



PINE EAGLE SCHOOL DISTRICT

375 N. Main St.
Halfway, OR 97834
541-742-2811
(Fax) 541-742-2810



Member of the Union-Baker ESD Opt-Out program of the South Consortium

A Study of Rural District Opt-Out Program Effectiveness and Efficiency

The capacity to deliver instructional support and school improvement services in small rural and remote school districts is often questioned. Rural schools do need help with special needs support and instruction. That help, however, need not be provided by an educational service district (ESD). When innovation and leadership is applied to county level partnerships efficiency, as evidenced by cost savings, results. The measure of success for effectiveness, however, might be established by a number of measures. In this case effectiveness of educational support is assessed in terms of student performance.

Four rural Eastern Oregon School District's collaborated to form the South Consortium. Their primary goal was to reduce service cost services and therefore, enhance both the quality and amount of service for special needs and regular education students. This was expected to increase student performance for all students. We were successful largely because of leadership on a local level and applying innovation to student centered management strategies. The focus was on serving students efficiently and effectively.

School Districts of Baker County are a rural and remote. Management strategies that work successfully in regions where schools are located in close proximity without geographical barriers do not work well in Baker County. Narrowly focused handicapped learner specialists working in districts situated close together with similar needs were substantially less efficient in districts farther apart than multi-certified specialists. The ESD model of single specialty was replaced by specialists of greater diversity. It is simply more efficient for one person to serve several specialties rather than sending two or three specialists.

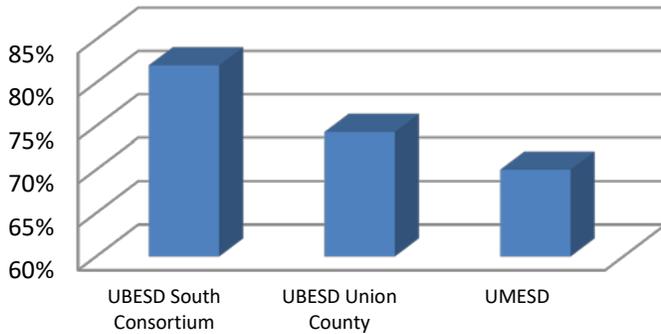
The South Consortium utilizes administrative oversight from local school districts as management strategy to reduce expensive regional administration. District level administration need not be duplicated on the regional basis.

Effectiveness

The information provided below as a measure of the effectiveness of the South Consortium compares the performance of Districts across the region.

Improved student performance was not an accident. It was a planned effort around increased support for those who struggle with learning and a process of enhancing the skills of teachers.

CHART I, Average of all Students Meeting or Exceeding All State Performance Standards in Small Rural Districts



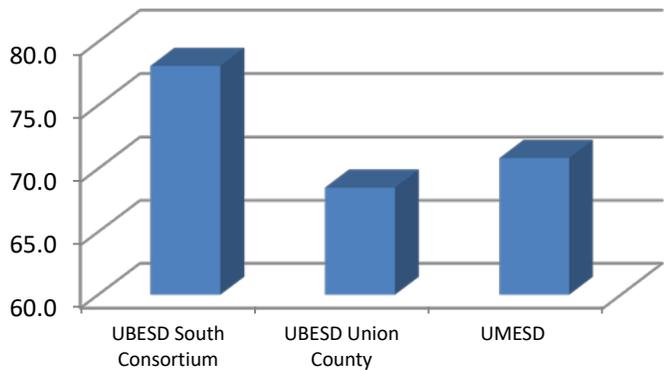
The comparison is of student performance for regular education students and the handicapped learner population between the Districts of the South Consortium, the Union County School Districts of the Union-Baker ESD and the Districts of the Umatilla-Morrow ESD. The comparison separates the larger Districts from the smaller Districts due to differing circumstances.

Chart I, to the left, compares the performance of Burnt River, North Powder and Pine Eagle students, (small schools of the South consortium)

to other small schools in North Eastern Oregon. It reflects the average performance of all students in the areas tested by the state including Math, Reading, Writing, and Science.

Chart II compares the performance of larger schools of the region represented by Baker School District 5J of the South Consortium and the larger Districts of Union, Umatilla, and Morrow Counties. As in the previous graphic, this chart reflects the average performance of all students in the areas tested by the state including Math, Reading, Writing, and Science.

Chart II, Average of all Students Meeting or Exceeding All State Performance Standards in Large Districts



The data reflected in both of the above charts was obtained from the Oregon Department of Education District Report Card. This information can be found online at the Department of Education website at <http://www.ode.state.or.us/data/reportcard/reports.aspx> .

Performance reports of handicapped learners in small districts are a little less available. In some cases the data is not sufficient to produce statically significant or reliable findings. Chart III compares the performance of

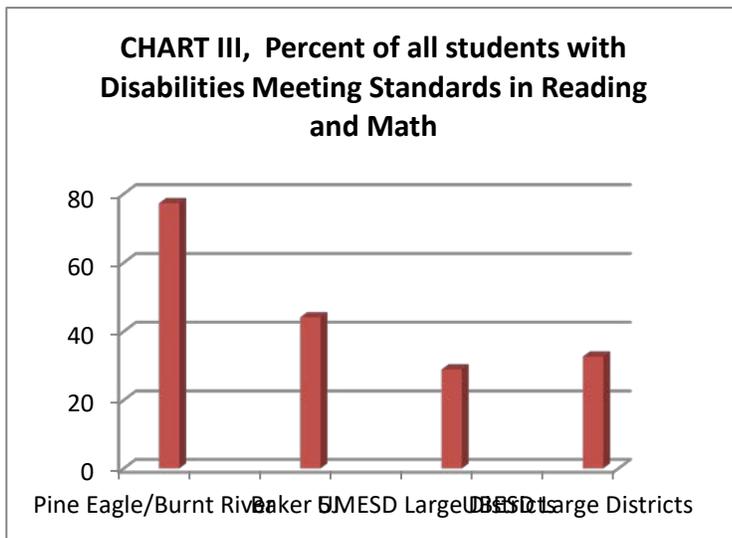


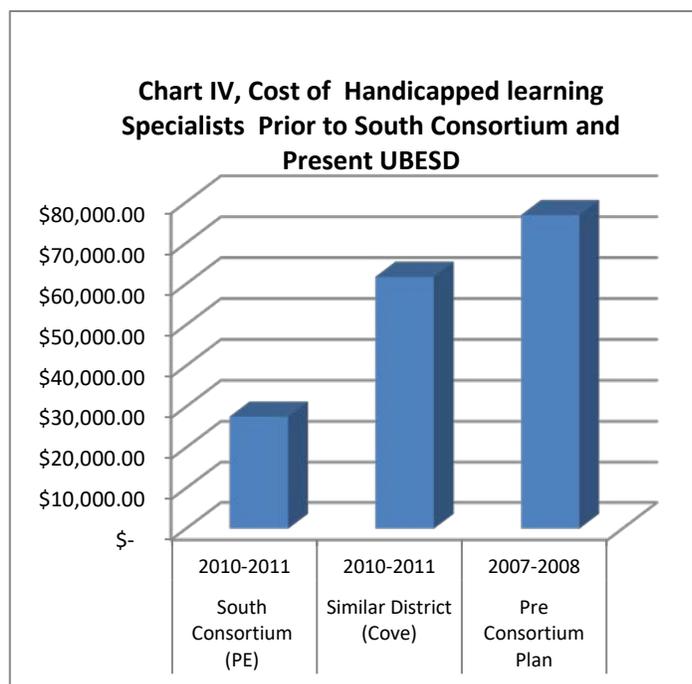
Chart III compares the performance of handicapped learners who are served with an IEP. The study included students of the South Consortium Districts of Baker, Burnt River, and Pine Eagle compared to those of larger districts of Union- Baker ESD and Umatilla-Morrow ESD. Burnt River and Pine Eagle are the only small district where data was publically available. In this comparison, the data clearly establishes a difference in student performance between handicapped learners of Baker and Pine Eagle (members of the South Consortium),

and of other large districts of the region. It is important to note here that formation of the South Consortium has not reduced service to students. In fact, in many cases it has increased according to the needs of locally developed individual education plans (IEP). What has changed is the cost of service due to innovative management strategies and reduced administrative costs. ***A major concern of the members of the South Consortium is that individual service levels for South Consortium students will be reduced due to the merger with the Intermountain ESD.***

In every case the performance of students in districts who are members of the South Consortium has exceeded that of their counterparts from Union County members of the Union Baker ESD and from Umatilla-Morrow ESD.

Efficiency

Efficiency can be measured in terms of student performance in relation to cost. By applying innovation and leadership to management strategies costs are reduced. Let's be clear here, Cost **Was Reduced – Service Was Not**. Chart IV identifies the cost of providing the same special services for special education specialists by the South Consortium and compared to cost for the same services by UBESD in 2007-2008, the last year the ESD supplied services for the members of the South Consortium. The cost of services is further compared to a similar district to Pine Eagle that receives service from UBESD. The Special education



services provided here include speech/language, occupational and physical therapy, individual student diagnostics, and special education administration.

Another indicator of efficiency is Table I. Note here the same conversion of ESD flow through funding as depicted above are provided through a partnership with the larger District of the South consortium. This example applies to Pine Eagle School District and is applicable in similar efficiencies depending upon their individual needs. The conversion from ESD provided services in 2007-2008 to local consortium provided services resulted in an efficiency factor of 35.8%. Expressed here as a percentage of ESD costs or a 64.2% savings. Note also that similar efficiencies remain between the services provided by the South Consortium and services provided by UMESD today from a similar sized District.

Table I			
Pine Eagle School District			
ESD Services Credits Distribution			
2010-2011	UBESD		UBESD
	South Consortium (PE) 2010-2011	Similar District (Cove) 2010-2011	Pre Consortium Plan 2007-2008
Total Service Credits	\$ 70,123.00	\$ 82,979.00	\$ 88,696.00
Diagnostician	\$ 8,944.00	\$ 13,374.00	\$ 28,965.00
Speech/language	\$ 8,944.00	\$ 20,348.00	\$ 28,288.00
OT/PT	\$ 2,800.00	\$ 8,119.00	\$ 6,866.00
Sp-Ed Administration	\$ 6,885.00	\$ 19,908.00	\$ 12,737.00
Total Sp-Ed	\$ 27,573.00	\$ 61,749.00	\$ 76,856.00
Service Credits Remaining	\$ 42,550.00	\$ 21,228.00	\$ 11,840.00
IT Services - Chaves	\$ 3,600.00		
Technology Coordinator	\$ 38,950.00		
School Improvement	\$ -		
	\$ 70,123.00		
Cost of Resolution Services for Special Education			
Service Credits Remaining After Special Needs Services in Resolution Plan			
Service Purchased as a Result of Efficiency			