

## Oregon District's 1% Participation Assurance and Justification Guiding Questions

**Directions:** All districts need to complete Section 1. Districts projecting to exceed the 1% participation cap must also complete Sections 2 – 4.

**Section 1.** District Assurance:

- a. [Name] School District does not project that it will exceed the 1% participation cap for:
  - i. ELA
  - ii. Math
  - iii. Science
  
- b. [Name] School District assures ODE that applicable administration, staff, and parents have been informed *and* are adhering to the criteria outlined in the Oregon Extended Assessment Guidance in determining student eligibility for participation.

**Section 2.** [Name] School District projects exceeding the 1.0 percent participation requirement\* for:

- a. ELA
- b. Math
- c. Science

**Section 3.** The [Name] School District's Justification Statement for exceeding the 1% participation cap for all areas identified in Section 2 (above).

[Insert justification statement here]

**Section 4.**

GUIDING QUESTION TO APPLY TO DATA	POSSIBLE INFORMATION SOURCES	DISTRICT EVIDENCE
<p><b>Size of Student Population</b>            1. Does your district have a small (between 100 and 499) overall student population that increases the likelihood of exceeding the 1% participation cap?</p>	<ul style="list-style-type: none"> <li>• Districts has reviewed overall student population numbers (including the number of students who are residents and non-residents)</li> </ul>	
<p><b>Programs and Services</b>            1. Does the district include school, community, or health programs that draw large numbers of students with the most significant cognitive disabilities?</p>	<ul style="list-style-type: none"> <li>• District evaluates program participation, including evidence that such programs are growing relative to the overall student population</li> </ul>	
<p><b>Participation Rates Based on Assessment Content, Type of School/Program</b>            1. Are students in restrictive settings more likely to participate in the AA-AAAS?</p>	<ul style="list-style-type: none"> <li>• District reviews disaggregated data relative to school, grade, placement, and/or disability category in order to explore relationship between setting and assessment placement</li> <li>• District has a plan to address how less inclusive placements may unduly influence AA-AAAS participation decisions</li> </ul>	
<p>2. Are AA-AAAS participation rates higher in one school compared to other schools with similar grade levels in the district?</p>	<ul style="list-style-type: none"> <li>• District has reviewed participation rates across schools</li> </ul>	

3. Do participation rates differ in reading, mathematics, and science?	<ul style="list-style-type: none"> <li>• District has reviewed participation rates across content areas</li> </ul>	
4. Have some students with disabilities previously participated in the general assessment in elementary schools, but were placed in the AA-AAAS when they transitioned to secondary school?	<ul style="list-style-type: none"> <li>• District considered whether or not there are particular grades students are more likely to participate in the AA-AAAS</li> </ul>	

<p><b>Instruction and Access to General Curriculum and Supports</b></p> <p>1. Are students with the most significant cognitive disabilities (SWSCD) involved in and make progress in grade-level general education curriculum in the general education classroom?</p>	<ul style="list-style-type: none"> <li>• District monitors the Least Restrictive Environment for SWSCDs and reviews those data</li> <li>• District monitors progress in the general education curriculum for SWSCDs and reviews those data</li> </ul>	
2. Do SWSCD receive supports, including assistive technology and accommodations necessary to enable them to be involved in and make progress in the grade-level general education curriculum in the general education classroom?	<ul style="list-style-type: none"> <li>• District monitors assistive technology and accommodations and reviews those data</li> </ul>	
3. Do special education teachers have sufficient content knowledge to provide instruction in the grade-level general education curriculum?	<ul style="list-style-type: none"> <li>• District demonstrates that it provides professional development for special education teachers who</li> </ul>	

	serve SWSCD in relevant content areas	
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?	<ul style="list-style-type: none"> <li>District demonstrates that it provides professional development for special education teachers who serve SWSCD in the principles of UDL</li> </ul>	
5. Do schools with high rates of ELs, minority students, or economically disadvantaged students have access to additional resources and additional enrichment activities? Do SWSCDs have access to these resources and activities?	<ul style="list-style-type: none"> <li>District demonstrates that it provides both ELD and special education supports and services, as appropriate, for SWSCD from culturally and linguistically diverse backgrounds</li> </ul>	
<b>IEP Team Knowledge</b> 1. Do IEP team members need training to understand the state’s definition of SWSCDs and implement the ORExt eligibility guidelines established by the state for participation in an AA-AAAS?	<ul style="list-style-type: none"> <li>District demonstrates that it provides training for IEP team members who serve SWSCD that includes appropriate use of ODE’s eligibility guidelines for the ORExt</li> </ul>	

<p>2. Do relevant staff receive the same training to understand and implement ORExt eligibility guidelines?</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p>3. Do school staff who participate as members of IEP teams base AA-AAAS participation decisions on factors that should NOT be considered as stated in the ORExt eligibility guidelines?</p>	<ul style="list-style-type: none"> <li>• District demonstrates that its staff does not discuss or consider factors that should not be part of the ORExt eligibility guidelines.</li> </ul>	
<p>4. Do school staff who are members of IEP teams know how to develop standards-based IEPs for SWSCDs?</p>	<ul style="list-style-type: none"> <li>• District demonstrates that it provides professional development for IEP team members who serve SWSCD that includes information about how to develop standards-based IEPs.</li> </ul>	
<p>5. Do some SWSCDs repeatedly score proficient and advanced on the AA-AAAS 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?</p>	<ul style="list-style-type: none"> <li>• District demonstrates that it provides training for IEP team members who serve SWSCD that includes longitudinal analysis and discussion about participation in the ORExt.</li> </ul>	

<p>6. Do school staff who participate as members of IEP teams select the AA-AAAS 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 accountability ratings?</p>	<ul style="list-style-type: none"> <li>• District demonstrates that it does not base ORExt eligibility determinations on student's behavior or perceived stress levels.</li> </ul>	
<p>7. Do school staff who participate as members of IEP teams have high expectations for SWSCDs?</p>	<ul style="list-style-type: none"> <li>• District demonstrates that IEP goals and objectives for SWSCDs include academic expectations that are linked to grade level content.</li> </ul>	
<p><b>Parent/Guardian IEP Knowledge</b></p>		
<p>1. Do parents of students with disabilities in the school need to better understand the state's eligibility guidelines for participation in an AA-AAAS so they may provide meaningful input related to their child's participation decision?</p>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>	
<p>2. Do some parents of students with disabilities request the AA-AAAS because they are concerned that the general assessment will be too difficult or stressful for their child?</p>	<ul style="list-style-type: none"> <li>• District demonstrates that it provides eligibility information to parents regarding their child's participation in the ORExt, including the factors that cannot be used to determine eligibility:</li> </ul>	

	<ol style="list-style-type: none"><li>1. Disability category or label</li><li>2. Expected poor performance on the general education assessment</li><li>3. Expected difficulties meeting the essential skills requirements through the state's general assessment</li><li>4. Poor attendance or extended absences</li><li>5. Native language/social/cultural or economic difference</li><li>6. English Learner (EL) status</li><li>7. Percent of time served in special education</li><li>8. Low reading level or achievement level</li><li>9. Anticipated disruptive behavior during testing</li><li>10. Impact of student's scores on district's/school's accountability results</li><li>11. Administrator decision</li><li>12. Anticipated emotional duress/anxiety around or during testing</li><li>13. Need for accommodations (e.g., assistive technology/ AAC) to participate in assessment process</li></ol>	
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*District Summary and Plan* – summarize the evidence listed above that explains why the district will exceed the 1% participation cap. The district’s plan to address its ORExt participation rate is also required. The summary and plan must be submitted to ODE by November 1 annually (or the earliest school day, if a weekend).

[Insert district summary and plan here.]

\* **NOTE:** School Districts exceeding the 1% participation cap *and* identified as having disproportionality in one or more student group will submit the following to ODE by November 1 annually (or the earliest school day, if that is on a weekend):

A description of how the district reviews and analyzes data to determine if policies, procedures, and practices are applied equitably to all students for the following components:

- i. Pre-referral
- ii. Referral
- iii. Eligibility