



Annual Program Outcome Highlights 2020-2021



66% of Nest (behavior program) students showed one grade level of improvement or more in spite of the COVID interruptions!

STUDENT INVESTMENT ACCOUNT
Approved District Student Investment Account (SIA) plans brought more than \$21 million to our region in the 2021-22 school year, an increase of 65% in regional SIA funding from the year prior.

Board Goal 1
Improve the educational, physical and mental well-being of students in our region.

95% of families surveyed reported that support through Family Access Network helped their students receive needed resources to flourish in school and life.



100% of new Career & Technical Education teachers were paired with mentor CTE teachers within our region.

Board Goal 2
Recruit, support and retain an outstanding, engaged, professional and diverse workforce.



Children's Forest of Central Oregon partners delivered live nature-based virtual programs to approximately **4,780** students.

375 families were provided COVID relief basic needs, access and opportunity support services. The services provided to families were delivered through the newly hired **Migrant Community Liaison**.



Board Goal 3
Be the most effective and sought-after P-20 provider of educational services in Central Oregon.

Early Intervention/Early Childhood Special Education Evaluation Team coordinated with Head Start partners to improve timeliness of screenings and evaluations. Time from referral to screening went from **19 days** to **10.5 days**.



2020-21 Program Outcomes

The High Desert ESD annual program goals and outcomes give us the opportunity to reflect back to the year prior—in celebration of the wins and inspire increased excellence looking forward. The 2020-2021 school year was another year significantly impacted by COVID. And while the operational shock gradually waned through the year, the shock waves rippled through our operations, services and ability to collect meaningful program data for the entire year. And yet, HDES D program leaders and staff continued to prioritize innovative and responsive services while taking care of each other and putting kids first.

As we look forward to this current school year, our program leaders are focused on increased alignment between their individual program goals and the impact they make collectively as the High Desert ESD. Their goals will align more closely with the board goals, the intended impacts and shared approaches of the High Desert ESD.

Program	Goals	Outcomes
Applied Behavioral Analysis (ABA) - Bridges	70% of students who attend Bridges for at least 3 months will increase their level of independence in the area of transitions and group participation by one level.	100% of students served in person have increased their independence by one level or more in transitions and group participation.
Assistive Technology	80% of surveyed staff will report increased educational access because of the training offered by AT specialists.	87% of surveyed staff reported increased educational access because of the training offered by AT specialists.
Alternative Learning Options (ALO)	100% of Contracted Alternative Learning Options will meet or exceed academic, operational and financial goals identified by their respective school boards for the 2020-21 school year.	100% of Contracted ALOs met or exceeded their goals.
Autism Spectrum Disorder (ASD)	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.	89% of the students with ASD have increased (moved one or more on the point scale) their ability to use a strategy or tools to support their executive functioning skills.
Career and Technical Education (CTE)	Provide a comprehensive Career Navigation system for our partner high schools, including Career Tree and You Science.	We have provided Career Tree and You Science for 100% of High Schools and nearly 10% of our Middle Schools. We are providing training to our partners in delivering both to their students.

Program	Goals	Outcomes
Career and Technical Education (continued)	Enhance our new teacher training/cohort to include matching with mentors in their respective career pathway areas.	100% of new CTE teachers were paired with a Mentor CTE teacher within our region. We provided stipends for all mentors/mentees as well as training and instructional support.
Children’s Forest of Central Oregon (CFCO)	Deliver nature-based Virtual Programs to approximately 4,000 students through a wide array of new content developed by CFCO partners. While the outcomes of each program vary, some predicted student outcomes include: <ul style="list-style-type: none"> - Increase in the STEM and/or naturalist identity of students (i.e. Students who “see” themselves as a STEM person or a naturalist) - Increase in skills related to Next Generation Science Standards (NGSS) Science and Engineering Practices 	CFCO partners delivered live nature-based virtual programs to approximately 4,780 students .
	Engage approximately 30 Latinx families in ongoing outdoor programs, including afterschool programs and family programs. As a result of these activities, families will report: <ul style="list-style-type: none"> - An increase in exposure to different types of outdoor activities - An increase in their familiarity with outdoor places and resources - An increase in their comfort and sense of safety when outdoors 	Vámonos Outside supported <ul style="list-style-type: none"> ● 25 low-income Latinx youth through consistent outdoor programs over the 2020-2021 school year. Participants reported that these programs provided important social and emotional support while schools were in CDL. ● Provided culturally-specific outings for 375 participants, including picnics, hikes, climbing nights, and rafting trips. ● 25 Latinx families signed up for outdoor summer youth programming offered through the coalition’s partners through door-to-door outreach.
Deaf Hard of Hearing (D/HH)	Using Audiology self-advocacy checklist, 50% of elementary students will progress from level 1 (baseline) to next level or beyond (minimum one step up of progression). Student will manage basic daily maintenance of equipment (ex. check device function, change batteries, clean ear molds, headphones).	57% of the DHH students have increased their self-advocating skills by moving up one or more levels on the progress steps.

Program	Goals	Outcomes
Driver Education	Enrollment will increase for each session above what it was for the previous active year.	The number of enrolled students in driver education 2020-21 was down* 35% (336 students) compared to our last full year. *Cancelled during the Summer sessions due to COVID. Crash rates for driver education students are 91% lower than students that do not take driver education.
	Driver Education will modify/adapt the program in collaboration with outside agencies to increase access and Independence for students.	A class was added during the Spring term at COIC in Bend to assist students in an alternative school setting.
Early Intervention/Early Childhood (EI/ECSE) Eligibility	Children age 3 to eligibility to kindergarten who are functioning within age expectations in positive social emotional skills for region 2 will increase from 49% to 52% on the Assessment Evaluation and Programming System (AEPS) by October 2021.	Preliminary data indicates a slight decrease from 49% to 48.8% . The State level percentage also decreased from 52% to 49.4%.
Early Intervention/Early Childhood (EI/ECSE) Eligibility Evaluation Team	Partner with Neighbor Impact Head Start to reduce the time from referral to screening from 19 days to 14 days.	Time from referral to screening reduced from 19 days to 10.5 days.
	Reduce time from referral to evaluation from 39 days to 25 days.	Time from referral to evaluation remained the same.
Family Access Network (FAN)	FAN will connect 8,000 children and family members to basic-need services by June 1, 2021, through 26 FAN advocates in 62 school sites throughout Central Oregon.	FAN connected 7,862 children and family members to basic-need services during the 2020-21 school year.
	Due to the connections made through FAN, 95% of those families surveyed twice each year will report that support through FAN has helped their child have the needed resources to flourish in school.	95% of families surveyed reported that support through FAN helped their students receive needed resources to flourish in school and life.

Program	Goals	Outcomes
Language Access	Grow capacity of program by expanding support of a scheduler/assistant to enable Program Director to engage in higher level and visionary tasks.	Hired a scheduler/ assistant in June 2021, therefore forecasting a better system for next school year.
	Increase linguist staff attendance at monthly virtual program meetings to at least 65%.	Language Access program linguist staff monthly staff meeting attendance was 54%
Juntos Aprendemos	Increase the amount of families registered by 20%	Juntos Aprendemos enrolled 76 families in the 20-21 school year. This was a 58% increase over the previous year.
	Establish additional program partnerships to better serve JA families	Juntos newly engaged and/or deepened programmatic partnerships with 5 entities, including Vamanos Outside, High Desert Museum, Faith based charities, STEM/CTE and COCC.
Sagebrush Day Treatment	40% of students enrolled for 2 months or more will demonstrate emotional/behavioral progress with minimal support.	89% of students demonstrated emotional/behavioral progress. 9 Students attended for 2 months or more. 1/9 went to a higher level of care.
	50% of students who enter with academic skills at or below grade level and attend for three months or more will show ½ year growth in reading comprehension and math computation skills over their baseline.	No students attended for three months or more. Students only had 41 instructional days (25%) and a segment of that was limited due to COVID restrictions. Academic gains were made, but not to the level of the stated goal.
	As the hosting district, Bend-La Pine School District students will increase access to educational opportunities and make a successful transition back to their school and educational staff will understand the supports that need to be in place to support that transition. As measured by district feedback before, during and 3 months after the transition.	Students have increased their access to educational opportunities as measured by staff surveys, communication with administrators and follow-up on student placement and transition process.

Program	Goals	Outcomes
Migrant Education	Expand services to families (350 families currently) to close the access and opportunity gap.	375 families were provided a variety of basic need and technology access services through the Oregon Health Authority grant. The services provided to families were delivered through the new hired Migrant Community Liaison and the Migrant Education Team.
	Increase 10% parent engagement and student engagement through virtual after school programs and parent advisory meetings	Parent and student engagement and participation increased by 10% . Families engaged in virtual activities during after school programs, summer school programs, and parent nights.
Orthopedic Impairment (OI)	90% of students that receive orthopedic services/equipment will improve their educational access/participation as reported by school staff.	94% of students that receive orthopedic services/equipment improved their educational access/participation as reported by HDESD specialist.
	Following the OI consultation/coaching, 98% of school staff will report that they felt adequately trained/prepared to utilize the equipment and/or recommended strategies.	Following the OI consultation/ coaching, 94% of school staff reported that they felt adequately trained/prepared to utilize the equipment and/or recommended strategies.
Regional Educators Network (REN)	<p>Increase the percentage of racially diverse educators in our region on a bi-annual average, from a starting point of 7% to better match the diversity of our student population which currently shows 24% of our students as racially diverse.</p> <p>Support 9 change ideas at the school, district, and/or regional level for at least 3 districts.</p> <p>Design implementation structures for both the hub team and network design teams to clearly articulate the process of our work towards our aim.</p>	<p>REN supported 12 change ideas with funding and coaching.</p> <p>Sponsored 1 training series and 1 community event.</p> <p>COREN designed initial structures for design teams, as evidenced by our proposal document and rubric. We created a menu of professional learning opportunities as well as a rubric to evaluate new opportunities moving forward.</p>

Program	Goals	Outcomes
Social Emotional Learning	<p>Create space, conditions, and opportunities for care and education professionals to learn, unlearn, relearn, grow, and transform.</p> <p>Promote, practice, and apply human-centered leading, teaching, and learning across birth to adult continuum at the individual, organization, and systems level.</p>	<p>35 opportunities were provided for care and education professionals. Human-centered leading, teaching, and learning elements (e.g. neuroscience, growth mindset, SEL, mindfulness, Design Thinking, equity, and leadership) are promoted, practiced, and applied throughout all 35 opportunities.</p>
STEM (Science, Technology, Engineering and Math) Hub	<p>Increase the number of individual requests made to the online lending library by 25%. (19/20–145 requests potentially impacting 9,596 students)</p> <p>Provide professional development to 250 PK-12 educators, increasing awareness and confidence in adapting teaching practices. (19/20 198 educators for 1,649 hours of training)</p>	<p>Our 20/21 year of limited usage was logged at 52 requests, a significant decrease from the previous year due to COVID.</p> <p>261 PK-12 educators participated in virtual professional development opportunities and training for a total of 3,469 hours.</p>
Student Success	<p>Provide leadership to increase regional networks through coaching, professional development and technical assistance to:</p> <ul style="list-style-type: none"> ● Increase academic achievement and reduce disparities for historically underserved students. ● Improve the social emotional well-being of all students. ● Implement policy/practices to promote student well-being and safety. ● Increase regional data analysis capacity to address the academic and social emotional needs of students. ● Increase regional data analysis capacity to inform practices through an equity lens ● Increase student, parent and community engagement and partnerships to increase and sustain a system for parent, student and community voice/input to inform practices. 	<p>With coaching, professional development, and technical assistance, 100% of HDESD's component district's Student Investment Account plans were approved by ODE.</p> <p>These plans bring more than \$21 million dollars to our component districts for the 2021-22 school year, an increase of almost 65% in regional SIA funding from the 2020-21 school year.</p> <p>Hired a Regional Director of Mental and Behavioral Health and the successful acquisition of over \$1,000,000 in new grant resources.</p>

Program	Goals	Outcomes
Student Threat Assessment System (STAS)	Tri-County Schools that are part of the STAS program will report an 80% or higher positive impact after a student is referred to and has received support from the STAS program.	Data collection significantly impacted by COVID. STAS team hired a new specialist and is working with HDESD Mental Health Strategist to collect this data for the 21-22 school year.
The Nest (Behavior program)	With a minimum stay of three months, 50% of students will increase their behavioral growth by achieving a .5 increase on the behavioral scale compared to baseline.	66% of students increased their behavioral data by .5 on the scale in spite of all the COVID interruptions and challenges. 33% transitioned completely out of the program.
	With a minimum stay of three months, 50% of students will increase their assessed grade level by one grade level or commensurate with program participation timeline.	66% showed one grade level of improvement or more in spite of all the COVID interruptions and challenges.
Transition Network Facilitator (TNF)	Transition Network members will report that they have implemented 2 new strategies or resources that have positively impacted a student(s) post-secondary transition goals.	100% of Transition Network members reported implementation of 2 or more strategies to positively impact student transition goals.
Traumatic Brain Injury (TBI)	Teachers/Students will report 90% positive impact in at least 2 areas of student need after receiving TBI coaching/consultation.	100% reported positive impact in at least 2 areas of student need.
Vision (VI)	90% of students who use strategies or related technology to access their general education 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.	49% of students improved their independent use of measured skill . Orientation and mobility strategies were difficult to teach at the level of frequency needed in an online setting. High levels of support were required by students in order to access their education remotely.