Learning Community of Douglas and Sarpy Counties

Annual Report

— FULL VERSION —

In compliance with §79-2104.02 & §79-2118

Submitted to the Nebraska Legislature December 2011

LEARNING COMMUNITY
OF DOUGLAS AND SARPY COUNTIES

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Every Child • Every Opportunity • Every Community

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Acknowledgements: The Learning Community of Douglas and Sarpy Counties acknowledges the outstanding cooperation of the Nebraska Department of Education, particularly Michelle Michl, in assisting with this report.

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Introduction

Senator Adams and Members of the Senate Education Committee,

It is our pleasure to provide this annual report to you on the activities of the Learning Community. This report not only meets the requirements of Nebraska Statutes §79-2104.02 and §79-2118, but provides you information on our success in implementing elementary programs as well a brief summary of the distribution of funds generated by the Common Levy.

We would point out some notable observations from the data on Open Enrollment:

- Most of the schools across the Learning Community had capacity to accept Open Enrollment students in each of the last two years.
- 3,213 students applied for Open Enrollment for the 2011-12 school and 2,246 were accepted.
- 1,015 of the applications accepted for 2011-12 had the potential to increase diversity.
- There are wide gaps in State Assessment performance of students who are eligible for free or reduced lunch and those who are not at both the State level and in the Learning Community. Gaps tend to be greater in the Learning Community than in the State.
- It is too early to determine if there is a direct academic benefit to students who take advantage of the Open Enrollment policy.

This Annual Report also includes the report of the independent, third-party evaluator contracted to evaluate the effectiveness of the Learning Community's 2010-2011 elementary programs funded through the elementary levy. The evaluation activities and the report have been conducted and compiled by the Munroe-Meyer Institute, of the University of Nebraska Medical Center. Over 3,000 students were served through that year and the following results were documented:

- The Jump Start Pre-Kindergarten programs, which aim to increase school readiness for Kindergarten, showed unusually positive gains on the Bracken School Readiness Assessment and also exceeded benchmarks on the CLASS observation tool of overall classroom effectiveness.
- Extended Learning Programs (after school, summer school, spring breaks) exceeded standards for observations in the Nebraska Department of Education Indicators of Quality, and teacher ratings reported improved academic performance from spring to fall.

We are especially pleased with the positive results in the elementary programs in 2010-2011, since the Learning Community is increasing participation to over **8,000** students in 2011-12 in more than **80** programs that span 10 districts.

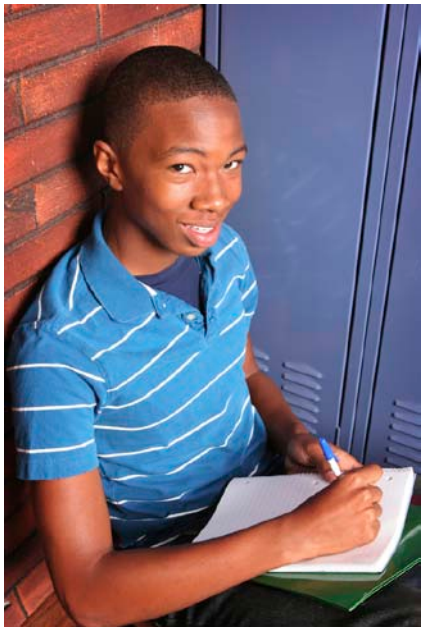
Section IV of the report includes financial information on the distribution of nearly $450 million through the Common Levy.

It is with some pride, that we deliver this report. It documents the emergence of a unique educational entity. When the members of the Learning Community Coordinating Council first took office in January of 2009, there was no organization to govern. There were no bylaws, fiscal procedures or policies, and no staff. Through the hard work of many of those elected Council members and the initial staff, the organizational infrastructure was created, with cooperation of all 11 Member Districts, and agreements around the operation of the Diversity Plan and Open Enrollment were reached, and that plan was operational for the fall of 2009. RFPs were issued for elementary programs that operated in 2010-2011. In 2012, two Elementary Learning Centers will begin operation, and elementary programs will grow, as noted above.

We are confident that all of the legislative requirements for the Learning Community will be fully met. Equally important, we are optimistic about the potential for multiple districts to collaborate in facing the increasing difficult educational challenges that confront students and educators in the Learning Community and across the state of Nebraska.

Rick Kolowski
Chair, Learning Community Coordinating Council

Ted Stilwill
CEO, Learning Community of Douglas and Sarpy Counties



Evaluation Report for the Learning Community of Douglas and Sarpy Counties for 2010-11: Demographics, Capacity and Open Enrollment, and Student Performance

LEARNING COMMUNITY
OF DOUGLAS AND SARPY COUNTIES

Executive Summary for Demographics, Open Enrollment and Student Performance

This portion of the report contains three sections:

1. A description of the 2010-2011 demographic composition of the Learning Community comparing student enrollment, percent of students who qualify for free or reduced lunch (FRL), and the percentage of English Language Learners in each of the six Achievement Subcouncils
2. An analysis of Open Enrollment capacity for the 2011-2012 school year, applications submitted and accepted in the Spring of 2011 for the 2011-2012 school year, and the degree to which those applications have the potential to improve the balance of socio-economic diversity in the Learning Community
3. An analysis of the number of students who open-enrolled in the 2010-2011 school year and the degree to which open-enrolled students are contributing to socio-economic diversity in Learning Community Schools. These students applied and were accepted, in the 2009-2010 school year. This section also includes a description of students' performance on the Nebraska State Assessments (NeSA).

Demographics. The report shows dramatic differences in the size of the student populations and the proportion of students living in poverty (as defined by FRL eligibility) among the Subcouncils. A total of 45,696 students in the Learning Community are identified by the Nebraska Department of Education as FRL, and approximately 25% of those students are enrolled in Subcouncil 2 schools. Only 15% of the students in Subcouncil 4 are designated as FRL-eligible, while 77% of the students in Subcouncil 2 have the FRL designation. In Subcouncils 1 and 5, more than 50% of the students are FRL-eligible. Thirty-three of the 34 schools that have more than 80% FRL enrollment are in Subcouncils 2 and 5, while 54 of the 66 schools with 20% or less FRL are in Subcouncils 4 and 6. There was little, if any, change in the distribution of poverty in Learning Community schools from 2009-10 to 2010-11.

Open Enrollment Applications for 2011-2012. In 2010-2011, more than half of the Learning Community Schools reported they would have capacity for additional students for the 2011-12 school year. Schools reported that capacity was available for a total of 6,652 students. Space was available in schools of all levels of poverty, and at all grade levels. Lower poverty schools, those with 40% or less FRL, reported capacity for an additional 3,854 students, and schools with FRL proportions above 40% had space for 2,797. In the 2010-11 school year, 3,213 students applied for Open Enrollment and 2,446 were accepted, with 41.5% of those accepted applications having the potential to contribute to socio-economic diversity in the school to which they were accepted (FRL accepted in schools with < 42% FRL and Non-FRL accepted in schools with > than 42% FRL). Actual enrollment data for the 2011-2012 school year will be available in the Nebraska Department of Education (NDE) 2012 *State of the Schools Report.*

Open Enrollment and Student Performance. This section reports enrollment and assessment data for the 2010-2011 school year. Of the 3,523 Open Enrollment applications that were accepted in the 2009-2010 school year, 2,563 enrolled in 2010-2011 (the first year of the program and the most recent

year for which data are available). Over 500 of the enrollees were Kindergarteners. Approximately 42% qualified for FRL, the same proportion as the total Learning Community enrollment, and 37% of the Open-enrolled students are in schools to which they contributed to the diversity. Seven hundred eleven (711) FRL students are in schools with FRL percentages less than the total Learning Community percentage, and 234 Non-FRL students are in schools with FRL percentages greater than the Learning Community.

At this stage of implementation, it is impossible to make any correlations between Open Enrollment and student performance. Assessment results were analyzed as baseline data, which, in the future, may be the basis for establishing trends associated with Open Enrollment. An analysis of the proficiency rates on State Assessments found that, in general, elementary students performed better than secondary students, and State pass rates, in most cases, were somewhat higher than those of the Learning Community. There were large differences in the performance of FRL students and Non-FRL ("the performance gap") on the Reading and Mathematics Assessments. The gap was generally greater at the secondary level than in elementary grades, and the gaps were somewhat larger in the Learning Community than in the State. The performance gap in the Reading Assessment was smaller in 2011 than in 2010.

Section I – Demographic Characteristics

The Nebraska State Department of Education (NDE) provided the data for this portion of the evaluation report. Data represent demographic characteristics of the Learning Community from school year 2010-2011, with some comparative data from the previous year.[1] Total enrollment, percent of students eligible for free or reduced price lunch (FRL), English Language Learners (ELL), and a school mobility factor[2] are presented for each of the six Achievement Subcouncils in the Learning Community.

Since one of the goals of the Learning Community is movement toward a more balanced socio-economic diversity in schools throughout the two-county area, FRL data are examined in greater depth by looking at the concentration of students within a school who are eligible and any observed changes between the 2009-10 school year and 2010-11.

Demographic Information by Subcouncil

Nebraska Statute establishes six Achievement Subcouncils within the two-county area of the Learning Community. Election Commissioners of the two counties used 2000 census data to establish Subcouncil boundaries, which would divide the population among the Subcouncils as equally as feasible. The Subcouncil districts are now determined by the Learning Community Coordinating Council, with support from the Metropolitan Area Planning Agency. The requirement for equitable population representation is the same.

Table 1 (page 2) presents demographic data for each Subcouncil, including total number of enrolled students, the percent eligible for free or reduced lunch (FRL), percent of English Language Learners (ELL), and a school mobility factor.

[1] Some differences exist between the 2009-2010 data that appeared in *2010 Baseline Evaluation Report* and the comparative 2009-2010 data in this report. Data for the 2010 report were obtained from the published *2010 Nebraska Department of Education State of the Schools Report,* while data for this report were obtained directly from NDE. Last year's data have been reanalyzed by NDE staff to provide the most accurate and up-to-date information for both years. Data that were not included last year due to masking of groups less than 10 on the *State of the Schools Report* are included in this year's numbers. Differences between the numbers in the two reports are also a result of pre-Kindergarten students being included in counts in the 2010 report. Reanalyzed data from last year and this year's data include only Kindergarten through grade 12 students.

[2] Mobility rate, as currently calculated by the Nebraska Department of Education, is not associated with a specific student; that is, it is not the degree to which a student has attended school in multiple buildings, rather it is an indication only of the degree of mobility associated with a school. For example, a school building begins the year with 20 students. During the year, three students move out and three students move in. The mobility number is 6 or 30%. (NDE State of the Schools Report, 2009-10).

Table: 1 Demographic Characteristics by Learning Community Subcouncils 2010-2011

	SC	Total Enrollment	Number of Schools	Percent FRL	Percent ELL	Percent Mobility
Elementary	1	5,405	14	57%	8%	14%
Middle	1	1,537	2	58%	4%	11%
High	1	3,460	2	54%	3%	23%
Subcouncil Total	**1**	**10,402**	**18**	**56%**	**6%**	**16%**
Elementary	2	7,983	24	87%	16%	19%
Middle	2	2,158	4	77%	2%	19%
High	2	5,991	3	63%	3%	26%
Subcouncil Total	**2**	**16,132**	**31**	**77%**	**9%**	**22%**
Elementary	3	7,720	24	49%	13%	13%
Middle	3	1,890	3	44%	5%	11%
High	3	2,909	2	27%	2%	8%
Subcouncil Total	**3**	**12,519**	**29**	**43%**	**9%**	**11%**
Elementary	4	12,894	31	16%	2%	8%
Middle	4	5,721	7	15%	1%	6%
High	4	8,161	5	13%	1%	7%
Subcouncil Total	**4**	**26,776**	**43**	**15%**	**1%**	**7%**
Elementary	5	11,412	25	64%	27%	15%
Middle	5	3,124	5	62%	13%	13%
High	5	5,194	3	49%	7%	17%
Subcouncil Total	**5**	**19,730**	**33**	**59%**	**19%**	**15%**
Elementary	6	11,523	28	23%	4%	8%
Middle	6	5,036	8	30%	3%	7%
High	6	6,682	7	32%	2%	11%
Subcouncil Total	**6**	**23,241**	**43**	**27%**	**3%**	**9%**
Elementary	All LC	56,937	146	45%	11%	12%
Middle	All LC	19,466	29	39%	4%	10%
High	All LC	32,397	22	37%	3%	15%
LC Total	**All LC**	**108,800**	**197**	**42%**	**8%**	**13%**

- The six Subcouncils vary considerably in total enrollment, ranging from 10,402 in Subcouncil 1 to 26,776 in Subcouncil 4.
- The percentage of students who qualify for FRL also varies greatly, from 15% in Subcouncil 4 to 77% in Subcouncil 2. Subcouncils 1, 3, and 5 are above 42%, the percentage for the total Learning Community, with 56%, 43%, and 59%, respectively.
- While Subcouncil 2 has the highest percentage of students eligible for FRL, Subcouncil 5, at 19%, has the highest percentage of English Language Learners (ELL). Subcouncils 4 and 6 are the lowest with 1% and 3%, respectively.
- As explained in footnote 2, mobility rate is not associated with a specific student. Rather, it is an indication of the degree of mobility associated with a school, the frequency of student movement into and out of a school. Mobility rates for 2010-2011, vary from a high of 22% in Subcouncil 2 to 7% in Subcouncil 4. The same Subcouncils that have the highest and lowest percentage of students qualifying for free and reduced lunch also have the highest and lowest mobility rates.

In relation to each of the demographic diversity factors in Table 1, FRL, ELL, and mobility, Subcouncils 4 and 6, which have the largest enrollments, are also the least diverse.

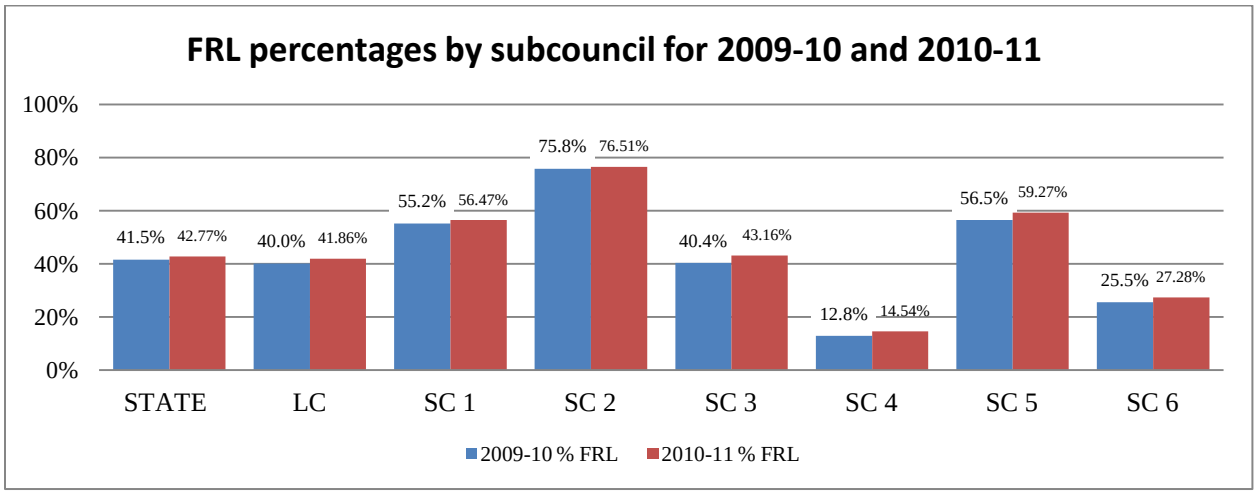
Table 2 compares 2009-2010 enrollment with 2010-2011. The enrollment in the two-county Learning Community has increased by approximately two percent, with the greatest increases in Subcouncils 5 and 6. Subcouncil 5 includes all of Bellevue Public Schools and a portion of Omaha Public Schools (OPS). Subcouncil 6 is in the western-most part of the Learning Community and includes Gretna, South Sarpy, Bennington, Papillion La Vista, Douglas County West, and a portion of OPS and Elkhorn. Only Subcouncil 1, which includes only OPS schools and is in the mid-portion of the Learning Community, had a decline in enrollment.

Table 2 Enrollment Comparisons Between 2009-2010 and 2010-2011

	2009-2010 Enrollment	2010-2011 Enrollment	Percent Change
Subcouncil 1	10,409	10,402	-0.07%
Subcouncil 2	15,937	16,132	1.22%
Subcouncil 3	12,455	12,519	0.51%
Subcouncil 4	26,316	26,776	1.75%
Subcouncil 5	19,070	19,730	3.46%
Subcouncil 6	22,499	23,241	3.30%
Total	**106,686**	**108,800**	**1.98%**

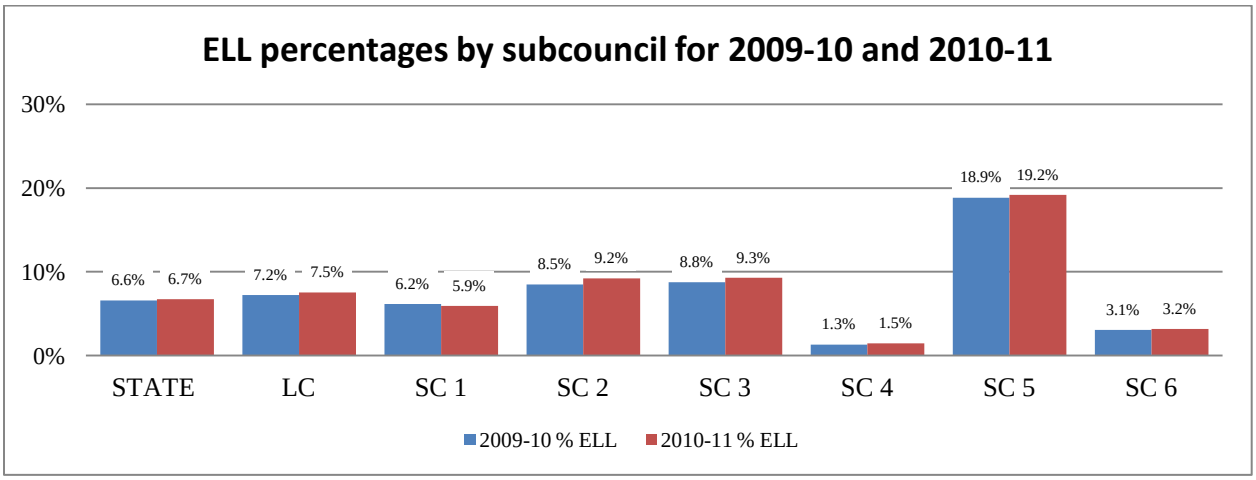
Figures 1, 2 and 3, which follow, illustrate changes between the two years, in FRL, ELL, and mobility percentages in each Subcouncil.

Figure 1



The percentage of students who qualify for FRL has increased slightly in the State, in the Learning Community, as a whole, and in each of the six Subcouncils. Differences among the Subcouncils remained relatively the same as the previous year.

Figure 2



The graph in Figure 2 shows a slight increase in ELL between the two years in the State, the Learning Community, and in each Subcouncil except Subcouncil 1. ELL disparities among the Subcouncils also remain relatively the same across the two years.

Figure 3

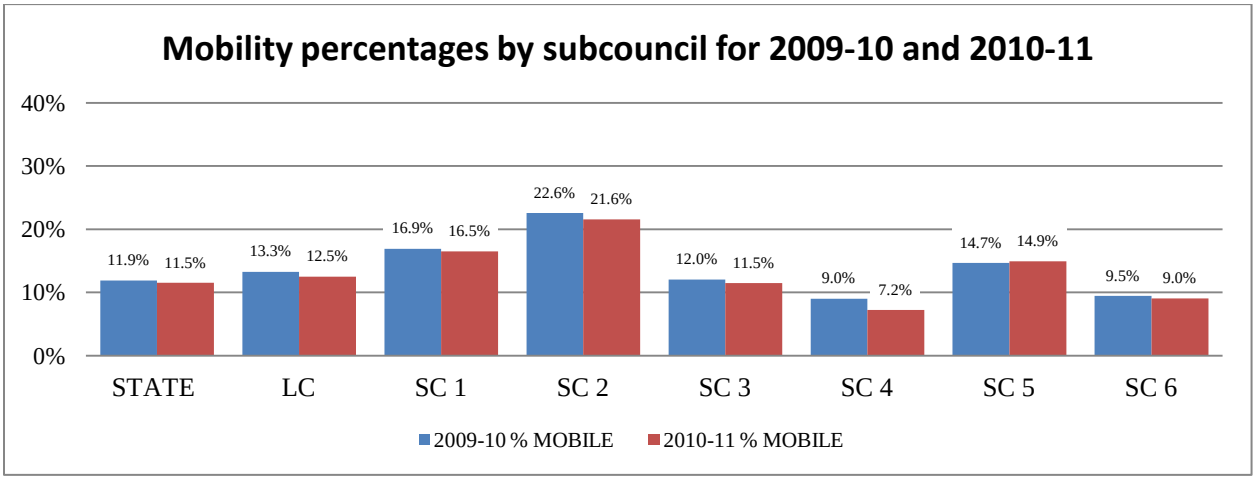


Figure 3 shows there is a slightly lower mobility rate in 2010-2011 than in the previous year. The State, the Learning Community and each Subcouncil, with the exception of Subcouncil 5, have slightly lower mobility percentages.

Free and Reduced Lunch Concentration

To further examine the differences in poverty rates among Learning Community Subcouncils, schools were placed in quintile ranges based on the percentage of students in a building who were eligible for free or reduced price lunch in the 2010-2011 school year. This analysis provides a way to examine differences in the concentration of poverty among the Subcouncils. Table 3 (page 5) shows the number of schools at each level –elementary, middle school, and high school– in each Subcouncil, whose concentration of FRL falls in each quintile, (i.e., 0 to 20%, 20% to 40%, 40% to 60%, 60% to 80% and 80% to 100%).

Table 3 Free and Reduced Lunch Concentration for 2010-2011 Presented in Quartiles by Subcouncil by Level

	SC	Number of Schools	Number of schools in the following ranges				
			0% up to and including 20%	over 20% up to and including 40%	over 40% up to and including 60%	over 60% up ot and including 80%	over 80% up to and including 100%
Elementary	1	14	1	0	9	4	0
Middle	1	2	0	0	2	0	0
High	1	2	0	0	1	1	0
Subcouncil Total	**1**	**18**	**1**	**0**	**12**	**5**	**0**
Elementary	2	24	0	1	1	2	20
Middle	2	4	0	0	0	3	1
High	2	3	0	0	1	2	0
Subcouncil Total	**2**	**31**	**0**	**1**	**2**	**7**	**21**
Elementary	3	24	6	2	7	8	1
Middle	3	3	0	1	1	1	0
High	3	2	0	2	0	0	0
Subcouncil Total	**3**	**29**	**6**	**5**	**8**	**9**	**1**
Elementary	4	31	23	5	3	0	0
Middle	4	7	5	2	0	0	0
High	4	5	4	1	0	0	0
Subcouncil Total	**4**	**43**	**32**	**8**	**3**	**0**	**0**
Elementary	5	25	4	3	7	2	9
Middle	5	5	1	1	1	0	2
High	5	3	0	2	0	0	1
Subcouncil Total	**5**	**33**	**5**	**6**	**8**	**2**	**12**
Elementary	6	28	14	9	3	2	0
Middle	6	8	4	3	0	1	0
High	6	7	4	2	0	1	0
Subcouncil Total	**6**	**43**	**22**	**14**	**3**	**4**	**0**
Elementary	All LC	146	48	20	30	18	30
Middle	All LC	29	10	7	4	5	3
High	All LC	22	8	7	2	4	1
LC Total	**All LC**	**197**	**66**	**34**	**36**	**27**	**34**

Table 3 illustrates the dramatic differences in poverty among the Subcouncils, particularly when one looks at the proportion of schools above and below 40% FRL, which is the approximate percentage of FRL in the Learning Community, as a whole. The following are some interesting facts shown in Table 3:

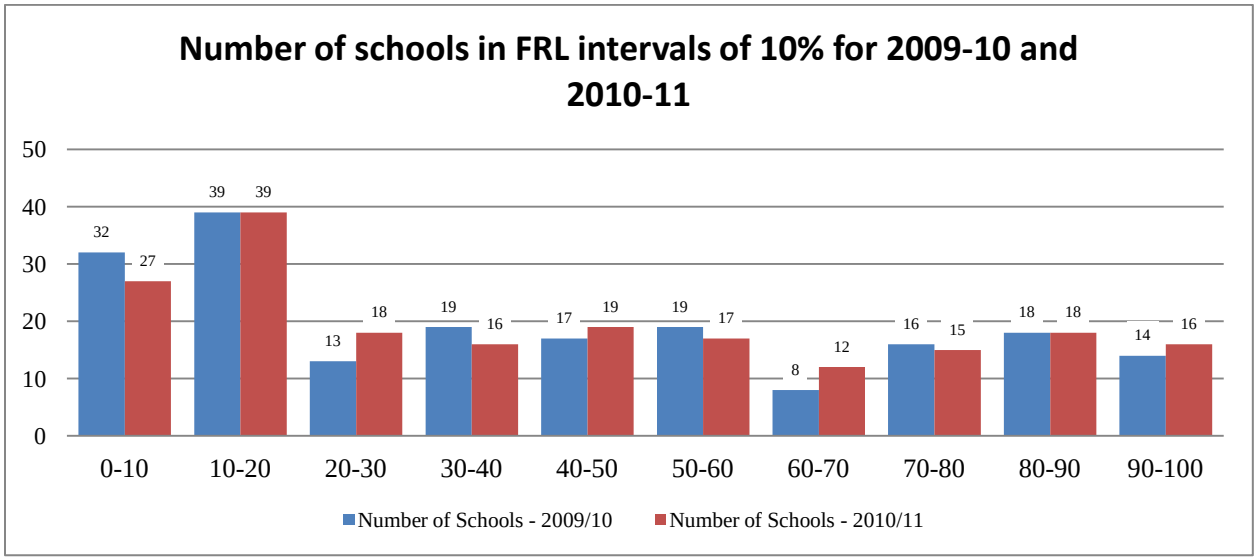
- Approximately one-third, 66 of the Learning Community's 197 schools, have a FRL concentration of 20% or less and 54 (82%) of those low-poverty schools are in Subcouncils 4 and 6 (32 in SC 4 and 22 in SC 6).
- Only 12 of the 111 schools in the other four Subcouncils have FRL percentages of 20% or less.
- On the other end of the continuum, 33 of the 34 schools in the Learning Community that have FRL percentages greater than 80% are in Subcouncils 2 and 5.

Looking at the number of schools above and below 40% (the approximate FRL percentage of the Learning Community as a whole) also illustrates the great differences in the poverty level across Subcouncils. For example:

- Subcouncil 4 has only three schools with FRL percentages greater than 40%, and Subcouncil 6 has only seven. Together, 93% of the schools in Subcouncils 4 and 6 have FRL percentages less than 40%.
- In the other four Subcouncils (1, 2, 3, and 5), 22% of the schools have FRL percentages less than 40%, and 78% of the schools are above 40%.

The graph below (Figure 4) provides additional information regarding the concentration of poverty within the Learning Community. The graph shows the percentage of FRL in 10% intervals for the 2009-2010 and 2010-2011 school years. As the Open Enrollment process continues from year to year, the goal is to increase the number of schools in the middle ranges of the graph and lower the numbers on either end, indicating movement toward more balanced socio-economic diversity within Learning Community Schools.

Figure 4



In this first year of Open Enrollment, we can observe no movement toward the middle ranges. The lowest decile (0 to 10%) has declined by five schools, indicating there are fewer schools that have this very low proportion of FRL, while two more schools have moved into the highest concentration of FRL (90% to 100%). Grouping the three lowest deciles (0 to 30%) and the three highest (70% to 100%) produces virtually no change. The three lowest contain 84 schools in both school years, while the three highest have increased from 48 to 49 schools.

It is important to note that changes, where they do exist, are the result of a combination of factors, including the general increase in the proportion of resident students who qualify for FRL, as well as the possible effects of Open Enrollment. What we know from the data presented is that the percentage of students who are eligible for FRL is increasing in all geographic regions of the Learning Community and that there remain great disparities in the proportions of students living in poverty in the six Learning Community Subcouncils.

Section II – Capacity and Open Enrollment Application

This section of the report relates to Open Enrollment and addresses two primary questions and associated sub-questions. Data relate to school Districts' projected capacity for the 2011-2012 school year and applications received and accepted in 2011 for the next school year (2011-2012). Data related to each of the following questions are reported:

1) What was the available capacity in Learning Community Schools to accept transferring students?
    - How many schools projected additional capacity for the 2011-2012 school year and for how many students?
    - How does the projected capacity for 2011-2012 compare with the previous year?
    - How does capacity differ among schools of varying concentrations of students who are eligible for free or reduced price lunch (FRL)?
    - How does capacity vary across the grades (Kindergarten through high school)?

2) How many applications were received and approved by Member School Districts?
    - How many applications did each of the 11 Member School Districts receive and accept?
    - What proportion of the accepted applications had the potential to improve the socio-economic diversity of the school?
    - How many students applied for Open Enrollment and how many applied to multiple Districts?

School Building Capacity

One of the charges in statute requires a consistent methodology that can be applied to all schools in determining the degree to which a building has the capacity to accept students from outside the Member School District's attendance boundaries. Prior to the implementation of Open Enrollment for the 2009-2010 school year, the DLR Group of Omaha, in cooperation with Member School District administrators and representatives of the Learning Community Coordinating Council, developed a procedure for establishing building capacity. Enrollment Capacity Data Sheets, developed through that process, are used by School Districts to determine available capacity in each school building.

Procedures for determining capacity vary by grade level. In elementary schools, capacity is a function of the number of classrooms per grade and class size. Middle school enrollment capacity is a function of the number of classrooms, the number of core curriculum teams, class size, and class periods in the day. As at the elementary level, middle school capacity is associated with each grade level separately. Enrollment capacity for high schools and combined junior/senior highs is a function of the number of

classrooms, average classroom enrollment, and the number of periods each day that a room is scheduled for instruction.

In February of each year, Member Districts submit completed Open Enrollment Capacity Data Sheets for each school. These data provide the Districts' best estimates of the number of Open Enrollment students they can accept at each grade, in each school building, for the next school year. The tables that follow provide a summary of capacity data compiled from the data sheets that were submitted to the Learning Community.

Table 4 shows the number and percentage of schools that reported having additional capacity available for the 2010-2011 and 2011-2012 school years. Figure 5 graphically illustrates capacity comparisons between the two years.

Table 4: Schools with Additional Capacity for school years 2010-2011 and 2011-2012

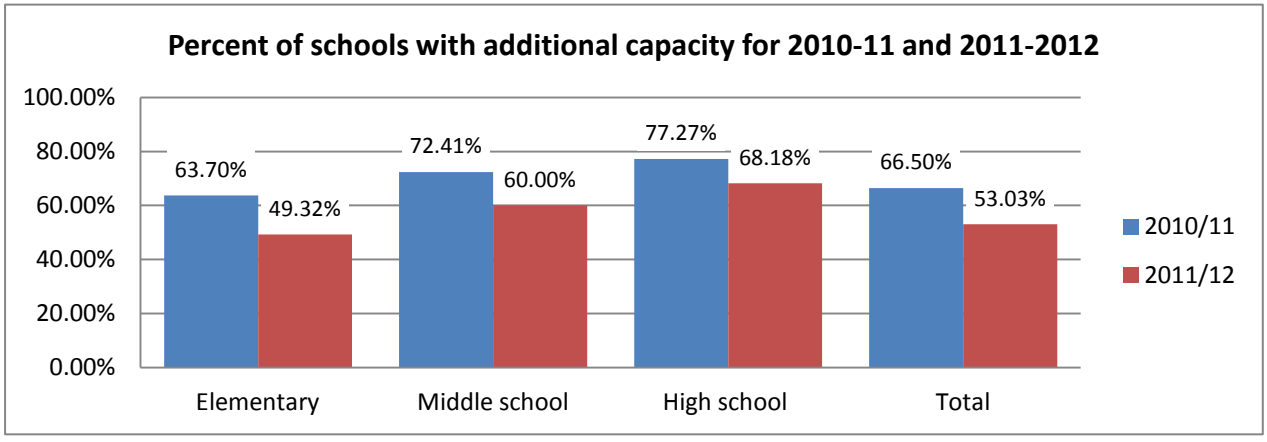
Level	Number of schools submitting capacity worksheets		Number of schools with additional capacity		Percent of schools with additional capacity	
	2010-2011*	2011-2012**	2010-2011	2011-2012	2010-2011	2011-2012
Elementary	146	146	93	72	63.70%	49.32%
Middle school	29	30	21	18	72.41%	60.00%
High school	22	22	17	15	77.27%	68.18%
Total	**197**	**198**	**131**	**105**	**66.50%**	**53.03%**

* For capacity information the total number of schools is 197, which includes 2 new schools which opened in fall 2010

** For capacity information the total number of schools is 198, which includes 1 new school which opened in fall 2011

Slightly less than half of the elementary schools reported having additional capacity for the 2011-2012 school year, while approximately 60% of the middle schools and 68% of the high schools had additional capacity. Twenty-six fewer schools reported having capacity available for the 2011-2012 school year than in the previous year: 21 fewer elementary schools, 3 middle schools, and 2 high schools. Figure 5 illustrates this decline in capacity.

Figure 5



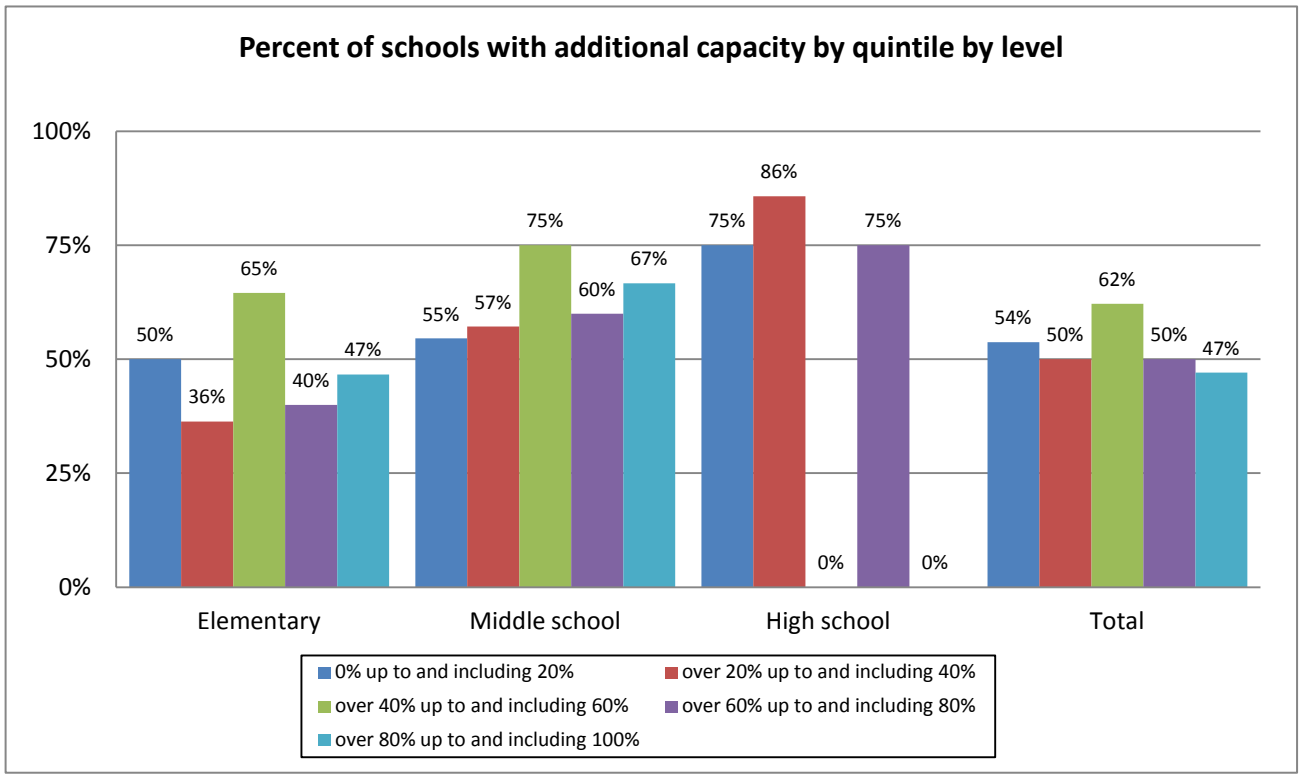
To examine capacity in relation to schools' socio-economic composition, schools were placed in quintile ranges based on the percentage of students in a building who were eligible for free or reduced price lunch (FRL) in the 2010-11 school year (i.e., schools with 0 to 20% FRL, 20% to 40%, 40% to 60%, 60% to 80%, and over 80%). Table 5 shows the total number of schools and the number with additional capacity in each of the quintile ranges.

Table 5: Number of schools reporting additional capacity for 2011-2012 by FRL quintile ranges

Level	FRL rate ranges									
	0% up to and including 20%		over 20% up to and including 40%		over 40% up to and including 60%		over 60% up to and including 80%		over 80% up to and including 100%	
	Total number of schools	Schools with capacity	Total number of schools	Schools with capacity	Total number of schools	Schools with capacity	Total number of schools	Schools with capacity	Total number of schools	Schools with capacity
Elementary	48	24	22	8	31	20	15	6	30	14
Middle school	11	6	7	4	4	3	5	3	3	2
High school	8	6	7	6	2	0	4	3	1	0
Total	**67**	**36**	**36**	**18**	**37**	**23**	**24**	**12**	**34**	**16**

Space was available in schools in each of the FRL concentration groupings (e.g., ≥ 20%, 20% to 40%, etc.) except in high schools in the 40% to 60% and over 80% ranges. At the middle school level, more than half of the schools in each range reported having additional capacity. At the high school level, 12 of the 15 schools with FRL percentages of 40 or less had additional capacity. This implies that there is opportunity for high school students who currently attend schools with relatively higher percentages of FRL to transfer, through Open Enrollment, to schools with lower concentrations of FRL-eligible students. Figure 6 illustrates the capacity comparisons at each level in each of the quintile ranges.

Figure 6



The number of schools with capacity is of interest, but the number of students for whom capacity exists is more important. Some schools that report having available capacity may have capacity for only a very few additional students and, perhaps, at only one or two grades, while others have space for many students at all grades. On elementary and middle school Enrollment Capacity Data Sheets, capacity is designated by grade. Table 6 shows the reported student capacity by grade for all the Learning Community Schools comparing 2010-2011 capacities with 2011-2012.

Table 6: Available Student Capacity by Grade for 2010-11 and 2011-12

Grade	Total number of students for whom capacity exists		Difference From Prior Year	Percent Change From Prior Year
	2010-11	2011-12		
K	734	529	(205)	-27.93%
1	321	329	8	2.49%
2	384	316	(68)	-17.71%
3	444	382	(62)	-13.96%
4	655	638	(17)	-2.60%
5	598	494	(104)	-17.39%
6	609	474	(135)	-22.17%
7	553	670	117	21.16%
8	553	601	48	8.68%
High School	1857	2218	361	19.44%
Total Student Capacity	**6708**	**6651**	**(56)**	**-0.83%**

Total additional capacity for the 2011-2012 school year ranges from a low of 316 students in 2nd grade to a high of 670 in 7th grade. At the elementary level (K through 6) capacity declined from the previous year in every grade except first grade; however, capacity increased at the secondary levels, for a total decline (K-12), of only 56 students (less than 1%).

It is important to monitor a possible declining capacity at the elementary level. The decline in Kindergarten is particularly noteworthy and could be the result of projected increases in resident Kindergarten enrollment, as well as modifications in capacity predictions, as a result of last year's experience. School Districts must make their capacity predictions in February, approximately six months before the start of the next school year. A building's capacity for the following year is based on existing enrollment, at that point in time, and any projected increases or decreases in that enrollment. For many schools these predictions are very difficult, particularly for Kindergarten. Open Enrollment contributes to the difficulty because there is no way to know how many currently enrolled students might leave the school to open enroll in another district.

Table 7 (page 11) presents projected student capacity in relation to the quintile distribution of schools' FRL concentrations as in Table 5 (page 9). This table tells us where the capacity exists relative to socio-economic composition of the school. Figure 7 (page 11) graphically illustrates relative difference across the quintile ranges for grades K through 6, grades 7 and 8, and high school.

Table 7: Additional student capacity by grade by quintile for 2011-2012

Grade	Total number of students for whom capacity exists	Student capacity within the following ranges:				
		0% up to and including 20%	over 20% up to and including 40%	over 40% up to and including 60%	over 60% up to and including 80%	over 80% up to and including 100%
K	529	265	72	106	26	60
1	329	123	28	70	24	84
2	316	86	22	71	13	124
3	382	142	53	99	4	84
4	638	273	87	147	45	86
5	494	185	90	117	18	84
6	474	194	44	149	53	34
7	670	156	178	57	152	127
8	601	225	206	73	59	38
High School	2218	493	932	0	793	0
Total Student Capacity	**6651**	**2142**	**1712**	**889**	**1187**	**721**

Figure 7

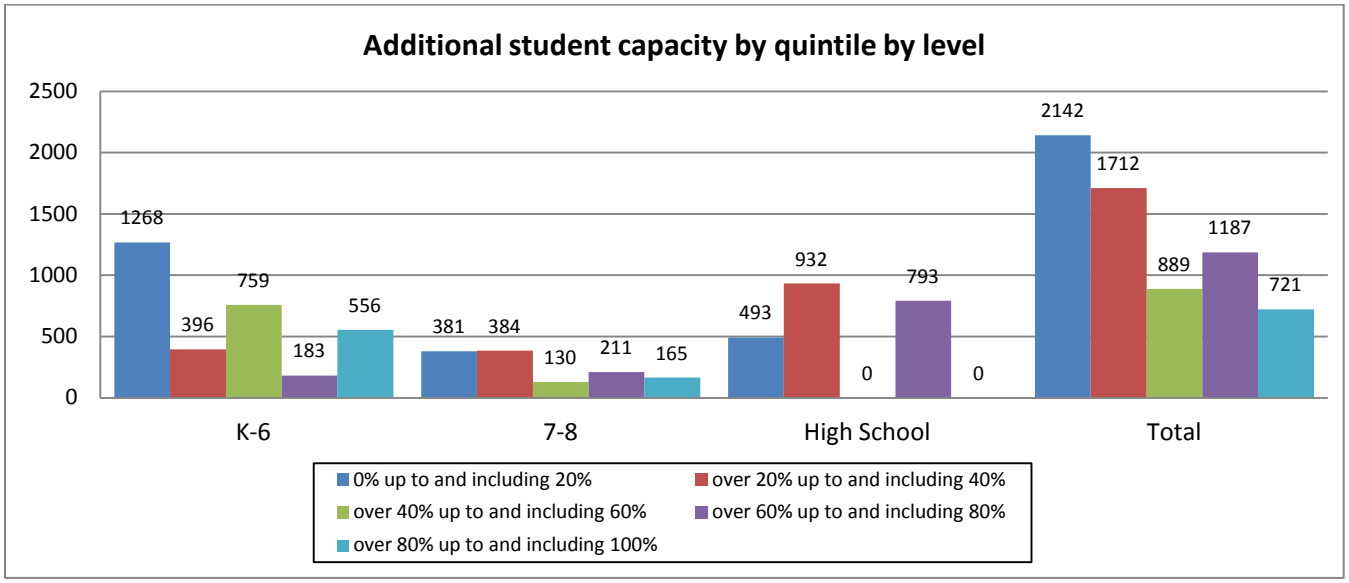


Table 7 and Figure 7 present numerous points of interest. For example:

- Additional capacity is available for 3,854 students in schools with relatively lower percentages of students eligible for FRL (≤40%) and for 2,797 in schools with relatively higher FRL proportions (>40%).
- However, in grade 2, the grade with the lowest total capacity, approximately 66% of the capacity is in schools with greater than 40% FRL, and 39% of the total is in very high poverty schools (80 to 100% FRL).

- In all other grades, except 1st grade, 50% or more of the total capacity is in schools with 40% or less FRL.
- At the high school level, there is capacity for 1,425 students (64% of the total) in lower poverty schools (≤40%) and for only 793 in higher poverty schools.
- In grades 7 and 8 (classified as Middle School in most Learning Community Districts), 60% of the capacity is available in schools with a FRL rate of 40% or less.

Obviously, for every student who increases the enrollment in one building, through Open Enrollment, another building loses a student. This is a simple but important fact. While some buildings' enrollments are increasing, the enrollment in other buildings will decline unless their resident population increases or they get an equal numbers of students *into* and *out of* the school. There may be greater tendency for higher poverty schools to lose students as students move to schools with fewer FRL students. In addition, the data show that schools with lower concentrations of students qualifying for FRL have considerable capacity to accept more students.

Open Enrollment Applications

This section presents data concerning the number of applications Member School Districts received and their acceptance. The data apply only to applications *received and accepted.* It does not reflect the number of students who actually enrolled in the school in which they were accepted. That information is presented Section III of this report. As required by Nebraska Statute, data for this section of the report were submitted to the Learning Community by Member School Districts. Comparisons between the two years are not possible because of inconsistencies in the data. In the *2010 Baseline Evaluation Report,* the number of reported Open Enrollment applications for some districts included transfers between schools within the district, while in other districts only students applying for Open Enrollment from another district were counted. Some districts use the Open Enrollment process for within-district transfers while other districts have different procedures for transfers within the district. The Learning Community Diversity Plan allows either option. Districts may give school transfer priority to resident students if they request the transfer before February 15. For this year's report, Districts were asked to supply both the number of applications received from students who resided in other school districts and number of within-district transfers who used the Open Enrollment process as the means of requesting the transfer. Those data are reported in Table 8 (page 13).

Table 8: Open Enrollment applications received and accepted by each District

School District	Applications Received			Applications Accepted	
	Applicants from Another District	Resident Applicants	Total Applicants	Number Accepted	Percent Accepted
Bellevue	496	0	496	479	96.57%
Bennington	33	0	33	3	9.09%
DC West	9	0	9	9	100.00%
Elkhorn	102	5	107	19	17.76%
Gretna	11	0	11	4	36.36%
Millard	788	214	1002	692	69.06%
OPS	308	12	320	300	93.75%
Pap-LV	415	2	417	392	94.00%
Ralston	138	0	138	107	77.54%
So Sarpy	39	2	41	41	100.00%
Westside	639	0	639	400	62.60%
Total	**2978**	**235**	**3213**	**2446**	**76.13%**

The 11 Districts received a total of 3,213 applications, 2,978 crossed District boundaries and 235 students used the Open Enrollment process as the vehicle for requesting another school within their resident district. Districts reported that they accepted 76% of the applicants; however, there may be some inconsistency in how Districts reported the number of accepted applications. Some Districts counted, as accepted, applications that were accepted by the District but turned down by the applicant, whereas other Districts counted such applications as "withdrawn". Although Learning Community Districts accepted 2,446 applicants, it is important to remember that it does not represent the number of students who actually enrolled in the schools to which they were accepted. The number of students who enrolled in the 2010-2011 school year will be reported in Section III of this Report. The number who enrolled in 2011-2012 is not yet known.

The goal of Open Enrollment is to move toward a more balanced socio-economic diversity in all Learning Community Schools. As a means of achieving this goal, priority sequence for acceptance of Open Enrollment applications is outlined the in the Learning Community Diversity Plan as follows:

1) First preference goes to siblings of students who will be enrolled as continuing students in a school for the next school year. In other words, the first priority is acceptance of students who have a sibling who currently attends and will also be attending the requested school the year the Open Enrollment applicant first attends.

2) Second preference goes to students who contribute to the socioeconomic diversity of the building. In buildings with a percentage of students qualifying for FRL that is greater than the total of all schools in the Learning Community (42%), the priority goes to students who **do not** qualify for FRL, and in schools that have a lower percentage of FRL-eligible students than the Learning Community total, the priority goes to students who **do** qualify for FRL.

3) After accepting all students in the first and second priority categories, all other applications become eligible. At each level of priority, if there is not capacity to accept all applications in that category, a lottery is conducted.

Table 9 reports the number and the percentage of accepted applications that have the potential to contribute to a more balanced socio-economic diversity among Learning Community schools. The socio-economic diversity of a school can increase in one of two ways: 1) a student who qualifies for FRL applies to, and is accepted by, a school that has a relatively lower percentage of FRL students, or 2) a student who does not qualify for FRL applies for, and is accepted by, a school with relatively higher FRL.

Table 9: Accepted Open Enrollment Applications with Potential to Contribute to Socio-economic Diversity

School District	Total Applicants	Total Number Accepted	Number FRL in Lower FRL School	Number Non-FRL in Higher FRL School	Total Accepted Applicants Potentially Contributing to Diversity	Percent Accepted Applicants Potentially Contributing to Diversity
Bellevue	496	479	200	14	214	44.68%
Bennington	33	3	*	*	*	*
DC West	9	9	*	*	*	*
Elkhorn	107	19	*	*	*	*
Gretna	11	4	*	*	*	*
Millard	1002	692	152	39	191	27.60%
OPS	320	300	26	131	157	52.33%
Pap-LV	417	392	184	10	194	49.49%
Ralston	138	107	20	32	52	48.60%
So Sarpy	41	41	*	*	*	*
Westside	639	400	125	82	207	51.75%
Total	**3213**	**2446**	**707**	**308**	**1015**	**41.50%**

* Following Nebraska Department of Education procedures for protecting student identity, cells containing fewer than 10 students are masked.

As shown in Table 9, 1,015 of the 2,446 accepted applications (41.5%) have the potential to contribute to the socio-economic diversity of the school. Of the 1,015 approved applications, 707 students who qualify for FRL were accepted in schools with a FRL percentage less than 42%, and 308 students who do not qualify for FRL were accepted in schools with more than 42% for FRL.

It is important to understand that a district, even though it follows the prescribed sequence, may not accept applications that result in greater diversity. A district may not receive applications requesting schools that would result in increased diversity or requested schools may be at capacity. To improve socio-economic diversity, a greater proportion of FRL-eligible students must apply to open enroll in a low concentration FRL school than the current proportion of FRL-eligible students. Students who do not qualify for FRL may be as likely to request transfer to schools with lower percentages of FRL as students who do qualify. As described above, schools with FRL concentrations lower than the Learning Community as a whole must first accept siblings, then students who qualify for FRL, and then all other applicants. It is quite possible, that the number of applicants who qualify for FRL will not be adequate to improve the diversity of the school. In addition, if a greater proportion of non-FRL students leave a high FRL concentration school to open enroll in a lower concentration school, that school's diversity, too, may decline rather than improve. Socio-economic diversity in schools with high proportions of

students who qualify for FRL will improve only if a greater proportion of non-FRL students open-enroll into that school or a greater proportion of FRL students leave the school. Monitoring the degree to which socio-economic diversity is improving as a result of Open Enrollment is complex and dependent on the factors described here, as well as changes in the socio-economic composition of a school's resident population.

It is important to remember, that the numbers in Table 9 (page 14) represent only the *potential* for improved diversity. They do not represent the number who actually enrolled in the school in which they were accepted. Some applicants' plans or circumstances may have changed between the time they were accepted and the start of the school year. In addition, families can apply to multiple school districts and may be accepted by multiple districts. In the 2010 evaluation, it was not possible to determine to what extent students applied to, and were accepted by, multiple districts. Students' names are needed to conduct such an analysis, and not all districts supplied the applications, which contained students' names. This year, all student names were available from districts so such an analysis could be completed. Districts supplied the applicant names in the form of actual applications or a list of names provided by the District. The Department of Administration and Supervision, University of Nebraska – Omaha, received the documents from the school Districts, and Dr. Peter Smith conducted the analysis to determine the number of applicants who applied to multiple districts. Analysis of the applications and names submitted to the University of Nebraska-Omaha, found 104 individuals who applied to multiple Districts. Most of these applicants submitted applications to only two different Districts, but one applied to seven districts. These 104 applicants submitted a total of 235 applications as shown in Table 9a. Table 9b reports the grade distribution of the individuals who applied to multiple districts.

Table 9a: Total Number of Multiple District Applications Made by 104 Individuals

Number of Districts Applied to	Number of Applications
2	85
3	14
4	4
7	1

Table 9b: Grade distribution of the 104 Individuals Applying to Multiple Districts

Grade	Number of Applications
K	20
1	5
2	2
3	5
4	3
5	1
6	3
7	3
8	0
9	38
10	6
11	14
12	4

Section III – Open Enrollment and Student Performance

Section II described the Open Enrollment applications School Districts received for the 2011-2012 school year. The data reported in that section related only to applications. This section provides information about students who were enrolled as Open Enrollment students in the 2010-2011 school year. These students applied for Open Enrollment in the 2009-2010 school year. Data related to those applications were reported in the *2010 Baseline Evaluation Report*. The Nebraska State Department of Education (NDE) provided the data for this section of the report.[3] The first part of this section describes the status of Open Enrollment, and the second portion describes student outcomes (i.e., performance on State required tests and attendance).

Open Enrollment

The following questions about the status of Open Enrollment in the first year of implementation are addressed:

1. How many students, by grade level, open enrolled in the 2010-11 school year, and what proportion of all Open Enrollment students qualified for free or reduced lunch (FRL) and/or were classified as ELL?
2. How does the number of students who enrolled compare to the number of applications received and accepted in the previous school year (2009-2010)?
3. How many Open Enrollment students enrolled in a school to which they contributed to the socio-economic diversity (i.e., FRL-eligible students in schools with a FRL percentage less than the Learning Community, as a whole, and non-FRL students in schools with a FRL percentage greater than that of the Learning Community)?
4. How does the number of students *enrolled* in schools to which they contribute to diversity compare to the number who were *accepted* in schools to which they would contribute to the diversity?

Beginning with the 2010-2011 school year, school districts' reports to the Nebraska Department of Education included identifying students who were not residents of their Districts as *open* enrolled or *option* enrolled.

- *Open Enrollment* refers to students who transfer to another school or school district through the Learning Community's Open Enrollment process, which went into effect in the 2010-2011 school year.
- *Option Enrollment* designates students who transferred between school districts prior to the 2010-2011 school year through a process that was implemented Statewide in the 1993. Students who reside outside the Learning Community two-county area and transfer to a Learning Community school continue to be classified as Option Enrollment.

It is important to understand this distinction as it related to the data presented in this section of the report. Learning Community schools may currently have both Open Enrollment and Option Enrollment

[3] Open Enrollment data reported in this section are as of October 21, 2011.

students. All students who transferred among Learning Community Districts for the 2010-2011 school year are classified as Open Enrollment students. Those who transferred prior to the 2010-2011 school year are, for the most part, still classified as Option Enrollment students. The focus of this report is on Open Enrollment and the students who transferred through that process, not students who transferred previously through Option Enrollment.

Number of Open Enrollment Transfers

The Nebraska Department of Education (NDE) provided the following information concerning the status of Open Enrollment for the 2010-2011 school year:

Table 10: Number of 2010-2011 Open Enrollment Students

Total Number of Open Enrollment Students	2,563	
Number and percent who qualify for FRL	1,076	41.98%
Number and percent who qualify for ELL	107	4.17%
Number and percent who qualify for both FRL and ELL	83	3.24%

Of the 2,563 Open Enrollment students, 109 had been Option Enrollment students the previous year and continued in the same school and/or District in the 2010-2011 school year,[4] bringing the number of new Open Enrollment transfers to 2,454. This number also includes some students who transferred to another school within their resident District. Through direct contacts with Learning Community School Districts, we know that some Districts coded such students as Open Enrollment while other Districts coded them as resident students. How many of the 2,563 students were within-district transfers and how many came from a different District is not known. One District administrator indicated families use Open Enrollment as a means of transferring to another school within their District because, as an Open Enrollment student, transportation will be provided.

Out of the Learning Community enrollment of 108,800 students, 2,563 (approximately 2.4%) enrolled in a school that was not their resident school in the 2010-2011 school year. Approximately 42% of those students qualified for FRL. This tells us that students who qualify for FRL applied in a proportion equal to the proportion in the Learning Community, as a whole, which is also 42%. The proportion of ELL students (3.54%) who open-enrolled is less than the total percentage in the Learning Community, which is 7.5%

The number of applications received and accepted for the 2010-2011 school year was reported in the *2010 Baseline Evaluation Report.* Table 11 (page 18) contains data from Exhibit C of that report to compare the number of Open Enrollment applications that were accepted in 2010 to the number of students who Open Enrolled the following year.

[4] Some of these families may have been motivated to reapply as Open Enrollment so transportation would be provided, which was generally not provided under Option Enrollment. It is important to understand that these students are not newly transferred; in fact, they may have been enrolled in the District and school they now attend since Kindergarten.

Table 11: Open Enrollment Students Applied, Accepted and Enrolled

Applications Received in 2009-2010	Number Accepted in 2009-2010	Percent Accepted in 2009-2010	Number Enrolled in 2010-2011	Percent of Accepted Students Enrolled
4,237	3,523	83.15%	2,563	72.75%

Learning Community schools accepted a total of 3,523 applications in 2009-2010, and 72.75% (2,563) of the accepted applicants enrolled in a school to which they were accepted. There are at least two possible reasons for the drop in the number of students who enrolled from the number of applicants who were accepted: 1) for a variety of reasons, families decided not to enroll in the school, or 2) students applied to multiple districts, meaning that the 3,523 accepted applications represented fewer than 3,523 students. Because the data were not available last year to examine the degree to which families applied to multiple districts, we cannot know to what extent this was a factor; however, as illustrated in Section II, in 2010-2011 that number was relatively small.

Table 12: Number of Open Enrollment Students by Grade

GRADE LEVEL	NUMBER OF STUDENTS	NUMBER OF FRL STUDENTS	Percent FRL
KG	512	143	27.93%
1	165	86	52.12%
2	182	84	46.15%
3	150	80	53.33%
4	150	81	54.00%
5	124	56	45.16%
6	118	54	45.76%
7	219	100	45.66%
8	105	50	47.62%
9	387	134	34.63%
10	152	87	57.24%
11	167	55	32.93%
12	132	66	50.00%
Total	**2,563**	**1,076**	**41.98%**

Table 12 shows the number of Open Enrollment Learning Community students by grade and the proportion of the students eligible for FRL. The greatest number of Open Enrollment students are in Kindergarten, as would be expected. We know from 2009 capacity data (Exhibit C *2010 Baseline Evaluation Report*, p. 3) that Districts reported having the greatest capacity for Open Enrollment students in Kindergarten and the least capacity in second grade. Districts reported having capacity for 739 Kindergarteners, but we do not have data from 2009-2010 indicating how many applied and were accepted at each grade level by grade.

The percentage of FRL at each grade is of interest. The total matches, almost exactly, the 2010-2011 FRL percentage of the Learning Community as a whole; however, the percentage varies greatly when we look at individual grades. In Kindergarten, 9th, and 11th grades the percentage is lower than 42%, while in all other grades it is higher.

Open Enrollment Effects on Socio-economic Diversity

Table 13 reports the proportion of the 2,563 Open Enrollment students who contributed to the socio-economic diversity of the school in which they enrolled. As noted previously, socio-economic diversity can be increased in two ways: 1) students who qualify for FRL can transfer to a school with a FRL percentage that is lower than the Learning Community as a whole, or 2) students who do not qualify for FRL can transfer to a school with a percentage of FRL-eligible students that is greater than the Learning Community average.

Table 13: ***Number and Percent of Open Enrollment Students Contributing to Socio-Economic Diversity***

Total Open Enrolled	FRL Students in Schools < LC Avg	Non-FRL Students in Schools > LC Avg	Total Students Contributing to Diversity	Percent Contributing to Diversity	Students Not Contributing to Diversity	Percent Not Contributing to Diversity
2,563	711	234	945	36.87%	1,618	63.13%

Table 13 shows a total of 945 (approximately 37%) of the Open Enrollment students enrolled in schools to which they had the potential to contribute to the socio-economic diversity; however, far more, 1,618 (approximately 63%), did not have that potential. Interestingly, these percentages match, almost exactly, the percentages of accepted applicants reported in the *2010 Baseline Evaluation Report. O*f the 3,523 applications accepted in 2009-2010, 1,330 (37.8%) potentially contributed to the socio-economic diversity of the accepting school and 2,193 (62.2%) did not, indicating that the number of students who enrolled in schools to which they contributed to the diversity is proportionate to the number accepted. Approximately 75% (711) of the diversity-enhancing transfers were students who qualified for FRL transferring to schools with relatively low proportions of FRL, while approximately 25% (234) can be attributed to students who did not qualify for FRL transferring to schools with percentages greater than the total Learning Community percentage.

Table 14 reports the number and percentage of FRL-qualified students at each grade who enrolled in schools with a relatively low FRL percentage.

Table 14: ***Open Enrolled Free or Reduced Lunch (FRL) Eligible Students Enrolled in Low FRL Schools***

GRADE LEVEL	NUMBER OF FRL STUDENTS	FRL STUDENTS IN SCHOOLS < LC AVG	PERCENT OF FRL STUDENTS IN SCHOOLS < LC AVG
KG	143	80	55.94%
1	86	47	54.65%
2	84	41	48.81%
3	80	45	56.25%
4	81	36	44.44%
5	56	33	58.93%
6	54	27	50.00%
7	100	79	79.00%
8	50	38	76.00%
9	134	115	85.82%
10	87	79	90.80%
11	55	47	85.45%
12	66	44	66.67%
Total	**1,076**	**711**	**66.08%**

From the data in Section I of this report, we know that 45,544 students who attend Learning Community schools qualify for FRL. Tables 13 and 14 show that 711 (1.6%) of those students Open Enrolled in a school with a FRL percentage lower than the Learning Community as a whole; however, it is likely that some of these students transferred from schools that also had relatively lower FRL percentages. Some of the 711 FRL students who Open-enrolled in a school, to which they contributed to the diversity, may have left a school to which they also contributed to the diversity, perhaps causing that school's diversity to decline. From the available data we cannot know to what extent that was the case.

From the information in Table 13 (page 19) there does not appear to have been much change in the diversity of our schools through Open Enrollment in its first year of implementation. But, although the majority of students transferred to schools where they did not contribute to the socio-economic diversity, some schools almost certainly did become more diverse. Consider the following hypothetical example:

- Elementary School A has a K-6 enrollment of 200 students with 15% (30) of its students qualifying for FRL
- It has capacity for 10 additional Kindergarteners and 5 first graders. The remaining grades are at capacity.
- School A receives 15 applications for Kindergarten and 10 for first grade. Sixteen (16) of the applications (10 Kindergarten and 6 First Grade) are from students who do not qualify for FRL and 9 (5 Kindergarten and 4 First grade) are from students who do qualify.
- Three of the Kindergarten applications are from siblings who do not qualify for FRL.
- Using the required priority sequence described in Section II (page 13) of this report, the school fills its 10 Kindergarten and 5 First Grade openings as follows:

  Kindergarten

  a. Accepts the 3 Kindergarten siblings.
  b. Accepts the all 5 FRL-eligible Kindergartners.
  c. From the remaining 7 Kindergarten applications that do not qualify for FRL, the school randomly selects 2.
  d. Applying the required sequence, the school has filled its Kindergarten capacity with 10 Open Enrollment students, 5 qualify for FRL and 5 do not.

  First Grade

  a. Accepts all 4 applicants who qualify for FRL.
  b. From the 10 applicants who do not qualify for FRL, the school randomly selects 1.
  c. The school has filled its First Grade capacity with 5 Open Enrollment students, 4 qualifying for FRL and 1 not.

- School A now has an enrollment of 215 with 39 (18.1%) qualifying for FRL.

This illustration demonstrates that, even though the data in Table 13 (page 19) show that far more students Open Enroll in schools to which they do not contribute to the diversity than in schools to

which they do contribute, the diversity of some schools will likely improve; however, it may be just as likely that, at the same time, other schools' diversity is declining as a result of Open Enrollment. For example:

- Some schools may receive few or no applications that would enhance diversity. In the example above, if all 25 of the applications had been from students who did not qualify for FRL, the enrollment would have increased to 215, but the number of students who qualify for FRL would remain at 30. The FRL percentage in the school would change from 15% to 14%.

- The resident school's diversity may also decline as a result of Open Enrollment. In a school that has an enrollment of 200 with 60% FRL (120 students), if 10 students who do not qualify for FRL and 5 who do qualify leave that school to enroll in another school, the FRL percentage increases to 62.2% in their resident school.

One other factor is worth noting. As explained earlier in this section of the report, students have been transferring across school district boundaries through Option Enrollment for nearly 20 years. Under Option Enrollment there was no requirement to give priority to applicants who would enhance socio-economic diversity. The student who did not qualify for FRL may have been just as likely to be accepted in a school with a low percentage of FRL students as the student who qualified for FRL, and vice versa. In fact it is likely, although not verifiable, that students who did not qualify for FRL were more likely to apply to Option Enroll into a school with a relatively low percentage of FRL-eligible students than into schools with higher percentages of FRL students. The acceptance priority sequence required by Open Enrollment, which gives preference to students who improve a school's socio-economic diversity, has greater potential for equalization of socio-economic diversity among schools than did the previous system. In addition, providing transportation may also have served to encourage such transfers to a greater extent than did Option Enrollment.

Student Performance

Equalizing socio-economic diversity in Learning Community Schools through Open Enrollment is not an end goal. It is a potential means to the over-arching goal of improving academic achievement of students of poverty (those qualifying for free or reduced price lunch) and closing the achievement gap. This portion of the report focuses on student performance, proficiency rates on State tests (NeSA Reading, Writing, and Mathematics). These data[5] were provided by the Nebraska Department of Education NDE.

Nebraska State Assessment (NeSA)

The Nebraska Writing, Reading, and Mathematics State Assessments are the only common assessments administered in all schools in the Learning Community and the State and, therefore, the only consistent measures of student academic performance available for this report. All other tests, including Nationally Standardized Norm-referenced tests, vary among the districts making it impossible to conduct comparative analysis or interpretation. In the 2010-2011 school year, the Reading and Mathematics assessments were administered in Grades 3 through 8 and Grade 11 and the Writing

[5] The 2011 test data used in this report were received from NDE, over a period of several days, between October 21 and October 28, 2011. For this reason, there may be very slight differences in the data within this section and other sections of the report.

Assessment, in Grades 4 and 8. On each of the assessments, students are described as proficient or not proficient based on a test score that is set through established statistical standard-setting processes.

The Writing Assessment has been administered for approximately 10 years, and individual student data have been collected by NDE since the 2007-2008 school year. The Writing Assessment was administered between January 24 and February 11, 2011. Students responded to a writing prompt developed by NDE to measure composition of writing, as specified in the Writing Content Standards. Technical information can be found at:
http://www.education.ne.gov/assessment/pdfs/2011_NeSA_W_Technical_Report_FINAL.pdf

NeSA Reading and Mathematics are multiple-choice tests administered in a six-week window beginning in late March and ending in early May. They are administered in two sessions, with a scheduled break. The 2010-2011 school year was the second year of the Reading test administration and the first year for Mathematics. Technical information can be found at:
http://www.education.ne.gov/Assessment/pdfs/Complete_NeSA_2011_Technical_Report.pdf

Additional information about NeSA (Nebraska Student Assessment) can be found on the Department of Education website at: http://www.education.ne.gov/Assessment/Index.html

Test results for all schools and school districts, as well as the Learning Community as a whole, are available to the public in the State of the Schools report published on the NDE website. Results for all schools, school districts, and the Learning Community are disaggregated by multiple subgroups including, gender, race, FRL status and ELL. Learning Community Results can be found at:
http://reportcard.education.ne.gov/LearningCommunity/LearningCommunityHome.aspx?Level=lc&CountyID=00&DistrictID=9000&SchoolID=000.

School District and building results can be found at:

http://reportcard.education.ne.gov/District/DistrictSearch.aspx?optSearch=5&DistrictID=9000&CountyID=00

Analyses of test results reported in this document provide information that is not included in the NDE State of the Schools Report and that may be relevant to the goal of closing the achievement gap. Analyses related to the following questions are provided:

1. How does the proficiency rate in the Learning Community compare to the State?
2. How does performance in 2011 compare to performance in 2010?
3. What is the difference in the proficiency rate of students who do and do not qualify for FRL ("the performance gap")?
    1. How does the gap between the two groups in 2011 compare to 2010?
    2. How does the gap in the Learning Community compare to the State, as a whole?

These questions are addressed relative to each of the State required assessments[6]:

- NeSA Writing in Grades 4 and 8:
- NeSA Reading in Grades 3 through 8 and 11
- NeSA Mathematics in Grades 3 through 8 and 11

[6]The Mathematics Assessment results cannot be compared with the previous year because it was administered for the first time in the 2010-2011 school year.

Proficiency Comparisons

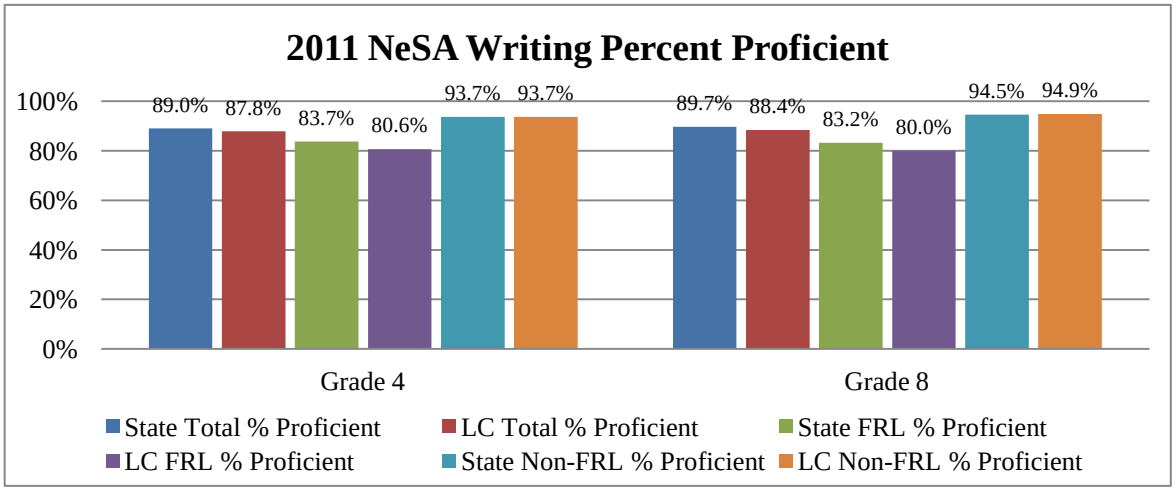
The tables and graphs that follow (Tables 15 through 24 and Figures 8 through 17) provide the proficiency rates (percent passing) of students in the Learning Community and the State. The performance of all students, students who qualify for FRL, and students who do not qualify for FRL, are included. The data presented on the tables and graphs provide opportunity for multiple comparisons on each of the State Assessments. Some of the possible comparisons are described in the text, but all comparisons should be made with caution. In some cases the sizes of the groups being compared are quite different, and, although the percent of students who qualify for FRL is similar in the State (42.77%) and the Learning Community (41.86%), it is also important to remember that Learning Community students make up a substantial portion of the State student population in each of the groups (all students, FRL, and Non-FRL students). The total K-12 enrollment in Nebraska, reported on the State of the Schools Report, is 285,452, with 108,800 of those students enrolled in Learning Community Schools. When the performance of Learning Community students and all students in the State is compared, we are comparing a subgroup of the population to the total population. In addition, statistical tests of significance have not been performed, at this time, because we did not have access to individual student data.

NeSA Writing

Table 15: ***State and Learning Community 2011 NeSA Writing Grades 4 and 8 Percent Proficient – All Students, FRL, and Non-FRL***

	Grade 4	Grade 8
State Total Assessed	21,601	20,473
State Total % Proficient	89.00%	89.69%
LC Total Assessed	8,385	7,614
LC Total % Proficient	87.83%	88.39%
State FRL Assessed	10,061	8,680
State FRL % Proficient	83.65%	83.16%
LC FRL Assessed	3,774	3,148
LC FRL % Proficient	80.64%	79.96%
State Non-FRL Assessed	11,540	11,793
State Non-FRL % Proficient	93.66%	94.51%
LC Non-FRL Assessed	4,611	4,466
LC Non-FRL % Proficient	93.71%	94.85%

Figure 8



The bar graph above has two sets of bars, one reporting Grade 4 results and one, Grade 8. The first two bars in each set compare the performance of all students in the State with Learning Community students. The second two compare performance of students who qualify for FRL and the last two bars in each set compare the performance of students who do not qualify for FRL.

2011 State – Learning Community proficiency rates

The difference in proficiency rate of Learning Community students who qualify for FRL and all students in the State who qualify for FRL, in both Grades 4 and 8, is relatively small (approximately 3%). The performance of students who do not qualify for FRL in the State and Learning Community is equal in 4th grade and nearly equal in 8th grade. In considering these differences, it is important to understand that, even though the State and Learning Community have similar proportions of students who qualify for FRL (approximately 42%), the students, themselves, may be quite different. Certainly, most students who qualify for FRL are at a disadvantage, but the degree of disadvantage may be quite different for different groups of students. The income range of families who qualify for free or reduced price lunch is great. The home and community environment of the two groups may also be quite different. The Learning Community FRL group is composed almost totally of students living in urban areas, while the State group includes a number of rural students. Urban and rural students of poverty live in vastly different environments. Any, or all, of these factors may be more highly related to test performance differences than school-related variables.

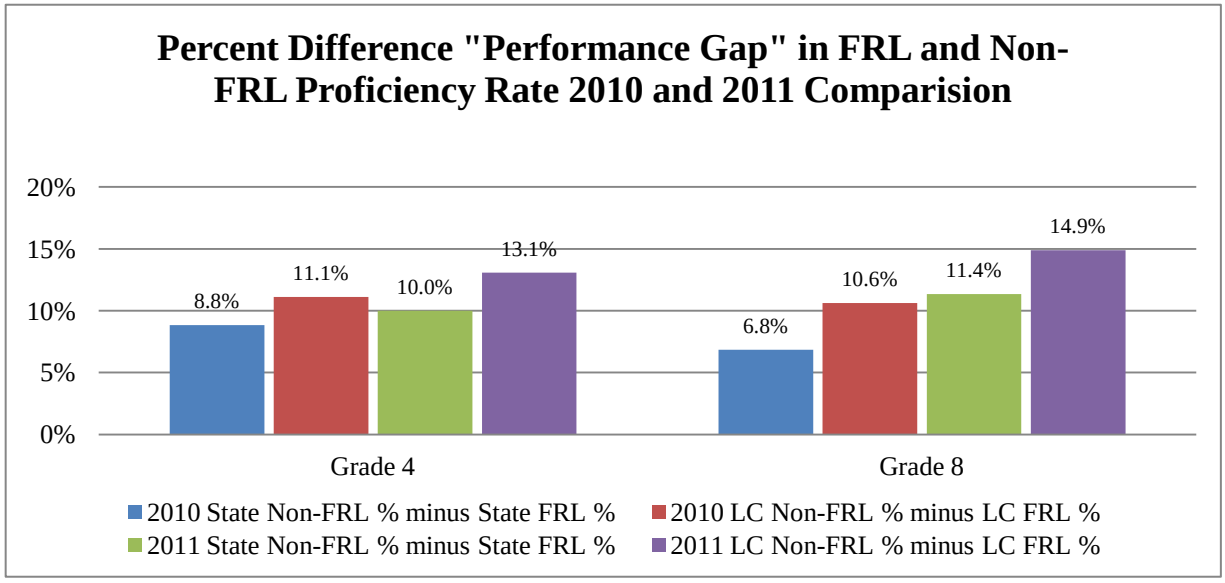
FRL – Non-FRL comparisons

The difference in the proficiency rates of FRL-eligible students and students who do not qualify for FRL is relatively large in both the State and the Learning Community. For example, in 2011 in Grade 4, the FRL proficiency rate in the State is 83.7% compared to 93.7% for non-FRL, a gap of 10 percentage points. In the Learning Community, the proficiency rates of the two groups are 80.6% and 93.7%, a gap of 13.1%. The magnitude of this gap; that is, the percent difference between the two groups in the State and in the Learning Community, is shown in Table 16 and Figure 9. It is this difference that is often referred to as the "performance gap."

Table 16: ***State and Learning Community 2010 and 2011 NeSA Writing Percent Difference Between FRL and Non-FRL Proficiency Rates "Performance Gap"***

	2010		2011	
	Grade 4	Grade 8	Grade 4	Grade 8
State FRL % Proficient	83.31%	90.25%	83.65%	83.16%
State Non-FRL % Proficient	92.14%	97.09%	93.66%	94.51%
State Non-FRL % minus State FRL %	8.83%	6.84%	10.01%	11.35%
LC FRL % Proficient	81.72%	86.67%	80.64%	79.96%
LC Non-FRL % Proficient	92.84%	97.28%	93.71%	94.85%
LC Non-FRL % minus LC FRL %	11.12%	10.61%	13.07%	14.89%

Figure 9



From the information in Figure 9, two distinct observations can be made about the "performance gaps" on the State Writing Assessment between students who qualify for FRL and those who do not.

- The gap in both the State and the Learning Community was greater in 2011 than in 2010, particularly in Grade 8 where the difference increased by 4.6% in the State (from 6.8% to 11.4%) and by 4.3% (from 10.6% to 14.9%) in the Learning Community.

- The gap in the Learning Community is somewhat larger than in the State.

It is important to know that the proficiency rate of all 8th grade students in the State declined from 94.3% in 2010 to 89.7% in 2011. The Writing Assessment proficiency rate in 2011 was the lowest in four years[7]. Proficiency rates for the other three years; 2008, 2009 and 2010, were 92.7%, 94.6%, and 94.3%, respectively. The performance of students qualifying for FRL was also the lower in 2011 than in any other year. FRL proficiency rates across the same years were 88%, 90.5%, and 90.3%, while in 2011 the rate dropped to 83.2%. (NDE State of the Schools Report, http://reportcard.education.ne.gov/Page/PerfImprovementPercentage.aspx?Category=7&AYPGroup=10&Level=st&Subject=3)

[7] Four years of NeSA Writing results (2008 through 2011) appear on the NDE State of the Schools Report.

Considering these results, over a four-year period, it is possible that 8th grade performance in 2011 was an anomaly.

NeSA Reading

The Reading Assessments were administered at 7 grade levels (3-8 and 11) in both 2010 and 2011. For better readability, Grades 3 through 6 and 7 through 11 are presented separately on the tables and graphs that follow.

Table 17: ***State and Learning Community NeSA Reading Grades 3 through 6 Percent Proficient – All Students, FRL, and Non-FRL***

	Grade 3	Grade 4	Grade 5	Grade 6
State Total Assessed	22,105	21,837	21,612	21,066
State Total % Proficient	70.95%	75.39%	70.00%	73.72%
LC Total Assessed	8,694	8,507	8,349	7,996
LC Total % Proficient	69.90%	74.16%	69.99%	75.03%
State FRL Assessed	10,525	10,192	9,909	9,496
State FRL % Proficient	58.30%	63.07%	56.82%	61.19%
LC FRL Assessed	3,991	3,829	3,666	3,443
LC FRL % Proficient	54.58%	57.96%	53.48%	59.19%
State Non-FRL Assessed	11,580	11,645	11,703	11,570
State Non-FRL % Proficient	82.45%	86.18%	81.18%	84.01%
LC Non-FRL Assessed	4,703	4,678	4,683	4,553
LC Non-FRL % Proficient	82.90%	87.43%	82.92%	87.00%

Table 18: ***State and Learning Community NeSA Reading Grades 7, 8, 11 Percent Proficient – All Students, FRL, and Non-FRL***

	Grade 7	Grade 8	Grade 11
State Total Assessed	20,939	20,768	21,023
State Total % Proficient	73.87%	71.43%	67.33%
LC Total Assessed	7,876	7,756	7,608
LC Total % Proficient	72.26%	67.98%	63.66%
State FRL Assessed	9,232	8,857	7,377
State FRL % Proficient	59.84%	55.71%	50.77%
LC FRL Assessed	3,366	3,224	2,717
LC FRL % Proficient	52.76%	45.33%	41.03%
State Non-FRL Assessed	11,707	11,911	13,646
State Non-FRL % Proficient	84.96%	83.14%	76.32%
LC Non-FRL Assessed	4,510	4,532	4,891
LC Non-FRL % Proficient	86.84%	84.12%	76.29%

Figure 10

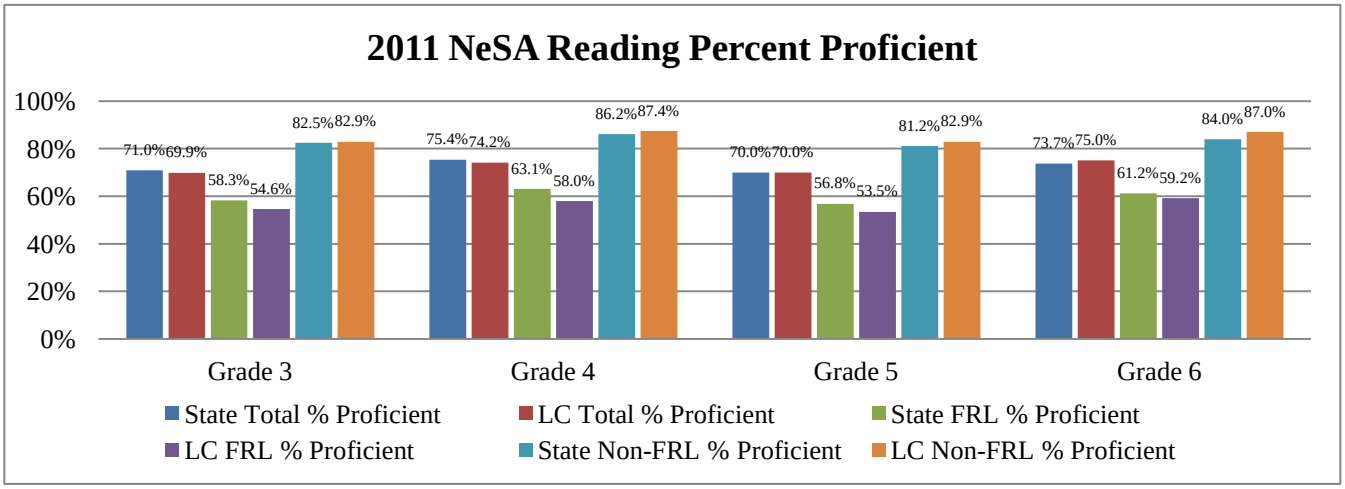
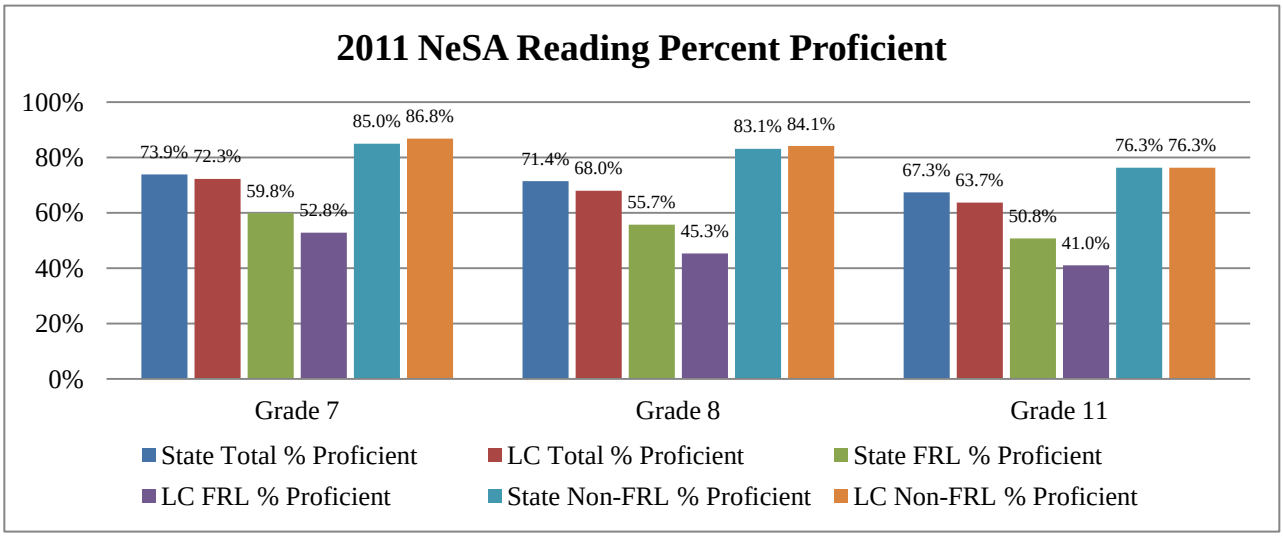


Figure 11



Tables 17 and 18, and the graphs in Figures 10 and 11 (page 26 and 27) report Reading Assessment proficiency rates for the State and the Learning Community. The percent proficient for all students, FRL and Non-FRL are presented in the same manner as the Writing proficiency rates were presented in Table 15.

2011 State – Learning Community proficiency rates

Seven grades and six groups provide the opportunity for many comparisons. A description of some of those comparisons between the State and the Learning Community follow:

- The performance of the total group in the State and the Learning Community is very similar, with the State proficiency rates exceeding those of the Learning Community by a very small margin in Grades 3 through 7 (0 to 1.6%). In grades 8 and 11 the State – Learning Community difference increases to approximately 3.5%.
- The difference between State and Learning Community Non-FRL students is also small, with the Learning Community proficiency rate being slightly higher than the State rate.

- The greatest differences between the State and Learning Community proficiency rates are in the FRL group. In general, the differences are greater at the secondary level than in the elementary grades. The State proficiency rate for FRL is higher than that of the Learning Community in all grades. Differences range from 2% in Grade 6 (61.2% vs. 59.2%) to approximately 10% in grades 8 and 11.

It is also important to note, that approximately a third of the students in the State FRL group are Learning Community students. If the Learning Community students were removed from the State group, the difference in the State and Learning Community proficiency rates for the FRL groups would be greater.

FRL – Non-FRL comparisons

Now we examine the "performance gap" between FRL-eligible students and students who do not qualify for FRL. Proficiency rates for the two groups in 2010 and 2011 are compared in the Learning Community and the State. Tables 19 and 20 show the percent proficient for FRL and Non-FRL, and the percent of difference in the proficiency rate of the two groups.

Table 19: ***State and Learning Community 2010 and 2011 NeSA Reading Grades 3 through 6 Percent Difference Between FRL and Non-FRL Proficiency Rates "The Performance Gap"***

	2010				2011			
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 3	Grade 4	Grade 5	Grade 6
State FRL % Proficient	53.11%	55.99%	52.76%	53.66%	58.30%	63.07%	56.82%	61.19%
State Non-FRL % Proficient	80.05%	81.00%	79.48%	76.74%	82.45%	86.18%	81.18%	84.01%
State Non-FRL % minus State FRL %	26.94%	25.01%	26.72%	23.08%	24.15%	23.11%	24.36%	22.82%
LC FRL % Proficient	49.59%	52.22%	47.76%	52.29%	54.58%	57.96%	53.48%	59.19%
LC Non-FRL % Proficient	83.02%	82.34%	81.87%	82.27%	82.90%	87.43%	82.92%	87.00%
LC Non-FRL % minus LC FRL %	33.43%	30.12%	34.11%	29.98%	28.32%	29.47%	29.44%	27.81%

Table 20: ***State and Learning Community 2010 and 2011 NeSA Reading Grades 7, 8, 11 Percent Difference Between FRL and Non-FRL Proficiency Rates "The Performance Gap"***

	2010			2011		
	Grade 7	Grade 8	Grade 11	Grade 7	Grade 8	Grade 11
State FRL % Proficient	53.09%	54.01%	51.81%	59.84%	55.71%	50.77%
State Non-FRL % Proficient	81.16%	81.71%	76.37%	84.96%	83.14%	76.32%
State Non-FRL % minus State FRL %	28.07%	27.70%	24.56%	25.12%	27.43%	25.55%
LC FRL % Proficient	43.38%	44.54%	44.99%	52.76%	45.33%	41.03%
LC Non-FRL % Proficient	82.42%	83.70%	77.71%	86.84%	84.12%	76.29%
LC Non-FRL % minus LC FRL %	39.04%	39.16%	32.72%	34.08%	38.79%	35.26%

The percent difference in proficiency rates, "the performance gaps," for the State and the Learning Community, in both 2010 and 2011, is graphically displayed in Figures 12 and 13 (page 29). The first and second bars in each group represent the State and Learning Community "performance gap" in 2010 and the third and fourth bars are for 2011.

Figure 12

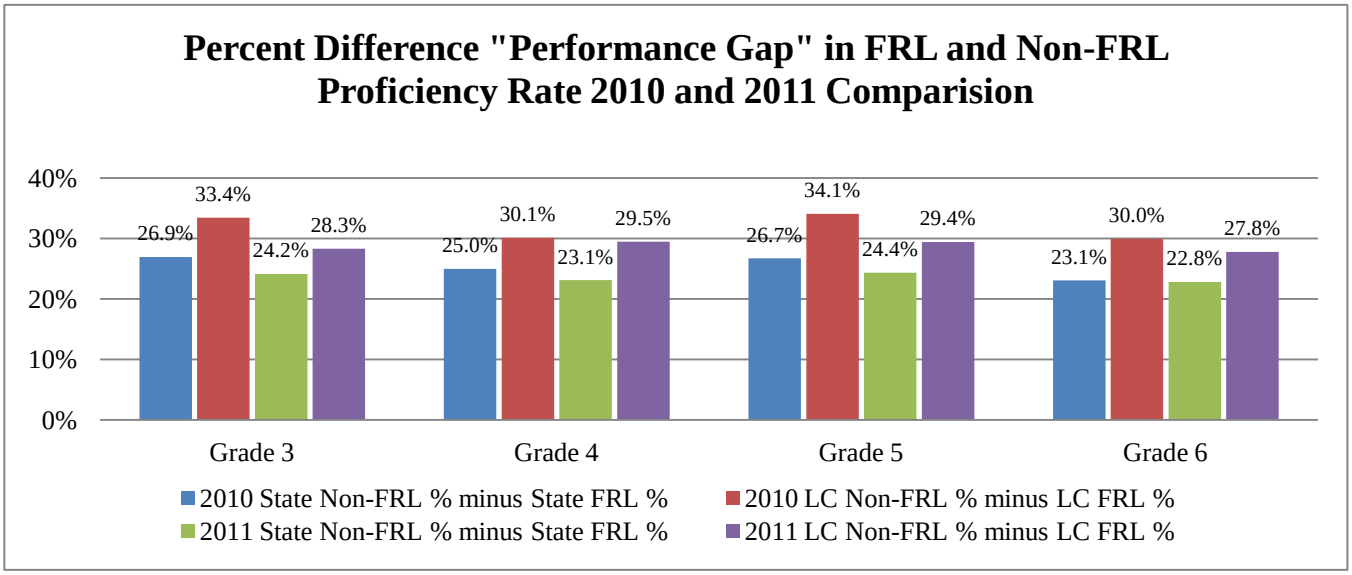
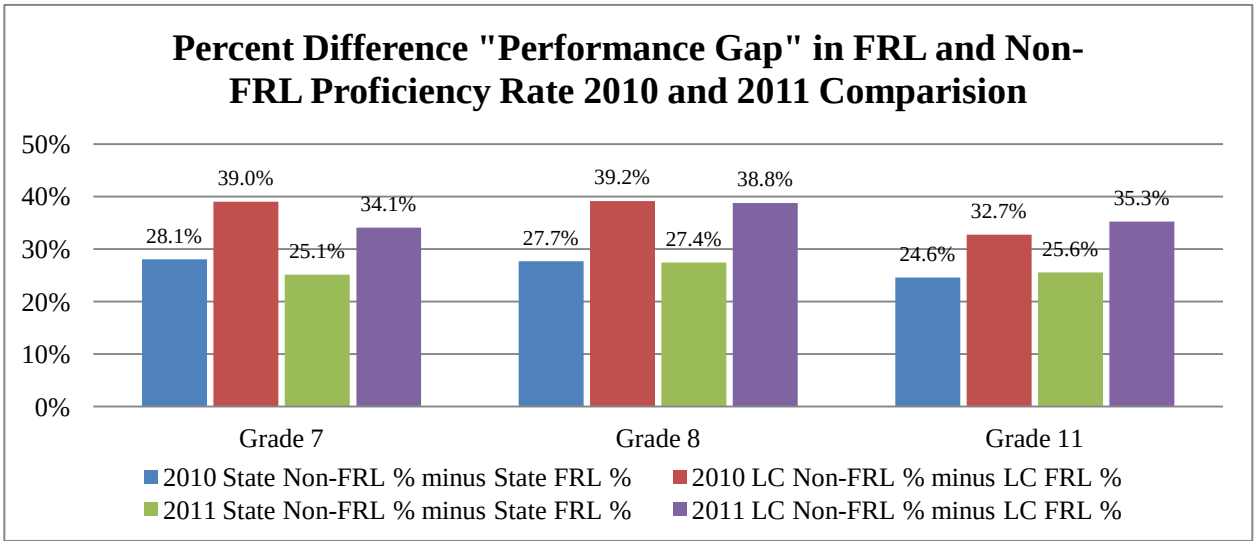


Figure 13



The following are some observations from Table 19 and 20 (page 28) and Figures 12 and 13 (page 29):

- The State and the Learning Community "performance gap" was over 20% at all grades in both 2010 and 2011. In every grade, more than 75% of the Non-FRL students demonstrated proficiency, and, at most grades, the proficiency rate was in the 80 – 85% range, while the proficiency rate for students who qualify for FRL is in the 40 – 60% range.
- At every grade, in both years, the gap is somewhat greater in the Learning Community than the State.
- The "performance gaps" are lower in 2011 than in 2010 except in grade 11. In that grade the gap increased by approximately 2½% in the Learning Community and 1% in the State.
- Looking only at the "performance gap" in the Learning Community the following results are particularly noteworthy:
    - Although the gap was smaller in 2011 than in 2010, the highest FRL proficiency rate across the grades was less than 60%.
    - In grades 8 and 11, the proficiency rate was under 50%.
    - In grades 7, 8 and 11, the "proficiency gap" between FRL and Non-FRL is greater than 30% in both 2010 and 2011.

Again, the cautions expressed in relation to the Writing Assessment apply here. Differences could be related to a variety of factors, many of which are unrelated to the quality of education students are receiving. Living in an urban vs. a rural community may be especially relevant to the increase in the magnitude of the gap between State and Learning Community FRL-eligible students in grade 8 and 11. These data should be considered as baseline for possible trends in the future.

NeSA Mathematics

The Mathematics Assessments were administered for the first time in 2011 in the same grades as the Reading Assessment (3-8 and 11). Tables 21 and 22 and Figures 14 and 15 show Mathematics Assessment proficiency rates for the State and the Learning Community. The percent proficient for all students, FRL and Non-FRL, are presented in the same manner as the Writing and Reading proficiency rates were presented in previous tables and graphs.

Table 21: ***State and Learning Community NeSA Mathematics Grades 3 through 6 Percent Proficient – All Students, FRL, and Non-FRL***

	Grade 3	Grade 4	Grade 5	Grade 6
State Total Assessed	22,180	21,888	21,666	21,120
State Total % Proficient	67.40%	67.55%	65.96%	62.67%
LC Total Assessed	8,741	8,536	8,381	8,025
LC Total % Proficient	65.02%	62.86%	60.94%	58.59%
State FRL Assessed	10,591	10,243	9,959	9,542
State FRL % Proficient	53.80%	54.34%	52.93%	48.24%
LC FRL Assessed	4,034	3,853	3,696	3,467
LC FRL % Proficient	48.08%	44.97%	43.51%	40.61%
State Non-FRL Assessed	11,589	11,645	11,707	11,578
State Non-FRL % Proficient	79.83%	79.16%	77.06%	74.57%
LC Non-FRL Assessed	4,707	4,683	4,685	4,558
LC Non-FRL % Proficient	79.54%	77.58%	74.69%	72.27%

Table 22: ***State and Learning Community NeSA Mathematics Grades 7, 8, 11 Percent Proficient – All Students, FRL, and Non-FRL***

	Grade 7	Grade 8	Grade 11
State Total Assessed	20,987	20,810	20,963
State Total % Proficient	61.48%	60.58%	53.86%
LC Total Assessed	7,903	7,773	7,575
LC Total % Proficient	55.54%	54.20%	48.10%
State FRL Assessed	9,271	8,901	7,352
State FRL % Proficient	44.96%	43.49%	34.39%
LC FRL Assessed	3,389	3,243	2,699
LC FRL % Proficient	32.03%	30.30%	22.42%
State Non-FRL Assessed	11,716	11,909	13,611
State Non-FRL % Proficient	74.57%	73.37%	64.47%
LC Non-FRL Assessed	4,514	4,530	4,876
LC Non-FRL % Proficient	73.20%	71.32%	62.47%

Figure 14

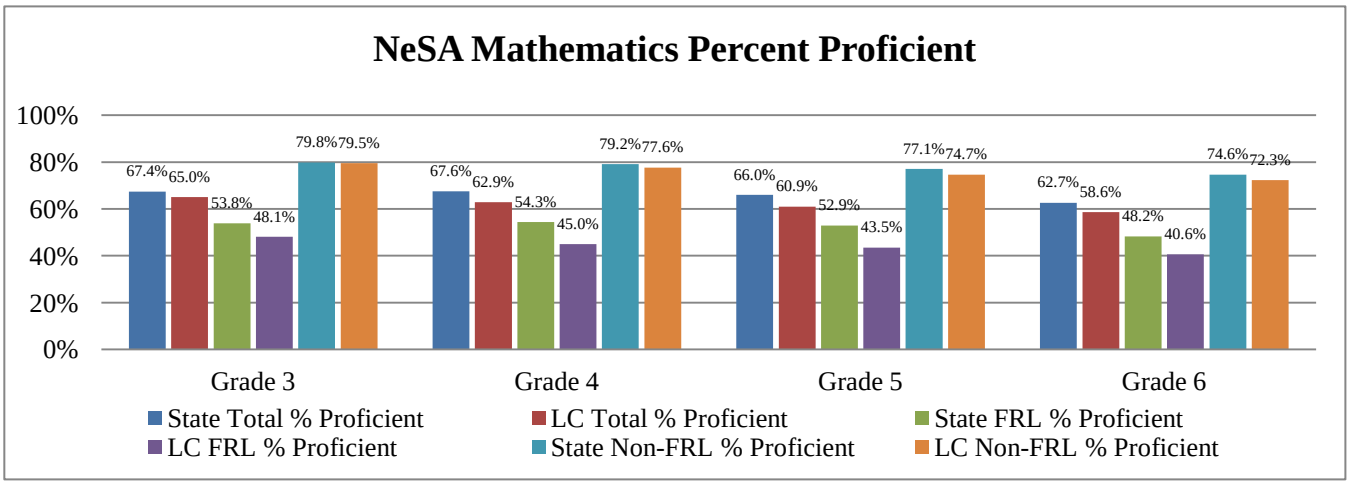
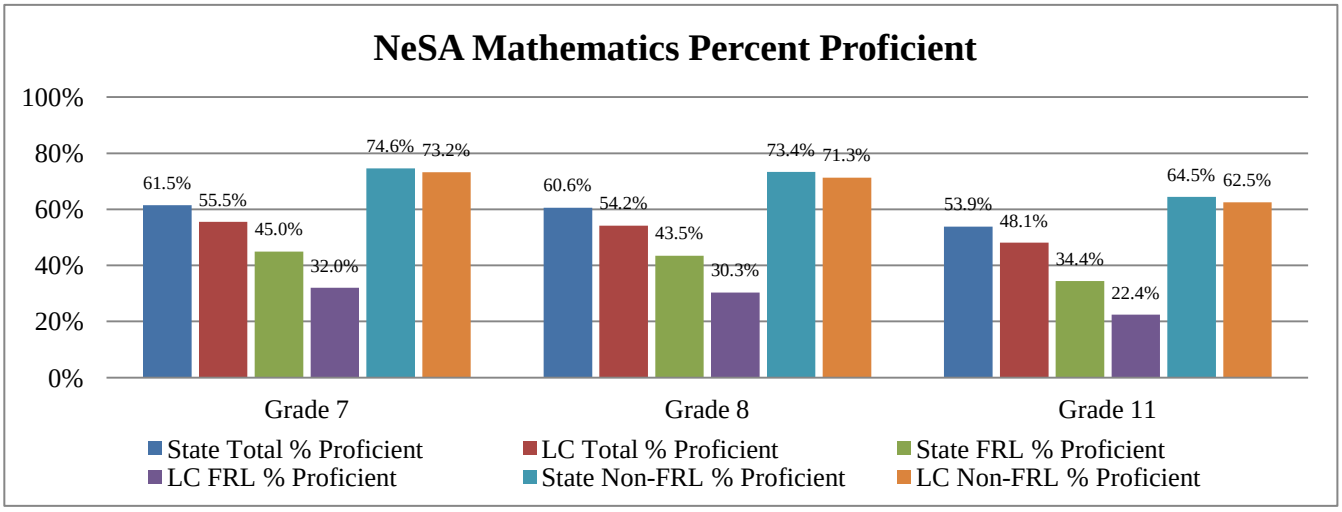


Figure 15



The pattern seen in the graphs in Figures 14 (page 31) and 15 is similar to that seen in Reading; however, the proficiency rates in Mathematics are considerably lower than in Reading. The low proficiency rates can be explained, in part, by the fact that 2011 was the first year for the Mathematics Assessments. Recall that Reading proficiency rates increased in the second year of testing. After teachers and administrators have an opportunity to use the results of the first year of testing to provide instructional interventions, generally, more students are successful on the assessments.

2010 State – Learning Community proficiency rates

As in Reading, by examining the data in the tables and graphs above, we could make many comparisons among groups and between the State and the Learning Community. Descriptions of some of those comparisons follow:

- In general, proficiency rates go down as grade levels go up in both the State and the Learning Community. In the Learning Community, the proficiency rate of 65% for all students in Grade 3 gradually declines to 48% in grade 11. The State proficiency rates also decline between elementary and high school from approximately 67.5% in Grades 3 and 4 to 53.9% in 11th grade. The difference between State and Learning Community proficiency rates is greater in Mathematics than in Reading and Writing and the difference tends to be greater in secondary than in elementary grades.
- As was the case in Reading, the difference between State and Learning Community students is greatest in the FRL group, and that difference is greater in Math than in Reading. Again, the differences increase at the secondary level.
- The proficiency rates of the State and Learning Community Non-FRL group are nearly the same. Where differences do exist, proficiency rates are slightly higher in the State, whereas in Reading, the rates were higher in the Learning Community than in the State.

FRL – Non-FRL comparisons

Tables 23 and 24 show the percent proficient for FRL and Non-FRL and the percent of difference in the proficiency rate – "the performance gap" of the two groups.

Table 23: ***State and Learning Community 2011 NeSA Mathematics Grades 3 through 6 Percent Difference Between FRL and Non-FRL Proficiency Rates "The Performance Gap"***

	2011			
	Grade 3	**Grade 4**	**Grade 5**	**Grade 6**
State FRL % Proficient	53.80%	54.34%	52.93%	48.24%
State Non-FRL % Proficient	79.83%	79.16%	77.06%	74.57%
State Non-FRL % minus State FRL %	26.03%	24.82%	24.13%	26.33%
LC FRL % Proficient	48.08%	44.97%	43.51%	40.61%
LC Non-FRL % Proficient	79.54%	77.58%	74.69%	72.27%
LC Non-FRL % minus LC FRL %	31.46%	32.61%	31.18%	31.66%

Table 24: ***State and Learning Community 2011 NeSA Mathematics Grades 7, 8, 11 Percent Difference Between FRL and Non-FRL Proficiency Rates "The Performance Gap"***

	2011		
	Grade 7	**Grade 8**	**Grade 11**
State FRL % Proficient	44.96%	43.49%	34.39%
State Non-FRL % Proficient	74.57%	73.37%	64.47%
State Non-FRL % minus State FRL %	29.61%	29.88%	30.08%
LC FRL % Proficient	32.03%	30.30%	22.42%
LC Non-FRL % Proficient	73.20%	71.32%	62.47%
LC Non-FRL % minus LC FRL %	41.17%	41.02%	40.05%

The "performance gap," between FRL and Non-FRL for the State and the Learning Community is graphically displayed in Figures 16 and 17.

Figure 16

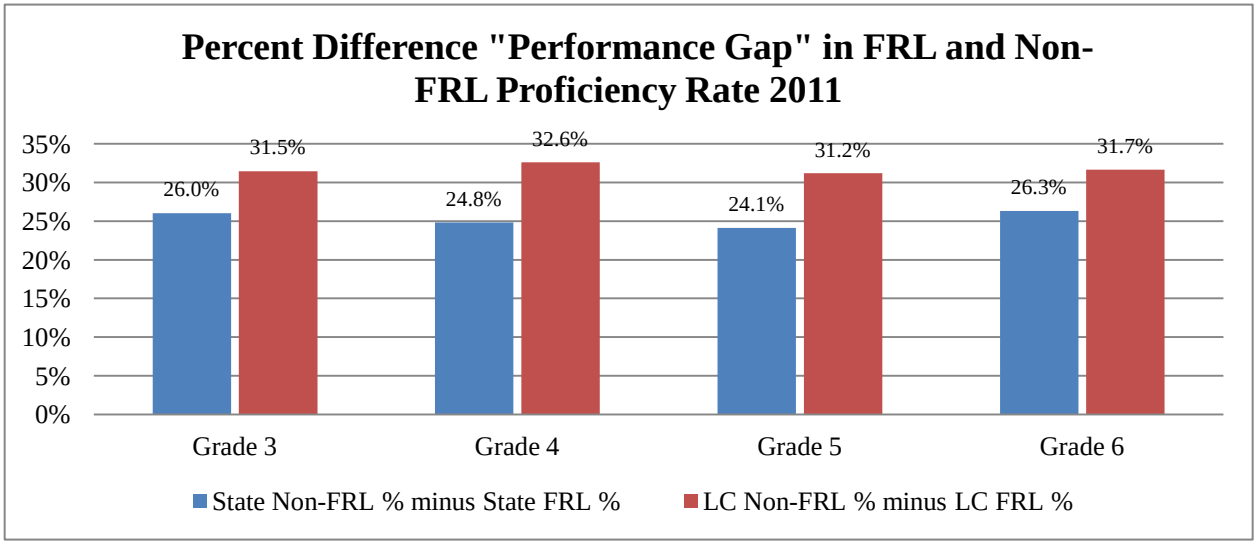
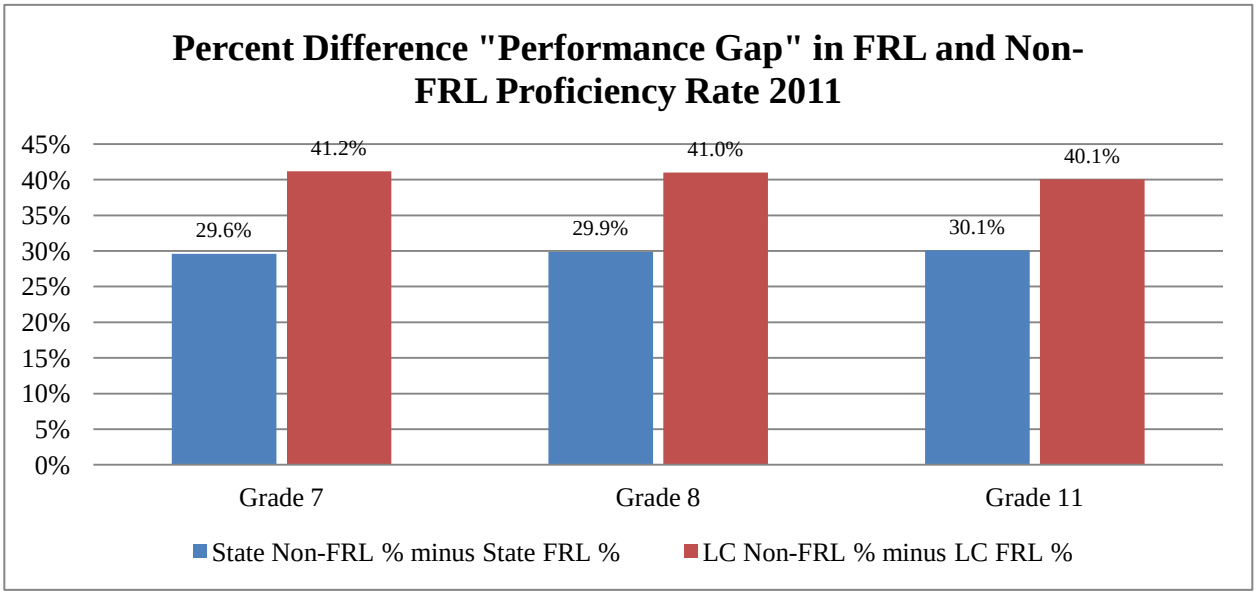


Figure 17



The "performance gap" in Mathematics is larger than it was in the 2011 Reading Assessments; however, if we compare the Reading Assessment gap in 2010, the first year of its administration, with this year's Math Assessment gap, there is less difference between the two. The following are some observations from Table 23 and 24 (page 33) and Figures 16 (page 33) and 17:

- In the Learning Community the difference in FLR and Non-FRL proficiency rates was greater than 30% at all grade levels. In the State the difference was greater than 25% in all grades except Grade 5, which was 24%.
- In all grades except 11th, in both the State and the Learning Community, more than 70% of the Non-FRL students demonstrated proficiency, while in the Learning Community the FRL proficiency rate at all grades was less than 50% and in the State, less than 55%.
- Proficiency at the secondary level is relatively low in all groups, but it is exceedingly low in the FRL group, resulting in a gap of over 40% in grades 7, 8, and 11 in the Learning Community and approximately 30% in the State.
- The jump in the magnitude of the gap between 6th and 7th grade is of interest. In the Learning Community, at the elementary level (3-6), the "performance gap" is 31% to 32%, while in the secondary grades the gap is 40% to 41%.

Clearly, performance on the NeSA Mathematics in its first year of implementation was low, particularly for secondary students who qualify for FRL. Performance on this assessment, as well as differences between groups, should be viewed as baseline data. Considering the improvement in Reading Assessment proficiency in the second year of its administration, we might expect to see improvement in Mathematics in the future as well. The differences in this baseline year, however, should continue to be monitored, watching for possible trends in the future.

Concluding Comments

The question we would most like answered is: Does Open-Enrollment make a difference in student performance?

- Do FRL-eligible students who Open-Enroll into schools with lower FRL concentrations perform better than their resident counterparts who remain in the high FRL school?
- Is the performance of Non-FRL Open Enrollment students, who transfer to schools with higher proportions of FRL, different than their counterparts in schools with a lower FRL percentage?

Unfortunately, data are not available to answer these questions. Group sizes are far too small to make such comparisons and Open Enrollment, after just one year, is certainly too new to attribute any difference we might observe to the program.

Over a period of several years, the number of Open Enrollment students, at a given grade may increase somewhat and trend data will develop. Over a period of years, we may be able to make some correlation judgments between Open Enrollment and student performance; however, even then, it will be important to consider other variables that may be related to the observed differences. For example, families who Open-Enroll, particularly those who transfer from a high FRL school to a school with a relatively low percentage of FRL, may have different home environments and be highly motivated to seek out the best possible educational environment. The best way to determine if there is an effect on test performance associated with Open Enrollment would be to monitor cohorts of Open Enrollment students across several years. In the future this may be possible, but currently it is not.

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Evaluation Report

for the Learning Community of Douglas and Sarpy Counties for 2010-11: Programs funded through Elementary Learning Centers

LEARNING COMMUNITY
OF DOUGLAS AND SARPY COUNTIES

Evaluation Report of Programs Funded Through Elementary Learning Centers

Background

The Learning Community of Douglas and Sarpy Counties (LC) was created to overcome barriers to student achievement. Elementary Learning Centers, a responsive network of relevant and accessible services, were conceived to enhance the success of elementary students who face challenges in the educational environment due to poverty, limited English skills, and mobility. Extended Learning Programs of several types were then funded to provide or improve the quality of extended learning programs and services for the ultimate purpose of improving student success, school attendance, and to increase parental and community engagement. The programs being evaluated this year follow the most common designs to emerge after last year's evaluation of the pilot program initiative, which was used as a precursor to prepare for full implementation of extended learning programs.

Evaluation Approach and Rationale

The evaluation used multiple methods to describe the quality and nature of programming constituting the programs funded: Jump Start Pre-Kindergarten, Extended Learning, Family Support, and other programs. The overarching evaluation questions are:

1. ***Implementation***: What was the nature and quality of implementation? Who accessed and participated in the program? To what extent did the program utilize best practices?
    a. What happened?
    b. For whom?
    c. What was the quality of implementation?

2. ***Academic focus***: What were short and long term outcomes related to academic achievement?
    a. Did students' attitudes related to learning or engagement change?
    b. Did other stakeholders report improvement in student learning or engagement (parents, school day teachers)?
    c. Was there improvement in communication skills (literacy)?
    d. Was there improvement in quantitative thinking skills (numeracy)?

3. ***Family support focus***: What did the program or school provide to families/parents that will allow greater student success in school and also allow regular school staff to focus on teaching and learning?
    a. What processes did the program or school use to support the needs of families?
    b. What processes did the program or school use to develop resources for helping to meet those needs?

Program Descriptions

A. Extended Learning Time (ELT) Programs

A1. Comprehensive-A comprehensive ELT program provides after school and out-of-school time programming throughout the school year. Students would be offered programming five or more hours per week. This design would target academic support, social/behavioral supports, and family support.

A2. Tutoring-A tutoring ELT program provides after school tutoring which is targeted to academic support. Students would be offered programming of fewer than five hours per week.

A3. Summer-A summer learning program provides summer programming to students.

B. Jump Start Programs

B1. A Jump Start program offers programming to support pre-kindergarten children in the summer prior to entry into kindergarten.

C. Family Support Focus Programs

C1. Family Service Liaisons/Lutheran Family Services

C2. Communities in Schools

D. **Other**

2010-11 Grantees included:

Extended Learning:

- School Year
  - Bellevue Public Schools
  - Omaha Public Schools
- Summer
  - Bellevue Public Schools
  - Catholic Charities at Christ Child Center
  - Completely Kids
  - DC West Public Schools/Twin Rivers YMCA
  - Girls Inc. (South Campus)
  - Salvation Army (Kroc Center)
  - Westside Community Schools

Jump Start Pre-Kindergarten Programs:

- Educare of Omaha at Indian Hill
- Elkhorn Public Schools
- Papillion-LaVista Public Schools
- Omaha Public Schools at Field Club

Family Support Focus Programs:

- Lutheran Family Services, Family Support Liaison Program
  - Omaha Public Schools (Bancroft, Castelar, Druid Hill, Franklin, Gomez, Jackson, Kennedy, King and Skinner)
  - Bellevue Public Schools (*Betz, Bellaire, Bertha Barber, Birchcrest, Central, Twin Ridge*)
- Communities in Schools (Omaha Public Schools (Franklin, Kennedy, King and Skinner)

Other Programs:

- A subcouncil 3 district – Literacy Coaches
- A subcouncil 6 district – Mixed summer program with K-2 students and siblings entering school, and support for family members

Contents

This evaluation report will be divided into section as follows:

Section A: Extended Learning Time Programs

Quality programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic performance (Beckett, Capizzano, Parsley, Ross, Schirm, & Taylor, 2009); Burchinal, Peisner-Feinberg, Bryant, and Clifford, 2000).

Implementation. Table 1 summarizes the extended learning programs funded in the 2010-11 year.

Table 1: Description of Extended Learning Time Programs

Subcouncil	Grantee ID	# of sites	# students	Type	Program Description
School Year (SY) Programs					
2	11	5	492	SY	Collaboration with outside agency. Hired instructional facilitators and/or teachers to offer enrichment activities with alignment to state standards. Sites operated 2.25 hours/day, Mon-Fri, for 100 days to K-6th grade students. Math & reading focus.
5	1	6	182	SY	Certified teachers and paraprofessionals from the school building provided enrichment activities in reading, writing, and math to 2nd-4th grade students. Program operated for 2 hours per day, three times a week.
5	11	2	210	SY	Hired instructional facilitator and ELL staff person during school year to offer enrichment activities with alignment to state standards. Program operated 2.25 hours/day, Mon-Fri, for 100 days to K-6th grade students. Math, reading and writing focus.
		13	884		Totals for School Year Programs
Summer (S) Programs					
3	14	4	206	S	Provided educational programming in reading and math to K-5th grade students. Programs operated for five weeks during the summer, Mon-Fri, 3 hours per day. Instruction with certified teachers and assistants at the buildings.
5	1	1	132	S	Certified teachers and paraprofessionals across the district provided enrichment activities in reading, writing, and math to 1st-3rd grade students from multiple buildings in the district. Program operated for seven hours per day, Mon-Fri, for two weeks during the summer. An ELL family support staff person was also included in the program.
5	2	2	155	S	Collaboration with outside agency. Hired certified teachers and paraprofessionals for enrichment activities in math and reading. Program operated Mon-Fri, for 7 hours per day, five weeks during the summer.
5	3	1	90	S	Provided educational enrichment in math, reading, and science to K-6th grade students. Hired a certified teacher to create lesson plans in all grade levels. Program also included a family support coordinator and operated Mon-Fri, for 12.5 hours per day, for 10 weeks during the summer.
5	8	1	120	S	Provided a summer reading & writing program to K-3rd grade students with literacy related field trips. Program operated for 4 hours/day, Mon-Fri, during the summer for 10 weeks.
5	13	1	40	S	Provided educational program and arts enrichment in partnership with teachers from students' home buildings to K-6th grade students in reading, writing, math, science, and computers. Program operated 8 hours/day, Mon-Fri, for nine

Subcouncil	Grantee ID	# of sites	# students	Type	Program Description
					weeks during the summer.
6	5	1	72	S	Collaboration with outside agency. Hired certified teachers for enrichment activities in math, writing, and reading for 4 hours per day. Program operated Mon-Thurs, for 11 weeks during the summer to K-6th grade students.
		11	815		Totals for Summer Programs
		24	1,699		Number of students projected to be served (school year and summer)

Who did these programs serve? Participation data were collected on 1,701 elementary students who attended the programs. Demographic data were provided on 1,451 of these students. The following figures describe their grade levels, genders, ethnicity/race, eligibility for free/reduced lunch, special education services, or English Language Learner status.

Figures 1 through 6 summarize demographic data of students served in the school year extended learning programs.

Figure 1: Grade Levels

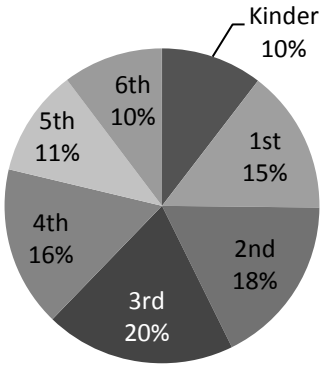


Figure 2: Gender

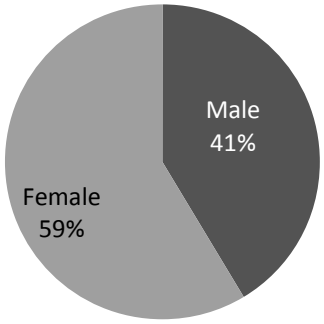


Figure 3: Ethnicity

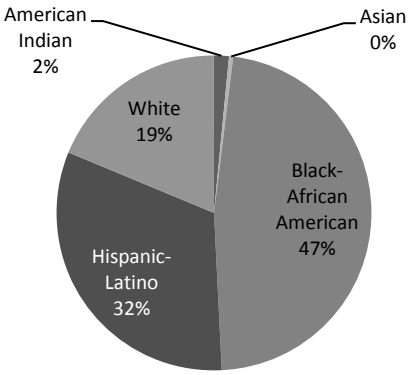


Figure 4: Free/Reduced Lunch

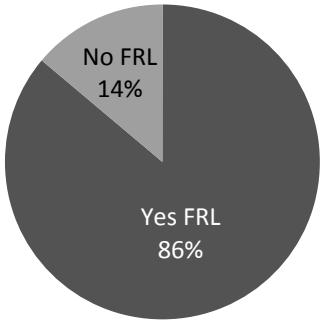


Figure 5: Special Education Verification

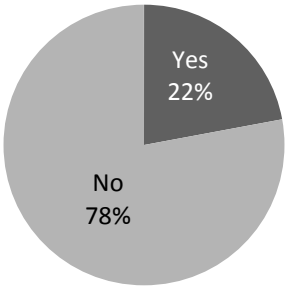
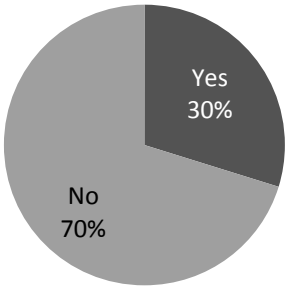


Figure 6: English Language Learner



Generally, the population being served by the extended learning time programs appears to fall within the target of the population identified to benefit from the resources of the Learning Community—those most at risk for academic failure due to socio-economic status.

Observations of Program Quality. The *Observations for Quality After School and Summer Programming (adapted for the Learning Community Evaluation)* tool was developed by the lead evaluator for use with the 21st Century Community Learning Centers evaluation for the past seven years. It was adapted for the Learning Community evaluation. The observation tool measures outcomes in overall administration of the program, interactions among students and staff, support for family involvement and engagement, linkages between the school and community, general environment of the program, and observed program content (e.g., homework, language, mathematics, science, fine and dramatic arts, recreational activities). During a scheduled visit, an interview and direct observation are conducted and scored. The tool is set up a on a 5-point scale, with 5 representing that the criteria established per domain is consistently evident. The Nebraska Department of Education has established a quality indicator of 3.50 or greater for each domain of the tool.

Members of the evaluation team who have demonstrated annual inter-rater reliability were used to complete observations at sites during the school year and at schools and programs during the summer. Overall, ratings have generally improved on the *Observations for Quality After School and Summer Programming (OQASP)* findings.

Table 2 summarizes the average external program observation ratings obtained in the previous year (summer of 2010), the school year (2010-11), and the summer of 2011.

Table 2: External Program Observation Ratings

Timeframe	# of sites	Overall	Administration	Relationships	Family Partnerships	School-Community Collaboration	Environment, Safety & Wellness	Programming
Summer 2011	11	4.60	4.82	4.68	4.36	4.57	4.60	4.50
School Year 2010-11	13	4.87	4.87	4.86	4.95	4.92	4.89	4.76
Summer 2010	8	4.09	N/A	4.23	4.10	4.01	4.23	3.96

Scale rates best practices from 1 (not evident) to 5 (consistently evident)

Average ratings exceeded the Nebraska Department of Education Indicators of Quality rating (3.50) across all domains and overall. Programs observed both the current program year and second program year scored significantly higher on the observation (p=.035). Site level teams reported using information from the observation the previous program year to improve their programs across these domains.

The observation scores suggest that strengths are found in the domain of Administration (4.85/5.00 across 24 observations). Opportunities for improvement are found in the areas of:

- Programming (4.64/5.00 across 24 programs)
- Family Partnerships (4.70/5.00 across 24 programs)

It may be helpful to focus professional development on strategies for effective teaching of science and mathematics (lower rated items), differentiating instruction to various learning needs, infusing student choices into the programming, and sharing decision-making with families (e.g., families on an advisory group).

Academic Focus. School day teachers were asked to rate students on the following student behaviors by reporting their level of change (if any) from fall to spring. Results were limited to students with unique Nebraska Student and Staff Record System (NSSRS) numbers. Teachers were also allowed to note if a student was already excellent in a particular area in the fall or if an area was not applicable, such as homework in some kindergarten classrooms. The survey instrument used was developed by Learning Point Associates in 2006 and is widely used for 21st Century Community Learning Centers.

Teacher surveys were collected for 746 elementary students served during the 2010-2011 school year.

Table 3: Teacher Survey Ratings

Certificated teacher ratings of student performance	Change Fall to Spring
Homework-on time	+0.89
Homework-quality	+0.94
Participation	+0.91
Volunteerism	+0.69
Attendance	+0.56
Attention in class	+0.71
Behavior in class	+0.66
Academic performance	+1.04
Motivation to learn	+0.70
Peer interactions	+0.72
Family support of student learning	+0.56

Scale ranges from +3 (significant improvement) to -3 (significant decline)

According to teacher report, students improved the most in academic performance, followed by the quality of their homework, and general participation in class. Family support of student learning and attendance improved the least. The context of these areas is critically important. In reflecting on what these data suggest, one would have to know where these 746 students most needed to improve.

Teachers were also asked to rate each student's performance on district objectives/standards on a 3-point scale with 3 being exceeded standards, 2 being met standards, and 1 being below standards. Domains included reading (including reading, speaking, and listening), writing, and mathematics.

When studied this year, a strong, positive correlation existed between teacher ratings and measured student performance on the Statewide NESA Reading Assessment (r=0.592).

- Teacher Ratings in the spring:
  - 61% met or exceeded standards in reading
  - 60% met or exceeded standards in writing
  - 69% met or exceeded standards in mathematics
- Will need to collect over time (multiple years) to measure change longitudinally

It is recommended that the evaluation gather student state identification numbers (NSSRS numbers) and NESA reading, writing, mathematics and when available science scores over time. The impact of Learning Community participation can best be measured over multiple years.

Programs also utilized their own evaluation strategies to measure academic performance change. Because each of these strategies varied across programs and districts, it is difficult to aggregate the results together into a meaningful whole for analysis and reporting. The validity and reliability of individual assessments varied. Some were simple counts, some were norm referenced, and some were criterion referenced. Programs submitted individual reports to the Learning Community; therefore, the decision was made not to include all of the data provided by programs.

Family support focus. Parent surveys were collected for students enrolled in the extended learning programs. Parent comments revealed areas of strength and recommendations for improvements.

Table 4: Parent Comments

Strengths	Improvements
• Maintain—most comments were great as is, keep it up, love it, "has just flourished" • Programming—"The practice with her letters and numbers is great," "zoo field trip.," "he was not only learning but having fun doing it" • Staff—"teacher's here were great," supportive, engaging	• Communication with parents--keep parents informed of progress, needs, information about the programs • Staffing—more, additional training, some that can serve special needs or those with difficulty learning • Offerings—length of programming (want more), serve more grade levels, more enrichment activities (choices), more educational field trips/less recreational outings

Other Extended Learning Programs. The following executive summary and program evaluation report is not the work of this evaluation team; rather, it was completed by an evaluation specialist within one of the districts. It appropriately summarizes the results of spring break extended learning programs. Therefore, it is being inserted in this report in its entirety. Formatting changes were made, but no content was altered. Readers should know that credit for the following section should be afforded to the author (who must be unnamed due to the nature of how the evaluation team is reporting evaluation results). This work is being identified by using italics.

In summary, a total of 461 students attended the spring break programs for at least three of the five offered days. Students who attended three or more days achieved significantly higher raw scores than the control group (students who attended two or fewer days) on the NeSA Reading and Mathematics assessments which took place shortly after spring break.

Executive Summary

- Two classification *rules were used to determine treatment and control groups.*
    - *Classification 1*
        - *Treatment – students who attended the Spring Break Program on 3-5 days*
        - *Control – students who attended the Spring Break Program for 0-2 days*
    - *Classification 2*
        - *Treatment – students who attended the Spring Break Program for 5 days*
        - *Control – students who attended the Spring Break Program for 0 days*
- *Statistical analyses revealed that students who attended the program for the requisite amount of time performed significantly better on both the NeSA-R and NeSA-M than students who were offered program inclusion, but did not attend at levels necessary to meet classification requirements.*
- *At each grade level, NeSA-R scores were higher for students in the treatment condition than students in the control group. However, significant differences between groups were only found at grade 3. This should not diminish the practical significance of gains made by students in the treatment condition. For example, treatment students in the 4^{th} and 6^{th} grades scored well enough, on average, to be within rounding distance from meeting the state standard for reading. Considering that these students were selected into the program based on their risk of not meeting these standards this is certainly a relevant improvement.*
- *Grade level results for the NeSA-M were also favorable for the program with treatment students scoring significantly better than control students in both third and fifth grades. However, scores for the treatment group were still an average of 3.5 points below the State Math Standard.*
    - *It should be noted that mathematics was not the primary focus of the Spring Break Program.*
- *Survey data revealed that students and teachers felt very positive about the program as it relates to impact on student confidence and performance as well as general enjoyment of the program. Additionally, students and teachers highlighted the benefit of increased opportunities for one-on-one interaction with educators and students.*

Spring Break Program Evaluation

Assignment to Treatment and Control Groups. Attendance was initially defined as being present in the classroom for 2 of the 3 daily program hours for 3 or more of the programs 5 days. However, preliminary analyses revealed a significant dosage effect such that mean NeSA-R raw scores were significantly different between those who attended all 5 days (26.49) and those who attended 4 days (24.92), 3 days (25.22), 2 days (23.70), or 1 day (24.59). Therefore, for the purpose of this analysis, both the original operational definition of program attendance and an "all or none" approach will be used to define treatment and control groups. The reason for this is to attempt to lessen the influence of other non-measured variables on the reported outcomes of the study. For example, it is possible that student's level of parental involvement differed significantly between students who attended five, four or three days. Thus, to assume that the performance improvements of five day attendees, as oppose to four or three day attendees, is solely based on program characteristics might be misleading. Therefore, in the following analyses "Original Attendance" will indicate that students included in the treatment group attended three to five days of the program and control students will represent those who were selected for inclusion in the program but did not attend at least 3 days. Conversely, "All or None" will be used to signify output where the treatment group was defined as students who attended all five days of the program and the control group will be those children who were selected for inclusion in the program but did not attend at all.

NeSA Reading Results

Table SB-1. Spring Break Program Effects on NeSA Reading Raw Scores

	Original Attendance					All or None				
	Treatment (> 3 Days)		Control (< 3 Days)			Treatment (5 Days)		Control (0 Days)		
NeSA-R Raw Score Mean	Mean	N	Mean	N	t	Mean	N	Mean	N	t
	25.95	461	24.55	157	2.0*	26.49	294	24.74	113	2.0*

Note. "" indicates a significant difference at the level of p < .05.*

Table SB-2. Spring Break Program Effects on NeSA Reading Raw Scores by Grade Level

	Original Attendance					All or None				
NeSA-R Raw Score Mean	Treatment (> 3 Days)		Control (< 3 Days)			Treatment (5 Days)		Control (0 Days)		
	Mean	N	Mean	N	t	Mean	N	Mean	N	t
3rd Grade	24.26	116	19.58	33	3.0*	24.54	78	20.50	26	2.1*
4th Grade	**25.51**	145	24.62	37	.71	**25.79**	99	24.08	26	1.2
5th Grade	26.59	115	25.55	49	.77	27.54	70	25.73	37	1.2
6th Grade	**28.16**	85	27.50	38	.46	**29.62**	47	28.54	24	.59

Note. "" indicates a significant difference at the level of p < .05. Bolded text indicates a value within rounding distance from meeting the State Reading Standard.*

Regardless of how treatment and control groups were determined, students who attended the program did significantly better than those who were eligible but did not attend (Table SB-1). While some may consider a difference of, at best, 1.75 points to be not of practical significance, it should be noted that a mean of 26.49 is just one and a quarter points below the categorization of "Meets" expected standards. Analysis of the effect size differences showed small to medium effect size differences in the two groups (Overall - Original Treatment Design = d = .18; All/None Treatment Design = d = .23; Grade 3 - Original Treatment Design = d = .57; All/None Treatment Design = d = .49).

Therefore, attendance in the program can be concluded to have shifted the distribution of scores to the extent that more students in the treatment group met the standard than those in the control group. Moreover, when viewed at the grade level, two out of four treatment groups averages were within rounding distance from the State Reading Standard. It should be mentioned that while the differences for treatment and control groups are not significant, this is largely a function of statistical power as all but one grade has less than thirty students in the control group.

NeSA Math Results. While the Spring Break Program's focus was intended to be on boosting performance for the reading portion of the NeSA, some schools indicated that some time was allocated to mathematics based on the needs of their specific students. Further, it is reasonable to assume that the cognitive stimulation associated with program attendance could feasibly bolster all academic achievement from decline when compared to a less stimulating environment. Therefore, performance on the NeSA-M test was also analyzed conditionally based on Spring Break Program attendance.

Table SB-3. Spring Break Program Effects on NeSA Math Raw Scores

	Original Attendance					All or None				
	Treatment (> 3 Days)		Control (< 3 Days)			Treatment (5 Days)		Control (0 Days)		
NeSA-M Raw Score	Mean	N	Mean	N	t	Mean	N	Mean	N	t
	33.22	461	30.52	157	3.1*	33.98	294	30.87	113	3.0*

Note. "" indicates a significant difference at the level of p < .05.*

Table SB-4. Spring Break Program Effects on NeSA Math Raw Scores by Grade Level

	Original Attendance					All or None				
NeSA-M Raw Score	Treatment (> 3 Days)		Control (< 3 Days)			Treatment (5 Days)		Control (0 Days)		
Mean	Mean	N	Mean	N	t	Mean	N	Mean	N	t
3rd Grade	29.46	116	24.71	33	2.6*	30.96	78	25.41	26	2.6*
4th Grade	35.57	145	34.11	37	.89	34.80	99	34.85	26	.02
5th Grade	33.27	115	29.53	49	2.3*	34.47	70	29.73	37	2.5*
6th Grade	34.42	85	33.42	38	.57	36.60	47	34.46	24	.96

Note. "" indicates a significant difference at the level of p < .05.*

As can be seen above, both treatment classifications resulted in scores significantly higher than the control group. This difference was found to be 2.7 points using the original attendance rule and 3.11 points when comparing students using an all or none attendance rule. Further, when viewed at the grade level, in both classifications students in the treatment condition scored significantly better than students in the control group in grades 3 and 5. However, on average, the treatment conditions higher scores were still 3.5 points below the State Math Standard.

Student Survey Results. Students were given an opportunity to report their opinions of the Spring Break Program via a questionnaire distributed on the last day of the program. The questionnaire used a five point Likert type response format with responses ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). Overall, students agreed that the program would help them with reading and writing, and, ultimately, to be successful in school. Further, students' strongest level of agreement was associated with the statement, "I enjoyed the Spring Break program." See Table SB-5 for the actual items and their response statistics.

Table SB-5. Spring Break Student Questionnaire Responses

Item	Mean	SD
1. The Spring Break program helped me feel more confident in my reading ability.	4.17	.87
2. I feel that I am a better reader because I attended in the Spring Break program.	4.00	1.0
3. The Spring Break program helped me realize that reading is fun.	4.00	1.12
4. I will read more often because of the Spring Break program.	3.80	1.09
5. The Spring Break program helped me improve my reading skills.	4.18	.91
6. The Spring Break program helped me improve my writing skills.	3.85	1.08
7. I enjoyed the Spring Break program.	4.49	.97
8. I would like to attend the Spring Break program next year.	3.81	1.31
9. I probably wouldn't have spent much time reading over Spring Break if I had not attended the Spring Break program.	3.73	1.28
10. The Spring Break program will help me do better in school.	4.42	.85

The responses of students to questions 2 and 5 varied significantly by grade. Specifically, older students responded somewhat less favorable to the questions with responses towards the neutral to agree range. Additionally, questions 3 and 9 were found to vary by teacher such that responses depended on who was teaching the program section. Finally, question 8 varied both at the teacher and grade level, as with questions 2 and 5; lower scores were associated with higher grade levels.

Teacher Survey Results. Teachers were also surveyed for their opinions of the Spring Break Program. Specifically, teachers were emailed an anonymous link to a survey utilizing the online survey program Qualtrics. The questionnaire used a five point Likert type response format with responses ranging from "Strongly Disagree" to "Strongly Agree". Overall, teachers agreed that the program: targeted the correct children, focused on the correct content area, was well organized, and succeeded in engaging students. See Table SB-6 for the actual items and their response statistics.

Table SB-6. Spring Break Teacher Questionnaire Responses

Item	***Mean***	***SD***
1. I feel the students selected for the Spring Break program were the best match for the programs intentions.	*4.01*	*1.02*
2. I feel that the Spring Break program was well planned.	*4.10*	*.97*
3. I agree with the literacy focus of the Spring Break program.	*4.26*	*.91*
4. I was involved in the development of the lesson plans for the program.	*4.32*	*1.07*
5. I had all the materials I needed for the Spring Break program.	*4.25*	*.95*
6. Students were given time to read independently every day.	*3.99*	*1.09*
7. I believe the Spring Break program was effective in maintaining or improving students reading and writing skills.	*4.10*	*.94*
8. Students were engaged in the Spring Break program.	*4.52*	*.70*
9. I would be interested in teaching the Spring Break program next year.	*4.22*	*.99*
10. A majority of the students participated in the exercises.	*4.45*	*.86*
11. A majority of the students had positive attitudes about attending the Spring Break program.	*4.39*	*.84*

Student Program Attendance. Reported attendance for students participating in the program was 85%, or 4 out of 5 days. A priori operationalizations defined attendance as present 4 out of 5 days, or 80% of the programs duration. Therefore, a majority of students participating in the program attended at a level above that defined as acceptable prior to the initiation of the program.

Limitations. The current study makes the broad assumption that students who attended the program (treatment group) do not differ from those who were eligible, but did not attend the program either at all or for the requisite number of days to be considered in attendance (control group). Obviously, this premise denies both empirical findings and folk wisdom that there are numerous constructs internal and external to students that dictate their capabilities over and above their potential. For example, most glaringly, this premise assumes that parental involvement is not only unrelated to program attendance but also to student performance. Such a statement would likely be met with no small amount of contention from educators.

Additionally, the present study assumes that control and treatment groups did not differ significantly on pre-program ability. Further, inherent in this assumption is the underlying presumption that ability is not correlated to program attendance such that students of high and low ability are expected to be equally represented in the treatment and control groups.

Section B: Jump Start Pre-Kindergarten Programs

Pre-kindergarten children from low income families benefit most from high quality classrooms with high quality teacher-child interactions along with high quality instruction by demonstrating higher social competence and academic outcomes (Burchinal, Vandergrift, Pianta, Mashburn, 2010). Beginning in the summer of 2011, the Learning Community of Douglas and Sarpy Counties funded Jump Start programs in three districts and in one public/private partnership agency. Jump Start programming is designed to provide academic and other supports to pre-kindergarten children in the summer prior to entry into kindergarten.

Implementation. Jump Start Pre-Kindergarten programs were funded in three districts and one agency. These ranged from three to ten weeks, with varying hours and days per week. Table 5 summarizes the program descriptions.

Table 5: Description of Jump Start Pre-K Programs

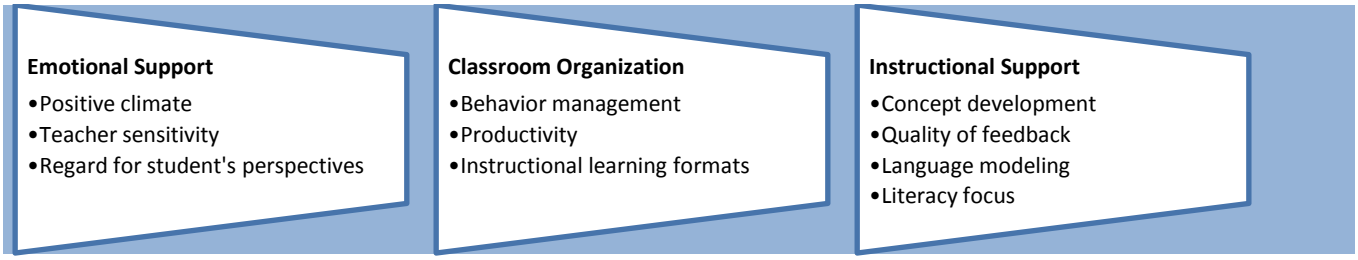
Subcouncil	Program	# of children served	Program Description
3	Program 11	51	Provided five weeks of school to a high proportion of ELL students and children of poverty that focused on vocabulary, literacy, and numeracy skills with small and large motor development being incorporated into the program as well. Certified teachers worked with students for 5 hours/day, Monday-Friday (125 hours).
5	Program 6	33	Provided 10 weeks of summer enrichment to a high proportion of ELL students and children of poverty. The program provided 3.5 hours of instruction, five days/week by certified teachers. An interpreter was also available to translate information to parents that fostered engagement at home to promote development (175 hours).
4, 6	Program 7	20	Provided four weeks of programming to students for 3 hours/day, Monday–Thursday to students not receiving services beyond the academic school year. Certified teachers and peer role models aided target children in adapting to the expectations, routines, and curriculum of kindergarten before the school year began in an attempt to decrease the achievement gap between ELL students and children of poverty (48 hours).
6	Program 12	52	Provided three weeks of programming with an emphasis on reading, writing, and social skill development to at-risk students. Certified teachers instructed students Monday-Friday for four hours daily (60 hours). This program plans to provide longitudinal intervention to students through the 3rd grade.
		156	Total projected to be served

Who was served in these programs? We collected data on 156 pre-kindergarten students.

- 46% male
- 54% female
- 74% eligible for free reduced lunch
- 52% English language learners

What was the quality of implementation for pre-kindergarten students? The Classroom Assessment Scoring System (CLASS), an observation tool developed by Pianta et al (2008), is being used to measure classroom quality in pre-kindergarten programs. This tool measures classroom quality across multiple domains including: emotional support, organization, and instructional delivery.

The CLASS was completed in each pre-kindergarten classroom for one program. According to its authors, the CLASS "*is an observational tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning*." The CLASS has three domains:



In addition to these domains, interactions are further considered relative to dimensions. These dimensions include aspects such as: positive climate (focuses on how teachers interact with children to develop warm relationships that promote children's enjoyment of the classroom community) and concept development (focuses on how teachers interact with children to promote higher-order thinking and cognition).

The CLASS was used with one of the programs as a pilot for the Learning Community evaluation to determine its usefulness in future years.

Table 6: CLASS Domain Averages 2010-2011

Year	# of rooms	Emotional Support	Classroom Organization	Instructional Support
2010-11	7	6.41	5.80	3.14

CLASS

Classroom Assessment Scoring System

Author: Pianta, LaParo & Hamre, 2008

Scale:

1-2 = Low quality

3-5 = Moderate quality

6-7 = High quality

Research on the CLASS supports ratings of 5 or higher within the domains of emotional support and classroom organization, and 2 or higher within the domain of instructional support, as being necessary to have impacts (Hamre, et al, 2009). Classrooms in the pilot site exceeded the goal of 5 or greater in the domains of emotional support and classroom organization. In the Instructional Support domain, the program exceeded the benchmark set by the research; however, did not meet the goal of 5. It will be recommended that the CLASS be added to the evaluation plan with future Jump Start pre-kindergarten programs and that programs explore professional development training with a focus on elements included within the CLASS observation domain of "Instructional Support."

Academic Focus. The importance of concept development, particularly for children from diverse cultural and linguistic backgrounds, has been demonstrated in numerous research articles (Neuman, 2006; Panter and Bracken, 2009). Some researchers have found that basic concepts are a better means of predicting both reading and mathematics than are traditional vocabulary tests such as the PPVT-IV (Larrabee, 2007). The norm-referenced assessment selected to measure pre-kindergarten children's school readiness is the Bracken School Readiness Assessment (SRA). The mean of the Bracken SRA is 100, with 85 to 115 falling within the average range (one standard deviation above and below the mean).

The Bracken SRA is used to measure the school readiness skills of young children in the areas of colors, letters, numbers/counting, sizes, comparisons and shapes. It has been used in numerous studies, including the Joint Center for Poverty Research, NICHD study of early child care and youth development, Harlem Project, and the national implementation study of Educare, to name but a few.

Bracken SRAs were completed pre and post in all programs. A total of 156 children were assessed at both time 1 (pre) and time 2 (post). Bracken SRA standard scores are displayed in Figure 2. The blue bar displays average standard scores at time 1 and the red bar displays average standard scores at time 2 (with the number describing the increase. Table 7 summarizes the information by program.

Figure 7: Bracken School Readiness Assessment Outcomes (BSRA Standard Scores)

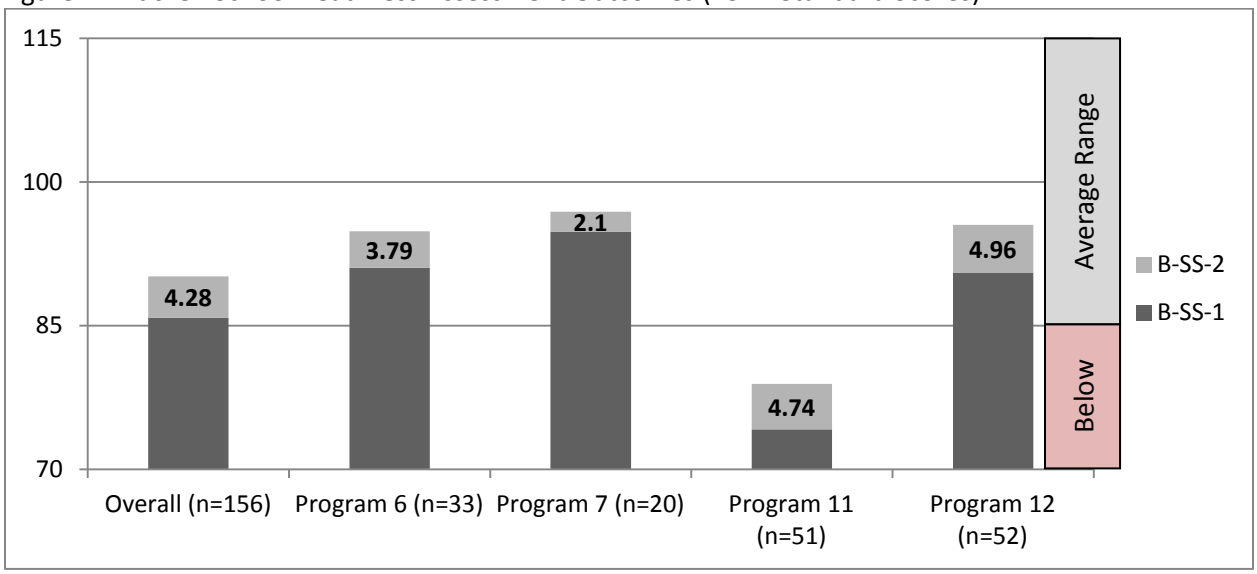


Table 7: Bracken School Readiness Standard Scores, Summer 2011

Subcouncil	Program	% F/R Lunch	Programming Duration	# of children	Average Bracken SRA Standard Scores at Time 1	Average Bracken SRA Standard Scores at Time 2	Statistical significance using T-Test analysis
			Overall	156	85.85	90.13	*p*<.001*
3	Program 11	85%	5 weeks, 25 hrs/wk	51	74.18	78.92	*p*=.001*
5	Program 6	100%	10 weeks, 17.5 hrs/wk	33	91.06	94.85	*p*=.006*
4,6	Program 7	15%	4 weeks, 12 hrs/wk	20	94.80	96.90	*p*=.186
6	Program 12	69%	3 weeks, 20 hrs/wk	52	90.56	95.52	*p*<.001*

**Significant improvement*

Overall, the group of 156 children significantly improved in their readiness for kindergarten (*p*<.001). Mean standard scores on the Bracken increased from 85.85 to 90.13, which indicate that the group moved from just the beginning of the average range closer to the mean of 100.

The Jump Start Pre-K outcomes on the Bracken suggest that an area of strength for these children was color naming (88% mastery). An area for improvement would be Sizes/Comparisons (50% mastery). Therefore, it may be helpful to focus professional development on strategies for identifying concepts such as big, small, long, little, alike, exactly, other than, equal, shallow.

Another question we sought to answer in this evaluation related to how long lasting were the gains made with the Bracken SRA and how did children do when they actually entered kindergarten? Two programs asked for and participated in a pre/post/post evaluation design where Bracken SRA data were collected at the beginning and end of their summer program, and then again at the beginning of kindergarten. While there were significant differences in time 1 to time 2, there were no significant differences in scores between time 2 (end of summer program) and time 3 (beginning of kindergarten) in either program. This indicates that there was no

significant gain or loss from end of summer program to beginning of kindergarten. Additionally, one program agreed to Bracken SRAs being collected from all incoming kindergarten students in the school where the Jump Start program was held. We compared Bracken SRA standard scores of Jump Start pre-kindergarten students at the school at time 3 to the Bracken SRA standard scores of the incoming kindergarten students who had not participated in the program. Although the Jump Start group scores were descriptively higher (80.34, *n*=53), there was no significant difference to the incoming group (79.07, *n*=86). Because the program targeted the most at risk students, one would not necessarily expect the treatment group to perform significantly better than the other incoming students. Because we have addressed the question of summer learning loss and also the question of how students compare to other incoming kindergarten students, who don't necessarily demographically match the treatment group based on risk factors, we will not recommend adding this to the evaluation protocol in the future.

In terms of future evaluation efforts, we believe that by adding the Pre-K CLASS observation, we can further examine classroom climate, organization, and instructional support and how this may interact with future Bracken SRA outcomes.

Family Support Focus. Parents were surveyed in a variety of ways across the programs. Parent survey data has been received from three of the four programs to date. Parent feedback on the value or usefulness of the Jump Start programs was overwhelmingly positive.

From one program, the following is a synthesis of parent comments about 'What They Intend to do Next Year' (Kindergarten):

- Engage with my child at home--talk with her about school, ask how it's going, take him on field trips on weekends, read books, do math, encourage my child, have high expectations, help with speech activities
- Ongoing communication with staff—work with school staff, get involved at the school like the policy council, stay involved in the classroom, listen, ask questions
- No comments about advocacy or ensuring their child gets what he/she needs (Note: On a separate section of the parent survey, 79% reported they would talk with their child's teacher or principal if the child began to struggle in kindergarten)

A summary of parent survey data from another program indicated "unanimously positive responses" and indication that all parents believed the program helped prepare students for kindergarten. The suggested area for improvement for a small number of these parents was increased communication.

Another program provided summary of their parent survey data. Parents were asked to indicate the level of improvement that their child received on several components of school readiness as a result of the Jumpstart Program using a 3-point scale (1 = *no improvement*, 3 = *a lot of improvement*). Examples of items include, "willingness to separate from parents", "eagerness to attend school", and "interest in sharing what they learn". The mean score for this component of the survey was 2.62, indicating that parents reported a high level of improvement in their children. Parents were also asked to indicate their satisfaction with program hours and program length using a 5-point scale (1 = *very dissatisfied*, 5 = *very satisfied*). The mean score for this component of the survey was 4.77 indicating that parents were satisfied with the implementation of the program. Parents were also asked to report their agreement with several statements related to program enjoyment and success using a 5-point scale (1 = *strongly disagree*, 5 = *strongly agree*). The mean score for this component of the scale was 4.33; therefore, parents believed that their children enjoyed the program and would be ready for Kindergarten.

It will be recommended that a standard format for a parent survey for pre-kindergarten programs be developed in collaboration with the funded programs. In this way, results can be used to refine and continuously improve each program, as well as to guide the general continuous improvement process for programs funded by the Learning Community.

Section C. Family Support Programs

The Learning Community of Douglas and Sarpy Counties funded two (2) Family Support Programs that target academic success for at-risk elementary age students. Both programs tailor services to address the needs of the student and his/her family. Needs addressed include academic, social, emotional and behavioral issues that reduce the child's ability to succeed academically.

Funded programs include the Family Support Liaison Program by Lutheran Family Services and Communities In Schools of Omaha. This evaluation report contains preliminary data describing the nature of programming and its potential relationship to academics thus far.[8] The section is organized by (a) Program Description, (b) Evaluation Overview, (c) Early Trends and Preliminary Perceptions, (d) Considerations for This Program Year and (e) Appendix. Each program is clearly referenced within the individual sections.

Note: This report describes school-based programs through September 2011 and is intended to reflect where they are at the beginning of the school year, not to provide outcome data describing what they have done or the effect that they may have had.

a) Program Description

Family Support Liaison Program

Program Purpose: The Family Support Liaison Model was established to reduce barriers to learning by providing services to address the underlying issues affecting the family and child that impact the child's ability to learn. The stressors affecting both family and child may be wide ranging and inclusive of financial, physical, psychological, logistical or other factors. Service provision occurs primarily via the Family Support Liaison (FSL) who is housed in the school and provides targeted services to individual students and their families and additional support to the school community.

Implementation Context: The Learning Community signed a contract with Lutheran Family Services to begin services in April, 2011. Because the program's official start occurred around the end of the 2010-2011 school year, program activities during this time and over the summer were primarily focused on training and preparing Family Support Liaisons (FSLs) to deliver the intended program for the 2011-2012 school year.[9]

The program places Family Support Liaisons (FSLs) in 15 elementary schools across two school districts in the Omaha Metro area. Schools that have an FSL program are located in achievement subcouncils two (2) and five (5). The program employs 13 staff including one (1) program director and 12 Family Support Liaisons. The FSLs are housed in the schools in which they are assigned.

Services provided are described as occurring at different phases as follows:

> *School-wide Support* services include up to one (1) school year of support that targets the school community as a whole. It includes meaningful, intentional activities that prevent or manage emergent challenges likely to interfere in school day learning.
>
> *Student-Focused Support* services include up to one (1) school year of support focused on individual students. This typically occurs when a school staff asks the FSL to engage with a particular student. This may result in a referral.

[8] This evaluation report includes formative evaluation information that describes the nature of programming through September 2011. This is appropriate because although this school-focused program is in its fifth month of operation, it has only been in place during 2010-2011 school year for approximately one month. Summative evaluation information that will aim to illustrate the relationship between programming and academic/attendance outcomes will be available in a year-end report.

[9] Both Omaha Public Schools and Bellevue Public Schools started school on August 15, 2011.

Student/Family 90 Day Intervention services are implemented only when a referral has been placed to the Family Support Liaison program and the family has consented to begin services. This intervention includes the use of assessments to pinpoint student/family need and the creation and monitoring of a service plan to develop a custom-made intervention that emphasizes academics. FSLs have set a caseload goal of 20 students but this number is expected to vary based on the severity of individual cases.

Aftercare services are provided as needed for referred students after the completion of the *Student/Family 90 day Intervention* and could last the duration of a full school year.

Communities In Schools - Omaha

Program Purpose: Communities In Schools of Omaha uses an evidence-based approach to assess student and school-wide needs that are then addressed by brokering in an array of services and monitoring their impact. CIS has expertise in the design, coordination and/or provision of high quality resources that reduce barriers to achievement. This primarily occurs via the Site Coordinator (SC) who is positioned inside schools to connect students and their families to critical community resources.

Implementation Context: Communities In Schools of Omaha became a non-profit organization in Nebraska in March of 2010. Nationally, the organization has been in service for over 30 years.[10] The four (4) Omaha area sites that are a result of a partnership with the Learning Community are in their first year of implementation. The contract to begin services was signed in April, 2011.

The program places Site Coordinators (SCs) in four (4) elementary schools in the Omaha Public Schools district. The program employs seven (7) staff including three (3) managerial positions and four (4) site coordinators. The managerial positions include a program director, a project manager and a data and media manager. The SCs are housed in the schools in which they are assigned.

Services provided are described as occurring at two levels as follows:

Level 1 services target each school's student population. SCs diagnose need and respond by connecting services to all students. At times the SC will partner with community agencies or the school to deliver appropriate services.

Level 2 services target specific students in need. SCs design tailored plans to address students' individual concerns by brokering in appropriate resources and monitoring progress over the course of a school year. Site Coordinators caseloads will represent 10% of the total student population per school. Therefore, anticipated caseloads for *Level 2* students are 27, 30, 33, and 40 students.

[10] http://www.communitiesinschools.org/about/our-story/

How to Read This Section of the Report:

Where possible, this report presents each program individually. To reduce confusion that may stem from the array of terminology used by each program, please review the following guide for clarification.

General Term	Definition	Communities In Schools	Family Support Liaison
Family Support Program	This term was developed by the Learning Community and refers to the programs it funded to increase student achievement by supporting students and families.	Communities In Schools Program (CIS)	Family Support Liaison Program (FSL)
Program Staff	Staff that work in schools to deliver Family Support Programming.	Site Coordinators (SCs)	Family Support Liaisons (FSLs)
School Services	Refers to any service provided Family Support Programs that target the school community rather than individual students. Inclusive of activities available to all or most students.	*Level 1* Services	*School-wide Support* Services
Informal one-on-one services	Refers to any service provided by Family Support Programs that target an individual student without requiring parental consent. Typically, students are identified by school staff and informally referred.	n/a	*Student-Focused Support* Services
Formal one-on-one services	Refers to any service provided by Family Support Programs that target an individual student AND require parental consent. The services provided are comprehensive, include a structured plan and are monitored over time.	*Level 2* Services	*Student/Family 90 Day Intervention* Services
'Active' Student	Family Support Program staff have received a parent or guardian consent to begin services. Intake paperwork is completed when consent is obtained.		
' Pending' Student	Family Support Program staff have not received parent or guardian consent and formal services have not begun.		
School-based referrers	School personnel authorized (by the school) to refer a student to *formal one-on-one services*.		
Referral	This term describes the process that school personnel, family members, students (in the case of self-referral) and program staff use to enroll students in *formal one-on-one services*.		

b) Evaluation Overview

The University of Nebraska Medical Center (UNMC) is tasked with the evaluation of these programs. The evaluation theory referenced is Patton's Utilization-Focused Evaluation (1978; 2012), an appropriate fit for programming in its first year. This theory emphasizes evaluator as facilitator, providing rigorously collected information to 'primary intended users.' Notably, the primary intended users or PIUs, are engaged in the evaluative process throughout the life of the project and identify the types of information that they deem will provide the most useful information for making changes to their program and/or understanding its use. As such, the evaluation is heavily collaborative. The method elected to guide data collection and analysis is termed a multi-level convergent mixed methods case study approach (Creswell and Plano-Clark, 2011; Stake, 1995). This involves utilizing narrative and numerical information to understand and describe the program across a variety of stakeholders (e.g. students, family, school staff, program staff, and providers) and at different levels (e.g. school vs. individual student). In a year-end report, the data will be grouped to provide comprehensive descriptions of how the program is working and what outcomes the program is positioned to have or is having.

*Formative Evaluation***.** This report contains formative information which describes the program in terms of its activities and populations served as well as perceptions from stakeholders on programmatic processes. Summative information describing the effect of the program on participants and/or key stakeholders is not appropriate for reporting out before the programs have had a full cycle of implementation.[11]

Early Evaluation Data

Referral Data. The referral process describes the pathways students take to access formal one-on-one services provided by the Family Support Programs. Because the referral process is connected to schools, evaluative information reported out is not tied to the CIS or FSL programs individually. In addition, there are four (4) schools that have both a Family Support Liaison and Site Coordinator which provides further rationale for reviewing the referral process in this way. Referral information is gathered from telephone interviews held with school-based referrers[12] and supplemented with narrative information collected from program staff during Reflection Sessions.[13]

Family Support Liaison Program Data. Staff of the Family Support Liaison program provided us with quantitative data from April through September 2011. In addition, the evaluation team has collected qualitative evaluation data on program processes. As such, we are including the following data in this report:[14]

a. Quantitative data describing students served by the program through *Student-Focused Support* and those who consented for the *Student/Family 90 Day Intervention* services.
b. Narrative data describing the reasons students were identified to receive various types of support from the FSL program.
c. Assessment data from the Parent Involvement Project Questionnaire.[15]
d. Narrative data describing *School-Wide Support*, *Student-Focused Support* and *Student/Family 90 Day Intervention* services collected between April to September 2011 as meeting notes and via a Reflection Session held on 9/14/11.

[11] At the time this report was written, both programs were in the formative stages of service provision for the 2011-12 school year. Programming in place before the start of school was in development, including training, relationship building and providing limited services while awaiting the return of students and families.
[12] The referral questions are available for review in the Appendix.
[13] A 'Reflection Session' is a tool based on Patton's Utilization-Focused Evaluation approach that is a systematic way of collecting qualitative data describing responses to program processes or evaluation constructs. It encourages participant to reflect on their experience and explore what evaluation data would be most useful for stakeholders. It is being developed by K. Golden for this project.
[14] The evaluation data included in this report represents a fraction of that which will be collected throughout the life of the project because the program is in its earliest stages.
[15] The items from the Parent Involvement Project Questionnaire are available in the appendix.

Communities In Schools Program Data. The CIS Data and Media Manager provided us with quantitative data from April through September, 2011. In addition, the evaluation team has collected qualitative evaluation data on program processes. As such, we are including the following data in this report:

a. The number of students served by the program as *Active Level 2* students.
b. Quantitative and narrative data describing the risk factors that provide a framework for service provision and explain (in part) why students are identified for *Level 2* services.
c. Narrative and quantitative data describing *Level 1* and *Level 2* services from July through September, 2011. The Communities In Schools Database Management (CISDM) system provides case profile report information from August and September to reflect the types of services utilized with active *Level 2* students. On a site level, *Level 1* service detail describes service provider, category and number served from July through September, 2011. Narrative information from a Reflection Session held on 9/23/11 also describes services at both levels.

c) Early Trends and Preliminary Perceptions[16]

C1. Referral Process

"A work in progress." - School-Based Referrer

Seventeen (17) telephone interviews were held with school-based referrers. The goal of these brief (5-10 minute) telephone interviews was to gather a synopsis of the nature of the referral process from the perspective of school staff. Relevant narrative data from Referral Sessions held with program staff is also included in analysis.

How many students have been referred? A total of 130 students have been referred for formal one-on-one services with both agencies.[17] As of the middle of September, eighty-one (81) students are actively receiving services. "Active" students are those whose parent or guardian has provided consent to commence formal one-on-one services. Of those students NOT actively receiving services (n=49), most are awaiting consent (39) and the remaining 7 students are categorized as refused, moved, ineligible, on hold, inactive or no referral.

Who refers?[18] From the subset of students on whom we have referral information (n=77; 59%), the following early trend emerges: Teachers and staff refer most frequently (44%), followed by the principal (26%), counselors (18%), the vice principal (8%) and the family (4%). CIS and FSL team members both describe numerous situations in which a family member does the referring. This is not reflected in these data, inferring that unreported referral data are necessary to confirm the accuracy of this trend.

According to both school-based referrers and program staff, the individuals who refer are quite different from building to building. Although there may be multiple individuals who are authorized to refer within a building, the process appears to be individual and occurs when someone identifies a need and makes the referral alone or with consultation from colleagues, typically a principal or counselor. There are cases where referrers describe the process as a shared decision among a group but it is unclear how frequently this occurs. There is evidence to suggest that families express interest in enrolling a student in services after program staff explain the program to relatives at school-wide events. In schools that have both a SC and FSL, it appears referral is a two-step process. Referrals may be made individually to the SC or FSL; or, referrals are made to them both. In both cases

[16] Typically, evaluation reports use terminology such as "outcomes" or "findings" to describe a program's impact. Because this report describes school-based programs in their first month of the school year, the terminology used here is intended to avoid misleading the reader. Emerging information, not impact information is reported.
[17] This number represents active and pending students referred to LFSs *Family/Student 90 Day Intervention* and CISs *Level 2 Active Students*.
[18] The FSL program collects the name and/or position of all individuals who refer a student. CIS does not collect this information in the same way and its data is not included in these numbers.

it seems that they, as a team, determine which agency is best suited to meet the needs of that student and/or family.

What criteria are used to make referrals? According to school-based referrer interviews, criteria described include: attendance issues, socio-economic status, behavior issues, basic needs, academics, safety, family distress, being late to school, clothing needs or cases that are more work than the school and its resources can handle. Narrative data suggest that at least some families who refer are looking for a way to support their child's continued success by preventing challenges that they anticipate will emerge during the school year.

Family Support Liaison Program. The FSL program uses a Referral Form with pre-determined categories to capture referral reasons. These categories are used to structure service plans for *Student/Family 90 Day Intervention* services. Referrers are allowed to select multiple reasons for the referral; hence, totaled percentages are greater than 100%. The following table illustrates the frequency of referral reasons:

Table 8: FLS Program: Frequency of reasons for referral

Reason for Referral	Frequency	Percent (out of 81 cases)
Misbehavior	43	53.1%
Academics	34	41.9%
Aggression	24	29.6%
Other Reason	18	22.2%
Attendance	17	20.9%
Emotional Disturbance	16	19.8%
Anger Management	2	2.5%

Communities In Schools Program. The CIS program uses a Student Recommendation Form to enroll students as *Active Level 2* students. The form includes a list of risk factors referred to as "areas of concern." These are used to structure service provision and may emerge over time as the student is served and the SC identifies additional characteristics to address with service planning. Factors are grouped in two categories, Student and Family Characteristics as follows:

Table 9: CIS Student Recommendation Form: Student and Family Characteristics

Student Characteristics	Family Characteristics
1. Learning disabilities	1. Low socioeconomic status
2. Excessive after school work hours	2. Parents with low education levels
3. Teenage parent	3. Not living with both natural parents
4. High risk behavior	4. Low educational expectations
5. Poor academic performance	5. Low parent/guardian contact with school
6. Over age for grade	6. High family mobility
7. Low educational expectations	7. Large number of siblings
8. Low commitment to school	8. Family disruption
9. Misbehavior	9. Sibling has dropped out of school
10. Other	10. Lack of family conversations about school
11. Emotional disturbance	
12. Pregnancy	
13. High risk peer group	
14. Retained in grade	
15. Poor attendance	
16. Lack of effort	
17. No extracurricular activity	
18. Aggressive behavior	

Notably, not all students referred to formal one-on-one CIS programming will have a Recommendation Form because there are a variety of ways that students can access programming (e.g., self-referral because a student would like to be mentored by the CIS staff). A limitation of the CIS Data Management system (CISDM) is in its reporting as we were unable to examine specific risk factors that contributed to referral. As such, we report the frequency and range of risk factors by student. The range of risk factors for 49 *Active Level 2* students is 0 to 11, with an average of 3 (2.98) per student. Frequencies are as follows:

Table 10: CIS Program: Frequency of risk factors by student

Number of Risk Factors (per student)	**Frequency**	**Percent** (out of 49 cases)
No risk factors	7	14.3%
1	3	6.1%
2	15	30.6%
3	10	20.4%
4	5	10.2%
5	4	8.2%
6	1	2.0%
7	1	2.0%
8	1	2.0%
11	2	4.1%
	Total	100.0%

Preliminary perceptions. Narrative data from 17 school-based referrers at 12 of the 15 schools (80%) with a Family Support Program suggest that the referral process varies from school to school and district to district. Some school-based referrers describe the process as "simple," while others explain that confusion about the role of the Family Support Program and/or program staff complicates it. Preliminary themes suggest that perceptions regarding the referral process are complex and vary. The process appears to more readily implemented when school personnel have a clear sense of what the program is and believe that the program's objectives fit an unmet need. In schools that have existing programming with a similar goal and/or there is confusion regarding the program's function, there are far fewer referrals.

Narrative data from school-based referrers and program staff suggest that when there is comfort with CIS/FSL staff and there is an openness to engage them in more intensive work, there are more referrals. In schools in which principals and/or program staff have less understanding or support of the program, there are fewer referrals. It is unclear which factors limit or facilitate referral across all schools, but evidence suggests that context such as building leadership, district factors, politics, school culture, community factors, language, availability of service, etc. play a significant role. A program staff shared an example of a political issue impacting referral. He explained that when he began working in the school, building staff had their "guards up," confused about why a new person was hired when others had recently been laid off. The principal took the initiative to clarify where the funding came from for his position to allay concerns. In another school, a program staff perceives that his race and sex contribute to opportunities for referrals. He explains that he is an asset within a school community in which Black male role models are highly valued and is continually offered referrals. A final example of the complexity of factors affecting referral involves role expectations and school leadership. A program staff explained that a lack of "buy-in" from school leadership was making it difficult to promote the program and partner with teachers to obtain referrals.

There is clearly a district difference in the referral process. Bellevue Public Schools (BPS) has partnered with Lutheran Family Services to implement its program and have referred a total of five (5) students. Notably, BPS utilizes an existing model for supporting students called the Family and Student Empowerment or F.A.S.E. team.[19] As such, referrers in these buildings note that they haven't really had "the opportunity" to refer because the F.A.S.E. team process, an established and trusted way to work with families, is first exhausted before a referral might be made. This does not limit FSLs ability to work with students as an extension of, or support to, the work the FASE team does but it does impact how BPS approaches and uses the *Student/Family 90 Day Intervention*. In meetings with the F.A.S.E. team, BPS staff, FSL staff and evaluation team members, it was made clear that the district believes this is the most appropriate use of FSL staff because it allows the F.A.S.E. team to continue their work with families with whom they have established relationships and trust.

To alleviate anxieties expressed by schools unsure of the difference between the CIS and FSL programs, Learning Community staff and program managers created a flow chart to articulate a process for referring that highlighted program distinctions. Narrative data from CIS and FSL program staff indicate that they have partnered to manage referrals. Staff from both programs seem to agree that their approach is working because they feel they are able to successfully address student need by selecting the program with the best fit. School-based referrers from two (2) of the three (3) schools that actively host both programs appear to associate the FSL program with behavioral issues, while CIS is seen as an organization best suited for managing basic needs like providing glasses or coats. However, more data would need to be collected to determine the extent of this perception among school-based referrers and the extent of its effect (if any) on referral.

[19] A description of the F.A.S.E. team is as follows: The team's mission is to empower and support families and to enhance as well as nurture relationships within our community. Harnessing the power of these relationships is the key to meaningful change and growth. The nature of their work is as follows: To serve as a liaison between families and schools and community agencies, communicate and collaborate between parents, staff and other professionals and support students behaviorally, academically, emotionally, and socially. The team addresses issues like school attendance, student adjustment, and relationships. Some team members are licensed mental health practitioners who provide counseling or therapeutic interventions. The model involves home visits, counseling and prevention for high risk challenges (violence, harassment, drug and alcohol use, teenage pregnancy). Visits and support occurs at school, at home, or wherever the family is. Each team member is assigned a group of buildings to serve to foster that relationship and enhance the work of the school counselors by supporting them with resources and finding additional opportunities to support them in the buildings. Then, when it comes to children and families, team members use a wraparound approach to manage need. If there are siblings in multiple buildings, the team works to close that communication gap with the families. (Source: Personal communication with F.A.S.E. team member on 9/29/11)

C2. Program Implementation Information

"Getting my [staff] to understand what we do and to get buy-in totally to the program, it takes time just talking to them, saying, 'We can do this for you.'"

– Program Staff

"This is a new program and we really haven't had to refer. However, it's been a big help to have the additional help at school. To know someone is there…"

– School Based Referrer

"I get asked, almost every other day, 'What is it that you do?'… I'm explaining it, but are they getting it? When the results come and they actually see you doing things they understand."

- Program Staff

This section provides quantitative and narrative data describing how the programs are implemented in terms of schools targeted, services provided, populations served, and preliminary perceptions thus far.

Schools Targeted

A description of the school populations enrolled in Family Support Programming provides contextual information of the schools targeted by the programs.

How many students are enrolled in schools with Family Support Programs? The following tables provide a general description of the schools that implement Family Support Programs. Data from the 2009-10 State of Schools Report (Nebraska Department of Education) indicates that approximately 5600 students are enrolled in schools that utilize Family Support Programs.

Table 11: School affiliation and student enrollment in Family Support Program schools by district and subcouncil

		Subcouncil 2	Subcouncil 5	Subcouncils 2 & 5
Schools				
	OPS	6	3	9
	BPS	n/a	6	6
	Total	**6**	**9**	**15**
Students				
	OPS	1858	1932	3790
	BPS	n/a	1849	1849
	Total	**1858**	**3781**	**5639**

How many at-risk students are enrolled in schools with Family Support Programs? One of the Learning Community's objectives is to increase the academic achievement of students who are racial/ethnic minorities, speak English as a second language and/or receive free or reduced lunch. Data from all schools with a Family Support Program are used to illustrate these characteristics by subcouncil.

Table 12: Student population characteristics within Family Support Program schools by district and subcouncil

		Subcouncil 2	Subcouncil 5	Subcouncils 2 & 5
Ethnic/Racial Minority				
	OPS	90.5%	82.4%	86.4%
	BPS	n/a	25.1%	25.1%
	Total	**90.5%**	**54.4%**	**66.3%**
English as a Second Language				
	OPS	17.4%	58.5%	38.4%
	BPS	n/a	4.1%	4.1%
	Total	**17.4%**	**29.9%**	**25.8%**
Free or Reduced Lunch				
	OPS	92.1%	87.3%	89.6%
	BPS	n/a	46.7%	46.7%
	Total	**92.1%**	**67.5%**	**75.6%**

Services Provided – School Level

> *"I do lunch duty, breakfast, read to the kids…I think you need to be engaged to show the teachers…'I want to help you out.'" – Site Coordinator*

The activities that occur at the school level for both programs tend to involve school-wide events or daily routines. Because elementary schools operate similarly in these respects, the activities that program staff engage in are comparable across all schools and districts.

Family Support Liaison Program

Which services are provided? Narrative data suggest that program staff participate in a variety of activities that constitute *School-Focused Support* services.[20] Activities include: Meal duty (lunch and breakfast), security duty, staffing on and off site school events (e.g., Ice Cream Feed, Parent Days, Open House, Parent-Teacher Conferences), in-class observations, greeting students and families before and after school, recess duty and supporting school initiatives such as providing backpacks with food to students in need. In addition, a growing number of FSLs are coordinating the use of their school's attendance binder. This log is a living document, updated daily to track all students tardy or absent and the amount of instructional time lost. The FSLs then partner with the school to preventatively address emerging attendance issues by working with parents and/or students to find solutions.

Preliminary perceptions. Narrative data from two monthly staff meetings and a Reflection Session suggest that an emerging challenge for FSLs is to consider the meaning and intent behind any *School-Focused Support* service they participate in. The program director started to see evidence that activities the FSLs engaged in had little connection to supporting learning or developing relationships that would lead to a referral. To redirect staff, she has imbued staff meetings and supervisory sessions with strategies for finding more constructive ways to support the schools at this level.[21] Technology was noted as a barrier to accessing school-wide notifications regarding family nights or other events. A number of FSLs have not been granted permission to use the district's email system and missed (or almost missed) school community events. Other FSLs described strategies for working with the principal or IT department to find an appropriate solution.

Feeling as a part of the school's "family" is often described as a benefit to engaging in *School-Focused Support* as the trust built provides access to school staff, students and families that lead to referrals. One FSL explains that, "…being needed, feeling that you're doing a good service…" contributes to his satisfaction with his position and the quality of the work he's engaged in.

[20] The FSL database that will be used to capture both qualitative and quantitative service planning information has not been completed as of September 2011. Narrative data collected by the evaluation team as meeting and Reflection Session notes and a discussion with FSL staff are the source of this information.

[21] No data have been collected to confirm the success of this redirection but may be a part of a future inquiry.

Communities In Schools - Omaha

Early trends. Quantitative data from July through September 2011 reported by the CISDM system provide a description of service provider, service category and service provided for *Level 1* as follows: [22]

- 12 services have been implemented across all 4 CIS schools.
- 5 services were provided by the Site Coordinator.
- 6 services were provided as a partnership between the SC and school personnel.
- 1 service was provided by a community agency.
- Between 2 and 5 services are provided per school.

The categories used by CIS to describe the type of services provided and the frequency of their use are Family Engagement/Strengthening, Academic Assistance, Life Skills/Social Development, Basic Needs/Resources and Behavior Interventions. Within each service category there are groupings of associated services, like sub-categories. When these services are provided, the SC documents: the identified need or risk factor justifying it, a measurable goal (e.g., to improve academics), a description or strategy describing it and outcome data (e.g., how many fliers were handed out, how many students signed up for library cards). The following table illustrates the type of services associated with each service category and provides an example:

Table 13: CIS *Level 1* services by category

Service Category	Frequency	Service (frequency of service use)	Example
Family Engagement/ Strengthening	7	Parental / Family Involvement Activities (4) Family Education and Involvement (2); Parent Support (1)	Facilitating a Vision Event – a strategic planning process to inspire dialogue around how schools and families can partner more creatively to support student academic achievement.
Academic Assistance	2	Academic Services / Educationally Related Services (2)	Staffing the school's Open House, partnering with two local agencies to engage with families and encourage students to sign up for library cards and reading programs.
Life Skills/ Social Development	1	Leadership Skills Development (1)	Hosting a Leadership Workshop to empower students to understand the importance of being a leader in the school.
Basic Needs/ Resources	1	Social Services / Welfare (1)	Partnering with a local health center to host a Dental Fair where families are informed about dental care options.
Behavior Interventions	1	n/a	Supporting a school-based behavioral reduction strategy that is implemented when a student 'breaks a procedure.' The student is asked to reflect and refocus to encourage appropriate behavior.

Preliminary perceptions. Narrative data from program staff describe challenges with balancing their "CIS Mission" with opportunities to be perceived as a "team member." They note that while they are actively working to increase knowledge regarding what the program does or doesn't do, there are times when they are being sought after for help that doesn't advance their mission; it's not "what we do." Yet, they feel obligated to support teachers, principals, counselors, and other staff in order to be accepted within the school, be seen as an asset and to advance an understanding of what they do. At this level, a significant challenge noted was a lack of community resources available to address emergent school need. Site Coordinators explain that in situations where there are staff who may not be as "open" or "supportive" there are those who have "really helped out" and are "great." Data suggest that overall, SCs experiences indicate a mix of positive and negative reactions from

[22] These data were reported from the CISDM system.

school staff. In the cases where there is negativity, struggles emerging from a lack of knowledge of what the program is or what it does seems to be a significant contributing factor.

Services Provided - One-on-One Level

The approach that the Family Support Liaison and Communities In Schools programs take to serve students and families at the one-on-one level are distinctive. This section presents information to allow the unique features of each program's approach to be accurately represented.

Family Support Liaison Program

The FSL program divides one-on-one services into two categories, *Student-Focused Support* (informal) and *Student/Family 90 Day Intervention* (formal). Informal support is often directed by school staff who alert the FSL to an individual student's short- or long-term need. The FSL then provides a variety of non-intensive supports. For example, this may include sitting with an individual student in a classroom to prevent or manage any emotional outburst or behavioral issue that may interrupt the classroom environment and reduce that student's opportunity to participate in class. These services are perceived as essential for developing relationships with students that may lead to referral to the FSL program. Formal support takes the form of the *Student/Family 90 Day Intervention*. This comprehensive one-on-one service requires parental consent. Assessments are given to family and child to identify goals and structure a service plan to address academics and relevant social, emotional, behavioral, basic needs or other issues.

Early trends. Intake data are only collected on active students and their families because they have consented to receive services. The indicators available to describe the population of students and families served represent up to 31 students (out of 33 total active students).[23] An additional 39 students are awaiting consent to begin *Student/Family 90 Day Intervention* services, but until consent is signed, intake data are not collected.

Which students are being served? Only 11 of the 15 buildings that house the FSL program have active students with corresponding intake data. In three schools, there had been no referrals (as of 9/21/11) and in the remaining school, there has been staff turnover and therefore, no staff available to refer to. In these 11 FSL buildings between 2 and 14 active students are being served. An average of students served by building is not provided because outliers skew the number.

Demographic Category (n=31)		**Frequency**
Grade	Kindergarten through 3rd grade	15
	4th through 6th grade	8
	Missing data	8
	Total	**31**
Gender	Females	5
	Males	24
	Missing data	1
	Total	**31**
Race/ Ethnicity	Hispanic/Latino	4
	Native Indian/Alaska Native	1
	Black/African American	18
	Caucasian	2
	Multiple	3
	Missing data	6
	Total	**31**
ELL Status	English Language Learner	4
	Not English Language Learner	24
	Missing data	2
	Total	**31**
FRL Status	Eligible for FRL	28
	Not Eligible for FRL	0
	Missing data	2
	Total	**31**

Demographic data show that almost twice as many students in the younger grades (K-3rd) are served as compared to the older grades (4th-6th). There are far more males served than females (83%). A vast majority of students are of a racial/ethnic minority group (93%) with the greatest percentage being African American/Black (64%). Most students are English speaking (86%). Finally, all

[23] There is data missing from the information reported to the evaluation team on 9/26/11. Because the FSL program is in its first month of operation, this is expected. The evaluation team recently presented these data to the program (9/30/11) which has resulted in increased efforts to collect clean data.

students receive Free or Reduced Lunch (100%).

Academic data using teacher ratings of perceived student performance on math, reading, and writing standards were collected on 19 students. These data will be collected again at the end of the year and validated by teacher, program staff and parent data. Teachers rated students as "exceeding," "meeting" or "below" standards. The following figures describe teacher ratings gathered by subject:

Figure 8: Teacher Ratings in **Math**

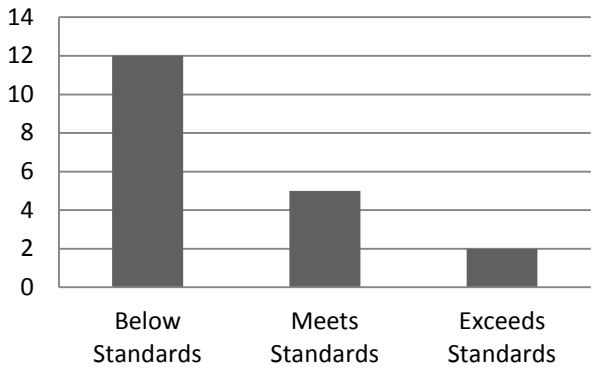


Figure 9: Teacher Ratings in **Reading**

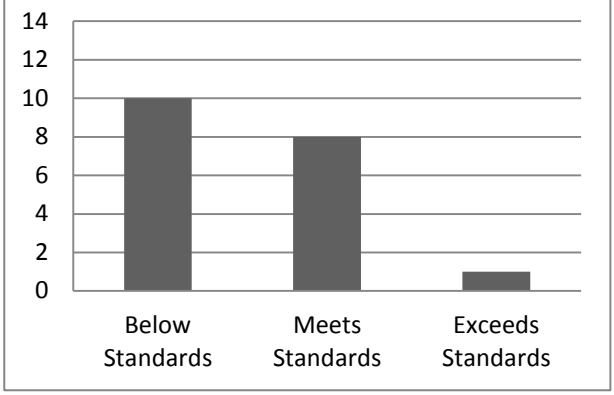
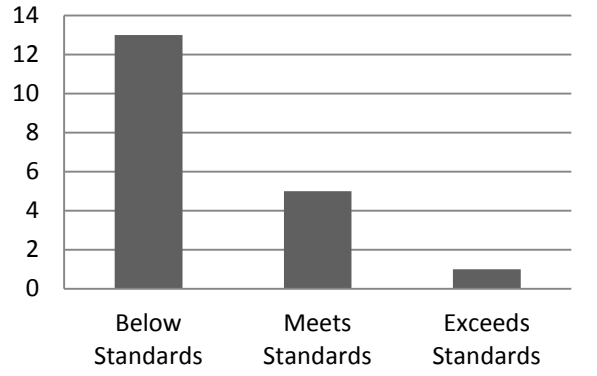


Figure 10: Teacher Ratings in **Writing**



What parent engagement characteristics are exhibited by parents? The evaluation team and Family Support Liaison management team agreed to use the Parent Improvement Project (PIP) family engagement assessment as a point in time description of parent's beliefs and experiences around engagement (Hoover-Dempsey and Sandler, 2005). The parent fills out the assessment him or herself. The three sub-scales elected for use include: 'Beliefs,' 'Valence,' and 'Self-Efficacy.' The first two are used together to rate the parent's beliefs regarding how parent involvement should be (passive or active) and the connection they personally have to school (toward or away). The results from 23 parents show that the majority of them are oriented toward the school and believe that they should take an active role in supporting their child's education. The final sub-scale rates the extent to which the parent believes he/she is capable of helping their child succeed in school. Results from 22 parents indicate that a majority (55%) have a high sense of self-competence in being able to navigate the school system and understand the most effective ways of supporting their child's education. A significant proportion (36%) are in the middle area, which denotes that they at times, feel able, while at other times, are unsure they have the capacity for supporting their child's education. Notably, there are two parents who fall into the low category.

Table 14: Parent engagement ratings for parents of students served by *Student/Family 90 Day Intervention* services

Parent Engagement Ratings by Subscale (n=22)			**Frequency**
Parent Engagement	Toward & Active		19
	Away & Active		4
		Total	**22**
Parent Self Efficacy	Low Self Efficacy		2
	Mid Self Efficacy		8
	High Self Efficacy		12
		Total	**22**

What services are provided as Student-Focused Support? Narrative data suggests that *Student-Focused Support* services are relationship focused. Primarily, students are identified by school staff who recognize a need and ask the FSL to provide support. The FSL may engage in a discussion with the child during lunch, give a special hello before school, introduce him/herself to the child's family when the student is picked up, toss around a basketball with the student during recess or provide homework help afterschool. Although FSLs document their engagement with students at the *Student-Focused Support* phase, this documentation was not included in this report. Narrative data suggest that informal engagement with program providers allows students to develop relationships with staff that facilitates an understanding of the individual child's needs and may lead to a referral. In the cases where it does not lead to a referral, it may provide direction for a better way to support the child or family best provided using an alternative resource.

What services are provided as Student/Family 90 Day Intervention? There is little narrative data to describe the nature of services provided at this level. This is because during data collection, few FSLs had active clients who had completed intake paperwork and a service plan, processes which take a minimum of 14 days. Two service plans were forwarded to the evaluator for review, but are not included in this analysis because they cannot accurately illustrate range of services provided.

Preliminary perceptions. Narrative data from meeting notes with school leadership suggest informal support is perceived to have a positive impact on the educational climate of the classroom and school. Program staff's knowledge of the student helps diffuse behavioral or emotional issues more effectively, before a major disruption occurs. However, it is quite early and insufficient data have been collected to validate this across schools.

Communities In Schools Program

The Communities In Schools program terms its one-on-one services as *Level 2.* This involves providing tailored support to students by creating a case plan that includes goals and brokering in (or providing) appropriate services to help the student reach his/her goals. The student's progress is monitored and adjusted over time. This comprehensive service approach requires parental or guardian consent. When consent is signed, the student is termed an *Active Level 2* student. Information on 'pending' students is not collected within the CISDM system, but is recorded by Site Coordinators.

Early trends. Indicators available to describe Active *Level 2* Students are limited but include grade, students per building, and general service plan information.

Which students are being served? A total of 36 students are being served as *Active Level 2* students.[24] In the four CIS buildings, 4-18 students are being served per school. No average of students served is provided because one building with an outlier skews the mean. About half of students served are enrolled in the younger grades (K-3rd) as compared to the older grades (4th-6th). There is only a difference of two students. Demographic information such as ELL status, FRL status, and race/ethnicity is not provided in this report because of limitations of what was reported by CISDM.[25]

[24] Data were reported to the evaluation team on 9/26/11.

[25] Demographic data are captured in CISDM system but it was not possible to access it in time for the writing of this report.

What services are provided? The CISDM system collects information on the amount of time (in hours) spent on each service. For August through the third week of September, 2011, 145.8 hours of services have been provided to 36 students. That represents an average of 4.05 hours of service per student over 7 weeks. There is wide variation by student. Further review of data collected show that variation is likely due to the type of service and the student's need. For example, there are services provided that do not include a time estimate such as, connecting a parent with a community service provider or obtaining a donation for a bike helmet. It also appears that the data are incomplete as services including discussions with the student to redirect negative behaviors were inconsistently accompanied by a time estimate.

The CISDM report provides data illustrating the proportion of time spent on services from August through September, 2011. Enrichment/Motivation activities are most frequently provided (56.2%) followed by Behavior Interventions (26.9%), Basic Needs/Resources (11.4%), Professional Physical Health/Professional Mental Health (4.0%) and Academic Assistance (1.3%). The following table describes the service categories for *Active Level 2* students with the proportion of time spent on those activities and an example.

Table 15: Services provided to *Active Level 2* Students

Service Category	Proportion of Time Spent	Service	Example
Academic Assistance	1.3%	Academic Services / Educationally Related Services	Providing a student with a tutoring session.
Enrichment/Motivation	56.2%	Having a readily available person to talk to	Talk about goals and how the student's behavior affects achieving the goals set.
Basic Needs/Resources	11.4%	Resources	Assistance obtaining Social Services/Welfare
Behavior Interventions	26.9%	Safe Place to Hang Out	A behavioral redirection strategy along with Character Counts behavioral module.
Professional Physical Health and Professional Mental Health	4.0%	Health Care/Medical Service	Purchase of prescription medication for student.

Preliminary perceptions. Narrative data suggest that service brokering entails a unique set of challenges that is affected by availability of service, cost and district approval of service providers. Little time was spent deconstructing these issues during the Reflection Session[26] and therefore, more detail is not available to articulate perceptions on this. One SC explained that it was difficult to prioritize referrals. Referrals reasons are wide ranging, from severe behavioral needs to keeping an eye on a student and ensuring that she or he "stays ahead" or to "just keep doing well."

d) Considerations for This Program Year

What's working well?[27]

Programs partner with evaluators. It is clear that both programs are considering strategies to strengthen their approaches to programming. Staff and management are open to participating in evaluative activities facilitated by the UNMC evaluation team as evidenced by their contribution to these activities and interest in receiving the results. Both programs have provided feedback to the evaluation team to ensure that the design of the

[26] The topic of the only Reflection Session held with CIS site coordinators was to discuss their experiences in schools which touched upon but did not focus on these challenges.

[27] Because data are limited and programming has only begun recently, there is no program outcome data to report at this time.

evaluation provides useful information that will support the work they do to best address the needs of students and families, particularly in terms of academic performance. Reflection Sessions held with both programs were described positively. Perceptions suggest that the sessions provided an opportunity to discuss ways to improve program processes across schools and provide an opportunity to receive feedback on challenges. The FSL program has begun infusing evaluation information into monthly staff meetings to ensure that data collected are of high quality and to prevent mission drift.

Individual students are being served by Family Support Programs. While there is little data describing one-on-one programming at this time, students referred for service include those that the Learning Community intended to target. Approximately two thirds of students are below standards in math, reading and writing, with the remaining third rated as meeting standards across the three subjects. Narrative data suggests that families show an interest in participating in the programs, although it appears their children are less likely to be highly at-risk. In these situations, it appears that parents perceive the services as preventative.

Areas to strengthen

Generating 'buy-in.' Efforts to clarify the objectives of the programs should be made available to the school leadership and all staff to develop a shared understanding of programmatic goals, process and staff roles. This is critical for the programs to fully realize their potential. Program staff believe that this may allow staff to engage more fully in programming and access appropriate referrals.

Academic Achievement and Attendance

Data show that both programs balance family/student need in areas that are proximally related to academic achievement such as behavior, emotional support, and help with basic needs. Programs should review early evaluation data to consider changes to their program models or to their data collection systems to better impact, or reflect, the effect of their work on academics.

Limitations of this report

The data contained in the report are extremely limited owing to the short period from which data were collected, as well as the different data sources used. As has been noted throughout the entirety of this report, the information shared should be interpreted as a point in time picture of very early program implementation data, not a statement describing program's impact on students, their families or schools.

e) Appendix

Telephone Script for Referral Questions | Developed by UNMC for this project

1. What contributes to the team's decision to refer?
    a. For CIS/LFS shared schools: How is the decision to refer to CIS or LFS approached?
2. Describe your experiences with the referral process.
3. What is your role (e.g. the school's role) after a student has been referred?
    a. For CIS/LFS shared schools: How might this differ for students referred to CIS and LFS?

Parent Questionnaire, Parent Involvement Project, Study 4 | Hoover-Dempsey and Sandler, 2005

Part 1: Beliefs

I believe it is my responsibility…

1. …to volunteer at the school
2. …to communicate with my child's teacher regularly.
3. …to help my child with homework.
4. ...make sure the school has what it needs.
5. ...support decisions made by the teacher.
6. ...stay on top of things at school.
7. ...explain tough assignments to my child.
8. ...talk with other parents from my child's school.
9. ...make the school better.
10. ...talk with my child about the school day.

Part 2: Relationship Toward School

1.	My School:	disliked	1	2	3	4	5	6	liked
2.	My Teachers:	were mean	1	2	3	4	5	6	were nice
3.	My Teachers:	ignored me	1	2	3	4	5	6	cared about me
4.	My school experience:	bad	1	2	3	4	5	6	good
5.	I felt like:	an outsider	1	2	3	4	5	6	I belonged
6.	My overall experience:	failure	1	2	3	4	5	6	success

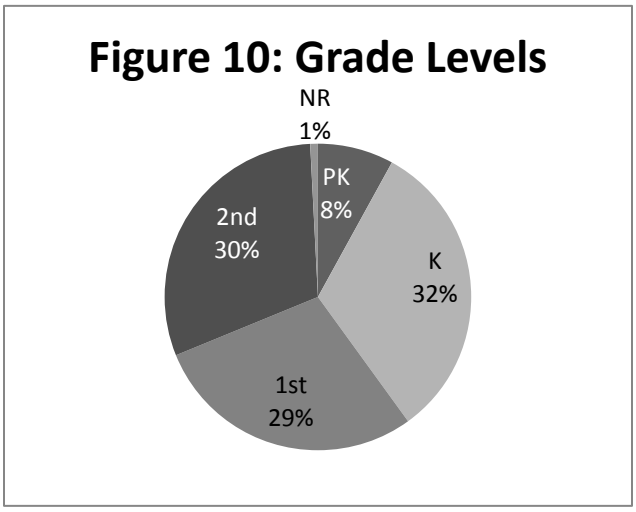
Part 3: Self-Efficacy

1. I know how to help my child do well in school.
2. I don't know if I'm getting through to my child.
3. I don't know how to help my child make good grades in school.
4. I feel successful about my efforts to help my child learn.
5. Other children have more influence on my child's grades than I do.
6. I don't know how to help my child learn.
7. I make a significant difference in my child's school performance.

Section D: Other

An Enhanced Summer Program

This district offered an enhanced summer program combined with a family engagement focus in six elementary schools. Data were reported for 125 students, ranging from pre-kindergarten through second grade. Of these, 66% were self-identified by the parent or other adult caregiver as being economically disadvantaged and 14% were identified as being limited English proficient. The grade levels of the students served were evenly distributed across K, 1st, and 2nd grades, with fewer served who were siblings and in pre-kindergarten. Data was not reported for one student.



The average number of days attended varied only slightly when analyzed by grade level (Table 16). Overall, students attended 88% of the total days possible (12) and parents or other adult caregivers participated 73% of the days possible (3).

Table 16: Average Days of Participation

Grade Level	Average Days of Instruction	Average Days of Family Participation
PK	9.5	2.6
K	10.7	2.0
1st	11.3	2.3
2nd	10.3	2.2
Overall	10.6	2.2
Possible	12	3
Participation	88%	73%

This district completed numerous measures of academic performance with student participants. Mean results on each of the measures is listed below in Table 17, separated by reading, writing, or mathematics. Differences from pre to post are reported in the final column, although it should be noted that the span of time varied for some assessments. Most were gathered at the beginning and end of the program; some, however, were gathered in the spring (May) and in the fall of 2011 (August). Those that were gathered fall to spring were noted as such in the "Measure" column.

For context, growth table scores from the fall (2010-11 or 2011-12, so noted in the "Growth Table Fall" column) were listed at the 50th percentile. The purpose of this is to provide context to the reader. Were student scores at post on the identified measure above, at or below the 50th percentile? For example, for the pre-kindergarten students, according to the AIMSWeb growth table, a score of 6 correct responses on the Letter Naming Fluency assessment would be at the 50th percentile. Students in the summer program had a mean score of 18.7, well above the 50th percentile and in fact, would fall into the 75th percentile category.
All of the post ratings were at or above the 50th percentile with the exceptions of the Writing Sample assessments. For these, separate rubrics are used to rate writing samples for kindergarten through second grade children.

Table 17: Student Achievement Changes

Grade Level	Measure	Growth Table Fall score at 50th %ile	Reading-Pre	Reading-Post	Writing-Pre	Writing-Post	Math-Pre	Math-Post	Difference	Above 50th %ile?
PK	LNF	6[3]	18.1	18.7					+0.6	Yes
PK	PSF	NA[4]	4.9	8.6					+3.7	Unk
PK	NI	5[4]					19.3	24.8	+5.5	Yes
PK	OC	17[4]					28.9	33.0	+4.1	Yes
K	PSF[1]	8[4]	10.7	37.8					+27.1	Yes
K	LNF	21[3]	38.4	36.2					-2.2	Yes
K	LSF	5[3]	26.7	31.0					+4.3	Yes
K	PSF	8[4]	36.0	47.0					+11.0	Yes
K	NWF	NA[4]	15.5	29.5					+14.0	Yes
K	NI[2]	33[4]					26.1	64.8	+38.7	Yes
K	OC	39[4]					56.7	65.0	+8.3	Yes
K	WS	NA			9.8	11.1			+1.3	Unk
1	R-CBM[1]	13[3]	45.9	48.7					+2.8	Yes
1	PSF	41[4]	43.8	53.9					+10.1	Yes
1	NWF	34[4]	51.5	50.4					-1.1	Yes
1	R-CBM	13[3]	38.5	50.9					+12.4	Yes
1	MC	9[4]					8.9	13.3	+4.4	Yes
1	WS	NA			13.4	18.2			+4.8	Unk
2	R-CBM[1]	72[3]	71.5	64.4					-7.1	No
2	SMI[1]	220[5]					264.2	265.0	+0.8	Yes
2	R-CBM	72[3]	52.4	54.7					+2.3	No
2	MC	16[4]					25.5	17.9	-7.6	Yes
2	WS	NA			10.9	13.5			+2.6	Unk

Note: [1]Compared spring 2011 to fall 2011; [2]Compared spring 2011 to end of program; [3]Fall 2011-12 growth table score at 50th percentile; [4]Fall 2010-11 growth table score at 50th percentile; [5]Range for SMI proficiency in grade 2 begins at 220

Reading:

Letter naming fluency (LNF): Pre-kindergarten and kindergarten students were assessed pre and post. While pre-kindergarten students gained 0.6 on the LNF, kindergarten students declined slightly (-2.2).

Letter sound fluency (LSF): Kindergarten students were assessed pre and post, and made a gain of 4.3.

Phoneme segmentation fluency (PSF): Pre-kindergarten, kindergarten, and first grade students were assessed pre and post. Pre-kindergarten students made a gain of 3.7. Kindergarten students were assessed pre and post the program, as well as assessed comparing May to August. Students gained 11.0 points comparing beginning to end of program, but gained more when comparing May to August (+27.1 points). First grade students gained 10.1 points.

Nonsense word fluency (NWF): Kindergarten and first grade students were assessed pre and post. Kindergarten students made a gain of 14.0 points whereas first grade students declined 1.1 points.

Curriculum based measurement-reading (CBM-R): First and second grade students were assessed pre and post. First grade students were compared in two ways—comparing May to August (+2.8 points) and also comparing pre to post program (+12.4 points). Second grade students were also compared both ways—comparing May to August (-7.1 points) and also comparing pre to post program (+2.3 points).

Writing:

Writing Sample (WS): Writing samples were used for kindergarten, first, and second grade students to measure performance pre and post program. Kindergarten students gained 1.3 points, first grade students gained 4.8 points, and second grade students gained 2.6 points.

Mathematics:

Number identification (NI): Pre-kindergarten and kindergarten students were assessed pre and post; however, the kindergarten students were assessed in May 2011 and then at end of program rather than at the beginning of the program. Pre-kindergarten students gained 5.5 points. Kindergarten students gained 38.7 points.

Oral counting (OC): Pre-kindergarten and kindergarten students were assessed pre and post. Pre-kindergarten students gained 4.1 points whereas kindergarten students gained 8.3 points.

Math computation (MC): First and second grade students were assessed pre and post. First grade students gained 4.4 points while second grade students declined by 7.6 points.

Scholastic Math Inventory (SMI): This measure was used only with second grade students. Overall change comparing spring 2011 to fall 2011 was very small (+0.8). As an aggregate group, students started and ended within the "Proficient" level.

Overall, the enhanced summer program appeared to have beneficial impacts on student participants.

The Use of Literacy Coaches

This district hired literacy coaches to work within two Title I school buildings from January through May. One building served 359 students with 46% eligible for free/reduced lunch and 6.3% being English language learners; the other building served 260 students, with 61% eligible for free/reduced lunch and 13.6% of students being English language learners.

The purpose of the coaches was to work with classroom teachers to improve their ability to teach literacy content. Coaches helped teachers to use instructional strategies associated with improving student learning; thus, closing or narrowing the achievement gap in reading. Coaches collaboratively worked with teams to develop and monitor the classroom implementation of highly effective lessons designed to teach reading strategies and skills that would improve student learning. It helped classroom teachers, by supporting reading specialists, in their work with students who were not proficient in reading. Students in Kindergarten through 4th grade were served at these two schools in the district.

Because of the utilization emphasis of this evaluation, focus group discussions were held to better understand the experience of the teachers and the coaches in this program. Three focus groups were held (teachers at site 1, teachers at site 2, and coaches across both sites). Focus group conversations were on the following topics: what has been gained from having literacy coaches, what have been some of the barriers with a coaching model, feedback on management within the guided reading block, and feedback on literacy stations.

There were many benefits to the literacy coaching model. These included improved motivation, collaboration, effectiveness, and higher level teaching. Teachers viewed their students as enjoying working with the literacy coaches, they liked having the extra attention, and it made them want to learn. Also, teachers appreciated the collaboration because the coaches provided them more materials to utilize. It helped teachers to learn about new things they had never done before. They also reported that it was beneficial to "bounce ideas off" of another person and to observe others' teaching. Literacy coaching experiences helped teachers to review all of the things they were doing, "get rid of the fluff," and implement teaching based on district standards in a more effective way. Lastly, coaches helped aid teachers in a way the teachers "would not have had time to do" otherwise. Meaning, 'good ideas' were turned into something useable because of the help and assistance of the coach.

Some barriers identified by teachers and coaches centered on communication, timing, and uniformity. As is common with change, teachers and coaches reported needing additional time to develop a shared understanding and vision of the program. Some of the barriers mentioned included confusion, timing, scheduling, and lack of uniformity. When this program rolled out, many teachers were not sure what the model was supposed to be, and therefore they didn't know the right questions to ask or how to make the best use of the coaches. The program started in the second semester and schedules were already set. The groups reported that having a set time for coaches to come into the class for shared planning could make a huge difference in the future. Additional planning time, coaching time, and time to debrief would be more beneficial. How the program was implemented varied across teachers and coaches. Some teachers were helped more in the beginning and some toward the end of the term. Some coaches provided teachers with more resources than other coaches. Some coaches had set times while others did not. In addition, some of the coaches were less familiar with the age/grade level of students targeted by the teachers they were serving. Some felt it could have been better if the coach was someone that had familiarity with the grade level and knew the developmental appropriateness of the tasks suggested. A small number of teachers reported feeling as though coaches were making judgmental comments about classroom management when the teachers believe the focus of the coaching should have been about teaching reading.

Feedback on the guided reading blocks was overwhelmingly positive. When discussing the guided reading block, teachers were pleased with the attention students received and the ability to correct distractions. Some of the teachers in the program had an assistant in class during assigned reading time. It was a bonus when the reading

coach came in because there were three adults in the room to provide students more individualized attention. This extra attention helped exceptional learners too, in that the coaches helped with making sure the very high level readers were challenged without taking time away from other students. Also, having the coaches in the room helped correct distractions and disruptions in the learning environment. Teachers and coaches reported that in the halls students would ask about the activity for the day and inquire about specific things they enjoyed.

Responses about literacy stations varied based upon the experience of the teacher. New teachers reported much value out of the work with the literacy coach and it helped them implement the stations in a better way. Concerning resources, newer teachers reported that selection improved and the students were more engaged by the new and interesting things in the centers. For those who expressed an improvement in their literacy stations, they appreciated the additional resources and the connections made between reading and writing. For more experienced teachers, coaches helped refine the centers and suggested a few small improvements. Lastly, teachers and coaches reported improved connections were made between reading and writing. This was attributed to coaches being able to go into multiple classrooms, see what others were doing, and help individual teachers with components to connect the writing center to reading.

In conclusion, the literacy coaching program benefitted teachers by providing new instructional strategies for improving student learning and it benefitted students by improving the time on task with learning and creating more opportunities for individualized instruction. Feedback on the guided reading block and literacy stations was positive. Improvements to the overall literacy coaching process could be made by increasing shared planning, coaching, and debriefing time, as well as time for developing a shared understanding and vision of the coaching model. Most importantly, teachers and coaches agreed that students became more excited about reading and were really motivated to want to read.

The district also completed its own evaluation report of the Literacy Coaching program. The following is a synthesis of their program evaluation findings. Results could not be inserted into this report directly due to the district being named in the evaluation report, it being provided in PDF format only, and the length of the report. Key points are summarized below:

- Two Title I schools implemented the literacy coaching model and a third Title I school served as a control group
- Findings:
    - Targeted Students--"While large differences were not seen, in most of the grade levels, fewer students ended the year scoring below the cut scores, which had been determined at the outset of the intervention."
    - Teachers—"The surveys completed by the teachers who received literacy coaching found that overall, all of the teachers perceived themselves as having improved over the course of the second semester."
- Discussion:
    - Literacy coaching is a Tier 1 support ("something that all students could potentially benefit from as it strengthens the core instruction received by every student in a classroom").
    - "In planning for next year, all students in grades K-6 will be included in the analysis of achievement scores."

Summary of Other Programs

The two programs described in this evaluation report accomplished the tasks proposed for their programs. Together, these two programs served 744 students, with 55% being economically disadvantaged and 10% being English language learners.

Implementation and evaluation of these programs might benefit from shared vision, implementation, and evaluation plans being developed within the evaluation team and the primary intended users of the evaluation results. Therefore, it will be recommended that shared planning time be identified and written evaluation plans for "Other" programs are developed within 60 days of grant award notification.

Conclusions

The Learning Community funded a variety of programs to serve its mission of overcoming barriers to student achievement. The evaluation used diverse methods, combining quantitative and qualitative approaches, to describe the quality and nature of programming of Extended Learning, Jump Start Pre-Kindergarten, Family Support, and other programs. Overall, the evaluation results of the funded programs were positive and suggest that the Learning Community's efforts are accomplishing two overarching tasks: (1) programs appear to be using evaluation data for improvement and (2) early returns on student learning suggest they are improving.

Extended Learning Programs. Evaluation results were positive. The programs served the targeted student population. A total of 24 programs served 1,701 students in extended learning programs. Approximately 86% of students were economically disadvantaged and 30% were English language learners. Spring break programs served an additional 461 students at least three of the offered five days of programming, although some of these may be duplicated in the numbers of students served in the other extended learning programs. The programs were generally of high quality, student behaviors improved, and feedback from parents supported continuation of the programs. The measured quality of the programs has continuously increased. Across all programs, average external observation ratings exceeded the Nebraska Department of Education Indicators of Quality rating across domain and overall scores. Teacher ratings illustrate that student performance improved from fall to spring in categories that relate to academic performance such as: completing homework on time, homework quality, participation, volunteerism, attendance, being attentive in class, student behavior in class, academic performance, their peer interactions, and family support of student learning. Parent surveys indicate that parents are pleased with program offerings and would like the program to continue. Communication between the program staff and parents was noted as an area of improvement. Students receiving the spring break extended learning intervention earned significantly higher NeSA reading and mathematics raw scores than those of students who were invited to attend (could have benefited) but did not, thereby serving as a control group.

Jump Start Pre-Kindergarten Programs. Evaluation results were encouraging and indicate that students benefited from the programming provided by these early learning opportunities. These programs also served the targeted student population. A total of four programs served 156 students, with 74% of those being from economically disadvantaged families and 52% being English language learners. The overall goal for these programs was to improve children's readiness for kindergarten. Pre-kindergarten students significantly improved on the Bracken School Readiness Assessment (4.28 standard score points). The group moved from just the beginning of the average range closer to the mean of 100 (moving from 85.85 to 90.13). Quality of implementation was measured in one program (as a pilot) using a classroom quality measure, the Classroom Assessment Scoring System (CLASS). Scores across the domains of emotional support, classroom organization, and instructional support exceeded the benchmarks expected, suggesting that future evaluation efforts include the CLASS observation in all pre-kindergarten classrooms. Parent feedback on the value or usefulness of the Jump Start programs was overwhelmingly positive. It is recommended that a uniform parent survey be collaboratively developed and administered across all funded programs in the future.

Family Support Programs. Limited data from one month of operation suggests that Family Support Programs are targeting at-risk students for formal one-on-one services for a variety of reasons, ranging from attendance and academic issues to behavioral intervention and to addressing basic needs. Referral is a complex and varied process, perceived both positively and negatively by program staff and school based referrers. Preliminary perceptions indicate that context such as building leadership, school culture, district factor, community composition, language, and availability of service play a significant role in facilitating or limiting referrals. Perceptual data suggests that services provided to the entire school population vary and typically include: meal duty, security duty, staffing on and off site school events, in-class observations, greeting students, recess duty and coordinating attendance records. Data describing services provided one-on-one to students was not yet available for review, but population data suggests that the majority of students being served are rated below

standards in math, writing, and reading and are therefore positioned to benefit from both programs' targeted service approaches.

Recommendations include clarifying the program purpose and role expectations with school staff including leadership and teaching staff to optimize program use within all schools. Programs should review early evaluation data to consider changes to their program models or to their data collection systems to more accurately impact or reflect the effect of their work on academics in addition to behavioral, emotional, or mental health outcomes.

Two other programs were funded by the Learning Community. These included a literacy coaching model and an enhanced summer program that combined Jump Start pre-kindergarten, summer school programming for K-2 students, and a family engagement component. These programs served 744 students, with 55% being economically disadvantaged and 10% being English language learners.

These programs appear to have been beneficial to stakeholders; however, it will be recommended that future "Other" programs and the evaluation team work closely together to develop a shared understanding of the program, a shared understanding of the implementation of the program, and a written evaluation plan. Ideally, this would be completed within 60 days of grant award notification.

Overall, the programs evaluated in this report served the students that the Learning Community targeted and provided quality programming. Between 2600 and 3000 students were served (range allows for possible duplication of students in different extended learning components). When applicable, outcomes related to academic achievement were measured and in general, data show that students benefitted from the additional resources that Learning Community provided. Although there are still improvements to be made, the foundation for closing the achievement gap has been laid and with continued efforts that address opportunities for improvement, additional gains are expected.

Recommendations

1. It is recommended that the evaluation gather student state identification numbers (NSSRS numbers) and NeSA reading, writing, mathematics and when available, science scores over time. The true impact of Learning Community participation can best be measured over multiple years.

2. It is recommended that the CLASS be added to the evaluation plan with future Jump Start pre-kindergarten programs and that programs explore professional development training with a focus on elements included within the CLASS observation domain of "Instructional Support."

3. It is recommended that a standard format for a parent survey for Jump Start pre-kindergarten programs be developed in collaboration with the funded programs.

4. It is recommended that efforts to clarify the objectives of the Family Support Liaison and Communities in Schools of Omaha programs should be accomplished with school leadership and all staff to develop a shared understanding of programmatic goals, processes, and staff roles.

5. It is recommended that special programs funded through the Learning Community include time for developing a shared vision, implementation of the program, and that a written evaluation plan be developed with this evaluation team and the program primary intended users, and submitted to the Learning Community within a period of no greater than 60 days from time of grant award approval.

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Section V – State Aid and Common Levy Analysis

The Learning Community Coordinating Council (LCCC), through §79-2104, is given the responsibility to annually set a common levy for general funds and a common levy for special building funds. Prior to certification of these common levies, the Budget, Finance, and Audit Subcommittee of the LCCC held a joint meeting with representatives of the 11 Member School Districts in the Learning Community to receive their feedback on the level at which these levies should be set. Taking their comments into account, the LCCC approved a General Fund Levy of $0.95 and a Special Building Fund Levy of $0.00. These levels represent no change to the levy rate from the previous year and the consensus supported by the Member School Districts.

The 2011/2012 fiscal year is the 3rd year in which the LCCC has set common levies; however, it is only the second year in which State Aid was distributed through the Learning Community by pooling the components of the State Aid formula for each Member School District in the Learning Community. In the first cycle, the Nebraska Department of Education certified State Aid directly to Member School Districts, independent of the Learning Community. Because of this, the following review will be limited to the 2010/2011 and 2011/2012 fiscal years.

The three tables that follow illustrate 1) the difference between pooled State Aid and individual State Aid; 2) the difference between proceeds from a common levy and individual district levies; 3) and, finally, the difference between funding from pooled State Aid in combination with the common levy and individual district State Aid combined with an individual levy.

Table 1: Pooled State Aid and Individual State Aid

School District	2010/2011			2011/2012		
	Pooled State Aid	Individual State Aid	Pooled minus Individual	Pooled State Aid	Individual State Aid	Pooled minus Individual
Bellevue Public Schools	$39,426,954	$52,553,659	**($13,126,705)**	$35,115,335	$50,077,554	**($14,962,219)**
Bennington Public Schools	$4,492,613	$4,186,965	**$305,648**	$4,282,328	$3,463,126	**$819,202**
DC West Community Schools	$2,840,264	$158,706	**$2,681,558**	$2,620,587	$240,537	**$2,380,050**
Elkhorn Public Schools	$17,526,765	$5,012,319	**$12,514,446**	$16,896,890	$3,879,134	**$13,017,756**
Gretna Public Schools	$9,251,923	$7,872,338	**$1,379,585**	$8,926,853	$7,958,289	**$968,564**
Millard Public Schools	$82,821,684	$76,330,585	**$6,491,099**	$72,057,188	$63,182,764	**$8,874,424**
Omaha Public School	$168,152,999	$203,866,248	**($35,713,249)**	$156,604,505	$193,608,493	**($37,003,988)**
Papillion-LaVista Public Schools	$31,680,768	$34,306,718	**($2,625,950)**	$29,076,411	$29,620,959	**($544,548)**
Ralston Public Schools	$12,475,691	$8,950,840	**$3,524,851**	$10,971,245	$6,636,065	**$4,335,180**
South Sarpy District #46	$4,392,139	$163,540	**$4,228,599**	$3,966,042	$171,384	**$3,794,658**
Westside Community Schools	$35,269,274	$15,878,978	**$19,390,296**	$31,097,968	$15,365,824	**$15,732,144**
Total	**$408,331,074**	**$409,280,896**	**($949,822)**	**$371,615,352**	**$374,204,129**	**($2,588,777)**

As the table above illustrates, the move from determining State Aid individually to pooling the components and disbursing based on relative percentage of stabilized needs has, in total, provided less aid to the Learning Community. This is caused by the fact that the resources of some districts within the Learning Community outpace their formula needs. Under the Individual State Aid scenario, those districts whose resources exceed their needs would simply receive no equalization aid. Under the Pooled State Aid scenario, formula resources from all districts are netted from formula needs of all districts, so those districts described above actually contribute a negative amount of equalization aid to the Learning Community as a system.

It is also noteworthy that, in both years, the State Aid of Omaha Public Schools and Bellevue Public Schools decreased the most. Conversely, Westside Community Schools, Elkhorn Public Schools, and Millard Public Schools gained the most State Aid from this new pooling arrangement.

Table 2: Common Levy Proceeds and Individual Levy Proceeds

School District	2010/2011			2011/2012		
	Common Levy Proceeds (CL)	Individual Levy Proceeds (IL)	CL minus IL	Common Levy Proceeds (CL)	Individual Levy Proceeds (IL)	CL minus IL
Bellevue Public Schools	$35,247,267	$22,718,022	**$12,529,245**	$36,537,455	$22,818,183	**$13,719,272**
Bennington Public Schools	$6,117,636	$6,659,889	**($542,253)**	$6,004,532	$7,060,738	**($1,056,206)**
DC West Community Schools	$3,506,595	$6,480,009	**($2,973,414)**	$3,377,277	$6,806,353	**($3,429,076)**
Elkhorn Public Schools	$22,165,291	$34,501,725	**($12,336,434)**	$23,045,686	$35,999,897	**($12,954,211)**
Gretna Public Schools	$12,190,177	$13,478,204	**($1,288,027)**	$12,669,485	$13,909,114	**($1,239,629)**
Millard Public Schools	$81,324,571	$85,390,907	**($4,066,336)**	$78,324,795	$86,152,765	**($7,827,970)**
Omaha Public School	$212,151,046	$180,170,650	**$31,980,396**	$216,566,147	$180,885,625	**$35,680,522**
Papillion-LaVista Public Schools	$40,380,711	$38,259,304	**$2,121,407**	$38,911,856	$38,686,080	**$225,776**
Ralston Public Schools	$10,548,564	$13,999,601	**($3,451,037)**	$10,221,918	$14,262,752	**($4,040,834)**
South Sarpy District #46	$5,406,014	$9,944,796	**($4,538,782)**	$5,166,485	$10,103,761	**($4,937,276)**
Westside Community Schools	$12,904,519	$30,339,284	**($17,434,765)**	$16,346,147	$30,486,515	**($14,140,368)**
Total	**$441,942,391**	**$441,942,391**	**$0**	**$447,171,783**	**$447,171,783**	**$0**

As the above table demonstrates, the total amount of funding from a common levy and an individual district levy is exactly the same. Only the distribution of the levy proceeds changes. The table is somewhat of a mirror image of the previous table. The two districts that gained the most from the common levy in the last two years were Omaha Public Schools and Bellevue Public Schools. Conversely, Westside Community Schools, Elkhorn Public Schools, and Millard Public Schools received less levy funds under the common levy scenario. This should be no surprise as the determining factor in the distribution of the common levy is the relative level of formula needs minus State Aid minus other actual receipts. As State Aid is raised, the amount of levy funds is decreased and vice versa, which is exactly what these two tables illustrate.

Table 3: Overall Funding with pooled State Aid/Common Levy and Individual State Aid/Levy

School District	2010/2011			2011/2012		
	Pooled Aid / Common Levy	Individual Aid and Levy	Difference in Funding	Pooled Aid / Common Levy	Individual Aid and Levy	Difference in Funding
Bellevue Public Schools	$74,674,221	$75,271,681	**($597,460)**	$71,652,790	$72,895,737	**($1,242,947)**
Bennington Public Schools	$10,610,249	$10,846,854	**($236,605)**	$10,286,860	$10,523,864	**($237,004)**
DC West Community Schools	$6,346,859	$6,638,715	**($291,856)**	$5,997,864	$7,046,890	**($1,049,026)**
Elkhorn Public Schools	$39,692,056	$39,514,044	**$178,012**	$39,942,576	$39,879,031	**$63,545**
Gretna Public Schools	$21,442,100	$21,350,542	**$91,558**	$21,596,338	$21,867,403	**($271,065)**
Millard Public Schools	$164,146,255	$161,721,492	**$2,424,763**	$150,381,983	$149,335,529	**$1,046,454**
Omaha Public School	$380,304,045	$384,036,898	**($3,732,853)**	$373,170,652	$374,494,118	**($1,323,466)**
Papillion-LaVista Public Schools	$72,061,479	$72,566,022	**($504,543)**	$67,988,267	$68,307,039	**($318,772)**
Ralston Public Schools	$23,024,255	$22,950,441	**$73,814**	$21,193,163	$20,898,817	**$294,346**
South Sarpy District #46	$9,798,153	$10,108,336	**($310,183)**	$9,132,527	$10,275,145	**($1,142,618)**
Westside Community Schools	$48,173,793	$46,218,262	**$1,955,531**	$47,444,115	$45,852,339	**$1,591,776**
Total	**$850,273,465**	**$851,223,287**	**($949,822)**	**$818,787,135**	**$821,375,912**	**($2,588,777)**

The table above combines the data in the two previous tables to look at the overall effect of pooled State Aid and common levy processes. The table shows that over the last two years, four districts have shown a net gain from the process. Westside Community Schools and Millard Public Schools have shown the largest gain, while Omaha Public Schools has shown the largest loss. It would be premature to draw any definitive conclusions from this, but it would appear that the effect of the redistribution of the common levy is overshadowed by the effect of the redistribution of pooled State Aid.