3 home visiting programs, in partnership with or sponsored by public schools compared with baseline data for the 2016-2017 school year; (#1.1 in MOEC plan)
- 4.1.2 By 2022, increase the number of 3 and 4-year-olds enrolled in high quality preschools compared with baseline data from the 2016-2017 school year. (#1.2 in MOEC plan)
- 4.1.3 By 2022, increase implement high quality student transitions to the number of intellectually rigorous and developmentally informed Kindergarten classrooms and primary grade classrooms compared with baseline data from the 2016-2017 school year. (#1.4 in MOEC plan for future implementation; measures not available at current time.)
- 4.1.4 By 2022, increase the number of Early Childhood Education teachers who demonstrate state-approved identified best-practice early learning professional competencies. (#1-5 in MOEC plan for future implementation; measures not available at current time.)
- 4.1.5 By 2022, increase the number and percentage of teachers in MOEC Pre K- Grade 3 classrooms with certification or endorsement in Early Childhood Education with a postsecondary degree and concentration in early childhood education compared to baseline data for the 2016-2017 school year. (#1.3 in MOEC plan)

4.2 Students graduate from high school prepared for post-secondary and career success

4.2.1 By 2022, ensure students receive quality instruction and programs in PK-12 resulting in postsecondary and career readiness

4.2.2 By 2022, align PK-16 curricula and assessments with established postsecondary and career readiness standards

4.2.3 By 2022, increase the number of highly qualified educational professionals with a focus on high need areas

~~4.2 Students graduate from high school prepared (via K-12 continuum) for postsecondary and career success.~~

~~By 2022, students, in the districts of the Learning Community of Douglas and Sarpy Counties, who graduate from high school will be prepared for postsecondary and career success, as measured by the increasing the number/percentage of students who meet college and career readiness benchmarks as measured by state assessments of academic proficiency in reading and math at grades 3, 8, and 11 compared to baseline results for the 2016-2017 school year. (Note: ACT data for all LC 11th graders will be available for the first time.)~~

~~4.2.1 By 2022, the number/percentage of Learning Community students in grades 3, 8, and 11~~

~~proficient in reading and mathematics will increase compared to baseline data for the 2016-2017 school year.~~

~~4.2.2 By 2022, the number/percentage of students enrolled in postsecondary developmental courses will decrease compared to 2016-2017 baseline data from the LC public postsecondary institutions (UNO & MCC).~~

~~4.2.3 By 2022, PK-16 curricula and assessments will be aligned with established postsecondary and career readiness standards so that the number of high school courses “officially judged” as meeting college standards and requirements increase yearly.~~

~~4.2.4 By 2022, ensure that students receive quality instruction and programs in PK-12 resulting in postsecondary and career readiness with corresponding assessments (ACT, SAT, Success Navigator, ASSET, Accuplacer) by increasing the number of highly qualified educational professionals having certification and degrees in high needs areas as compared to baseline data from 2016-2017.~~

4.3 Students successfully transition to postsecondary education.

By 2022, students, in the districts of the Learning Community of Douglas and Sarpy Counties, will successfully transition to postsecondary education as measured by comparing baseline data for the class of 2017 with subsequent years by increasing the numbers/percentages of students who enroll in postsecondary experiences ~~within six months of graduation~~, using data provided by the National Clearinghouse and [Nebraska's Coordinating Commission for Postsecondary Education](#) and other appropriate sources.

4.3.1 Increase access to high quality college and career counseling regarding affordability, application process, and transitioning

4.3.2 Expand early career exploration and early credit options

4.3.3 Support students through transition to college and career programs

~~4.3.1 By 2022, increase the number/percentage of students of poverty and students of limited English proficiency completing and submitting the FAFSA compared with previous year's data.~~

~~4.3.2 By 2022, increase the number/percentage of students of poverty and students of limited English proficiency completing and submitting the (universal) college application compared with previous year's data.~~

~~4.3.3 By 2022, increase the number/percentage of students participating in and the number/percentage of credits earned in any kind of early credit program (dual enrollment, AP, etc.).~~

~~4.3.4 By 2022, improve support for students transitioning to college and career programs by increasing the number/percentage of students participating in high school pre-apprenticeship /internship experiences compared to the previous year.~~

4.4 Students complete postsecondary experiences prepared for career success.

4.4.1 Increase access to quality counseling for student support and retention programs.

4.4.2 Collaborate with the business community to support career and workforce readiness and monitor results.

4.4.3 Increase quality counseling related to career connections.

4.4.4 Expand internships, apprenticeships, and other early work experiences.

~~By 2022, students will complete postsecondary experiences prepared for career success, increasing the number & percentage completing degree or certificate/credential and employed within six months of program completion, as measured by comparing baseline data (2017) with subsequent year's data as compiled by postsecondary institutions.~~

- ~~4.4.1 By 2022, increase the number/percentage of student retention to the second year and beyond compared to the previous year by providing access to quality counseling for all students but especially for students of poverty, limited English proficiency, and ethnic diversity.~~
- ~~4.4.2 By 2022, increase the number of credits earned per term with the goal of the program to be completion within 150% of time as compared to baseline data from the previous year.~~
- ~~4.4.3 By 2022, collaborate with the business community to support career and workforce readiness and monitor results by increasing number/percentages of those employed in their preferred field.~~

In addition, the goals of the Community Achievement Plan are closely aligned with the recently (December 2, 2016) approved Nebraska State Board of Education document, **2017-2026 Strategic Vision and Direction**. This alignment is highlighted in the following matrix.

Alignment of the Learning Community CAP (Community Achievement Plan) and State Board of Education Strategic Plan Goals

Area:	SBOE Strategic Plan Measurable Outcome	Learning Community Community Achievement Plan (What the LC is doing; CAP GOAL(s); and Measurable Outcomes.)
<p>Leadership</p> <p>Provide leadership and high-quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that enhance the success of educational systems in Nebraska.</p>	<p>1.2 By 2018, the Board and Commissioner will have a process in place to evaluate and ensure timely, high-quality services and systems of support provided by the Nebraska Department of Education.</p>	<p>The Learning Community has demonstrated a commitment to timely, high-quality external evaluation, including the programming for CAP Goals:</p> <ul style="list-style-type: none"> (1) Increasing access to Early Childhood Programming implemented by the Buffett Early Childhood Institute has a rigorous external evaluation in place conducted by the Nebraska Center for Research on Children, Youth, and Families at UNL and the Interdisciplinary Center for Program Evaluation of the Munroe Meyer Institute at the University of Nebraska Medical Center (UNMC) (2) Targeted Support to Improve Student Attendance (3) Increasing parent engagement and system capacity through the North and South Omaha Learning Centers has an ongoing evaluation relationship with the Interdisciplinary Center for Program Evaluation of the Munroe Meyer Institute at the

		<p>University of Nebraska Medical Center (UNMC) that is captured in the Learning Community’s annual Evaluation Report.</p> <p>(4) Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Plan</p>
<p>Positive Partnerships, Relationships, and Success</p> <p>Increase student, family, and community engagement to enhance educational experiences and opportunities.</p>	<p>2.4: By 2026, there will be a reduction in the percentage of students who are absent more than ten days per year from 27.46% to 15%.</p>	<p>CAP 2.1: By 2022 the districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism as measured by the percentage of students missing more than 20 days of school each year so that the percentage of students missing more than 20 days a year decreases from 6.1% (measured in 2015 – 2016) to 4%*.</p>
<p>Transitions</p> <p>Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.</p>	<p>3.1: By 2018, a baseline and benchmarks will be developed to track all students with a disability having access to participate in career counseling, explorations, self-advocacy training, and work-based learning experiences.</p>	<p>CAP 4.3.4: By 2022, improve support for students transitioning to college and career programs by increasing the number/percentage of students participating in high school pre-apprenticeship /internship experiences compared to the previous year.</p> <p>CAP 4.3.2 <u>Expand early career exploration and early credit options</u></p>

<p>Educational Opportunities and Access</p> <p>Ensure all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.</p>	<p>4.2: By 2026, 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification.</p>	<p>CAP 4.3.3: By 2022, increase the number/percentage of students participating in and the number/percentage of credits earned in any kind of early credit program (dual enrollment, AP, etc.)</p> <p><u>CAP 4.3.2:</u> Expand early career exploration and early credit options</p>
	<p>4.3: By 2026, 95% of Nebraska elementary schools will be able to identify at least one high-quality early childhood educational program accessible to all of the school’s resident preschool age population.</p>	<p>CAP 4.1.2: By 2022, increase the number of 3 and 4 year olds enrolled in high quality preschools compared with baseline data from the 2016-2017 school year.</p> <p><u>CAP 4.1.2:</u> By 2022, increase the number of 3 and 4-year-olds enrolled in high quality preschools.(#1.2 in MOEC plan)</p>
<p>College, Career, and Civic Ready</p> <p>Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.</p>	<p>5.3: By 2026, 100% of Nebraska schools will provide all students with a program for career awareness, exploration and preparation.</p>	<p>CAP 4.3.4: By 2022, improve support for students transitioning to college and career programs by increasing the number/percentage of students participating in high school pre-apprenticeship /internship experiences compared to the previous year</p> <p><u>CAP 4.3.2:</u> Expand early career exploration and early credit options</p>
	<p>5.4: By 2026, at least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate within five years of graduating high school.</p>	<p>CAP 4.4: By 2022, students will complete postsecondary experiences prepared for career success, increasing the number & percentage completing degree or certificate/credential and employed within six months of program completion, as measured by comparing baseline data (2017) with subsequent year’s data as compiled by postsecondary institutions.</p>

		<p><u>CAP 4.4: Students complete postsecondary experiences prepared for career success.</u></p>
<p>Assessment</p> <p>Use assessments to measure and improve student achievement and inform instruction.</p>	<p>6.1: By 2018, utilizing baseline data from the ACT, long-term goals will be developed for 11th grade achievement, including goals for subgroups.</p>	<p>CAP 4.2: By 2022, students, in the districts of the Learning Community of Douglas and Sarpy Counties, who graduate from high school will be prepared for postsecondary and career success, as measured by the increasing the number/percentage of students who meet college and career readiness benchmarks as measured by state assessments of academic proficiency in reading and math at grades 3, 8, and 11 compared to baseline results for the 2016-2017 school year. (Note: ACT data for all LC 11th graders will be available for the first time.)</p> <p><u>CAP 4.2.2 By 2022, align PK-16 curricula and assessments with established postsecondary and career readiness standards</u></p>
	<p>6.3: By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%.</p>	<p>CAP 4.2.1: By 2022, the number/percentage of Learning Community students in grades 3, 8, and 11 proficient in reading and mathematics will increase compared to baseline data for the 2016-2017.</p> <p><u>CAP 4.2.1: By 2022, ensure students receive quality instruction and programs on PK-12 resulting in postsecondary and career readiness.</u></p> <p><u>Metrics:</u></p> <ol style="list-style-type: none"> 1. <u>Increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.</u> 2. <u>Increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.</u> 3. <u>Increase #/& of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.</u>

		<p>4. <u>Increase #/% of students who graduate from high school having successfully completed four years of math.</u></p>
	<p>6.4: By 2026, the percent of students in grades 3-8 and 11 proficient in math will increase from 72% to 82%.</p>	<p>CAP 4.2.1: By 2022, the number/percentage of Learning Community students in grades 3, 8, and 11 proficient in reading and mathematics will increase compared to baseline data for the 2016-2017.</p> <p><u>CAP 4.2.1: By 2022, ensure students receive quality instruction and programs on PK-12 resulting in postsecondary and career readiness.</u></p> <p><u>Metrics:</u></p> <ol style="list-style-type: none"> 1. <u>Increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.</u> 2. <u>Increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.</u> 3. <u>Increase #/& of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.</u> 4. <u>Increase #/% of students who graduate from high school having successfully completed four years of math.</u>
<p>Educator Effectiveness</p> <p>Assure students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.</p>	<p>7.3: By 2022, 100% of Nebraska schools will be staffed by teachers who have or are actively pursuing a teaching certificate with the appropriate endorsement for the subject(s) and grade level(s) of the course(s) being taught.</p>	<p>CAP 4.1.4: By 2022, increase the number of <u>Early Childhood Education</u> teachers who demonstrate <u>state-approved identified best practice</u> early learning professional competencies compared with baseline data for the 2016-2017 school year.</p> <p>CAP 4.1.5: By 2022, increase the number <u>and percentage</u> of teachers in <u>MOEC Pre K Grade 3 classrooms</u> with certification or endorsement in <u>Early Childhood Education</u> with a postsecondary degree and concentration in early childhood education compared to baseline data for the 2016-2017 school year.</p>

By these signatures know that the following have agreed to and are committed to the Community Achievement Plan as presented herein.

Learning Community of Douglas and Sarpy Counties	Chief Executive Officer Signature: _____	Date: _____
	Coordinating Council Representative Signature: _____	Date: _____
Bellevue Public Schools	Superintendent Signature: _____	Date: _____
Bennington Public Schools	Superintendent Signature: _____	Date: _____
DC West Community Schools	Superintendent Signature: _____	Date: _____
Elkhorn Public Schools	Superintendent Signature: _____	Date: _____
Gretna Public Schools	Superintendent Signature: _____	Date: _____
Millard Public Schools	Superintendent Signature: _____	Date: _____
Omaha Public Schools	Superintendent Signature: _____	Date: _____
Papillion-La Vista Community Schools	Superintendent Signature: _____	Date: _____
Ralston Public Schools	Superintendent Signature: _____	Date: _____
Springfield Platteview Community Schools	Superintendent Signature: _____	Date: _____
Westside Community Schools	Superintendent Signature: _____	Date: _____
Educational Service Unit #3	Chief Administrator Signature: _____	Date: _____
Educational Service Unit #19	Chief Administrator Signature: _____	Date: _____

Section 1. Increased Access to Early Childhood Programming

1.1 FULL IMPLEMENTATION of BIRTH THROUGH GRADE 3 APPROACH

<http://buffettinstitute.nebraks.edu/our-work/childhood-plan>

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan (<http://buffettinstitute.nebraska.edu/our-work/childhood-plan>), is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska Revised Statute 79-2104.03. Districts identified as having “Full Implementation of Birth Through Grade 3 Approach” sites and their respective schools include: 1) Omaha Public Schools---Gomez Elementary, Mount View Elementary, Liberty Elementary, and Pinewood Elementary; 2) Bellevue Public Schools—Belleaire Elementary; 3) Westside Community Schools—Westbrook Elementary; 4) Ralston Public Schools—Karen Western Elementary; 5) Millard Public Schools—Cody Elementary and Sandoz Elementary; 6) Douglas County West Community Schools—DC West Elementary. Schools with 50% or greater poverty, throughout the Learning Community, were invited to apply for participation. School sites were based on available funding and to provide representation of variation in school enrollment, demographics, and geography of the Learning Community.

Rationale/Evidence for Improvement Goal: FULL IMPLEMENTATION of BIRTH THROUGH GRADE 3 APPROACH

Status of Children in Douglas and Sarpy counties

First Five Nebraska reports that 43% of Douglas County children ages birth through age 5 are at risk of failing in school (2010-2014) compared to 38% in (2005-2009). The percentage of children at risk increased while the percent of Douglas County children, ages three and four years, enrolled in preschool has remained stagnant at 46% from 2009 – 2013 (Voices for Children, 2015).

Data from the State of the Schools Report (2014-15) for the Learning Community schools illustrate significant achievement gaps at the end of Grade 3:

GRADE 3	Reading (proficient or above)	Mathematics (proficient or above)
White	88%	86%
African American	61%	52%
Hispanic	72%	66%
English Language Learners	70%	62%
Free/Reduced Lunch	69%	63%

Rationale

More than 150 high-quality, scientific studies (Engle, et.al, 2011) from all over the world demonstrate that starting early can have major short- and long-term effects on cognitive and social emotional development. Early learning has been linked to

AQuESTT Tenet(s):

Educational Opportunities & Access

Transitions

Positive Partnerships, Relationships & Student Success

Educator Effectiveness

progress in school, increased earning, and reductions in anti-social behavior, welfare participation, and trouble with the law. At-risk children who do not receive a high-quality early childhood education are 25% more likely to drop out of school, 40% more likely to become a teen parent, 50% more likely to be placed in special education, 60% more likely to never attend college, and 70% more likely to be arrested for a violent crime. Nearly 90 percent of brain growth takes place during the first five years of life. During the early years, 700 new neural connections are formed every second. Neural connections are formed through the interaction of genes and a baby’s environment and experiences. These are the connections that build brain architecture – the foundation upon which all later learning, behavior, and health depend (National Scientific Council on the Developing Child, 2007). Evidence shows that investments in young children- especially children at risk and children with special needs – can have a return of at least \$7 for every dollar invested (Heckman, 2006). Research on children in more than 70 different countries demonstrates that preschool enrollment can reduce the school achievement gap between poor and more affluent children. For every percentage point increase in preschool enrollment, the achievement gap between high and low income children declines¹¹. In other words, as more and more students participate in early childhood programs, our society grows and prospers (Duncan & Sojourner, 2012).

Family Engagement – Parenting interventions can be effective in improving child and family outcomes. Major elements of those programs that have been found to be effective include educators viewing parents as equal partners, tailoring interventions to parent and child needs, integrating access to resources that address multiple needs through collaboration, supporting peer to peer parent supports, cultural relevance, inclusion of fathers, and focusing on language, literacy, and responsive parent/child interactions (National Academy of Sciences, Engineering & Medicine, 2016).

Family engagement can have a significant impact on young children’s literacy and math skills in preschool through Grade 3. The most effective categories of engagement include supporting children’s literacy and math learning outside of school, school outreach to engage families, and supporting parenting activities including parent/child relationships and the home environment (Van Voorhis, et. al.,2013).

Birth through Grade 3 Approach – Gains from prekindergarten experiences can only be sustained by high quality primary grades experiences that provide continuity and build upon the quality preschool experiences (Reynolds & Temple, 2008, Reynolds, Hayakawa, Candee & Englund, 2016).

Professional Learning and Communities of Practice – The greatest improvement in educator understanding and use of effective practices occurs when their professional learning is supported through cohesive professional development that includes workshops, coaching, and collaborative learning through communities of practice (Allen & Kelly, 2015). The evidence about the impact of positive early experiences is clear.

Poverty, LEP, & Other Plan Alignments:
 All components of the Superintendent’s Plan for Early Childhood Education as facilitated by the Buffet Early Childhood Institute aligns with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification, services provided; curriculum, instruction, and assessment; and staff development as

The Superintendents' Early Childhood Plan is an innovative, comprehensive approach to reducing achievement gaps among vulnerable children, birth through third grade, living in the 11 school districts of the Learning Community of Douglas and Sarpy Counties. It is the first initiative of the Buffett Early Childhood Institute's Achievement Gap Challenge, one of two signature programs at the Institute.

History

2013 The Nebraska Legislature (LB 585) directed the Learning Community of Douglas and Sarpy Counties to enact a plan "to establish early childhood education programs for children in poverty." The metro Omaha superintendents invited the Buffett Early Childhood Institute at the University of Nebraska to develop the plan.

2014 The Buffett Institute collaborated with 11 school districts to develop the plan. The plan was unanimously endorsed by the 11 superintendents in June, and approved by the Learning Community Coordinating Council in August.

2015 The program is launched for the 2015-2016 school year, with 10 school sites implementing the birth-through-third grade approach and seven districts getting specialized professional development or technical assistance. A "Professional Development for All" series gets underway, with administrators, teachers, child care providers, and other early childhood professionals across the 11 school districts participating.

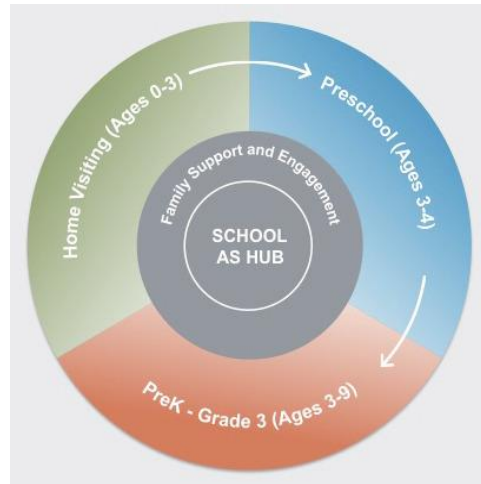
required by NDE Rule 11, and Federal requirements under IDEA and Title I.

Community Achievement Goal:

1.1 Full Implementation of Birth Through Grade 3 Approach

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by developing comprehensive and aligned early childhood programming for children from birth through Grade 3 and their families, with schools as the hub.

- 1.1.1 By 2019, the core components of the Superintendents’ Plan will be implemented as intended and at the expected level of quality. System, school, classroom and family and factors which enable or create obstacles to implementing a birth through Grade 3 continuum will be identified.
- 1.1.2 By 2019, teacher practices in classroom organization, emotional support, and instructional practices will improve as compared to baseline measures.
- 1.1.3 By 2021, children’s outcomes in language, academic, and socio-emotional domains will improve as compared to baseline date.
- 1.1.4 By 2021, families participating in two or more years of home visiting will increase in positive parenting and social support outcomes as compared to baseline data.



Expectations for Student Learning Impact:

To increase learning opportunities and reduce or eliminate achievement gaps by end of 3rd grade.

- 1. Students are able to learn at high levels and demonstrate cognitive/academic, social/emotional, executive function, and language competence.
- 2. Families are supported and supportive of their children’s development and learning.
- 3. Teaching is more developmentally informed and differentiated for diverse young learners.
- 4. Schools and communities are better able to serve all children.

Focus Student Population(s):

The full implementation sites have more than half their school population living in high concentrations of poverty. Up to 150 children, birth through age 3, and their families will receive home visiting. Approximately 3,500 children and their families enrolled in PreK through Grade 3 across the ten full implementation sites. Approximately 500 PreK – Grade 3 educators across the ten full implementation sites

Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Coordinate programs and services across the continuum: home visiting (Birth – age 3)	Fall 2015	Spring 2019	Birth – Age 3 Home Visitor on staff at each participating school site Early Steps to School Success Home Visit Model Materials to support home visiting and coordinated parent-child play groups	Home Visitor Principal and school 0 – Grade 3 Leadership Team Buffett Institute Birth – 3 Specialist and Program Manager	Quarterly formative reviews of implementation and evaluation data Annual Early Steps to School Success Quality Improvement Site Visit	Review meeting agendas Data summaries
Coordinate programs and services across the continuum: high quality preschool	Fall 2015	Spring 2019	Transitions into preschool supported by Preschool – Grade 3 Family Facilitator on staff at each school site Teacher professional development and coaching provided by Buffett Institute On-site and community-based preschools identified through community mapping	Principal and school Birth – Grade 3 leadership team Family Facilitator Buffett Institute Program Manager, Family-Community Specialist, Educational Specialist and team	Quarterly formative reviews of implementation and evaluation data	Review meeting agendas Data summaries
Coordinate programs and services across the continuum: aligned PreK – Grade 3	Fall 2015	Spring 2019	Support for alignment provided by Buffett Institute District curriculum, instruction, and assessment frameworks	Principal and school Birth – Grade 3 Leadership team Buffett Institute PreK-Grade 3 Educational	At least quarterly formative reviews of implementation,	Review meeting agendas Data summaries

				Facilitator at each school site Buffett Institute Program Manager, Educational Specialist, and team	assessment, and evaluation data	
Coordinate programs and services across the continuum: build family partnerships	Fall 2015	Spring 2019	Family Facilitator on staff at each school site Materials to support family partnerships and furnish an on-site family resource area Funds for translators	Principal and school Birth – Grade 3 Leadership team Family Facilitator Buffett Institute Program Manager, Family-Community Specialists, and team	Quarterly formative reviews of implementation and evaluation data	Review meeting agendas Data summaries
Coordinate programs and services across the continuum: collaborative community connections	Fall 2016	Spring 2019	Home Visitor and Family Facilitator on staff at each school site. Community outreach facilitated by Buffett Institute	Principal and school Birth – Grade 3 Leadership team Home Visitor and Family Facilitator Buffett Institute Team	Quarterly formative reviews of implementation and evaluation data	Review meeting agendas Data summaries
Facilitate communities of practice (home visitors, family facilitators, principals, district administrators)	Fall 2015	Spring 2019	Participant resource materials Local, state, and national facilitators as appropriate Site visit opportunities	Buffett Institute Program Director, Associate Program Director, Program Manager, Specialists	Home visitors and family facilitators: Monthly Principals: 5X/yr. District: 5X/yr.	Participant lists Meeting agendas

Provide professional development and job-embedded coaching (summer institutes, building level workshops, collaborative inquiry)	Summer 2015	Spring 2019	PD materials and resources Collaborative presenters and facilitators Stipends for out-of-school time and substitute teachers	Buffett Institute Team, including Specialists and Educational Facilitators	Evaluation Surveys Documentation of Classroom Applications	Participant lists Survey summaries
Facilitate collaborative leadership that advocates for quality and continuity in early learning systems (Superintendents Workgroup, Full Implementation Site Leaders, School Leadership Teams)	Winter 2015	Spring 2019	Coordination and facilitation Participant resource materials Access to national, state and local consultants, conferences, and site visits Customized consultation and assistance Collaborative planning across districts	Superintendents, Work Group participants, Implementation Site Leaders, School 0 – Grade 3 Leadership Teams Buffett Institute Program Director, Associate Program Director, Program Manager	Quarterly reviews by Buffett Institute team	Meeting agendas Documents describing district and school Birth – Grade 3 initiatives
Implement the program evaluation plan to assess the impact on children, families, classrooms, and systems	January 2016	Spring 2019 <i>*Spring 2023 (when the 2015-16 infant cohort completes Grade 3)</i>	Team of university-based evaluators Collaborative support from districts for data collection	Buffett Institute Director of Research and Evaluation, Associate Director of Research and Evaluation, and evaluation team from MMI and UNL.	Monthly monitoring of evaluation implementation	Evaluation implementation summaries; baseline data Summaries of results of formative data feedback loops

Evaluation: (Description of current program evaluation efforts.)

The Superintendents’ Early Childhood Plan is the most comprehensive birth – Grade 3 school initiative in the nation, and the evaluation of this effort represents a significant contribution to the national conversation about the birth – Grade 3 approach. A multidisciplinary evaluation team from (<http://buffettinstitute.nebraska.edu/-/media/beci/docs/supes-eval-factsheet-02-22-2016.ashx>)

Evaluation Overview

The Superintendents' Early Childhood Plan evaluation has two purposes. First, it will provide information about the plan's usefulness and feasibility to those participating in and with responsibility for full implementation sites. "Full implementation sites" refers to schools that are offering continuous, comprehensive services and early education to children from birth – Grade 3. The second purpose of the evaluation plan is to give teachers, principals, directors, superintendents, the Learning Community Coordinating Council, and policymakers data about the impact of the Superintendents' Early Childhood Plan on children, families, teachers/classrooms, and schools.

Evaluation Team

The research and evaluation unit of the Buffett Early Childhood Institute will manage the evaluation in collaboration with the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln (UNL) and the Interdisciplinary Center for Program Evaluation of the Munroe Meyer Institute at the University of Nebraska Medical Center (UNMC). UNL will lead the birth – age 3 components and will contribute to the overall design of the evaluation and the development of the database. UNMC will lead the PreK – Grade 3 component of the evaluation. The Director of Research and Evaluation at the Buffett Early Childhood Institute, will provide overall guidance for the evaluation.

Evaluation Questions

The evaluation is designed to answer a series of questions that focus on implementation of the Superintendents' Plan and impact on child, family, teacher/classroom, and schools:

Implementation

- To what extent are core components of the Superintendents' Plan being implemented as intended and at the expected level of quality?
- How useful are the core components of the plan to achieving the goals of school and program leadership, their staff, and other participants?
- What are the enabling factors and the obstacles to implementing the Superintendents' Plan at the system, school, and family levels?

Evidence of Impact

- Child: What is the effect on children's outcomes in cognitive, language, academic, socio- emotional, and executive function domains?
- Family: What is the effect on families' positive parenting, school engagement, and social support outcomes?
- Teacher/Classroom: What is the effect on teachers' practices?
- School: What is the effect on schools' culture and practices?

Design A large number of promising interventions have been dismissed over the years as ineffective because their impact evaluations produced effects that were small or not statistically significant. Among the various reasons for this, the most common are that the intervention was not implemented well, was tested too early, or was not sufficiently well understood to produce a valid test of effectiveness. As a new program, the Superintendents' Plan requires an evaluation design that first focuses on how well it is being implemented. Putting in place a comprehensive, birth

– Grade 3 initiative that will impact approximately 500 teachers and 4,000 students in 12 different schools representing six school districts is a very challenging undertaking. Because the schools vary in their environments, organizational structures, and communities served, we propose an evaluation design for the Superintendents’ Plan that first develops a strong understanding of how the core features of the Plan are being carried out within the context of each of the schools. Following this, a rigorous impact evaluation will be conducted, with a focus on child outcomes. Specifically, we propose a three-phase evaluation design beginning with the collection of baseline data from children, families, classrooms, and schools. The evaluation will include approximately 350 children and their families, as well as approximately 200 teachers/classrooms in 12 schools in six districts over a six-year period. We will use a developmental, or formative, evaluation approach that utilizes observations, interviews, and focus groups to explore impacts, influences, facilitators, and barriers occurring at the various levels of the Plan. Each phase will be two years in length and will build on the preceding phase, ensuring a process that will enable the evaluation findings to be used to refine the Superintendents’ Early Childhood Plan over time while also conducting an evaluation of its impact. *Phase I (2015-16 and 2016-17)*, the first two years of implementation, will be devoted to gathering information about the Plan’s usefulness and feasibility, including assessing implementation barriers and enabling factors. This phase will allow the Superintendents’ Plan to be revised based on input from its users and sponsors. In *Phase 2 (2017-18 and 2018-19)*, data about the extent to which the Superintendents’ Plan is being implemented as proposed and expected will be examined. This will include the collection of preliminary impact data to explore whether schools, teachers/classrooms, families, and children in the full implementation sites are showing change in key areas noted in the evaluation questions. This information can potentially lead to further modifications in the program. In *Phase III (2019-20 and 2020-21)*, will be focused on whether and how well the Superintendents’ Plan has been executed at the full implementation sites. Data will be collected in this phase to determine whether and how well implementation sites are showing change in key areas highlighted in the evaluation questions, using normative and administrative trend data to assess change in child, family, teachers/classrooms, and schools. Based on availability of funds, all of the children will be followed through the end of their 3rd grade year.

Section 1.0

Increased Access to Early Childhood Programming

Progress Report Overview (Fall 2017):

As of May 31, 2017, a total of 99 families were enrolled in the voluntary prenatal – age 3 home visiting programs at the 10 full implementation school sites. 3,612 students were enrolled in 184 PreK through Grade 3 classrooms at the full implementation school sites, including 679 PreK students enrolled in 29 classrooms and 2,933 students in 155 Kindergarten through third grade.

Observations, interviews, and focus groups provided information about program implementation. A multiple-cohort longitudinal evaluation design employed quantitative methods to provide additional information about program implementation and to determine how processes and outcomes related to the Superintendents' Plan components are changing. Two cohorts were included in the evaluation: Birth – Age 3 and PreK – Grade 3 (children ages 3 – 8). 78 children participated in the Birth – Age 3 cohort. For the PreK – Grade 3 cohort, three to four students in Pre-K and Kindergarten classrooms (ages 3 to 6) were randomly sampled to participate in the evaluation. 222 children participated in the PreK – Grade 3 cohort. Due to the size of the child and family samples data cannot be disaggregated by school or classroom. Baseline data was collected in the Spring 2016 for all school districts except for Omaha Public Schools (OPS), which had baseline data gathered in the Fall of 2016.

Progress Report (Fall 2017)

- 1.1.1 By 2019, the core components of the Superintendents' Plan will be implemented as intended and at the expected level of quality. System, school, classroom and family and factors which enable or create obstacles to implementing a birth through Grade 3 continuum will be identified.

Core Components	Baseline Year Implementation Status
Prenatal – Age 3 Home Visiting Program to include: <ul style="list-style-type: none">• Two-generation home visits• Parent-child interaction groups• Referrals to child and family resources• Supported transitions to preschool	Rule 11 Criteria Met
Age 3 – Grade 3 Parenting Support to include: <ul style="list-style-type: none">• Regular family outreach contacts• Parent-child interaction groups• Referrals to child and family resources	Developing

<ul style="list-style-type: none"> • Supported transitions from home visiting into preschool and kindergarten 	
Preschool for 3- and 4-year-olds: <ul style="list-style-type: none"> • District- or school-based preschool • Community-based preschool 	Developing
Aligned PreK – Grade 3 Instruction to include: <ul style="list-style-type: none"> • Teacher coaching • On-going professional development 	Developing
School as Hub for Prenatal – Grade 3 <ul style="list-style-type: none"> • Continuity of support and comprehensive family engagement • Collaborative school team meetings 	Developing
Obstacles to Initial Implementation	Description
Enrollment in Prenatal – Age 3 Home Visiting Program	Approximately one-third of schools implementing the birth through Grade 3 approach have experienced challenges in recruiting a full caseload of families for the prenatal - birth – age 3 home visiting program. This is attributable to a number of factors including the need for staff training in recruitment strategies and the need for schools to develop stronger school-family-community relationships as a foundation for family participation in the home visiting program.
Staff Recruitment for Parenting Support Positions	Implementation of family-centered services such as prenatal – age 3 home visiting and other parenting supports require staff who have strong capabilities to work with adult family members, many of whom are experiencing notable life stress. A number of initial staff hires included former classroom paraprofessionals who subsequently recognized that they were not well suited to work with adult family members as compared to children. Turnover of these initial hires impacted four participating schools. Beyond this, high quality home visiting and other parenting supports are contingent upon cultural and linguistic responsiveness to the families served. Approximately fifty percent of the participating schools serve a large number of Spanish-speaking families. Recruitment of home visitors and family facilitators who are bilingual and fluent in Spanish was often a very lengthy and time-consuming process for these schools.
Child Transition into Preschool after Completion of Prenatal – Age 3 Home Visiting	To support continuity of services across the full birth through grade 3 continuum, the implementation expectation is that children completing birth – age 3 home visiting transition into a high quality preschool program. This transition plan presented barriers for the majority of districts due to the limited availability of school-based preschool slots for three-year-old children. The transition options for three-year-old children exiting the home visiting program can likewise include participation in a community-based preschool/ child care program. This transition pathway also presented challenges to the quality and continuity of child and

	family services given the current lack of sustained collaborative connections between schools and community-based early care and education programs in the majority of districts and schools.
Administration and Utilization of New Assessments	Implementation of the core components of the Superintendents' Plan was complimented by the introduction of new assessments, such as the HOVRS scale to assess home visiting practices and the CLASS to measure teacher-student instructional interactions across preK – Grade 3. The administration of these and other birth – Grade 3 assessments presented challenges around scheduling and potential interference with services. Utilization of the new assessment measures also presented challenges as staff have required professional learning to gain knowledge about the assessments and their potential applications for continuous improvement processes.
Funding and Sustainability	As noted, funding and facilities for preschool services has presented a barrier to the implementation of high quality, continuous programming for children and families across the full birth through grade 3 continuum. As implementation proceeds, sustainability of the birth – age 3 home visiting component may be a barrier if districts are unable to provide on-going funding to support the required staff position.

Progress Report (Fall 2017)

1.1.2 By 2019, teacher practices in classroom organization, emotional support, and instructional practices will improve as compared to baseline measures.

Description of Measure: Teacher practices were measured using the Classroom Assessment Scoring System™. CLASS is an observational instrument that measures domains of interaction that are linked to student achievement and development. Baseline data include all preK – Grade 3 classrooms in each school. The scale for CLASS is 1 (Lo) – 7 (Hi).

School	Classroom Organization		Emotional Support		Instructional Practices	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
A	M = 5.61	M = 6.02	M = 5.27	M = 5.66	M = 2.95	M = 2.90
B	M = 5.72	M = 5.87	M = 5.37	M = 5.36	M = 2.26	M = 3.01
C	M = 6.14	M = 6.00	M = 5.54	M = 5.58	M = 2.47	M = 2.63
D	M = 6.15	M = 6.33	M = 5.55	M = 5.88	M = 2.22	M = 3.09
E	M = 6.09	M = 5.93	M = 5.66	M = 5.70	M = 3.15	M = 3.34
F	M = 6.07	M = 6.09	M = 5.70	M = 5.64	M = 2.40	M = 2.75
G	M = 5.82	M = 6.17	M = 5.70	M = 5.97	M = 2.70	M = 3.10
H	M = 6.30	M = 6.31	M = 5.77	M = 6.05	M = 2.95	M = 3.69

I	M = 5.84	M = 6.29	M = 5.84	M = 5.99	M = 2.75	M = 3.83
J	M = 6.31	M = 6.32	M = 5.88	M = 5.99	M = 3.60	M = 3.66
Overall	M = 6.02	M = 6.12	M = 5.64	M = 5.77	M = 2.68	M = 3.10

Progress Report (Fall 2017)

1.1.3 By 2021, children’s outcomes in language, academic, and socio-emotional domains will improve as compared to baseline date.

Description of Measures:

Birth – Age 3: Preschool Language Scales (PLS-5) is a play-based assessment of developmental language skills in the areas of auditory comprehension and expressive communication. The Infant Toddler Social-Emotional Assessment (ITSEA) is a parent survey to measure emerging social-emotional development.

PreK – Grade 1: The Peabody Picture Vocabulary Test (PPVT) is a measure of receptive vocabulary. The Kaufman Test of Educational Achievement (KTEA) is a battery of key academic skills including mathematics and language/literacy. The BASC-3 BESS is a screening tool for measuring behavior and emotional strengths and weaknesses.

	Language		Academic		Socio-Emotional	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Birth – Age 3	Total Language M=101		NA	NA	Competence M = 50.31 Dysregulation M = 51.79	
PreK	Receptive Vocabulary M = 88	Receptive Vocabulary M = 94	Overall Academic Skills M = 84	Overall Academic Skills M = 88	Behavioral & Emotional Skills Normal Risk = 82% Elevated to Extremely Elevated Risk = 18%	Behavioral & Emotional Skills Normal Risk = 80% Elevated to Extremely Elevated Risk = 20%
K – Grade 1	Receptive Vocabulary M = 99	Receptive Vocabulary M = 101	Overall Academic Skills M = 91	Overall Academic Skills M = 97	Behavioral & Emotional Skills Normal Risk = 83%	Behavioral & Emotional Skills Normal Risk = 79%

					Elevated to Extremely Elevated Risk = 17%	Elevated to Extremely Elevated Risk = 21%
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Progress Report (Fall 2017)

1.1.4 By 2021, families participating in two or more years of home visiting will increase in positive parenting and social support outcomes as compared to baseline data.

Description of Measures:

The Keys to Interactive Parenting (KIPS) is a structured observation tool for parent-child interactions during play in a familiar environment. The FRIENDS Protective Factors Survey (PFS) is designed to provide a snapshot of a family’s informal social emotional supports and concrete, or tangible goods and services, supports.

	Parent-Child/Parenting Interactions		Social Emotional and Concrete Supports	
Families of Children in Birth – Age 3 Home Visiting	Building Relationships	High Quality = 53% Mid - Low Quality = 47%	Social Supports	High Support = 62% Mid-Low Support = 38%
	Promoting Learning	High Quality = 45% Mid - Low Quality = 55%	Concrete Supports	High Support = 53% Mid-Low Support = 47%
	Supporting Confidence	High Quality = 37% Mid-Low Quality = 63%		

Section 1. Increased Access to Early Childhood Programming

1.2 Professional Development for All

<http://buffettinstitute.nebraska.edu/our-work/pd-for-all>

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. The “Professional Development for All” component of the “Increased Access to Early Childhood Programming” provides professional development in Early Childhood to all applicable schools within the eleven school districts.

<p>Rationale/Evidence for Improvement Goal: PD FOR ALL</p> <p>Professional Development for All is a connected series of professional development institutes open to all school leaders, teachers, early childhood professionals, and caregivers who work with young children from birth through Grade 3 in the 11 school districts in the Learning Community of Douglas and Sarpy Counties. Its purpose is to explore strategies to advance teaching, learning, and family-school-community connections in ways that reduce opportunity gaps and achievement gaps for low-income children, children of color, and English language learners. This system for professional growth and support creates new connections and builds capacity among the professionals and programs that are pivotal in providing high quality early childhood education and services to young children in greatest need.</p> <p>Timperley, Wilson, Barrar, & Fung (2007) used effect sizes to ascertain seven themes about what works best in professional development. These themes are reflected in the structure and implementation of PD for All Learning including opportunities that occur over an extended period of time, the involvement of external experts, engaging teachers in the learning process, challenging teachers’ prevailing discourse and conceptions about learning, and the support of school leaders during and after the formal professional development session.</p> <p>Participant feedback is collected following each PD for All Institute. The survey asks participants to rate whether the sessions provided the appropriate balance between research and practice, provided useful information, and sparked ideas for working with others. Across all 2015 – 16 sessions, average scores for each item ranged from 3.73 to 4.82 on a five-point scale. Feedback was shared with institute presenters and used by the PD for All Advisory Committee for future planning.</p>	<p>AQuESTT Tenet(s):</p> <p>Educator Effectiveness</p> <p>Positive Partnerships, Relationships, & Student Success</p> <p>Educational Opportunities & Access</p> <hr/> <p>Poverty, LEP, & Other Plan Alignments:</p> <p>All components of the Superintendent’s Plan for Early Childhood Education as facilitated by the Buffet Early Childhood Institute aligns with plans used by participating districts for accreditation, poverty,</p>
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<p>Participant attendance records, participant surveys, and advisory team feedback indicate the need to explore strategies to increase participation in PD for All by community early childhood providers as well as Spanish-speaking providers. The need for follow-up and support for classroom implementation has also emerged as a need. A more comprehensive program evaluation would provide additional information to guide the planning and implementation of PD for All.</p>	<p>limited English proficiency, and federal funds. This alignment includes a review of student identification; services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rule 11, and Federal requirements under IDEA and Title I.</p>
<p>Community Achievement Goal: 1.2 Professional Development for All The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of professional development about leading-edge research and innovative practices to school and community early childhood staff.</p> <p>1.2.1 By the end of the school year, individuals who attend two or more of the PD for All Institutes will demonstrate increased knowledge of effective birth through Grade 3 educational practices based on a pre/post assessment and will report the consistent implementation of at least one new practice in their professional work.</p>	<p>Expectations for Student Learning Impact: Educator & Administrator Outcomes:</p> <ul style="list-style-type: none"> • Participants will gain knowledge of strategies to advance teaching, learning, and family-school-community connections in ways that reduce opportunity gaps and achievement gaps for low-income children, children of color, and English language learners. • Participants will implement the strategies in concert with existing school improvement and student achievement plans <p>Student Learning Impact will be evidenced by improvements in cognitive, language, and social/emotional development, by being kindergarten ready, and at or above expected standards by third grade.</p>

			Focus Student Population(s): More than 15,000 children enrolled in PK through Grade 3 in districts with administrators, teachers, and/or community providers participating in sustained professional development. The institutes focus specifically on knowledge and skills shown to have positive impact for low-income children, children of color, and English language learners.			
Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Meet with the PD for All Advisory Committee (district and community agency representatives) provide input to guide planning processes.	June 2016	June 2019	Survey feedback School and community partners	Buffett Institute Director of Program Development & Senior Consultant	3 times per year	Meeting Agendas Plan for Annual PD for All theme and institute topic(s)
Conduct outreach to underrepresented stakeholders: Community Early Childhood Provider Forum & PD for All Institute breakout session offered in Spanish by bilingual presenters	October 20, 2016 January 19 – 21, 2017	Ongoing (annual event with target audience based on Institute participation data and feedback)	Collaboration with Early Learning Connections Coordinator to advertise and recruit participants Institute announcements and materials translated Bilingual presenters	Buffett Institute Director of Program Development, Program Manager, bilingual Specialist	October 20, 2016 January 19 – 21, 2017	Attendance data Agendas Participant Evaluations

Provide PD for All Institutes (including evening, weekday, Saturday options to broaden participation and at least one bilingual institute in 2016-17)	December 1-2, 2016; January 19 – 21, March 2 -4, 2017; Add'l dates TBD	Approx. 4 institutes per each school year through 2018-19	Participant resource materials National, state, and local presenters	Buffett Institute Director of Program Development & Senior Consultant	December 1-2, January 19 – 21, March 2 - 4, Add'l spring date TBA	Attendance data Agendas Participant Evaluations
Facilitate Leadership Development seminars for principals, directors, instructional coaches, & BECI education facilitators and specialists to enhance their follow-up support and coaching with PD for All participants	December 1, 2016; January 20, March 3, 2017; add'l dates TBD	Approx. 4 seminars per each school year through 2018-19; connected to each PD for All Institute	Institute Keynote presenter Job embedded PD resources	Buffett Institute Director Program Development and Program Manager	December 1, January 20, March 3, add'l spring date TBA	Attendance data Agendas Participant Evaluations Follow-up leadership action plans
Develop & implement a program evaluation plan to assess impact of PD for All Institutes and the action plans resulting from the Leadership Development seminars	January 2017	May 2019	Annual PD for All plans Previous participant surveys and results	Buffett Institute Associate Directors of Program Development & Evaluation	By June 2017 By June annually	Program evaluation plan Program evaluation report

Evaluation: (Description of current program evaluation efforts.)

All participants will be asked to complete a pre-assessment about their knowledge and implementation of effective birth through Grade 3 educational practices. Individuals who attend two or more of the PD for All Institutes will be asked to complete a post -assessment to determine their acquisition of knowledge about effective practices and their implementation of new practices in their professional work.

In addition, participant surveys are administered to all participants following each Professional Development for All Institute. Survey results and attendance records are reviewed by Buffett Institute staff and the PD for All Advisory Committee to inform ongoing planning and follow-up supports. Feedback is also shared with the institute presenters.

Progress Report (Fall 2017)

Community Achievement Goal:

1.2 Professional Development for All

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of professional development about leading edge research and innovative practices to school and community early childhood staff.

1.2.1 By the end of the school year, individuals who attend two or more of the PD for All Institutes will demonstrate increased knowledge of effective birth through Grade 3 educational practices based on a pre/post assessment and will report the consistent implementation of at least one new practice in their professional work.

Description of Measure: Participants in the November 2017 and first time participants in the January 2018 PD for All events completed a pre-assessment survey of their prior knowledge of effective educational practices. A total of 254 participants completed surveys. Item response options were: 1 = Beginning knowledge (I have just started learning about this practice); 2 = Developing knowledge (I know the basics about this practice but have much more to learn); 3 = Refining knowledge (I know a lot about this practice but have not yet mastered it); or 4 = Mastery knowledge (I have in-depth knowledge about this practice and can teach other educators about it). Data were disaggregated by work setting and age/grade level of children served.

Pretest Assessment: Knowledge of Effective Educational Practices		
Work Setting	Number of Respondents	Mean Survey Score
School-based Staff	183	2.73
Community-based Staff	52	2.48
Other*	13	2.83
Total	251	2.69

*The other category includes respondents who identified their work settings as higher education, state or local government, or home-based.

Pretest Assessment: Knowledge of Effective Educational Practices

Age or Grade Level of Children Served	Number of Respondents	Mean Survey Score
Birth to Age 5	105	2.55
Kindergarten to 3 rd grade	85	2.87
Multiple age ranges	58	2.66
Other*	3	2.80
Total	251	2.69

* The category "Other" includes respondents who work in settings that do not involve direct interaction with young children.

Section 1. Increased Access to Early Childhood Programming

1.3 Customized Assistance Partnerships

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. All eleven Learning Community districts were invited to proposed customized assistance projects designed to support systemic work toward an aligned birth through Grade 3 early childhood continuum. Districts currently participating in the “Customized Assistance Partnership” includes Bellevue Public Schools, Bennington Public Schools, Elkhorn Public Schools, Gretna Public Schools, Ralston Public Schools, Papillion-La Vista Community Schools, Springfield Platteview Community Schools, and the Westside Community Schools.

<p>Rationale/Evidence for Improvement Goal: CUSTOMIZED ASSISTANCE PARTNERSHIPS</p> <p>Eight of the eleven Learning Community school districts are currently receiving intensive assistance and consultation tailored to specific district needs related to the development and implementation of high quality early childhood programming. This assistance addresses such topics as social-emotional development, family engagement, effective instructional strategies, effective transitions, assessment/accountability, and district-level strategic planning that will impact system-wide early childhood education and services in lines with the goals of the Superintendents’ Plan.</p> <p>Research (Allen & Kelly, 2015) tells us that professional development leads to classroom and program applications most fully when it is goal-oriented, matched to the needs of a specific setting, sustained over time, and includes learning from and with peers. This research-based approach is exemplified in the customized assistance initiatives facilitated by the Buffett Early Childhood Institute through the Superintendents’ Early Childhood Plan. The Buffett Institute can facilitate inter-district collaborations and provide access to national expertise that may not be readily available at the district level. Based on local district needs assessments, these initiatives directly address key commitments and components of the Superintendents’ Plan.</p>	<p>AQuESTT Tenet(s): Educator Effectiveness</p> <p>Positive Partnerships, Relationships, & Student Success</p> <p>Educational Opportunities & Access Transitions</p> <p>Poverty, LEP, & Other Plan Alignments: All components of the Superintendent’s Plan for Early Childhood Education as facilitated by the Buffet Early Childhood Institute aligns with plans used by participating districts for accreditation, poverty,</p>
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	<p>limited English proficiency, and federal funds. This alignment includes a review of student identification; services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rule 11, and Federal requirements under IDEA and Title I.</p>
<p>Community Achievement Goal: 1.3 Customized Assistance Partnerships The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of customized assistance partnerships to support district-level goals for the development and implementation of high quality early childhood education systems and programs.</p> <p>1.3.1 By the second year of each customized district project, utilizing baseline data from participating districts, measurable goals will be developed for systemic improvements in early childhood education programming, including appropriate performance improvement goals for staff and/or children.</p>	<p>Expectations for Student Learning Impact: Student Learning Impact will be evidenced by improvements in cognitive, language, and social/emotional development, by being kindergarten ready, and at or above expected standards by third grade. Specific student outcomes/impact will be identified for each customized (District Level) assistance plan.</p> <p>Focus Student Population(s): Children, birth through Grade 3, living in high concentrations of poverty in the eleven districts of the Learning Community of Douglas and Sarpy Counties. The custom assistance focuses specifically on knowledge, skills, and programs shown to have positive impact for low-income children, children of color, and English language learners.</p>

Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Identify barrier(s), need(s), and/or improvement priorities requiring customized assistance.	Spring 2015	Ongoing	District data and improvement plans	District and/or building administrators	Spring 2015 & ongoing	Written requests for custom assistance
Collaborate to determine how to address the need for customized assistance.	Spring 2015	Ongoing	District requests for assistance and related data and improvement plans	District and/or building administrators & Buffett Institute staff	Spring 2015 & ongoing	Meeting Agendas (District and Buffett Institute staff)
Write and implement a plan for each customized assistance partnership.	Spring/Fall 2015	Ongoing	Buffett Institute Planning and Implementation Framework Consultants Research-based and national exemplars provided by Buffett Institute	Buffett Institute staff & district/building administrators Other school personnel and stakeholders as appropriate for each plan Consultants matched to district needs as outline in Custom Assistance Plans	Spring/Fall 2015 & ongoing	Custom Assistance Action Plans
Develop a program evaluation plan to assess the effectiveness and impact of each customized assistance partnership.	Spring/Fall 2016	Ongoing	District and Buffett Institute program and evaluation staff	Buffett Institute staff & district/building administrators Other school personnel and stakeholders as appropriate for each plan.	Spring/Fall 2016 & ongoing	Custom Assistance Program Evaluation Plans

Share plan implementation and results with other districts and stakeholders to support collaboration and systemic improvement throughout the 11 Learning Community districts.	Fall 2016	Ongoing	Collaborative reports by District and/or Buffett Institute staff Dissemination plan for custom assistance results Program evaluation data	Buffett Institute Program Evaluation, and/or Communications staff & district/building administrators	Fall 2016 & ongoing	Superintendents' Workgroup Agendas Presentation Agendas Site Visit Agendas
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Evaluation: (Description of current program evaluation efforts.)
A plan for program evaluation is developed for each customized assistance plan by Buffett Early Childhood Institute Program and Research/Evaluation staff in collaboration with district staff. Measures are aligned with the goals and expected outcomes for the plan and with the overall goals of the Superintendents' Early Childhood Plan. These may include child, family, classroom, school and/or district level measures. Artifacts (e.g. agendas, participant rosters, program products) documenting the plan activities will also be collected.

Progress Report (Fall 2017)

Community Achievement Goal:
1.3 Customized Assistance Partnerships
The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of customized assistance partnerships to support district-level goals for the development and implementation of high quality early childhood education systems and programs.

1.3.1 By the second year of each customized district project, utilizing baseline data from participating districts, measurable goals will be developed for systemic improvements in early childhood education programming, including appropriate performance improvement goals for staff and/or children.

Custom Assistance Partnership Case Study: Gretna Public Schools

Description of Measure: Twenty-three Kindergarten and 1st Grade teachers were observed using a modified version of the Teaching Pyramid Observation Tool (TPOT). TPOT measures the implementation of classroom practices specifically related to promoting young children’s social- emotional competence and addressing challenging behavior in the classroom.

Key Classroom Practices	Fall 2016 Indicators Present	Spring 2017 Indicators Present	Change
Goal: Teachers will demonstrate fidelity to the program-wide implementation of the Pyramid Model.	Kindergarten 87.2%	Kindergarten 99.2%	+ 12.0 %
	First Grade 88.4%	First Grade 99.2%	+ 10.8 %

Description of Measure: Students were sampled from forty Kindergarten and 1st grade classrooms across all elementary schools. One group of students was identified by former Kindergarten or preschool teachers based on observed social and emotional risks. A stratified random sampling process was used to selected a second group of students from each classroom. The total sample consisted of 159 students, 80 in Kindergarten and 79 in 1st Grade. The Work Sampling System is a curriculum-embedded, authentic performance assessment used to assess the skills of children age 3 through third grade. Gretna teachers completed the personal and social development domain for children in the sampled groups.

Goal: Students will show gains in social and emotional outcomes including self-concept, self-control, approaches to learning, & interaction with others.

Kindergarten Work Sampling Results

Item	Identified w/ social emotional risks	N	Fall Proficient %	Winter Proficient %	Spring Proficient %	Year Change %
A1. “Demonstrates self-confidence”	No	56	44.1	55.4	66.1	+22.0
	Yes	18	33.3	38.9	44.4	+11.1
A2. “Shows initiative and self-direction”	No	56	44.6	53.6	62.5	+17.9
	Yes	18	22.2	22.2	33.3	+11.1
B1. “Follows classroom rules and routines”	No	55	70.9	70.9	74.5	+3.6
	Yes	18	38.9	55.6	50.0	+11.1

B2. "Manages transitions and adapts to changes in routine"	No	56	69.1	80.0	87.3	+18.2
	Yes	17	55.6	66.7	72.2	+16.6
C1. "Shows eagerness and curiosity as a learner"	No	56	55.4	76.8	83.9	+28.5
	Yes	18	58.8	70.6	76.5	+17.7
C2. "Sustains attention to a task, persisting even after encountering difficulty"	No	56	46.4	55.4	69.6	+23.2
	Yes	18	27.8	33.3	38.9	+11.1
C3. "Approaches task with flexibility and inventiveness"	No	56	42.9	60.7	73.2	+30.3
	Yes	18	22.2	22.2	44.4	+22.2
D1. "Interacts easily with familiar peers"	No	56	67.9	83.9	87.5	+19.6
	Yes	18	55.6	66.7	83.3	+27.7
D2. "Interacts easily with familiar adults"	No	56	71.4	83.9	89.3	+17.9
	Yes	18	66.7	66.7	77.8	+11.1
D3. "Participates in the group life of the class"	No	56	57.1	73.2	85.7	+28.6
	Yes	18	50.0	44.4	55.6	+5.6
D4. "Identifies feelings and shows empathy for others"	No	56	57.1	73.2	76.8	+19.7
	Yes	18	33.3	44.4	61.1	+27.8
D5. "Uses simple strategies to resolve conflicts"	No	56	39.3	67.9	69.9	+30.6
	Yes	18	16.7	22.2	38.9	+22.2

Students will show gains in social and emotional outcomes including self-concept, self-control, approaches to learning, & interaction with others.	First Grade Work Sampling Results					
	Item	Identified w/ social emotional risks	N	Fall Proficient %	Winter Proficient %	Spring Proficient %
A1. "Demonstrates self-confidence"	No	30	30.0	46.7	86.7	+56.7
	Yes	48	18.8	37.5	60.4	+41.6
A2. "Shows initiative and self-direction"	No	30	34.5	44.8	82.8	+48.3
	Yes	48	14.6	29.2	41.7	27.1
B1. "Follows classroom rules and routines"	No	29	41.4	58.6	79.3	+37.9
	Yes	49	20.4	30.6	44.9	+24.5
B2. "Manages transitions and adapts to changes in routine"	No	30	33.3	63.3	86.7	+53.4
	Yes	49	18.4	28.6	51.0	+32.6
C1. "Shows eagerness and curiosity as a learner"	No	30	43.3	66.7	83.3	+40.0
	Yes	49	34.7	49.0	71.4	+36.7
C2. "Sustains attention to a task, persisting even after encountering difficulty"	No	30	33.3	53.3	70.0	+36.7
	Yes	49	18.4	28.6	46.9	+28.5
C3. "Approaches task with flexibility and inventiveness"	No	30	30.0	50.0	76.7	+46.7
	Yes	49	16.3	24.5	46.9	+30.6
D1. "Interacts easily with familiar peers"	No	30	56.7	60.0	83.3	+26.6
	Yes	49	16.3	32.7	51.0	+34.7
D2. "Interacts easily with familiar adults"	No	30	63.3	76.7	90.0	+26.7
	Yes	49	28.6	40.8	67.3	+38.7

D3. "Participates in the group life of the class"	No	30	30.0	46.7	73.3	+43.3
	Yes	49	18.4	30.6	55.1	+36.7
D4. "Identifies feelings and shows empathy for others"	No	30	50.0	56.7	80.0	+30.0
	Yes	49	34.7	42.9	61.2	+26.5
D5. "Uses simple strategies to resolve conflicts"	No	30	30.0	33.3	73.3	+43.3
	Yes	49	8.2	20.4	38.8	+30.6

Section 2. Targeted Support to Improve Student Attendance

2.1 The Greater Omaha Attendance and Learning Services (GOALS) Center

Rationale/Evidence for Improvement Goal:	AQuESTT Tenet(s):
<p>Chronic absenteeism, defined as missing more than 10 +% of the school year (http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf) has been shown to reduce educational outcomes (Hanover Research, 2016) including student achievement and graduation rates. National data identifies that student learning is impacted when too many instructional days are missed.</p> <ul style="list-style-type: none">a. A 2011 California study identified that students who were chronically absent (missing more than 9 days per year) did not score at the proficient level on the state’s third grade English Language test. Research Brief (2014, February). <i>Attendance in the Early Grades: Why it Matters for Reading</i>. Retrieved from http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/Attendance-in-the-Early-Grades.pdfb. The focus on Average daily attendance masks the school districts level of chronic absenteeism for students. Literature suggests that schools between “93 and 97 percent need to analyze their data further to determine the extent” of the attendance concerns in the school building (Bruner, C., Discher, A., & Change, H., (2011, November). <i>Chronic Elementary Absenteeism: A Problem in Hidden in Plain Sight</i>. Retrieved from http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ChronicAbsence.pdf .	<ul style="list-style-type: none">1) Positive Partnerships, Relationships, and Student Success2) Transitions

c. A report released in 2016 from the U.S. Department of Education Office for Civil Rights identifies that +among high schools, 3 million students (18 percent) and 3.5 million elementary students (11 percent) where chronically absent (missing 15 or more days) from school. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html>

The focus on student attendance is key to improving academic achievement for students in Douglas and Sarpy Counties, Nebraska. If students are not present in school to learn they miss out on key instructional time that is necessary for them to meet their academic goals and eventually high school graduation. As a response to legislation in about 2010 the Superintendents of the Learning Community developed a plan to improve attendance across Douglas and Sarpy Counties in Nebraska. This plan requires a four-tiered approach balanced with prevention and early intervention efforts and referral to the County Attorney as a last resort effort to address attendance concerns for students.

As part of the Superintendent’s Plan to Improve Attendance, the Greater Omaha Attendance and Learning Services (GOALS) Center was established in 2011 and became a 501 (c)3 in November 2013. The GOALS Center was designed to intervene as soon as possible to disrupt the pattern of absences and provide a comprehensive approach to identifying barriers to attendance and implementing best practice strategies to reengage the student into school. The GOALS Center has an Interlocal Agreement with all 11 public school districts as well as a Memorandum of Understanding with local law enforcement agencies, Office of Probation and Health and Human Services. The GOALS Center was designed to intervene as soon as possible to disrupt the pattern of absences and provide a comprehensive approach to identifying barriers to attendance and implementing best practice strategies to reengage the student into school.

Data from a local, state and national level identifies a concern for students who are not attending school on a regular and consistent basis. We know from literature reviews and local data that students are chronically absent are at risk of failing academically and ultimately at a higher risk of dropping out of school and not graduating. The following are some of the highlights of information that is available regarding chronic attendance.

1. Trend data from the Department of Education identifies that attendance rates have improved slightly over the past 5 years in some school districts but not in all school districts. During the 2013 -2014 school year, there were over 9,000 students (student membership 116,897) who missed more than 20 days of school.
2. Students who are missing too much school are not achieving academically and are at a higher risk of dropping out of school. The graduation rate for Omaha Public schools according to NDE during cohort year of 2014 was 80.74

Poverty, LEP, & Other Plan Alignments:

All components of the Superintendent’s Plan to Improve Attendance, the Greater Omaha Attendance and Learning Services (GOALS) Center, aligns with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification; attendance policies and procedures; services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rules and Federal requirements under IDEA and Title I.

which is a 7.78 increase over 2011 when attendance concerns began receiving more attention through district interventions.

3. State wide attendance data from NDE identifies that absences begin to increase during 5th grade.

4. National data identifies that student learning is impacted when too many instructional days are missed.

a. A 2011 California study identified that students who were chronically absent (missing more than 9 days per year) did not score at the proficient level on the state's third grade English Language test. Research Brief (2014, February). *Attendance in the Early Grades: Why it Matters for Reading*. Retrieved from <http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/Attendance-in-the-Early-Grades.pdf>

b. The focus on Average daily attendance masks the school districts level of chronic absenteeism for students. Literature suggests that schools between "93 and 97 percent need to analyze their data further to determine the extent" of the attendance concerns in the school building (Bruner, C., Discher, A., & Change, H., (2011, November). *Chronic Elementary Absenteeism: A Problem in Hidden in Plain Sight*. Retrieved from <http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ChronicAbsence.pdf> .

c. A report released in 2016 from the U.S. Department of Education Office for Civil Rights identifies that +among high schools, 3 million students (18 percent) and 3.5 million elementary students (11 percent) where chronically absent (missing 15 or more days) from school. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html>

School District Support

The Greater Omaha Attendance and Learning Services (GOALS) Center is supported by all eleven public school districts. There are, however, some school districts that provide enhanced supports through in-kind services due to the number of students referred to the GOALS Center. This in-kind support is one way to highlight the commitment of the school districts to improve attendance for students who are missing more than 10% of school or are at risk of chronic attendance concerns. The school districts that provide in-kind support include:

- Omaha Public Schools – Initial support included one part time staff member to help coordinate and develop the beginning of the program from January 2010 thru September 2013. In addition, OPS has provided office space and technology support since April 2012. The Omaha Public Schools Superintendent is the treasurer of the GOALS Executive Board.
- Millard Public Schools – Office space and technology supports provided since August 2015. The Millard Superintendent is Vice Chair of the GOALS Executive Board and has been involved with the further development of the GOALS Center and commitment to focus on attendance for students in the Learning Community.

<ul style="list-style-type: none"> ➤ Bellevue Public Schools – Office space and technology supports provided since October 2016. ➤ Papillion-La Vista Public Schools – Office space and technology supports are available when the GOALS Center is able to obtain funding for additional Family Advocate position(s). <u>Office space and technology supports provided since January 2018.</u> ➤ Gretna Public Schools – The Superintendent is the Chair of the GOALS Executive Board. Dr. Riley has been involved on an ongoing basis since legislation was first established that directed the Learning Community Superintendents to establish a plan to improve attendance. Dr. Riley has attended numerous meetings, met with stakeholders and participated in a national webinar to continue the dialogue and focus on the needs surrounding students who are chronically absent from school. <p>All of the eleven public school superintendents are part of the Governing Board. They attend meetings and participate in strategic planning as necessary to further the awareness and knowledge regarding the importance of regular and consistent attendance for school aged students.</p>	
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<p>Community Achievement Goal: Section 2: The Greater Omaha Attendance and Learning Services (GOALS) Center The Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism in its student population.</p> <p>2.1 By 2022 the districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism as measured by the percentage of students missing more than 20 days of school each year so that the percentage of students missing more than 20 days a year decreases from 6.1% (measured in 2015 – 2016) to 4%*.</p> <p>(* Review of NDE data of the Learning Community identifies the 2012 – 2013 school year as the highest performing year related to absenteeism. Our goal is to improve overall rates in comparison to the 2012 – 2013 school year.)</p>	<p>Expectations for Student Learning Impact: Students will miss less than 10% of school during each academic school year.</p> <hr/> <p>Focus Student Population(s): All students, in Douglas and Sarpy County in Nebraska. A heightened focus will include further attention for students who are missing more than 10% of the school day at any time during the academic school year.</p>
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Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Create School Building specific strategies to improve attendance	Present	Ongoing	School Building attendance team District support personnel	Building Principal	Ongoing	School building procedures to address attendance. School District policy to address attendance.
Develop School District strategies targeted to improve attendance	Present	Ongoing	District support personnel	Superintendent	Ongoing	School District policy to address attendance.
School buildings with an Average Daily Attendance rate between 93% and 97% <u>below 97%</u> will develop additional supports and strategies to identify students at risk for chronic attendance concerns.	Present	Ongoing	Building Principal Building attendance team	Superintendent Building Principal	Ongoing	School District Data NDE Data
Review all Board Policies to ensure they align and reflect the current statute (79-201 & 79-209) regarding attendance.	Present	May 2018	School Board Superintendent	School Board President	Ongoing	Board Policy for each district
Review and update School Building & School District procedures which	Present	August 2018	Building Principal Building attendance team	Superintendent Building Principal	Ongoing	School Building Procedures School District Policy

reflect the utilization of a collaborative plan.			District support personnel			
Develop MOU's with community partners to ensure a streamlined process which identifies common outcomes and strategies to improve school attendance.	Present	August 2018 2019	Identified Community Partners School Districts GOALS Center	Superintendent GOALS Center	Ongoing	Copies of MOU's
Develop an early warning system in each School District to identify students who are at risk of chronic absenteeism.	Present	August 2018 2020	School District Information System	Superintendents GOALS Center	Ongoing	Copy of each District's Early Warning System Indicators when completed.

Evaluation: (Description of current program evaluation efforts.)

This identified goal area does not have a predetermined evaluation component. As more development occurs within this goal area a more formal evaluation process may be adopted and incorporated into these current efforts. The GOALS Center will monitor data available through the 11 Learning Community school districts and the Nebraska Department of Education to monitor progress with improved attendance at a student, school building and school district level. Progress monitoring will focus on decreasing chronic absenteeism to the overall goal of 4%.

Progress Report (Spring 20128)

Community Achievement Goal:

Section 2: The Greater Omaha Attendance and Learning Services (GOALS) Center

The Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism in its student population.

2.1 By 2022 the districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism as measured by the percentage of students missing more than 20 days of school each year so that the percentage of students missing more than 20 days a year decreases from 6.1% (measured in 2015 – 2016) to 4%*.

Description of Measure: * Review of NDE data of the Learning Community identifies the 2012 – 2013 school year as the highest performing year related to absenteeism. Our goal is to improve overall rates in comparison to the 2012 – 2013 school year.) The following data is derived from NDE.

	2016-2017 (Baseline Yr.)				2017-2018			
	# Students	Student Demo (FRPL, LEP, etc)	# Chronically Absent	% Chronically Absent	# Students	Student Demo (FRPL, LEP, etc.)	# Chronically Absent	% Chronically Absent
Bellevue Public Schools	9,559		777	8.13%				
Kg	688		26	3.78%				
01	686		25	3.64%				
02	708		16	2.26%				
03	726		26	3.58%				
04	724		18	2.49%				

05	667		14	2.10%				
06	669		26	3.89%				
07	779		50	6.42%				
08	723		68	9.41%				
09	779		84	10.78%				
10	768		108	14.06%				
11	780		136	17.44%				
12	862		180	20.88%				
Bennington Public Schools	2,331		43	1.84%				
Kg	224		*	*				
01	221		*	*				
02	215		*	*				
03	207		*	*				
04	191		*	*				
05	199		*	*				
06	194		*	*				
07	192		*	*				
08	140		*	*				
09	157		*	*				
10	147		*	*				
11	130		11	8.46%				
12	114		*	*				
DC West Community Schools	834		75	8.99%				
Kg	52		*	*				
01	76		*	*				
02	75		*	*				
03	52		*	*				
04	62		*	*				

05	59		*	*				
06	49		*	*				
07	75		*	*				
08	54		*	*				
09	69		*	*				
10	66		12	18.18%				
11	82		23	28.05%				
12	63		13	20.63%				
Elkhorn Public Schools	8,386		183	2.18%				
Kg	751		13	1.73%				
01	646		*	*				
02	697		*	*				
03	718		*	*				
04	645		*	*				
05	675		*	*				
06	694		*	*				
07	675		23	3.41%				
08	635		11	1.73%				
09	617		11	1.78%				
10	565		17	3.01%				
11	559		37	6.62%				
12	509		44	8.64%				
Gretna Public Schools	4,495		114	2.54%				
Kg	406		*	*				
01	402		*	*				
02	372		*	*				
03	405		*	*				
04	374		*	*				

05	354		*	*				
06	362		*	*				
07	352		*	*				
08	340		*	*				
09	307		19	6.19%				
10	292		19	6.51%				
11	277		15	5.42%				
12	252		19	7.54%				
Millard Public Schools	23,267		1,385	5.95%				
Kg	1,721		50	2.91%				
01	1,737		38	2.19%				
02	1,792		37	2.06%				
03	1,782		24	1.35%				
04	1,700		40	2.35%				
05	1,767		37	2.09%				
06	1,745		82	4.70%				
07	1,886		102	5.41%				
08	1,788		144	8.05%				
09	1,871		135	7.22%				
10	1,852		177	9.56%				
11	1,768		230	13.01%				
12	1,858		289	15.55%				
Omaha Public Schools	49,629		9,449	19.04%				
Kg	3,816		455	11.92%				
01	4,132		428	10.36%				
02	4,262		401	9.41%				
03	4,235		380	8.97%				
04	3,714		336	9.05%				

05	4,046		435	10.75%				
06	3,848		604	15.70%				
07	3,688		737	19.98%				
08	3,636		814	22.39%				
09	3,519		930	26.43%				
10	3,522		1,117	31.71%				
11	3,457		1,322	38.24%				
12	3,754		1,490	39.69%				
Papillion-LaVista Public Schools	11,340		647	5.71%				
Kg	783		11	1.40%				
01	863		*	*				
02	866		13	1.50%				
03	884		*	*				
04	808		*	*				
05	891		15	1.68%				
06	904		18	1.99%				
07	895		34	3.80%				
08	887		48	5.41%				
09	955		63	6.60%				
10	833		100	12.00%				
11	913		151	16.54%				
12	858		169	19.70%				
Ralston Public Schools	3,174		285	8.98%				
Kg	232		14	6.03%				
01	242		*	*				
02	256		*	*				
03	242		*	*				

04	225		*	*				
05	221		*	*				
06	214		11	5.14%				
07	231		14	6.06%				
08	236		27	11.44%				
09	249		35	14.06%				
10	290		30	10.34%				
11	264		53	20.08%				
12	272		73	26.84%				
Springfield-Platteview Community Schools	1,107		42	3.79%				
Kg	71		*	*				
01	74		*	*				
02	61		*	*				
03	69		*	*				
04	77		*	*				
05	84		*	*				
06	88		*	*				
07	95		*	*				
08	89		*	*				
09	101		*	*				
10	98		11	11.22%				
11	100		*	*				
12	100		*	*				
Westside Community Schools	5,900		337	5.71%				
Kg	421		11	2.61%				
01	397		*	*				
02	409		11	2.69%				

03	461		*	*				
04	434		*	*				
05	437		*	*				
06	454		*	*				
07	485		28	5.77%				
08	467		39	8.35%				
09	495		41	8.28%				
10	479		52	10.86%				
11	479		70	14.61%				
12	482		50	10.37%				

Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

3.1 FAMILY LEARNING AT THE LEARNING COMMUNITY CENTER OF SOUTH OMAHA

<p>Rationale/Evidence for Improvement Goal: Parental engagement has a strong, positive effect on student achievement (Conway & Houtenville, 2008). Increased parental engagement has been cited as a key area for improvement in South Omaha dating back to the community needs assessment conducted by One World Community Health Center on behalf of the Learning Community Five community forums were held beginning in October Of 2009 and completed in June of 2010. This initial assessment and literature review revealed the achievement gap begins well before age three and that characteristics like home language, parental education and income were strong predictors of both parental involvement and student achievement outcomes (Burchinal, 2001; Reardon, 2013).</p>	<p>AQuESTT Tenet(s): Positive Partnerships, Relationships & Student Success</p> <p>Assessment</p>
<p>Further research indicated national models such as Even Start Home Visitation program (http://homvee.acf.hhs.gov/Implementation/3/Even-Start-Home-Visiting--Birth-to-Age-5-/30/1), National Centers for Families Learning (http://www.familieslearning.org/) and Great Kids home visitation (http://www.familieslearning.org/) showed lasting effects. Institutional barriers to parental engagement include:</p> <ol style="list-style-type: none"> 1) Language – teachers were not able to effectively communicate when their students’ parents spoke a language other than English at home without an interpreter. As a result, parents felt isolated and disconnected from the school system and their children’s education. 2) Logistics – such as transportation and childcare are unavailable for families to take advantage of ESL classes 3) Lack of skills – parental acknowledge of school expectations rose and interaction as a child’s first teacher increased. <p>This program is serving children and families from eleven OPS Schools (Ashland-Park Robbins, Bancroft, Castelar, Chandler View, Gateway, Gilder, Gomez-Heritage, Highland, Indian Hills, Pawnee and Springlake). It is also servicing students at the Educare facility in South Omaha. These schools were chosen based on the high percentage of ELL and FRL in the South Omaha area (which has been determined as the geographic location for an elementary learning center, according to statute).</p> <p>For more information: www.learningcommunityds.org</p>	<p>Poverty, LEP, & Other Plan Alignments: All components of the Learning Community Initiatives with the North and South Omaha Learning Centers are, where appropriate,</p>

	<p>taken into consideration by the participating district in alignment with District plans for accreditation, poverty, limited English proficiency, and federal funds.</p>
<p>Community Achievement Goal: 3.1 Family Learning at the Learning Community Center of South Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of non-English speaking, high poverty parents and family members to support their children’s learning.</p> <p>3.1.1 By 2020, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child’s school.</p> <p>3.1.2 By 2020, parents will demonstrate significant individualized gains in English according to the BEST Plus scores, and at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.</p> <p>3.1.3 By 2020, students of parents participating in the program for two or more years will score higher in math (71% proficient baseline) compared to the overall district (65% proficient).</p>	<p>Expectations for Student Learning Impact: Students succeed in school as evidenced by being kindergarten ready and at or above expected standards by third grade.</p> <hr/> <p>Focus Student Population(s): Birth to third grade with special emphasis on students who reside within targeted school attendance areas within Learning Community Subcouncil 5 boundaries.</p>

<p>3.1.4 By 2020, students will also score higher in reading (79% proficient baseline) compared to the overall district (72% proficient). For more information about the program, please see the annual report: www.learningcommunityds.org</p>	
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Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Center and school based English and adult literacy classes leveled based on education and particular focus on helping parents engage in child's education and communicate with teachers	April 2012 (Center-based) 2015 (School-based)	Ongoing	Parents, Learning Community Center of South Omaha, One World, Omaha Public Schools, Educare, private funders	Learning Community Center of South Omaha	Bi-Monthly reviews with fall and spring data review with third party evaluators	Attendance records, parent teacher conferences, pre and post assessments
Individualized programming and support with an emphasis on school navigation, development and learning through home visitations	April 2012	Ongoing	Parents, Learning Community Center of South Omaha, One World, community organizations, Growing Great Kids curriculum	Learning Community Center of South Omaha	Quarterly home visits	Home visitation case notes, pre and post assessments
Referral and connection to community resources with an emphasis on crisis intervention, family stability and self-efficiency	February 2015	Ongoing	Families, Learning Community Center of South Omaha, One World, community organizations	Learning Community Center of South Omaha	Quarterly quality assurance reviews	Case notes, referral to family liaisons
Interactive Parent/Child Activities with emphasis on positive interactions contributing to cognitive and social/emotional development with connections to educational systems,	April 2012	Ongoing	Parents, Learning Community Center of South Omaha, One World, community organizations,	Learning Community Center of South Omaha	Quarterly interactive visits	Attendance, pre and post assessments

social emotional learning and family physical and mental health						
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Evaluation: (Description of current program evaluation efforts.)

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 2012) was conducted to monitor the implementation of the Learning Community programs and assess progress toward identified program outcome. Data is shared throughout the year to support program improvement.

Evaluation Overview

The Learning Community strategically chose and implemented strategies built on research. These strategies are based on one or more of the following principles: (1) students benefit from high quality classrooms, (2) reflective coaching adds value to the classroom (3) family engagement is critical for a child’s success in school; and (4) students’ early childhood outcomes predict later success.

Evaluation Team

The evaluation team is led by Barbara Jackson, Ph.D. and Jolene Johnson, ED.D. at the Munroe Meyer Institute. The team consist of 18 evaluators from multidisciplinary backgrounds.

Evaluation Questions/Implementation

Based on the evaluation plan, the evaluation employs multiple methods to describe and measure the quality of implementation, the nature of programming and to report outcomes demonstrated by the programs funded by the Learning Community. The evaluation report is structured in five areas:

- Implementation Strategies: What was the nature of the strategies? Was there variation in implementation and if so, what factors contributed?
- Child and Family Demographics: Who accessed and participated in the program?
- Quality Instructional Practices: To what extent did instructional practices and/or professional development improve classroom practices?
- Child and Family Outcomes: What were the outcomes related to academic achievement? Did family parenting skills improve? To what extent are parents engaged in their child’s learning? did parent’s relationship with their child improve?
- Community Practices and use of Data: How did programs use their data? What changes occurred as a result of this continuous improvement process?

The findings will reflect the collective experiences of the family and child through participation in the program as well as other factors (i.e. school district efforts, other community services and family support).

Design/Interpreting the Results

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 2012) was conducted to monitor the implementation of the Learning Community programs and assess progress toward outcomes.

In order to know how a strategy is making a difference, the evaluation will review both the quantitative and qualitative data summarized in this report. Typically, quantitative data will include scores between two groups (e.g. students who are English Language Learners compared to students whose native language is English) or scores of a group over time (e.g. student's fall language compared to their spring language). Statistical analyses will provide information to determine if there were significant changes in the outcomes and if those significant values were meaningful. The effect size is the most helpful in determining how well the intervention worked (Coe, 2002). Qualitative data will provide more detailed insight to how the program is working and outcomes from key informants' perspectives.

Effect size can be affected by factors related to measurement error and duration of intervention. Both the type of assessment and the age of the child are critical factors that may contribute to measurement error. Research literature that matches the Learning Community work (i.e., based on population, measures and target intervention) will help guide recommendations of benchmarks for interpreting effect size for each set of evaluation data. If the benchmark is achieved, it will be reported as a substantial meaningful change in the report. For areas that do not have research-based support for established benchmarks, Cohen's recommendations will be adopted.

For more information, please visit www.learningcommunityds.org.

Progress Report (Spring 2018)

Community Achievement Goal:

Section 3

3.1 Family Learning at the Learning Community Center of South Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of non-English speaking, high poverty parents and family members to support their children’s learning.

3.1.1 By 2020, parents participating in the program for two years or more will demonstrate increased levels of school engagement.

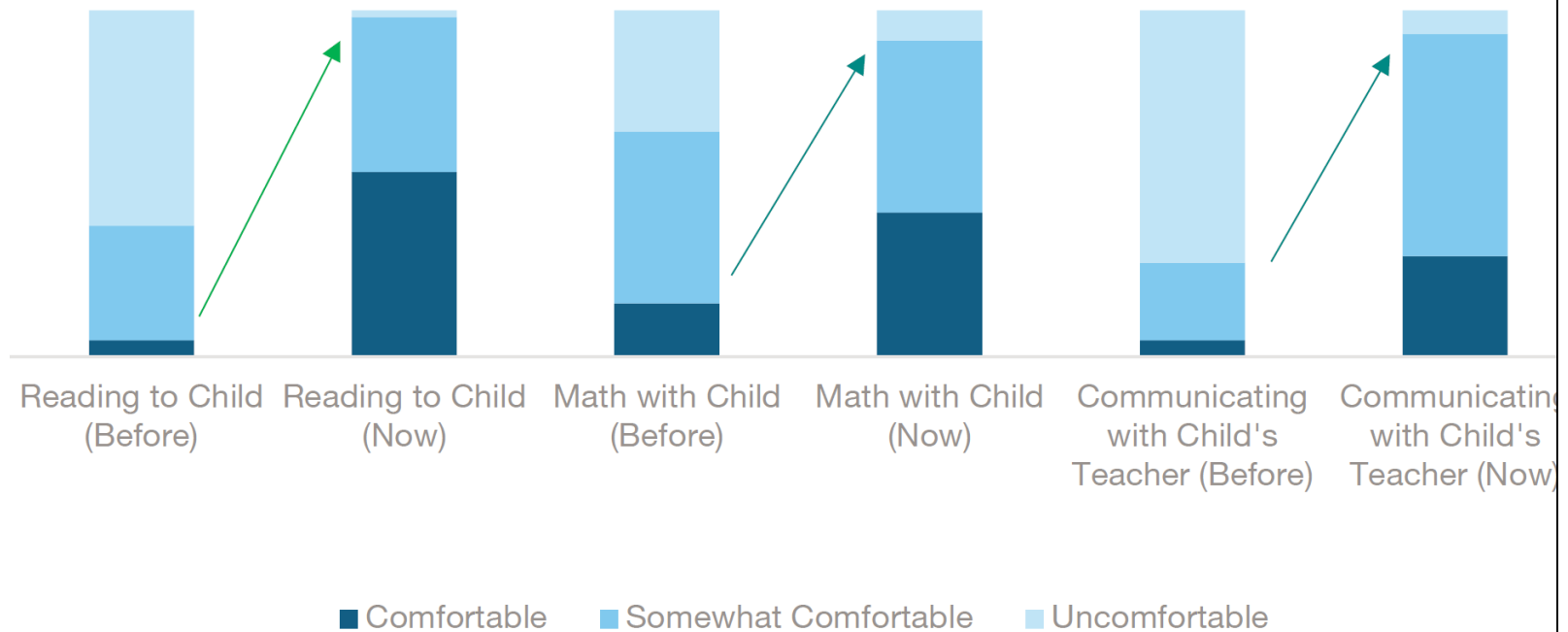
Description of Measures:

Measures of effective parent engagement in child’s school

Parents showed marked increases in their levels of feeling comfortable engaging their children with reading and math from entrance into the program until the focus groups. Additionally, parents reported feeling more comfortable communicating with their child’s teacher and the school. Analysis of the comments made in the focus groups indicate that as parents feel more successful as learners they feel more comfortable encouraging their child’s educational progress.

School Engagement Results

PARENTS REPORTED FEELING MORE COMFORTABLE ENGAGING WITH ACADEMICS AND THE SCHOOL.



n=103

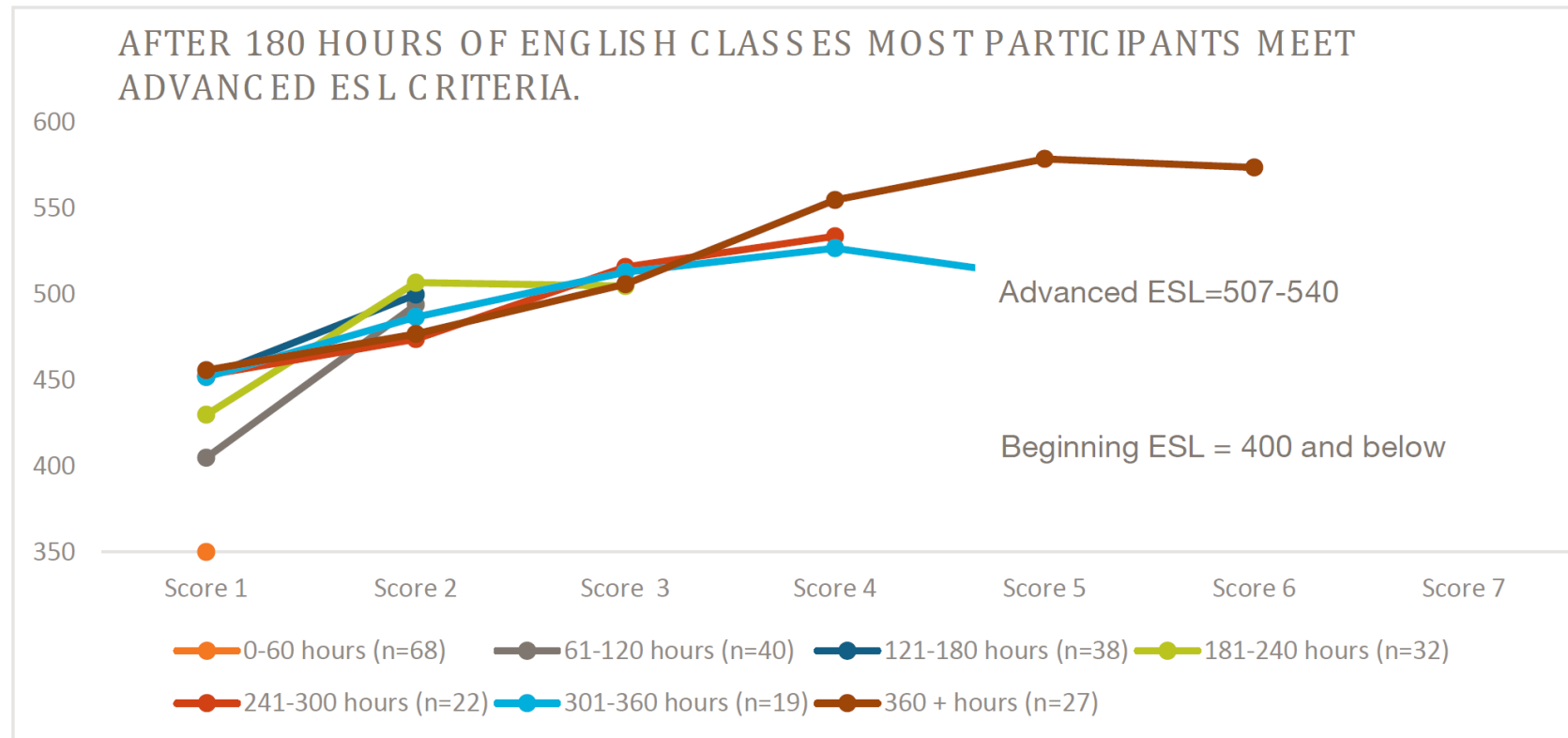
Rationale for Changes:

Focus groups will continue to be used to gather both qualitative and quantitative data on parent engagement with the school. In addition, a new engagement measure will be used as part of the evaluation process for both the Learning Community Center of South Omaha and the Learning Community Center of North Omaha. 2017-18 should be considered the baseline year for that measure.

3.1.2 By 2020, parents will demonstrate significant individualized gains in English according to the BEST Plus scores, and at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.

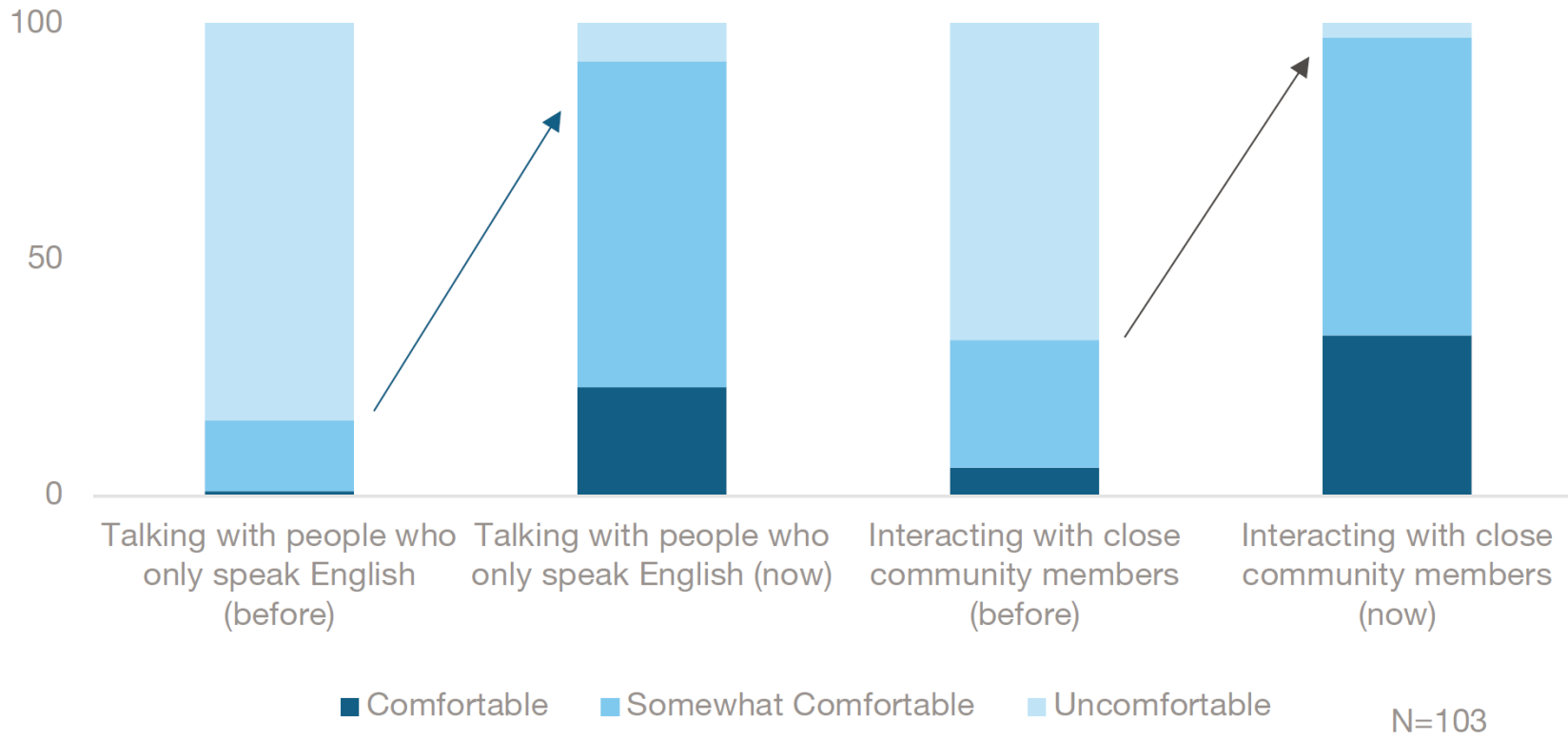
Description of Measures:

Parent individualized gains in English proficiency (BEST Plus Scores)



As participants improved in their English skills, they became more comfortable and at ease interacting with English speakers and participating in their community.

PARTICIPANTS REPORTED INCREASED LEVELS OF COMFORT WITH INTERACTION IN THE COMMUNITY.



3.1.3 By 2020, students of parents participating in the program for two or more years will score higher in math compared to the overall district on the current statewide assessment.

Description of Measures:

Student performance in math

Student Achievement

LCCSO students outperformed multiple subgroups on the statewide mathematics assessment (NeSA-M).

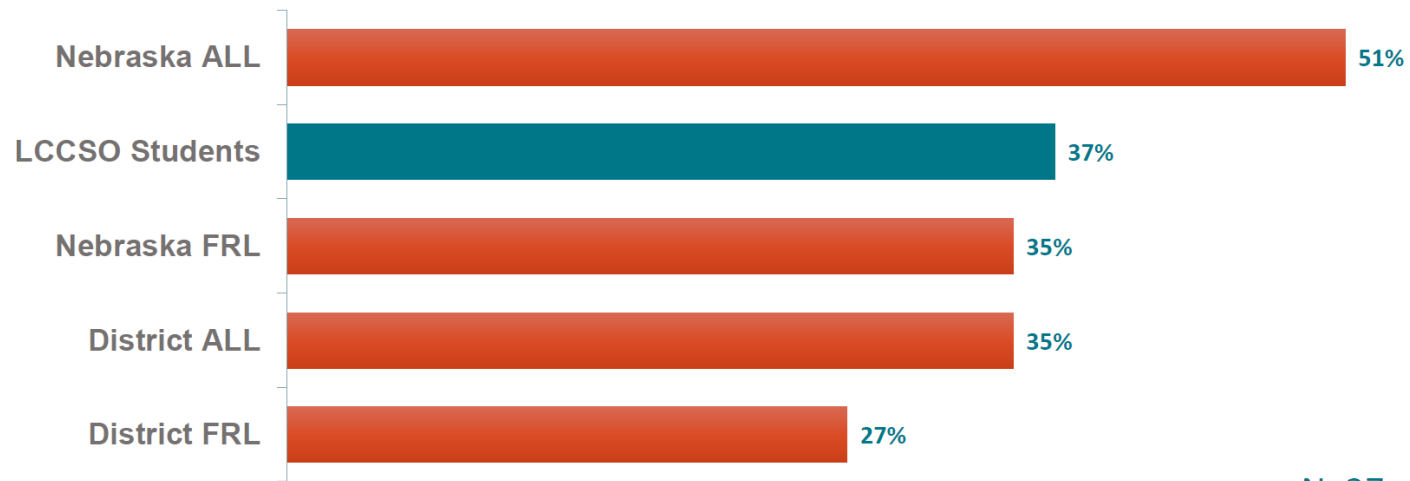


N=2

Description of Measurement:
Student performance in reading

Student Achievement

On the statewide English Language Arts (ELA) assessment, LCCSO students had a higher proficiency rate than multiple subgroups.



N=27

Rationale for Change: The statewide assessment changed in 2016-17 and the data should be considered baseline. 2017-18 data will be the second-year districts will use that data. Student scores will be compared to the district overall average and also with comparable students (FRL, gender). The current plan is to request demographics and statewide assessment data directly from NDE based on each student's NSSRS.

Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

3.2 PARENT UNIVERSITY AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

<p>Rationale/Evidence for Improvement Goal:</p> <p>Parental engagement has a strong, positive effect on student achievement (Conway & Houtenville, 2008). Increased parental engagement has been cited as a key area for improvement in North Omaha dating back to the community town hall meetings held in 2008 through June of 2010 as part of the Building Bright Futures Initiative. Additional community meetings were held as a part of the Omaha Public Schools strategic plan created in 2014 which led to revisions of the plans for the Center. Teachers interviewed in the Building Bright Futures Initiative say their biggest challenges in helping kids achieve academic success are students who are not adequately prepared and equipped, physically, socially and emotionally (35%), a lack of parental engagement (21%), and students who do not see their educational worth (18%) (Community Outreach Summary, 2008).</p> <p>Areas to improve parental engagement include:</p> <ol style="list-style-type: none"> 1) Attitudes – educational staff have an opportunity to build trust with families and provide support for families feeling too overwhelmed to participate. 2) Logistics – such as transportation is unavailable for families to get to meetings or meetings are held only during working hours. 3) Schooling system – opportunity to make the system of schooling more accessible by working with families so they know the school will communicate with them and how they should communicate with the school. <p>This program serves Kellom, Conestoga, Franklin, and Lothrop; elementary schools in the Omaha Public School District. These schools were chosen based on the high percentage of FRL in the North Omaha area (which has been determined as the geographic location for an elementary learning center, according to statute).</p> <p>For more information: www.learningcommunityds.org</p>	<p>AQuESTT Tenet(s): Positive Partnerships, Relationships & Student Success</p> <p>Assessment</p> <p>Poverty, LEP, & Other Plan Alignments: All components of the Learning Community Initiatives with the North and South Omaha Learning Centers are, where appropriate, taken into consideration by the</p>
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	participating district in alignment with District plans for accreditation, poverty, limited English proficiency, and federal funds.
<p>Community Achievement Goal: 3.2 Parent University at the Learning Community Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high poverty backgrounds to support their children’s learning.</p> <p>3.2.1 By 2020, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child’s school.</p> <p>3.2.2 By 2020, parents will demonstrate significant individualized gains in family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment as measured by the FRIENDS Protective Factors Survey.</p> <p>3.2.3 By 2020, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.</p> <p>3.2.4 By 2020, parents will show significant meaningful changes in parenting practices (4.89 in conflict and 5.87 PARCA baseline).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org</p>	<p>Expectations for Student Learning Impact: Student succeed in school evidenced by being kindergarten ready and at or above expected standards by third grade.</p> <p>Focus Student Population(s): Birth to third grade with special emphasis on students who reside within targeted school attendance areas within Learning Community Subcouncil 2 boundaries.</p>

Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Center-based programming using evidenced based curriculum and approaches with parenting, life skills and wellness development, school success and leadership.	February 2015	Ongoing	Parents, Learning Community, Omaha Public Schools, community organizations, course curriculum, childcare workers	Learning Community Center of North Omaha, Omaha Public Schools, partnering community organizations	Quarterly reviews with fall and spring data review with third party evaluators	Programming sign-in sheets, course evaluation, pre and post assessments, case notes
Individualized programming and support with an emphasis on school navigation, child development and learning through home visitations	February 2015	Ongoing	Families, Learning Community, Community organizations, Growing Great Kids curriculum	Learning Community Center of North Omaha	Weekly reflective supervision with home visitors, quarterly quality assurance reviews	Home visit logs, case notes
Referral and connection to community resources with an emphasis on crisis intervention, family stability and self-efficiency	February 2015	Ongoing	Families, Learning Community, community organizations	Learning Community Center of North Omaha	Quarterly quality assurance reviews	Case notes, referral to family liaisons

Evaluation: (Description of current program evaluation efforts.)

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 2012) was conducted to monitor the implementation of the Learning Community programs and assess progress toward identified program outcome. Data is shared throughout the year to support program improvement.

Evaluation Overview

The Learning Community strategically chose and implemented strategies built on research. These strategies are based on one or more of the following principles: (1) students benefit from high quality classrooms, (2) reflective coaching adds value to the classroom (3) family engagement is critical for a child's success in school; and (4) students' early childhood outcomes predict later success.

Evaluation Team

The evaluation team is led by Barbara Jackson, Ph.D. and Jolene Johnson, ED.D. at the Munroe Meyer Institute. The team consist of 18 evaluators from multidisciplinary backgrounds.

Evaluation Questions/Implementation

Based on the evaluation plan, the evaluation employs multiple methods to describe and measure the quality of implementation, the nature of programming and to report outcomes demonstrated by the programs funded by the Learning Community. The evaluation report is structured in five areas:

- Implementation Strategies: What was the nature of the strategies? Was there variation in implementation and if so, what factors contributed?
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- Quality Instructional Practices: To what extent did instructional practices and/or professional development improve classroom practices?
- Child and Family Outcomes: What were the outcomes related to academic achievement? Did family parenting skills improve? To what extent are parents engaged in their child's learning? did parent's relationship with their child improve?
- Community Practices and use of Data: How did programs use their data? What changes occurred as a result of this continuous improvement process?

The findings will reflect the collective experiences of the family and child through participation in the program as well as other factors (i.e. school district efforts, other community services and family support).

Design/Interpreting the Results

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 212) was conducted to monitor the implementation of the Learning Community programs and assess progress toward outcomes.

In order to know how a strategy is making a difference, the evaluation will review both the quantitative and qualitative data summarized in this report. Typically, quantitative data will include scores between two groups (e.g. students who are English Language Learners compared to students whose native language is English) or scores of a group over time (e.g. student's' fall language compared to their spring language). Statistical analyses will provide information to determine if there were significant changes in the outcomes and if those significant values were

meaningful. The effect size is the most helpful in determining how well the intervention worked (Coe, 2002). Qualitative data will provide more detailed insight to how the program is working and outcomes from key informants’ perspectives.

Effect size can be affected by factors related to measurement error and duration of intervention. Both the type of assessment and the age of the child are critical factors that may contribute to measurement error. Research literature that matches the Learning Community work (i.e., based on population, measures and target intervention) will help guide recommendations of benchmarks for interpreting effect size for each set of evaluation data. If the benchmark is achieved, it will be reported as a substantial meaningful change in the report. For areas that do not have research-based support for established benchmarks, Cohen’s recommendations will be adopted.

For more information, please visit www.learningcommunityds.org

Progress Report *Spring 2018)

Community Achievement Goal:

3.2 Parent University at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high poverty backgrounds to support their children’s learning.

3.2.1 By 2020, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child’s school.

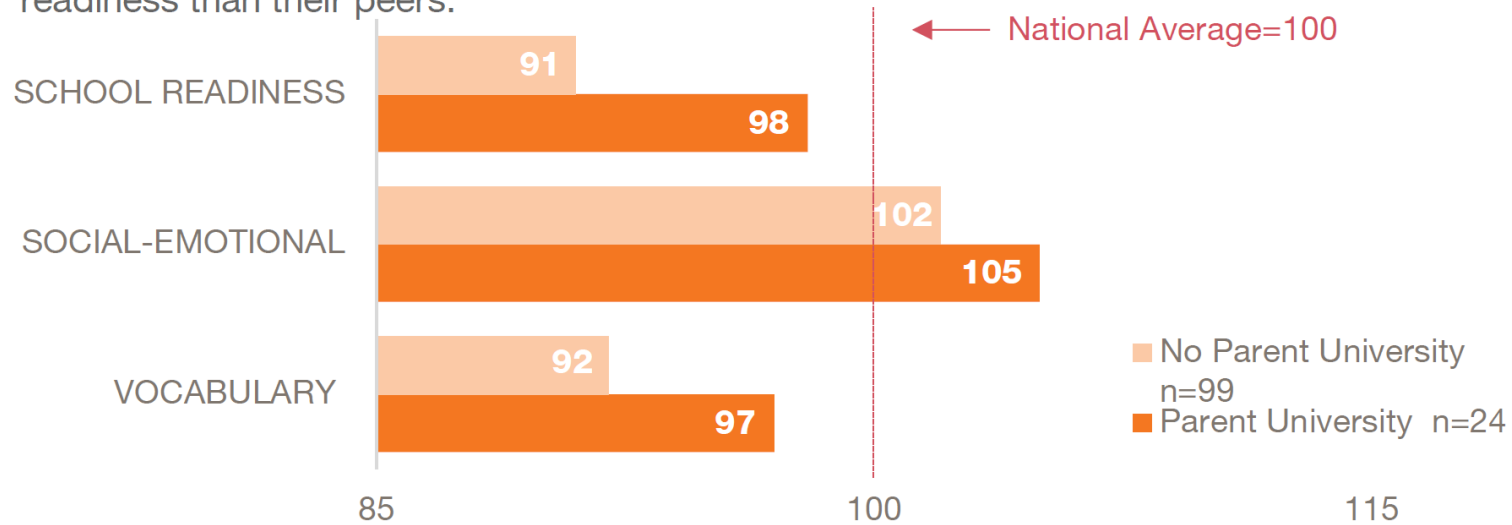
Description of Measurements:

Measures of effective parent engagement in child’s school

At Kellom and Conestoga, parents had the opportunity to participate in Parent University. Twenty percent of the parents (n=24) engaged in Parent University courses and activities. A one-way between subjects, analysis of variance (ANOVA) was conducted to compare the language, social-emotional, and school readiness outcomes of children whose parents participated in Parent University to those who did not. Children whose parents participated in Parent University scored significantly higher on the school readiness assessment [$F(1, 118)=4.181, p=.043$] than children whose parents did not participate. The effect size was small to medium ($\eta^2=0.034$). Parent participation in Parent University did not result in significant differences in the areas of vocabulary or social-emotional development; however, mean scores were higher in this group of children. Chi Square analyses comparing the percent of children verified for special education services in each group found that there were no significant differences between the two parent participation groups. This suggests the differences that were found in student outcomes were not attributed to the percent of verified children in each group. These results should be interpreted with caution given the small numbers used in the analyses. Parent participation in Parent University activities is recommended.

PARTICIPATION IN PARENT UNIVERSITY MAKES A DIFFERENCE ON CHILD OUTCOMES.

Students whose parents were in Parent University made more significant gains in school readiness than their peers.



Rationale for Change: A new engagement measure will be used as part of the evaluation plan. Baseline data will be collected in 2017-18.

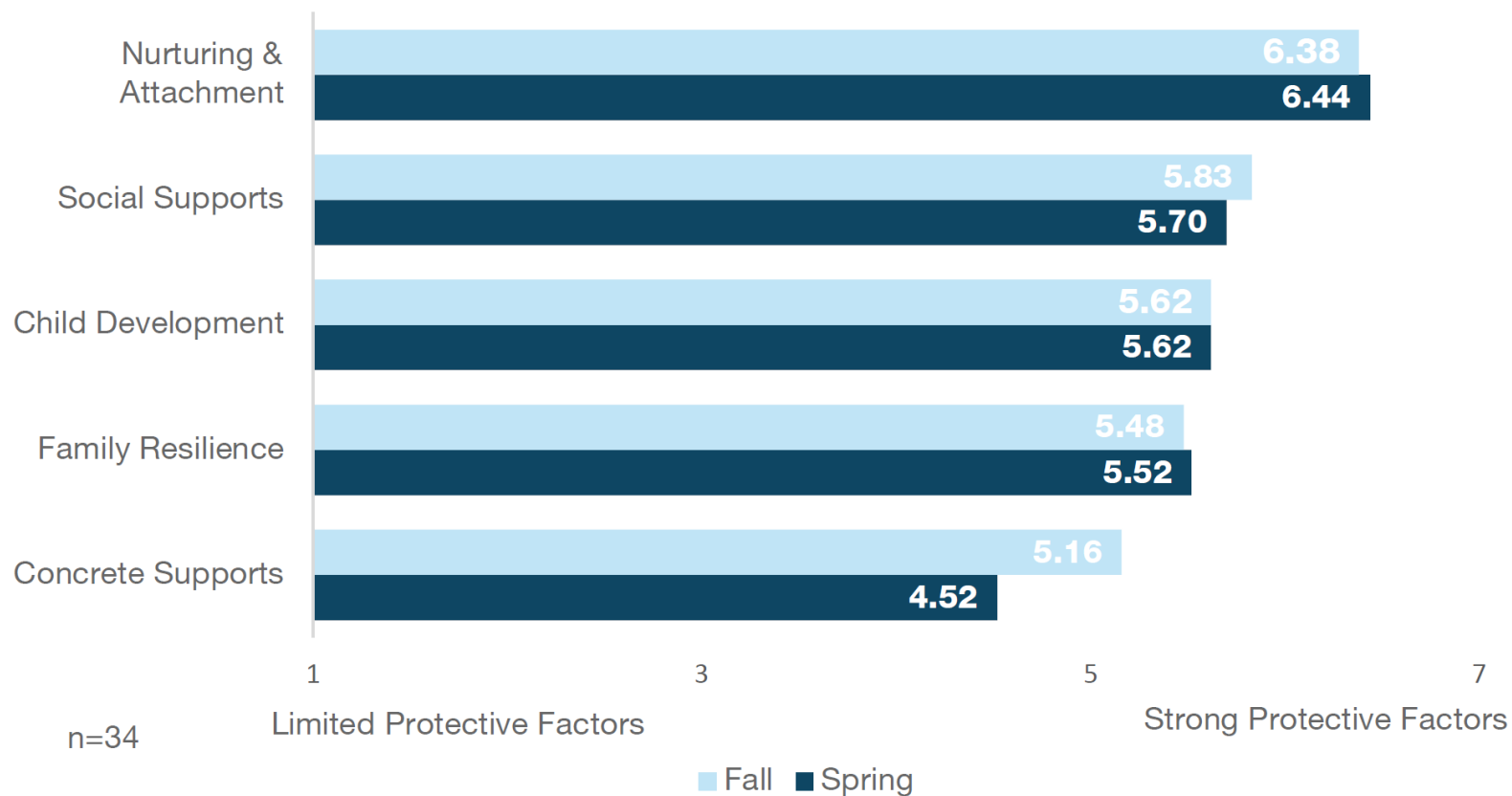
3.2.2 By 2020, parents will demonstrate significant individualized gains in family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment as measured by the FRIENDS Protective Factors Survey.

Description of Measurements:

FRIENDS Protective Factors Survey results for parents

PARENTS DEMONSTRATED STRONG PROTECTIVE FACTORS ACROSS THE MAJORITY OF THE AREAS.

There were no significant changes across time.



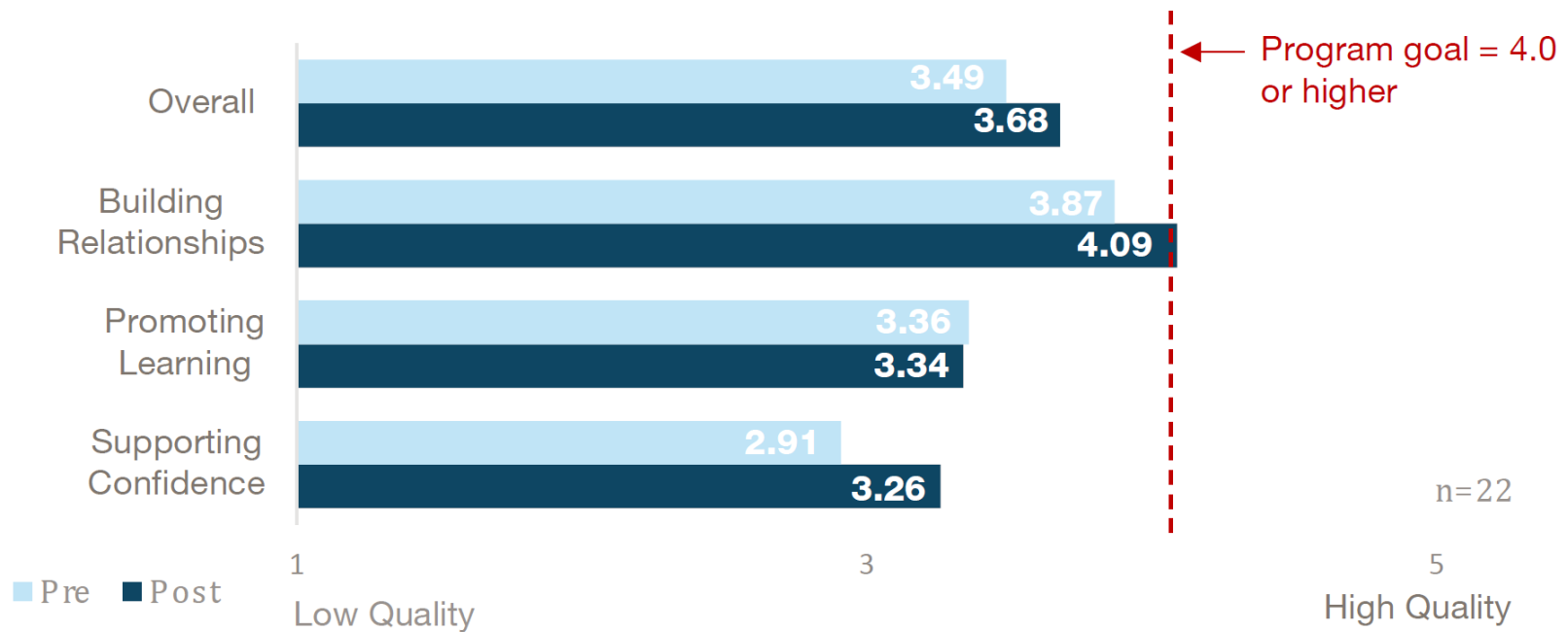
3.2.3 By 2020, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.

Description of Measurements:

The Keys to Interactive Parenting Scale (KIPS) measures parenting behaviors across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent playing with his or her child. Scores are reported on a 5-point scale with 5 being high quality. A total of 22 families had fall-spring KIPS.

PARENT UNIVERSITY FAMILIES DEMONSTRATED IMPROVED PARENT-CHILD INTERACTIONS ACROSS TIME IN THE MAJORITY OF THE AREAS.

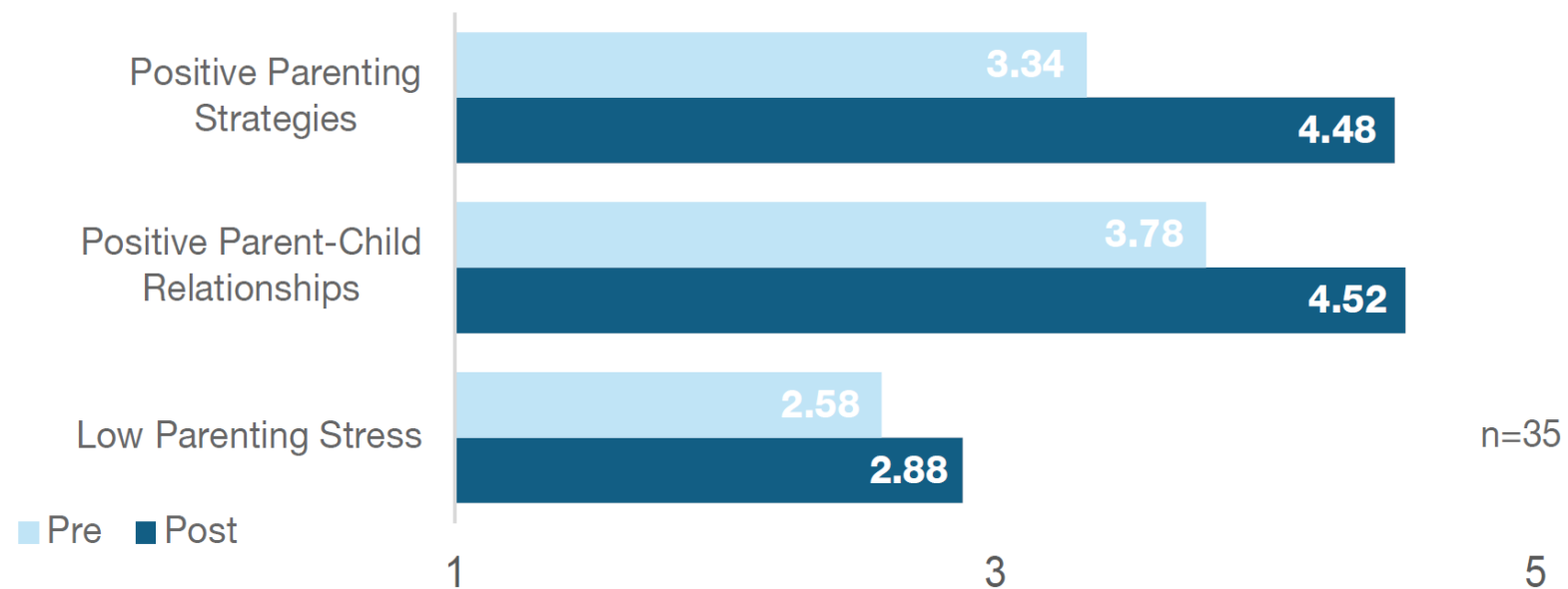
Their greatest strength was in building relationships with their children through play.



Description of Measurement:

A statistical analysis (a paired t-test) was completed to determine if there was a significant change in participants' perception by the end of the COS-P series across the program identified outcomes. There were significant positive differences found between scores at the beginning of the group and scores at the groups' conclusion in: parenting skills [$t(23)=-7.863$, $p<.001$, $d=1.603$] and positive relationships with their children [$t(24)=-7.001$, $p=.001$, $d=0.807$]. These results suggest a substantial, meaningful change in program outcomes. The strengths on this scale were related to parenting and parent-child interaction. There was no significant change in parent stress level.

PARENTS DEMONSTRATED SIGNIFICANT IMPROVEMENTS IN THEIR PARENTING STRATEGIES AND THEIR RELATIONSHIPS WITH THEIR CHILDREN.



Parent Gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.

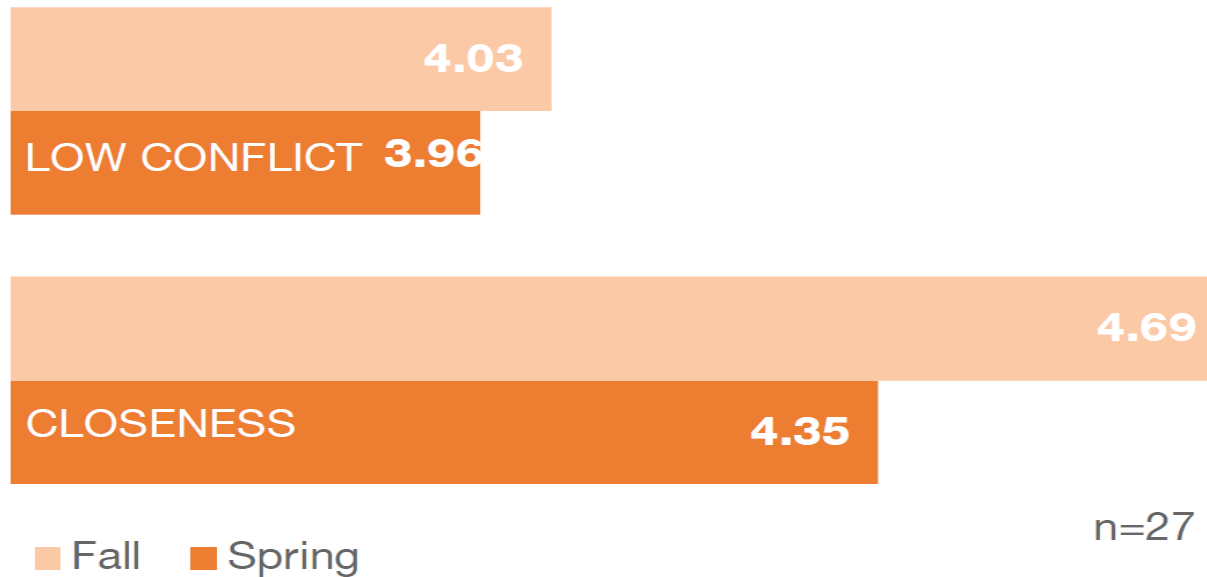
3.2.4 By 2020, parents will show significant meaningful changes in parenting practices based on scores from the CPRS and the PARCA.

Description of Measurements:

Thirty-two parents completed the Child Parent Relationship Scale. Based on the paired-samples t-test, there were no significant changes in their ratings of closeness or conflict over time. Parents' had high ratings of closeness and low ratings of conflict, suggesting positive relationships with their children.

PARENTS DEMONSTRATE POSITIVE RELATIONSHIPS WITH THEIR CHILDREN AND LOW LEVELS OF CONFLICT.

Although there were decreases in ratings, there was not concern given the high initial ratings.



Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

3.3 INTENSIVE EARLY CHILDHOOD CLASSROOMS AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

<p>Rationale/Evidence for Improvement Goal:</p> <p>Per the Adverse Childhood Experiences study (https://www.cdc.gov/violenceprevention/acestudy/) we know young children from low income and distressed environments start school well behind their peers. Young children’s learning begins at birth and preschoolers’ social and emotional skills are associated with school success. (Burchinal, 2001; FPG Child Development Institute; 2012). Educare’s long term study in 2012 demonstrated quality early childhood education can narrow the achievement gap by implementing the following best practices:</p> <p>1) Inclusive Classrooms: Historically, early childhood students have been separated according to students’ needs or program (i.e. Special Education, Headstart, Title One) which made it difficult to function as an instructional team supporting the needs of all children. Before and after school programs are often staffed by professionals other than the ones in the classroom during the day which lacks continuity of learning.</p> <p>2) Professional Development – historically, there has been little time for instructional teams to participate in high quality professional development throughout the year due to contract restrictions. Our district partner works with the union to create a contract variance for the early childhood professionals participating in this program.</p> <p>This program is servicing Kellom, Conestoga, Franklin, and Lothrop; elementary schools in the Omaha Public School District.</p>	<p>AQuESTT Tenet(s): Educator Effectiveness Transitions Assessment</p> <p>Poverty, LEP, & Other Plan Alignments: All components of the Learning Community Initiatives with the North and South Omaha Learning Centers are, where appropriate, taken into consideration by the participating district in</p>
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alignment with District plans for accreditation, poverty, limited English proficiency, and federal funds.

Community Achievement Goal:

3.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha
 The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high quality preschool experiences that measurably improve the educational outcomes for children from high poverty backgrounds.

3.3.1 By 2020, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS, ECERS-R).

3.3.2 By 2020, children participating in the intensive early childhood classrooms will be above average in vocabulary (93% PPVT baseline) and show significant improvement toward school readiness concepts such as colors, letters, numbers/counting, sizes, comparisons and shapes (93 BRSA baseline).

For more information about the program, please see the annual report:

www.learningcommunityds.org

Expectations for Student Learning Impact:

Student succeed in school evidenced by being kindergarten ready and at or above expected standards by third grade.

Focus Student Population(s):

Birth to third grade with special emphasis on students who reside within targeted school attendance areas within Learning Community Subcouncil 2 boundaries.

Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Implementation of Creative Curriculum, Second Step and Teaching strategies and use of data to inform instruction	August 2012	Ongoing	Learning Community, Omaha Public Schools, Parents	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review with third party evaluators	Curriculum plans, observation logs
Co-teaching teams provide developmentally appropriate materials and routines	August 2012	Ongoing	Learning Community, Omaha Public Schools, Parents	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review with third party evaluators	Observation logs
Reflective coaching, mentoring and support to classroom staff	August 2012	Ongoing	Learning Community, Omaha Public Schools, Parents	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review with third party evaluators	Coaching logs
Provide up to 90 additional hours of early childhood professional development	August 2012	Ongoing	Learning Community, Omaha Public Schools, Parents	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review with third party evaluators	Focus groups, presentation materials
Provide Early Childhood Specialist to model high quality teacher and child interactions and engagement	August 2012	Ongoing	Learning Community, Omaha Public Schools	Learning Community Center of North Omaha		Observation logs
Provide continuity of care to the extended learning program before and after school	August 2012	Ongoing	Learning Community, Omaha Public Schools	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review	Curriculum and staff reviews

Evaluation: (Description of current program evaluation efforts.)

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 2012) was conducted to monitor the implementation of the Learning Community programs and assess progress toward identified program outcome. Data is shared throughout the year to support program improvement.

Evaluation Overview

The Learning Community strategically chose and implemented strategies built on research. These strategies are based on one or more of the following principles: (1) students benefit from high quality classrooms, (2) reflective coaching adds value to the classroom (3) family engagement is critical for a child's success in school; and (4) students' early childhood outcomes predict later success.

Evaluation Team

The evaluation team is led by Barbara Jackson, Ph.D. and Jolene Johnson, ED.D. at the Munroe Meyer Institute. The team consist of 18 evaluators from multidisciplinary backgrounds.

Evaluation Questions/Implementation

Based on the evaluation plan, the evaluation employs multiple methods to describe and measure the quality of implementation, the nature of programming and to report outcomes demonstrated by the programs funded by the Learning Community. The evaluation report is structured in five areas:

- Implementation Strategies: What was the nature of the strategies? Was there variation in implementation and if so, what factors contributed?
- Child and Family Demographics: Who accessed and participated in the program?
- Quality Instructional Practices: To what extent did instructional practices and/or professional development improve classroom practices?
- Child and Family Outcomes: What were the outcomes related to academic achievement? Did family parenting skills improve? To what extent are parents engaged in their child's learning? did parent's relationship with their child improve?
- Community Practices and use of Data: How did programs use their data? What changes occurred as a result of this continuous improvement process?

The findings will reflect the collective experiences of the family and child through participation in the program as well as other factors (i.e. school district efforts, other community services and family support).

Design/Interpreting the Results

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 212) was conducted to monitor the implementation of the Learning Community programs and assess progress toward outcomes.

In order to know how a strategy is making a difference, the evaluation will review both the quantitative and qualitative data summarized in this report. Typically, quantitative data will include scores between two groups (e.g. students who are English Language Learners compared to students whose native language is English) or scores of a group over time (e.g. student's fall language compared to their spring language). Statistical analyses will provide information to determine if there were significant changes in the outcomes and if those significant values were meaningful. The effect size is the most helpful in determining how well the intervention worked (Coe, 2002). Qualitative data will provide more detailed insight to how the program is working and outcomes from key informants' perspectives.

Effect size can be affected by factors related to measurement error and duration of intervention. Both the type of assessment and the age of the child are critical factors that may contribute to measurement error. Research literature that matches the Learning Community work (i.e., based on population, measures and target intervention) will help guide recommendations of benchmarks for interpreting effect size for each set of evaluation data. If the benchmark is achieved, it will be reported as a substantial meaningful change in the report. For areas that do not have research-based support for established benchmarks, Cohen's recommendations will be adopted.

For more information, please visit www.learningcommunityds.org.

Progress Report (Spring 2018)

Community Achievement Goal:

3.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high quality preschool experiences that measurably improve the educational outcomes for children from high poverty backgrounds.

How will this be measured/evaluated?

What data will be provided? How measured, tools used?

Baseline Data from 2016-2017 disaggregated by school, by district, by gender, by race, and by free-reduced price lunch (FRPL) status for student participants. Raw aggregated data should be provided so that percentages might be calculated (i.e., data counts provided by participant category as well as totals).

Similar disaggregated data will be provided for adult participants (teachers or families) as applicable.

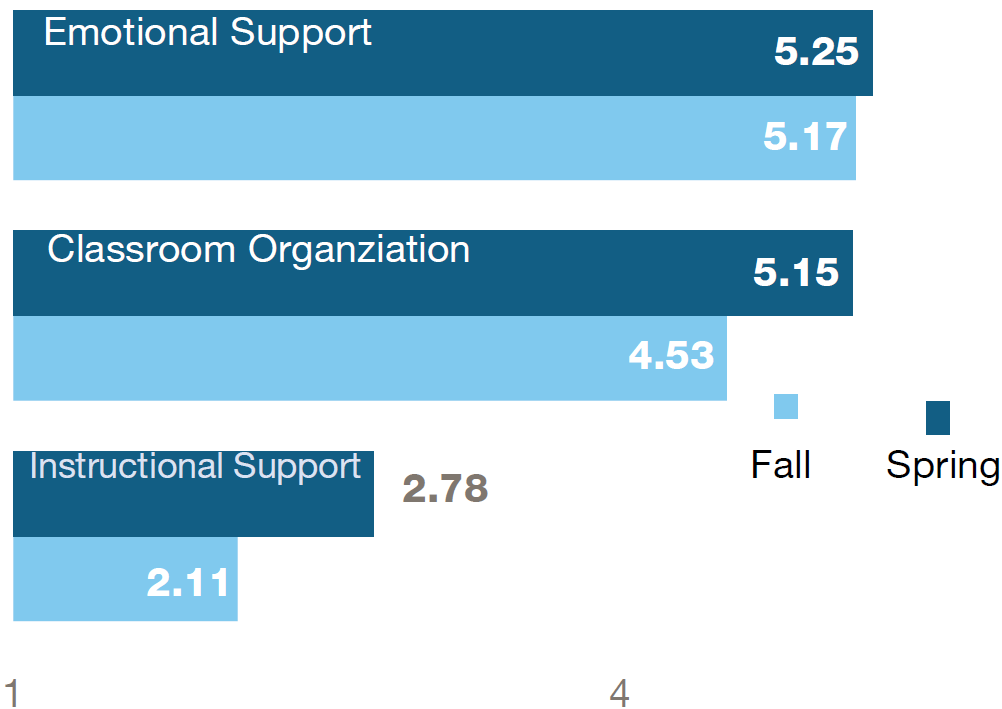
3.3.1 By 2020, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS).

Description of Measurements:

Teacher CLASS scores.

TEACHER STRENGTHS WERE IN EMOTIONAL SUPPORT AND CLASSROOM ORGANIZATION.

The largest gains were in Instructional Support and Classroom Organization.



Rationale for Changes:

CLASS was selected by the district as the measure of classroom quality. Scores will be reported in district aggregate for purposes of the CAP.

3.3.2 By 2020, children participating in the intensive early childhood classrooms will be above average in vocabulary (93% PPVT baseline) and show significant improvement toward school readiness concepts such as colors, letters, numbers/counting, sizes, comparisons and shapes (93 BRSA baseline).

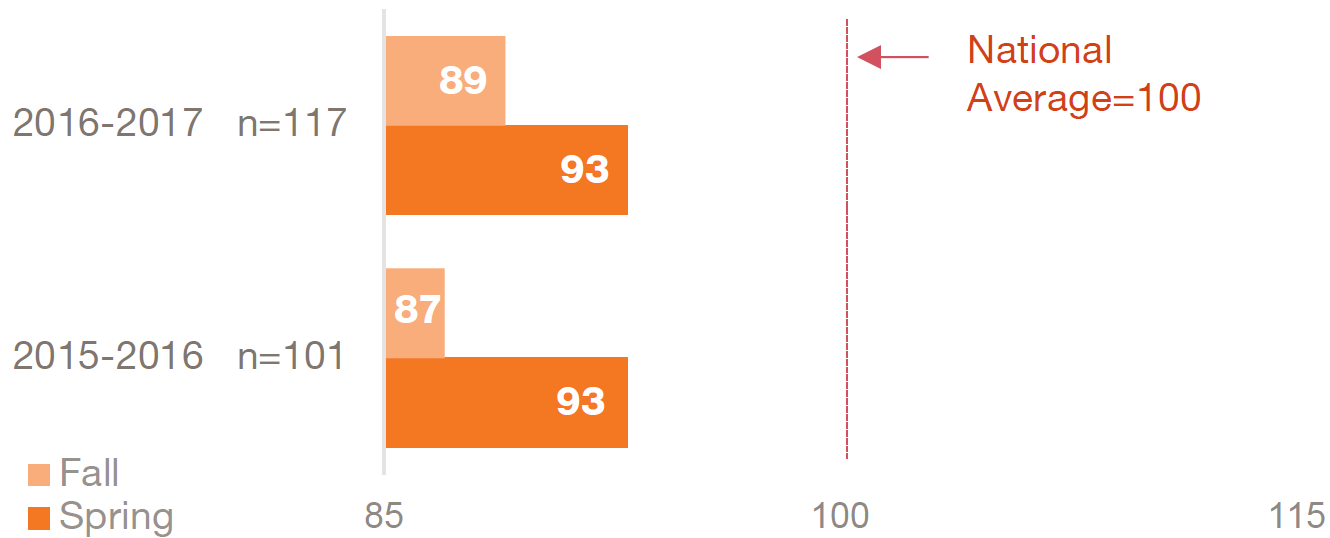
Description of Measurements:

Standard scores in Vocabulary (PPVT) and Readiness Concepts (Bracken School Readiness Assessment)

Fall-spring comparisons were made using a paired-samples t-test. The results found that students' scores improved significantly by spring ($t=-6.076$, $p<.001$, $d=0.562$). These suggest substantial meaningful change.

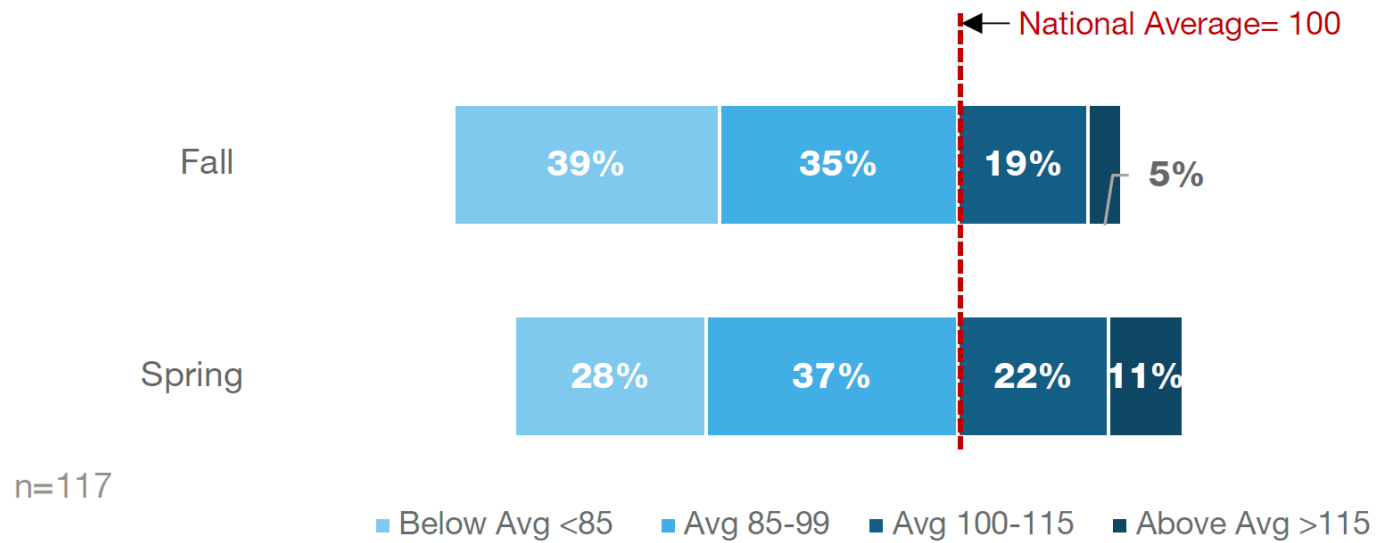
EACH YEAR, STUDENTS' RECEPTIVE VOCABULARY SKILLS IMPROVED SIGNIFICANTLY.

Average scores approached the national average by spring.



BY SPRING, MORE CHILDREN HAD VOCBULARY SKILLS WITHIN THE AVERAGE RANGE OR ABOVE.

A third of the children scored at or above the national average.



Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

3.4 CHILDCARE DIRECTOR PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

<p>Rationale/Evidence for Improvement Goal:</p> <p>Knowing most babies and toddlers with a working parent spend three-quarters of their waking hours in childcare, the Learning Community realized coaching childcare providers to support early learning is a powerful way to help children. Per the Adverse Childhood Experiences study (https://www.cdc.gov/violenceprevention/acestudy/) we also know young children’s learning begins at birth and preschoolers’ social and emotional skills are associated with school success. (Burchinal, 2001; FPG Child Development Institute; 2012). What has been learning in early childcare projects supported by the learning community is that staff turnover is nearly 70% so in order to affect change, it is important to work with the childcare director of the center to most effectively coach current and future staff utilizing the following strategies:</p> <p>.</p> <p>1) Professional Development – historically, childcare staff have been provided with little time (or monetary resources) to participate in high quality professional development throughout the year. By providing ongoing director training paired with coaching with a focus on CLASS, childcare directors are demonstrating skills in identifying teachers’ application of sound instructional practice. Such development is designed to support childcare directors in achieving the third level of the state of Nebraska’s Quality Ratings Improvement Rating System where they can continue to receive coaching and instructional support provided by the state.</p> <p>This program is servicing Kellom, Conestoga, Franklin, and Lothrop; elementary schools in the Omaha Public School District.</p> <p>Servicing child care provider organizations (currently at fourteen) all within Sub-Council 2 of the Learning Community.</p>	<p>AQuESTT Tenet(s):</p> <p>Educator Effectiveness</p> <p>Transitions</p> <p>Assessment</p> <p>Poverty, LEP, & Other Plan Alignments:</p> <p>All components of the Learning Community Initiatives with the North and South Omaha Learning Centers are, where appropriate, taken into</p>
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consideration by the participating district in alignment with District plans for accreditation, poverty, limited English proficiency, and federal funds.

Community Achievement Goal:
 3.4 Childcare Director Program at the Learning Community Center of North Omaha
 The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for providing high quality training and coaching to childcare directors that measurably improve the educational outcomes for children from high poverty backgrounds.
 3.4.1 By 2020, Improve educational outcomes for children evidenced by effectively providing high quality training and coaches to childcare directors as measured by the staffs’ ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting national averages on the CLASS).
 For more information about the program, please see the annual report:
www.learningcommunityds.org

Expectations for Student Learning Impact:
 Student succeed in school evidenced by being kindergarten ready and at or above expected standards by third grade.

Focus Student Population(s):
 Birth to third grade with special emphasis on students who reside within targeted school attendance areas within Learning Community Subcouncil 2 boundaries.

Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Director training twice monthly with a focus on CLASS and NCQTL	September 2015	Ongoing	Learning Community, Nebraska Early Childhood Collaborative	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review with	Minutes, observation logs

					third party evaluators	
Coaching twice monthly using with a focus on CLASS and NCQTL	September 2015	Ongoing	Learning Community, Nebraska Early Childhood Collaborative	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review with third party evaluators	Videotape analysis of coaching with teachers, surveys
Participation in additional and targeted training to support directors' work to support Step Up to Quality	September 2015	Ongoing	Learning Community, Nebraska Early Childhood Collaborative	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review with third party evaluators	Registration logs

Evaluation: (Description of current program evaluation efforts.)

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 2012) was conducted to monitor the implementation of the Learning Community programs and assess progress toward identified program outcome. Data is shared throughout the year to support program improvement.

Evaluation Overview

The Learning Community strategically chose and implemented strategies built on research. These strategies are based on one or more of the following principles: (1) students benefit from high quality classrooms, (2) reflective coaching adds value to the classroom (3) family engagement is critical for a child's success in school; and (4) students' early childhood outcomes predict later success.

Evaluation Team

The evaluation team is led by Barbara Jackson, Ph.D. and Jolene Johnson, ED.D. at the Munroe Meyer Institute. The team consist of 18 evaluators from multidisciplinary backgrounds.

Evaluation Questions/Implementation

Based on the evaluation plan, the evaluation employs multiple methods to describe and measure the quality of implementation, the nature of programming and to report outcomes demonstrated by the programs funded by the Learning Community. The evaluation report is structured in five areas:

- Implementation Strategies: What was the nature of the strategies? Was there variation in implementation and if so, what factors contributed?
- Child and Family Demographics: Who accessed and participated in the program?
- Quality Instructional Practices: To what extent did instructional practices and/or professional development improve classroom practices?
- Child and Family Outcomes: What were the outcomes related to academic achievement? Did family parenting skills improve? To what extent are parents engaged in their child’s learning? did parent’s relationship with their child improve?
- Community Practices and use of Data: How did programs use their data? What changes occurred as a result of this continuous improvement process?

The findings will reflect the collective experiences of the family and child through participation in the program as well as other factors (i.e. school district efforts, other community services and family support).

Design/Interpreting the Results

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 212) was conducted to monitor the implementation of the Learning Community programs and assess progress toward outcomes.

In order to know how a strategy is making a difference, the evaluation will review both the quantitative and qualitative data summarized in this report. Typically, quantitative data will include scores between two groups (e.g. students who are English Language Learners compared to students whose native language is English) or scores of a group over time (e.g. student’s’ fall language compared to their spring language). Statistical analyses will provide information to determine if there were significant changes in the outcomes and if those significant values were meaningful. The effect size is the most helpful in determining how well the intervention worked (Coe, 2002). Qualitative data will provide more detailed insight to how the program is working and outcomes from key informants’ perspectives.

Effect size can be affected by factors related to measurement error and duration of intervention. Both the type of assessment and the age of the child are critical factors that may contribute to measurement error. Research literature that matches the Learning Community work (i.e., based on population, measures and target intervention) will help guide recommendations of benchmarks for interpreting effect size for each set of evaluation data. If the benchmark is achieved, it will be reported as a substantial meaningful change in the report. For areas that do not have research-based support for established benchmarks, Cohen’s recommendations will be adopted.

For more information, please visit www.learningcommunityds.org.

Community Achievement Goal:

3.4 Childcare Director Program at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for providing high quality training and coaching to childcare directors that measurably improve the educational outcomes for children from high poverty backgrounds.

3.4.1 By 2020, Improve educational outcomes for children evidenced by effectively providing high quality training and coaches to childcare directors as measured by the staffs' ability to provide an emotionally supportive and safe environment.

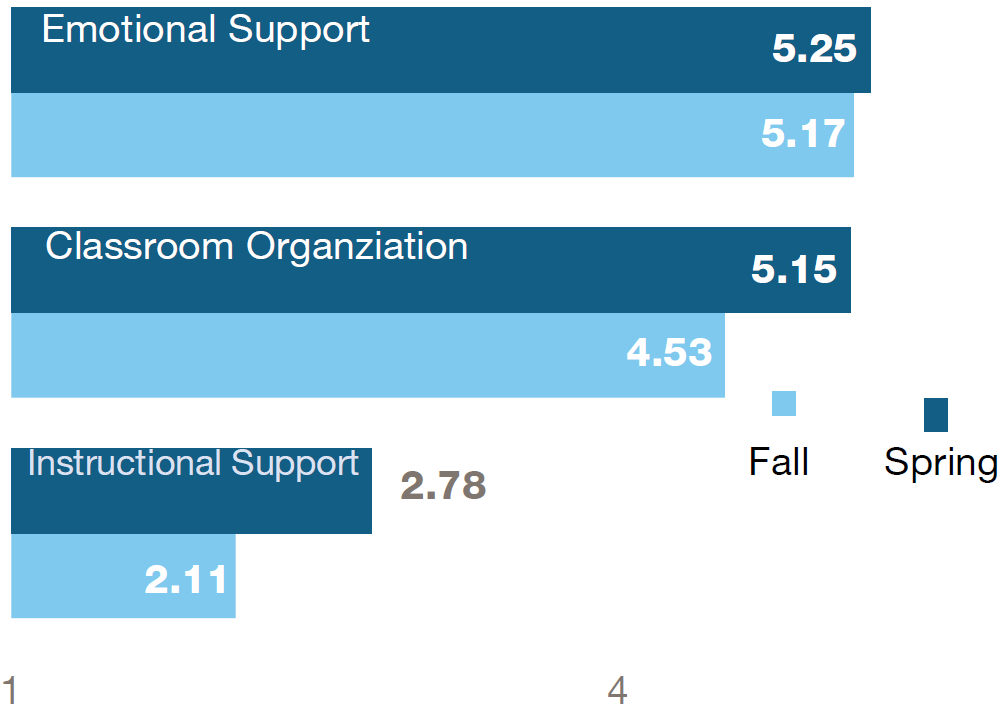
Description of Measurements:

CLASS & TPOT scores

The results of the CLASS observations found that classroom teachers' strengths were in the area of Emotional Support and Classroom Organization. These were in the moderate range of quality by spring. There was improvement across all areas of the CLASS.

TEACHER STRENGTHS WERE IN EMOTIONAL SUPPORT AND CLASSROOM ORGANIZATION.

The largest gains were in Instructional Support and Classroom Organization.



Rationale for Change:

Based on feedback from directors and coaches, the evaluation measure will change to the Teaching Pyramid Observation Tool (TPOT) for the 2017-18 year. The TPOT measures the social and emotional climate of a classroom, which was determined to be an essential building block before addressing components of the CLASS.

Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

3.5 FUTURE TEACHER TRAINING PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

<p>Rationale/Evidence for Improvement Goal:</p> <p>In predominately rural states, it is often difficult to recruit new teachers who have life experiences that allow them to be immediately comfortable and effective in complex urban classroom environments. In spite of some good efforts on the part of local teacher preparation programs, Omaha Public Schools reports that this continues to be an issue for the District. Few new teachers come from the communities and neighborhoods in which they will be assigned to teach. In spite of a strong sense of mission, the lack of relevant life experience on the part of many new teachers makes their initial experiences in these schools more difficult (OPS 2011). Of the teachers who participate in clinical professional development schools, 90% are still there several years later (Darling, 2001). Barriers to early childhood teachers who are comfortable and effective in complex urban areas include:</p> <ol style="list-style-type: none"> 1) Increased Experience – Despite good educational preparation, many students do not have the opportunity to teach in a high poverty clinical setting with immediate feedback from their instructor which has been shown to increase teacher preparation (Darling, 2001). 2) Affordability – Of the teachers who do have life experiences to be comfortable and effective, many are intimidated by the traditional cost for a four-year teaching degree. <p>Servicing students enrolled in the Early Childhood program offered by Metropolitan Community College. MCC provides a two-year Early Childhood Education Degree Associate in Applied Science and holds an articulation agreement whereby students can continue their early childhood educational experience at Creighton University, entering with Junior status.</p>	<p>AQuESTT Tenet(s): Educator Effectiveness Transitions</p> <hr/> <p>Poverty, LEP, & Other Plan Alignments: All components of the Learning Community Initiatives with the North and South Omaha Learning Centers are, where appropriate, taken into consideration by the participating district in alignment</p>
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	with District plans for accreditation, poverty, limited English proficiency, and federal funds.
<p>Community Achievement Goal: 3.5 Future Teacher Training Program at the Learning Community Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.</p> <p>3.5.1 By 2020, improve educational outcomes for children evidenced by effectively providing high quality training to students studying early childhood. Future teachers participating in this program will graduate with high satisfaction and graduates will seek employment as paras or teachers with exceptional feedback from employers as evidenced by surveys and focus groups.</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org</p>	<p>Expectations for Student Learning Impact: Student succeed in school evidenced by being kindergarten ready and at or above expected standards by third grade.</p> <p>Focus Student Population(s): Birth to third grade with special emphasis on students who reside within targeted school attendance areas within Learning Community Subcouncil 2 boundaries. Future early childhood teachers with special emphasis on teachers to will work in Subcouncil 2.</p>

Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Provide clinical training (with instructors and peers) at high quality early childhood classrooms at Educare, Kellom and Conestoga	August 2015	Ongoing	Learning Community, Metropolitan Community College, Creighton University, Omaha Public Schools	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review with third party evaluators	Course curriculum, graduation rates, focus groups, surveys
Provide students who complete A.A.S degree at Metro Community College will be admitted to Creighton's B.S. Elementary Education program with junior class standing.	August 2015	Ongoing	Learning Community, Metropolitan Community College, Creighton University, Omaha Public Schools	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review with third party evaluators	Articulation agreement, graduation rate
Equip college courses have access to live classrooms through technology	January 2015	Ongoing	Learning Community, Metropolitan Community College, Creighton University, Omaha Public Schools	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data review with third party evaluators	Course curriculum, graduation, surveys, focus groups
Provide professional development to early childhood instructional	August 2016	Ongoing	Learning Community, Metropolitan Community College, Creighton	Learning Community Center of North Omaha	Quarterly reviews with fall and spring data	Surveys

teams at Educare, Kellom and Conestoga			University, Omaha Public Schools		review with third party evaluators	
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Evaluation: (Description of current program evaluation efforts.)

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 2012) was conducted to monitor the implementation of the Learning Community programs and assess progress toward identified program outcome. Data is shared throughout the year to support program improvement.

Evaluation Overview

The Learning Community strategically chose and implemented strategies built on research. These strategies are based on one or more of the following principles: (1) students benefit from high quality classrooms, (2) reflective coaching adds value to the classroom (3) family engagement is critical for a child’s success in school; and (4) students’ early childhood outcomes predict later success.

Evaluation Team

The evaluation team is led by Barbara Jackson, Ph.D. and Jolene Johnson, ED.D. at the Munroe Meyer Institute. The team consist of 18 evaluators from multidisciplinary backgrounds.

Evaluation Questions/Implementation

Based on the evaluation plan, the evaluation employs multiple methods to describe and measure the quality of implementation, the nature of programming and to report outcomes demonstrated by the programs funded by the Learning Community. The evaluation report is structured in five areas:

- Implementation Strategies: What was the nature of the strategies? Was there variation in implementation and if so, what factors contributed?
- Child and Family Demographics: Who accessed and participated in the program?
- Quality Instructional Practices: To what extent did instructional practices and/or professional development improve classroom practices?
- Child and Family Outcomes: What were the outcomes related to academic achievement? Did family parenting skills improve? To what extent are parents engaged in their child’s learning? did parent’s relationship with their child improve?
- Community Practices and use of Data: How did programs use their data? What changes occurred as a result of this continuous improvement process?

The findings will reflect the collective experiences of the family and child through participation in the program as well as other factors (i.e. school district efforts, other community services and family support).

Design/Interpreting the Results

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 2012) was conducted to monitor the implementation of the Learning Community programs and assess progress toward outcomes.

In order to know how a strategy is making a difference, the evaluation will review both the quantitative and qualitative data summarized in this report. Typically, quantitative data will include scores between two groups (e.g. students who are English Language Learners compared to students whose native language is English) or scores of a group over time (e.g. student's fall language compared to their spring language). Statistical analyses will provide information to determine if there were significant changes in the outcomes and if those significant values were meaningful. The effect size is the most helpful in determining how well the intervention worked (Coe, 2002). Qualitative data will provide more detailed insight to how the program is working and outcomes from key informants' perspectives.

Effect size can be affected by factors related to measurement error and duration of intervention. Both the type of assessment and the age of the child are critical factors that may contribute to measurement error. Research literature that matches the Learning Community work (i.e., based on population, measures and target intervention) will help guide recommendations of benchmarks for interpreting effect size for each set of evaluation data. If the benchmark is achieved, it will be reported as a substantial meaningful change in the report. For areas that do not have research-based support for established benchmarks, Cohen's recommendations will be adopted.

For more information, please visit www.learningcommunityds.org.

Progress Report (Spring 2018)

3.5 Future Teacher Training Program at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.

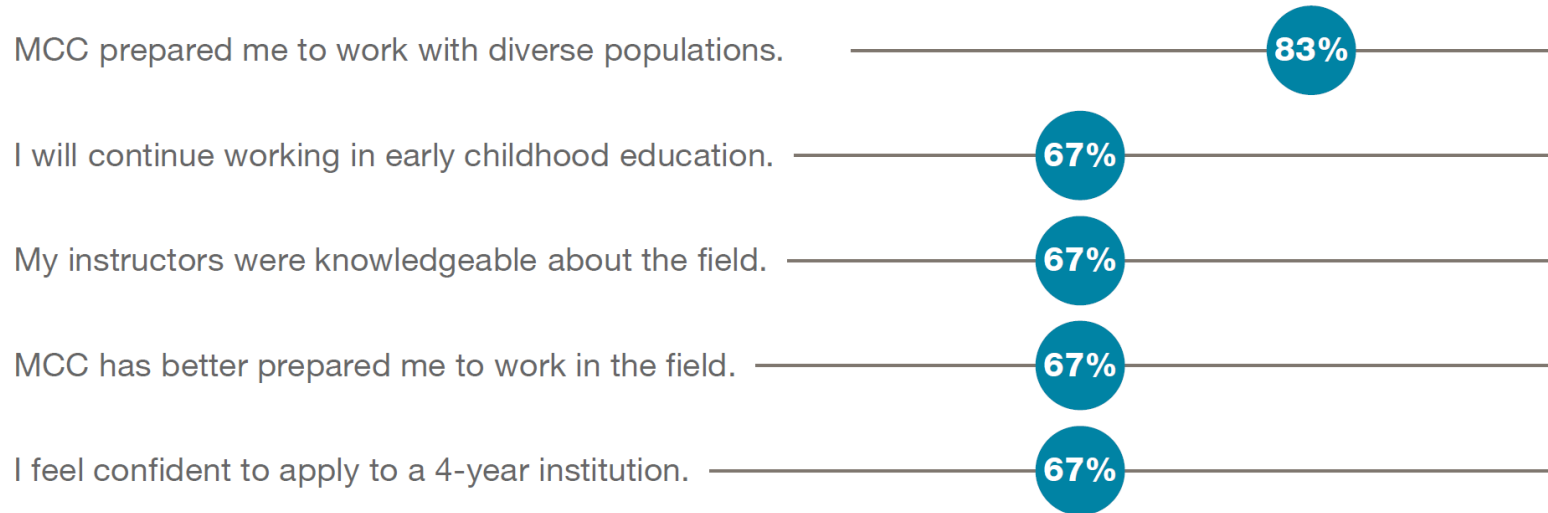
3.5.1 By 2020, improve educational outcomes for children evidenced by effectively providing high quality training to students studying early childhood. Future teachers participating in this program will graduate with high satisfaction and graduates will seek employment as paras or teachers with exceptional feedback from employers as evidenced by surveys and focus groups.

For more information about the program, please see the annual report: www.learningcommunityds.org

Description of Measurements:

Directors were asked to submit a video clip of one coaching session with their targeted teacher. Videos were viewed and scored using an adaptation of Getting Ready Strategies (University of Nebraska at Lincoln, Sheridan, et al., 2010). Videos were rated on a 5- point Likert scale from 1-Not at all to 5-Consistently demonstrated. This rating scale provided information on the content of the directors coaching strategies.

MOST MCC GRADUATES POSITIVELY RATED THEIR EDUCATIONAL EXPERIENCES.
The majority plan to continue working in the field.



n=6

% of MCC graduates who agree with the statement

Section 4. Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.

Introduction to MOEC and the Collective Impact Achievement Plan

The MOEC Collective Impact Achievement Plan, as a fourth component of the Learning Community Achievement Plan is still under development. Today, MOEC consists of the eleven school districts of Douglas and Sarpy counties and their two Educational Service Units, the Council Bluffs Community Schools, and the University of Nebraska at Omaha, Metropolitan Community College (MCC), and Iowa Western Community College (IWCC). MCC and IWCC became official members of MOEC in December 2016 as the result of collaborative conversations and the collective desire to address achievement and equity issues for students served by MOEC.

The goals, strategies and expectations of the MOEC Achievement Plan were identified over the last fourteen months utilizing the collective impact process. The collective impact process is one in which stakeholders are challenged to think outside their respective silos of influence and recognize the interaction and interdependency that exists between them and their shared concerns. During this process, the then existing members of MOEC (12 school districts, 2 ESU's, and the UNO College of Education) reached out to Metropolitan Community College, Iowa Western Community College, the Buffett Early Childhood Institute, Avenue Scholars, and Nebraska Accelerate to expand the conversations on local educational needs that directly impact students of poverty, limited English proficiency, and ethnic diversity.

Data, specific to the students of the Learning Community of Douglas and Sarpy counties, was gathered, synthesized, and reviewed through the independent lens of external organizations that included Nebraska Accelerate, the Omaha Community Foundation Landscape project, and the RSG consulting group. The following are critical data points that influenced the MOEC conversations and ultimately the goals that have been established:

- There were 4,906 children enrolled in a pre-kindergarten program in the Learning Community of Douglas and Sarpy counties. The percent of Douglas County children, ages three and four years, enrolled in preschool has remained at 46% from 2009 – 2013.
- Increasing these numbers especially in the Learning Community districts is critical since kindergarten readiness is an indicator of future educational success and the ability to reduce the achievement gap by 3rd grade.

- Despite improvements in the percentages of students proficient in reading and mathematics over the last five years there is still room for improvement. Data, taken from the State of the Schools Report on the Learning Community, bears this out as the Achievement Gap between Free/Reduced Lunch Students and Non-Free/Reduced Lunch Students is still significant at Grades 3, 8, and 11 as measured by NeSA assessments
 - From 2010-2011 to 2014-2015 the achievement gap in reading between Free/Reduced Price Students and Non-Free/Reduced Students was reduced from a 28-point differential to a 23-point differential. In Math, the difference was reduced from 32 points to 25 points. Although gains were made by FRL students, a significant achievement gap persists in both Reading and Math at 3rd grade.
 - From 2010-2011 to 2014-2015 the achievement gap in reading at 8th grade between Free/Reduced Price Students and Non-Free/Reduced Students was reduced from a 39-point differential to a 31-point differential. In Math, the difference over five years actually increased from 40 to 41 points.
 - From 2010-2011 to 2014-2015 the achievement gap in reading at 11th grade between Free/Reduced Price Students and Non-Free/Reduced Students increased from a 36-point differential to a 37-point differential. In Math at 11th grade, the difference increased from 40 to 42 points. Not only does the achievement gap continue to exist but by 11th grade the gap over these five years increased in both reading and math.
- A significant number of students are not graduating college and career ready
 - Metro Region school districts have large achievement gaps between white, minority and low income students. For example, at Omaha Public Schools 53% of white students test proficient in 11th Grade Math while only 19% of black students test proficient.
 - The disparities between poor NeSA performance (e.g., 47% of students test proficient in 11th Grade Math at OPS) of and high graduation rates (e.g., OPS has an 81% graduation rate) raise questions about the level of career and college readiness of regional graduates
 - Academic rigor, standards, and curriculum are not aligned to college and career readiness
 - There is a large achievement gap between white and minority students across the state
- Misaligned academic expectations have led to high rates of developmental education in community colleges and potentially impacted four-year retention and completion rates
- The Metro Region's two major postsecondary institutions, Metro Community College (28% minority student enrollment) and UNO (20% minority student enrollment), serve diverse student populations

- This student population mix results in a number of retention and completion challenges for the region's postsecondary institutions. For example, Metro Community College's 50% retention rate is seven percentage points below the community college average while its 13% completion rate is half of the statewide community college average.
- Regardless of race or socio-economic status, the rate of students who graduate within 150% of time drops in half for most students leading to significantly lower postsecondary retention and graduation rates.

Over the next year, each of the four goals of the MOEC Achievement Plan will be assigned to at least one dedicated work group. Each work group will be made up of representatives from the eleven school districts, two ESU's, and three postsecondary institutions. Other stakeholders from business and industry and non-profits will also be included as appropriate. Each work group will "unpack" their respective goal, and its associated strategies and identified metrics.

Unpacking will result in:

- more detailed and measurable objectives,
- defining and determining baseline data,
- defining terms and concepts such as "kindergarten readiness" if such does not exist,
- identifying measurement tools,
- and determine evaluation methods

which will be recommended to and ultimately approved by the MOEC Executive Committee. The MOEC Executive Committee will then task the Executive Director of MOEC to work with the work groups, school districts, and postsecondary institutions to ensure that the goals are met in a measurable manner within the timeframe set forth.

The Goals, Strategies, and Metrics of the MOEC Achievement Plan are presented in the following pages.

Section 4. Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.

4.1 Students Enter Kindergarten Ready for School

<p>Rationale/Evidence for Improvement Goal:</p> <p>Rationale and evidence of need resulting in the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan is derived from information provided by Nebraska Accelerate—Metropolitan Region, February 2016; The Nebraska State of the Schools Report for each of the Nebraska MOEC Districts, 2015-2016; and data provided by the Omaha Community Foundation (the www.LandscapeOmaha.org Report), Fall 2016.</p> <p>Specifically, Kindergarten Readiness was addressed by the Omaha Community Foundation (the www.LandscapeOmaha.org Report), Fall 2016, where it found:</p> <ul style="list-style-type: none"> • There were 4,906 children enrolled in a pre-kindergarten program in the Learning Community of Douglas and Sarpy counties and 882 enrolled in Pottawattamie schools. Increasing these numbers especially in the Learning Community districts is critical since kindergarten readiness is an indicator of future educational success and the ability to reduce the achievement gap by 3rd grade. • Overall Nebraska only enrolled 22% of their 3 and 4-year-olds in a pre-kindergarten program while Iowa enrolled 33%. These enrollment percentages place the states in 17th and 7th place nationally. <p>Additional rationale is provided in the Full Implementation Plan of the Superintendents’ Early Childhood Plan facilitated by the Buffett Early Childhood Institute found on pages 7-26 in this document.</p> <p>Best practices research on Achievement Equity and addressing Achievement Barriers (Hanover Research), found that:</p> <ul style="list-style-type: none"> • Parents play a critical role in their child’s cognitive, emotional, and social development. Accordingly, programs and schools should engage parents to maximize academic and social outcomes for children. Without such outreach, parents may be unaware of the importance of at-home education or be unfamiliar with the types of at-home activities that support their child’s academic and social development. 	<p>AQuESTT Tenet(s):</p> <p>Educational Opportunities and Access</p> <ul style="list-style-type: none"> •Early Childhood Education •Comprehensive Learning Opportunities •Expanded Learning Opportunities •Blended Learning Opportunities <p>Poverty, LEP, & Other Plan Alignments:</p> <p>Community Achievement Plan Early Childhood Education and</p>
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<ul style="list-style-type: none"> • Effective parental engagement begins with the cultivation of a welcoming environment. Parents base their decision to become involved in their child’s education in part on their perceptions of the atmosphere in an early learning program or school. The most welcoming preschool environments are those in which parents feel understood and valued and have opportunities to improve their own educational and parenting skills. With this in mind, programs and schools should solicit and assess parental feedback on early childhood offerings on a regular basis. • Successful parental engagement strategies reflect an understanding of parents’ backgrounds, beliefs, questions, and concerns. Early childhood teachers and administrators may come from cultural backgrounds that differ from those of their students’ parents. By understanding parents’ beliefs, teachers and administrators can tailor their communications in ways that respect cultural differences and encourage parental contributions. Such efforts prove especially important in cases where parents’ beliefs may appear at odds with the instructional methods used in the classroom. Programs and schools can support teachers and administrators by providing cultural competency training. • Teachers and staff should be trained and experienced in early childhood education. Organizations such as the National Association of Elementary School Principals and the National Institute for Early Education Research emphasize the importance of hiring professionals with experience instructing preschool-aged children to staff early childhood education programs. In addition to hiring qualified and experienced instructors, programs and schools should implement policies to retain talented teachers and staff, such as providing salaries and benefits commensurate with their education and skill levels as well as ample opportunities for advancement. • Research shows that young children whose parents are more involved in school tend to academically outperform children without similar support. Parental involvement has been tied to a range of academic gains in subjects including reading and mathematics. Parental involvement in early childhood education is tied to important social outcomes as well. For example, parental involvement in school promotes children’s social skills and reduces problem behaviors. • Research has identified two major components of parental involvement that contribute to success in early childhood education: high expectations and school participation. • Research indicates that full-day early childhood programs more positively affect student learning compared to half-day programs. Full-day students demonstrate higher achievement in vocabulary and mathematics, and these improvements are observed into primary school and beyond. Indeed, data generally reveal a positive relationship between time spent in preprimary programs and student achievement. • High-quality early childhood programs are particularly advantageous for low-income students. Although data show that all children benefit from preprimary programs, children from less affluent households typically demonstrate 	<p>Kindergarten Readiness components align with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification; services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rule 11, and Federal requirements under IDEA and Title I.</p>
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greater learning gains. Low-income children in preprimary classrooms also are more likely to remain at grade-level than their peers who do not enroll in early childhood programs.

- High-quality interactions between teachers and children are a crucial component of early childhood classrooms. For instance, one study found that the quality and level of teacher-student interactions was more predictive of positive student outcomes than any program design feature.
- To guide cohesive instruction, educators should implement curricula that are aligned with early learning standards. Standards should be concise and focused, cover multiple domains of learning, and connect to future learning standards and assessments. Curricula should align with a program’s early learning standards, so that teachers across different classrooms are teaching the same content (i.e., horizontal alignment).
- Research suggests that the ideal adult-to-child ratio in early childhood classrooms is 1:10. It is recommended that early childhood classrooms employ both a teacher and an aide, meaning that the suggested maximum classroom size is 20 students with one teacher and one teaching assistant. Moreover, teachers should hold certification in early childhood education, in addition to a bachelor’s degree.

Hanover Research

Best Practices in Full Day Early Childhood Programs, December 2015

Best Practices in Early Learning Programs, April 2014

Community Achievement Goal:

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

4.1 Students enter kindergarten ready for school and succeed in primary grade levels.

By 2022, students, who enter kindergarten in the districts of the Learning Community of Douglas and Sarpy Counties, will be ready for school and the schools will be ready for kindergartners due to increased and improved early childhood experiences ~~by increasing the number of 3 and 4-year-olds enrolled in high quality preschools as compared with baseline data for the 2016-2017 school year.~~

5.1.1 By 2022, increase the number of children and families ages 0-3 participating in high quality birth-age 3 ~~home visiting programs, in partnership with or sponsored by public schools compared with baseline data for the 2016-2017 school year. (#1.1 in MOEC plan)~~

Expectations for Student Learning Impact:

1. ~~#/% of children, ages 0-3, in quality home visiting, in partnership with or sponsored by public schools~~
2. ~~#/% of 3 and 4-year-olds enrolled in high quality preschools~~
3. ~~#/% of high quality student transitions to intellectually rigorous and developmentally informed Kindergarten classrooms~~
4. ~~#/% of early childhood professionals who demonstrate state approved~~

<p>4.1.6 By 2022, increase the number of 3 and 4-year-olds enrolled in high quality preschools compared with baseline data from the 2016-2017 school year. <u>(#1.2 in MOEC plan)</u></p> <p>4.1.7 By 2022, implement high quality student transitions to <u>the number of intellectually rigorous and developmentally informed Kindergarten classrooms and primary grade classrooms compared with baseline data from the 2016-2017 school year.</u> <u>(#1.4 in MOEC plan for future implementation; measures not available at current time.)</u></p> <p>4.1.8 By 2022, increase the number of <u>Early Childhood Education</u> teachers who demonstrate state-approved <u>identified best-practice</u> early learning professional competencies. <u>(#1-5 in MOEC plan for future implementation; measures not available at current time.)</u></p> <p>4.1.9 By 2022, increase the number <u>and percentage</u> of teachers <u>in MOEC Pre K- Grade 3 classrooms with certification of endorsement in Early Childhood Education</u> with a postsecondary degree and concentration in early childhood education compared to baseline data for the 2016-2017 school year. <u>(#1.3 in MOEC plan)</u></p>	<p>early learning professional competencies</p> <p>5. #/% of teachers with a postsecondary degree and concentration in early childhood education</p> <p>1. <u>Increase # of children, ages 0-3, in high quality home visiting programs.</u></p> <p>2. <u>Increase #/% of 3 and 4-year-olds enrolled in high quality preschools.</u></p> <p>3. <u>Increase #/% of teachers in MOEC PreK-Grade 3 classrooms with certification or endorsement in Early Childhood Education.</u></p> <p>4. <u>Increase the number of intellectually rigorous and developmentally informed Kindergarten and primary grade classrooms.</u></p> <p>5. <u>Note: This important metric is not measurable at the current time but will be explored.</u></p> <p>6. <u>Increase the number of Early Childhood Education teachers who demonstrate identified best-practice early learning competencies.</u></p>
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				<p>7. <u>Note: This important metric is not measurable at the current time but will be explored.</u></p> <p>8. <u>Increase the #/% of children who demonstrate expected criteria for what they know and can do when entering Kindergarten.</u></p> <p>9. <u>Note: This important metric is not measurable at the current time but will be explored.</u></p> <p>Focus Student Population(s): We pursue strategies and initiatives that have been proven effective for all Birth to Kindergarten students and especially for students of poverty and limited English proficiency. (MOEC CI Value)</p>		
Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Increase number of children enrolled and attending birth – age 3 in home visiting programs in public schools	January 2017	Ongoing	District Enrollment Information	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building	Quarterly reviews with fall and spring data review	Enrollments from Districts with program alignment information. Logs on home visits.

				administrators; and Community Partners		
Increase the number of 3 and 4-year-olds receiving high quality preschool experiences	January 2017	Ongoing	District and State Assessments	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners	Quarterly reviews with fall and spring data review	Enrollments from Districts with program alignment information.
Increased numbers of early childhood professionals having a postsecondary degree with a concentration in early childhood	January 2017	Ongoing	Human Resource Certification Records	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners	Quarterly reviews with fall and spring data review	Teacher Certification Reports

Evaluation: (Description of current program evaluation efforts.)

Although the specifics of the MOEC Collective Impact Initiative evaluation are yet to be determined, the evaluation will use the principles and recommendations found in the literature on effective Collective Impact projects. These include an examination of:

The Initiative’s Context

- Community culture and history
- Demographic and socio-economic conditions
- Political context
- Economic factors

The CI Initiative Itself (*the effectiveness of*)

- The five core elements of collective impact
- The initiative's capacity
- The initiative's learning culture

The Systems Targeted by the Initiative (*changes in*)

- Individuals' behavior
- Funding flows
- Cultural norms
- Policies

The Initiatives Impact (*changes in*)

- Population-level outcomes
- The initiative's (or community's) capacity for problem-solving

Questions that need to be asked include but are not limited to:

- How is the MOEC Project being implemented on the ground?
 - Role of various partners and regional organizations
 - Plans and actions of key workgroups
 - Supports provided by the backbone organization
- In what ways does the MOEC Project use its core strategies (alignment, engagement, data) to catalyze systems change in the region?
 - Alignment
 - Partners are beginning to align their policies, practices and funding decisions with Road Map goals and indicators
 - Engagement
 - Knowledge and buy-in for the Road Map goal is very high
 - There is "more work to be done" to ensure all stakeholders are meaningfully engaged
 - Data

- There has been tremendous success in building data capacity and adopting common metrics across organizations in the region
- What systems changes are occurring within and across organizations and the region as a result of MOEC Collective Impact Initiative?
 - Stronger Systems
 - There has been a substantial increase in collaboration both within and across sectors

Traditional evaluation theory needs to be replaced by the Five Rules of Collective Impact Evaluation which are:

Rule #1: Use Evaluation to Enable – Rather than Limit – Strategic Learning

Rule #2: Employ Multiple Designs for Multiple Users

Rule #3: Shared Measurement If Necessary, But Not Necessarily Shared Measurement

- Shared Measurement Is Critical but Not Essential
- Shared Measurement Can Limit Strategic Thinking – Groups that predetermine the indicators to be measured, are inherently limiting the scope of their observations. Collective Impact participants should focus on strategies with the highest opportunities for impact, not ones that offer greater prospects for shared measurement.
- Shared Measurement Requires “Systems Change.” In order to solve the “downstream problem” of fragmented measurement activities, local. Collective Impact groups need to go “upstream” to work with policy makers and funders who create that fragmentation in the first place. For shared measurement to work, policy makers and funders must work together with local leaders to align their measurement expectations and processes.
- Shared Measurement is Time Consuming and Expensive. While it is true that innovations in web-based technology have dramatically reduced the cost of operating shared measurement systems, it can still take a long time and a surprisingly large investment to develop, maintain, and adapt such systems.
- Shared Measurement Can Get in the Way of Action. Collective Impact initiatives should avoid trying to design large and perfect measurement systems up front, opting instead for “simple and roughly right” versions that drive – not distract – from strategic thinking and action.

Rule #4: Seek Out Intended & Unintended Outcomes

Rule #5: Seek Out Contribution – Not Attribution – to Community Changes

Progress Report (Spring 2018)

4.1 Students enter kindergarten ready for school and succeed in primary grade levels.

By 2022, students, who enter kindergarten in the districts of the Learning Community of Douglas and Sarpy Counties, will be ready for school and the schools will be ready for kindergartners due to increased and improved early childhood experiences ~~by increasing the number of 3 and 4-year-olds enrolled in high quality preschools as compared with baseline data for the 2016-2017 school year.~~

4.1.1 By 2022, increase the number of children ~~and families~~ ages 0-3 participating in high quality birth-age-3 home visiting programs, in partnership with or sponsored by public schools ~~compared with baseline data for the 2016-2017 school year.~~ (#1.1 in MOEC plan)

4.1.2 By 2022, increase the number of 3 and 4-year-olds enrolled in high quality preschools ~~compared with baseline data from the 2016-2017 school year.~~ (#1.2 in MOEC plan)

4.1.3 By 2022, implement ~~high quality student transitions to~~ the number of intellectually rigorous and developmentally informed Kindergarten classrooms and primary grade classrooms ~~compared with baseline data from the 2016-2017 school year.~~ (#1.4 in MOEC plan for future implementation; measures not available at current time.)

4.1.4 By 2022, increase the number of Early Childhood Education teachers who demonstrate ~~state-approved~~ identified best-practice early learning professional competencies. (#1-5 in MOEC plan for future implementation; measures not available at current time.)

4.1.5 By 2022, increase the number and percentage of teachers in MOEC Pre K- Grade 3 classrooms with certification of endorsement in Early Childhood Education ~~with a postsecondary degree and concentration in early childhood education compared to baseline data for the 2016-2017 school year.~~ (#1.3 in MOEC plan)

Description: MOEC is in-progress of setting benchmarks for each of the criteria. The benchmarks will be established by either a number or percentage (#/%).

Draft Metrics for MOEC Goal 1 (CAP Section 4.1): STUDENTS ENTER KINDERGARTEN READY FOR SCHOOL AND SUCCEED IN PRIMARY GRADE LEVELS.

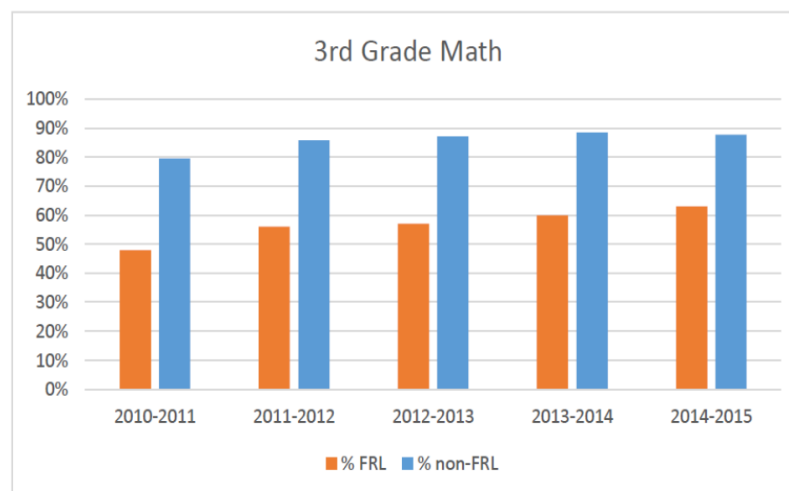
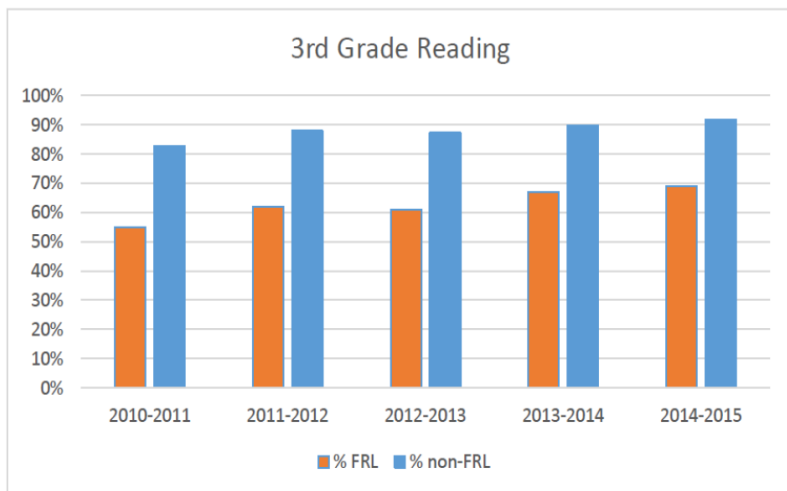
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2. Increase #/% of 3 and 4-year-olds enrolled in high quality preschools.
3. Increase #/% of teachers in MOEC PreK-Grade 3 classrooms with certification or endorsement in Early Childhood Education.
4. Increase the number of intellectually rigorous and developmentally informed Kindergarten and primary grade classrooms.
Note: This important metric is not measurable at the current time but will be explored.
5. Increase the number of Early Childhood Education teachers who demonstrate identified best-practice early learning competencies.
Note: This important metric is not measurable at the current time but will be explored.
6. Increase the #/% of children who demonstrate expected criteria for what they know and can do when entering Kindergarten.
Note: This important metric is not measurable at the current time but will be explored.

Section 4. Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.

4.2 Students graduate from high school prepared (via K-12 continuum) for postsecondary and career success

<p>Rationale/Evidence for Improvement Goal:</p> <p>Rationale and evidence of need resulting in the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan is derived from information provided by Nebraska Accelerate—Metropolitan Region, February 2016; The Nebraska State of the Schools Report for each of the Nebraska MOEC Districts, 2015-2016; and data provided by the Omaha Community Foundation (the www.LandscapeOmaha.org Report), Fall 2016; and the Nebraska State of the School Report, 2016.</p> <ul style="list-style-type: none"> • The Metro Region hosts over 40% of all the high school students in Nebraska. Additionally, Metro school districts are among the most diverse with 31% minority student enrollment • Overall Metro Region students are more likely to test below average on the 11th grade Math NeSA than the state average. • Metro Region school districts have large achievement gaps between white, minority and low income students. For example, at Omaha Public Schools 53% of white students test proficient in 11th Grade Math while only 19% of black students test proficient. <p>Despite improvements in the percentages of students proficient in reading and mathematics over the last five years there is still room for improvement. Data, taken from the State of the Schools Report on the Learning Community, bears this out as the Achievement Gap between Free/Reduced Lunch Students and Non-Free/Reduced Lunch Students is still significant at Grades 3, 8, and 11 as measured by NeSA assessments.</p>	<p>AQuESTT Tenet(s):</p> <ul style="list-style-type: none"> •College and Career Readiness •Rigorous College and Career Ready Standards for all Content Areas •Technological and Digital Readiness •Support for Career Awareness and Career/College Goals
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3rd Grade Proficiency Levels in Reading and Math of Free/Reduced Lunch Students v. Non-Free/Reduced Lunch Students

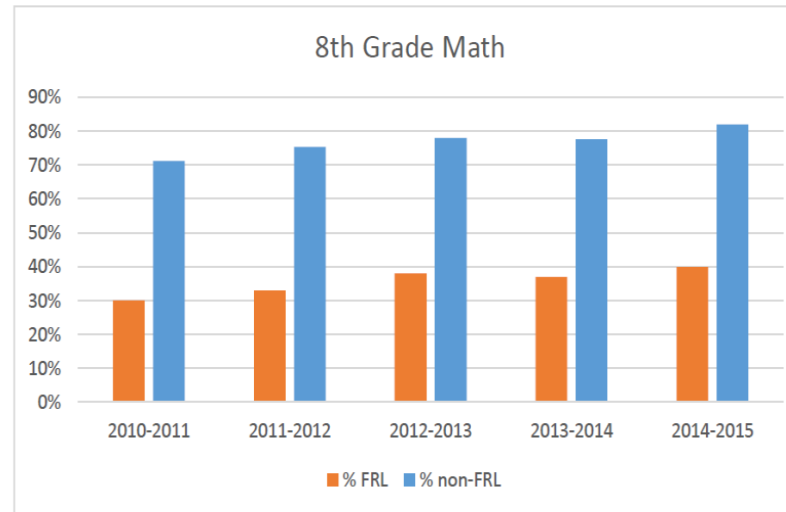
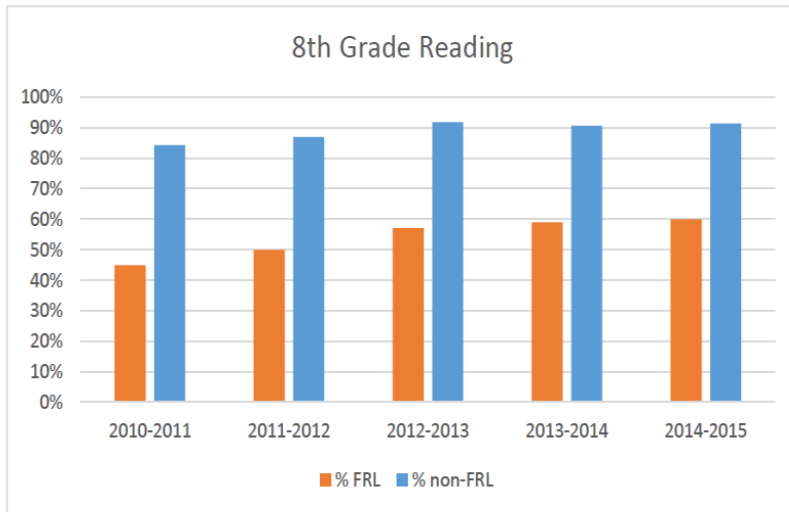


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Poverty, LEP, & Other Plan Alignments:

All components of the MOEC Collective Impact Plan align with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification, services provided; curriculum, instruction, and assessment; and staff development

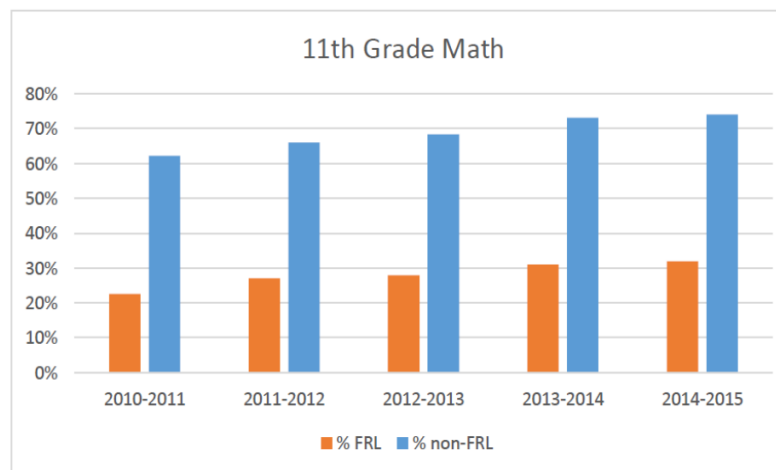
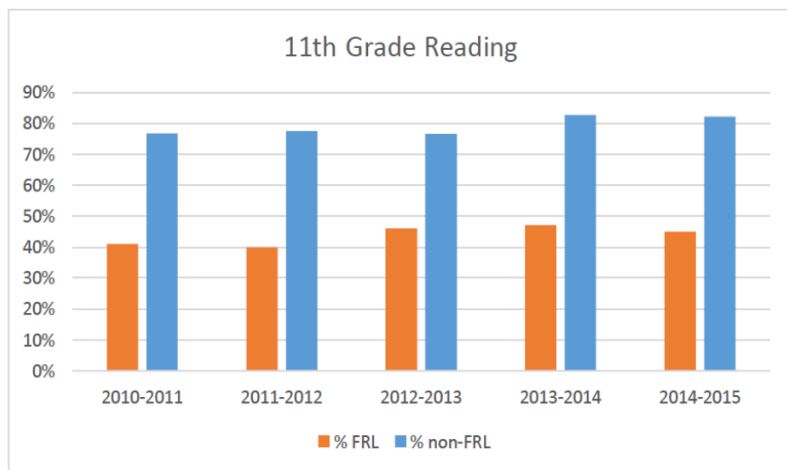
8th Grade Proficiency Levels in Reading and Math of Free/Reduced Price Lunch Students v. Non-Free/Reduced Price Lunch Students



From 2010-2011 to 2014-2015 the achievement gap in reading at 8th grade between Free/Reduced Price Students and Non-Free/Reduced Students was reduced from a 39-point differential to a 31-point differential. In Math, the difference over five years actually increased from 40 to 41 points.

as required by NDE Rules and Federal requirements under IDEA and Title I.

11th Grade Proficiency Levels in Reading and Math of Free/Reduced Price Lunch Students v. Non-Free/Reduced Price Lunch Students



From 2010-2011 to 2014-2015 the achievement gap in reading at 11th grade between Free/Reduced Price Students and Non-Free/Reduced Students increased from a 36-point differential to a 37-point differential. In Math at 11th grade, the difference increased from 40 to 42 points. Not only does the achievement gap continue to exist but by 11th grade the gap over these five years increased in both reading and math.

- The disparities between poor NeSA performance (e.g., 47% of students test proficient in 11th Grade Math at OPS) of and high graduation rates (e.g., OPS has an 81% graduation rate) raise questions about the level of career and college readiness of regional graduates
- The overall Learning Community graduation rate for the four-year cohort in 2014 was 86.62% compared to the state graduation rate of 89.66%
- Academic rigor, standards, and curriculum are not aligned to college and career readiness
- There is a large achievement gap between white and minority students across the state
- A significant number of students are not graduating college and career ready
- Misaligned academic expectations have led to high rates of developmental education in community colleges and potentially impacted four-year retention and completion rates

- The Metro Region’s two major postsecondary institutions, Metro Community College (28% minority student enrollment) and UNO (20% minority student enrollment), serve diverse student populations
- This student population mix results in a number of retention and completion challenges for the region’s postsecondary institutions. For example, Metro Community College’s 50% retention rate is seven percentage points below the community college average while its 13% completion rate is half of the statewide community college average.

Best practices research on Achievement Equity and addressing Achievement Barriers (Hanover Research), found that:

- While research on college and career readiness is often characterized by a broad focus, scholars have noted lower levels of college- and career-readiness among minority and low-income students. A 2009 *Urban Advocate* article noted that “a key determining factor in college readiness – particularly among minority students – is exposure to academically rigorous courses.”
- Research suggests that strategies for supporting readiness among urban student populations may require a more intensive approach, although associated strategies (intervention, remediation, standards implementation) are not fundamentally divergent from those promoted for broader student populations.
- Recent trends in career and technical education have exhibited a shift from a purely vocational approach, targeted at non-college-bound students, to more inclusive models aimed at providing enrichment for *all* students. Current programs are typically focused on career preparation and skill development in a wide variety of pathways; aligned with an academic curriculum; and operated through partnerships with area institutions or organizations.
- In order to provide comprehensive college and career readiness to all students, careful attention should be paid not only to student achievement on standardized exams, but also to student engagement, social behavior, and “academic behaviors.”
- ACT research has demonstrated that “students’ overall risk for failure increases if they are at risk in terms of *either* academic readiness *or* academic behavior.” Further, research has identified the correlation between social skills and behaviors, including social competence, and postsecondary success.
- Socio-emotional readiness is also an important aspect of college readiness. Key psycho-social dimensions of readiness include self-discipline and personal commitment to school work, as well as self-regulation, including a student’s emotional control and confidence level; family factors, such as parents’ attitudes toward education and parental involvement in a student’s school-related activities; and career planning factors, such as identifying an appropriate match between a student’s interests and potential paths for postsecondary education.
- The majority of college and career readiness programming can begin in the elementary grades. Academic planning and college aspirations can be evaluated through proficiency on standardized exams, attendance, and discipline, while

engagement can be measured through student participation in enrichment, extracurricular, and leadership activities. Students should also be engaged in college and career exploration activities and strength assessments.

- Key indicators related to student absenteeism, academic performance, and student behavior are predictive of student success or struggle at all levels, though specific indicators vary by grade level and local context. General indicators influencing elementary success include *reading by Grade 3* and *low absenteeism*. In middle school the primary indicators for success include *students remaining at the same school, standardized test scores, and low absenteeism*. At the high school level, notable indicators include *course rigor, grade point average, and low absenteeism*.
- Early warning systems enable school districts to use longitudinal student-level data to identify at-risk students. By using research on factors associated with student failure and dropout, early warning systems can identify students who fall below critical levels, exhibit patterns of underachievement, and may be likely to drop out. Early warning systems align to research-based indicators of student success – particularly attendance, behavior, and course performance.
- While students’ demographic characteristics may be correlated with student success or failure, academic performance and student engagement are the strongest predictors of educational success. Moreover, student engagement and academic performance are factors that can be supported through targeted interventions.
- Districts should provide comprehensive student services that support students’ psychological, social, and emotional needs. Effective student support systems may involve multidisciplinary support teams that promote student success and an adequate ratio of students for every support staff member.
- Families often need basic information about the education system. Certain populations, in particular immigrant populations and those facing linguistic barriers as well as families of students with disabilities, may need more information about how the education system works in order to advocate effectively for their children. Districts can begin the school year with information nights and related communications that provide this background knowledge before expecting parents to use services or network with staff. Parent universities, workshops, and related programming throughout the year can further help families navigate the complexities of school partnerships, career and college planning, and disability or supplemental services.
- Effective engagement of diverse families begins with understanding the local structural, attitudinal, and cultural barriers to their participation. Districts can use research generalizing the experiences of particular groups to help initial decision-making, but should not operate without input from the local community. Families may be unable to engage due to work expectations, transportation or childcare considerations, or other logistical factors. However, they may also feel disconnected from or distrustful of the educational system. Additionally, local groups may represent unique combinations of cultures and backgrounds that broad categories like “Black” or “Hispanic” mask. Understanding local needs helps districts choose appropriate engagement strategies.

- Educators must build cultural competency at both systemic and individual levels, so that all families feel welcome in all events and engagement opportunities. Staff training in parent engagement as well as in topics of diversity is essential to support these activities. All staff must be welcoming, accessible, and available to minimize barriers to family participation.
- Effective districts seek to encourage diverse families' participation in general as well as in targeted involvement opportunities. This might require the use of translators or community facilitators at common meetings, social gatherings, or conference nights.
- Home visits and other programs that take place outside the school build trust and cultural competency. Trained teachers visit families at their homes or in community settings to construct shared meaning and a vision for their child's education. Through this exchange, teachers gain insight into the educational and emotional values of that family and thus how best to support their child. Research suggests other options for this type of outreach, such as networking with churches, trusted community organizations, or neighborhood libraries and sites. However, families may struggle with the logistical demands of programming outside of their home, or lack trust in a group setting.

Best Practices in Family and Community Engagement, June 2014

Overcoming Barriers to Success, November 2014

Best Practices in Engaging Diverse Families, May 2016

Best Practices in Family and Community Engagement, June 2014

Review of Milestone Indicators and Early Warning Systems, August 2016

The eleven school districts of Douglas and Sarpy counties and their two Educational Service Units, and the Council Bluffs Community Schools, will collaborate with the University of Nebraska at Omaha, Metropolitan Community College, and Iowa Western Community College to address the Goals, Strategies, and Expectations of the Collective Impact Plan. This initiative is still being developed.

Community Achievement Goal:

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

~~4.2 Students graduate from high school prepared (via K-12 continuum) for postsecondary and career success.~~

~~By 2022, students, in the districts of the Learning Community of Douglas and Sarpy Counties, who graduate from high school will be prepared for postsecondary and career success, as measured by the increasing the number/percentage of students who meet college and career readiness benchmarks as measured by state assessments of academic proficiency in reading and math at grades 3, 8, and 11 compared to baseline results for the 2016-2017 school year. (Note: ACT data for all LC 11th graders will be available for the first time.)~~

~~4.2.1 By 2022, the number/percentage of Learning Community students in grades 3, 8, and 11 proficient in reading and mathematics will increase compared to baseline data for the 2016-2017 school year.~~

~~4.2.2 By 2022, the number/percentage of students enrolled in postsecondary developmental courses will decrease compared to 2016-2017 baseline data from the LC public postsecondary institutions (UNO & MCC).~~

~~4.2.3 By 2022, PK-16 curricula and assessments will be aligned with established postsecondary and career readiness standards so that the number of high school courses “officially judged” as meeting college standards and requirements increase yearly.~~

~~4.2.4 By 2022, ensure that students receive quality instruction and programs in PK-12 resulting in postsecondary and career readiness with corresponding assessments (ACT, SAT, Success Navigator, ASSET, Accuplacer) by increasing the number of highly qualified educational professionals having certification and degrees in high needs areas as compared to baseline data from 2016-2017.~~

Expectations for Student Learning Impact:

- ~~1. #/% of students meeting college and career readiness benchmarks~~
- ~~2. #/% of students meeting academic proficiency in reading and mathematics (grades 3, 8, 11)~~
- ~~3. #/% of high school courses “officially judged” as meeting college standards~~
- ~~4. #/% college & career readiness standards established with corresponding assessments in place (ACT, SAT, Success Navigator, ASSET, Accuplacer)~~
- ~~5. #/% of students enrolled in developmental education courses~~
- ~~6. #/% of highly qualified professionals having certification and degrees in high-need areas~~

1. Increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.
2. Increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.
3. Increase #/& of students who demonstrate proficiency in literacy

4.2 Students graduate from high school prepared for post-secondary and career success

Postsecondary

4.2.1 By 2022, ensure students receive quality instruction and programs in PK-12 resulting in postsecondary and career readiness

4.2.2 By 2022, align PK-16 curricula and assessments with established postsecondary and career readiness standards

4.2.3 By 2022, increase the number of highly qualified educational professionals with a focus on high need areas

and mathematics by the end of 11th grade.

4. Increase #/% of students who graduate from high school having successfully completed four years of math.
5. Increase #/% of high school freshmen who are on track to graduate by the end of 9th grade.
6. Increase #/% of students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation.
7. Increase #/% of students who meet college and career readiness standards by end of 12th grade, as measured by the ACT graduate report.
8. Decrease #/% of students who miss 10% or more days of school per year.
9. Increase #/% of students who participate in at least one school activity in high school.
10. Increase #/% of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time.
11. Decrease # of unfilled teaching positions as measured by NE DOE

	<p><u>Teacher Vacancy Survey Report and CBCSD data.</u></p> <p>12. <u>Increase the average percentage of first and third year UNO teacher graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards.</u></p>
	<p>Focus Student Population(s): We pursue strategies and initiatives that have been proven effective for all PK-12 grade students and especially for students of poverty and limited English proficiency. (MOEC CI Value)</p>

Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Ensure students receive quality instruction and programs in PK-12 resulting in postsecondary and career readiness	January 2017	Ongoing	NeSA and District Assessment Information in reading and math	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners	Quarterly reviews with fall and spring data review	Reports on Reading and Math proficiency at grades 3, 8, and 11
Align PK-16 curricula and assessments with established	January 2017	Ongoing	NDE Standards and Indicators	MOEC Executive Committee and MOEC Backbone Structure	Quarterly reviews with fall and	Completed articulation documents

postsecondary and career readiness standards			College and Career Readiness Standards Postsecondary reviews of College and Career Readiness Standards in Reading, Writing, and Mathematics	including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners	spring data review	and curriculum alignments with College & Career Readiness Standards
Increase the number of highly qualified educational professionals with a focus on high need areas.	January 2017	Ongoing	Teacher profile information	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners	Quarterly reviews with fall and spring data review	Teacher Diversity Statistics

Evaluation: (Description of current program evaluation efforts.)

Although the specifics of the MOEC Collective Impact Initiative evaluation are yet to be determined, the evaluation will use the principles and recommendations found in the literature on effective Collective Impact projects. These include an examination of:

The Initiative's Context

- Community culture and history
- Demographic and socio-economic conditions
- Political context
- Economic factors

The CI Initiative Itself (*the effectiveness of*)

- The five core elements of collective impact
- The initiative's capacity

- The initiative's learning culture

The Systems Targeted by the Initiative (*changes in*)

- Individuals' behavior
- Funding flows
- Cultural norms
- Policies

The Initiatives Impact (*changes in*)

- Population-level outcomes
- The initiative's (or community's) capacity for problem-solving

Questions that need to be asked include but are not limited to:

- How is the MOEC Project being implemented on the ground?
 - Role of various partners and regional organizations
 - Plans and actions of key workgroups
 - Supports provided by the backbone organization
- In what ways does the MOEC Project use its core strategies (alignment, engagement, data) to catalyze systems change in the region?
 - Alignment
 - Partners are beginning to align their policies, practices and funding decisions with Road Map goals and indicators
 - Engagement
 - Knowledge and buy-in for the Road Map goal is very high
 - There is "more work to be done" to ensure all stakeholders are meaningfully engaged
 - Data
 - There has been tremendous success in building data capacity and adopting common metrics across organizations in the region
- What systems changes are occurring within and across organizations and the region as a result of MOEC Collective Impact Initiative?
 - Stronger Systems

- There has been a substantial increase in collaboration both within and across sectors

Traditional evaluation theory needs to be replaced by the Five Rules of Collective Impact Evaluation which are:

Rule #1: Use Evaluation to Enable – Rather than Limit – Strategic Learning

Rule #2: Employ Multiple Designs for Multiple Users

Rule #3: Shared Measurement If Necessary, But Not Necessarily Shared Measurement

- Shared Measurement Is Critical but Not Essential
- Shared Measurement Can Limit Strategic Thinking – Groups that predetermine the indicators to be measured, are inherently limiting the scope of their observations. Collective Impact participants should focus on strategies with the highest opportunities for impact, not ones that offer greater prospects for shared measurement.
- Shared Measurement Requires “Systems Change.” In order to solve the “downstream problem” of fragmented measurement activities, local. Collective Impact groups need to go “upstream” to work with policy makers and funders who create that fragmentation in the first place. For shared measurement to work, policy makers and funders must work together with local leaders to align their measurement expectations and processes.
- Shared Measurement is Time Consuming and Expensive. While it is true that innovations in web-based technology have dramatically reduced the cost of operating shared measurement systems, it can still take a long time and a surprisingly large investment to develop, maintain, and adapt such systems.
- Shared Measurement Can Get in the Way of Action. Collective Impact initiatives should avoid trying to design large and perfect measurement systems up front, opting instead for “simple and roughly right” versions that drive – not distract – from strategic thinking and action.

Rule #4: Seek Out Intended & Unintended Outcomes

Rule #5: Seek Out Contribution – Not Attribution – to Community Changes

Progress Report (Spring 2018)

4.2 Students graduate from high school prepared for post-secondary and career success

Postsecondary

4.2.1 By 2022, ensure students receive quality instruction and programs in PK-12 resulting in postsecondary and career readiness

4.2.2 By 2022, align PK-16 curricula and assessments with established postsecondary and career readiness standards

4.2.3 By 2022, increase the number of highly qualified educational professionals with a focus on high need areas

Description: MOEC is in-progress of setting benchmarks for each of the criteria. The benchmarks will be established by either a number or percentage (#/%).

Draft Metrics for MOEC Goal 2(CAP Section 4.2): STUDENTS GRADUATE FROM HIGH SCHOOL PREPARED FOR POST- SECONDARY AND CAREER SUCCESS.

1. Increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.
2. Increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.
3. Increase #/& of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.
4. Increase #/% of students who graduate from high school having successfully completed four years of math.
5. Increase #/% of high school freshmen who are on track to graduate by the end of 9th grade.
6. Increase #/% of students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation.
7. Increase #/% of students who meet college and career readiness standards by end of 12th grade, as measured by the ACT graduate report.
8. Decrease #/% of students who miss 10% or more days of school per year.
9. Increase #/% of students who participate in at least one school activity in high school.
10. Increase #/% of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time.
11. Decrease # of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and CBCSD data.
12. Increase the average percentage of first and third year UNO teacher graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards.

Section 4. Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.

4.3 Students Successfully Transition to Postsecondary Education

<p>Rationale/Evidence for Improvement Goal:</p> <p>Rationale and evidence of need resulting in the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan is derived from information provided by Nebraska Accelerate—Metropolitan Region, February 2016; The Nebraska State of the Schools Report for each of the Nebraska MOEC Districts, 2015-2016; and data provided by the Omaha Community Foundation (the www.LandscapeOmaha.org Report), Fall 2016.</p> <ul style="list-style-type: none"> • The Metro Region hosts over 40% of all the high school students in Nebraska. Additionally, Metro school districts are among the most diverse with 31% minority student enrollment • Overall Metro Region students are more likely to test below average on the 11th grade Math NeSA than the state average. • Metro Region school districts have large achievement gaps between white, minority and low income students. For example, at Omaha Public Schools 53% of white students test proficient in 11th Grade Math while only 19% of black students test proficient. • The disparities between poor NeSA performance (e.g., 47% of students test proficient in 11th Grade Math at OPS) of and high graduation rates (e.g., OPS has an 81% graduation rate) raise questions about the level of career and college readiness of regional graduates • Academic rigor, standards, and curriculum are not aligned to college and career readiness • There is a large achievement gap between white and minority students across the state • A significant number of students are not graduating college and career ready • Misaligned academic expectations have led to high rates of developmental education in community colleges and potentially impacted four-year retention and completion rates 	<p>AQuESTT Tenet(s):</p> <p>Transitions</p> <ul style="list-style-type: none"> •Early Childhood-Elementary •Elementary-Middle School •Middle School – High School •High School – Post High School <p>Poverty, LEP, & Other Plan Alignments:</p> <p>All components of the MOEC Collective Impact Plan align with</p>
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In addition:

- Fewer than 50% of all Nebraska high school graduates completed and submitted a FAFSA applicable to the 2016-2017 school year. (The Nebraska Postsecondary Coordinating Commission FAFSA Report, <https://ccpe-fcp.ne.gov/Reports/Summary>)

Best practices research on Achievement Equity and addressing Achievement Barriers (Hanover Research), found that:

- ACADEMIC AND CAREER PLANNING is usually a multi-year program in which students engage in self-reflection, career exploration, and goal setting to align their secondary and postsecondary plans with academic, career, and personal goals. Comprehensive ACADEMIC AND CAREER PLANNING programs typically comprise both the *process* of engaging in career planning and a *product* (e.g., a portfolio) that students create and use to support their plans.
- Empirical research examining the relationship between ACADEMIC AND CAREER PLANNING and student decision-making indicates that comprehensive ACADEMIC AND CAREER PLANNING programs can positively impact student attitudes and behavior. In particular, research on the components of ACADEMIC AND CAREER PLANNING, such as goal setting, career counseling, and career exploration, indicates that these components may have a positive impact on student attitudes and behavior, particularly when they are intensive and led by a trained facilitator. While the existing research into the specific outcomes of ACADEMIC AND CAREER PLANNING programs is very limited, the three studies below have produced some preliminary results:
- A multi-state study of ACADEMIC AND CAREER PLANNING programs across the United States found that students who participated in these programs selected more rigorous coursework, showed increased academic motivation, and developed better relationships with teachers and adults.
- Many ACADEMIC AND CAREER PLANNING models begin in middle school, though some begin as early as Kindergarten. Experts note that middle school ACADEMIC AND CAREER PLANNING activities, such as skill and interest inventories as well as career exploration, can help students make decisions about which courses to take in high school. At the elementary level, ACADEMIC AND CAREER PLANNING activities may include the creation of career portfolios, skills, and interest inventories, as well as outreach to parents about postsecondary academic and financial planning.
- Existing research discusses some best practices on ACADEMIC AND CAREER PLANNING curriculum development and the use of web-based career guidance systems. Experts encourage districts to form an ACADEMIC AND CAREER PLANNING curriculum development team that includes teachers, administrators, and members of the community. Most districts develop their own curriculum, often communicated in the form of a curriculum crosswalk that outlines activities and products at each grade level. In addition, experts indicate that web-based career guidance systems can be a useful tool to organize student work products and communicate student progress to parents and teachers.

plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification, services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rules and Federal requirements under IDEA and Title I.

- Business and community partners can provide valuable in-school and out-of-school career awareness activities to students. District-business partnerships may range from one-time support, such as hosting a table at a career fair or serving as an expert judge of a project competition, to deeper relationships, such as serving on a program advisory committee or providing program resources.
- ACADEMIC AND CAREER PLANNING programs should integrate existing resources and services to ensure program sustainability. ACADEMIC AND CAREER PLANNINGs bring together services that many schools already provide, including academic planning and one-on-one counseling. However, districts may find the whole-school nature of ACADEMIC AND CAREER PLANNING implementation challenging. The existing literature offers the following strategies to improve efficiency and promote successful program implementation:
 - School leaders should clearly communicate the importance of ACADEMIC AND CAREER PLANNING and include teachers and community members in the planning process. Experts indicate that the lack of stakeholder motivation can severely undermine the long-term impacts of ACADEMIC AND CAREER PLANNING.
- Many districts schedule ACADEMIC AND CAREER PLANNING activities during existing flexible time, such as advisory periods. In addition, many schools inform parents about their children’s ACADEMIC AND CAREER PLANNING progress during the parent-teacher conference.
- Teachers may require training on how to use web-based career guidance software. Teachers may also benefit from training sessions that cover strategies for engaging students, student reflection, and other topics associated with leading ACADEMIC AND CAREER PLANNING activities. Meanwhile, teachers may need guidance on when they should refer a student to a trained school counselor.
- Districts should collect data to monitor student progress and evaluate program implementation. ACADEMIC AND CAREER PLANNING programs, particularly their associated web-based guidance systems, already produce data about student progress that districts can compare with other performance measures, including attendance, course selection, and behavior. In addition, districts should plan to conduct surveys or other evaluations to determine the ways in which the program achieves its goals and the potential areas for improvement.
- High school counselors can fulfill both career and academic counseling needs by developing career-oriented individualized learning plans. These plans should be designed to establish a meaningful path to career attainment through a connection between career aspirations and high school coursework. Students should be able to continually hone these plans based on their developing interests.
 - Students’ exploration of their career interests can be self-initiated. Counseling departments can point students toward free or low-cost resources, like Career Cruising, to begin their career search.

- Students should be encouraged to come to individual counseling meetings with ideas for focusing their high school schedules with the aid of these resources.
- At large high schools with exemplary integrated counseling programs, all counselors provide some degree of career counseling. If the cost of comprehensive professional development is a concern, districts may wish to identify free or low cost training opportunities for their staffs to develop additional expertise in career guidance. Local job center staff and faculty members at post-secondary vocational institutions can also provide counselors with insight on occupational pathways in the local area.
- High school counselors can provide enhanced career guidance by delivering counseling on a set schedule or in a group format. High school counselors may also consider delivering general career guidance in alternate settings, such as in small group meetings or during orientation sessions.

Hanover Research

Effective Career Counseling Programs for High Schools, December 2013

Academic & Career Planning and Student Decision-Making, September 2016

Community Achievement Goal:

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

4.3 Students successfully transition to postsecondary education.

By 2022, students, in the districts of the Learning Community of Douglas and Sarpy Counties, will successfully transition to postsecondary education as measured by comparing baseline data for the class of 2017 with subsequent years by increasing the numbers/percentages of students who enroll in postsecondary experiences within six months of graduation, using data provided by the National Clearinghouse and [Nebraska's Coordinating Commission for Postsecondary Education](#) and other appropriate sources.

~~4.3.1 By 2022, increase the number/percentage of students of poverty and students of limited English proficiency completing and submitting the FAFSA compared with previous year's data.~~

~~4.3.2 By 2022, increase the number/percentage of students of poverty and students of limited English proficiency completing and submitting the (universal) college application compared with previous year's data.~~

Expectations for Student Learning Impact:

- ~~1. #/% of students who enroll in postsecondary experiences within six months of graduation~~
- ~~2. #/% of students and families participating in transition counseling programs~~
- ~~3. #/% students completing & submitting FAFSA~~
- ~~4. #/% of students completing & submitting (universal) college application~~
- ~~5. #/% students participating in and #/% of credits earned in any kind~~

<p>4.3.3 By 2022, increase the number/percentage of students participating in and the number/percentage of credits earned in any kind of early credit program (dual enrollment, AP, etc.).</p> <p>4.3.4 By 2022, improve support for students transitioning to college and career programs by increasing the number/percentage of students participating in high school pre-apprenticeship /internship experiences compared to the previous year.</p> <p><u>4.3.1 Increase access to high quality college and career counseling regarding affordability, application process, and transitioning</u></p> <p><u>4.3.2 Expand early career exploration and early credit options</u></p> <p><u>4.3.3 Support students through transition to college and career programs</u></p>	<p>of early credit program (dual enrollment, AP, etc.)</p> <p>6. #/% of students participating in high school pre-apprenticeship /internship experiences</p> <ol style="list-style-type: none"> 1. Increase #/% of students completing and submitting FAFSA as tracked by NE Coordinating Commission on Postsecondary Education and by Iowa College Aid. 2. Increase #/% of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data. 3. Increase #/% of students enrolling in postsecondary education within a year of high school graduation who are academically prepared 4. to be successful according to the postsecondary institutions' established standards. 5. Increase #/% of students enrolling in postsecondary education in fall term after high school who enter with college credits. 6. Increase #/% of students participating in high school pre-
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					apprenticeship / internship experiences.	
					Focus Student Population(s): We pursue strategies and initiatives that have been proven effective for all PK-12 grade students and especially for student of poverty and limited English proficiency. (MOEC CI Value)	
Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Increase access to high quality college and career counseling regarding affordability, application process, and transitioning	January 2017	Ongoing	Academic and Career Awareness Curriculums	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners	Quarterly reviews with fall and spring data review	Program participation statistics Student Surveys ACP online program data
Expand early career exploration and early credit options	January 2017	Ongoing	District program offerings and MOU's	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD);	Quarterly reviews with fall and spring data review	District Annual Reports

				District Superintendents and Designated District and Building administrators; and Community Partners		
Support students through transition to college and career programs	January 2017	Ongoing	District program offerings and collaborative program efforts	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners	Quarterly reviews with fall and spring data review	District Annual Reports

Evaluation: (Description of current program evaluation efforts.)

Although the specifics of the MOEC Collective Impact Initiative evaluation are yet to be determined, the evaluation will use the principles and recommendations found in the literature on effective Collective Impact projects. These include an examination of:

The Initiative’s Context

- Community culture and history
- Demographic and socio-economic conditions
- Political context
- Economic factors

The CI Initiative Itself (*the effectiveness of*)

- The five core elements of collective impact
- The initiative’s capacity
- The initiative’s learning culture

The Systems Targeted by the Initiative (*changes in*)

- Individuals' behavior
- Funding flows
- Cultural norms
- Policies

The Initiatives Impact (*changes in*)

- Population-level outcomes
- The initiative's (or community's) capacity for problem-solving

Questions that need to be asked include but are not limited to:

- How is the MOEC Project being implemented on the ground?
 - Role of various partners and regional organizations
 - Plans and actions of key workgroups
 - Supports provided by the backbone organization
- In what ways does the MOEC Project use its core strategies (alignment, engagement, data) to catalyze systems change in the region?
 - Alignment
 - Partners are beginning to align their policies, practices and funding decisions with Road Map goals and indicators
 - Engagement
 - Knowledge and buy-in for the Road Map goal is very high
 - There is "more work to be done" to ensure all stakeholders are meaningfully engaged
 - Data
 - There has been tremendous success in building data capacity and adopting common metrics across organizations in the region
- What systems changes are occurring within and across organizations and the region as a result of MOEC Collective Impact Initiative?
 - Stronger Systems
 - There has been a substantial increase in collaboration both within and across sectors

Traditional evaluation theory needs to be replaced by the Five Rules of Collective Impact Evaluation which are:

Rule #1: Use Evaluation to Enable – Rather than Limit – Strategic Learning

Rule #2: Employ Multiple Designs for Multiple Users

Rule #3: Shared Measurement If Necessary, But Not Necessarily Shared Measurement

- Shared Measurement Is Critical but Not Essential
- Shared Measurement Can Limit Strategic Thinking – Groups that predetermine the indicators to be measured, are inherently limiting the scope of their observations. Collective Impact participants should focus on strategies with the highest opportunities for impact, not ones that offer greater prospects for shared measurement.
- Shared Measurement Requires “Systems Change.” In order to solve the “downstream problem” of fragmented measurement activities, local. Collective Impact groups need to go “upstream” to work with policy makers and funders who create that fragmentation in the first place. For shared measurement to work, policy makers and funders must work together with local leaders to align their measurement expectations and processes.
- Shared Measurement is Time Consuming and Expensive. While it is true that innovations in web-based technology have dramatically reduced the cost of operating shared measurement systems, it can still take a long time and a surprisingly large investment to develop, maintain, and adapt such systems.
- Shared Measurement Can Get in the Way of Action. Collective Impact initiatives should avoid trying to design large and perfect measurement systems up front, opting instead for “simple and roughly right” versions that drive – not distract – from strategic thinking and action.

Rule #4: Seek Out Intended & Unintended Outcomes

Rule #5: Seek Out Contribution – Not Attribution – to Community Changes

Progress Report (Spring 2018)

- 4.3.1 By 2022, increase the number/percentage of students of poverty and students of ~~limited English proficiency~~ completing and submitting the FAFSA compared with previous year's data as tracked as tracked by NE Coordinating Commission on Postsecondary Education. (Note: the data from NE Coordinating Commission does not identify students of poverty or students of limited English proficiency.). This data is available for this year compared to last year, but in an alternate format.

2018-2019 MOEC Districts FAFSA Data

Cohort: 2018 Graduating Class

Nebraska & Iowa Data as of 3/30/18

District	School	Cohort	# Submitted	% Submitted	# Completed	3/5/18 % Completed	Current % Completed	17-18 % Completed
Bellevue Public Schools								
	Bellevue East Sr. High School	389	180	46.3	166	40.6	42.7	42.9
	Bellevue West Sr. High School	434	187	43.1	180	40.6	41.5	61.4
Bennington Public Schools								
	Bennington Secondary School	123	74	60.2	73	56.9	59.3	68.5
Council Bluffs Community School District								
	Abraham Lincoln High School	348	NA	NA	141	44.0	45.0	46.9
	Thomas Jefferson High School	329	NA	NA	90	32.0	34.0	38.0
Douglas County West Community Schools								
	Douglas County West High School	76	25	35.5	27	32.9	35.5	52.5
Elkhorn Public Schools								
	Elkhorn High School	252	149	59.1	148	56.3	58.7	65.2
	Elkhorn South High School	304	153	50.3	149	47.7	49.0	64.9
Gretna Public Schools								
	Gretna High School	282	176	62.4	172	58.5	61.0	61.4
Millard Public Schools								
	Millard North High School	613	329	53.7	319	49.1	52.0	63.2
	Millard South High School	533	253	47.5	244	44.8	45.8	58.0
	Millard West High School	595	360	60.5	354	55.5	59.5	69.4
Omaha Public Schools								
	Benson Magnet High School	327	125	38.2	120	33.5	36.7	44.7
	Bryan High School	343	144	42.0	134	33.8	39.1	43.4
	Burke High School	484	258	53.3	253	48.5	52.3	60.5
	Central High School	557	328	58.9	321	52.3	57.6	62.5
	Omaha North Magnet High School	365	196	53.7	186	46.2	51.0	62.6
	Omaha Northwest Magnet High School	350	124	35.4	118	29.9	33.7	51.3
	Omaha South Magnet High School	567	217	38.3	210	34.4	37.0	45.2
Papillion La Vista Community Schools								
	Papillion La Vista Sr. High School	432	253	58.6	244	54.2	56.4	60.6
	Papillion La Vista South High School	455	220	48.4	213	44.2	46.8	61.3
Ralston Public Schools								
	Ralston High School	284	134	47.2	130	44.0	45.8	52.9
Springfield Platteview Community Schools								
	Platteview Sr. High School	103	50	48.5	47	40.8	45.6	58.3
Westside Community Schools								
	Westside High School	483	249	51.6	242	49.3	50.1	56.2

Progress Report (Spring 2018)

4.3.3 By 2022, increase the number/percentage of students enrolling in postsecondary education in fall term after high school who enter with college credits. participating in and the number/percentage of credits earned in any kind of early credit program (dual enrollment, AP, etc.). (#3-4 in MOEC plan.)

Percentage of MOEC School's On-Time High School Graduates Who Continue on to College by April of the Following Year						
NE data gathered from NE Coordinating Commission for Postsecondary Education based on information from National Student Clearinghouse IA data gathered from IA Department of Education website www.educateiowa.gov						
District	School	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Bellevue Public Schools						
	Bellevue East Sr. High School	65%	65%	67%	62%	62%
	Bellevue West Sr. High School	75%	71%	72%	72%	73%
Bennington Public Schools						
	Bennington Secondary School	77%	80%	86%	85%	77%
Council Bluffs Community School District						
* Council Bluffs data % of graduates that enrolled in an institution of higher education within 16 months of graduating						
	Abraham Lincoln High School	58%	58%	62%	61%	
	Thomas Jefferson High School	48%	48%	57%	58%	
Douglas County West Community Schools						
	Douglas County West High School	60%	65%	68%	62%	66%
Elkhorn Public Schools						
	Elkhorn High School	80%	79%	86%	80%	83%
	Elkhorn South High School	87%	89%	91%	89%	90%

Gretna Public Schools	Gretna High School	83%	82%	88%	84%	85%
Millard Public Schools	Millard North High School	82%	84%	80%	84%	80%
	Millard South High School	70%	70%	75%	72%	72%
	Millard West High School	87%	85%	85%	87%	85%
Omaha Public Schools						
	Benson Magnet High School	57%	58%	60%	57%	49%
	Bryan High School	52%	55%	60%	63%	52%
	Burke High School	68%	71%	72%	70%	69%
	Central High School	64%	67%	70%	69%	70%
	Omaha North Magnet High School	65%	67%	61%	68%	66%
	Omaha Northwest Magnet High School	52%	56%	60%	58%	61%
	Omaha South Magnet High School	57%	62%	58%	57%	56%
Papillion La Vista Community Schools						
	Papillion La Vista Sr. High School	73%	72%	73%	76%	73%
	Papillion La Vista South High School	78%	76%	76%	78%	74%
Ralston Public Schools						
	Ralston High School	64%	69%	72%	70%	62%
Springfield Platteview Community Schools						
	Platteview Sr. High School	68%	77%	79%	76%	70%
Westside Community Schools						
	Westside High School	85%	77%	79%	78%	80%

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4.3 Students successfully transition to postsecondary education.

By 2022, students, in the districts of the Learning Community of Douglas and Sarpy Counties, will successfully transition to postsecondary education as measured by comparing baseline data for the class of 2017 with subsequent years by increasing the numbers/percentages of students who enroll in postsecondary experiences within six months of graduation, using data provided by the National Clearinghouse and [Nebraska's Coordinating Commission for Postsecondary Education](#) and other appropriate sources.

4.3.1 Increase access to high quality college and career counseling regarding affordability, application process, and transitioning

4.3.2 Expand early career exploration and early credit options

4.3.3 Support students through transition to college and career programs

Description: MOEC is in-progress of setting benchmarks for each of the criteria. The benchmarks will be established by either a number or percentage (#/%).

Draft Metrics for MOEC Goal 2(CAP Section 4.4): Students complete postsecondary experiences prepared for career success.

1. Increase #/% of students completing and submitting FAFSA as tracked by NE Coordinating Commission on Postsecondary Education and by Iowa College Aid.
2. Increase #/% of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data.
3. Increase #/% of students enrolling in postsecondary education within a year of high school graduation who are academically prepared
4. to be successful according to the postsecondary institutions' established standards.
5. Increase #/% of students enrolling in postsecondary education in fall term after high school who enter with college credits.
6. Increase #/% of students participating in high school pre- apprenticeship / internship experiences.

Note: This important metric is not measurable at the current time, but will be explored.

Section 4. Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

4.4 Students Complete Postsecondary Experiences Prepared for Career Success

<p>Rationale/Evidence for Improvement Goal:</p> <p>Rationale and evidence of need resulting in the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan is derived from information provided by Nebraska Accelerate—Metropolitan Region, February 2016; The Nebraska State of the Schools Report for each of the Nebraska MOEC Districts, 2015-2016; and data provided by the Omaha Community Foundation (the www.LandscapeOmaha.org Report), Fall 2016.</p> <ul style="list-style-type: none"> • Misaligned academic expectations have led to high rates of developmental education in community colleges and potentially impacted four-year retention and completion rates • The Metro Region’s two major postsecondary institutions, Metro Community College (28% minority student enrollment) and UNO (20% minority student enrollment), serve diverse student populations • This student population mix results in a number of retention and completion challenges for the region’s postsecondary institutions. For example, Metro Community College’s 50% retention rate is seven percentage points below the community college average while its 13% completion rate is half of the statewide community college average. • Regardless of race or socio-economic status, the rate of students who graduate within 150% of time drops in half for most students leading to significantly lower postsecondary retention and graduation rates. The more time students spend earning a college degree, the less likely they are to graduate. Six years, or graduating within 150% time following high school, is the common benchmark of time used to measure college completion. <p>The eleven school districts of Douglas and Sarpy counties and their two Educational Service Units, and the Council Bluffs Community Schools, will collaborate with the University of Nebraska at Omaha, Metropolitan Community College, and Iowa Western Community College to address the Goals, Strategies, and Expectations of the Collective Impact Plan. This initiative is still being developed.</p>	<p>AQuESTT Tenet(s):</p> <p>Positive Partnerships and Student Success</p> <ul style="list-style-type: none"> • Individualized or Personalized Learning Plans • Attendance and Participation • Family Engagement • Community and Support Services <p>Poverty, LEP, & Other Plan Alignments:</p> <p>All components of the MOEC Collective</p>
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	<p>Impact Plan align with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification, services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rules and Federal requirements under IDEA and Title I.</p>
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Community Achievement Goal:

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

4.4 Students complete postsecondary experiences prepared for career success.

~~By 2022, students will complete postsecondary experiences prepared for career success, increasing the number & percentage completing degree or certificate/credential and employed within six months of program completion, as measured by comparing baseline data (2017) with subsequent year's data as compiled by postsecondary institutions.~~

~~4.4.1 By 2022, increase the number/percentage of student retention to the second year and beyond compared to the previous year by providing access to quality counseling for all students but especially for students of poverty, limited English proficiency, and ethnic diversity.~~

~~4.4.2 By 2022, increase the number of credits earned per term with the goal of the program to be completion within 150% of time as compared to baseline data from the previous year.~~

~~4.4.3 By 2022, collaborate with the business community to support career and workforce readiness and monitor results by increasing number/percentages of those employed in their preferred field.~~

4.4.1 Increase access to quality counseling for student support and retention programs

4.4.2 Collaborate with the business community to support career and workforce readiness and monitor results

4.4.3 Increase quality counseling related to career connections

Expectations for Student Learning Impact:

- ~~1. #/% completing degree or certificate/credential and employed within six months of program completion~~
- ~~2. #/% retention to second year and beyond~~
- ~~3. #/% receiving quality counseling—academic, financial, and career~~
- ~~4. #/% participating in internships, apprenticeships, clinical practices, etc., that lead to employment~~
- ~~5. # of credits earned per term increases with goal of program completion within 150% of time~~
- ~~6. #/% employed in field~~

1. Increase #/% of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education.
2. Increase #/% of recent high school graduates who persist from first term to second term in post-secondary education based on

4.4.4 Expand internship, apprenticeships, and other early work experiences

National Student Clearinghouse data.

3. Increase #/% of recent high school graduates who persist from first term to second term in post-secondary education based on National Student Clearinghouse data.
4. Increase #/% of recent high school graduates who have declared a major within 25% of postsecondary education program completion. (IWCC requires declaration of major upon entrance.)
5. Increase #/% of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment. Note: This important metric is not measurable at the current time, but will be explored.
6. Increase #/% of degree-seeking students who are on pace to graduate within 150% of expected time for selected program.
7. Increase #/% of degree / certificate - seeking students who graduate within 150% of expected time for selected program.
8. Increase #/% of graduates whose earnings match their level of

					<u>educational attainment based on workforce data.</u>	
					Focus Student Population(s): We pursue strategies and initiatives that have been proven effective for all PK-12 grade students and especially for students of poverty and limited English proficiency. (MOEC CI Value)	
Action/Strategy for Improvement:	Timeline:		Resources:	Organization/Role(s) Responsible:	Progress Monitoring:	
	Beginning:	End:			Dates:	Artifacts:
Increase access to quality counseling for student support and retention programs	January 2017	Ongoing	MCC, IWCC, and UNO Programs Student Satisfaction Surveys	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners	Quarterly reviews with fall and spring data review	Logs of student participation Student Survey Data
Collaborate with the business community to support career and workforce readiness and monitor results	January 2017	Ongoing	TBD	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD);	Quarterly reviews with fall and spring data review	TBD

				District Superintendents and Designated District and Building administrators; and Community Partners		
Increase quality counseling related to career connections	January 2017	Ongoing	MCC, IWCC, and UNO Programs Student Satisfaction Surveys	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners	Quarterly reviews with fall and spring data review	Logs of student participation Student Survey Data
Expand internship, apprenticeships, and other early work experiences	January 2017	Ongoing	Internship Program Availability	MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners	Quarterly reviews with fall and spring data review	NE Postsecondary Coordinating Commission Internship Data

Evaluation: (Description of current program evaluation efforts.)

Although the specifics of the MOEC Collective Impact Initiative evaluation are yet to be determined, the evaluation will use the principles and recommendations found in the literature on effective Collective Impact projects. These include an examination of:

The Initiative's Context

- Community culture and history

- Demographic and socio-economic conditions
- Political context
- Economic factors

The CI Initiative Itself (*the effectiveness of*)

- The five core elements of collective impact
- The initiative's capacity
- The initiative's learning culture

The Systems Targeted by the Initiative (*changes in*)

- Individuals' behavior
- Funding flows
- Cultural norms
- Policies

The Initiatives Impact (*changes in*)

- Population-level outcomes
- The initiative's (or community's) capacity for problem-solving

Questions that need to be asked include but are not limited to:

- How is the MOEC Project being implemented on the ground?
 - Role of various partners and regional organizations
 - Plans and actions of key workgroups
 - Supports provided by the backbone organization
- In what ways does the MOEC Project use its core strategies (alignment, engagement, data) to catalyze systems change in the region?
 - Alignment
 - Partners are beginning to align their policies, practices and funding decisions with Road Map goals and indicators
 - Engagement

- Knowledge and buy-in for the Road Map goal is very high
- There is “more work to be done” to ensure all stakeholders are meaningfully engaged
- Data
 - There has been tremendous success in building data capacity and adopting common metrics across organizations in the region
- What systems changes are occurring within and across organizations and the region as a result of MOEC Collective Impact Initiative?
 - Stronger Systems
 - There has been a substantial increase in collaboration both within and across sectors

Traditional evaluation theory needs to be replaced by the Five Rules of Collective Impact Evaluation which are:

Rule #1: Use Evaluation to Enable – Rather than Limit – Strategic Learning

Rule #2: Employ Multiple Designs for Multiple Users

Rule #3: Shared Measurement If Necessary, But Not Necessarily Shared Measurement

- Shared Measurement Is Critical but Not Essential
- Shared Measurement Can Limit Strategic Thinking – Groups that predetermine the indicators to be measured, are inherently limiting the scope of their observations. Collective Impact participants should focus on strategies with the highest opportunities for impact, not ones that offer greater prospects for shared measurement.
- Shared Measurement Requires “Systems Change.” In order to solve the “downstream problem” of fragmented measurement activities, local. Collective Impact groups need to go “upstream” to work with policy makers and funders who create that fragmentation in the first place. For shared measurement to work, policy makers and funders must work together with local leaders to align their measurement expectations and processes.
- Shared Measurement is Time Consuming and Expensive. While it is true that innovations in web-based technology have dramatically reduced the cost of operating shared measurement systems, it can still take a long time and a surprisingly large investment to develop, maintain, and adapt such systems.
- Shared Measurement Can Get in the Way of Action. Collective Impact initiatives should avoid trying to design large and perfect measurement systems up front, opting instead for “simple and roughly right” versions that drive – not distract – from strategic thinking and action.

Rule #4: Seek Out Intended & Unintended Outcomes

Rule #5: Seek Out Contribution – Not Attribution – to Community Changes

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4.4 Students complete postsecondary experiences prepared for career success.

4.4.1 Increase access to quality counseling for student support and retention programs

4.4.2 Collaborate with the business community to support career and workforce readiness and monitor results

4.4.3 Increase quality counseling related to career connections

4.4.4 Expand internship, apprenticeships, and other early work experiences

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