

Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2018-2022

Approved by the Nebraska State Board of Education, April 7, 2017

Update Presented November 1, 2018

Revisions and Progress Reports November 7, 2019

CAP Background

Nebraska Revised Statute §79-2122 took effect on July 21, 2016, and included a provision for a new Community Achievement Plan (CAP) that was to be approved by the State Board of Education by April 7, 2017. 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 are impacted by the Community Achievement Plan.

The approved 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 and 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 modified on June 17, 2019 (NEQuESTT); 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 including 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 put forth a Community Achievement Plan which incorporated current critical collaborative efforts and a proposed Collective Impact initiative. The critical collaborative efforts 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; 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 was 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 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.

1.2 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.

1.3 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.

Section 2: The Superintendents' Plan to Improve Attendance—GOALS

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 Increase Collaborative efforts to reduce the incidence of chronic Absenteeism.

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.

3.2 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.

3.3 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.

3.4 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.

3.5 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.

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

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

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

4.3 Students successfully transition to postsecondary education.

4.4 Students complete postsecondary experiences prepared for career success.

Most importantly, the Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties aligns with the **2017-2026 Strategic Vision and Direction, Revised June 7, 2019** of the Nebraska State Board of Education (NSBOE) and Nebraska Department of Education (NDE) and reflects the August 2019, **Agents of Change for Equity Playbook** as is highlighted in the following matrix.

Nebraska State Board of Education (NSBOE) and Nebraska Department of Education (NDE) Alignment with the Agents of Change for Equity and the Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties			
Goals (Domains) & Strategies	Aspirational Measures of Success	Agents of Change for Equity	Learning Community Community Achievement Plan <i>(LC CAP GOAL(s) and Measurable Outcomes.)</i>
<p><u>Leadership</u></p> <p>1. Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.</p> <p>A. 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>The Learning Community has demonstrated a commitment to timely, high-quality external evaluation, including the programming for CAP Goals:</p> <p>(1) Increased access to Early Childhood Programming</p> <p>(2) Superintendents’ Plan to Improve Student Attendance--GOALS</p> <p>(3) Increasing parent engagement and system capacity through the North and South Omaha Learning Centers Medical Center (UNMC)</p> <p>(4) Development of the Metropolitan Omaha Education Consortium</p>

<p>B. Provide educational equity through the intentional allocation of resources and opportunities according to need which requires that discriminatory practices, prejudices, and beliefs be identified and eradicated</p> <p>C. Engage policy partners and stakeholders in the development of policies, regulations, and practices to ensure equitable opportunities for all Nebraskans</p>			(MOEC) Collective Impact (CI) Plan
<p>Success, Access, and Support (SAS)</p> <p>2. Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success (Success, Access, and Support)</p> <p>A. Increase student, family, and community engagement to enhance educational experiences and opportunities (Positive Partnerships, Relationships, and Success)</p>	<p>Success, Access, and Support (SAS)</p> <p>SAS.1. The dropout rate of all Nebraska students including subgroups will be less than 1%, by 2026 [original 2.2] (Positive Partnerships, Relationships, and Success)</p> <p>SAS.2. There will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%, by 2026 [original 2.4] (Positive</p>	<p>Success, Access, and Support (SAS)</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</p>

	<p>Partnerships, Relationships, and Success)</p> <p>Transitions</p> <p>SAS.3. The 4-year cohort graduation rates for all</p>	<p>Educational Opportunities and Access</p> <ul style="list-style-type: none"> • Partner with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education. • Set expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families <p>Transitions</p>	<p>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>CAP 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-based early childhood program staff.</p>
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<p>B. Provide quality educational opportunities for student success, beginning with early childhood education and continuing through transitions between grade levels, programs, schools, postsecondary institutions, and careers (Transitions)</p>	<p>Nebraska students will be greater than 92% and not less than 85% for any one subgroup, by 2026 [original 3.2] (Transitions)</p> <p>SAS.4. The 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup, by 2026 [original 3.3] (Transitions)</p> <p>Educational Opportunities and Access</p>	<p>Educational Opportunities and Access</p>	<p>CAP 1 Increased Access to Early Childhood Programming</p> <p>CAP 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).</p>
<p>C. Ensure that all students have access to comprehensive instructional opportunities, beginning with early childhood education, to be prepared for postsecondary education and career (Educational Opportunities and Access)</p>	<p>SAS.5. Eighty-five percent of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification, by 2026 [original 4.2] (Educational Opportunities and Access)</p>	<ul style="list-style-type: none"> • Partner with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education. • Increase access to computer science at all K-12 levels and employ existing, high-quality professional development programs, such as Code.org, to allow teachers to become trained/certified 	<p>CAP 4.1.2 By 2022, increase the number of 3 and 4-year-olds enrolled in high quality preschools. (#1.2 in MOEC plan)</p>

		<p>in computer science instruction.</p> <ul style="list-style-type: none"> • Ensure that teachers and staff provide engaging learning experiences connected to the community and leverage civic and service-learning opportunities. • Set expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families. 	
<p>Teaching, Learning, & Serving</p> <p>3. Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life (Teaching, Learning, and Serving)</p> <p>A. Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities (College, Career, and Civic Ready)</p>	<p>Teaching, Learning, & Serving</p> <p>TLS.1. 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 from high school,</p>	<p>Teaching, Learning, & Serving</p> <p>College, Career, and Civic Ready</p> <ul style="list-style-type: none"> • Partner with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education. • Increase access to computer science at all K-12 levels and employ 	<p>CAP 4.2.1 By 2022, ensure students receive quality instruction and programs on PK-12 resulting in postsecondary and career readiness.</p> <p>Metrics:</p> <ol style="list-style-type: none"> 1. Increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.

	<p>by 2026 [original 5.4] (College, Career, and Civic Ready)</p>	<p>existing, high-quality professional development programs, such as Code.org, to allow teachers to become trained/certified in computer science instruction.</p> <ul style="list-style-type: none"> • Ensure that teachers and staff provide engaging learning experiences connected to the community and leverage civic and service-learning opportunities. • Set expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families. • Monitor course options and prerequisites to determine whether low-income students and students of color are being provided a college- and career-ready program of study. • Align career and technical education with local business and industry needs and Nebraska Career Readiness Standards. 	<ol style="list-style-type: none"> 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. <p>CAP 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>CAP 3.1.4 By 2020, students will also score higher in</p>
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<p>B. Use assessments to measure and to improve student achievement and to inform instruction (Assessment)</p>	<p>Assessment</p> <p>TLS.2. The percent of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2026 [original 6.3] (Assessment)</p> <p>TLS.3. The percent of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2026 [original 6.4] (Assessment)</p> <p>TLS.4. The percent of Nebraska students in grades 3–8 and 11 proficient in science will increase from 72% to 82%, by 2026 [original 6.5] (Assessment)</p>	<p>Academic Progress</p> <ul style="list-style-type: none"> • Review curriculum and instructional materials for bias and adopt changes that lead to equitable outcomes for each and every student. • Analyze and share student growth data as a way to show improvement and progress in your school and district. • Ensure parents understand the student expectations for each grade level, how teachers will help students reach them, and how the summative assessments measure student proficiency on those expectations. • Set ambitious and achievable goals for English learners and ensure they are making progress in achieving English language proficiency. • Analyze special education services identification and provide training in appropriately identifying and supporting students with disabilities. 	<p>reading (79% proficient baseline) compared to the overall district (72% proficient).</p> <p>CAP 4.2.2 By 2022, align PK-16 curricula and assessments with established postsecondary and career readiness standards</p> <p>CAP 4.2.1 By 2022, ensure students receive quality instruction and programs on PK-12 resulting in postsecondary and career readiness.</p> <p>Metrics:</p> <ol style="list-style-type: none"> 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
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<p>C. Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences (Educator Effectiveness)</p>		<ul style="list-style-type: none"> • Measure and improve school culture as one important aspect of closing achievement gaps. • Review exclusionary discipline policies and explore alternative strategies. <p>Educator Effectiveness</p> <ul style="list-style-type: none"> • Develop a recruitment strategy to attract and retain teachers that match the racial and ethnic diversity of the student population. • Provide high-quality leadership opportunities for teachers of color. • Develop a new teacher support program to induct and retain highly-effective new and early-career teachers. • Use data to place highly-effective teachers with lower-performing students. • Provide training and support for all teachers in cultural competency and working with diverse student populations. 	<p>school having successfully completed four years of math.</p> <p>CAP 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>CAP 4.1.4 By 2022, increase the number of Early Childhood Education teachers who demonstrate who demonstrate state-approved identified best practice early learning professional competencies.</p> <p>CAP 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.</p>
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Changes to the Community Achievement Plan Since the 2018 Report

1. In addition to the General Matrix of Alignment for the Nebraska State Board of Education (NSBOE) and Nebraska Department of Education (NDE) 2017-2026 Strategic Vision and Direction, Revised June 7, 2019, (NEQuESTT), the Agents of Change for Equity, and the Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, each CAP Section explicitly identifies the specific alignment between the CAP section and NEQuESTT.
2. Each CAP section contains an Equity statement. School districts are engaged in conversations regarding Equity and how it can be met but detailed, specific examples of alignment are not yet available.
3. Community Achievement Plan Section SMART Goals have been extended from 2020 to 2022.
4. Data and Summary Results have been updated in Sections 1 and Section 3.
5. In Section 2—GOALS (Attendance) new strategies are identified to address the issue of attendance
6. In Section 4—MOEC Collective Impact (CI) Achievement Plan metrics have been refined and/or new Initiatives identified that are designed to address the goals and advance improved student and teacher performance.
7. At the end of each CAP Section is a matrix that identifies the Partnerships that have been formed to support and facilitate the successful implementation and completion of that Section's Goals.
8. The Roles and Responsibilities of the various Learning Community members—school districts, member schools, ESU's, and partner organizations, as originally outlined in each of the four sections of the Community Achievement Plan, approved on November 7, 2017, have not been altered.

Section 1. Increased Access to Early Childhood Programming

1.1 FULL IMPLEMENTATION of BIRTH THROUGH GRADE 3 APPROACH

<http://buffettinstitute.nebraska.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—Mockingbird 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.

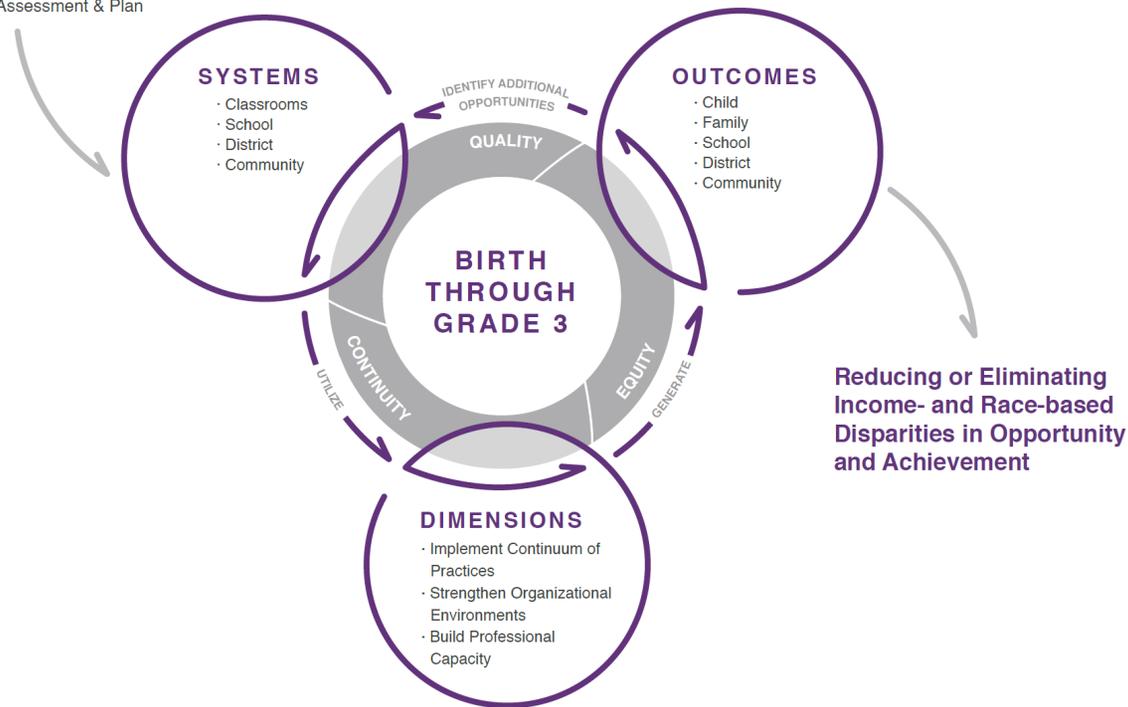
Community Achievement Goal:	NEQuESTT Alignment
<p>1.1 Full Implementation of Birth Through Grade 3 Approach The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by developing comprehensive and aligned early childhood programming for children from birth through Grade 3 and their families.</p> <p>1.1.1 By 2022, the core components of the Superintendents’ Plan will be articulated and implemented as intended and at the expected levels of quality.</p> <p>1.1.2 By 2022, home visitor practices in responsiveness and relationships with families, facilitation of parent-child interactions, and non-intrusive collaboration will improve to meet or exceed recognized performance standards.</p>	<p>2.C. Ensure that all students have access to comprehensive instructional opportunities, beginning with early childhood education, to be prepared for postsecondary education and career (Educational Opportunities and Access).</p>

- 1.1.3 By 2022, families participating in two or more years of home visiting will increase in positive parenting and social support outcomes.
- 1.1.4 By 2022, children’s outcomes in language development, reading, mathematics, and social-emotional domains will improve as compared to baseline data and disparities based on family income and race/ethnicity will be reduced.
- 1.1.5 By 2022, teacher practices in classroom organization, emotional support, and instructional practices will improve to meet or exceed nationally recognized performance standards.

SCHOOL AS HUB FOR BIRTH THROUGH GRADE 3: THEORY OF CHANGE

Inputs

Engagement & Readiness
Landscape Assessment & Plan



Equity

All components of the Superintendent’s for Early Childhood Education, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.

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 available to all districts, schools and community-based early childhood program providers within the eleven school districts of the Learning Community of Douglas and Sarpy Counties.

<p>Community Achievement Goal:</p> <p>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-based early childhood program staff.</p> <p>1.2.1 Individuals who attend the PD for All Institutes will demonstrate increased knowledge of effective birth through Grade 3 educational practices based on a pre/post assessments and will report implementation of new approaches or practices in their professional work.</p>	<p>NEQuESTT Alignment</p> <p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]</p>
	<p>Equity</p> <p>All components of the Superintendent’s for Early Childhood Education, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

Section 1. Increased Access to Early Childhood Programming

1.3 Customized Assistance

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 propose customized assistance projects designed to support systemic work toward an aligned birth through Grade 3 early childhood continuum. Districts implementing plans with Customized Assistance have included Bellevue Public Schools, Elkhorn Public Schools, Gretna Public Schools, Ralston Public Schools, Papillion-La Vista Community Schools,

<p>Community Achievement Goal:</p> <p>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 systems, staff and/or children.</p>	<p>NEQuESTT Alignment</p> <p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]</p>
	<p>Equity</p> <p>All components of the Superintendent’s for Early Childhood Education, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

Evaluation: (Description of current program evaluation efforts.) The Superintendents’ Early Childhood Plan is the most comprehensive birth – Grade 3 school-based initiative in the nation, and the evaluation of this effort represents a significant contribution to the national conversation about the birth – Grade 3 approach. The Superintendents’ Early Childhood Plan Evaluation is a collaborative effort among the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center, the Center for Research on Children, Youth, Families, and Schools (CYFS) at the University of Nebraska Lincoln, and the Buffett Early Childhood Institute at the University of Nebraska.

Progress Update (Fall 2019)

Learning Community Evaluation Trend Analyses:

The following is a data summary for the Learning Community including Classroom, Family, and Child Outcomes.

The following is a key to understanding the results:



Denotes these results are based on descriptive analyses and there were improvements over time.



Denotes these results are based on statistical analyses and there were significant improvements over time.



Denotes data was not collected during this time period using this measure.

WHO WAS SERVED OVER THE PAST FIVE YEARS?

Superintendent’s Plan

- 7367 students
 - 255 infant and toddlers
 - 7112 students in PreK through Grade 3
- 2208 teachers/providers
- 226 families

The numbers served include all of the students and parents served in the program.

SUPERINTENDENT'S PLAN:

Language, academic, and executive function skills development improved for all children in PreK to Grade 3.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Preschool Language Scale: Infants and toddlers slightly decreased receptive and expressive skills over time.					
Children whose families received more home visits over time demonstrated higher levels of expressive and total language scores at follow-up.					
Peabody Picture Vocabulary Test, Fourth Edition (PPVT): Students in PreK through Grade 1 improved* vocabulary skills across time.				X	
Kaufman Test of Educational Achievement, 3 rd Edition Brief Form (KTEA-3): Students PreK through Grade 1 improved* academic skills across time.				X	X
Comprehensive Executive Function Inventory (CEFI): Students in PreK through Grade 1 improved* academic skills across time.				X	X
For most grade levels, students who made the most gains were black, Hispanic, or were eligible for free and reduced lunch. *Note: These results are based on descriptive analyses.					

Superintendent's Plan:

Parents had greater access to social support and improved access to basic needs such as food, housing, and other support services.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
FRIENDS Protective Factors Survey (PFS): Parents of infants and toddlers improved* their access to concrete and social supports.					X
FRIENDS Protective Factors Survey (PFS): Parents of students in PreK to Grade 3 improved* their access to concrete and social supports.				X	X
Keys to Interactive Parenting Scale (KIPS): Parents of infants and toddlers demonstrated caregiver-child interactions in the mid-range and remained relatively stable over time					

WHAT WAS THE QUALITY OF THE CLASSROOMS?

RATIONALE: Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term, positive academic performance (Burchinal, et al., 2010; Barnett, 2008).

- Preschool education has significant lasting effects on cognitive abilities, school progress (grade repetition, special education placement, and high school graduation), and social behavior (Aos, et al., 2004).

Superintendent's Plan:

Classroom (n=149) quality and interactions in full implementation schools improved from the first to the third year across all domains. Each year, teachers rated "high" in the classroom organization domain.

Section 1. Partnerships

Superintendents' EC Plan Level	Local & State Partnerships
<p>Full Implementation: School as Hub for Birth – Grade 3 Schools</p>	<p>Participating School Districts: Bellevue, DC West, Millard, Omaha, Ralston, Westside Local & State Partners: Child Saving Institute, Metropolitan Omaha Education Consortium (MOEC), Raise Me to Read (Greater Omaha & Council Bluffs), Learning Community Centers – North & South, PADRES, community libraries, Food Bank for the Heartland, New Cassel Retirement Center, Lakeshore, VNA, Omaha Healthy Kids, United Healthcare, Black Men United, North Omaha Building Brains in Barbershops, Offutt AFB Family Advocacy & Support Programs, Community-based social service and health care agencies and providers for parent/family referrals and family engagement supports.</p>
<p>Customized Assistance to Districts</p>	<p>Participating School Districts: Bellevue, Elkhorn, Gretna, Papillion LaVista, Ralston Local & State Partners: Nebraska Department of Education Office of Early Childhood (Pyramid Model coaches), Greater Omaha Early Learning Connection, Metropolitan Omaha Education Consortium (MOEC), community-based early childhood education providers in each district/community</p>
<p>Professional Development for All</p>	<p>Participating School Districts: All eleven school districts of the Learning Community (Bennington, Bellevue, DC West, Elkhorn, Gretna, Millard, Papillion LaVista, Ralston, Springfield Platteview, Westside) and ESU#3 and ESU#19 Local & State Partners: Greater Omaha Early Learning Connection, University of Nebraska Omaha, University of Nebraska Lincoln, Learning Community Center – South Omaha, Learning Community Center – North Omaha, Joslyn Art Museum, Omaha Public Library, Educare of Omaha Sixpence Home Visiting Program, Lutheran Family Services, College of Saint Mary, Creighton University, Nebraska Early Childhood Collaborative, University of Nebraska Medical Center (UNMC), University of Nebraska Extension, Child Saving Institute (CSI), Salvation Army Kroc Center, UNO Scott Center, One World Omaha, community-based and home-based early childhood care and education providers from throughout Douglas and Sarpy counties</p>

Section 2. Targeted Support to Improve Student Attendance

2.1 The Superintendents’ Plan to Improve Attendance—GOALS

<p>Community Achievement Goal:</p> <p>Section 2: The Superintendents’ Plan to Improve Attendance—GOALS</p> <p>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 style="text-align: center;">NEQuESTT Alignment</p> <p><u>Success, Access, and Support (SAS)</u></p> <p>SAS.2. There will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%, by 2026 [original 2.4] (Positive Partnerships, Relationships, and Success)</p>
	<p style="text-align: center;">Equity</p> <p>All components of the Superintendent’s Plan to Improve Attendance, the Greater Omaha Attendance and Learning Services (GOALS) Center, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

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%.

Section 2. Targeted Support to Improve Student Attendance

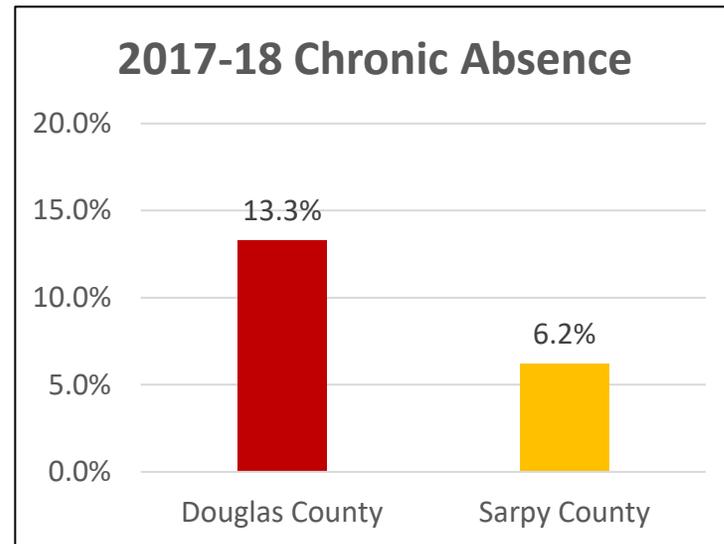
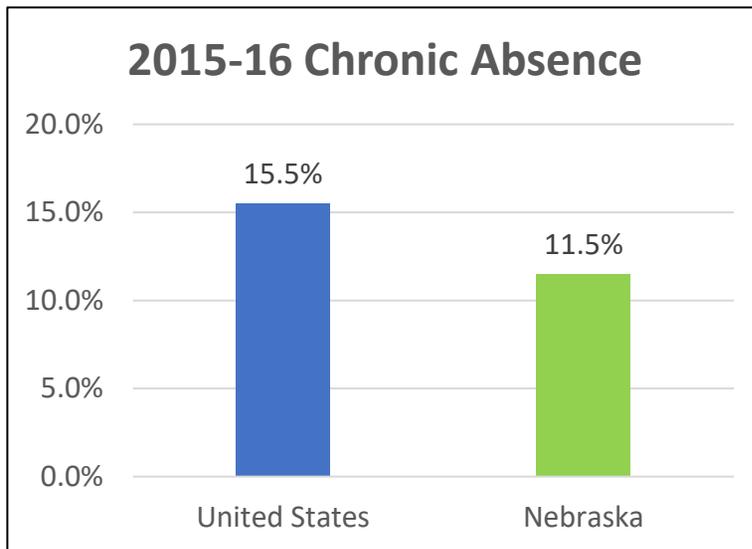
2.1 Increase collaborative efforts to reduce the incidence of chronic absenteeism.

Progress Update Data

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

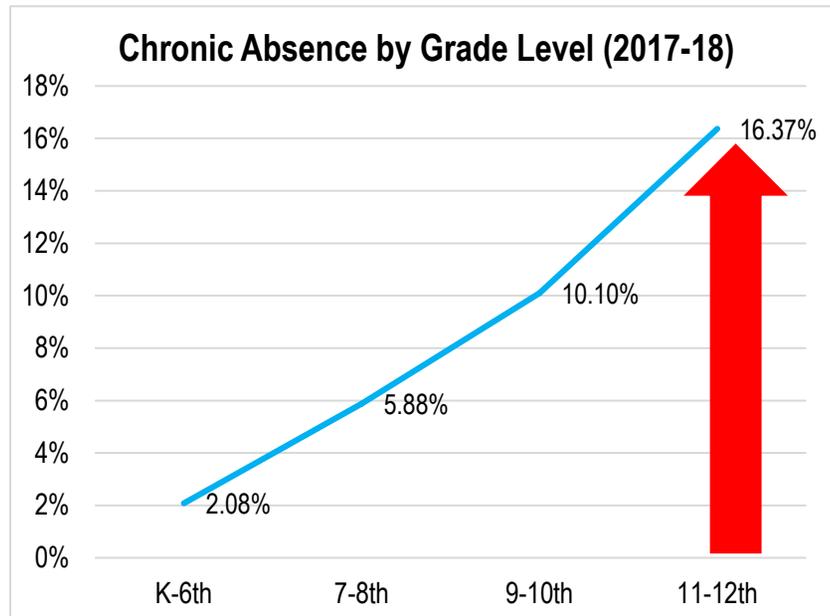
Chronic Absence Levels: Big Picture

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

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 MOU'S 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 AQuESTT.

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 thru twelfth grade.

Strategically, The Superintendent's Plan to Improve Attendance affords The GOALS Center the ability to further forward the vision and educational mission at a state and local level of the AQuESTT. By 2020 The GOALS Center strategic plan will incorporate outcomes that enhance an approach to addressing the precipitating factors to attendance by using a Results Based Accountability (RBA) framework. By utilizing RBA

GOALS will be able to move from school level impact to a collective impact, which will augment the efforts already being made across the Learning Communities.

Progress Update (Fall 2019)

Future Focus:

In the spirit of continuous quality improvement, The GOALS Center is consistently assessing program effectiveness and service delivery to families and stakeholders. The evaluation of programmatic efficacy is an essential component of any strategic, forward thinking agency. After a thorough, program-wide evaluation GOALS will begin focusing organizational efforts on building on identified strengths and tackling areas of challenge. Over the next two years, stakeholders should see, development in the following areas of the organization:

- Detailed service description
- Improved case management functions
- Defined target population and referral process
- Development/implementation of new case management system
- New and interactive website and increased social media presence
- Clear outward facing key program indicators
- Data management and reporting that is transparent to all stakeholders and outlines GOALS areas of impact
- Intentional community partnerships that address family barriers that impact student attendance subsequently closing the achievement gap for students while keeping families from penetrating the child welfare and juvenile justice systems

Growth in these areas continues to support the tenets of the NEQuESTT and the strategic vision and direction on a local and state level.

Data for the 2018-2019 school year has not yet been acquired or analyzed as of this time.

Section 2. Partnerships

Community Partnerships:

The Superintendent's Plan to Improve Attendance works under the premise that pooling existing resources makes a whole that is greater than the sum of its parts. To meet the unique and changing circumstances and needs of students in all 11 school districts The GOALS Center calls upon the collaborative efforts of community partners in Douglas and Sarpy Counties to create a coordinated response to the precipitating factors of absenteeism; thus, creating a joint and cooperative action for each student. The approach is aligned with the tenets of the AQuESTT, specifically, Positive Partnerships, Relationships, and Success, which is fundamental to successful schools and districts, affording families further positive educational opportunities.

The GOALS Center is solely funded by grants and gifts from the following partners:

- Bellevue Community Foundation
- Cox Foundation
- Learning Community of Douglas and Sarpy Counties
- Midlands Community Foundation
- Omaha Community Foundation
- William and Ruth Scott Foundation
- The Sherwood Foundation
- United Way of the Midlands

Leveraging community resources to overcome barriers for families is another way The GOALS Center maximizes on the partnerships. Douglas and Sarpy Counties have a plethora of available resources to assist students and families in addressing needs that contribute to absenteeism. With minimal tangible dollars available to provide families directly; The GOALS Center depends on its partners to fill that need for the benefit of families creating sustainable positive results. An example of those partners includes:

- Omaha Public Library
- Nonprofit Association of the Midlands
- Lutheran Family Services
- Child Saving Institute
- Do Space

- Douglas County Health Department
- Food Bank of the Heartland
- Latino Center of the Midlands
- Project Harmony
- PTI Nebraska
- UNO Service-Learning Academy
- Women's Center for Advancement
- Boys Town
- Operation Youth Success
- Omaha Police Department
- Together Inc.
- Heart Ministries
- Salvation Army
- Open Door Mission

Education Partners:

- Bellevue Public Schools
- Bennington Public Schools
- Douglas County West Community Schools
- Educational Service Unit #3
- Educational Service Unit #19
- Elkhorn Public Schools
- Gretna Public Schools
- Metropolitan Community College
- Millard Public Schools
- Omaha Public Schools
- Papillion La Vista Community Schools
- Ralston Public Schools
- Springfield Platteview Community Schools
- Westside Community Schools

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>Community Achievement Goal: 3.1 Family Learning at the Learning Community Center of South Omaha</p> <p>The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children’s learning.</p> <p>3.1.1 By 2022, students of parents participating in the program for two years or more will demonstrate improved educational outcomes by effectively engaging parents in their child’s school.</p> <p>3.1.2 By 2022, 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 2022, 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>3.1.4 By 2022, students will also score higher in reading (79% proficient baseline) compared to the overall district (72% proficient).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org</p>	<p style="text-align: center;">NEQuESTT Alignment</p> <p>TLS.2. The percent of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2026 [original 6.3] (Assessment)</p> <p>TLS.3. The percent of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2026 [original 6.4] (Assessment)</p>
	<p style="text-align: center;">Equity</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

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>Community Achievement Goal:</p> <p>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 2022, 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 2022, 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 2022, 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 2022, 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 style="text-align: center;">NEQuESTT Alignment</p> <p>TLS.2. The percent of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2026 [original 6.3] (Assessment)</p> <p>TLS.3. The percent of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2026 [original 6.4] (Assessment)</p> <hr/> <p style="text-align: center;">Equity</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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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>Community Achievement Goal:</p> <p>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.</p> <p>3.3.1 By 2022, 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).</p> <p>3.3.2 By 2022, 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).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org</p>	<p>NEQuESTT Alignment</p> <p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]</p> <hr/> <p>Equity</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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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

Community Achievement Goal:	NEQuESTT Alignment
<p>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.</p> <p>3.4.1 By 2022, 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).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org</p>	<p>3. C. Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences (Educator Effectiveness)</p> <hr/> <p style="text-align: center;">Equity</p> <p>All components of the Learning Community's Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

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>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 2022, 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>NEQuESTT Alignment</p> <p>3. C. Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences (Educator Effectiveness)</p>
	<p>Equity</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

Evaluation: (Description of current program evaluation efforts.) The Superintendents’ Early Childhood Plan is the most comprehensive birth – Grade 3 school-based initiative in the nation, and the evaluation of this effort represents a significant contribution to the national conversation about the birth – Grade 3 approach. The Superintendents’ Early Childhood Plan Evaluation is a collaborative effort among the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center, the Center for Research on Children, Youth, Families, and Schools (CYFS) at the University of Nebraska Lincoln, and the Buffett Early Childhood Institute at the University of Nebraska.

Progress Update (Fall 2019)

Learning Community Evaluation Trend Analyses: Comparisons from FY2014 through FY2018

The following is a data summary for the Learning Community across the past five years including Classroom, Family, and Child Outcomes.

The following is a key to understanding the results:



Denotes these results are based on descriptive analyses and there were improvements over time.



Denotes these results are based on statistical analyses and there were significant improvements over time.



Denotes data was not collected during this time period using this measure.

WHO WAS SERVED OVER THE PAST FIVE YEARS?

Learning Community including Intensive Early Childhood Partnership Program, LCCSO and LCCNO.

- 49,457 students
 - 7656 students, birth through 6
 - 41801 students in grade school programs
- 2500 parents
- 3667 teachers

The numbers served include all of the students and parents served in the program.

WHAT WERE THE STUDENT OUTCOMES?

RATIONALE: School readiness is an essential concern for students entering the educational system. Students enrolled earlier and for a longer duration demonstrate better short and long-term results especially those from diverse backgrounds (Shonkoff & Phillips 2000; Barnett, 2008).

- Young children’s vocabulary skills predict later academic and behavioral skills in grade school (Morgan, et al., 2015).
- Early executive functioning skills predict 5th grade math and reading ability (Ribner, et al., 2017).
- Socio-emotional skills, physical and mental health, perseverance, attention, motivation, self- confidence are important for success in life (Barnett, 2004; Heckman, 2007).

Intensive Early Childhood Partnership Program

Students in early childhood preschool programs are closing the achievement gap, which is demonstrated as they significantly improved their skills over time. This pattern is consistent across multiple years and academic areas.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Vocabulary (PPVT): Significant change across time	✓	✓	✓	✓	✓
By spring of each year on average 13% more students performed within the average range on vocabulary skills.					
School Readiness (Bracken): Significant change across time	✓	✓	✓	✓	
By spring of each year on average 15% more students performed within the average range in school readiness.					
Social-Emotional (DECA): Significant change across time				✓	✓
By spring of each year on average 20% more students performed above the mid-point of average range in social-emotional skills.					

Intensive Early Childhood Partnership Program:

Students with intensive preschool experience demonstrated significantly higher scores in math as compared to their peers at entrance to Kindergarten.

Jump Start Pilot:

Students were better prepared for kindergarten than their peers based on teacher ratings and demonstrated significant improvement in school readiness skills over time.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Readiness (Bracken): Significant change across time	✓	✓	✓	✓	✓

Learning Community South Omaha (LCCSO):

Students whose parents participated in LCCSO had higher rates of proficiency than comparable peers.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Nebraska State Assessments (NeSA and NSCAS)		✓	✓ (3 rd grade)	✓ (3 rd grade)	(3 rd grade)

WHAT WERE FAMILY OUTCOMES?

RATIONALE: Partnerships between home and school are especially important for children who are socially and economically disadvantaged (Jeynes, 2005).

- Parent involvement positively influences social-emotional competence (Fantuzzo & McWayne, 2002).
- Positive play interactions between mothers or fathers and their children predicted children’s fifth-grade math and reading abilities (Cook, Roggman, & Boyce, 2011).

Learning Community Centers of North and South Omaha:

Parents enrolled in either Parent University (LCCNO) or in the Family Learning Program (LLCSO) demonstrated gains in both parenting skills and stress levels.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Keys to Interactive Parenting Scale (KIPS): Significant change across time	✓			✓	
For the years in which KIPS, a parent-child interaction assessment, was collected families met the program goal in at least one area of the scale. Significant change in overall score was found from pre to post in 2013-2014 and 2016-2017.					
Parenting Children and Adolescents Scale (PARCA): Significant change across time		✓	✓	✓	✓
Parents demonstrated significant improvement across multiple parenting domains with as many as 91% of parents experiencing clinically significant improvements.					

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parent Stress: Significant change across time	✓	✓	✓	✓	
Parents reported significantly decreased levels of stress from pre to post following intervention with a Family Liaison or participation in Parent University.					
Circle of Security-Parenting: Significant change across time			✓	✓	✓
Parents reported significantly improved relationship with their children and improved parenting skills after attending course at the Parent University.					

WHAT WAS THE QUALITY OF THE CLASSROOMS?

RATIONALE: Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term, positive academic performance (Burchinal, et al., 2010; Barnett, 2008).

- Preschool education has significant lasting effects on cognitive abilities, school progress (grade repetition, special education placement, and high school graduation), and social behavior (Aos, et al., 2004).

Intensive Early Childhood Partnership programs:

The preschool programs met the research-based threshold for quality. Since FY2014 the quality scores have improved 12%. From 2013 through 2016 8 classrooms were evaluated per year. These observations were expanded to 35 classrooms in 2017-2018.

Instructional Coaching:

Teacher scores improved in at least one major domain from fall to spring each year and met the threshold of quality for 3 out of 4 major domains. A total of 330 classrooms were observed from 2013-2015 to 2017-2018 and has expanded from two districts to four districts.

Section 3. Partnerships

CAP Section 3	Local & State Partnerships
3.1 FAMILY LEARNING AT THE LEARNING COMMUNITY CENTER OF SOUTH OMAHA	UNO Special Education/Communication Disorders, UNO School of Music, Opera Omaha, PTI Nebraska, Joslyn Art Museum, Nonprofit Association of the Midlands, ASCEND Network at Aspen Institute, Lutheran Family Service, Omaha Public Schools, Nebraska Enterprise Fund, Project Harmon, Heartland Workforce Solutions, Smart Girls Society, SPARK Positivity, The Big Garden, Douglas County Health Department, Food Bank of the Heartland, Latino Center of the Midlands, Omaha Public Library, Omaha Conservatory of Music, Buffett Early Childhood Institute, City Sprouts, Creighton University, Child Saving Institute, Nebraska Extension Office, Omaha Fire Department, Women's Center for Advancement, UNMC Center for Reducing Health Disparities, UNO Service Learning Academy
3.2 PARENT UNIVERSITY AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Boys Town, Williams Consulting, Abundant Life Consulting, Bellevue University, Family Housing Advisory Services, Empowerment Network, Eastern Nebraska Action Partnership, Omaha Bridges out of Poverty, Life Coach Academy, Goodwill Industries, Creighton University, PTI Nebraska
3.3 INTENSIVE EARLY CHILDHOOD CLASSROOMS AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Omaha Public Schools, Educare, Buffett Early Childhood Institute
3.4 CHILDCARE DIRECTOR PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Omaha Public Schools, Buffett Early Childhood Institute
3.5 FUTURE TEACHER TRAINING PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Metropolitan Community College, Creighton University

Section 4. 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 has completed two years of operation as a revised, collective impact organization. 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).

The MOEC Leaders developed a new vision for the organization: “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.” The leaders determined that the organization would achieve this mission by

- setting transformational goals for student success
- launching initiatives focused on dramatically improving student outcomes
- strengthening the connections between our education systems and communities.

The goals, strategies and expectations of the MOEC Achievement Plan were identified utilizing the collective impact process 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.

The Goals of the MOEC Achievement Plan have guided the work of MOEC over the past two years:

- 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.

Members of the MOEC Executive Steering Committee (superintendents and postsecondary leaders) developed **guiding principles as norms for their collaborative work:**

- 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.

MOEC operates six **“Legacy” Task Forces** which meet regularly to identify and provide collaborative support related to educational challenges. These groups are organized in much the same way as in previous MOEC work from 1988 to present:

- Curriculum and Assessment
- Human Resources
- Professional Learning
- Student Services and Safety
- Technology
- Transportation

In order to collaboratively work toward meeting the goals of MOEC 2.0, superintendents and college leaders have set up Strategic Work Groups designed to tackle specific problems. The work groups that have been established for MOEC include the following:

- Baseline Data and Metrics (2017-18, 2018-19, 2019-20)
- Career/Workforce Education (2018-19)
- Early Literacy / 3rd Grade Reading (2018-19, 2019-20)
- FAFSA (2017-18, 2018-19, 2019-20)
- Mathematics (2017-18, 2018-19, 2019-20)
- School Attendance (2018-19, 2019-20)
- Dual Enrollment (2018-19, 2019-20)

MOEC Focus Areas 2017-18 through 2019-20

MOEC Leaders in PK-12 districts and in postsecondary institutions concentrate on all of the four goals on an ongoing basis, but the actual work of MOEC must be focused on specific projects and programs in order to make meaningful progress. The information

below outlines the main focus areas of MOEC in the two full years of collective impact work. In the sections that follow, a description of progress made in each of the targeted focus areas will be provided.

In the first year of MOEC 2.0 (2017-2018), MOEC leaders directed focus to three main areas:

- Review and revise MOEC metrics to make them collectable, accurate, and meaningful (**Data, MOEC Metrics**)
- Increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school students (**FAFSA**)
- Develop and implement work to improve student success in high school and postsecondary mathematics (**Math**)

In the second year of MOEC 2.0 (2018-2019), MOEC leaders directed (or reaffirmed) focus on seven main areas:

- Collect and analyze baseline data on newly approved metrics as possible (**Data, MOEC Metrics**)
- Implement a professional development program for high school and postsecondary mathematics teachers to bring about improved student success (**Math**)
- Initiate a planning team to develop a plan to focus on improving proficiency in literacy by third grade, and collaborate with community organizations to involve the Metro Omaha area in the national Campaign for Grade Level Reading (**Literacy**)
- Initiate a working group to strategize for methods to improve student attendance at school (**Attendance**)
- Begin collaborative work with community organizations to improve workforce education (**Workforce**)
- Continue work to increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school students (**FAFSA**)
- Initiate a working group to discuss collaborative work that could increase student completion of college credit courses in high school (**Dual Enrollment**)

At the beginning of the third year of MOEC 2.0 (2019-2020), MOEC leaders have directed (or reaffirmed) focus on seven main areas:

- Collect and analyze data on approved metrics; review and revise as needed (**Data, MOEC Metrics**)
- Implement a second-year professional development program for high school and postsecondary mathematics teachers and initiate a first-year program for middle school mathematics teachers to bring about improved student success (**Math**)
- Implement a professional development program for school leaders to guide them in the work of improving proficiency in literacy by third grade, and collaborate with community organizations as part of the national Campaign for Grade Level Reading (**Literacy**)
- Continue work to improve student attendance at school (**Attendance**)
- Develop and implement a collaborative professional development experience for high school principals to improve student success at the ninth-grade level (**Ninth-Grade**)

- Continue work to increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school **(FAFSA)**
- Develop strategies and collaborative work that could increase student completion of college credit courses in high school **(Dual Enrollment)**

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

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

Community Achievement Goal:	NEQuESTT Alignment
<p>Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.1 Students are prepared for success in kindergarten and in the primary grades.</p> <p>4.1.1 By 2022, increase # of children, ages 0-3, in high quality home visiting programs.</p> <p>4.1.2 By 2022, increase the #/% of 3 and 4-year-olds enrolled in high quality preschools.</p> <p>4.1.3 By 2022, increase #/% of teachers in MOEC PreK-Grade 3 classrooms with an endorsement in Early Childhood Education.</p> <p>4.1.4 By 2022, increase the # of intellectually informed and developmentally informed Kindergarten and primary grade classrooms.</p>	<p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]</p> <p>3.C.1. One hundred percent of Nebraska schools will utilize performance standards and a research-based evaluation system for all certified staff as aligned to Rule 10, by 2021 [original 7.2]</p>
<p>4.1.5 By 2022, increase the # of early childhood teachers who demonstrate evidenced-based early learning competencies.</p> <p>4.1.6 By 2022, 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. Note: This important metric is not measurable at the current time but will be explored.</p>	<p style="text-align: center;">Equity</p> <p>All components of the MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic</p>

opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.

Evaluation:

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

Progress Update (Fall 2019)

MOEC FOCUS AREA: Data / MOEC Metrics

MOEC Benchmark Data Strategic Work Group Development of Metrics

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders).

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for 2 of the seven metrics under Goal 1.

Goal 1:

- Number/percentage of 4-year-olds enrolled in high quality preschool programs (self-reported data)
- Number/percentage of teachers in MOEC PK-grade 3 classrooms with an endorsement in early childhood education

There are still five MOEC metrics under Goal 1 that need to be established; there has not yet been capacity to determine appropriate measurement of the following:

- Number of children, ages 0-3, in high quality home visiting programs
- Number of 3-year-olds enrolled in high quality preschools
- Number of developmentally informed and intellectually challenging Kindergarten and primary grade classrooms
- Number of early childhood teachers who demonstrate evidence-based early learning competencies

- Number 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

MOEC Benchmark Data Strategic Work Group Baseline Data

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric	Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
1-2: 4 year olds enrolled in high quality preschools, Fall 2018 *	68%	69%	27% to 90%
1-3a: Teachers in MOEC Pre K - Grade 3 classrooms with an endorsement in early childhood education, 2017-18**	34%	44%	14 or 36% to 69%
1-3b: Teachers in MOEC Pre K - Grade 3 classrooms with an endorsement in early childhood education, 2018-19 **	37%	48%	16 or 38% to 77%

***One District Did Not Report**

**** Another District Did Not Report**

***** Two Districts Did Not Report**

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

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

Community Achievement Goal:	NEQuESTT Alignment
<p>Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.2 Students graduate from high school prepared for postsecondary and career success</p> <p>Postsecondary</p> <p>4.2.1 By 2022, increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.</p> <p>4.2.2 By 2022, increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.</p> <p>4.2.3 By 2022, increase #/& of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.</p> <p>4.2.4 By 2022, increase #/% of students who graduate from high school having successfully completed four years of math.</p> <p>4.2.5 By 2022, increase #/% of high school freshmen who are on track to graduate by the end of 9th grade.</p>	<p>Collee, Career, and Civic Ready</p> <p>3.A.1. Define college, career, and civic readiness, by 2020 [original 5.1]</p> <p>3.A.2. All Nebraska elementary schools will provide a tiered system of support consisting of evidence-based curriculum, instruction, interventions, and assessment for English language arts and mathematics, by 2020 [original 5.2]</p> <p>3.A.3. One hundred percent of Nebraska schools will provide all students with a program for a career awareness, exploration, and preparation, by 2026 [original 5.3]</p>

<p>4.2.6 By 2022, increase #/% of students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation.</p> <p>4.2.7 By 2022, increase #/% of students who meet college and career readiness standards by end of 12th grade, as measured by the ACT graduate report.</p> <p>4.2.8 By 2022, decrease #/% of students who miss 10% or more days of school per year.</p> <p>4.2.9 By 2022, increase #/% of students who participate in at least one school activity in high school.</p> <p>4.2.10 By 2022, increase #/% of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time.</p> <p>4.2.11 By 2022, decrease # of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and CBCSD data.</p> <p>4.2.12 By 2022, 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.</p>	<p style="text-align: center;">Equity</p> <p>All components of the MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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Evaluation:

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

Progress Update (Fall 2019)

MOEC FOCUS AREA: Data / MOEC Metrics

MOEC Benchmark Data Strategic Work Group Development of Metrics

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders).

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for Goal 2:

- Number/percentage of students meeting expectations for proficiency in literacy by end of 3rd grade
- Number/percentage of students meeting expectations for proficiency in math by end of 8th grade
- Number/percentage of students demonstrating proficiency in literacy and math by end of 11th grade
- Number/percentage of students graduating from high school having successfully completed four years of math
- Number/percentage of high school freshman who are on track to graduate by the end of 9th grade
- Number/percentage of students who complete at least one dual enrollment, AP, IB, or college level course prior to high school graduation
- Number/percentage who meet college and career readiness standards by the end of 12th grade, as measured by the ACT graduate report
- Number/percentage who miss 10% or less days of school per year
- Number/percentage who participate in at least one school activity in high school
- Number/percentage of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time
- Percentage of 1st and 3rd year UNO teacher graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards

There is still one metric for Goal 2 that needs to be established; there has not yet been capacity to determine appropriate measurement thereof:
Goal 2

- Number of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and Council Bluffs District data (Note: this information exists, but was inaccurate for 2018)

MOEC Benchmark Data Strategic Work Group Baseline Data

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric		Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
2-1A: Students who are meeting expectations for proficiency in literacy by the end of 3rd grade, 2017-18 data		51%	59%	33% to 84%
2-1B: Students who are meeting expectations for proficiency in math by the end of 8th grade, 2017-18 data		49%	57%	27% to 88%
2-1Ca: Students who demonstrate proficiency in literacy by the end of 11th grade, 2017-18 data		51%	62%	29% to 85%
2-1Cb: Students who demonstrate proficiency in mathematics by the end of 11th grade, 2017-18 data		48%	60%	22% to 85%
2-2: Students who graduate from high school having successfully completed four years of math, Class of 2018		54%	62%	19% to 87%
2-3: High school freshmen who are on track to graduate by the end of 9th grade, 2017-18 data		87%	93%	78% to 99%
2-4: Students who complete at least one dual enrollment, AP, IB, or college level course prior to high school graduation, Class of 2018		64%	68%	51% to 90%
2-5: Students who meet college and career readiness standards by end of 12th grade as measured by the ACT graduate report, Class of 2018		24%	29%	09% to 65%
2-6: Number of students who missed 10% of more days of school during the year, 2017-18 data	Kindergarten	12%	6%	1.4% to 21.8%
	1st Grade	10%	6%	1.9% to 18.3%

	2nd Grade	10%	5%	1.1% to 18.1%
	3rd Grade	9%	5%	1.4% to 16.8%
	4th Grade	10%	6%	0.8% to 17.9%
	5th Grade	10%	6%	0.5% to 18.5%
	6th Grade	13%	8%	2.3% to 24.0%
	7th Grade	17%	10%	2.0% to 29.8%
	8th Grade	19%	13%	3.8% to 31.6%
	9th Grade	22%	15%	3.0% to 39.7%
	10th Grade	25%	18%	5.2% to 41.4%
	11th Grade	30%	21%	7.2% to 49.0%
	12th Grade	29%	22%	9.5% to 43.0%

	Total K - 12th Grade	16%	11%	4.0% to 27.9%
2-7: Students who participate in at least one school activity in high school, Class of 2018*** *** Bellevue & OPS Did Not Report		66%	74%	49.3% to 93.1%
2-8a: Graduates who complete a 4-year postsecondary degree within 150% of expected time	Class of 2011	31%	37%	14.2% to 54.0%
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2011	4%	5%	1.9% to 24.7%
<i>Note: 2011 Graduates who complete a 2 year or 4-year postsecondary degree within 150% of expected time</i>	<i>Class of 2011</i>	<i>35%</i>	<i>43%</i>	<i>20.3% to 71.5%</i>
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2012	4%	5%	1.6% to 11.3%
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2013	4%	5%	1.7% to 10.7%
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2014	4%	6%	1.7% to 24.2%

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

4.3 Students Successfully Transition to Postsecondary Education

Community Achievement Goal:	NEQuESTT Alignment
<p>Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.3 Students successfully transition to postsecondary education.</p> <p>4.3.1 By 2022, increase #/% of high school graduates completing and submitting FAFSA as tracked b NE Coordinating Commission on Postsecondary Education and by Iowa College Aid</p>	
<p>4.3.2 By 2022, increase #/% of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data</p> <p>4.3.3 By 2022, 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 in math and literacy</p> <p>4.3.4 By 2022, increase #/% of students enrolling in postsecondary education in fall term after high school who enter with college credits</p> <p>4.4.5 By 2022, increase #/% of students participating in high school pre-apprenticeship/internship experiences</p>	<p style="text-align: center;">Equity</p> <p>All components of MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

Evaluation:

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

Progress Report

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders) for Goal 3.

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for Goal 4:

- Number/percentage of high school graduates completing and submitting FAFSA as tracked by NE Coordinating Commission on Postsecondary Education and by Iowa College Aid
- Number/percentage of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data
- Number/percentage 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 in math and literacy
- Number/percentage of students enrolling in postsecondary education in fall term after high school who enter with college credits

There is still one metric for Goal 3 that needs to be established; there has not yet been capacity to determine appropriate measurement thereof:

- Number/percentage of students participating in high school pre-apprenticeship/internship experiences

Progress Update (Fall 2019)

MOEC Benchmark Data Strategic Work Group Baseline Data

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric		Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
3-2: Students who graduated in 2017 and enrolled in postsecondary education in 2017-18 school year		70%	71%	53.2% to 97.0%
3-1 2017 HS Grads exiting with completed FAFSA	Class of 2017	57.9%	56.33%	38% to 69.4% (Individual High Schools, not District Averages)
3-1 2018 HS Grads exiting with completed FAFSA	Class of 2018	57.1%	56.22%	41% to 70.6% (Individual High Schools, not District Averages)
3-1: 2018 HA Grads entering postsecondary with completed FAFSA	Class of 2018	82%	75.67%	38% to 93%
3-3: 2018 HS Grads enrolling in postsecondary academically prepared math	Class of 2018	47%	57.67%	30% to 100%
3-3: 2018 HS Grads enrolling in postsecondary w/i a year academically prepared English	Class of 2018	60%	66.50%	47% to 100%
3-4: 2018 HS Grads enrolling in postsecondary with college credits	Class of 2018	18%	27.58%	04% to 80%

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

4.4 Students Complete Postsecondary Experiences Prepared for Career Success

<p>Community Achievement Goal: Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.4 Students complete postsecondary experiences prepared for career success.</p> <p>4.4.1 By 2022, increase #/% of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education.</p> <p>4.4.2 By 2022, increase #/% of recent high school graduates who persist from first term to second term in post-secondary education based on National Student Clearinghouse data.</p> <p>4.4.3 By 2022, increase #/% of recent high school graduates who have declared a major within 25% of postsecondary education program completion.</p> <p>4.4.4 By 2022, 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.</p> <p>4.4.5 By 2022, increase #/% of degree-seeking students who are on pace to graduate within 150% of expected time for selected program.</p> <p>4.4.6 By 2022, increase #/% of degree / certificate -seeking students who graduate within 150% of expected time for selected program.</p>	<p>NEQuESTT Alignment</p> <p>3. Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life (Teaching, Learning, and Serving)</p> <p>A. Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities (College, Career, and Civic Ready)</p> <hr/> <p>Equity</p> <p>All components of the MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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4.4.7 By 2022, increase #/% of graduates whose earnings match their level of educational attainment based on workforce data.	
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Evaluation:
 Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

Progress Update (Fall 2019)

MOEC Benchmark Data Strategic Work Group Development of Metrics

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders).

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for established metrics.

Goal 4:

- Number/percentage of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education
- Number/percentage of recent high school graduates who persist from first term to second term in postsecondary education based on National Student Clearinghouse data
- Number/percentage of recent high school graduates who have declared a major within 25% of postsecondary education program completion

There are still Goal 4 MOEC metrics that need to be established; there has not yet been capacity to determine appropriate measurement of the following:

Goal 4

- Number/percentage of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment

- Number/percentage of degree-seeking students who are on pact to graduate within 150% of expected time for selected program
- Number/percentage of degree/certificate-seeking students who graduate within 150% of expected time for selected program
- Number/percentage of graduates whose earnings match their level of educational attainment based on workforce data

MOEC Benchmark Data Strategic Work Group Baseline Data

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric		Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
4-1: 2017 HS Grads in postsecondary who complete math program requirements by end of year 1	Class of 2017	46%	39.58	20% to 55%
4-1: 2017 HS Grads in postsecondary who complete English program requirements by end of year 1	Class of 2017	38%	33.08%	20% to 47%
4-2: 2017 HS Grads/Postsecondary students who persist from 1st term to 2nd term	Class of 2017	86%	87.08%	82% to 100%
4-3: 2017 HS Grads/Postsecondary students who declare major within 25% of program time	Class of 2017	68%	67.92%	48% to 92%

Additional Progress Update Information (Fall 2019)

MOEC Collection of Additional Data from NWEA

In addition to reviewing the specific MOEC metric data, MOEC superintendents have reviewed NWEA Map Growth data for the twelve school districts combined (11 in Nebraska and 1 in Iowa). While the data is not perfect due to different districts' practices of when and how they use the NWEA assessments, the combined data provides a good snapshot of the metro area as a whole. The data measures Fall, 2017 data to Spring, 2018 data.

- **Overall achievement of MOEC students is about average. Median achievement is 56th percentile; median growth is 50th percentile.** MOEC students demonstrated a median achievement level at the 56th percentile on fall 2017 MAP Growth assessments. This means that one half of all the students' MAP Growth scores (across all subjects measured) were above the 56th percentile. Looking at growth from fall to spring, the median growth percentile for district students was 50, versus a national median of 50. This means that district students' scores grew at about the same rate as typical students.
- **Top-Quartile Students: There is a Larger Proportion than is Typical, with About the Same Growth as the Norm** 30% of MOEC students' scores are in the top achievement quartile when all subjects measured are combined, compared to 25% nationally. These students' scores showed about the same growth to similar students', since their median growth percentile was at the 52nd percentile from fall to spring. Approximately 11% of district students' scores were in the top achievement decile in fall 2017, compared to 10% nationally. This group grew at the 54th percentile, which is average compared to the norm.
- **Middle-Two-Quartiles Students: There is a Typical Proportion, with Growth Approximately Equal to the Norm** Nationally, about 50% of scores fell within the two middle quartiles, versus 49% of district scores. For the MOEC students who produced these scores, median growth was at the 50th percentile, which is the same as the national average.
- **Lowest-Quartile Students: There is a Typical Proportion, with Growth Approximately Equal to the Norm** Some 21% of MOEC students' scores showed lowest (or bottom) quartile achievement, which is about the same as the 25% that is typical for the country. These students' scores are growing at the same rate as similar students, as their median growth percentile was at the 46th percentile from fall to spring. About 10% of district students demonstrated bottom decile achievement, compared to 10% nationally. This group's scores grew at the 45th median growth percentile from fall to spring, which is about average.
- **MOEC students are strong in reading and math for both achievement and growth.** Reading is a high achievement/high growth subject for MOEC students. The median status percentile (MSP) for reading is slightly above the national average. The Median Growth Percentile (MGP) is about average.

Math falls within the high achievement/high growth quadrant. The MSP is above the 50th percentile but still falls within the average range. The MGP is about average.

- **MOEC Overall: High Achievement/High Growth**
 - Median status percentile: 56th
 - Median growth percentile: 50th
- **Reading: High Achievement/High Growth**
 - Median status percentile: 58th
 - Median growth percentile: 50th
- **Mathematics: High Achievement/High Growth**
 - Median status percentile: 55th
 - Median growth percentile: 50th
- **8th grade had above average status in one subject.**
 - Reading had the highest median status percentile for MOEC overall. The MSP for individual grades ranged from a low of 51st percentile for 1st grade to a high of 60th percentile for 8th grade.
 - Mathematics had the lowest MSP overall in the district. Eighth grade was the highest (56th percentile) with 9th grade at the lowest (47th percentile).
- **K had above average growth in one subject.**
- **Fourth grade had below average growth in one subject.**
- **Reading had a median growth percentile of 50 for MOEC overall.**
 - The MGP for individual grades ranged from a low of 48th percentile for 3rd grade, 4th grade and 5th grade to a high of 55th percentile for 8th grade.
- **The overall MOEC MGP for math was 50.**
 - K was the highest (63rd percentile) with 4th grade at the lowest (41st percentile).
- **Median status ranges from 32nd percentile for African-American students to 66th for Caucasian students.**
 - Median growth percentile (MGP) ranges from 39th percentile for African-American students to 55th for Caucasian students.
 - Caucasian students had the highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP (Median status percentile) was slightly above average compared to the national norm. Their growth was average.

- Asian students had the second highest achievement MSP, falling average nationally. Their growth was about the same as the national norm.
- "Other" students had the third highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was average. Their growth was the same.
- Hispanic students had the next highest achievement MSP, falling slightly below average nationally. Their growth, however, was about the same as the national norm.
- African-American students had the lowest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was slightly below average nationally. Their growth was the same.
- The largest difference between female and male students in median achievement was in reading for African-Americans, where females were 40th percentile versus 31st for males.

MOEC FOCUS AREA: Mathematics

MOEC Math Strategic Work Group Professional Development Cohorts

The Metropolitan Omaha Education Consortium was reimagined in 2017, changing the organization from a networking coalition to an organization working toward collective impact. The group approached its first major initiative with care, realizing the importance of offering choice, quality, opportunity for collaboration, and specific expectations. The MOEC MATH (Mathematics at The Higher Grades) Cohort in 2018-19 was the first major initiative of the “new” MOEC.

Designed by members of the MOEC Strategic Work Group, the MOEC MATH Cohort was offered to mathematics teachers from MOEC high schools and postsecondary institutions. Although involvement was strictly optional, 17 high schools from 10 districts as well as postsecondary representatives from all three MOEC institutions participated in the year-long professional development opportunity. Sessions allow participants to work with others from their own schools as well as to collaborate with teachers from other schools. Administrators were expected to attend each session and lead the conversation and strategic planning in their own schools. Participants had the responsibility of collecting data from others in their schools and of taking major learning points back to their colleagues.

When applying for grants for the program, MOEC representatives described that “Success would include active engagement in collaborative professional development by 92 high school and college mathematics teachers and 34 building and district school leaders. Success would be demonstrated by changed, improved classroom instruction based on research on best-practice in high

school and college mathematics classrooms. Ultimate success would be shown if students increase engagement in, enthusiasm for, and success in mathematics.”

Some statements from participants and MOEC leaders at the conclusion of last year indicate that the MOEC Math Cohort met that “success” mark for the first year of the cohort:

- Jim Sutfin, Superintendent of Millard Public Schools: “When teachers return from training and they are clamoring for more, you know you have hit the right cord. This has been the experience our teachers have had with the MOEC math group.
- Neal Grandgenett, UNO Dr. George and Sally Haddix Community Chair of STEM Education: “The MOEC Collective Impact Initiative has greatly increased the engagement of UNO STEM faculty in working closely with our area school districts, MCC, and IWCC. My STEM colleagues and I have seen real relevance and importance in this work, such that it has already resulted in faculty teams pursuing new synergistic initiatives at UNO....MOEC and...(the)... leadership of this important initiative has also directly contributed to a rapidly growing interest of UNO STEM faculty to engage and to coordinate with MOEC when building new coursework innovations.”
- Blane McCann, Superintendent Westside Community Schools: “A key foundational brick of our (Westside) strategic plan is in having strong Professional Learning Communities. This professional learning opportunity provided training on what this looks like in math specifically. Our teachers are able to take successful new ideas and concepts back to their teams and classrooms immediately after the sessions. This has been a huge success. This is the first time that I can remember the entire Omaha metropolitan area coming together under one initiative to focus one area where we can all improve: Math. This is an example of why I believe the MOEC group was formed.”
- Ryan Gardner, Teacher, Gretna High School: “The MOEC training has had noticeable impact on my teaching, our department's collaborative efforts, and student learning. I am grateful for the emphasis on student friendly language of learning targets to help narrow the focus of learning for both teacher and student. These targets have helped provide students with the language to communicate the skills they have learned or still have yet to learn. The thing that I appreciate the most about this year's MOEC experience is the sensible, research-based principles that guide the instruction, assessment, and teaching of mathematics. The facilitators have provided great questions that help our district to grow and strengthen our math department. The principles with MOEC have consistently made us focus on student learning of mathematics, rather than point earning (grades). I am forever grateful for my personal teacher development at MOEC this 2018-2019 season.
- Jeff Depue, Teacher, Gretna High School: “MOEC has improved our Math department by challenging us to have tough conversations regarding common assessments, common grading, and essential learning targets. Already, our students have more equity, confidence, and a better understanding of mathematics. Our team is excited to continue the MOEC professional development in 2019-20 and look forward to developing rigorous, subject-specific tasks, common essential learning targets, and

an intervention program for struggling students. I am looking forward to see the improvements our students will make and to share the researched-backed professional development with other mathematics teachers in our district.

- Jim Harrington, Supervisor of Secondary Mathematics for Omaha Public Schools: “Here is what I have gleaned from the OPS participation in the MOEC math program: Our teachers have become focused on the power of collaboration to a degree I have never before witnessed in my 21 years in this position. They have taken it upon themselves to make collaboration work in their schools. They have also become champions of our common assessments, volunteering to revise them along the lines suggested by Tim Kanold and his crew. This qualifies as the most impactful professional development that has been provided to our math teachers in the past two decades.”
- Tami Whitted: Math Curriculum Facilitator, Millard Public Schools: “We are excited to continue this good work! It is making a difference in our high schools and couldn't come at a better time to extend to middle schools as we roll out some new PLC (Professional Learning Communities) parameters next fall. Thanks for all of your work to make this such a meaningful endeavor for the entire metro area!”

Based on the enthusiasm from the first year’s work, members of the MOEC Math Strategic Work Group discussed at length whether a second-year program should be offered, if membership should be expanded, and if a middle school cohort should be started. After serious consideration of the pros and cons, work group members decided to offer a second-year program for high school and beyond and to begin a similar (but separate) program for middle level teachers of mathematics.

In May, 2019, school leaders were given the opportunity to enroll in the 2019-20 cohorts. The number of participants proves that there is enthusiasm for the program. As of 08/26/19, there are 200 teachers and leaders enrolled to participate in the high school and postsecondary cohort, including 90 new high school teachers. Every district and every MOEC high school are involved in the cohort. The middle school cohort, which held a first session on August 28, includes and 163 teachers and leaders enrolled from 11 school districts.

MOEC Math Strategic Work Group Involvement in UNO General Education Requirements

In addition to the cohorts for professional development, the Math Strategic Work Group has also been influential in conversations about General Education requirements at the University of Nebraska at Omaha, broadening basic requirements beyond College Algebra to include four courses:

- UNO MATH 1220 College Algebra (Existing general education course)
- UNO MATH 1120 Mathematical and Computational Thinking (Existing general education course)
- UNO MATH 1530 Introduction to Applied Probability and Statistics (Now an acceptable general education course)

- UNO MATH 1130 Quantitative Literacy (Now an acceptable general education course; course was previously called MATH 1200)

MOEC Math Strategic Work Group Attention to Dual Enrollment Courses

Members of the Math Strategic Work Group have also worked closely with UNO Math Department representatives to design an 18-graduate-credit-hour certificate program to entice and support high school teachers to become certified to teach dual credit math courses in high school, in an effort to increase the number of students who leave high school with college credit, especially in math. A companion goal of this work is to increase the number of students in high school who take a fourth year of mathematics, better preparing them for postsecondary success.

The data mentioned in the previous section provides a baseline snapshot of metrics related to the math project.

MOEC FOCUS AREA: Literacy

MOEC Early Literacy Strategic Work Group

Similar to the work of the Math Strategic Work Group, the MOEC Early Literacy Strategic Work Group was established to determine viable actions that could be taken to better ensure that students are proficient in literacy by the end of third grade. The Early Literacy Strategic Work Group includes representatives of the MOEC school districts in Douglas, Sarpy, and Pottawattamie (IA) counties. Throughout the year, group members shared information, identifying strengths and needs in their individual school districts. Dr. Deborah Reed, Executive Director of the Iowa Reading Research Center, and national/international scholar on early literacy met with the group several times throughout the year. Together, participants identified a major goal of improving the basic literacy knowledge and skills of early grade educators, their school principals, and reading specialists. After months of discussion, a plan for 2019-20 was developed, and school districts were invited to participate if they felt the project would support their own literacy education needs.

Members of the work group proposed that school leaders and literacy staff members come together to review information about best practice in early literacy, and to ensure that educational leaders have a strong background in the important field of early literacy. The group recognized that not all elementary teachers or school leaders have had concentrated or recent training in teaching reading and writing, and this would be fertile ground for improvement. The trained representatives then would become facilitators of professional learning groups in their own schools and districts, leading important conversations and developing building-specific strategies to ensure student success. In order to ensure that the facilitators are supported in their work, they will

be provided prepared modules, training guides, fidelity measurement tools, and ongoing training and support throughout the school year.

The timeline for implementation is shown below:

Month	Leaders	Teachers
September	Facilitators' training Facilitate implementation and discuss fidelity data	View modules 1; Begin implementing
October	Review fidelity data and identify next steps	Continue implementing
November	Facilitate implementation and collect fidelity data	Continue implementing
December	Review data and identify next steps (and possible new module)	Continue implementing
January	Facilitators' training on new module	View new module; Begin implementing
February	Facilitate implementation and collect fidelity data	Continue implementing
March	Review data and identify next steps	Continue implementing
April	Facilitate implementation and collect fidelity data Review data and identify next steps; Plan for 2020-21	Continue implementing

Potential Modules for Use in the Project (Module #1 and #6 are proposed for first year study):

1. **Effective Literacy Instruction:** explanation and progression of literacy skills, explicit and systematic instruction, use of strategies
2. **Grapheme-Phoneme Correspondences (GPCs):** why it is important to teach phonics skills, what are GPCs, how to use Elkonin boxes to teach GPCs

3. **Morphology:** what are morphemes, why teaching morphology supports reading and writing, how to teach students to use morphemes to understand words
4. **Frayer Model:** how graphic organizers support learning vocabulary, why exploring vocabulary deeply after reading supports conceptual understanding, how to teach students to use a Frayer Model for vocabulary learning
5. **Text Structures:** how graphic organizers support reading comprehension, what are text structures, how to teach students to identify and organize information from a text
6. **Small-group, Skills-based Instruction:** what are the instructional formats of the literacy block, why small-group instruction is important for differentiating literacy lessons, how to transition to small-group instruction and plan for differentiated lessons
7. **Varied Practice Reading:** why fluency is important to reading development, what is Varied Practice Reading, how to teach students to implement Varied Practice Reading with peers
8. **Shared Reading:** why oral language development is important, what shared reading includes, how to implement shared reading lessons
9. **Dyslexia Overview:** what dyslexia is and is not, how individuals with dyslexia are impacted, what are the key features of instruction for individuals with dyslexia

First Year Participants in Early Literacy Cohort

As of August 26, 2019, all twelve MOEC school districts have indicated they will participate in the project. Each district has the ability and obligation to plan for implementation in the schools that are involved. One district has chosen to train all principals and reading specialists; other districts have decided to focus the training on specific schools or grade levels. Over 175 “literacy leaders” from MOEC districts and UNO have registered for the first training session, September 9th. In addition, literacy representatives from Buffet Early Childhood Institute (BECI) and an Omaha private elementary school have asked to be part of the initial year of study. These 180+ leaders (principals, assistant principals, reading specialists, curriculum leaders, and lead teachers) will plan and lead professional development sessions in their own buildings, requiring the teacher participants to also view, implement, and practice learning from the modules. It is currently anticipated that MOEC will more than 1600 module licenses for teacher participants throughout the community.

Campaign for Grade Level Reading: Metro Omaha “Raise Me to Read”

As a companion MOEC project related to early literacy, MOEC has partnered with United Way of the Midlands and the Learning Community of Douglas and Sarpy Counties and with the Council Bluffs Raise Me to Read project in submitting an application to join the national Campaign for Grade Level Reading, becoming the first Nebraska community to join 44 other states in an effort to involve community support for the goal of having all children read proficiently by the end of third grade. The national Campaign focuses on three major goals: (a) increasing and improving early childhood education, (b) improving school attendance, especially decreasing chronic absenteeism, and (c) increasing summer and out-of-school learning opportunities, especially for children of poverty.

The Metro-Omaha Community Solution Action Plan was submitted to the national campaign in June in an effort to be named a member for the July announcement of new community members. MOEC serves as the backbone organization leading the work, with a full-time facilitator making the connections in the community.

The Community Solutions Action Plan that was submitted and accepted by the national Campaign GLR included five main desired outcomes and metrics that will be tracked annually.

- Desired Outcome: Increase number/percentage of children ready for kindergarten as measured by an appropriate evaluation tool.
 - Summative Metric: Percentage of children ready for kindergarten as measured by NE/IA Department state assessments
 - Formative Measures:
 - Increase the number of individuals, neighborhood businesses, and community organizations that are engaged in spreading the message about the importance of early learning and are associated with Raise Me to Read
 - Increase number of early childhood educators who receive literacy training and resources from Raise Me to Read or partner/ally organizations
 - Increase number of preschool and kindergarten classroom teachers with an endorsement in early childhood education
 - Expand the number of books distributed by Raise Me to Read or partner/ally organizations
 - Increase number of families actively involved with Raise Me to Read
 - Increase number of schools and early childhood centers that are actively involved with Raise Me to Read

- Desired Outcome: Increase the number/percentage of children who demonstrate evidence of sustained or improved reading proficiency from one year to the next.
 - Summative Metric: Percentage of students who measure as proficient in reading on state assessments
 - Formative Measures:
 - Increase number/percentage of non-literacy-proficient preschool-grade 3 children attending extended learning opportunities
 - Increase number of preschool-grade 3 children who attend extended learning/ enrichment opportunities throughout the year
 - Increase number of Raise Me to Read partners/allies that use trauma informed information / practices in their work with students or families

- Desired Outcome: Increase the number/percentage of preschool – third grade children who are present in school 95% of school days.
 - Summative Metric: Percentage of students present as reported in official school attendance data supplemented by United Was Attendance Mapping
 - Formative Measures:
 - Increase number of community organizations that are engaged in the message about the importance of school attendance
 - Increase partnerships with local health professionals to distribute Attendance Awareness campaign materials
 - Increase partnerships with neighborhood businesses pledging to promote positive school attendance
 - Decrease number/percent preschool and kindergarten students who are chronically absent from school

- Desired Outcome: Increase number/percentage of children who are reading proficiently by the end of third grade.
 - Summative Measure: Percentage of students proficient on state assessment at end of third grade

- Desired Outcome: Increase number/percentage of children 5 and under who are living above the poverty level.
 - Summative Measure: Percentage of children and families living in poverty conditions as measured by the U.S. Census, Kids Count and other data sources

The official announcement of Metro Omaha as part of the national Campaign for Grade Level Reading occurred on August 30 in conjunction with the community’s School Attendance Kickoff. Principals of school districts, mayors of multiple communities, and

representatives of many stakeholder groups were present to pledge their support to improving school attendance and early literacy proficiency.

MOEC FOCUS AREA: FAFSA

The MOEC focus on FAFSA (Free Application for Federal Student Assistance) began with conversations in 2016-17 as school district and postsecondary leaders were determining focus areas that would be important to fulfilling their new, collective vision that “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.” When “setting transformational goals for student success,” the MOEC planners realized that FAFSA completion was a key to the successful transition of high school graduates to postsecondary experiences. Completion of FAFSA is especially important in helping students of poverty find their way into postsecondary opportunities.

The MOEC FAFSA Strategic Work Group first worked in 2017-18 to determine specific data sources for comparison purposes. After numerous conversations with organizations in Nebraska and Iowa that were focused on measuring and increasing FAFSA completion as a gate into higher education, the members agreed that they would consistently use two sources for the information: the Nebraska Coordinating Commission on Postsecondary Education and Iowa College Aid.

During the 2018-19 school year, members met regularly to share strategies and to compare data on completion of FAFSA by students in each school’s senior class. A monthly report was shared with work group members and school superintendents. Final data is compared from data available at the end of October of each year. The FAFSA report for July, 2019, shows the current FAFSA completion percentage compared to the prior month’s data, and to data from 2017 and 2018.

2019-2020 MOEC District Data									
Cohort: 2019 Graduating Class									
Nebraska Data as of 8/30/19; Iowa Data as of 8/26/19									
District	School	Cohort	# Submitted	% Submitted	# Completed	7/26/19 % Completed	Current % Completed	Class of 2018 % Completed	Class of 2017 % Completed
Bellevue Public Schools									
	Bellevue East Sr. High School	368	163	44.3	159	41.8	44.8	51.9	42.9
	Bellevue West Sr. High School	445	227	51.0	222	47.9	51.9	53.2	61.4
Bennington Public Schools									
	Bennington Secondary School	144	92	63.9	92	62.5	65.3	69.1	68.5
Council Bluffs Community School District									
	Abraham Lincoln High School	318	NA	NA	162	49.0	51.0	54.0	46.9
	Thomas Jefferson High School	271	NA	NA	114	41.0	42.0	41.0	38.0
Douglas County West Community Schools									
	Douglas County West High School	70	38	54.3	37	50	52.9	46.1	52.5
Elkhorn Public Schools									
	Elkhorn High School	248	166	66.9	166	65.7	67.3	70.6	65.2
	Elkhorn South High School	319	204	63.9	203	63.0	64.3	58.6	64.9
Gretna Public Schools									
	Gretna High School	305	195	63.9	195	63.9	65.9	69.9	61.4
Millard Public Schools									
	Millard North High School	656	386	58.8	381	57.3	59.9	61.8	63.2
	Millard South High School	616	341	55.4	333	53.2	55.2	54.9	58.0
	Millard West High School	675	456	67.6	452	65.5	68	69.7	69.4
Omaha Public Schools									
	Benson Magnet High School	393	144	36.6	142	35.1	37.9	43.7	44.7
	Bryan High School	456	181	39.7	172	37.5	38.4	48.7	43.4
	Burke High School	526	287	54.6	281	52.3	54.2	60.1	60.5
	Central High School	696	354	50.9	343	49.4	50.9	64.4	62.5
	Omaha North Magnet High School	490	232	47.3	225	45.1	48.2	59.5	62.6
	Omaha Northwest Magnet High School	483	183	37.9	178	36.2	38.3	41.4	51.3
	Omaha South Magnet High School	579	246	42.5	235	40.9	42.3	42.5	45.2
Papillion La Vista Community Schools									
	Papillion La Vista Sr. High School	450	262	58.2	257	56.4	58.9	64.6	60.6
	Papillion La Vista South High School	445	259	58.2	255	56.0	59.3	56.0	61.3
Ralston Public Schools									
	Ralston High School	328	151	46.0	148	44.8	47.9	53.9	52.9
Springfield Platteview Community Schools									
	Platteview Sr. High School	88	56	63.6	55	64.8	64.8	53.4	58.3
Westside Community Schools									
	Westside High School	483	253	52.4	250	51.6	53	60.2	56.2

As of August, 2019, we have six high schools that have over 60% of Class of 2019 with completed FAFSA:

Bennington – 65.3%

Elkhorn High School – 67.3%

Elkhorn South High School – 64.3%

Gretna – 65.9%

Millard West – 68.0%

Platteview High – 64.8%

The high schools listed below have tied or surpassed prior years' completion rate. (Final comparison occurs at the end of October.)

Bellevue East has surpassed 2017 results.

Abraham Lincoln High (CB) has surpassed the 2017 rate.

Thomas Jefferson High (CB) has surpassed results for both 2017 and 2018.

DC West has surpassed results for both 2017 and 2018.

Elkhorn High School has surpassed 2017 results.

Elkhorn South High has surpassed 2018 results.

Gretna has surpassed 2017 results.

Millard South has surpassed 2018 results.

PLV South has surpassed 2018 results

Springfield Platteview has surpassed results for both 2017 and 2018

MOEC FOCUS AREA: School Attendance

The MOEC School Attendance Strategic Work Group convened for the first time in the 2018-19 school year. The topic of chronic absence has been raised by many local, state and national groups; and schools have become more involved in efforts to increase school attendance and to decrease student chronic absence, defined as missing 10% or more of school days. In the first year of this working group, members shared chronic absence data, developed and demonstrated strategies and dashboards for tracking school attendance, and implemented actions designed to share the message that regular school attendance is important. Representatives of the work group made presentations to teacher groups in the spring and summer of 2019. The goal would be for the work group to develop specific action plans to impact student absenteeism in the coming year.

MOEC served as a leading partner, representing the work group in planning for the August 30 School Attendance Kickoff and Press Conference which was held in conjunction with the community announcement of Metro Omaha's entrance into the Campaign for Grade Level Reading. Since school attendance is one of the three focus areas for the CGLR, MOEC will be especially involved in working to let parents and community members understand the need for good attendance habits to be formed in preschool and kindergarten. MOEC has partnered closely with United Way of the Midlands in work related to school attendance in general and related to early literacy efforts of Raise Me to Read / Campaign for Grade Level Reading.

MOEC FOCUS AREA: Dual Enrollment

MOEC initiated a Dual Enrollment Strategic Work Group mid-year in the 2018-2019 school year. Since MOEC involves both PK-12 school districts, two community colleges, and the University of Nebraska at Omaha, the topic of increasing dual enrollment opportunities and success is important to all members. Initial discussions verified that there are significant differences in the involvement of school districts in developing and encouraging students to participate in dual credit opportunities.

Data collected for the high school class of 2018 showed that the overall percentage of high school graduates that completed at least one dual enrollment, Advanced Placement, International Baccalaureate or college level course prior to high school graduation was 64%. The average by districts was 68%, representing a range between 51% and 90% in the twelve districts. District representatives learned from each other, and will continue to meet during the 2019-20 school year.

The work of this strategic work group coincides with the work of the Math Strategic Work Group, which is actively attempting to encourage more high school math teachers to earn the certification to allow more high school students to complete college mathematics credit in high school.

MOEC FOCUS AREA: Ninth-Grade Success

At the very end of the 2018-19 school year, MOEC leaders began discussion about the possibility of a new strategic work group designed to engage high school leaders in collaborative efforts to increase the success levels of ninth grade students. With encouragement from Omaha Public School leaders, MOEC reached out to representatives of the University of Chicago's National Freshman Success Institute. In order to have a working relationship with NFSI, MOEC needed to register at least one principal for a seven-day training program (July, October, and February). District superintendents were asked to invite high school principals. Within days, five principals from four school districts agreed to participate in the training, joining four other principals from Omaha Public Schools.

At the time of this report, preliminary plans are being developed to share the NFSI training with any MOEC principal who wishes to participate. The hope is that high school leaders (possibly with other school representatives) will develop and share strategies to help our community ensure that all high school freshmen have a successful start to their high school experience.

MOEC had developed one metric that measured high school freshman success: "2.3 – High school freshman who are on track to graduate on time." The metric was determined to be completion of 25% of credits required for graduation. For the 2017-18 school year, the overall MOEC average (all MOEC freshman) was 87%; the average of district averages was 93%, and the range of district averages was 78% to 99%. It is possible, and perhaps likely, that the metric itself may change as principals learn from NFSI staff and each other.

Summary: MOEC 2.0 Involvement in the Community Achievement Plan (CAP)

This information is provided as a summary of MOEC's work in the first two years of implementation of efforts to work toward the collective 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." The summary demonstrates considerable work, significant collaboration, and glimpses of progress. In 2016-17, MOEC leaders determined that the organization would achieve this vision by

- setting transformational goals for student success
- launching initiatives focused on dramatically improving student outcomes
- strengthening the connections between our education systems and communities.

Each of those operating principles has been addressed through the strategic work groups and the community connections in the past 24 months.

As MOEC begins its third year (2019-20) as a collective impact organization, there is understanding of and enthusiasm for the work that has begun and the progress that has been made. In June, 2019, each MOEC leader was interviewed privately, and asked to identify areas to celebrate as well as challenges that lie ahead. Some of those comments are shown below. Many of the comments depict growing confidence but realistic reflection about the work of MOEC.

MOEC Celebrations

- The conversations that we are having are changing and are about teaching and learning.
- There are many things to celebrate. Our initiatives were done in good faith – math initiative, dual enrollment work. The purpose of the organization is a good one. It's in the "too darn hard to do" category. I'm proud to be part of the group that is taking on the "too hard to do" category. I've learned a lot by being in this group. We should celebrate what we're working on more than we do.
- The amount of progress we are making on meaningful goals is excellent, especially when comparing to past years. Data gives us baseline data to work on. We love the math professional development, especially being able to have our teachers meet with other districts. The shaping of attitudes and beliefs within high school math and their principal is incredible. In a year's time, looking at it as a whole, that is huge progress. We've taken these goals and made them part of our work. MOEC goals are part of our strategic plan.

- A number of really great cross sector conversations are beginning to emerge. The importance becomes clear. There are active work groups actually accomplishing things and moving work forward. The math pilot has been a really strong success and has engaged many of the districts. Strong partnerships have been developed with Chamber, United Way.
- Celebrate our conversations about data. We are having true conversations about our goals, our progress toward the goals, the work we have done. The math project with secondary is important. One high school principal mentioned the true change he has seen in courses because they have been going to the professional development. I'm hopeful that we will have a similar celebration with the reading.
- We achieved the goals we set. Getting first year data was difficult. I think we've made progress on FAFSA. The math work is out of this world. I walked in on that group when they are here, and I asked them how it was, and every one of them said "it's the best we've been involved with as a group." It's important to be with other schools, and they're all there together. We are talking about things we don't always have time, energy, opportunity to discuss. They are changing the way we look at math instruction. They are preparing for improvement, no doubt. I know these teachers, and they don't hold back. If it were remotely a waste of time, they would mention it.
- We definitely should celebrate the math work. We have some teachers chomping at the bit to go to participate next year. That's word of mouth. Nothing beats that; it's better than advertising. The MOEC focus on attendance supports the very important work that our district is doing. Raising the bar around expectations about regular attendance in our consortium makes it easier to have as a focus area. MOEC supports our work.
- Celebrate continued progress and momentum with the math initiative. We are beginning the work around reading, and have a clear path and plan for that. The FAFSA work continues. We should celebrate the fact that we have more clearly defined goals and are beginning to see the impact.
- Celebrate the fact that we are focusing on things that truly matter (student outcomes), even though we sometimes don't agree; we are 80 to 90% there. There are huge opportunities for improvement. We have made progress. We have positive to build on. We are focusing on the right things. Obviously, we are never totally on same page, but we are having different, positive conversations.
- Celebrate that we have a functional communication platform that allows us to communicate. This is a unique working relationship between community colleges, UNO and school districts. The "points of pride" related to MOEC programs all pale related to the functional working relationships that are developing.

MOEC Challenges

- Like a lot of the world, we struggle with a shared content so we struggle with a shared direction. I would hope that all of the work on metrics and our willingness to rethink the metrics that don't help us should move us to create shared understanding.

There are some real wakeup calls in these initial metrics. I would hope we approach some of the data lessons with some urgency.

- The change in MOEC is similar to a change in a school; we know that there will be push back with people “having their cheese moved.” For MOEC, chaos ensued; we were persistent. We came through the chaos and now we are starting to see some of the fruits of our labors. It will get clearer and clearer what our work should be. Math, early literacy, high school success...are all very important topics. That’s what is happening now. When our people see the value, they will do the work.
- There is concern that some people’s opinions seem to count more than others, and that alternate perceptions are not welcomed. At times it feels like some of us “hold back” sharing what we think until others have made their points.
- We need to face the data and do something about it. Attendance data is critical... We need to face the data and actually come up with meaningful plans to impact the results. A challenge is that we finally have meaningful work going on and some districts are pushing back against the extra work now that we are doing something. People need to realize that moving forward on these areas is what we said we are doing. Are we really serious about working together or not? We shouldn’t be complaining about extra work.
- I believe there is a challenge. We want to make a change. We talk about making a change, but then when we start to make a change, we fight back and say we don’t want to. How do we continue to push through that together? We had set some lofty goals together, and now we have to make progress. We can’t just talk about it. We need to take some action.
- We have a plan; as we gain new leadership, we need to keep the plan progressing. We need to be certain that we focus on the opportunities we have in front of us. Close to 50% of MOEC leaders are new leaders in the past few years. How do we onboard new leaders and get them “up to speed” as to what our goals are and why they are important? Whenever you lose a board member, the dynamics change. That’s a potential challenge. The loss of 3 MOEC board members this year will be important – likely challenging.
- Changing demographics. Our fastest growing demographic is high poverty and students of color. We have one of the highest achievements and attainment gaps between those groups in any city in the country. We still have too many students who are not college or career ready, and are weak out of the high school pipeline. Our high school degree needs to be more meaningful as it relates to college and career readiness. Our colleges need to focus on graduating more students in less time and with less debt.
- A challenge will be not to take on more than we can do in quality way. If you take on too many things, you begin to float. We’ve identified key areas and need to stay there. Need to remain fresh, need to respond to future needs, but, we’re not ready to do all of them. We have one foot in present and one in future...not one in past.
- Our challenge is competing interests, competing opportunities. We need to make certain individual district and MOEC priorities are not running in opposite directions. Within the data, we have some areas to be proud of and other areas we must be better

in. We should value the tough conversations we've had. It is a challenge to keep everyone on the same page. We need to avoid mission creep. This is a worthy undertaking. It's easy for us to get distracted... by other initiatives, other focus areas. Let's knock this out of ballpark before taking on something else. There is more positive than negative.

- Challenges are: maintaining effective communication among and between members, finding time and resources to do the work, continuing to work on data sharing that can be used effectively, and looking for synergies in program development that could leverage the strength of districts and higher ed and potentially save money.

The work has begun in earnest, but there are "miles to go until we sleep." We approach year 3 with great expectations.

Section 4. Partnerships

Participating School Districts, ESU's and Post-Secondary Institutions	Local and State Organizations
Bellevue Public Schools Bennington Public Schools Council Bluffs Community School District Douglas County West Community Schools Educational Service Unit #3 Educational Service Unit #19 Elkhorn Public Schools Gretna Public Schools Iowa Western Community College Metropolitan Community College Millard Public Schools Omaha Public Schools Papillion La Vista Community Schools Ralston Public Schools Springfield Platteview Community Schools UNO College of Education Westside Community Schools	Buffett Early Childhood Institute United Way of the Midlands