

2017-18 High Desert ESD Outcome Highlights

Assistive Technology Services



100%

Of students who received services made progress on IEP goals

Healthy Families of the High Desert

587

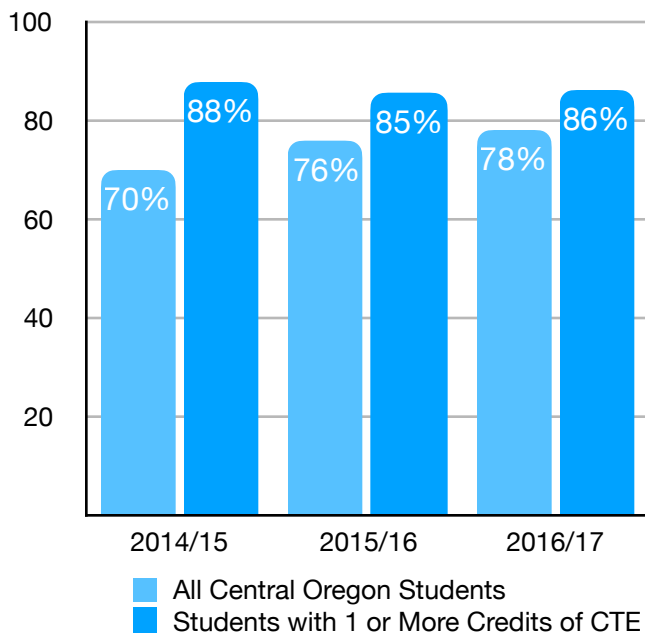
Families screened in Central Oregon - an increase from 377

Substitute Services

10,486

Classified jobs filled in 2017-18

Central Oregon Career & Technical Education Graduation Rates



Orthopedic Impairment

99%



Students who received OI services improved their education access/participation.

Science Technology Engineering Math (STEM) Hub

1800

Central Oregon youth participated in STEM and career awareness activities

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PROGRAM	GOALS (October 2017)	OUTCOMES (September 2018)
<p>Applied Behavior Analysis (ABA)</p> <p><i>Self-contained classroom for children with autism K-3.</i></p>	<p>Criteria: <u>80%</u> of students will move up one level of independence</p> <ol style="list-style-type: none"> 1. Full Physical Assistance 2. Partial Physical Assistance 3. Verbal/Gesture Assistance 4. Full Independence <p>Independence: Students will increase independence for transitions and working in group settings.</p>	<p>✓ <u>83%</u> of students increased independence for transitions and working in group settings.</p>
	<p>Communication: <u>80%</u> of students will communicate basic wants and needs using language or assistive technology.</p>	<p>✓ <u>83%</u> of students communicated basic wants and needs using language or assistive technology.</p>
	<p>Self-Regulation: With facilitation and visual information, <u>80%</u> of students will use appropriate strategies to self-regulate in the school setting.</p>	<p>✓ <u>85%</u> of students used appropriate strategies to self-regulate in the school setting.</p>
<p>Alternative Learning Options (ALO)</p> <p><i>Learning options available to students who need and or desire a unique/different learning environment.</i></p>	<p><u>100%</u> of High Desert ESD contracted Alternative Learning Organizations will meet or exceed educational and financial goals identified by their respective school boards for the 2017-18 school year, as a result of instructional and managerial assistance provided by the ALO Coordinator.</p>	<p>✓ <u>100%</u> of ALOs met or exceeded educational and financial goals. Alternative programs and charter schools reported the best year of student outcomes, as documented in the 2018 School Board Reports.</p>
<p>Assistive Technology (AT)</p> <p><i>Technology to assist students with disabilities with independence, communication and academics.</i></p>	<p><u>90%</u> of school staff will report that the AT/Aug Com service met the following;</p> <ul style="list-style-type: none"> • Equipment trial process addressed student needs • The trial process was completed in a timely manner • The tool/device was appropriate for student needs • AT/Aug Com Specialist was available for consultation 	<p>✓ <u>99%</u> of school staff reported that the AT/Aug Com service met these expectations:</p> <ul style="list-style-type: none"> • Equipment trial process addressed student needs • The trial process was completed in a timely manner • The tool/device was appropriate for student needs • AT/Aug Com Specialist was available for consultation

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<p><i>Assistive Technology...Continued</i></p>	<p>95% of students who receive new AT equipment will increase access to their education as a result of the equipment/device provided by the AT/Aug Com Specialist, as measured by school staff responses on the Long Term Equipment Request form.</p>	<p>✓ 95% of students who received new AT equipment increased access to their education.</p>
	<p>95% of students who receive new AT equipment/device will make progress toward IEP goals as reported by school staff.</p>	<p>✓ 100% of the students who received new AT equipment/devices made progress toward IEP goals as reported by school staff.</p>
<p>Autism Spectrum Disorder (ASD)</p> <p><i>Coaching and consultation with school staff to increase success of children with autism Birth-21.</i></p>	<p>90% of students with Autism Spectrum Disorder who use a strategy or tool to support executive functioning (self-regulation, organization, judgment, transition between activities) will increase their independent use of the strategy and improve access to education.</p>	<p>✓ 93% of students with Autism Spectrum Disorder who used a strategy or tool to support executive functioning increased their independent use of the strategy and improved their access to education.</p>
	<p>In order to increase the likelihood of engagement in vocational and educational opportunities post high school, 90% of students receiving a standard diploma will report participation in developing a transition plan and will be able to articulate it.</p>	<p>✓ 93% of students who received a standard diploma participated in developing a transition plan and are able to articulate it.</p>
<p>Behavior Intervention Center (BIC)</p> <p><i>Short-term placement (45-60 days) for children with behavioral/social concerns that require specialized intervention.</i></p>	<p>80% of the students reflect a reduced risk of school failure and/or dropping out, as indicated by an increase in attendance, improvement in target behaviors, and a reduction in behavior referrals and suspension/expulsion.</p>	<p>✓ Attendance 72%, ✓ Target behaviors 88%, ✓ Referrals 94%, ✓ Suspensions and expulsions 100%</p>
	<p>80% of students will demonstrate a reduced risk of school failure and/or dropping out, as indicated by a 6 month increase in reading fluency during the time spent at BIC with a minimum of 2 months stay.</p>	<p>28% of students improved by 6 months or more. 46% of students were already above grade level in reading.</p>

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<p>Better Together</p> <p><i>Regional cradle to career partnership to improve student success.</i></p>	<p><u>75</u> young people ages 16-24 successfully complete 65+ hour meaningful internships through the Youth CareerConnect system in the first year.</p>	<p>✓ <u>98</u> young people ages 16-24 successfully completed 65+ hour meaningful internships through the Youth CareerConnect system in the first year.</p>
<p>Career and Technical Education (CTE)</p> <p><i>Support to districts in developing and improving applied, career focused education.</i></p>	<p>CTE will work with local middle and high schools to align elective middle school classes to high school CTE programs of study.</p>	<p>Created inaugural Learn It - Make It Tour based on REDI's <i>Made in Redmond</i> tour for 8th grade students in Redmond.</p> <p>Progress has been made to align MS/HS programs.</p>
<p>Children's Forest of Central Oregon (CFCO)</p> <p><i>A network of outdoor places and programs dedicated to increasing children's outdoor learning activities.</i></p>	<p>Create framework for new CTE Teacher mentor program into the High Desert region.</p>	<p>✓ A framework was created and new CTE teachers with 0-3 years of experience received additional coaching from CTE Mentor/Coach.</p>
<p>Children's Forest of Central Oregon (CFCO)</p> <p><i>A network of outdoor places and programs dedicated to increasing children's outdoor learning activities.</i></p>	<p>Increase the number of student days learning outdoors by <u>20%</u> for the 8 lowest participating elementary schools (using 2016-17 data) in Central Oregon.</p>	<p><u>6</u> of the <u>8</u> lowest participating elementary schools increased the number of student days/enrollment by more than <u>20%</u> (average increase was <u>107%</u>). For 2 schools, the number of student days/enrollment decreased in 2017-2018 compared to 2016-2017.</p>
<p>Deaf Hard of Hearing (D/HH)</p>	<p>Reach <u>150</u> participants in Bend, La Pine and Prineville through Tiny Explorers, a program connecting new families with infants and toddlers to nature.</p>	<p>✓ Reached <u>520</u> participants in Bend, La Pine, and Prineville through Tiny Explorers.</p>
<p>Deaf Hard of Hearing (D/HH)</p>	<p>Reach <u>100</u> rural and/or low-income preschool students through Our Rivers, Our Forests, a program providing a series of environmental education lessons that encourage outdoor learning and exploration.</p>	<p>✓ Reached <u>130</u> preschool students through Our Rivers, Our Forests. <u>87%</u> of participants were from rural communities, including 2 Head Start programs and 1 Early Childhood Special Education Program.</p>
<p>Deaf Hard of Hearing (D/HH)</p>	<p><u>80%</u> of IEP/IFSP objectives related to Oregon Literacy Standards or the AEPS EI/ECSE assessment will be met by D/HH students.</p>	<p><u>45%</u> of IEP/IFSP goals related to Oregon Literacy Standards or the</p>

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<p><i>Coaching, consultation and direct instruction for children who are deaf/hard of hearing.</i></p>		<p>AEPS IE/ECSE assessment were met by D/HH students.</p>
<p>Driver Education</p> <p><i>Only licensed driver education in Central Oregon.</i></p>	<p>High Desert Driver Education program will increase enrollments by <u>10.8%</u> to <u>1017</u> students.</p> <p>Set up a new registration program for parents and students to register by spring term 2018.</p> <p>Peer coaches and new hire coordinator will help strengthen instructor performance.</p>	<p><u>2.5%</u> increase in student enrollment. Enrollment rose from <u>893</u> to <u>915</u>.</p> <p>✓ New registration system set up for fall term, 2018.</p> <p>✓ Survey results and feedback indicate the peer coaching program is improving instructor quality. The New Hire Coordinator has worked with 10 new instructors to make the move from Western Oregon University class to teaching more successful.</p>
<p>Early Intervention/Early Childhood (EI/ECSE) Eligibility Evaluation Team</p> <p><i>District purchased service that determines special education eligibility Birth-5</i></p>	<p>Decrease the number of families who do not show for evaluations.</p> <p><u>6%</u> from 10.5% for Early Intervention.</p> <p><u>7%</u> from 9.6% for Early Childhood Special Ed.</p>	<p>✓ Early Intervention no shows decreased from <u>10.5%</u> to <u>5.4%</u>.</p> <p>✓ Early Childhood Special Education no shows decreased from <u>9.6%</u> to <u>4.5%</u>.</p>
<p>Early Intervention/Early Childhood Special Education (EI/ECSE)</p> <p><i>Birth-5 special education services.</i></p>	<p><u>67.5%</u> of children who entered Early Intervention below age expectations in the areas of pre-literacy, communication and cognitive skills will substantially increase their rate of growth by age 3 or when they exit the program.</p> <p><u>33%</u> of the children who were in Early Intervention will be functioning within age expectations in the areas of pre-literacy, communication, and cognitive skills.</p>	<p><u>59.3%</u> of children in Early Intervention were at age expectations in the areas of cognitive, language and pre-literacy.</p> <p><i>*Early Intervention demonstrated the most and second most progress in the State on the other two outcome measures (social emotional and appropriate behaviors to meet needs).</i></p> <p><u>28.6%</u> of children in Early Intervention who were functioning at age expectations when they exited the program.</p>
<p>Family Access Network (FAN)</p>	<p>The Family Access Network will improve the lives of over <u>9,000</u> disadvantaged children and family members during the 2017-18 school-year.</p>	<p>✓ FAN connected <u>9,006</u> individuals in our communities to basic-need services during the 2017/18 school year.</p>

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<p><i>Network of advocates that provide access to basic needs and services.</i></p>	<p>Due to the connections made through FAN, 95% of those families surveyed will report that support through FAN has improved their lives.</p>	<p>✓ 97% of families surveyed reported that support through FAN improved their lives.</p>
<p>First Step to Success</p> <p><i>Positive behavioral program serving K-1 students.</i></p>	<p>80% of the students who complete the school program will receive improved scores in the areas of adaptive behavior, aggression and maladaptive as evidence by pre/post checklists.</p>	<p>75% of the students who completed the school program received improved scores in the areas of adaptive behavior, aggression and maladaptive as evidence by pre/post checklists.</p>
	<p>80% of participating parents will report improved parenting skills through a before/after parenting skills ladder.</p>	<p>✓ 100% of participating parents reported improved parenting skills.</p>
	<p>80% of the teachers who complete the program will report they were prepared to facilitate the program following the consultant phase.</p>	<p>✓ 88% of the teachers who completed the program reported they were prepared to facilitate the program following the consultant phase.</p>
<p>Foreign Language Interpreter Translation Services</p> <p><i>District purchased foreign language interpretation and translation.</i></p>	<p>50% of interpreters in each district will attend interpreter training throughout the school year.</p>	<p>25% of interpreters attended training throughout the school year.</p>
<p>Healthy Beginnings</p> <p><i>Free comprehensive developmental screenings birth-5, enlisting the support of professional volunteers.</i></p>	<p>Healthy Beginnings will screen 250 children in Community Screenings and 250 children in Preschool Screenings (500 total) with a measured outcome of 75% successful follow-up rates.</p>	<p>229 children screened in community screenings, and 231 screened in Preschool Screenings (460 total). Of children referred and contacted during follow up, 88% successfully accessed services.</p>
	<p>50% of children screened will be screened from a high risk elementary catchment area as defined by the EL HUB.</p>	<p>✓ 77% of children screened were from high risk elementary catchment areas as defined by EL HUB.</p>
	<p>Post screening surveys will demonstrate that 75% of parents surveyed will have improved knowledge of the health and development of their children and improved access to needed services.</p>	<p>✓ 100% of parents indicated on post screening surveys that they had improved knowledge of the health and development of their children.</p>
<p>Healthy Families of the High Desert</p> <p><i>Home visitation program for at-risk families with newborns.</i></p>	<p>Increase the number of families screened in the region.</p>	<p>✓ The number of families screened in the region increased by 201 from 377 to 587.</p>
	<p>Reinvent Advisory Board with intention of authentic interaction and community representation.</p>	<p>New board members were added during the 17/18 school year. Two new Board members (past parents who received home</p>

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		visiting services) will join the board starting in December 2018.
	Increase the number of children with 2 on time ASQ screens.	Data reported by NPC Research for 2016-2017 developmental screening was 94%. There is not any comparable NPC data for 2015-2016.
Hope Academy Day Treatment <i>Hybrid day treatment program that serves children with severe behavioral and mental health issues.</i>	<u>90%</u> of students enrolled for at least a 3 month time period, will demonstrate a reduced risk of school failure or dropping out as indicated by: Increase in school attendance Improvement in 2 of 3 target behaviors.	✓ <u>90%</u> of students demonstrated an increase in attendance and improvement in 3/3 of the target behaviors.
	<u>80%</u> of students enrolled for at least a 3 month time period, will demonstrate improvement in reading comprehension and math skills as measured by a pre/post test.	✓ <u>80%</u> of students enrolled demonstrated an improvement in math skills. 66% demonstrated improvement in reading skills.
Migrant Education (MEP) <i>Referral and supplemental education program for children of migrant workers.</i>	Increase middle and high school summer school attendance.	✓ Summer School attendance increase by <u>50</u> students from 2017. Total enrollment increased from <u>185</u> to <u>235</u> .
	Provide informative meetings to school districts and other partners to become aware of the Migrant program and how their work could positively impact the lives of students and their families.	✓ Informative meetings were conducted in school districts to share information about the Migrant Program, including the intersectionality between ELD and MEP students. School Districts and partners were able to identify areas to developed ongoing partnership.

	Create an after school program where Spanish speaking parents and their children are able to receive services, including GED for school age and adult students, after school activities for different ages, weekly meal.	✓ <u>52</u> students and <u>39</u> parents participated in the first year of the program. The program includes Preschool Instruction ages 3-K, ELA, MATH & STEM for grades 1-8 Parents participate in workshops, including, English classes, connecting with teachers, health insurance options and information about the Mexican Consulate.
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Options Behavior Program <i>Redmond School District purchased K-8 behavioral program.</i>	<u>75%</u> of student behavior goals will show gains from the baseline of 20% or more after a minimum of 3 months stay.	✓ <u>88%</u> of student behavior goals were improved by 20% or more.
	<u>75%</u> of students at or below grade level will demonstrate a reduced risk of school failure and/or dropping out, as indicated by a 6 month increase in reading fluency during the time spent at Options with a minimum of 3 month stay.	<u>36%</u> , 4 of 11 students made a 6 month gain. 4 of 24 students served were above grade level. 8 of 24 were not part of the program for the 3 month minimum.
Orthopedic Impairment (OI) <i>Occupational and physical therapy services for children with disabilities.</i>	<u>95%</u> of students who receive orthopedic services/equipment will improve their educational access/participation as reported by school staff.	✓ <u>99%</u> of students who received orthopedic services/equipment improved their educational access/participation as reported by school staff.
	Following the OI Coaching/consultation, <u>90%</u> of school staff will report that they felt adequately trained/prepared to utilize the equipment and/or recommended strategies.	✓ <u>98%</u> of school staff reported that they feel adequately trained/prepared to utilize the equipment and/or recommended strategies.
Plaza Comunitaria (OMEP) <i>Literacy and math program for Spanish speaking families.</i>	<u>50%</u> of students K-12 are working/completing Spanish activities/learning games.	✓ <u>50%</u> of school age students are working/completing Spanish activities/learning activities.
	<u>60%</u> of students enrolled in previous term will enroll in following terms.	Fewer than <u>50%</u> of students enrolled continued enrollment in the following term.
Regional Pre K-3 <i>PreK-3rd connects, integrates, and aligns birth to 5 and K-12.</i>	Given resources, coaching, mentoring, and support <u>80%</u> of K teachers across our region will be implementing Oregon's new Early Learning and Kindergarten guidelines.	✓ <u>88%</u> (111/125) K teachers have been introduced to the new guidelines; <u>50%</u> (62/125) K teachers have participated in professional learning on how to implement the guidelines including curriculum and curriculum-based training.
	Given facilitation of a PreK-3 rd Grade Approach core elementary school catchment areas will be implementing more than 3 PreK-3 rd buckets.	✓ Core elementary catchment areas are implementing more than 3 PreK-3 rd buckets. Each catchment area is actively engaged in all 8 buckets as evidenced by processes, activities, and actions identified in their P3 Design Plans.

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	Given kindergarten assessment data, regional scores in approaches to learning and social and emotional development will meet the state average or above.	<ul style="list-style-type: none"> ✓ 2017/18 Kindergarten Assessment data is at or above the state average in: <ul style="list-style-type: none"> ✓ Self-Regulation (above) ✓ Interpersonal Skills (at)
STEM Hub	Support partners to provide STEM career awareness and exploration opportunities for 1500 youth in Central Oregon.	✓ 1800 Central Oregon youth experienced STEM and career awareness/exploration.
	Develop a comprehensive work plan with partners to establish a K-16 Computer Science Pathway.	✓ Language of what a Computer Science pathway means was written, competencies for each grade level established and priorities identified for each grade level.
	Increase the number of teachers attending spring Teacher@Industry events to 30 .	✓ 36 Teachers attended the Teacher@Industry workshops. An increased number of educators and curriculum directors attended industry tours.
Substitute Services	The HDESD substitute program will maintain our classified fill rate for requested substitute jobs at 98% in the 2017-18 school year.	94% fill rate for classified substitutes for the 2017-18 school year. Culver 99% Sisters 82% Redmond 93% Bend 95% <i>Filled 10,486 classified jobs in 17-18</i>
	The HDESD substitute program will maintain a substitute pool of both licensed and classified substitutes at 1000 plus employees.	✓ 2017-18 Substitute pool reached 1000 members in Spring 2018. Hired 355 subs during the 2017-18 school year. Started 2018-19 school year with 810 substitutes and have conducted 6 substitute orientations bringing in 240 new substitutes since August 2018.
Traumatic Brain Injury (TBI)	100% positive impact in at least 1 area of student need after receiving TBI coaching/consultation (Improved attendance, improved work completion, improved grades, reduced behavioral referrals, increased hours in school, improved peer interaction, development of transition plan).	90% reported positive impact in at least 1 area of student need after TBI coaching.
Vision (VI)	90% of students who use strategies or related technology to access their curriculum in a general education setting, will improve	82% of students increased by 2 steps or more. 100% of students

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<i>Coaching, consultation and direct instruction for children who are visually impaired.</i>	independent use of the skill by 2 points on a 6-point scale over 3 consecutive observations.	increased on the 6 point scale by at least 1 step.
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DEPARTMENT	GOALS (October 2017)	OUTCOMES (September 2018)
Business Services	Increase customer satisfaction by <u>3%</u> .	✓ The percent of responses rating overall Business Office service as very satisfied increased by <u>6%</u> from the prior year.
	Maintain minimum General Fund ending fund balance of <u>8%</u> to insure agency-wide fiscal stability.	2017-18 ending fund balance in the General Fund is <u>5.9%</u> . This is a slight increase from both 2016-17 of <u>5.7%</u> but represents a planned reduction due to one-time unordinary costs associated with the acquisition and remodel of the new administrative building in 2014-15. Actual unassigned fund balance increased by <u>13%</u> .
	Provide outstanding fiscal management and services by achieving all <u>10</u> audit compliance measures (<u>100%</u>).	✓ All <u>10</u> audit compliance measures achieved, <u>100%</u> .
Human Resources	<p>Output</p> <p>The Safety Committee is committed to reducing workplace accidents by reducing accidents in the following three categories:</p> <ol style="list-style-type: none"> 1. Reduce the number of slips, trips and falls 2. Reduce the number of injuries related to manual material handling (lifting, push/pull and carry) 3. Reduce injuries involving student contact. 	<p>✓ 2017/18 <u>5</u> slips, trips and falls, down <u>2</u> from 2016/17</p> <ul style="list-style-type: none"> ● 2017/18 <u>1</u> push, pull, carry injury. Flat from 2016/17 ● 2017/18 injuries involving student contact <u>8</u>, up <u>6</u> from 2016/17
	The HR Department will learn about and implement the requirements of The Oregon Equal Pay Law (House Bill 2005).	Created pay equity analysis template for non-union personnel in coordination with business office. Awaiting administrative rules from Bureau of Labor and Industries to implement pay equity analysis.
	<p>Output</p> <p>Increase the applicant pool for posted positions with the specific interest in increasing our diverse populations in our applicants</p>	Data is forthcoming - Human Resource Equity Committee reviewing current human resource practices and will develop recommended changes to hiring

		practices. Recommend continuation of this goal.
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