

# Helping students succeed through collaboration

## OUR VISION

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

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



## OUR GOALS

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

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

Students successfully transition to postsecondary education.

Students complete postsecondary experiences prepared for career success.

## OUR GUIDING PRINCIPLES

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

## OUR PARTNERS

Bellevue Public Schools  
 Bennington Public Schools  
 Council Bluffs Community Schools  
 Douglas County West Public Schools  
 Educational Service Unit #3  
 Educational Service Unit #19  
 Elkhorn Public Schools  
 Gretna Public Schools

Iowa Western Community College  
 Metropolitan Community College  
 Millard Public Schools  
 Omaha Public Schools  
 Ralston Public Schools  
 Springfield Platteview Public Schools  
 University of Nebraska Omaha  
 Westside Community Schools

# OUR METRICS

## MOEC Metrics for GOAL 1

### STUDENTS ARE PREPARED FOR SUCCESS IN KINDERGARTEN AND THE PRIMARY GRADES.

1. Increase # of children, ages 0-3, in high quality home visiting programs.
2. Increase #/% of 3 and 4 year-olds enrolled in high quality preschools.
3. Increase #/% of teachers in MOEC PreK-Grade 3 classrooms with an endorsement in early childhood education.
4. Increase the number of developmentally informed and intellectually challenging Kindergarten and primary grade classrooms. \*
5. Increase the number of early childhood teachers who demonstrate evidence-based early learning competencies. \*
6. Increase the #/% of children entering Kindergarten who demonstrate proficiency in learning and development on a valid observational assessment that can be used to plan program and curriculum. \*

## MOEC Metrics for GOAL 2

### STUDENTS GRADUATE FROM HIGH SCHOOL PREPARED FOR POSTSECONDARY AND CAREER SUCCESS.

- 1A. Increase #/% of students who meet the expectations for proficiency in literacy by the end of 3rd grade.
- 1B. Increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.
- 1C. Increase #/% of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.
2. Increase #/% of students who graduate from high school having successfully completed four years of math.
3. Increase #/% of high school freshmen who are on track to graduate by the end of 9th grade.
4. Increase #/% of students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation.
5. Increase #/% of students who meet college and career readiness standards by the end of 12th grade, as measured by the ACT graduate report.
6. Decrease #/% of students who miss 10% or more days of school per year.
7. Increase #/% of students who participate in at least one school activity in high school.
8. Increase #/% of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time.
9. Decrease the # of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and CBCSD data.
10. Increase the average percentage of first and third year UNO graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards.

## MOEC Metrics for GOAL 3

### STUDENTS SUCCESSFULLY TRANSITION TO POSTSECONDARY EDUCATION.

1. Increase #/% of students completing and submitting FAFSA as tracked by NE Coordinating Commission on Postsecondary Education and by Iowa College Aid.
2. Increase #/& of student enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data.
3. Increase #/% of students enrolling in postsecondary education within a year of high school graduation who are academically prepared to be successful according to the postsecondary institutions' established standards.
4. Increase #/% of students enrolling in postsecondary education in fall term after high school who enter with college credits.
5. Increase #/% of students participating in high school pre-apprenticeship/internship experience. \*

## MOEC Metrics for GOAL 4

### STUDENTS COMPLETE POSTSECONDARY EXPERIENCES PREPARED FOR CAREER SUCCESS.

1. Increase #/% of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education.
2. Increase #/% of recent high school graduates who persist from first term to second term in postsecondary education based on National Student Clearinghouse data.
3. Increase #/% of recent high school graduates who have declared a major within 25% of postsecondary education program completion.
4. Increase #/% of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment. \*
5. Increase #/% of degree-seeking students who are on pace to graduate within 150% of expected time for selected program.
6. Increase #/% of degree/certificate-seeking students who graduate within 150% of expected time for selected program.
7. Increase #/% of graduates whose earnings match their level of educational attainment based on workforce data.

\*Note: This important metric is not measurable at the current time, but will be developed.

HELPING STUDENTS SUCCEED THROUGH COLLABORATION  
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