

Oregon Extended Assessment Participation Reporting

District Justifications & Plans

SCHOOL YEAR 2024-25



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Executive Summary

In alignment with federal requirements under the Every Student Succeeds Act (ESSA), the Oregon Department of Education (ODE) collects annual justification and participation plans from districts anticipating more than 1% participation in the Oregon Extended Assessments. For the 2024-25 school year, 89 districts submitted required documentation, including assurances, justification factors, reflections on prior plans, and updated strategies to ensure appropriate assessment participation.

Districts identified a range of contributing factors, including specialized programs, assessment participation patterns, instructional practices, IEP team knowledge, and parent understanding of participation eligibility criteria. Most districts reported meeting or progressing toward goals from prior plans, with common focuses on staff training, use of State guidance, and development of data tracking systems. Challenges included staff turnover, inconsistent implementation, and limited time or access to data. Feedback emphasized the need for clearer communication and continued professional development.

District plans for the 2024-25 school year reflected a commitment to improving assessment decision making. The most common actions included training on ODE's [Alternate Assessment Decision Making Guidance](#), reinforcing the use of eligibility criteria during IEP meetings, and implementing district-level monitoring or review processes. Additional strategies included collaboration across roles, data-informed decision making, and parent engagement.

ODE identified 53 districts with disproportionality in their participation data. In response, these districts submitted plans to address this issue. Common strategies included annual data reviews disaggregated by focal group and continued training on appropriate identification. Other approaches focused on root cause analysis, increased awareness of disproportionality, and improving equitable service delivery and special education referral processes.

This report provides a comprehensive overview of districts' practices, challenges, and commitments related to Oregon Extended Assessment participation. It serves both as a transparency tool for public accountability and as a resource to guide districts in refining their assessment practices to ensure that only students with the most significant cognitive disabilities participate in the Oregon Extended Assessments. Additionally, this report satisfies the federal requirement to make district justification information publicly available (34 CFR § 200.6(c)(3)(iii)).

Background

Oregon Extended Assessments

Federal law allows States to assess students with the most significant cognitive disabilities with an alternate assessment (34 CFR § 200.6(a)(2)(ii)(B)). This alternate assessment is based on alternate academic achievement standards that are aligned with the State's general academic content standards but have been reduced in breadth, depth, and complexity (34 CFR § 200.1(d)). Oregon's alternate assessment is called the Oregon Extended (ORExt) Assessments, and is available for English Language Arts, Mathematics, and Science. For more information please visit the Oregon Department of Education's [Oregon Extended Assessment webpage](#).

Every Student Succeeds Act (ESSA) requirements

The federal law under ESSA requires States to monitor participation in alternate assessments. While the State cannot place a cap on the alternate assessment participation rates of local education agencies (LEAs) in any subject (34 CFR § 200.6(c)(3)(i)), the statewide participation rate cannot exceed 1% of the total number of students in the state who are assessed in any subject (34 CFR § 200.6(c)(2)). The law requires LEAs who plan to exceed 1% participation to submit information justifying the need to do so. The State must make this information publicly available and provide oversight of those LEAs (34 CFR § 200.6(c)(3)(ii-iii)).

States may request that the U.S. Secretary of Education waive the 1% state cap for the relevant subject for one year (34 CFR § 200.6(c)(4)). The request must include:

- Assurances that the State has verified that each LEA anticipated to exceed 1% participation will address any disproportionality in the percentage of students in any subgroup taking an alternate assessment (34 CFR §200.6(c)(4)(iii)(B)).
- A plan and timeline by which the State will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will assess more than 1% in a given subject in a school year to ensure that only students with the most significant cognitive disabilities take an alternate assessment. The State must describe how it will monitor and regularly evaluate each such LEA to ensure that the LEA provides sufficient training for school staff so that all students are appropriately assessed (34 CFR § 200.6(c)(4)(iv)(B)).

Oregon district reporting requirements

All districts must submit their projected Extended Assessment participation numbers and rates for each content area (English Language Arts, Mathematics, and Science) by the first weekday

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on or after October 1 of each school year. Districts who expect to exceed 1% participation in the Extended Assessments in any content area must submit the following information to ODE by the first weekday on or following November 15 of each school year:

- Justification of the need to exceed 1% participation.
- A plan to ensure that only students with the most significant cognitive disabilities are found eligible for, and participate in, the Extended Assessments.
- Assurances that the district will address any disproportionality in the percentage of students in any focal group taking the Extended Assessments.

The Oregon Department of Education provides disproportionality data annually to any district who anticipates exceeding 1% participation in the Extended Assessments. These data detail disproportionate Extended Assessment participation for students in the district, broken out by student focal groups. Districts must submit a description of how they intend to address disproportionality in the percentage of students in any identified focal group taking the Extended Assessments by the first weekday on or after November 15 of each school year. For more information, please see the [1% ORExt Participation Reporting Requirements for Oregon Districts](#) document.

Oregon Department of Education Oversight

General procedural oversight

Districts who do not project to exceed 1% participation will receive no additional oversight from ODE for the current year. If the district's projection proves inaccurate and it does exceed 1% participation, the district must submit justification information and a participation plan for the following year, regardless of whether they project to exceed 1% participation again.

Approval of justification information and participation plans

ODE Assessment staff review each district's justification information and participation plan (including disproportionality when required). ODE communicates to submitting district staff whether the district's submission is acceptable or needs additional revision. If additional revision is required, a new deadline will be set in collaboration with the district.

District monitoring

As part of ODE's General Supervision Framework under the Individuals with Disabilities Education Act (IDEA), Extended Assessment participation data is one of several factors included in each district's profile. While it is no longer a specific element in the cyclical monitoring risk assessment, it continues to help inform decisions about which districts are selected for focused monitoring. For more information, visit ODE's [General Supervision webpage](#).

The remainder of this report includes:

- District-submitted justification factors for the 2024-25 school year.
- Summaries of narrative information provided by districts for justification factors.
- Summaries of district participation plans and disproportionality plans.

The following information is intended to provide a helpful narrative to gauge the landscape of Extended Assessment participation in the state of Oregon. Please reach out to Mason Rivers at ODE with questions related to 1% Extended Assessment participation reporting.

Mason Rivers, Eds, NCSP

Education Program Specialist 2

Office of Enhancing Student Opportunities

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District Justification Information

Each district in Oregon that anticipated assessing more than 1% of their students using the Extended Assessments was required to complete the [1% ORExt Participation Reporting District Justification and Plan Submission Form](#). This form guides districts through the process of identifying and reporting district information related to exceeding 1% participation in the Extended Assessments in any content area.

The justification factors from which districts selected are outlined below, along with brief descriptions.

- Factor 1. Size of Student Population:** Districts with a small overall student population (less than 500 students) may be more likely to exceed 1% participation.
- Factor 2. Programs and Services:** Districts that include school, community, or health programs that draw large numbers of students with the most significant cognitive disabilities may be more likely to exceed 1% participation.
- Factor 3. Participation Rates Based on Assessment Content, Type of School, or Program:** Districts who have higher participation rates in a particular content area, school, grade level, or program may be more likely to exceed 1% participation.
- Factor 4. Instruction and Access to Curriculum and Supports:** District implementation of curriculum based on alternate academic achievement standards, adult supports such as providing accommodations and assistive technology, teacher knowledge of Universal Design for Learning (UDL), and student access to additional programs such as Title I and Title III may impact a district's likelihood of exceeding 1% participation.
- Factor 5. IEP Team Knowledge:** The level to which district staff on IEP teams are aware of and follow ODE's [Alternate Assessment Decision Making Guidance](#) may impact a district's likelihood of exceeding 1% participation.
- Factor 6. Parent/Guardian IEP Knowledge:** The level to which parents/guardians are familiar with the IEP process and ODE's Alternate Assessment Decision Making Guidance may impact a district's likelihood of exceeding 1% participation.
- Factor 7. Other Factors:** Districts may have other factors contributing to their need to exceed 1% participation.

Districts selected applicable factors, then responded to relevant guiding questions for each factor. Consult [Appendix A](#) for a summary of form submission data.

District Reported Justification Factors

The table below includes the justification factors reported by each of the 89 districts that anticipated exceeding 1% participation in the Extended Assessments for the 24-25 school year.

Table 1.0 Justification factors reported by District

District	Justification Factors
Adrian SD 61	1
Alsea SD 7J	1, 5, 6
Arlington SD 3	1
Athena-Weston SD 29RJ	2, 4, 5, 6, 7
Baker SD 5J	3
Bandon SD 54	1, 3
Banks SD 13	3, 7
Beaverton SD 48J	2, 3
Cascade SD 5*	2, 3, 4, 5, 6, 7
Centennial SD 28J	2, 3, 4, 5, 6, 7
Central SD 13J	3, 4, 7
Clatskanie SD 6J	3, 7
Colton SD 53	1, 2, 5, 6
Coos Bay SD 9	2
Corvallis SD 509J	2, 3, 4, 5, 6
Creswell SD 40	2, 3, 6, 7
Dayton SD 8	2, 3, 4, 5, 6, 7
Douglas County SD 4	2, 3
Dufur SD 29	1, 4, 5
Eagle Point SD 9	2, 3, 5, 6
Elgin SD 23	1, 3, 4, 5, 6, 7
Elkton SD 34	1
Fern Ridge SD 28J	2, 3, 4, 5, 6
Forest Grove SD 15	2, 3, 4, 5
Gaston SD 511J	1, 3, 4, 5, 6, 7
Gervais SD 1	2, 3, 4
Glendale SD 77	1, 4
Glide SD 12	1, 2, 3, 4, 7

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District	Justification Factors
Grants Pass SD 7	3, 4, 5, 6
Greater Albany Public SD 8J	3, 4, 5, 6
Gresham-Barlow SD 10J*	2, 3
Hillsboro SD 1J	2, 7
Ione SD R2	1
Jefferson County SD 509J	5
Jefferson SD 14J*	7
Jewell SD 8	1, 6, 7
John Day SD 3	1, 2
Klamath County SD	3, 4
Klamath Falls City Schools	1, 2, 3, 5
La Grande SD 1	2, 3, 5
Lake County SD 7	3, 4, 6
Lebanon Community SD 9	2, 3, 4, 5, 6, 7
Lincoln County SD	3, 4, 5, 6
McKenzie SD 68	1
Milton-Freewater Unified SD 7	5
Mitchell SD 55	1, 2, 4, 7
Mt Angel SD 91	4, 5, 6, 7
Myrtle Point SD 41	1, 2
Newberg SD 29J*	4, 5
North Bend SD 13	7
North Clackamas SD 12	2, 3, 4, 5, 6, 7
North Lake SD 14	1, 7
North Marion SD 15	3, 4, 5, 7
North Powder SD 8J	1, 4, 5, 7
North Santiam SD 29J	5
North Wasco County SD 21	2, 3, 7
Ontario SD 8C	2, 3, 4, 5, 6, 7
Oregon Trail SD 46	2, 3, 4
Parkrose SD 3*	2, 3, 4, 7
Pendleton SD 16	2, 7

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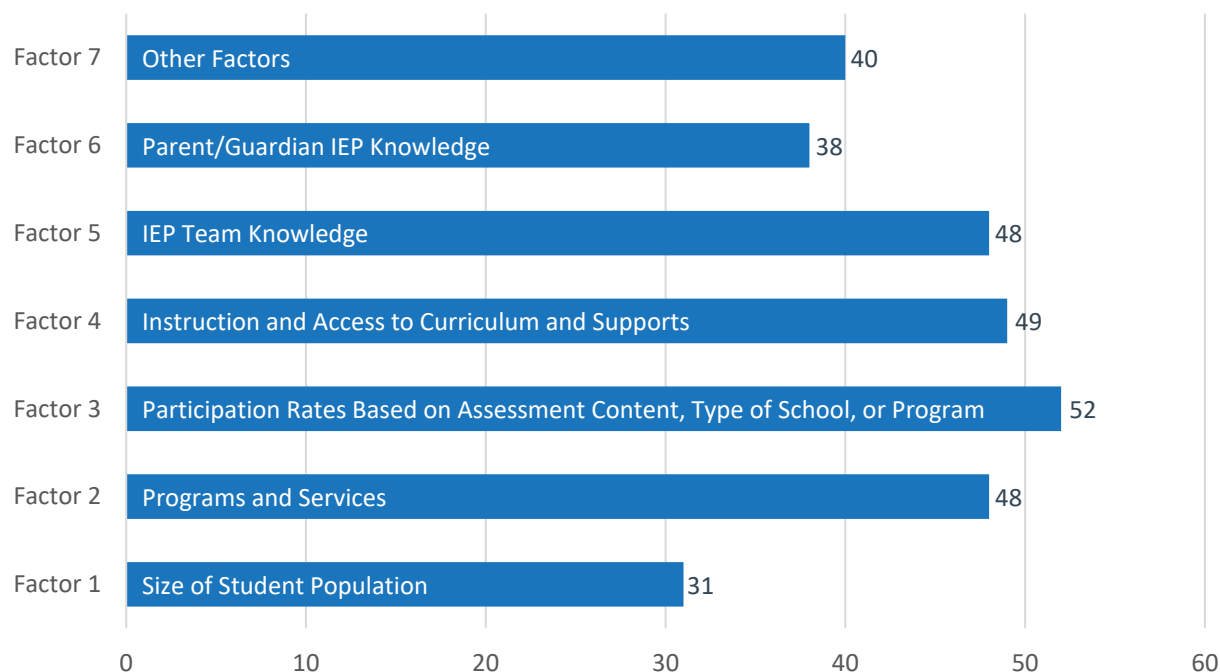
District	Justification Factors
Perrydale SD 21	1, 4, 5
Phoenix-Talent SD 4	2, 3, 4, 5, 6, 7
Pine Eagle SD 61	1
Port Orford-Langlois SD 2CJ	1
Prairie City SD 4	4, 5, 7
Rainier SD 13	1, 3, 4, 5, 6, 7
Redmond SD 2J	2
Reedsport SD 105	2, 3, 4, 5, 6
Reynolds SD 7	2, 3, 4, 5, 6, 7
Riddle SD 70	1, 2, 3, 4, 5, 6, 7
Salem-Keizer SD 24J	2, 5
Santiam Canyon SD 129J	2, 3, 4, 5, 6
Scappoose SD 1J	2, 3, 4, 7
Seaside SD 10*	4, 5, 6
Sherwood SD 88J	2, 3, 4, 5, 6, 7
Siuslaw SD 97J	2
South Wasco County SD 1	1, 3, 4, 5, 6
St Paul SD 45	1, 2, 3, 4, 5, 6, 7
Stanfield SD 61	1, 2, 4, 5, 6, 7
Sweet Home SD 55	2, 3, 4, 5, 6, 7
Tillamook SD 9	3, 4, 5, 6, 7
Umatilla SD 6R	3, 7
Union SD 5*	1, 2
Vale SD 84	1, 2, 3, 4, 5, 6, 7
Vernonia SD 47J*	4
Warrenton-Hammond SD 30	2, 3
Winston-Dillard SD 116	2, 3, 5, 6, 7
Yamhill Carlton SD 1*	2, 3, 4, 5, 6
Yoncalla SD 32	1, 2, 3, 4, 5, 6

* District did not project to exceed 1% participation but was required to submit information after exceeding 1% participation in the 2023-24 school year.

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The graph below represents the number of districts who indicated that each factor was applicable to their district justification to exceed 1% participation in the Extended Assessments.

Graph 2.0 Number of districts by justification factor



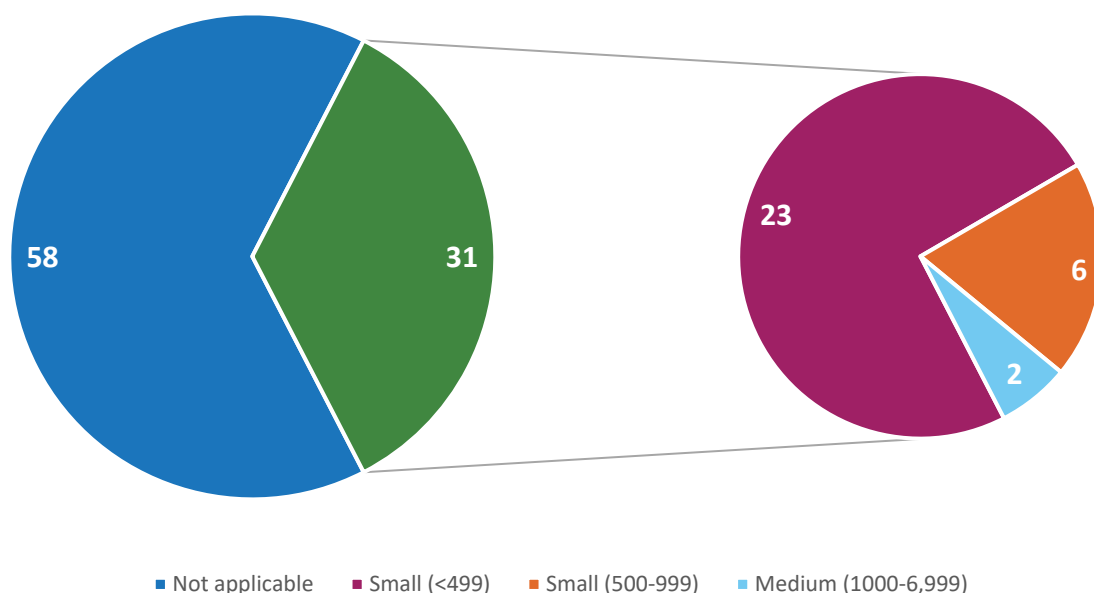
District Justification Guiding Questions

Districts were asked to reflect on guiding questions intended to support their analysis, evaluation, and improvement of district practices related to the identification and participation of students in the Extended Assessments. Districts were required to respond to at least one guiding question from each factor they determined applicable to their district. They were allowed to respond to all additional questions as they determined appropriate.

Factor 1. Size of Student Population

Out of the 89 districts that were required to submit information, 31 districts identified this factor as contributing to their need to exceed 1% participation in the Extended Assessments. Of those 31 districts, 29 are considered small size districts (1 – 999 students) and 2 are considered medium size districts (1,000 – 6,999 students). Of the 29 small districts, 23 have student enrollment of less than 499 students.

Graph 3.0 Factor 1 identification by enrollment size



Districts were asked to reflect on the following question:

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

While 31 districts indicated the size of their student population was applicable, 34 districts took the opportunity to reflect and provide evidence on the question above. Nearly all districts (n = 28) reported the size of their total student population. A smaller group of districts (n = 10) discussed the number of students in statewide testing grades and the number of students eligible for the Extended Assessments. Just a few districts (n = 3) mentioned at least one of the following factors: number of schools within the district, average class size, the size of the special education population, and differences between resident and non-resident enrollment.

Factor 2. Programs and Services

Forty-eight districts signaled programs and services as a contributing factor to their need to exceed 1% participation in the Extended Assessments.

Districts were asked to reflect on the following question:

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

Most commonly (n = 19) districts reported operating specialized programs or classrooms designed to serve students with the most significant cognitive disabilities. Many noted that

families either moved into their district or requested transfers specifically to access these programs and services. Many other districts (n = 16) shared that they have seen an increase in families relocating to their area to take advantage of available district, community, or health-related resources. Some districts (n = 5) also reported the presence of Education Service District (ESD)-operated programs, community services, or group homes that bring students with the most significant cognitive disabilities into the district. Several districts (n = 5) reported having specialized foster-care placements for students with high needs within their boundaries. Additionally, some districts (n = 12) observed that while their general education population has remained stable or declined, their special education population has grown and prompted the need to expand programmatic offerings.

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

Fifty-two districts indicated that participation rates based on assessment content, types of school, or program were a contributing factor to their need to exceed 1% participation in the Extended Assessments. This factor included four questions on which districts could reflect and gather evidence. Districts who indicated this factor as applicable were required to respond to at least one question.

Question 1: *Are students in restrictive settings more likely to participate in the ORExt?*

A majority of districts (n = 31) indicated that students in restrictive settings are more likely to participate in the Extended Assessments, while some districts (n = 8) disagreed and many districts (n = 18) did not provide a definitive response. A single district reported a student being inappropriately identified for participation. Many districts (n = 23) included an analysis of student placement, often referencing specialized classrooms operated by the district or an Education Service District (ESD). Several districts (n = 9) described student environments using federal placement codes or discussed how mainstreaming efforts, such as keeping students in their neighborhood schools, may influence participation rates. Lastly, a small number of districts (n = 3) mentioned parent opt-outs or an increase in the number of students requiring more intensive supports.

Question 2: *Are ORExt participation rates higher in one school compared to other schools with similar grade levels in the district?*

Many districts (n = 24) reported that participation rates were higher in a specific school, most often (n = 18) due to schools housing a specialized program for students with the most significant cognitive disabilities. Many other districts (n = 21) indicated no such pattern, and

some districts (n = 12) did not provide a clear response. Several districts (n = 11) explained that they only have one school per grade level, while others (n = 5) noted that small student populations and uneven distribution of eligible students made it difficult to draw meaningful conclusions.

Question 3: *Do participation rates differ in reading, mathematics, and science?*

Most districts (n = 39) reported no difference in participation rates across English language arts (ELA), mathematics, and science, which would be expected given the participation criteria is consistent across all subjects. However, a smaller group of districts (n = 14) noted higher participation in science, often attributing this to the fact that science is only assessed at three grade levels, which can affect overall participation patterns. A few districts (n = 3) also explained that differences in participation were influenced by the rules for opting out of English language arts and mathematics compared to the exemption process used for science. One district identified a student who was inappropriately assigned tests (i.e., a mix of general and extended assessment participation) due to a training issue.

Question 4: *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?*

Districts overwhelmingly reported that students who participated in the general assessments in elementary school were not later placed on the Extended Assessments in secondary school, with almost all districts (n = 48) answering “no” to this question. Only a few districts (n = 3) said “yes”, while several others (n = 4) did not provide a clear response. One district who answered “yes” characterized this transition as an expected progression because staff develop a deeper understanding of students’ needs over time. Interestingly, several districts (n = 6) reported the opposite trend, noting that students were more likely to move from the extended assessments to the general assessments as they got older. A couple of districts (n = 2) mentioned students transferring from other districts having already been identified to participate in the extended assessments.

Factor 4. Instruction and Access to Curriculum and Supports

Over half of the reporting districts (n= 49) indicated that instruction and access to curriculum and supports were contributing factors in their need to exceed 1% participation in the Oregon Extended Assessment. To explore this area, districts were given 5 guiding questions focused on how instructional practices and access to appropriate resources may influence assessment participation.

Question 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 students participate, and the standards that the ORExt measures?*

Many districts (n = 25) used this question as an opportunity to reflect on practices related to curriculum alignment. They reflected on district progress monitoring practices, as well as specific curriculum, instructional expectations, and teaching strategies used with students who take the Extended Assessments. Fewer districts (n = 16) discussed the learning environments where students access instruction, offering insight into how settings may support or limit alignment with standards. Lastly, some districts (n = 18) emphasized the role of the IEP process, including how IEP teams make decisions, how IEPs are implemented, and how they incorporate standards into IEP goals.

Question 2: *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?*

The majority of districts (n = 31) acknowledged that students participating in the Extended Assessments require adult supports, assistive technology, and accommodations to access their education. Several districts (n = 5) described a range of accommodations and supports, such as text to speech tools, oral responses to writing prompts, alternate methods for demonstrating mastery, graphic organizers, extended processing time, one-step directions with visual and verbal prompting, communication devices, adaptive software, and specialized equipment. They also emphasized how supports were implemented, highlighting adult assistance, small group instruction, collaboration with regional inclusive services (RIS), and the use of supports in both specialized and general education settings. A number of districts (n = 7) noted that significant modifications to curriculum were necessary for students, and several (n = 10) described processes for regularly reviewing and monitoring the effectiveness of provided supports.

Question 3: *Do special education teachers have sufficient content knowledge to provide instruction aligned with the grade-level general education curriculum?*

Many districts (n = 23) reported that special education teachers have sufficient content knowledge to provide instruction aligned with grade-level general education curriculum, and several others (n = 4) identified this as an area of ongoing focus. Some districts (n = 9) referenced teacher licensure or special endorsements as indicators of content knowledge. Most districts (n = 34) emphasized the importance of professional development opportunities and

described a range of important topics. Topics discussed included district core curriculum and instructional materials, specialized curriculum, differentiation and adaptation of instructional materials, local performance assessments, response to intervention, positive behavioral interventions and supports, the science of reading, executive functioning, evidence-based practice for diverse learners, and social-emotional learning. Districts (n = 15) also described strategies to support collaboration and instructional alignment, such as the inclusion of special education teachers in professional learning communities or grade-level teams, and access to instructional coaches from either the district or regional Education Service Districts (ESDs).

Question 4: *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?*

Many districts (n = 17) affirmed that their general and special education teachers receive training and appropriately implement UDL, while others (n = 6) identified this as an area of growth. Most districts (n = 17) described professional development opportunities focused on UDL, including both in-district training and participation in external workshops. In addition, several districts (n = 7) mentioned related trainings such as Safety Care, Sheltered Instruction Observation Protocol (SIOP), Advancement Via Individual Determination (AVID), and Multi-tiered Systems of Support (MTSS). Some districts (n = 12) described how UDL principles are applied to their instructional practices, including alignment with instructional goals and objectives, success criteria, lesson planning, assessments, learning environments, engagement strategies, and student choice.

Question 5: *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)?*

Almost all districts (n = 54) reported that students with the most significant cognitive disabilities have access to all supports and services for which they qualify. Some districts (n = 15) took this opportunity to reflect on specific examples of how services are implemented for students in this population. Some examples included consultation models, push-in or pull-out supports, literacy and math interventions, small group instruction, adapted instructional materials, bilingual educational aides, integrated English language development services, coordination among services providers, collaborative planning, summer programs, and after-school programs. Additionally, a few districts (n = 4) noted that access to services is structured through a multi-tiered system of supports (MTSS).

Factor 5. IEP Team Knowledge

Districts were asked to reflect on the role of IEP team knowledge in contributing to their need to exceed 1% participation in the Extended Assessments. Of the 89 districts required to report, 48 indicated that this was a relevant factor in their context. To support their reflection, districts were provided with 7 guiding questions focused on the knowledge and decision-making practices of IEP teams.

Question 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?*

Some districts (n = 10) indicated that their staff could benefit from additional training, while a few districts (n = 3) identified this as an area of growth. Districts described a variety of strategies in place to support staff understanding and compliance with state guidelines. These included district or ESD provided training (n = 39), assigning support personnel to assist with IEP development (n = 6), and incorporating guidance into district special education handbooks or newsletters (n = 3). A couple of districts (n = 2) reported requiring IEP teams to complete the [Alternate Assessment Decision Making Checklist](#) as part of their process.

Question 2: *Do relevant staff receive the same training to understand and implement ORExt eligibility guidelines?*

Many districts (n = 22) reported that relevant staff receive consistent training to understand and implement the alternate assessment eligibility guidelines, while a couple (n = 2) identified this as an area of growth. Districts described a range of staff groups included in training efforts, such as principals and administrators (n = 13), general education teachers (n = 7), related service providers (n = 6), instructional assistants (n = 1), and school counselors (n = 1). Some districts (n = 3) noted that this training is supported through their ESDs .

Question 3: *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?*

Most districts (n = 37) indicated that IEP teams do not make participation decisions based on inappropriate factors, while several districts (n = 6) identified this as an area of growth and continued improvement. A common strategy cited by many districts (n = 21) was the consistent use of the State provided guidance during IEP meetings to support appropriate decision making. Additionally, some districts (n = 13) described further strategies to address potential concerns, including implementing data-driven decision-making processes, developing

standards-based IEPs, providing targeted training or coaching for staff who facilitate IEP meetings, and utilizing state-provided resources including the [Alternate Assessment Decision Making Checklist](#) and the [Alternate Assessment Decision Making Flow Chart](#); both of which are available in English and Spanish on ODE's [Extended Assessment webpage](#).

Question 4: *Do school staff, who are members of IEP teams, know how to develop standards-based IEPs for students with significant cognitive disabilities?*

Many districts (n = 30) reported their staff having the knowledge and skills necessary to develop standards-based IEPs for students with the most significant cognitive disabilities, while several (n = 7) identified this as an area for growth. Most district responses focused on how districts ensure staff have knowledge in this area. The majority of districts (n = 38) described professional learning and training efforts related to standards-based IEP development. Additional districts (n = 12) noted that staff receive support from coaches or support personnel on this topic. Some districts (n = 8) referenced other indicators of staff capacity, such as the use of data-informed practices, peer-monitoring and modeling strategies, model IEPs, and various goal-writing templates and tools (e.g., Goalbook).

Question 5: *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?*

District responses were fairly evenly distributed regarding whether students who repeatedly score proficient or advanced on the Extended Assessments are considered for the general assessments with appropriate supports. Some districts (n = 10) reported that this consideration occurs, while others (n = 14) said it does not, and the remaining (n = 18) did not clearly indicate either way. Several districts (n = 7) identified this as an area for growth. A few districts (n = 3) shared that they have transitioned students from the extended to the general assessment based on performance. Many districts (n = 18) described the annual review process in which Extended Assessment scores are considered during assessment decision making. A small group (n = 7) reported conducting a broader data review that included additional data points beyond prior Extended Assessment performance. Lastly, a couple of districts (n = 2) noted that parent opt-outs result in a lack of performance data, which limits their ability to use assessment results to inform future decisions.

Question 6: *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 decision on concerns about the impact of student scores on school and district accountability ratings?*

The majority of districts (n = 30) reported that staff do not select the Extended Assessments due to concerns about the difficulty or stress of the general assessment, or accountability concerns. Several districts (n = 5) responded “yes” to this question and a similar number of districts (n = 5) identified this as an area of growth. Those districts indicated that concerns were exclusively related to the perceived difficulty or stress of the general assessment and not accountability ratings. Many districts (n = 16) emphasized that they follow ODE’s eligibility criteria when making assessment decisions. Similarly, many districts (n = 15) described strategies used to address concerns about assessment difficulty, stress, and accountability. These strategies included things like training and professional development, utilizing the [Alternate Assessment Decision Making Checklist](#), reviewing prior general assessment participation, consulting the [Oregon Accessibility Manual](#), making data-informed decisions, aligning assessment decisions with instructional standards, providing support from special education instructional coaches, utilizing extended assessment practice tests, and conducting regular district-level IEP reviews.

Question 7: *Do school staff, who participate as members of IEP teams, have high expectations for students with significant cognitive disabilities?*

The vast majority of districts (n = 51) reported that school staff hold high expectations for students with significant cognitive disabilities, while a few districts (n = 4) identified this as an area for growth. Many districts (n = 18) reflected that these high expectations are demonstrated through the district’s IEP goal development and implementation process. Several districts (n = 6) highlighted alignment with academic standards as a key indicator of high expectations or pointed to mainstreaming efforts as evidence of inclusive and ambitious practices. Additionally, a couple (n = 2) of districts described their systems for monitoring student progress and adjusting supports to ensure students are working toward and meeting high expectations.

Factor 6. Parent/Guardian IEP Knowledge

Parent or guardian understanding of the IEP process and assessment participation criteria was identified by 38 districts as a contributing factor to their need to exceed 1% participation in the Extended Assessment. In this section, districts reflected on two questions designed to explore

how parent or guardian knowledge influences assessment decisions and what supports are in place to ensure informed participation in the IEP process.

Question 1: *Do parents/guardians 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?*

Several districts (n = 10) indicated that parents or guardians need a better understanding of the state’s eligibility guidelines for participation in the Extended Assessment to provide meaningful input during the IEP process, while a few districts (n = 5) identified this as an area for growth. Some districts (n = 13) described efforts to directly provide information to parents about assessment decision making, often during IEP meetings or in advance through mail or electronic communications.

Question 2: *Do some parents/guardians of students with disabilities request the ORExt because they are concerned that the general assessment will be too difficult or stressful for their student?*

There was a fairly even distribution of districts responding “yes” (n = 15) and “no” (n = 13) to whether parents or guardians request the ORExt due to concerns about difficulty or stressfulness of the general assessment. Several districts (n = 8) noted that parents are more likely to opt their student out of statewide assessments altogether if they are concerned about difficulties or stress for their students participating. Additionally, districts (n = 7) described strategies used to address parent concerns, including utilizing state-provided tools such as the [Alternate Assessment Decision Making Checklist](#) and the [Alternate Assessment Decision Making Flow Chart](#), exploration of appropriate accessibility supports, and data-based decision making to guide assessment participation discussions with parents or guardians.

Factor 7. Other Factors

In addition to the structured questions provided in earlier sections, districts were given the opportunity to report any other factors contributing to their need to exceed 1% participation in the Extended Assessments. This open-ended prompt allowed districts to share context-specific challenges or considerations not previously addressed. A total of 40 districts indicated that additional factors were applicable.

Districts were provided with the following prompt:

Use the space below to explain any additional factors contributing to the district’s need to exceed 1% participation on the ORExt. Please include any relevant district evidence and reflection.

Most of the districts who responded to this prompt reiterated themes already addressed in earlier sections. These included the size of the eligible population, a higher concentration of students in science-tested grades, student transfers, local programs and services, and the increasing complexity of student needs. Some districts (n = 9) noted that a recent increase in their overall special education population in recent years has been a contributing factor. A couple of districts (n = 2) also highlighted the impact of Oregon's parent opt-out and exemption laws, explaining that higher rates of opt-outs from the general assessment can indirectly inflate the percentage of students participating in the ORExt, even when the actual number of eligible students is less than 1% of the eligible testing population.

District Extended Assessment Participation Plans

Each district in Oregon that anticipated assessing more than 1% of their students using the Extended Assessments was required to complete the [1% ORExt Participation Reporting District Justification and Plan Submission Form](#). This form guides districts through the process of identifying and reporting district information related to exceeding 1% participation in the Extended Assessments in any content area.

After completing a suggested review of their data and reflecting on justification factors contributing to their need to exceed 1% participation in the Extended Assessments, each district was required to develop a plan to ensure that only students with the most significant cognitive disabilities are found eligible for, and participate in, the ORExt. Districts were asked to provide assurance to ODE of this plan, and all 89 districts required to submit provided this assurance. Districts were provided with three optional prompts to reflect on their previous year's plan, if applicable, and required to share the details of their plan with ODE. A summary of these reflection prompts as well as district Extended Assessment participation plans is outlined below.

Previous Plan Reflection

The reflection prompts included below encourage districts to consider the effectiveness of their prior goals, the challenges they encountered, and any feedback received during implementation. Districts were encouraged to incorporate insights gained from this reflection into the development of their new plan.

Prompt 1: *What specific measurable outcomes did we achieve, and which ones did we miss? Reflect on the original goals of the plan. Determine which were accomplished,*

which were not, and why. This will help identify both successes and areas for improvement.

Of the 89 districts required to report, 45 chose to respond to this first prompt. The majority of districts (n = 25) reported meeting their goals from the prior school year, while several (n = 12) indicated that their goals were still in progress. The types of goals varied widely, with most focusing on training initiatives (n = 17), some focusing on the use of the State's Alternate Assessment Decision Making Guidance (n = 9), and others reflecting on efforts to develop or implement data collection, documentation, or tracking processes (n = 7). Less commonly (n = 4), districts reported goals related to addressing disproportionality, conducting annual reviews of assessment decisions, decreasing identification rates, using the [Alternate Assessment Decision Making Checklist](#), or increasing supports for parents. One district noted that requiring case managers to serve as Qualified Assessors for the ORExt improved their familiarity with the assessment and led to more accurate decision making. Additionally, a couple of districts (n = 2) set goals to increase academic gains for students with significant cognitive disabilities with the aim of transitioning them from the Extended Assessments to the general assessments.

Prompt 2: *What challenges or obstacles did we encounter, and how did we address them? Discuss any difficulties faced during the execution of the plan and the solutions implemented. Consider whether different strategies could have been more effective and what could be done differently in the future.*

Among the 44 districts that responded to this prompt, many (n = 19) indicated that they did not encounter any significant issues or did not mention any challenges in their responses. Of those that did report obstacles, the most frequently cited issue (n = 9) was staff turnover, including both special education personnel and district administrators. Some districts (n = 6) noted difficulties with staff inconsistently following the plan or accessing available supports. Time constraints and competing priorities were mentioned by a few districts (n = 4), as were challenges related to parent opt-outs or other parent concerns. A couple of districts (n = 2) reported that IEP teams sometimes lacked sufficient information or timely access to data to make adequately informed assessment decisions. A couple of districts (n = 2) also noted challenges related to students placed in outside programs, where the district has limited authority over those who facilitate the IEP process.

Prompt 3: *What feedback did we receive during implementation, and how can we use it to improve our approach? Review the feedback from teams, educators, families, and other participants in the plan. Identify recurring themes and suggestions for*

improvement. Consider how to incorporate this feedback into the plan moving forward to better meet the needs and expectations of all involved.

Many districts (n = 16) either reported receiving no feedback or did not include any in their response. Some districts (n = 9) shared that they received positive feedback regarding the overall success of their plan, while fewer (n = 6) noted that staff feedback affirmed alignment between the Alternate Assessment Decision Making Guidance and the decisions made by IEP teams. Some other districts (n = 9) reported receiving feedback indicating a need for additional staff training, and several districts (n = 5) highlighted the need for increased clarity and communication around Extended Assessment decision making.

District ORExt Participation Plan Summary Analysis

All 89 districts were required to provide the details of their plan to ensure that only students with the most significant cognitive disabilities are found eligible for, and participate in, the Oregon Extended Assessments. Below is a summary of common actions that districts reported as part of their plans.

District plans for the upcoming year reflect a strong emphasis on improving assessment decision-making practices, particularly through training and procedural alignment. The most commonly reported action (n = 65) involved training on the State's Alternate Assessment Decision Making Guidance. This widespread commitment suggests a continued focus on ensuring that IEP teams are well informed and equipped to apply the State's criteria accurately.

In addition to training, many districts (n = 26) reported plans to reinforce the use of the State's eligibility criteria when making assessment decisions. The same number of districts indicated they would develop or implement district-level monitoring or review processes to ensure compliance with state guidelines. These efforts reflect a growing emphasis on accountability and consistency in assessment decision-making practices.

Some districts (n = 22) reported plans to increase communication and collaboration around assessment decisions. This included outreach to parents, school staff, administrators, and specialists such as English Language Development (ELD) teachers. Districts also described efforts to strengthen collaboration between special education, general education, and ELD staff, as well as with ESDs and outside placements. Several districts (n = 12) planned to enhance data-based decision making, while others (n = 10) reported training initiatives focused on IEP requirements, specially designed instruction (SDI), and instructional frameworks such as Universal Design for Learning (UDL).

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Additional actions included providing coaching to special education staff (n = 6), addressing disproportionality (n = 4), offering professional learning on alternate academic achievement standards (n = 3), and developing parent-friendly materials about assessment decision making (n = 3). A couple of districts (n = 2) planned to use practice tests to both increase student & staff familiarity with the Extended Assessments and reduce stress associated with testing. Notably, one district set a goal to increase participation in the general assessment as a strategy to reduce their Extended Assessment participation rate.

The table below lists planned district activities and how many districts included each one in their efforts to ensure only students with the most significant cognitive disabilities are found eligible for and participate in the Oregon Extended Assessments.

Table 4.0 Number of districts reporting common planned actions

Planned Action	Districts
Training on Alternate Assessment Decision Making Guidance	65
Reinforce use of ODE's eligibility criteria	26
Develop/implement district-level monitoring or review process	26
Increase communication and collaboration	22
Enhance data-based decision making	12
Training on IEP requirements, SDI, and instructional frameworks (e.g., UDL)	10
Coaching for special education staff	6
Address disproportionality	4
Professional learning on alternate academic achievement standards	3
Develop parent-friendly materials about assessment decision making	3
Use practice tests to increase familiarity and reduce stress	2
Increase participation in general assessment	1

District ORExt Disproportionality Plan Summary

Analysis

As part of the reporting process, all 89 districts who projected to exceed 1% participation in the extended assessments were required to submit assurance that they intend to address any disproportionality in their Extended Assessment participation. All 89 districts provided this assurance to ODE as part of their reporting. Districts identified by ODE as having disproportionate participation of specific student focal groups in the Extended Assessment were required to submit a description of how they plan to address this issue. ODE's annual

analysis, based on three years of participation data, identified 53 districts as having disproportionality, while 57 districts chose to respond to the disproportionality prompt.

The most commonly reported strategy (n = 26) involved conducting district-level data reviews, monitoring, or audits at least annually. These reviews are intended to disaggregate participation data by student focal group to better understand patterns and inform decision making. Many districts (n = 21) also reported plans to continue providing training focused on appropriate identification for the Extended Assessment, reinforcing the importance of aligning decisions with state guidelines.

Additional strategies were reported by smaller numbers of districts. Some districts (n = 9) described efforts to ensure that state guidance is consistently used during IEP meetings, increase communication and awareness around disproportionality in Extended Assessment participation, or conduct root cause analyses to better understand contributing factors. A few districts (n = 4) outlined plans to increase collaboration with ELD specialists, improve staff capacity to distinguish between the impacts of disability and language development, or implement broader strategies to enhance equitable service delivery, special education referral processes, and placement decisions.

The table below lists strategies and how many districts included each one in their efforts to address any disproportionality in their Extended Assessment participation.

Table 5.0 Number of districts reporting strategies to address disproportionality

Strategy	Districts
Conduct district-level data review, monitoring, or audits	26
Provide training on appropriate identification for the Extended Assessment	21
Use state guidance consistently during IEP meetings	9
Increase communication and awareness around disproportionality	9
Conduct root cause analyses	9
Increase collaboration with ELD specialists	4
Improve staff capacity to distinguish disability vs. language development	4
Implement broader strategies for equitable service delivery, referrals, and placement decisions	4

Appendix A: Summary data of form submission

This appendix provides the summary data from districts who were required to submit justification information as part of the 1% ORExt participation reporting requirements for Oregon districts.

District Assurances

For the 2024-25 school year, 89 districts were identified to submit justification information. Each district was asked to provide the following assurances.

1. District ORExt Participation Plan Assurance:

District assures the Oregon Department of Education that a plan is in place to ensure only students with the most significant cognitive disabilities take the ORExt Assessments.

All 89 districts required to submit, provided the District ORExt Participation Plan Assurance.

2. ORExt Participation Disproportionality District Assurance:

District assures the Oregon Department of Education that the district will address any disproportionality in the percentage of students in any focal group taking the ORExt. These focal groups include the race/ethnicity categories of American Indian/Alaska Native, Asian, Black/African American, Latina/o/x, Multi-racial, Native Hawaiian/Pacific Islander, and White as well as multilingual students with English learner status.

All 89 districts required to submit, provided the ORExt Participation Disproportionality District Assurance.

Justification Factors

The table below provides the number of districts who indicated that each factor was applicable to their district justification to exceed 1% participation in the Oregon Extended Assessments.

Table A.0 Number of districts by justification factor

Justification Factor	Districts
Factor 1. Size of Student Population	31
Factor 2. Programs and Services	48
Factor 3. Participation Rates Based on Assessment Content, Type of School or Program	52

Justification Factor	Districts
Factor 4. Instruction and Access to Curriculum and Supports	49
Factor 5. IEP Team Knowledge	48
Factor 6. Parent/Guardian IEP Knowledge	38
Factor 7. Other Factors	40

Guiding Questions

Each justification factor provided guiding questions and possible information sources. Districts were required to provide their evidence and reflection on at least one guiding question for each justification factor they marked as applicable for their district. However, districts were not prohibited from providing evidence and reflection on any question, regardless of applicability. The tables below provide a summary of the number of districts who responded to each guiding question. Guiding question tables are organized by associated justification factor.

Table A.1 Number of respondents to factor 1 guiding questions

Guiding Question	Respondents
1. Does your district have a small (<499) overall student population that increases the likelihood of exceeding 1% participation in the ORExt?	34

Table A.2 Number of respondents to factor 2 guiding questions

Guiding Question	Respondents
1. Does the district include school, community, or health programs that draw large numbers of students with the most significant cognitive disabilities?	50

Table A.3 Number of respondents to factor 3 guiding questions

Guiding Question	Respondents
1. Are students in restrictive settings more likely to participate in the ORExt?	57
2. Are ORExt participation rates higher in one school compared to other schools with similar grade levels in the district?	57
3. Do participation rates differ in reading, mathematics, and science?	56
4. 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?	55

Table A.4 Number of respondents to factor 4 guiding questions

Guiding Question	Respondents
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 students participate, and the standards that the ORExt measures?	60
2. 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?	59
3. Do special education teachers have sufficient content knowledge to provide instruction aligned with the grade-level general education curriculum?	56
4. 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?	59
5. 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)?	59

Table A.5 Number of respondents to factor 5 guiding questions

Guiding Question	Respondents
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?	53
2. Do relevant staff receive the same training to understand and implement ORExt eligibility guidelines?	56
3. 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?	55
4. Do school staff, who are members of IEP teams, know how to develop standards-based IEPs for students with significant cognitive disabilities?	55
5. 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?	54

Guiding Question	Respondents
6. 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?	57
7. Do school staff, who participate as members of IEP teams, have high expectations for students with significant cognitive disabilities?	58

Table A.6 Number of respondents to factor 6 guiding questions

Guiding Question	Respondents
1. Do parents/guardians 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?	47
2. Do some parents/guardians of students with disabilities request the ORExt because they are concerned that the general assessment will be too difficult or stressful for their student?	48

Table A.7 Number of respondents to factor 7 guiding questions

Guiding Question	Respondents
1. Use the space below to explain any additional factors contributing to the district's need to exceed 1% participation on the ORExt.	52

District ORExt Participation Plan

Each district had the opportunity to respond to 3 reflection prompts in relation to their previous year's extended assessment participation plan. They were also required to provide the details of their participation plan for the current year. The tables below provide the prompts along with the number of districts that responded to each.

Table A.8 Number of respondents to previous plan reflection prompts

Reflection Prompt	Respondents
1. What specific measurable outcomes did we achieve, and which ones did we miss? <ul style="list-style-type: none"> • Reflect on the original goals of the plan. Determine which were accomplished, which were not, and why. This will help identify both successes and areas for improvement. 	45

Reflection Prompt	Respondents
<p>2. What challenges or obstacles did we encounter, and how did we address them?</p> <ul style="list-style-type: none"> Discuss any difficulties faced during the execution of the plan and the solutions implemented. Consider whether different strategies could have been more effective and what could be done differently in the future. 	44
<p>3. What feedback did we receive during implementation, and how can we use it to improve our approach?</p> <ul style="list-style-type: none"> Review the feedback from teams, educators, families, and other participants in the plan. Identify recurring themes and suggestions for improvement. Consider how to incorporate this feedback into the plan moving forward to better meet the needs and expectations of all involved. 	44

Table A.9 Number of respondents to District ORExt Participation Plan

Developing a Successful Plan Prompt	Respondents
<p>A successful plan to ensure that only students with the most significant cognitive disabilities are found eligible for, and participate in, the ORExt will include:</p> <ol style="list-style-type: none"> Actions associated with each justification factor identified in section 2 for why ORExt participation will exceed 1%, Baseline data for each factor, Progress indicators for each factor, Measurable outcomes with an associated timeline, and Reflections and improvements learned from implementing any previous plans. 	89

District Plan to Address Disproportionality

Districts with identified disproportionality in their ORExt participation data were required to provide the details of their plan to address disproportionality. ODE's analysis identified 53 districts who were required to respond to this section of the form. The table below provides the prompt along with the number of districts that responded.

Table A.10 Number of respondents to District Plan to Address Disproportionality

Disproportionality Prompt	Respondents
Submit a description of how the district intends 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.	57