

Community Achievement Plan (CAP) Executive Summary

This Community Achievement Plan, as set forth herein, is a collaborative effort of the eleven school districts in the Omaha metropolitan area, two Educational Service Units, Metropolitan Omaha Educational Consortium (MOEC), and the Learning Community of Douglas and Sarpy Counties (LCDS). As outlined in statute, the Learning Community leads this collaborative process.

LCDS Role (*Nebraska Revised Statutes §79-2112*)

When the Nebraska Legislature created the Learning Community, it avoided any suggestion that the new entity would regulate member school district outcomes or mandate compliance measures. Instead, it called for an organization that would innovate and pursue “visionary resources” to improve student achievement.

LCDS Mission

Together with school districts and community organizations as partners, we demonstrate, share and implement more effective practices to measurably improve educational outcomes for children and families in poverty.

The Learning Community mission reflects a desire to foster collaboration over competition. LCDS moves toward a culture of continuous improvement where best practices have no borders. Collective strength comes from a blend of programs and partners with different approaches to the achievement gap.

LCDS Program Funding (*Nebraska Revised Statutes §77-3442*)

LCDS may levy up to 1.5 cents to implement elementary learning and early childhood programs outlined below. With limited funds, the Learning Community leverages the generous expertise of more than 30 community organizations. These contributions have allowed the Learning Community to strengthen programs.

LCDS Primary Responsibilities

1) Elementary Learning Centers *Nebraska Revised Statute §79-2113*

The Learning Community operates and guides program design in two elementary learning centers in North and South Omaha. These centers for innovation host the development of new programs and practices with care not to duplicate existing school district programs. The centers are intentionally placed in communities with concentrated poverty where student performance is historically low. Centers and satellite programs share a two-generation approach, connecting parent and child programs to improve student success. While these

programs are relatively young, independent third-party evaluators see many positive outcomes for students and families. Overall impact in Family Learning, Family Engagement and Intensive Early Childhood Education is strong and well-documented. The programs in both centers are currently at capacity with waiting lists. The long-term objective is to bring programs and practices to scale through a continuous improvement process:

- Develop and refine local proof of concept
- Share practices and promote program replication within local school communities.
- Establish knowledge transfer across the Learning Community network of program partners, school districts and community organizations

2) Superintendents' Early Childhood Plan (*Nebraska Revised Statute §77-3442*)

The Learning Community supports and collaborates around desired outcomes for this innovative plan. The goal is a comprehensive approach to reducing achievement gaps among our youngest and most vulnerable children. While the level of need and participation varies by school district, all eleven superintendents fully support the plan offered in partnership with the Buffett Early Childhood Institute (BECI). BECI leads implementation and manages plan evaluation. There are three levels of participation: Full Implementation of Birth-Grade 3 Approach, Customized School District Assistance, and Professional Development for All. The Superintendents' Plan encourages collaboration in all three levels of participation and is outstanding across school districts including all levels of school administration.

The Learning Community supports and collaborates on this innovative, comprehensive approach to serving young children from birth – Grade 3. The goal is to reduce or eliminate achievement gaps among children in Douglas and Sarpy Counties, with a focus on children living in high concentrations of poverty. While the level of need and involvement varies by school district, all 11 superintendents fully support the plan, which is led by the Buffett Early Childhood Institute at the University of Nebraska. The Buffett Institute is also conducting a comprehensive evaluation of the Plan in cooperation with the University of Nebraska – Lincoln and the University of Nebraska Medical Center.

3) School District Pilots (*Nebraska Revised Statute §79-2111*)

The Learning Community supports implementation and independent third-party evaluation of school district pilot programs in nine school districts. These programs, targeting children in poverty, provide positive and significant impact for nearly 8000 students and 400 teachers. Most programs have recently refocused objectives in three categories: Instructional Coaching, Jumpstart to Kindergarten, and Extended Learning.

4) Community Achievement Plan (*Nebraska Revised Statutes § 79-2122, 79-703, 79-1005*)

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. The mandate for the Community Achievement Plan (CAP) establishes accountability integrated within Nebraska Department of Education(NDE) guidelines.

| Required Elements of the Community Achievement Plan | Where element is addressed in the Community Achievement Plan |
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| <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 revised legislation establishes the Community Achievement Plan and sets standards by which very high poverty school districts may access additional funding. Over 125,000 PreK-12 students attend the schools of the Learning Community and will be impacted by the Community Achievement Plan.

CAP General Operating Principles

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.

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 Achievement Plan.

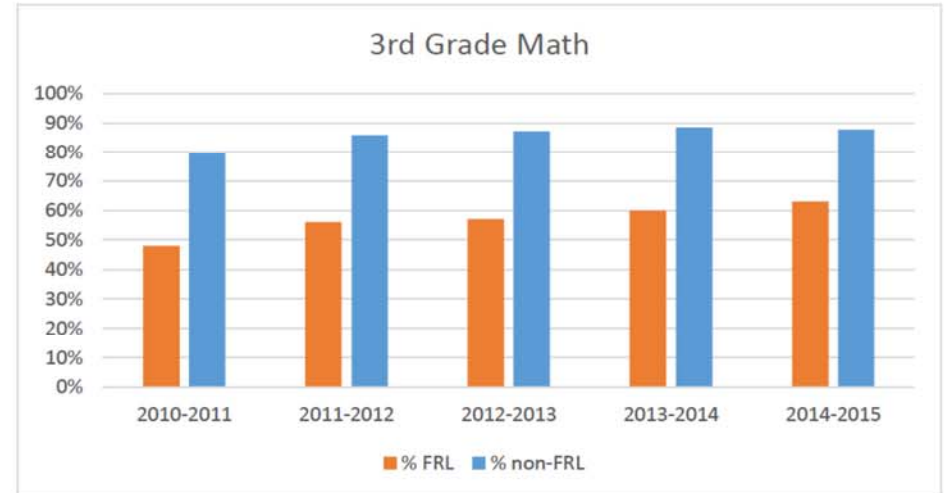
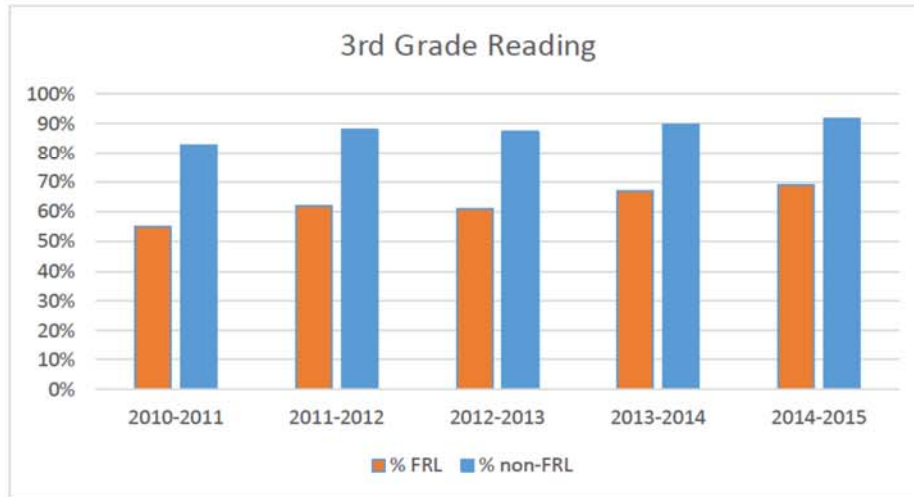
Data Review and Needs Analysis

The following are critical data points that influenced the many conversations that have led to the compilation of the Community Achievement Plan:

- 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.

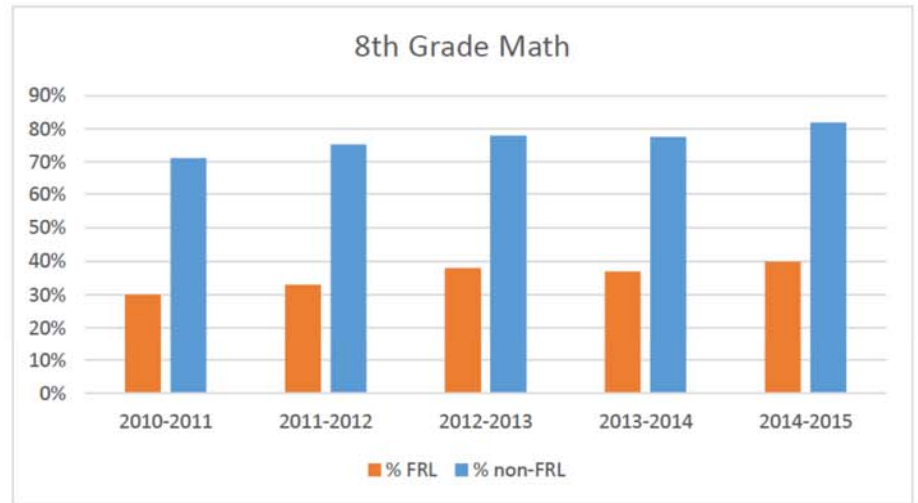
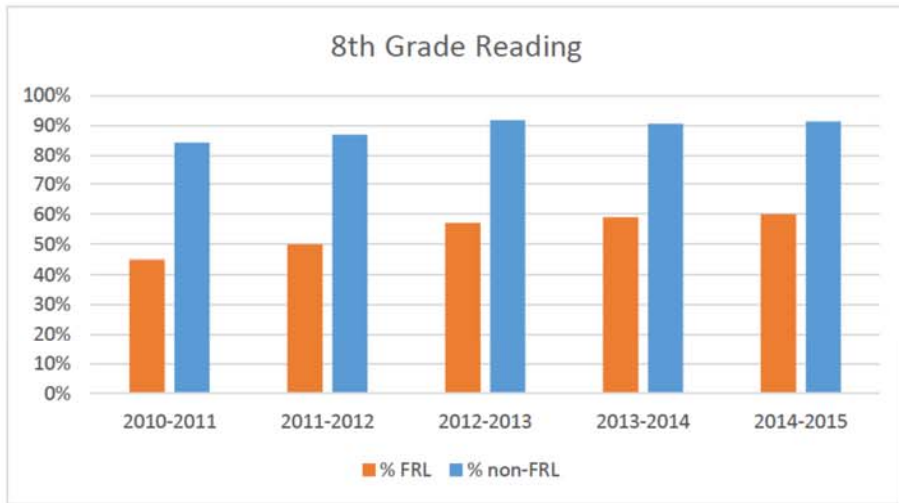
- Despite improvements in the percentages of students proficient in reading and mathematics over the last five years there is still room for improvement. Data, taken from the State of the Schools Report on the Learning Community, bears this out as the Achievement Gap between Free/Reduced Lunch Students and Non-Free/Reduced Lunch Students is still significant at Grades 3, 8, and 11 as measured by NeSA assessments.

3rd Grade Proficiency Levels in Reading and Math of Free/Reduced Lunch Students v. Non-Free/Reduced Lunch Students



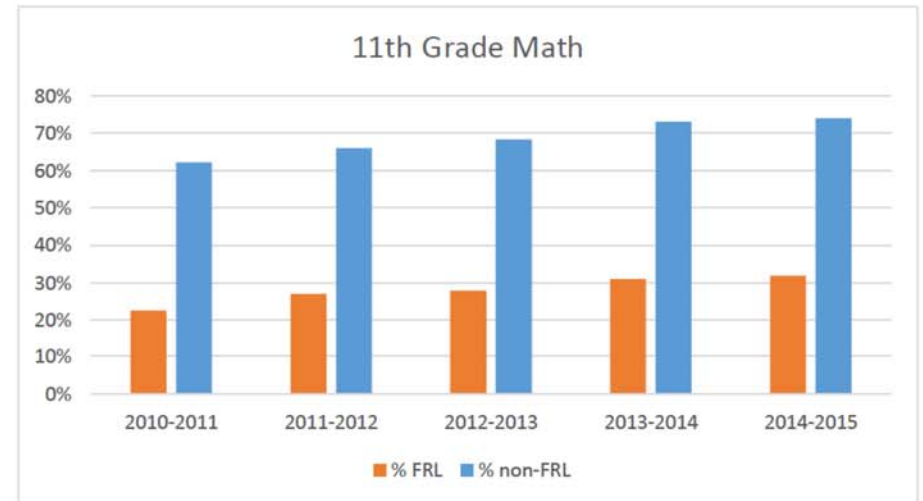
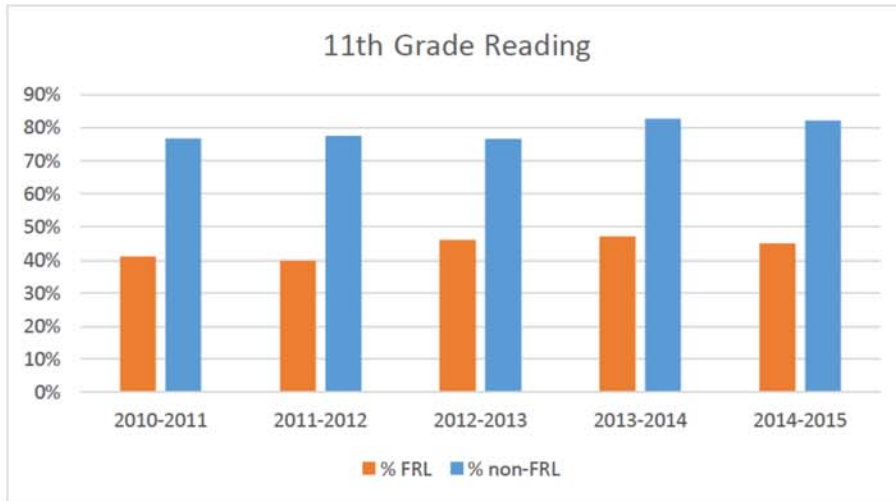
- From 2010-2011 to 2014-2015 the achievement gap in reading between Free/Reduced Price Students and Non-Free/Reduced Students was reduced from a 28-point differential to a 23-point differential. In Math, the difference was reduced from 32 points to 25 points. Although gains were made by FRL students, a significant achievement gap persists in both Reading and Math at 3rd grade.

**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.

**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.
- 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.

- 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.
- 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 (in four years if a two-year program; in six years if a four-year program) drops in half for most students leading to significantly lower postsecondary retention and graduation rates.

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.

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 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 participating in birth-age 3 home visiting programs, in partnership with or sponsored by public schools compared with baseline data for the 2016-2017 school year.
- 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.
- 4.1.3 By 2022, implement high quality student transitions to intellectually rigorous and developmentally informed Kindergarten classrooms compared with baseline data from the 2016-2017 school year.
- 4.1.4 By 2022, increase the numbers of early childhood professionals who demonstrate state-approved early learning professional competencies compared with baseline data for the 2016-2017 school year.
- 4.1.5 By 2022, increase the number of teachers with a postsecondary degree and concentration in early childhood education compared to baseline data for the 2016-2017 school year.

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 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.

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.

| Area: | SBOE Strategic Plan Measurable Outcome | Learning Community Community Achievement Plan (<i>What the LC is doing; CAP GOAL(s); and Measurable Outcomes.</i>) |
|---|--|--|
| <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[AP1] (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 University of Nebraska Medical Center (UNMC) that is captured in the Learning Community’s annual Evaluation Report. (4) Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Plan[AP2] |

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| <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>Educational Opportunities and Access</p> <p>Ensure all students have access to</p> | <p>4.2: By 2026, 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual</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> |

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| comprehensive instructional opportunities to be prepared for postsecondary education and career. | credit and/or obtained industry certification. | |
| | 4.3: By 2026, 95% of Nebraska elementary schools will be able to identify at least[AP3] one high-quality early childhood educational program accessible to all of the school’s resident preschool age population. | 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. |
| College, Career, and Civic Ready Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities. | 5.3: By 2026, 100% of Nebraska schools will provide[AP4] all students with a program for career awareness, exploration and preparation. | 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 |
| | 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. [AP5] | 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. |
| Assessment | 6.1: By 2018, utilizing baseline data from the ACT,[AP6] long-term goals | 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 |

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| Use assessments to measure and improve student achievement and inform instruction. | will be developed for 11 th grade achievement, including goals for subgroups. | 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 11 th graders will be available for the first time.) |
| | 6.3: By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%. [AP7] | 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. |
| | 6.4: By 2026, the percent of students in grades 3-8 and 11 proficient in math will increase from 72% to 82%. | 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. |
| Educator Effectiveness [AP8] Assure students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences. | 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. | CAP 4.1.4: By 2022, increase the numbers of early childhood professionals who demonstrate state-approved early learning professional competencies compared with baseline data for the 2016-2017 school year. |
| | | CAP 4.1.5: By 2022, increase the number of teachers with a postsecondary degree and concentration in early childhood education compared to baseline data for the 2016-2017 school year. |

For more detailed information, please refer to the complete Community Achievement Plan.