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Achievement Compact Advisory Committee March 6, 2013

Members Present: Paul Andrews, Carrie Compton, Jayel Hayden, Bethany Kardy, John Rexford, Melanie Schaefer and Shelley Knutz

Call to Order

The March 6, 2013, High Desert Education Service District Achievement Compact Advisory Committee meeting began at 10:05 am.

Agenda Topics

- ✓ Update on the Board Report
- ✓ Regional Achievement Compact Update
- ✓ Supporting Access Measures

Discussion

- Reviewed the data for the four constituent districts. Jayel mentioned that if we are looking at this on a regional basis, it would be helpful to have access to individual district data. John will pull the district data. Paul said that our districts are working on their individual compacts right now. The way the ESD impacts each district will vary depending upon their achievement compact. Our energy should be focused on local priorities.
- Discussed subgroups and what the focus should be to help them without over identifying or over representing the students.
- Paul gave an update on the regional achievement compact pilot. Jim Middleton presented this proposal to the area superintendents because he believes central Oregon should be a pilot region. The pilot should begin sometime in May. Each organization is still required to have their plan in place by June. Paul explained the concept of Collective Impact and the Creating Culture of Higher Education model. All Hands Raised supports the idea that the community and corporate citizens have an impact on student achievement and success from Cradle to Career. Culture of Higher Ed will be the first pillar in a collective impact structure.
- The Coordinator for Student Success position will also be focusing on creating a culture of higher learning.
- We should help students make the transition from Kindergarten. Sisters School District has received a grant to work on incorporating preschool into their schools. With full-day kindergarten on the horizon, how will the districts have enough space?
- Brainstorm on how do we support access?
 - Universal Design
 - Accommodations
 - Assistive Technology
 - Response to Intervention (RTI)
 - Career Technical Education (CTE)
 - CORP – PT/OT, Autism Support, VI/DHH
 - Migrant Education
 - Equipment Library
 - Adaptive Equipment
 - Technology Support
 - Educational Assistants - supporting inclusion
 - ABA/BIC
 - Professional link to research and expertise
 - PBIS
 - First Step Skills – Strategies

Our purpose is to move the green zone up by providing increased access. Move kids from the red zone to green zone. Many states are using Smarter Balance for their assessing skills. However, a district needs a high level of technology to support the Smarter Balance tests.

How do we measure Universal Design? By decreasing caseloads?

We want students to be successful.

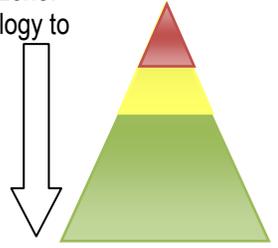
"We are not messing with the what, we are messing with the

Give teachers tools and strategies to be more inclusive with their instruction in measuring content.

Coach teachers how to use the tools in their classroom.

Students (any child brought to an RTI team) will achieve at a higher level.

Look at ways to use universal tools within RTI team.



Based on the brainstorm activity, the committee is considering a measure that gauges the proposition that "any child brought to an RTI team will achieve at a higher level." Students will demonstrate adequate individual growth, either in the general population or as identified in an IEP, IFSP or 504 accommodation plan.

Future Meetings

- April 17, 2013 from 9-11
- May 1, 2013 from 9-11

Adjourn

- The March 6, 2013, High Desert ESD Achievement Compact Advisory Committee meeting concluded at 11:45 am.

John Rexford, Superintendent

Shelley Knutz, Executive Assistant