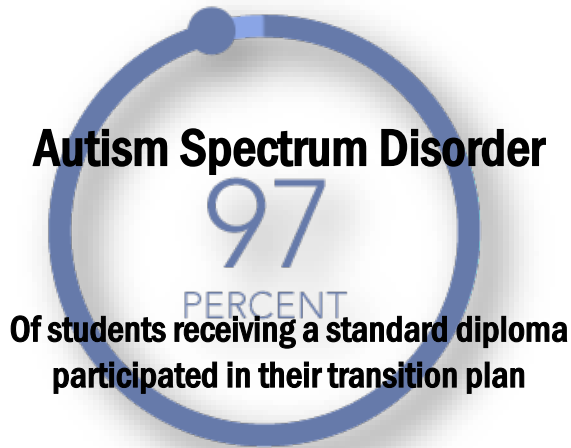


2018-19 High Desert ESD Outcome Highlights

Autism Spectrum Disorder

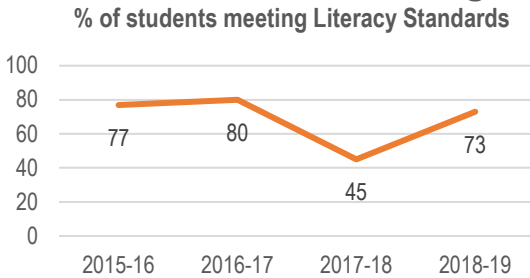


Healthy Families of the High Desert



(32 out of 42) families with children over 12 months old report improved ability to help their children learn.

Deaf/Hard of Hearing



Traumatic Brain Injury

100%

of teachers/students reported a positive impact in at least 1 area of student need after receiving coaching/consultation.

Healthy Beginnings



Parents indicate they had an improved knowledge of the health and development of their children post-screening.

Licensed Substitute Fill Rate

99.48%

27,701 Licensed Substitute Jobs filled in 18-19

First Step to Success

90% of students received improved scores in the areas of adaptive behaviors.

43 of 56 Goals Met = 77%



HIGH DESERT ESD PROGRAM GOALS AND OUTCOMES | 2018-19

PROGRAM	GOALS (October 2018)	OUTCOMES (September 2019)
<p>Applied Behavior Analysis (ABA) - Bridges</p> <p><i>Self-contained classroom for children with autism K-3.</i></p>	<p>80% of students will move up one level of independence.</p>	<p>71% of students increased their level of independence.</p>
<p>Alternative Learning Options (ALO)</p> <p><i>Annual evaluation of each alternative learning program.</i></p>	<p>100% Contracted Alternative Learning Options will meet or exceed educational and financial goals identified by their respective school boards for the 2018-19 school year.</p> <p>By June 2019 all contracted Alternative Learning Options will demonstrate enhanced program offerings through assistance and coordination of local resources.</p> <p>By June 2019 several of the Alternative Learning Options will have gained regional and state recognition for their excellence in innovation and execution of alternative instructional strategies.</p>	<p>✓ 100% of contracted Alternative Learning Options met or exceeded educational and financial goals identified by their respective school boards for the 2018-19 school year.</p> <p>✓ 100% of all ALOs and Charter Schools enhanced their program offerings through increased enrollment, increased attendance, increased number of GEDs and diplomas, or STEM offerings.</p> <p>✓ The Central Oregon Intergovernmental Council Program has been recognized for its exceptional results in GED completion.</p> <p>The Redmond Proficiency Academy has been recognized for its excellence in student success and state-wide leadership in the Coalition of Community Charter Schools.</p>
<p>Assistive Technology/ Augmentative Communication (AT/Aug Com)</p> <p><i>Technology to assist students with disabilities with independence, communication and academics.</i></p>	<p>90% of school staff will report that the AT/Aug Com services 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>✓ 98% of school staff reported that the AT/Aug Com services met all of 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

HIGH DESERT ESD PROGRAM GOALS AND OUTCOMES | 2018-19

AT/Aug Com - continued	95% of school staff will report they are comfortable using the device.	✓ 98% of school staff reported they are comfortable using the device.
	95% of students who receive new AT/Aug Com equipment/device will make progress toward IEP goals as reported by school staff.	✓ 100% of students who received new AT equipment/device made progress toward IEP goals as reported by school staff.
Autism Spectrum Disorder (ASD) <i>Coaching and consultation with school staff to increase success of children with autism Birth-21.</i>	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.	84% of students with Autism Spectrum Disorder who used a strategy or tool to support executive functioning increased their independent use of strategy and access to education.
	90% of students receiving a standard diploma will report participation in developing a transition plan and will be able to articulate it.	✓ 97% of students receiving a standard diploma reported participation in developing a transition plan and were able to articulate it.
Better Together <i>Regional cradle to career partnership to improve student success.</i>	Reduce disparities for students of color by increasing regional 9 th grade on track from 68% in 2014-15 to 83% in 2018-19.	81% of regional 9 th grade students of color were on track
	The Early Learning Hub will ensure at least 1,000 children ages 0-5 in Crook and Jefferson Counties and La Pine are enrolled to build home libraries with 60+ books	✓ 1,272 children with home libraries in 2018-19
	Baseline Collect baseline resilience data from at least 15,000 students in Central Oregon	Resilience data collected from 19,046 students in the region
Career and Technical Education (CTE) <i>Support to districts in developing and improving applied, career focused education.</i>	Increase the number of students attending the Central Oregon Skilled trades Fair by 10%	Increased student engagement to 558 students and 60 business partners, up from 515 students and 42 business partners. Increased by 8.3%
	Baseline Increase the percentage of 8th graders forecasting for High School CTE courses through Middle School engagement activities	Regionally, 91% of incoming freshman forecasted for HS CTE courses after CTE engagement activities

HIGH DESERT ESD PROGRAM GOALS AND OUTCOMES | 2018-19

<p>Children’s Forest of Central Oregon (CFCO) <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 25% for the 8 lowest participating elementary schools in Central Oregon (2017-18 data)</p>	<p>5 of the 8 lowest participating school increased the number of student days and average of 99%. The other 3 decreased their outdoor learning. Average increase was 30%</p>
	<p>Deliver training about developing culturally relevant, responsible, and responsive outdoor education programs to 20 program providers in the Children’s Forest network. 90% of training participants will implement action steps developed in the training by August 2019</p>	<p>✓ 30 educators in the Children’s Forest network participating in a training about developing culturally relevant, responsible, and responsive outdoor education programs in January 2019. CFCO will evaluate the action steps taken as a result of the training in late 2019</p>
	<p>Launch Kids in Parks Central Oregon Pilot in Prineville and Madras, establishing 5 new TRACK trails that are part of a national network of family friendly adventures and piloting a TRACK Rx program, in which medical providers prescribe time outdoors, utilizing the program.</p>	<p>✓ CFCO launched the Kids in Parks program in Central Oregon, establishing 5 new TRACK trails in Madras and Prineville. The program also included TRACK Rx, launched at 4 clinics in Madras and Prineville in late summer 2019, in which medical providers prescribe time outdoors, utilizing the program.</p>
<p>Deaf Hard of Hearing (D/HH) <i>Coaching, consultation and direct instruction for children who are deaf/hard of hearing.</i></p>	<p>75% of IFSP objectives related to Oregon Literacy Standards or the AEPS EI/ECSE assessment will be met by D/HH students.</p>	<p>65% of IEP/IFSP objectives related to Oregon Literacy Standards or the AEPS EI/ECSE assessment were met by D/HH students.</p>
	<p>70% of IEP goals related to the Oregon Literacy Standards will be met by D/HH school age students.</p>	<p>✓ 73% of IEP goals related to the Oregon Literacy Standards were met by D/HH school age students.</p>
<p>Driver Education <i>Only licensed driver education in Central Oregon.</i></p>	<p>High Desert Driver Education’s program will increase enrollments from 915 to 970 students which will result in:</p> <ul style="list-style-type: none"> ▪ Crash rates being 11-21% lower ▪ Conviction rates being 39-57% lower ▪ Suspension Rates being 33-51% lower 	<p>✓ Enrollment was 987 resulting in:</p> <ul style="list-style-type: none"> ▪ 10 fewer crashes ▪ 33 fewer convictions ▪ 30 fewer suspensions

HIGH DESERT ESD PROGRAM GOALS AND OUTCOMES | 2018-19

Driver Education - continued	Develop and implement a program for Vocational Rehabilitation to increase access and independence for students.	✓ <u>4</u> students participated and all passed the Driver Education course and were prepared to take the written and driving exam with DMV.
Early Intervention/Early Childhood (EI/ECSE) Eligibility Evaluation Team <i>District purchased service that determines special education eligibility Birth-5</i>	Decrease the number of families who do not show for evaluation.	Early Intervention (EI) no shows 5.7%, Up from 5.4% ✓ Early Childhood Special Education (ECSE) 1.7% - Down from 4.5%
	Baseline Increase the number of referrals from physicians using the Universal Referral form from 0 to <u>50</u> .	<u>10</u> referrals from physicians using the Universal Referral form.
Early Intervention/Early Childhood Special Education (EI/ECSE) <i>Birth-5 special education services.</i>	Children in Warm Springs who are functioning within age limits in the area of academic concepts, language and pre-literacy when they enter Kindergarten will increase from 11.1%- <u>15%</u> by October 2019.	✓ Warm Springs students demonstrating kindergarten readiness in the area of academic concepts, language and pre-literacy skill increased to <u>20%</u>
	Infants and toddlers in Region 2 who are functioning within age expectations in the acquisition and use of knowledge and skills in the area of cognition and language will increase from 28.6% to <u>30%</u>	✓ Region 2 increased from 28.6% to <u>32.8%</u> .
Family Access Network (FAN) <i>Network of advocates that provide access to basic needs and services.</i>	The Family Access Network will improve the lives of over <u>9,000</u> disadvantaged children and family members during the 2018-19 school year.	✓ FAN connected with <u>9,392</u> individuals in our communities to basic-need services during the 2018-19 school year.
	Due to the connections made through FAN, <u>95%</u> of those families surveyed will report that support through FAN has improved their lives.	✓ <u>100%</u> of the families surveyed reported that support through FAN improved their lives.
First Step to Success <i>Positive behavioral program serving K-1 students.</i>	<u>80%</u> of student who complete the school program will receive improved scores in the areas of adaptive behavior, aggression and maladaptive as evidenced by pre/post checklists.	✓ <u>90%</u> of the students received improved scores in the areas of adaptive, aggression and maladaptive
	<u>80%</u> of participating parents will report improved parenting skills through a before/after parenting skills ladder.	✓ <u>93%</u> of participating parents report improved parenting skills

HIGH DESERT ESD PROGRAM GOALS AND OUTCOMES | 2018-19

First Step to Success – continued	80% of the teachers who complete the program will report they were prepared to facilitate the program following the consultant phase.	✓ 83% of teachers reported they were prepared to facilitate the program following the consultant phase
Foreign Language Interpreter Translation Services <i>District purchased foreign language interpretation and translation.</i>	50% of interpreters in each district will attend interpreter training throughout the school year.	Bend – 33% Redmond – 41% Prineville – 20%
Healthy Beginnings <i>Free comprehensive developmental screenings birth-5, enlisting the support of professional volunteers.</i>	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.	229 children were screened in community screenings, and 231 were screened in Preschool Screenings (460 total).
	Of children referred and contacted during follow up, 88% successfully accessed services.	✓ Of children referred and contacted during follow up, 88% successfully accessed services.
	50% of children screened will be screened from a high risk elementary catchment area as defined by the EL HUB.	✓ 77% of children screened were from high risk elementary catchment areas as defined by EL HUB
	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.	✓ 100% of parents indicated on post screening surveys that they had improved knowledge of the health and development of their children.
Healthy Families of the High Desert <i>Home visitation program for at-risk families with newborns.</i>	Increase the number of children receiving 2, on time ASQ-3 screens	✓ 90% of eligible children received 2 on time ASQ-3 screens in 2018-19
	Increase number/percent of parents reporting improved ability to help their child learn at 12 months.	✓ 76% (32 out of 42) of families with children over 12 months old, report improved ability to help their children learn.
	Increase staff participation in Oregon IMH-E Endorsement enrollment	✓ 64% (7 out of 11) of staff have completed or are working towards Oregon IMH Endorsement.

HIGH DESERT ESD PROGRAM GOALS AND OUTCOMES | 2018-19

Hope Academy Day Treatment <i>Hybrid day treatment program that serves children with severe behavioral and mental health issues.</i>	100% of students who have attended for two months or more will be able to access the general education population either by going to the cafeteria to get their lunch or joining other students during a recess on the playground.	✓ 100% of students who attended for two months or more have been able to access the general education population either by going to the cafeteria to get their lunch or joining other students during a recess on the playground.
	80% 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.	Only 50% of students enrolled for at least a 3 month time period, demonstrated improvement in reading comprehension and math skills as measured by a pre/post assessment.
Migrant Education <i>Referral and supplemental education program for children of migrant workers.</i>	Increase outreach strategies to recruit more families.	Recruited 118 families. In 2017-18 we recruited 124 families.
	Increase middle and high school summer school attendance.	✓ The summer school enrollment increased by 70% . Classes included Prek-8 th grades and academic support for grades 9-12 th .
Orthopedic Impairment (OI) <i>Occupational and physical therapy services for children with disabilities.</i>	99% of students who receive orthopedic services/equipment will improve their educational access/participation as reported by school staff	✓ 99% of students who received orthopedic services/equipment improved their educational access/participation as reported by school staff
	Following the OI Coaching/consultation, 98% of school staff will report that they felt adequately trained/prepared to utilize the equipment and/or recommended strategies.	✓ Following the OI Coaching/consultation, 99% of school staff reported that they felt adequately trained/prepared to utilize the equipment and/or recommended strategies.
Plaza Comunitaria (OMEP) <i>Literacy and math program for Spanish speaking families.</i>	Provide Fall GED courses for at least 15 students this year.	✓ Wraparound GED grant helped launch the pilot program. GED in Spanish. 25 students have enrolled with 92% retention rate.
Regional Pre K-3 <i>PreK-3rd connects, integrates, and aligns birth to 5 and K-12.</i>	Given Early Learning and Elementary Guidelines, core elementary school catchment areas will implement more than 3 out of the 8 subdomains	✓ Core elementary school catchment areas are implementing all 8 subdomains

HIGH DESERT ESD PROGRAM GOALS AND OUTCOMES | 2018-19

STEM (Science, technology and math) Hub <i>Regional cross-sector partnership linking students, educators and industry.</i>	Baseline Implement an on-line Central Oregon STEM Lending Library to share access to lesson plans	51 requests were made with a potential impact to 4,225 students
	Baseline Convene a middle school computer science cohort	Provided 28 middle school teachers professional development with a potential impact to 3,485 students
Substitute Services <i>Substitute management system for certified teachers, classified educational assistants and secretarial substitutes.</i>	98% of licensed substitute jobs will be filled in 2018-19	✓ Out of 27,843 licensed substitute requests, 27,701 were filled for a rate of 99.48%
	98% of classified substitute jobs will be filled in 2018-19	Out of 11,782 classified substitute requests, 11,265 were filled for a 95.6% fill rate
The NEST Behavior Program	25% of all students attending The Nest for 3 months or more will access a less restrictive environment.	✓ 10 students attended for 3 month or more. 50% of them accessed a less restrictive environment.
	40% of students at or below grade level attending The Nest for 3 months or more months, will make a 6 month academic gain.	✓ 50% of the students demonstrated 6 months growth in two or more reading domains. 30% of students attending for 3 or more months demonstrated 6 months growth in one or more math domain.
Traumatic Brain Injury (TBI)	Teachers/Students will report 90% 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)	✓ 100% of teachers/students reported a positive impact in at least 1 area of student need after receiving TBI coaching/consultation.
Vision (VI) <i>Coaching, consultation and direct instruction for children who are visually impaired.</i>	90% of students who use strategies or related technology to access their curriculum will improve independent use of the skill by 2 points, on a 6-point scale, and will increase overall access to their core curriculum.	80% of students improved their independent use of the skill by 2 points, on a 6-point scale and increased overall access to their core curriculum.

DEPARTMENT	GOALS (October 2018)	OUTCOMES (September 2019)
<p>Business Services</p>	<p>Increase customer satisfaction by <u>3%</u>.</p>	<p>✓ The percentage of responders indicating they were very satisfied with overall Business Office service increased by <u>14.2%</u></p>
	<p>Maintain minimum General Fund ending fund balance of <u>5%</u> to insure agency-wide fiscal stability.</p>	<p>✓ The 2018-2019 ending fund balance in the General Fund is <u>5.56%</u>, which is in line with the board policy to maintain a fund balance of 5% of revenues.</p>
	<p>Provide outstanding fiscal management and services by receiving no audit findings.</p>	<p>✓ We received an unmodified audit opinion with no material weaknesses, significant deficiencies or control deficiencies.</p>
<p>Human Resources</p>	<p>Increase employee safety by:</p> <ol style="list-style-type: none"> 1. Reducing the number of slips, trips and falls. 2. Reducing the number of injuries related to manual material handling (lifting, push/pull and carry). 3. Reducing injuries involving student contact. 	<p>5 Slips, trips and falls. The same as 2017-18.</p> <p>✓ 0 lifting, push/pull and carry injuries. Down from 1 in 2017-18</p> <p>✓ 3 injuries involving student contact. Down from 8 in 2017-18</p>