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**MISSION**

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

**VISION**

*That all children within the Learning Community achieve academic success without regard to social or economic circumstance.*

[LearningCommunityDS.org](http://LearningCommunityDS.org)

January 25, 2018

Dear Education Committee Members,

The enclosed addendum completes the Learning Community of Douglas and Sarpy Counties annual report to this committee as required under Nebraska statute. As you heard in testimony related to LB 779, we simply don't have enough time to process and analyze the data due to the late release of student identifiable academic information and the breadth of data involved.

We appreciate your patience in sharing evaluation results that speak directly to the Learning Community mission which drives our continuous improvement process.

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

Please allow me to proudly share a highlight from our most established program serving Latino families in South Omaha. These parents are eager to learn English, better navigate our educational system and fully support the success of their children in school. For the third year in a row, South Omaha third graders from families in our Learning Community Center of South Omaha program have higher attendance and proficiency rates than the overall district average and higher than comparable students at the state level.

I would be happy to visit with the committee or individual members to explore any questions you may have. We are committed to the long-term outcomes and opportunities that make our children, families and communities stronger.

Sincerely,



David Patton  
Learning Community of Douglas and Sarpy Counties  
Chief Executive Officer

# Learning Community Center of South Omaha

# Family Learning

## DEMOGRAPHICS

Data was obtained from Omaha Public Schools on a sample of school-age students (N=130) whose parents had participated in programming at the Learning Community Center of South Omaha. For the sample, 54% of the parents had attended programming for at least one year with 45% attending for at least two years and 1% attending for three years. Of the students in the sample, 98% qualified for free/reduced lunch status.

## STUDENT OUTCOMES

### WHAT WAS THE IMPACT ON SCHOOL ATTENDANCE AND PERFORMANCE?

**METHOD.** Attendance data and assessment scores were provided on the subset of students by OPS. Assessment scores on the Nebraska State Assessments (English Language Arts and Mathematics) and the NWEA-MAP (reading and math) were reported.

### ATTENDANCE RESULTS

Students of parents in the program had high rates of school attendance with 74% of the school-age sample missing fewer than 10 days of. Attendance data is similar to last year (2015-16) with 75% of the students missing fewer than 10 days of school. Students attended 95% of the days school was in session compared to the statewide attendance rate of 94.59% (Nebraska Educational Profile, 2018). Average number of days attended was 163.43 and average number of days absent was 7.50.

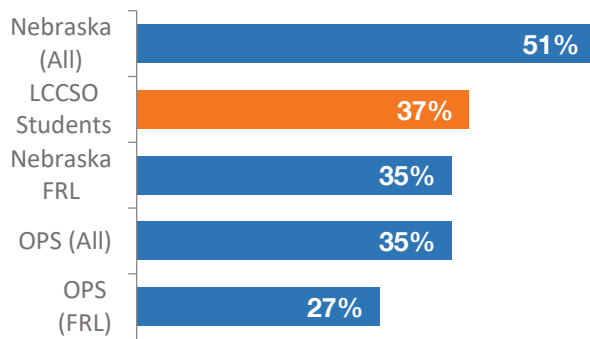
**For the third year in a row, students with parents participating in the program demonstrated higher attendance and proficiency rates. Their scores exceeded comparable students at the district and state level.**

## ACADEMIC ACHIEVEMENT OUTCOMES

For NeSA data, the English Language Arts (ELA) and Math assessment was new for 2016-17 school year, therefore, the data are reflective of baseline performance. Statewide, 51% of all students met the proficiency standards. The statewide proficiency rate for students qualifying for FRL was 35% (NEP, 2018).

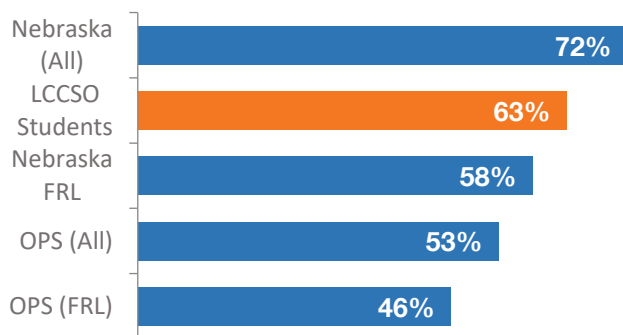
ON THE STATEWIDE ENGLISH LANGUAGE ARTS (ELA) ASSESSMENT, LCCSO STUDENTS HAD A HIGHER PROFICIENCY RATE THAN MULTIPLE SUBGROUPS.

37% of the students whose parents participated in LCCSO programming (n=27) were proficient in ELA compared to 35% district-wide for all students and 27% for students qualifying for FRL.



LCCSO STUDENTS OUTPERFORMED MULTIPLE SUBGROUPS ON THE STATEWIDE MATHEMATICS ASSESSMENT (NESA-M).

63% of students with parents who attended LCCSO programming met proficiency criteria in Math (NeSA-M), which was higher than the district proficiency rate (53%), the district FRL proficiency rate (46%) and the statewide FRL lunch proficiency rate (58%).



LCCSO students remained below the statewide proficiency rate of 72%. The comparisons to the FRL status proficiency rates are important as all of the LCCSO students in this sample qualified for FRL. It is worth noting these students had higher proficiency rates than both the statewide and district FRL proficiency rates.

While the sample size is small (N=27), this is the third-year students had higher proficiency rates than the overall district proficiency rates for both the language and mathematics assessments.

### **NWEA-MAP**

For the students with fall and spring MAP scores (N=41), 67% ended the school year scoring above the 16<sup>th</sup> national percentile rank (beginning of the average range) for both mathematics (74%) and reading (69%). The average percentile ranks for reading moved from the 39<sup>th</sup> (fall) to 40<sup>th</sup> (spring) and for math 41<sup>st</sup> (fall) to 40<sup>th</sup> (spring). In addition, over half of the students either maintained or improved their national percentile rank by the end of the year (54% maintained/improved in math and 58% maintained/improved in reading).

### **SUMMARY**

Students had high rates of attendance, had higher proficiency rates on the ELA and NeSA-M than the district proficiency rates and had higher proficiency rates than the statewide FRL proficiency rates for ELA and NeSA-M. Moreover, this is the third year of strong academic results demonstrated by students whose parents participated in programming at LCCSO.

# School District Pilot Programs

# Extended Learning

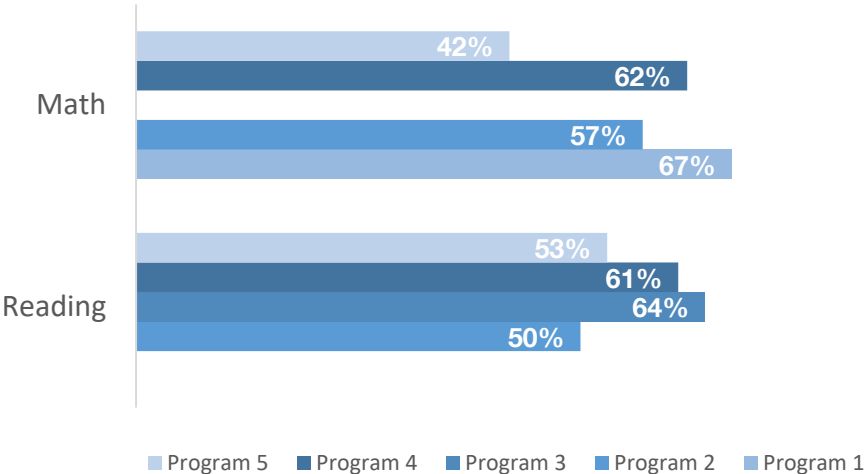
## DEMOGRAPHICS

A total of 424 students were served through extended learning programming across five sites. Of the students participating in the extended learning programs, 53% qualified for free/reduced lunch status.

## STUDENT OUTCOMES

Districts involved in the extended learning programs use different measures to assess and monitor student progress. In addition, the goal for districts with summer programming is to reduce/eliminate summer learning loss while the goal for the district with a school year program is to close the gap for students scoring below expectations. For student outcome data, the evaluation focused on students who maintained or gained skills during each respective extended learning program. For programs using multiple measures, student maintenance or gain was assessed based on their performance across the majority of measurement tools.

EXTENDED LEARNING PROGRAMS VARIED IN THE PERCENTAGE OF STUDENTS MAINTAINING OR IMPROVING ACADEMIC SKILLS.



For the programs with reading as a component, at least 50% of the students in each program either maintained or improved their achievement levels. For programs with a math component, the range of students improving or maintaining their achievement was from 42%-67%.

# Instructional Coaching

## DEMOGRAPHICS

In 2016-17, 24 schools, approximately 555 teachers and potentially 9,238 students were served across the four participating districts. Instructional coaches worked in buildings with FRL rates ranging from 44%-92%. All the schools funded by the Learning Community for instructional coaching were elementary buildings. Three districts provided coaching to all teachers, including special education staff, in their buildings. One district focused primarily on providing literacy coaching to teachers.

## STUDENT OUTCOMES

### Did instructional coaching impact student outcomes?

**METHOD.** Change in student scores and impact is best interpreted as a secondary effect and outcome of instructional coaching. Time may be necessary for the full impact of coaching to be observable in student learning. Also, instructional coaching is embedded into current district instructional practices and curriculum choices. **The impact on student scores is cumulative and in combination with other district practices. Without a control group comparison, the student outcome data is a result of all things that a district may be implementing.** Additionally, how coaches work varies depending on the needs, experience levels and attitudes of teachers and groups of teachers.

Data collected for student outcomes include the NeSA-ELA and NeSA-Math scores, MAP achievement scores (fall to spring) and other data the districts deemed necessary to explore. Some of the information collected through focus groups, interviews and surveys indicated that these measures may not be sufficient in capturing the entire picture of student change and growth. For example, one district has seen tremendous gains in reading skills of kindergarten students but that is not captured with the scores in this addendum.

One further caveat, if student scores are already high, less growth would be expected. It is important to realize that mean standard scores and proficiency rates must also be taken into account when examining student data. Additionally, this was the first year the statewide ELA assessment was used and all data should be considered baseline.

**DISTRICT A.** NWEA-MAP reading data showed average growth on the RIT scores (172.74 to 184.60) of 11.86 points. However, the number of students performing above the 16<sup>th</sup> percentile remained constant (74% above). For students in grades 3 and above, 33.7% scored in the proficient range on the statewide ELA assessment.

**DISTRICT B.** Statewide assessment scores for this district's buildings with instructional coaches showed 57% of the students as scoring proficient on the NeSA-ELA and 68% proficient on the NeSA-M.

**DISTRICT C.** Student achievement was measured from fall to spring using NWEA-MAP data. Average growth for reading scores was 10.39 RIT points with 84% scoring above the 16<sup>th</sup> percentile on the spring assessment. Average RTI score growth for mathematics was 13.46 points. The proficiency rate for the statewide ELA assessment was 40% and 64% for NeSA-M.

**DISTRICT D.** Student growth was measured by improvement on NWEA-MAP RIT score from fall to spring. For reading, RIT scores improved by an average of 10.92 while for math the RIT scores improved an average of 14.45 points. On the Nebraska statewide assessments, 40% scored in the proficient range on the ELA while 67% were proficient on NeSA-M.