

# Building Pathways for Student Success



IN PARTNERSHIP WITH OUR STAKEHOLDER COMMUNITY: BELLEVUE PUBLIC, BENNINGTON PUBLIC, DC WEST COMMUNITY, ELKHORN PUBLIC, GRETNA PUBLIC, MILLARD PUBLIC, OMAHA PUBLIC, PAPIILLION LA VISTA COMMUNITY, RALSTON PUBLIC, SPRINGFIELD PLATTEVIEW COMMUNITY, AND WESTSIDE COMMUNITY SCHOOL DISTRICTS. BUFFETT EARLY CHILDHOOD INSTITUTE, EDUCARE OMAHA, GOALS, LUTHERAN FAMILY SERVICES, NEBRASKA DEPARTMENT OF EDUCATION, NEBRASKA EARLY CHILDHOOD COLLABORATIVE, METROPOLITAN OMAHA EDUCATION CONSORTIUM, OMAHA PUBLIC LIBRARY, ONEWORLD COMMUNITY HEALTH CENTERS, ESU #3, ESU #19, UNITED WAY OF THE MIDLANDS, AND LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES.

# **Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties November 2018 Update to the Nebraska State Board of Education**

Required by Nebraska Revised Statute §79-2122, the Community Achievement Plan (CAP), approved by the State Board of Education on April 7, 2017, impacts 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 are impacted by the Community Achievement Plan.

Given the statutory requirements and the collaborative efforts already taking place within the Learning Community and with the Metropolitan Omaha Education Consortium (MOEC) during the 2016-2017 school year, the CAP was developed to provide synergy and collaboration between already existing programs and newly conceived initiatives. These included:

- 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;
- Superintendent's Plan To Improve Attendance (GOALS Center)—a partnership between the eleven school districts;
- the Learning Community of Douglas and Sarpy Counties' North and South Omaha Learning Centers; and
- a Collective Impact Initiative (Achievement Plan) developed by the Metropolitan Omaha Education Consortium (MOEC).

The proposed Community Achievement Plan and its four sections are in various stages of development, implementation, data gathering, and reporting. Consequently, the CAP Update that follows highlights:

- updated evaluation models and measurement tools,
- presents initial baseline data,
- identifies the evolving thinking and strategies identified as impacting student growth and achievement, and
- clarifies the metrics that will be used to measure progress.

The update does not provide comparative data nor does it attempt to draw conclusions for any program other than all are making progress in their efforts to impact the community and its students.

Most importantly, the Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties aligns with the **2017-2026 STRATEGIC VISION AND DIRECTION** of the Nebraska State Board of Education (NSBOE) and Nebraska Department of Education (NDE) and reflects the August 3, 2018, **Resolution on Equity in Education**.

This alignment recognizes the NSBOE Strategic Priorities to:

- Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success,
- Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

These Strategic Priorities will be met by the Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties by emphasizing commitments to

- equity of opportunity by ensuring all students are college, career, and civic ready;
- equity of achievement by measuring and tracking academic progress; and
- equity of access by leading and supporting educators’ effectiveness.

Thus, the goals of the Community Achievement Plan are closely aligned with the **2017-2026 Strategic Vision and Direction**. This alignment is highlighted in the following matrix.

<b>Area:</b>	<b>SBOE Strategic Plan Measurable Outcome</b>	<b>Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties</b> ( <i>What the LC is doing; CAP GOAL(s); and Measurable Outcomes.</i> )
<p><b>Leadership</b></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><b>1.2</b> 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> <p>(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)</p> <p>(2) Targeted Support to Improve Student Attendance</p> <p>(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 <u>Evaluation Report</u>.</p> <p>(4) Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Plan</p>
<p><b>Positive Partnerships, Relationships, and Success</b></p>	<p><b>2.4:</b> By 2026, there will be a reduction in the percentage of students who are absent more</p>	<p><b>CAP 2.1:</b> By 2022, the Learning Community of Douglas and Sarpy Counties will implement the Superintendents’ Plan to Improve Attendance</p>

<p>Increase student, family, and community engagement to enhance educational experiences and opportunities.</p>	<p>than ten days per year from 27.46% to 15%.</p>	
<p><b>Transitions</b></p> <p>Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.</p>	<p><b>3.1:</b> 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><b>CAP 4.3.4:</b> 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><b>Educational Opportunities and Access</b></p> <p>Ensure all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.</p>	<p><b>4.2:</b> 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><b>CAP 4.3.3:</b> 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><b>4.3:</b> 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><b>CAP 4.1:</b> 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.</p>

<p><b>College, Career, and Civic Ready</b></p> <p>Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.</p>	<p><b>5.3:</b> By 2026, 100% of Nebraska schools will provide all students with a program for career awareness, exploration and preparation.</p>	<p><b>CAP 4.3.4:</b> 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><b>5.4:</b> 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><b>CAP 4.4:</b> By 2022, students will complete postsecondary experiences prepared for career success, increasing the number &amp; 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><b>Assessment</b></p> <p>Use assessments to measure and improve student achievement and inform instruction.</p>	<p><b>6.1:</b> By 2018, utilizing baseline data from the ACT, long-term goals will be developed for 11<sup>th</sup> grade achievement, including goals for subgroups.</p>	<p><b>CAP 4.2:</b> 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 11<sup>th</sup> graders will be available for the first time.)</p>
	<p><b>6.3:</b> By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%.</p>	<p><b>CAP 4.2.1:</b> 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><b>6.4:</b> By 2026, the percent of students in grades 3-8 and 11 proficient in math will increase from 72% to 82%.</p>	<p><b>CAP 4.2.1:</b> 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><b>Educator Effectiveness</b></p> <p>Assure students are supported by qualified/credentialed,</p>	<p><b>7.3:</b> By 2022, 100% of Nebraska schools will be staffed by teachers who have or are actively pursuing a teaching certificate with the appropriate</p>	<p><b>CAP 4.1.3:</b> By 2022, increase numbers of early childhood professionals having a postsecondary degree (Associate’s or Bachelor’s) with a concentration in early childhood education compared with baseline data for the 2016-2017 school year.</p>

effective teachers and leaders throughout their learning experiences.	endorsement for the subject(s) and grade level(s) of the course(s) being taught.	
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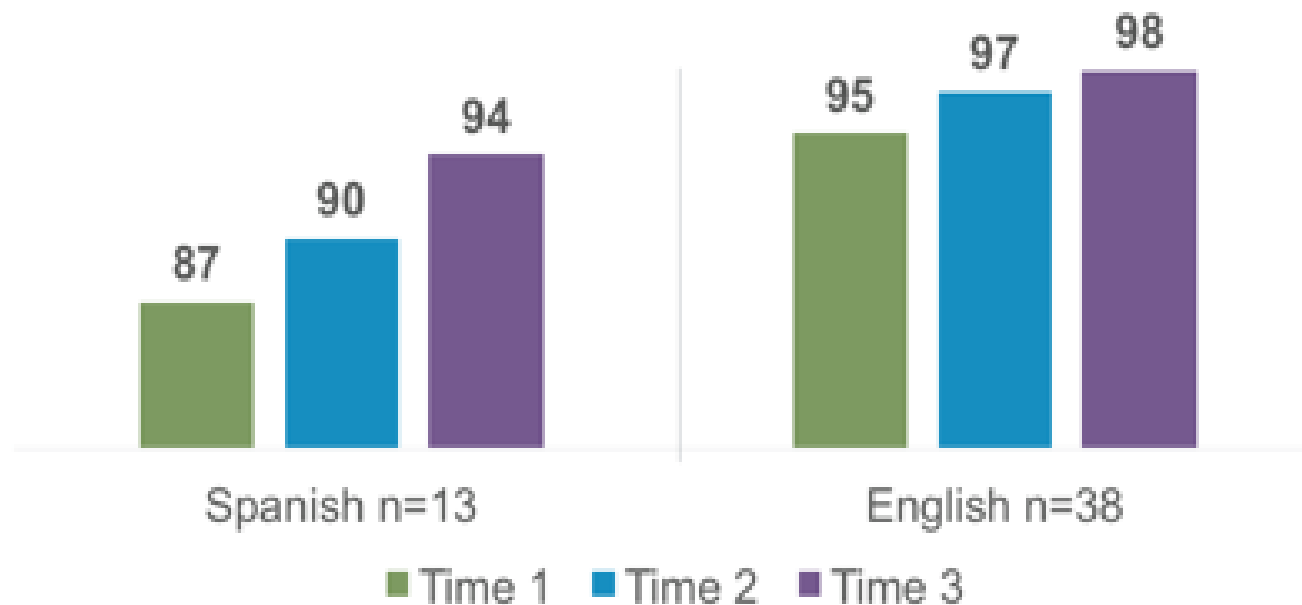
## Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties

### Section 1. Increased Access to Early Childhood Programming

#### Superintendents' Early Childhood Plan—2017-18 Evaluation Highlights

- Children, from birth through age 3, whose families received more home visits over time demonstrated significantly higher scores on expressive and overall language ( $r=.22$ ;  $p < .05$ ).
  - The home visiting program includes three, one-hour home visits per month. The trained home visitor engages the caregiver and child in an evidence-based home visiting curriculum.
  - In addition, families participate in monthly parent-child interaction groups which connect and extend learning with the families of children from birth – age 3.
- Early results show narrowing of educational achievement gaps for children who are Hispanic, Black, and/or whose home language is Spanish.
  - In the twelve full implementation schools, PreK – Grade 3 teachers receive professional development and ongoing coaching.
  - The schools are working to enhance and expand their efforts in family engagement, family and community partnerships, and transitions.
  - Educational achievement of students whose home language is Spanish is improving at a greater rate; resulting in a reduction of the achievement disparity. (see graph page 7)
  - Educational achievement of all students is improving. (see graph page 8)

# Educational Achievement Differences for the PreK Entry Group: Home Language (n = 59)

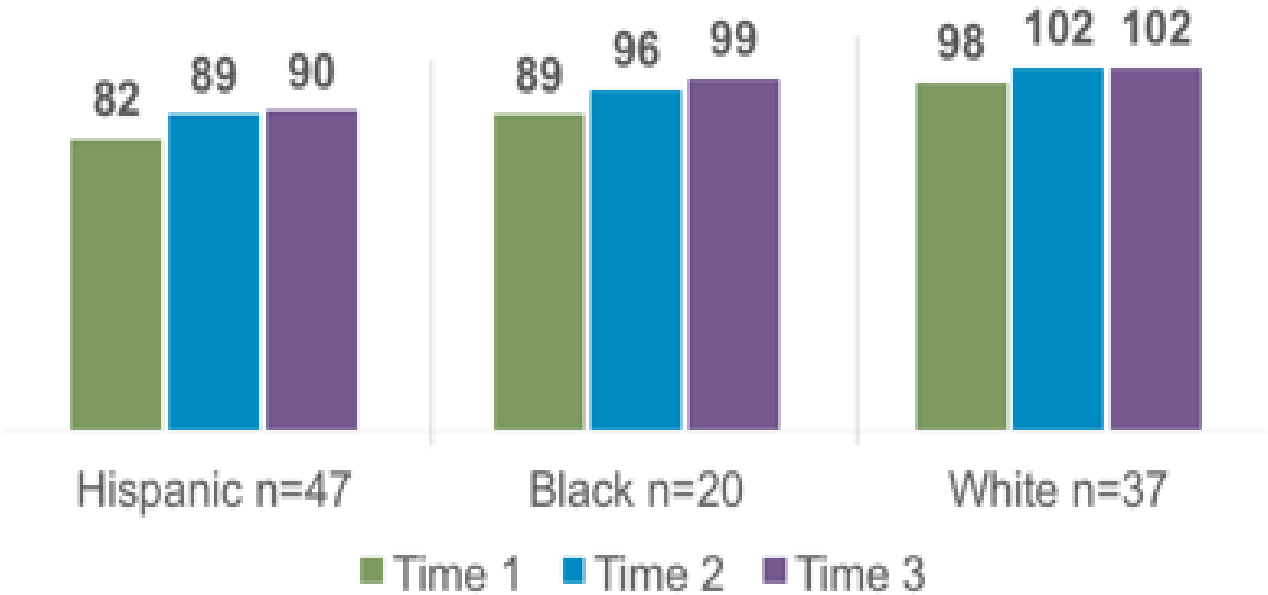


Kaufman Test of Educational Achievement, 3<sup>rd</sup> Edition Brief (KTEA-3 Brief)

Buffett Early Childhood Institute



# Educational Achievement Differences for the K Entry Group: Race/Ethnicity (n = 113)



Kaufman Test of Educational Achievement, 3<sup>rd</sup> Edition Brief (KTEA-3 Brief)

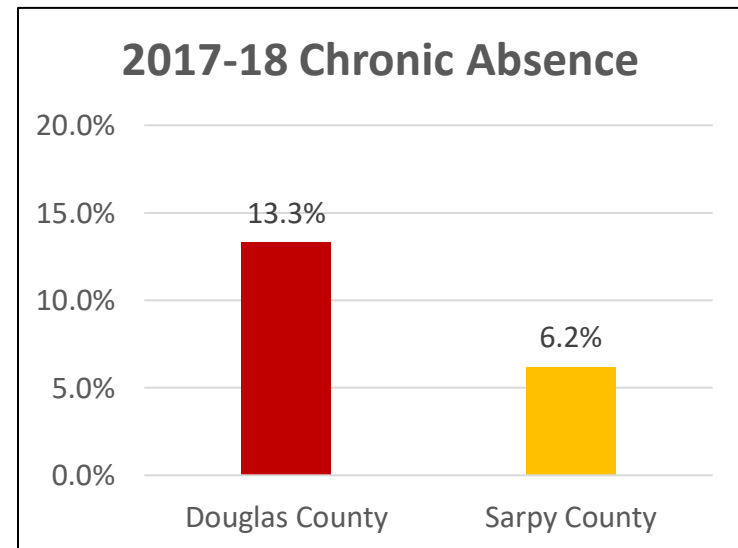
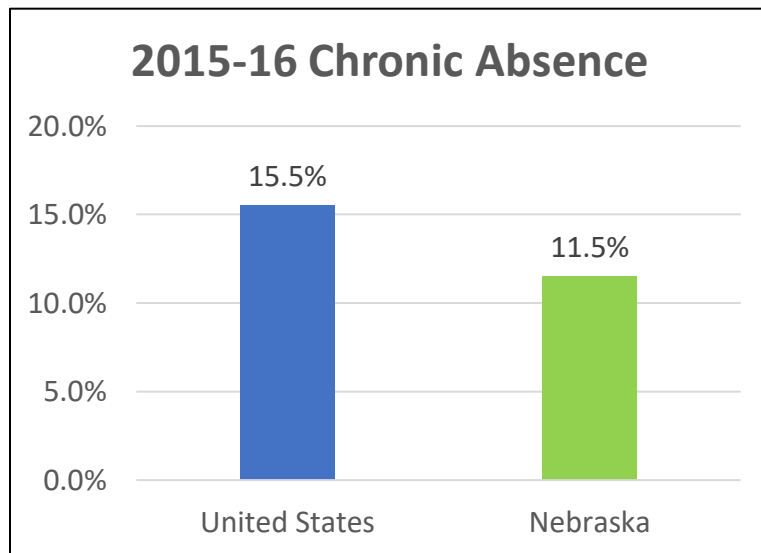
## Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties

### Section 2. Targeted Support to Improve Student Attendance

#### 2.1 Superintendents' Plan to Improve Attendance – Progress Update

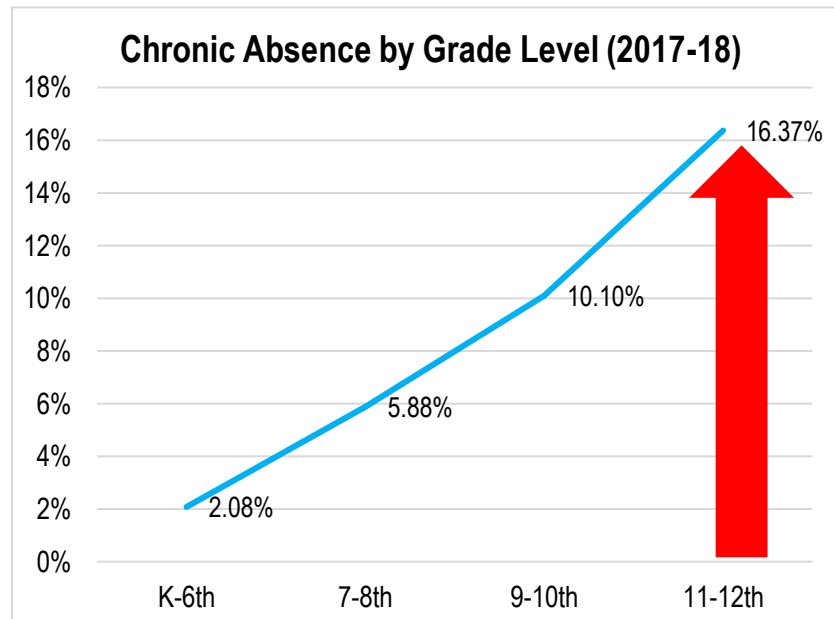
##### **Chronic Absence Levels: Big Picture**

The Hamilton Project at the Brookings Institution created interactive mapping that allows comparisons of national data reported by school districts to the US Department of Education Office for Civil Rights. The most up to date data is from the 2015-16 school year.



Source: The Hamilton Project, [http://www.hamiltonproject.org/charts/chronic\\_absence\\_across\\_the\\_united\\_states](http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states)

Source: Nebraska Department of Education



- When considering 2017-18 data by grade level, the rate of chronic absence (20+ days absent) increases as grade level increases. This trend was experienced in both Douglas and Sarpy County.
- From 2016-17 to 2017-18, the majority of school districts across the metro area (8, 72%) saw an increase in the rate of chronic absence. Three districts did see a slight decrease; however, it should be noted that these districts are smallest in size.
- Title I buildings are experiencing higher rates of chronic absence than non-Title I buildings. Specifically, the average rate of chronic absence within Title I buildings was 12.08% in 2017-18, while the average rate of chronic absence within non-Title I buildings was 9.57%.
- There is a wide range in rates of chronic absence from school building to school building across the metro area. Specifically:
  - Elementary schools' chronic absence rates range from a low of 2.51% to a high of 28.54%.
  - Middle schools' chronic absence rates range from a low of 2.00% to a high of 30.3%.
  - High schools' chronic absence rates range from a low of 3.83% to a high of 42.01%.

## **Strategies for Improvement**

- Two strategies have been completed to date. These include:
  - Review all Board Policies to ensure they align and reflect the current statutes (79-201 and 79-209) regarding attendance.
  - Review school building specific strategies to improve attendance.
  
- The following two strategies are in progress at this time:
  - Develop School District strategies targeted to improve attendance.
  - Schools buildings with an Average Daily Attendance rate between 93-97% will develop additional supports and strategies to identify students at risk for chronic attendance concerns.
  
- Additional strategies are coming soon. These include:
  - Developing MOUS with community partners to ensure a streamlined process which identifies common outcomes and strategies to improve school attendance.
    - This will help build a collaborative, collective picture that can show the work being done across the community.
  - Developing an early warning system in each school district to identify students who are at risk of chronic absenteeism.
    - This strategy aligns with initiatives being done through ESSA and AQuEST.

The Superintendent's Plan to Improve Attendance directly correlates to the Nebraska's Consolidated State Plan and thus the State Board of Education's Strategic Vision and Direction. The NDE Strategic Plan addresses Chronic Absence in Goal 2.4 of the plan. Chronic Absence is specifically addressed within the AQuESTT indicator for student success and school quality. Through the AQuESTT measures and metrics chronic absentee rates will be utilized to establish goals for individual schools during the 2018-2019 school year. Moving forward school districts will be held accountable and provided support to achieve the goals outlined during the 2018-2019 school year.

Through the ESSA plan two groups have been identified to provide additional support and guidance in the area of School Quality and Student Success in the area of chronic absenteeism. The Technical Advisory Council and the AQuESTT 2.0 task force will continue to help shape and provide direction in how to best evaluate and measure chronic absenteeism for students in kindergarten through twelfth grade.

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

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

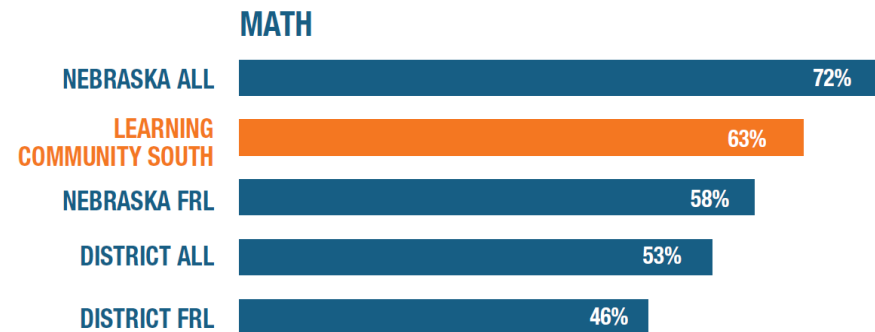
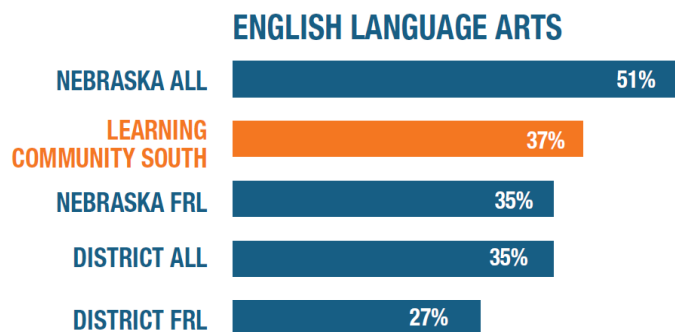
3.1.3 By 2020, students of parents participating in the program for two or more years will score higher in math compared to the overall district on the current statewide assessment.

#### Student Achievement in English Language Arts and Math

### REDUCING THE ACHIEVEMENT GAP

Where do we see the 2-Gen difference when a parent and child complete Family Learning? Evaluators compared third graders side by side. Learning Community South students had higher school attendance and higher scores.

STUDENT  
NESEA SCORES  
**EXCEEDED**  
COMPARABLE  
STUDENTS  
IN THE STATE OF  
**NEBRASKA**



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

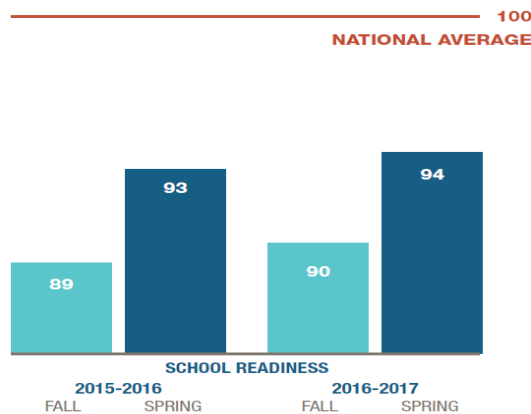
3.3.1 By 2020, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages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

#### EARLY CHILDHOOD QUALITY COUNTS

Teacher coaching and quality classrooms make all the difference for preschoolers.

#### CHILD IMPACT

Teaching teams met the scores for impact with improvement for four consecutive years.



#### SCHOOL READINESS

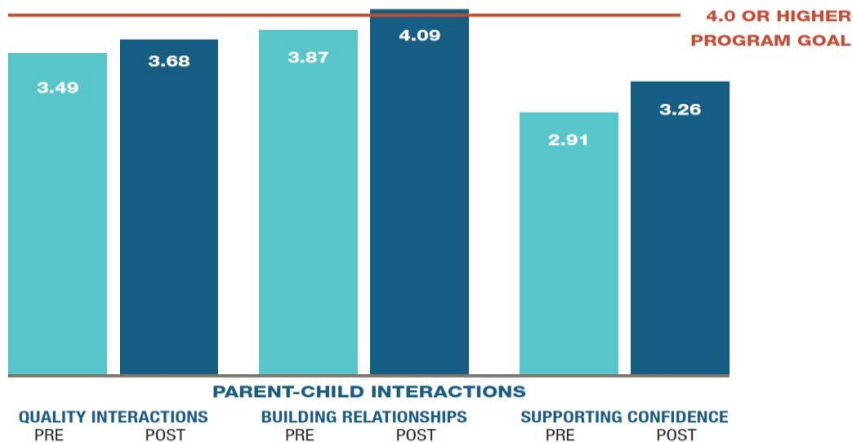
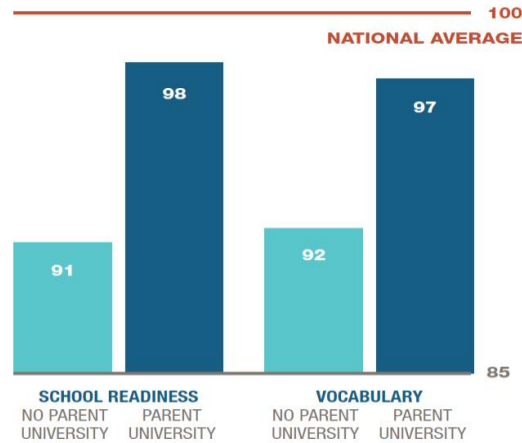
Preschoolers made significant gains in school readiness.

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

- 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.
- 3.2.3 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.

#### PARENT UNIVERSITY CHILDREN IMPROVE READINESS

Family participation and strong school-parent partnerships go hand in hand. Results show student gains are even greater with family memberships in Parent University.



#### PARENT UNIVERSITY FAMILIES BUILD SKILLS

Parents made positive progress to support their child’s success in school.

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

### Section 4. Development of the MOEC Collective Impact Achievement Plan

#### Year 1 Of Implementation (2017-2018) of MOEC Collective Impact Plan

- Metrics were revised and approved by MOEC superintendents (see page 18). There are currently 30 metrics, PK through college (details of 5 metrics have not been finalized).
- A FAFSA Strategic Work Group agreed to use data disseminated by the Nebraska Coordinating Commission for Postsecondary Education, and tracked data monthly beginning in November, 2017.
- As of mid-October 2018, ten of 22 MOEC high schools had surpassed prior year's data. The average completion rate for Nebraska MOEC high schools matched state data, at 56%.
- A Mathematics Strategic Work Group collaborated through the year and proposed seven strategic priorities for the 2018-19 school year, including a voluntary cohort of high school mathematics teachers to collaborate in collecting data, developing strategies, and creating improved assessments related to student success in mathematics.



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

### Section 4. Development of the MOEC Collective Impact Achievement Plan

#### Year 2 Of Implementation (2018-2019) of MOEC Collective Impact Plan

- Baseline data from 2017-18 is being collected from districts and colleges. Initial data from K-12 districts is due mid-November. Initial data from postsecondary institutions are due mid-December.
- Districts are discussing the possibility of collecting shared MOEC data from NWEA for 2017-18.
- The Mathematics Strategic Work Group will continue work toward strategic priorities. 119 participants from 9 districts, 15 high schools, and 3 colleges are participating in the year-long voluntary cohort of mathematics teachers this year, funded by local foundations.
- Work to increase completion of FAFSA for high school seniors began October 1, 2018. The Greater Omaha Chamber of Commerce has supported the effort by sharing a letter with all members, encouraging community-wide completion efforts.
- MOEC has worked with the Chamber of Commerce, United Way of the Midlands, the Learning Community and other organizations to begin work toward application of the community into the National Campaign for Grade-Level Reading, focusing on improving literacy proficiency of students by end of third grade.
- Separate MOEC Strategic Work Groups will focus on early literacy and school attendance.
- Work Groups focusing on dual enrollment and internships/apprenticeships will be convened during the school year.

# Helping students succeed through collaboration

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## OUR VISION

All students in the Omaha-Council Bluffs metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond.

We will achieve this through setting transformational goals for student success, launching initiatives focused on dramatically improving student outcomes, and strengthening the connections between our education systems and communities.



## OUR GOALS

Students are prepared for success in kindergarten and the primary grades.

Students graduate from high school prepared for postsecondary and career success.

Students successfully transition to postsecondary education.

Students complete postsecondary experiences prepared for career success.

## OUR GUIDING PRINCIPLES

- We will approach our work diligently since the future of public education depends on our success.
- Our work will be relevant and meaningful to all we serve.
- We will come to each meeting ready to discuss progress and results.
- We will embrace vulnerability and take risks to build and maintain trust.
- We will be curious before critical.
- Our goal will be progress not perfection.
- We will expect, collect, and react to ongoing feedback related to our work.
- We will commit resources to accomplish our goals.
- When we reach conflict, we will strive for progress rather than impasse.
- We will value the past and focus on the future.

## OUR PARTNERS

Bellevue Public Schools  
 Bennington Public Schools  
 Council Bluffs Community Schools  
 Douglas County West Public Schools  
 Educational Service Unit #3  
 Elkhorn Public Schools  
 Gretna Public Schools  
 Iowa Western Community College

Metropolitan Community College  
 Millard Public Schools  
 Omaha Public Schools  
 Papillion La Vista Schools  
 Ralston Public Schools  
 Springfield Plattview Public Schools  
 University of Nebraska Omaha  
 Westside Community Schools

# OUR METRICS

11/01/2018

MOEC Metrics for GOAL 1	MOEC Metrics for GOAL 2	MOEC Metrics for GOAL 3	MOEC Metrics for GOAL 4
<p><b>STUDENTS ARE PREPARED FOR SUCCESS IN KINDERGARTEN AND THE PRIMARY GRADES.</b></p> <ol style="list-style-type: none"> <li>Increase # of children, ages 0-3, in high quality home visiting programs.</li> <li>Increase #/% of 3 and 4 year-olds enrolled in high quality preschools.</li> <li>Increase #/% of teachers in MOEC PreK-Grade 3 classrooms with an endorsement in early childhood education.</li> <li>Increase # of developmentally informed and intellectually challenging Kindergarten and primary grade classrooms. *</li> <li>Increase # of early childhood teachers who demonstrate evidence-based early learning competencies. *</li> <li>Increase the #/% of children entering Kindergarten who demonstrate proficiency in learning and development on a valid observational assessment that can be used to plan program and curriculum. *</li> </ol>	<p><b>STUDENTS GRADUATE FROM HIGH SCHOOL PREPARED FOR POSTSECONDARY AND CAREER SUCCESS.</b></p> <ol style="list-style-type: none"> <li>Increase #/% of students who meet expectations for proficiency in literacy by the end of 3rd grade.</li> <li>Increase #/% of students who meet expectations for proficiency in math by the end of 8th grade.</li> <li>Increase #/% of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.</li> <li>Increase #/% of students who graduate from high school having successfully completed four years of math.</li> <li>Increase #/% of high school freshmen who are on track to graduate by the end of 9th grade.</li> <li>Increase #/% of students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation.</li> <li>Increase #/% of students who meet college and career readiness standards by the end of 12th grade, as measured by the ACT graduate report.</li> <li>Decrease #/% of students who miss 10% or more days of school per year.</li> <li>Increase #/% of students who participate in at least one school activity in high school.</li> <li>Increase #/% of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time.</li> <li>Decrease the # of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and CBCSD data.</li> <li>Increase the average percentage of first and third year UNO graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards.</li> </ol>	<p><b>STUDENTS SUCCESSFULLY TRANSITION TO POSTSECONDARY EDUCATION.</b></p> <ol style="list-style-type: none"> <li>Increase #/% of students completing and submitting FAFSA as tracked by NE Coordinating Commission on Postsecondary Education and by Iowa College Aid.</li> <li>Increase #/% of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse.</li> <li>Increase #/% of students enrolling in postsecondary education within a year of high school graduation who are academically prepared to be successful according to the postsecondary institutions' established standards.</li> <li>Increase #/% of students enrolling in postsecondary education in fall term after high school who enter with college credits. *</li> <li>Increase #/% of students participating in high school pre-apprenticeship/internship experiences. *</li> </ol>	<p><b>STUDENTS COMPLETE POSTSECONDARY EXPERIENCES PREPARED FOR CAREER SUCCESS.</b></p> <ol style="list-style-type: none"> <li>Increase #/% of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education.</li> <li>Increase #/% of recent high school graduates who persist from first term to second term in postsecondary education based on National Student Clearinghouse data.</li> <li>Increase #/% of recent high school graduates who have declared a major within 25% of postsecondary education program completion.</li> <li>Increase #/% of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment. *</li> <li>Increase #/% of degree-seeking students who are on pace to graduate within 150% of expected time for selected program.</li> <li>Increase #/% of degree/certificate-seeking students who graduate within 150% of expected time for selected program.</li> <li>Increase #/% of graduates whose earnings match their level of educational attainment based on workforce data.</li> </ol> <p>*Note: This important metric is not measurable at the current time, but will be developed.</p>

**HELPING STUDENTS SUCCEED THROUGH COLLABORATION**  
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September 2018



INFANT

ELEMENTARY

MIDDLE  
SCHOOL

HIGH SCHOOL

COLLEGE

CAREER

***SUCCESS***

