1% ORExt Participation Reporting *Guiding Questions for Districts*

## Section 1. Data Analysis

### Oregon Extended Assessment Participation Rates

Use the optional tables below to organize your district’s ORExt participation data for review when going through the guiding questions outlined below. Please note that districts are only required to submit their total/overall participation rates for each content area. However, analyzing participation by grade level may reveal patterns for consideration when developing your district justification statement and plan.

*Table 1.0 English Language Arts Projected Participation*

| Grade | # of ORExt participants |  | # of all participants |  | Participation rate  |
| --- | --- | --- | --- | --- | --- |
| 03 |  | / |  | x 100 |  |
| 04 |  | / |  | x 100 |  |
| 05 |  | / |  | x 100 |  |
| 06 |  | / |  | x 100 |  |
| 07 |  | / |  | x 100 |  |
| 08 |  | / |  | x 100 |  |
| 11 |  | / |  | x 100 |  |
| Total |  | / |  | x 100 |  |

*Table 2.0 Mathematics Projected Participation*

| Grade | # of ORExt participants |  | # of all participants |  | Participation rate |
| --- | --- | --- | --- | --- | --- |
| 03 |  | / |  | x 100 |  |
| 04 |  | / |  | x 100 |  |
| 05 |  | / |  | x 100 |  |
| 06 |  | / |  | x 100 |  |
| 07 |  | / |  | x 100 |  |
| 08 |  | / |  | x 100 |  |
| 11 |  | / |  | x 100 |  |
| Total |  | / |  | x 100 |  |

*Table 3.0 Science Projected Participation*

| Grade | # of ORExt participants |  | # of all participants |  | Participation rate |
| --- | --- | --- | --- | --- | --- |
| 05 |  | / |  | x 100 |  |
| 08 |  | / |  | x 100 |  |
| 11 |  | / |  | x 100 |  |
| Total |  | / |  | x 100 |  |

## Section 2. Guiding Questions

Districts may use some or all of the guiding questions below in order to gain a more clear understanding of their Oregon Extended Assessment participation. The following guiding questions are not an exhaustive list, and districts are encouraged to consider additional sources of information to guide their understanding of ORExt participation. The questions are categorized by six factors that may contribute to exceeding 1% participation on the ORExt.

### Factor 1. Size of Student Population

1. Does your district have a small (between 100 and 499) overall student population that increases the likelihood of exceeding 1% participation in the ORExt?

***Possible information sources:***

* District has reviewed overall student population numbers (including the number of students who are residents and non-residents).

***District evidence and reflection***

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### Factor 2. Programs and Services

1. Does the district include school, community, or health programs that draw large numbers of students with the most significant cognitive disabilities?

***Possible information sources:***

* District evaluates program participation, including evidence that such programs are growing relative to the overall student population.

***District evidence and reflection***

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### Factor 3. Participation Rates Based on Assessment Content, Type of School or Program

1. Are students in restrictive settings more likely to participate in the ORExt?

***Possible information sources:***

* District reviews disaggregated data relative to school, grade, placement, and/or disability category in order to explore relationship between settings and assessment placement.
* District has a plan to address how less inclusive placements may unduly influence ORExt participation decisions.

***District evidence and reflection***

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1. Are ORExt participation rates higher in one school compared to other schools with similar grade levels in the district?

***Possible information sources:***

* District has reviewed participation rates across schools.

***District evidence and reflection***

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1. Do participation rates differ in reading, mathematics, and science?

***Possible information sources:***

* District has reviewed participation rates across content areas.

***District evidence and reflection***

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1. Have some students with disabilities previously participated in the general assessment in elementary school, but were placed on the ORExt when they transitioned to secondary school?

***Possible information sources:***

* District considered whether or not there are particular grades of students who are more likely to participate in the ORExt.

***District evidence and reflection***

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### Factor 4. Instruction and Access to Curriculum and Supports

1. Are students who have been identified to take the ORExt participating in, and making progress with, curriculum that is aligned with the Alternate Academic Achievement Standards in all content areas? What is the alignment between the curriculum in which the student participates, and the standards that the ORExt measures?

***Possible information sources:***

* *Alternate Achievement Standards* [*ELA*](https://www.oregon.gov/ode/educator-resources/assessment/Documents/elastandards.pdf)*,* [*Mathematics*](https://www.oregon.gov/ode/educator-resources/assessment/Documents/mathstandards.pdf)*,* [*Science*](https://www.oregon.gov/ode/educator-resources/assessment/Documents/sciencestandards.pdf)
* District monitors the Least Restrictive Environment for students with significant cognitive disabilities and reviews those data.
* District monitors progress in the curriculum for students with significant cognitive disabilities and reviews those data.

***District evidence and reflection***

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1. Do students who are identified to take the ORExt require adult supports, including assistive technology and accommodations necessary to enable them to participate in their education?

***Possible information sources:***

* District monitors adult supports, assistive technology and accommodations and review those data.

***District evidence and reflection***

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1. Do special education teachers have sufficient content knowledge to provide instruction aligned with the grade-level general education curriculum?

***Possible information sources:***

* District demonstrates that it provides professional development for special education teachers who serve students with significant cognitive disabilities in relevant content areas.

***District evidence and reflection***

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1. Do general and special education teachers receive training in Universal Design for Learning (UDL) principles to develop instructional objectives, assignments, and assessments? Do they appropriately implement these principles?

***Possible information sources:***

* District demonstrates that it provides professional development for general and special education teachers who serve students with significant cognitive disabilities in the principles of UDL.

***District evidence and reflection***

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1. Do students with significant cognitive disabilities have access to all supports and services provided by the programs for which they qualify (e.g., Title I, Title III)?

***Possible information sources:***

* District demonstrates that it provides both ELD and special education supports and services, as appropriate, for students with significant cognitive disabilities from culturally and linguistically diverse backgrounds.

***District evidence and reflection***

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### Factor 5. IEP Team Knowledge

1. Do IEP team members need training to understand the state’s definition of students with significant cognitive disabilities and implement the ORExt eligibility guidelines established by the state for participation in the ORExt.

***Possible information sources:***

* District demonstrates that it provides training for IEP team members who serve students with significant cognitive disabilities that includes appropriate use of ODE’s eligibility guidelines for the ORExt.

***District evidence and reflection***

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1. Do relevant staff receive the same training to understand and implement ORExt eligibility guidelines?

***Possible information sources:***

* District demonstrates that its principals, teachers, and related service providers, both new and veteran, and other personnel who are members of IEP teams, including charter school staff, receive the same training.

***District evidence and reflection***

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1. Do school staff, who participate as members of IEP teams, make decisions about ORExt participation based on factors that should NOT be considered as stated in the ORExt eligibility guidelines?

***Possible information sources:***

* District demonstrates that its staff does not discuss or consider factors that should not be part of the ORExt eligibility guidelines.

***District evidence and reflection***

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1. Do school staff, who are members of IEP teams, know how to develop standards-based IEPs for students with significant cognitive disabilities?

***Possible information sources:***

* District demonstrates that it provides professional development for IEP team members who serve students with significant cognitive disabilities that includes information about how to develop standards-based IEPs.

***District evidence and reflection***

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1. Do some students with significant cognitive disabilities repeatedly score proficient and advanced on the ORExt in one or more content areas? Have school staff who participate as members of IEP teams considered whether these students could participate in the general assessment with the necessary supports and accommodations?

***Possible information sources:***

* District demonstrates that it provides training for IEP team members who serve students with significant cognitive disabilities that includes longitudinal analysis and discussion about participation in the ORExt.

***District evidence and reflection***

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1. Do school staff, who participate as members of IEP teams, select the ORExt because they are concerned that the general assessment will be too difficult or stressful for the student OR base assessment decisions on concerns about the impact of student scores on school and district accountability ratings?

***Possible information sources:***

* District demonstrates that it does not base ORExt eligibility determinations on student’s behavior or perceived stress levels.

***District evidence and reflection***

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1. Do school staff, who participate as members of IEP teams, have high expectations for students with significant cognitive disabilities?

***Possible information sources:***

* District demonstrates that IEP goals and objectives for students with significant cognitive disabilities include academic expectations that are linked to grade level content.

***District evidence and reflection***

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### Factor 6. Parent/Guardian IEP Knowledge

1. Do parents of students with disabilities in the school need to better understand the state’s eligibility guidelines for participation in the ORExt so they may provide meaningful input related to their student’s participation decision?

***Possible information sources:***

* District demonstrates that it provides eligibility information to parents regarding their child’s participation in the ORExt and all potential consequences for this decision (including potential diploma and post-secondary opportunity implications).

***District evidence and reflection***

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1. Do some parents of students with disabilities request the ORExt because they are concerned that the general assessment will be too difficult or stressful for their student?

***Possible information sources:***

* District demonstrates that it provides eligibility information to parents regarding their student’s participation in the ORExt, including the factors that cannot be used to determine eligibility.

***District evidence and reflection***

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Additional resources:

* [Oregon Extended Assessment Decision Making Guidance](https://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Documents/orextassessguidance.pdf)
* [Start with the End in Mind: An Infographic to Guide Decisions about Student Participation in the Alternate Assessment](https://nceo.umn.edu/docs/OnlinePubs/Tool7Infographic.pdf)
* [District Dialogue Guide: Addressing the Percentage of Students Participating in the Alternate Assessment](https://nceo.umn.edu/docs/OnlinePubs/Tool4DialogueGuide.pdf)
* [Strategies for Meeting the 1% State-level Cap on Participation in the Alternate Assessment](https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief12OnePercentCap.pdf)
* [The Relationship between Student Placement and AA-AAAS Participation Rates](https://nceo.umn.edu/docs/OnlinePubs/NCEOReport439.pdf)

## Section 3. District Justification and Plan

### District Justification Statement

Based on the analysis of the data identified in section 1, and the evidence collected in section 2, develop a statement justifying why the district must exceed 1% overall participation (all tested grades combined) in the Oregon Extended Assessment in the content areas of ELA, Mathematics, and/or Science. An acceptable justification statement includes:

1. A multi-factor analysis of why more than 1% of district students are being identified to participate in the ORExt,
2. Specific information and data supporting each factor of your analysis, and
3. A brief summary of the process used to complete your analysis.

***District Justification Statement***

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### District ORExt Participation Plan

Based on the *district justification statement* above, develop a plan to ensure that only students with the most significant cognitive disabilities are found eligible for, and participate in, the ORExt. A successful plan will include:

1. Actions associated with each factor of why ORExt participation will exceed 1%,
2. Baseline data for each factor,
3. Progress indicators for each factor, and
4. Measureable outcomes with an associated timeline.

Regardless of the factors included in the *district justification statement*, districts must include staff training on the *Oregon* *Extended Assessment Decision Making Guidance* as part of this plan.

***District ORExt Participation Plan***

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Please note that plans submitted to ODE may be reviewed and updated as part of district monitoring and oversight related to ORExt participation rates.

## Section 4. Disproportionality

### Plan to Address Disproportionality

The Oregon Department of Education provides disproportionality data annually to any district who anticipates exceeding 1% participation in the Oregon Extended Assessments. These data will indicate disproportionate identification of students from particular groups to participate in the ORExt. Districts must submit a description of how they intend to address disproportionality in the percentage of students in any identified focal group taking the ORExt, based on the data provided by ODE and any supplemental data to which the district may have access.

Root cause analysis of disproportionality can be simple or complex. A simple root cause analysis can be done through a “[5 Whys](https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/QAPI/downloads/FiveWhys.pdf)” type of activity. A more complex root cause analysis could be done through a process like the one described in the “[Success Gaps toolkit](https://ideadata.org/toolkits/)”. These optional resources are intended to help district identify potential causes of disproportionality. Districts are encouraged to use these resources and others resources and processes that make sense for their local context.

***District Plan to Address Disproportionality***

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Please note that plans submitted to ODE may be reviewed and updated as part of district monitoring and oversight related to ORExt participation rates.

Please reach out to Mason Rivers at ODE with questions related to 1% ORExt justification statements and participation plans.

**Mason Rivers**
Special Education Assessment Specialist
Office of Research, Assessment, Data, Accountability & Reporting
Phone: 971-208-0434 (call/text)
Mason.Rivers@ode.oregon.gov