

Oregon Extended Assessment Participation Reporting

District Justification Statements

SCHOOL YEAR 2023-24



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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 Assessment, and is available for English Language Arts, Mathematics, and Science. For more information please visit the ODE [Oregon Extended Assessment webpage](#).

Every Student Succeeds Act (ESSA) Requirements

The federal law under ESSA requires States to monitor participation in alternate assessment. 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 State participation rate as a whole 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 the 1% cap 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 to 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 Oregon Extended (ORExt) Assessment participation numbers and rates for each content area (ELA, Mathematics, and Science) by the first weekday on or after October 1 of each school year. Districts who expect to exceed 1% participation on the ORExt, in any content area must submit the following information to ODE by the first weekday on or following November 15 of each school year:

Oregon Extended Assessment Participation Reporting

- 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 ORExt.

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 any disproportionality in the percentage of students in any identified focal group taking the ORExt 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 a justification statement and participation plan the following year.

Approval of justification statements and participation plans

ODE Assessment staff will review each district justification statement and participation plan (including disproportionality when required). ODE will communicate 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.

Upon acceptance, district justification statements are made publicly available, provided that such information does not reveal personally identifiable information about an individual student (34 CFR 200.6(c)(3)(iii)). Justification statements and participation plans will be maintained over time and reviewed as necessary to support improvement of district practices.

The remainder of this document includes district submissions for the 2023-24 school year. Please reach out to Mason Rivers at ODE with questions related to 1% ORExt participation reporting.

Mason Rivers

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Alsea SD 7J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Due to the small numbers of enrollment, the district will be over the 1% cap.

However, at each IEP meeting, the team, including administrators, general education staff, special education staff, and parents/guardians, reviewed information and determined if the student could participate in the OSAS state assessment, even with accommodations. Given the data for these students, which shows that the students are significantly below grade level, the team determined the state assessments are not appropriate assessments for these students. At each meeting, the team instead agreed that the students will participate in the extended assessment.

Athena-Weston SD 29RJ

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The Athena Weston School District has a small student population, around 540 students, with a special education population of around 76 students. Our district currently has a high proportion of students with unique learning requirements. Our placement of students in the extended assessment is made with caution and works to ensure that these students receive the support they need to succeed academically.

The district utilizes ODE resources and continues to ask whether the alternate assessment is most appropriate for our students, we will continue to revisit this on a case-by-case basis as appropriate. During this school year, we will meet with the IEP team and review the Oregon Extended Assessment Checklist to determine what is best for each of the projected students. Our goal is to provide the best possible services for students, and this year we recognize that in completing this mission, we are over our 1% cap.

Baker SD 5J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Baker anticipates that more than 1% of students will participate in the ORExt assessment. This is based on information provided by the special education department after reviewing the instructional model provided to students that have historically participated in this assessment. The goal of the review was to ensure alignment between students' instruction, the standards students are working on, and the assessment. Confirming alignment between the instructional model, standards for instruction, and assessment provide an accurate reflection of what students are learning.

Bandon SD 54

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

All BSD students qualifying for the ORExt assessments are part of our Adaptive Life Skills program. This program serves students with high-impact cognitive disability and is our most restrictive placement in the district, reserved for those students demonstrating a need for significant support. Eligibility for the ORExt is determined by IEP team annually based on the student's ability (or inability) to access the assessment and perform at a level that would produce reliable results. It is considered in conjunction with, but separately from, our decisions on participation in district assessments. The decisions are made independently as some students are able to access the less comprehensive district assessments depending on the age and ability of the student.

Beaverton SD 48J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Multi-Factor Analysis:

Factor 1: Size of Student Population:

Beaverton School District has a student population of 36,904 as of October 2023. As a result, the size of the student population is not a factor in increasing the likelihood of exceeding 1% in the Oregon Extended Assessment.

Factor 2: Programs and Services:

School:

Beaverton School District has a student population of 36,904 with 4604 students are eligible for special education. Beaverton School District's Special Education population has several in-district placement opportunities to address student's needs. In K-12 Placements with a higher population of severe cognitive disabilities are: Structured Routine Center, Academic Learning Center, and Independent Skills Center.

Community:

Beaverton as a community has opportunities for parental assistance with severe cognitive disability and close proximity to state resources through the county seat in neighboring Hillsboro.

Health Programs:

The Beaverton School District location has health programs associated with Kaiser Permanente, Legacy Health, Providence, and Oregon Health Science University in close proximity. In addition, there are several opportunities for private therapies addressing severe cognitive disabilities. (i.e., ABA Providers, Developmental Pediatricians, Speech Language Pathologists, Occupational Therapists, etc.)

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

Restrictive Settings:

In examination of IEPs on 11/1/2023 for students eligible for extended assessment (Grades 3-8,11) the least restrictive settings (i.e., Articulation, Communication, and Resource) were at 0.5%. In more restrictive and specialized placements due to behavioral disabilities, (i.e., Emotional Growth Center, Emotional Learning Center) are at 17.7%. Finally, in more restrictive placement involving significant cognitive disabilities (i.e., Structured Routine Center, Academic Learning Center, and Independent Skills Center) the Structured Routine Center is 84.2 %, Academic Learning Center at 88.5%, and Independent Skills Center at 83.5%.

School Comparison:

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

School comparisons are impacted due to the placement of specialized programs within the district. As a result, students in specialized programs are having extended assessment decisions determined primarily by specialized program teachers working with students with severe cognitive disabilities.

Reading, Math, Science Comparison:

The reading and math are the same, but the science extended assessment is different. This difference may be due to extracting the statewide assessment data at a time when IEP teams have not made a decision.

Primary/Secondary Transition:

During the transition from fifth grade to sixth grade, records indicate some changes from Regular statewide testing to the OREXT.

Factor 4: Instruction and Access to Curriculum and Supports

Alternate Curriculum:

Beaverton School District utilizes Unique Learning Systems (ULS) curriculum for students working towards alternate standards.

Factor 5: IEP Team Knowledge

Guidance to teams is that diploma options need to be discussed from 5th grade onwards for students participating in the OREXT assessment. Also, teams are trained by the district OREXT trainers in determining eligibility. There has not been dedicated professional development or written guidance provided to full district teams in the last couple of years.

Factor 6: Parent/Guardian IEP Knowledge

Interviewing staff in specialized programs about Parents and IEP knowledge has indicated that parents are not advocating for students to take the Extended assessment.

Summary of Process:

This information was derived by consulting the databases ORSPED and Synergy to run reports on students taking the assessment and related special education considerations, reviewing special education policies, and teacher/staff interviews.

Centennial SD 28J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

OSAS participation of test type as well as accessibility supports are determined by the IEP team of each student. At this time, the IEP teams for students in Centennial have determined that more than 1% of students participating in Math, ELA, and Science need ORExt to participate in state assessment. We provide training, guidance, and resources to schools and teams about participation guidance and decision-making provided by ODE. At the IEP meeting, the casemanager guides the team in decision-making for the specific student.

In examining our data on ORExt participation, we found that of the group projected to participate in ORExt:

PLACEMENT*

MATH and ELA:

- 39 % are students in Gen Ed placements
- 26% are students in Special Class placement
- 35% are students in outside-of-district placements (special school, ESD classroom, etc.)
- SCIENCE
- 34 % are students in Gen Ed placements
- 14% are students in Special Class placement
- 52% are students in outside-of-district placements (special school, ESD classroom, etc.)

Higher Science ORExt participation for out-of-district placements is likely related to that 5th, 8th and 10th graders are in these more restrictive placements at a higher rate than 3rd and 4th graders and if a student takes ORExt in one area, they take all tests appropriate to their grade level.

Students in Out of district placements:

Their participation in ORExt includes that 20/35 students 3-8 & 11 grade (57% of students in outside placement in those grades) participated in Math and ELA ORExt and 15/23 (65%) participated in Science ELA.

SCHOOLS

Students in General Ed placements:

In looking deeper at the 22 students with ORExt Math and ELA and 10 with ORExt Science, we looked at the distribution of those students across schools to see if there were patterns.

Math and ELA- one elementary school, had 78% of the students for ORExt Math/ELA and 67% of Science, and one middle school had 78% of the Math/ELA ORExt. In some cases the

Oregon Extended Assessment Participation Reporting

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student numbers were small, so differences may not be statistically significant, but further exploration on this and additional and more intensive training for Special Ed licensed staff working in schools where ORExt for students is at a higher rate than other schools. Rates of ORExt participation show a pattern of disproportionality across schools at the same level.

PRIMARY DISABILITY

In this data we looked at only students in the grade level for the OSAS. Students with ORExt fell into 8 different Primary Eligibility categories. A question came up about primary vs. secondary eligibility and that teams may have some inconsistency in how that is listed in Eligibilities which may make some of this data not as clear as it could be. The majority of students with ORExt (44/55 or 80%) are students with a primary disability of:

Intellectual Disability; 14 students (14/27 or 52% of students with ID eligibility), Autism Spectrum Disorder, 21 students (21/63 or 33% of students with ASD eligibility) ; or Other Health Impairment (less than 10 students or 9% of students with OHI primary disability). The remaining students with ORExt were 11 students with primary disability across 5 other categories including Traumatic Brain Injury, Orthopedic Impairment, Communication Disorder, Deaf-Blindness, and Emotional Behavior Disorder.

GRADE

Students across grades have a range of .2% (3rd grade, where some IEP teams may not have yet determined by late October the OSAS participation yet for the current school year) to 2.9% (11th grade) based review on participation for tests appropriate to the student's grade level (science only in 5th, 8th and 11th grades).

- 3rd .2%
- 4th 1.9%
- 5th 1.5%
- 6th 1.6%
- 7th 2.5%
- 8th 2.17%
- 11th 2.9%

The data analysis is based on review of IEP team test type participation, looking at the variables of:

- Placement
- School
- Primary Disability
- Grade
- Data is from our student information system, Synergy where information on IEP team decisions on OSAS participation is recorded

Central SD 13J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Multiple factors impact our district students being identified to participate in the ORExt Assessment.

First and foremost, we use the guidelines provided by the state in our IEP team decisions. Teams work through the eligibility criteria process:

- Is the student identified under IDEA as a student with a disability and on an IEP?
- Does the student have significant cognitive disabilities commensurate with delayed adaptive skills?
- Will these delays impact their postsecondary outcomes?

If the answer to all 3 questions is a yes, the team is considering the ORExt Assessment as the most appropriate assessment.

Secondly, the Central 13J School Districts is home to several companies that support students with significant cognitive and adaptive challenges. Several of these companies have multiple homes to provide services due to the uniqueness of being a university town. As a result, for our size, we have a significant number of students who would fit the criteria for the ORExt Assessment.

Thirdly, as a result of a high number of students with significant support needs, the district has excellent specialized program which often attracts families to our district. We have 11 students at the elementary level slated to take the ORExt Assessment, some with multiple eligibility categories and predominantly students with Autism, Developmental Delay, and Other Health Impairment. Of the 10 students scheduled to take the ORExt at the middle school level, some have multiple disabilities and again the majority of the students have the following disability codes: Autism, Intellectual Disability, Other Health Impairment. For our less than 10 high school students taking this assessment, some have multiple disabilities and students have predominantly the following eligibility codes: Other Health Impairment, Intellectual Disability, and Other Health Impairment.

We provide training and support to our staff in order to not over identify students who should be taking the standard administration of the state assessment.

Clatskanie SD 6J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Clatskanie is a small district with 17.71% of the students identified for special education services. Due to class sizes and the number of students testing, if even one student from each grade level is identified to take the ORExt it places the district over the 1% participation rate. A review of the guiding questions and 6 factors identified by ODE, indicate the district is following the processes necessary to ensure that only students with the most significant cognitive disabilities are participating in the ORExt. Parents, teachers, staff, and administration are trained and educated on the appropriateness of recommending the ORExt as an assessment. The Oregon Extended Assessment Decision Making Guidance and checklist are used by any IEP team when making the determination to have a student take the Oregon Extended Assessment. The factors were reviewed and discussed by the district admin team. Additionally, each student's IEP has been reviewed and the case manager and IEP team deemed the ORExt the appropriate assessment for each student following the state guidance and checklist.

Colton SD 53

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Because we are such a small district, it doesn't take too many students taking the Extended assessment to put us over the 1%

Coos Bay SD 9

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Coos Bay School District is in rural Coos County. Coos Bay Schools is the largest school in Coos County. Historically, Coos Bay Schools has the ability to serve a diverse population and houses special programs in all of our schools for students with significant cognitive disabilities at every grade level. The ESD Adaptive Life Skills Programs, Middle Learning Center, and Structured Learning provide diverse learning opportunities for our high-needs students. Being one of the largest coastal communities the community itself has services for the most medically fragile and at-risk populations.

In the 2023-2024 school year, there are 31 Special Education students enrolled in Coos Bay Schools who reside outside of the attendance zones. This accounts for 6% of the total Special Education population. It's interesting to note that historically, around 5% of the special education population in Coos Bay Schools consists of students who live outside of the attendance zones.

Additionally, in the current school year, there are 51 special education students with significant cognitive disabilities enrolled in Coos Bay Schools. This represents 10% of the total Special Education population. It's worth mentioning that historically, Coos Bay has consistently had 10% of its special education population with a federal placement code of 33. This code signifies students with the most significant cognitive disabilities who spend less than 40% of their day in a regular classroom setting.

This analysis was conducted by reviewing information from the current student information system, focusing on out-of-zone enrollment, federal placement codes, disability, and IEP information for students participating in the ORExt.

District ORExt Participation Plan*Based on the district justification statement above, please provide the district's plan to ensure that only students with the most significant cognitive disabilities are found eligible for, and participate in, the ORExt.

Corbett SD 509J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

After reviewing the participation rate of all of our students in the ORExt Assessment compared to the size of our total student population, it is evident that we show some disproportionality in the percentage of extended time testers in some of our focal groups. Our past OSAS scores and participation rates were also considered, as well as the individual performance of the students in question; this increase beyond what is expected is no fault of theirs. Because of the care and expertise of our educational assistants and special education teachers, Corbett has earned a reputation in our community and beyond to provide excellent scaffolded and supported education to our students with all types of emotional, learning, and physical challenges. With this good reputation, our special education population has exponentially increased over the past three years. This sudden increase, in turn, has caused an increase in our ORExt assessment test takers.

Corvallis SD 509J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

In the 2022-23 school year, we had 40 students with the most significant cognitive disabilities. Fewer than 10 of these were not attending the specialized district program (“Life Skills”) as they were able to support the students with significant accommodations and modifications within their neighborhood school. In addition, we had fewer than 10 students who were in the Life Skills program who were able to take the standard assessment with accommodations.

For the 2023-24 school year, we are projecting about 45 students who will be taking the OrExt. This increase comes at a time of declining overall enrollment, thus creating a higher participation rate in the OrExt. As our overall SpEd numbers continue to be consistent (including Life Skills), we may exceed the 1% cap in future years as well.

Cove SD 15

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

All special education staff follow ODE's Decision Making Guidance and we have a very small number of students taking the extended test and this translates to a large percentage due to the fact that we are a very small school. Special Education staff will meet yearly to discuss why the district is identifying more than 1%.

Creswell SD 40

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The Student Services Director at the district level and the DTC reviewed all students currently taking the extended assessment and IEP notes related to the new participants within the IEP. They reviewed the current process for identifying students that should or should not take the extended assessment and found that we need to set up a clear process in which the decision rules by ODE are used to make this decision vs. discussing the decision rules and having the IEP team make the decision even when all necessary information from the decision rules document is not notated. We also looked at long term data for Creswell in relation to demographics.

Creswell has always been a district with a disproportionate number of students requiring high cost disability services. The reason for this is due to a group home and several resource families that specialize in high medical and severely disabled students residing in the district.

In the 22-23 school year, multiple life skills students that qualified for the extended assessment enter grade 3 and some new students to the district that entered grade 5 at the elementary school. After reviewing our General Education Special Education records for the 22-23 school year, there were some students that met some of the criteria for the Oregon Extended assessment but the IEP team, including parents, decided to move forward with having those students take the Oregon extended assessment. These students will be re-evaluated with the District Representative leading the discussion and ensuring all Decisions Rules set by ODE are considered. We anticipate those will no longer be tested on the extended assessment in the 23-24 school year.

Culver SD 4

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Culver School District is a small, rural school district. Due to our extremely small numbers, Culver is projected to exceed the 1% participation rate for the Oregon Extended Assessment.

Douglas County SD 4

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The District extracted data that included identifiable information for all the students that participated in the 2022-2023 Oregon Extended Assessment. In review, all the students who participated in the ORExt were students with significant impact characterized by below average cognitive functioning and difficulty generalizing learning in various settings. Intensive and on-going supports and services are provided directly and across all education settings for all the students that participated in the Oregon Extended Assessment from Roseburg Public Schools.

Dufur SD 29

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

1. Student Needs: We have identified a significant population of students with intellectual disabilities, and significant cognitive impairments who require the modified assessment provided by the ORExt to accurately assess their knowledge and skills in these subject areas.
2. Access to Curriculum: Due to a variety of circumstances such as frequent absences, learning disabilities, and limited English proficiency, there is a population of students who do not demonstrate proficiency on the standard Oregon assessments.
3. Accommodations and Modifications: Some students require accommodations or modifications to access the standard assessments that are not allowed by the state. The ORExt allows for the use of additional accommodations and modifications to ensure that these students can accurately demonstrate their knowledge and skills.

Our analysis utilized a variety of data sources including assessment results, student demographic data, Individual Education Plans (IEPs), and teacher input. Given the significant population of students with unique needs and challenges, it is necessary for our district to exceed the 1% participation rate in the ORExt in order to provide an equitable and accurate assessment for all of our students

Eagle Point SD 9

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The district reviewed all students who participated in the OREXT for the 2022-2023 school year and the projected number of students for the 2023-2024 school year. The district also reviewed the number of initial eligibilities for the 2022-2023 school year. Findings conclude that the number of total students on IEPs has increased by 100% from the previous two school years (20-21, 21-22). An increase in students receiving special education services that is this significant brings with it an increase in students who meet the ORExt eligibility criteria. Additionally, our findings confirmed that all students who have the ORExt on their IEP are students who have significant cognitive disabilities based on the level of on-going supports needed to access their educational program and have difficulty- generalizing learning form one setting to the other, and demonstrate adaptive skills that are substantially limited compared to same age peers and skills are commensurate with the student's cognitive ability.

Our community experienced a unique situation in September of 2020 when the neighboring towns of Phoenix-Talent caught fire. This event is known as the Almeda Fire of 2020. Many families in low and mid-range income brackets were displaced. Comparable housing prices and rentals could be found within our district's boundaries. A substantial number of families moved into our district's attendance boundaries during 2020-2023, with continued affordable housing being built.

Elgin SD 23

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Being in a small District, under 420 students District wide, if we have an addition of a high needs family we are automatically past that cutoff.

We utilize Teacher data, student records, and our evaluative materials to determine placement. Currently the Elgin School District utilizes Easy CBM as a starting point for evaluation, as well as the results from Kindergarten Assessment, Classroom Observation from our Diagnostician, and teacher classroom data.

Elkton SD 34

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The Elkton School District needs to exceed the 1% cap due to the small size of our district.

Enterprise SD 21

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The Enterprise School District will exceed the 1% participation cap because of two factors – a small student population, and the only well-developed Life Skills program in Wallowa County.

The Enterprise School District has a small student population of only 426 students. A very small number of students taking the Extended Assessments can put us over the 1% cap.

Additionally, Enterprise School District #21 has a strong program for students who are experiencing disabilities of different severities. One area that our district has grown in over the last few years is our students with cognitive disabilities. Our strong culture of inclusivity for all students has drawn additional students into our school district. We strive to meet every student's needs within our building in the least restrictive way possible. Because we draw a larger number of students with the most significant cognitive disabilities, we will often exceed the 1% participation cap.

Our special education teachers and IEP team members are well trained in the Universal Design for Learning principles and knowledgeable of the state's definition of Students With Significant Cognitive Disabilities (SWSCD). They use the Oregon Extended Assessment Decision Making Flow Chart and only select the Extended Assessment when it is appropriate, without regard to a participation cap that has no bearing on what is best for a student.

Estacada SD 108

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The Estacada School District is a relatively small, rural school district located in Eastern Clackamas County. We have 2 elementary schools, 1 middle school and 1 comprehensive high school with an overall student population at about 1,775 students. This basic demographic statement is important because our community is one of the fastest growing cities in Oregon and has become a bedroom community to the larger Portland Metro area. Our student population is growing alongside our city because many young families are able to move into our community.

Over the past several years your population of students served by special education has increased from 330 in 2018 to 377 22/23. In particular, our number of students that are eligible for services under the category of Autism has increased from 34 students in 2018 to 67 in SY 23/24. Many of these students have been "move-ins" from out of district and also out of state. Moreover, we are an inclusive school district and work really hard to keep all of our students in their neighborhood schools and we limit outside placements to a very few students. This model of service delivery may also contribute to the district exceeding the state's 1% target.

While not all of our new students qualify for the extended assessment, it doesn't take but one or two students to move the dial to more than 1%.

Last school year we had fewer than 10 students participate in the extended assessment across three grades. Eligibility categories for the students included Intellectual disability, Autism and Other Health Impairment, which informs the district that students are not selected to take the extended assessment based on eligibility category alone.

The District thought it was important to understand how well our students did on the assessment and not to belabor this point, but finding the student scores and interpreting them correctly was not a simple task. Having this information, student scores, in a place and format will be important for our learning specialists to share with students, families, administration and others in order to make important decisions with regards to the appropriateness of student assessments. Regardless, the district examined the total number of students, the grade distribution and the eligibility categories. We also examined our SIS system and special education documentation system to see whether the decision making process was followed and uploaded and in each case it was. The team did follow the process and by the nature of our student population we have more students that fall into the category of extended assessment as being an appropriate state assessment.

Falls City SD 57

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Due to the small number of students participating in the science assessment, our district exceeded the 1% threshold.

Fern Ridge SD 28J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Fern Ridge School District works to ensure that only students with the most significant cognitive disabilities are slated to take the ORExt. While FRSD does not fall into the category of “smallest” districts, it is still considered a small district and as such each student comprises a larger percentage. It only takes a few students to exceed the 1% threshold. As a small rural district, offering a Structured Learning Center at both the elementary and middle school level allows for more students with significant cognitive impacts to have their educational needs met within the district. Some FRSD students also attend regional classrooms that are more specifically designed to meet their educational needs, but the students are still considered FRSD students. These opportunities allow for families/students to continue to reside in our area, whereas they may have relocated if appropriate programs were not available to their student. Additionally, FRSD has a significant population of families with a low socio-economic status, and there is a national correlation between low SES and higher rates of disability. Being located just outside of the Eugene metro area provides access to work and medical opportunities in the city, but with the lower cost of living in the country. These combined factors can create a slightly higher population of students who qualify for the ORExt than might be expected. An analysis of factors was done by working through the “Guiding Questions for Districts” document prompts, collecting data/input from various district sources and personnel. We reviewed differentiated grade, school, and program data.

Forest Grove SD 15

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The district used a multi-factor analysis of why 1.09% of district students are being identified to participate in the ORExt. The district has had an increase in students with Autism who also have significant cognitive disabilities. The district determined that due to a specialized program in one school, the % of students in grades 5/6 was higher. The district used data disaggregated by school, grade, and disability to look at trends and patterns. The district hypothesized some of the variables that might contribute to the excess of 1% as well as brainstormed ways to address this.

Fossil SD 21J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

We have less than ten students who have an extended assessment written into their IEPs. All of their cognitive disabilities are significant enough to warrant that they receive this assessment. All of the students happen to be in 5th, 8th, or 11th grade and are taking the science assessment. Since it is in their IEPs and they are supposed to take the science assessment in this grade, they are being given the ORExt assessment this year, so long as their families do not opt out of the assessment.

Gaston SD 511J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

1) Using the ORExt Participation Reporting Guiding Questions for Districts document to steer the process, the Gaston School District identified the following factors as relevant to its percentage of students eligible to participate in the Oregon Extended Assessment: Size of the student population and participation rates based on type of program.

2) The Gaston School District's enrollment at the time of calculation for the Oregon Extended Assessment 1% participation reporting was less than 500 total students. This includes students who are residents attending school in Gaston, inter-district transfer students, and resident students attending programs outside of the Gaston School District. The small number of total students enrolled increases the likelihood that, when even a very small number of students are eligible to participate in the Oregon Extended Assessment, the percentage of students participating will exceed 1%.

This impact is amplified when the pool of students eligible to participate in a particular assessment is further diminished. During the district's analysis, this effect was identified with the Science assessment, which is only administered to students in the 5th, 8th, and 11th grades.

The majority of the analyzed grade levels scheduled to participate in statewide assessment included 0% of students eligible to participate in the Oregon Extended Assessment. Reviews of the students' IEP goals, supports, and related services were determined to be consistent with the Oregon Extended Assessment Decision Making Guidance. As such, the percentage of students eligible to participate in the Oregon Extended Assessment appears to represent the individualized needs of those specific students, as opposed to an imperfect process responsible for the overidentification of students eligible to participate in the Oregon Extended Assessment at a particular grade level.

Of the students who attend a program outside of the Gaston School District, 33% are scheduled to participate in statewide assessment this school year. This subset of students includes students eligible to participate in the Oregon Extended Assessment. A review of student records indicates that other Oregon schools made the Oregon Extended Assessment participation determination for 100% of students attending an outside program, who are also scheduled for statewide assessment during the 2023-2024 school year. A review of IEP goals, supports, and related services was determined to be consistent with the Oregon Extended Assessment Decision Making Guidance. These data provide evidence that the Gaston School District is not disproportionately assigning students to participate in the Oregon Extended Assessment based on their placement in a program outside the Gaston School District.

3) The district's analysis was completed by reviewing the enrolled grade level and IEPs of the students eligible for participation in the Oregon Extended Assessment. The analysis included

Oregon Extended Assessment Participation Reporting

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

the percentage of students participating at each grade level and the percentage of students participating who are also educationally placed in a program outside the Gaston School District.

Gervais SD 1

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Gervais is a relatively small school district of roughly 850 students. However, unlike many other districts of our ilk, we maintain two self-contained special education Functional Learning Center classrooms. One room supports students with disabilities in kindergarten through 5th-grade, and the other room supports students with disabilities in grades 6th-12th grade (and transition program-aged graduates). The elementary FLC room typically carries a roster of 12-14 students, and the middle/high school FLC room typically carries a roster of 10-12 students. Therefore, in total, our K-12 FLC roster of students with profound disabilities is roughly 22-26 students. A number of these students have profound disabilities, which includes but is not limited to being non-verbal, being developmentally delayed, or not able to operate a computer or grip a writing utensil, even with extensive accommodations. 1% of our total student body is between 8-9 students, which is less than half of the students assigned to our FLC rooms. When closely following the Oregon Department of Education's Oregon Extended Assessment Decision Making Guidance regarding eligibility criteria, the district determined that more than 8-9 of our students (a) were found eligible under IDEA and on an IEP; (b) did demonstrate significant cognitive disabilities with commensurate delayed adaptive skills; (c) have significant cognitive disabilities that impact their access to the general education curriculum and require individualized instruction; (d) have significant cognitive disabilities that impact their post-school outcomes; and (e) their inability to participate in the general education assessment is not due to excessive absences, other disabilities, cultural factors, first language, or economic disadvantage.

Glendale SD 77

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Factors resulting in exceeding 1%

Student population - District has reviewed overall student population numbers (including the number of students who are residents and non-residents). Incident of High need support over 1% there is no direct resolution to this issue - population has been stable in past 4 years - with slight growth profile.

Students in Restrictive settings are more likely to participate in ORExt - Glendale is an inclusive practice school - Students in our directed learning program are more likely to meet criteria of ORExt and extended assessment protocols as their needs are more individualized. Action is to increase inclusionary practices with all students - in 2023-24 have increase DLC inclusion to 20% of educational day.

Participation rates differ due to subject - Some students are not in a grade eligible to take Science in the current year.

Students who are eligible to take the ORExt are not performing at grade level in any subject or area within the curriculum - and have been placed in the least restrictive environment based on Skills, needs and progress towards goals. IEP goals are developed to increase ability to engage in General education curriculum.

All students in ORExt are using adult assist and support, assistive technology and accommodations required for participation in school-based programs.

All teachers are provided with training and support to provide quality instruction designed to promote educational growth and development.

Glendale will be implementing training in UDL in 2025 for All teachers - Training in curriculum development, classroom management and educational supports in scaffolding instruction have occurred in the past two years. Observation supports increase engagement in classroom systems.

Glendale has experienced a great number of staff transitions over the past 4 years - with 85% average turn over in the SPED department alone. - We have provided support for ORExt - requiring our district representative at all meeting where this decision is considered - to maintain the integrity of the decision making process. - we are providing ongoing training with the ESD for all staff who serve our students.

Parents of students eligible for the ORExt are full participants in the decision making process - they are provided all options for assessment and have a strong voice in the decisions being made.

Team uses the decision-making guidance provided by ODE in all areas of concern.

Grants Pass SD 7

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

When looking through the data from last year, the district was over the 1% in the following categories:

ELA: 1.42%

Math: 1.44%

Grants Pass School District has 120 student in site-based programs K-12. Of the 120, sixty-three are scheduled to take the extended assessment this school year pending any changes in IEPs between now and when the window opens. GPSD7 has increased the number of interdistrict transfer slots each year for the past three years. This has led to an increase in students in our site-based programs from neighboring districts who have Extended Assessments, as appropriate, through an IEP team decision based on data.

Greater Albany Public SD 8J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

In Greater Albany Public students, 1% of the population would equate to 88 students. There are currently 44 students in the Foundational Skills Classrooms at the high school level. Students placed in the Foundational Skills Classrooms typically have intellectual disabilities and are working on alternate achievement standards. A lot of students with intellectual disabilities are mainstreamed as well. A lot of students move into the district with high needs and IEPs that indicate extended assessment. There are 87 students identified as ID in the district. 112 students had 33 as a Federal Placement Code which means that they are not in regular education classes getting access toward grade level standards. There are 46 ASD primary students placed in Foundational Skills classrooms in the district.

The students that are taking the extended assessment are often students that are in the Foundational Skills Classrooms, as well as students who are placed in gen ed classes with modified curriculum. The modified curriculum is on the IEP and has been discussed with families as to what that means long term. These students are not able to access the grade level curriculum, so the IEP teams agree that the extended assessment is more appropriate for them to take in order to line up with their ability.

Harney County SD 4

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Given the limited student enrollment in our school district, surpassing the 1% threshold might result in the involvement of only a handful of students in the extended assessment. Our staff follows the ODE ORExt Assessment Decision Making Guidance carefully to guarantee the exclusive participation of students with the most significant cognitive disabilities.

Harrisburg SD 7J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Harrisburg currently has a high number of students eligible for low cognitive disabilities that impact their ability to successfully complete general assessments. This higher number of eligibilities has contributed to a rate of participation over 1% for ORExt.

IEP teams currently take into consideration ODE's Extended Assessment Decision Making Checklist and Flowchart as well as the student's goal and supports needed to complete assessments when determining which students will complete ORExt.

Hillsboro SD 1J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Looking at our percentage of students taking the Extended Assessment and analyzing the information. We do have about thirteen students over the 1% threshold in both ELA, math and about three students in science. We do think this is close to the 1% threshold and will endeavor to bring that number below the threshold.

Ione SD R2

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

All special education staff follow ODE’s Decision Making Guidance. We have a very small number of students taking the extended test and this translates to a large percentage. Special Education staff will meet yearly to discuss why the district is identifying more than 1%.

Jewell SD 8

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The Jewell School District is a small rural district of 135 students this year. If we have 1, or 2, or 3 students in the district, that puts us over that 1%.

John Day SD 3

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The John Day School District has a small overall population which directly increases the likelihood of us exceeding 1% participation in the ORExt. According to our October enrollment numbers we currently have a total of 504 students in grades K-12. We have a total of 266, 3-8 and 11th grade students projected to take the English Language Arts (ELA) and Math state assessment this school year. In grades 5, 8 and 11 we only have 114 students projected to take the science state assessment this school year. Due to our small overall population, having even a very small number of students taking the ORExt assessment has our district exceeding 1% participation.

Our district has not only a small overall population, but is also very isolated in its location. We are 3 hours from any large city. Therefore, our school district supports many students with the most significant cognitive disabilities. While our overall student population has decreased over the past 10 years, we are seeing an influx of students moving into our district on IEPs. Our participation rates among schools, grade levels, and among ELA, Math and Science are dispersed evenly.

Junction City SD 69

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The JCSD Special Programs Director keeps a list of students who are identified to take the Extended Assessment. This list was reviewed. Our district had 10 out of 870 students take the Extended Assessment. Some of these students receive (or would qualify to receive) their services through the Lane ESD Life Skills program, which requires that students score more than 3 standard deviations below the mean on cognitive, adaptive and academic achievement measures. The students who are not served in the Life Skills program qualify under the eligibility category of Intellectual Disability, which requires scores more than 2 standard deviations below the mean on cognitive, adaptive and academic achievement measures. Of the 375 students taking the Science Assessment, fewer than 10 of our students took the Extended Assessment. All students require a highly specialized educational program.

The IEP teams review the ODE Decision Making Guidance and Extended Assessment Decision Making Checklist as a team to determine whether or not students meet the criteria. We have several students who qualify under the ID eligibility who do not meet the Extended Assessment criteria. Further, before teachers review these criteria with the team, there is discussion with the Special Programs Director prior to the IEP meeting to ensure that they understand the requirements and have reviewed the checklist before sharing in the IEP meeting. Due to the small sample size of our data, percentage requirements skew against our district.

Klamath County SD

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

When an IEP team is going to consider extended assessment participation, it is required that the team complete the extended assessment consideration form. I have been informed that ODE either recommended or approved the form that the district uses. (Oregon Extended Assessment Decision Making Checklist)

On the form, all five eligibility criteria must be marked in order for the team to be able to consider the extended assessment.

The special education coordinators conducted a sample review to confirm that students who took an extended assessment in the 22-23 school year had an appropriately completed Extended Assessment Decision Making Checklist.

La Grande SD 1

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

District and building administration and special education teacher met to determine why more than 1% of students are accessing the ORExt Assessment. This team reviewed educational practices, district IEPs, community make-up and programming within our district. It was determined that two factors contribute to the why more than 1% of students are taking the ORExt Assessment. First, La Grande is the hub town for medical, mental health, Section 8 housing, and all other services in Union County. Families and students that need significant support live in La Grande SD boundaries as they access these services. The next closest communities with like services are nearly 50 miles away (i.e. Pendleton and Baker). Additionally, La Grande SD provides LTCT services in partnership with Center for Human Development. This means students from outlining districts come to La Grande SD as their educational placement and some of these students qualify for ORExt Assessment. Lastly, the poverty, overall health, and substance abuse within our community are factors that contribute in certain cases within our district.

Lake County SD 7

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

1. Multi-factor analysis

- a) Small District serving a little over 700 students.
- b) The ELL population is also very small, with less than 10 students that are both qualified for ELL and SPED.
- c) Reviewed the process for identifying which students should take the extended assessment.

2. Specific information

- a) Lake County is a small rural district that is predominately white and has a high enough number of students in poverty to warrant free and reduced lunch for all students. One of the benefits of such a small district is that we are able to know all the students and their families to best serve their education and social needs. For this report, we found that our students that are both ELL and SPED exceeded the 1% extended assessment threshold from ODE in the area of ELA and Math
- b) We are fortunate in Lake County to have a number of staff that support the ELL population through extensive teaching experience and being bilingual. The graduation rate for our ELL students is comparable to the other non-ELL students.
- c) While reviewing the process for which students take the extended assessment, we found that there are inconsistencies across special education teachers, grade levels, ELL students and students with varying eligibilities. This information was useful knowing that we need to create a plan that provided more clarity on this process.

3. Data gathering from different areas including special education, title and district test coordination. As well as conversations with building administration. We also received excellent support from Amy Rockwell at Willamette ESD as Mason Rivers from ODE.

Lebanon Community SD 9

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The decision to participate in the Standard or Oregon Extended Assessment (ORExt) is always a collaborative process involving Individualized Education Program (IEP) teams, and we rely on the Oregon Extended Assessment Decision Making Guidance to guide these decisions. Our analysis of the district's ORExt participation data, as well as evidence collected utilizing the 1% ORExt Participation Reporting Guiding Questions for Districts document, supports our justification for exceeding the 1% participation threshold in the content areas of ELA, Mathematics, and Science.

Multi-Factor Analysis: We have conducted a comprehensive multi-factor analysis to determine why more than 1% of our district's students are identified to participate in the ORExt. Several key factors contribute to this justification:

- a. **Highly Impacted Students:** Over the last decade, our district has experienced a significant increase in the number of highly impacted students, particularly at the elementary level. This increase represents a 300% rise in students with cognitive abilities that severely impact their day-to-day activities. These students require substantial adult support for most of their activities at school and at home.
- b. **IEP Team Decisions:** The decision to participate in the ORExt is driven by IEP teams, who carefully consider each student's unique needs and abilities. The majority of our students participating in the ORExt have placement codes indicating that they spend less than 40% of their day in a general education setting. This placement reflects the intensity of support and specialized instruction these students require.

Specific Information and Data: To support our justification, we have gathered specific information and data:

- a. **Historical Data:** We have collected data over the past ten years, which clearly illustrates the substantial increase in highly impacted students within our district. This includes detailed records of the number of students, their placement codes, and the specific cognitive and support needs of these students.
- b. **IEP Documentation:** We have documentation of IEP team decisions for each student participating in the ORExt, outlining the rationale behind their eligibility and need for extended assessment accommodations.
- c. **Oregon Extended Assessment Decision Making Guidance:** We consistently follow and document the use of the Oregon Extended Assessment Decision Making Guidance to ensure that the participation decisions align with state guidelines.

Process Summary: Our analysis was conducted collaboratively with input from IEP teams and special education professionals. We assessed historical trends, individual student needs, and adherence to state guidelines, specifically following the 1% ORExt Participation Reporting Guiding Questions for Districts.

Oregon Extended Assessment Participation Reporting

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

In summary, our district's decision to exceed the 1% participation threshold in the Oregon Extended Assessment for ELA, Mathematics, and Science is justified by the significant increase in highly impacted students, the individualized decision-making process of IEP teams, and the alignment with state guidelines. This approach ensures that our district provides appropriate assessment accommodations to students with profound cognitive disabilities who require additional adult support and whose needs extend beyond the standard assessment parameters.

Lincoln County SD

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

There are 34 students projected to take the Math and ELA extended assessment this year. Using a projected total of 2788 students taking standard state assessments, this puts our overall number over 1% by 6 students total.

A query was run of students taking the extended assessment including disability category, grade, case manager, school, and placement band.

Factor 1: The district's October ADM count was 4988. Enrollment has declined district wide.

Factor 2: Lincoln County serves the entire county and does have movement in and out of the district, but we do not have close neighbor districts. Of note, we have 4 distinct geographic areas. Of our 34 projected students, 20 are located in the North Area (Lincoln City). Our students moving in from ESD Early Childhood Special Education programs in the north have outpaced our students moving in other areas, to the point where we had to reallocate FTE this year and move a special education teacher from our Structured Learning Center in the East Area to the North to meet the demands. This area is where our overall district population is growing.

Factor 3: Our district is disproportionate when it comes to restrictive placements. We began this work in January of 2023 based on data that our students in special education (15% of our district population identified compared to 14% of state identified) were placed into more restrictive placements (20% in less than 40% access to regular education placement band). In our district, this placement band is mostly representative of our Structured Learning Centers, although there may be a few students highly supported in a resource level of support. This absolutely impacts students being over-identified to take the extended assessment, given that 82% of these students are in our most restrictive placements. The special education department has developed a Continuous Improvement Plan and 100 Day Plan, and also has been included in the District Continuous Improvement Plan, to take steps to reduce restrictive placements. Elements of this action plan include:

- Monthly special education instructional cadres, where departments meet to discuss specific students to identify opportunities for greater access to regular education settings
- A more explicit early childhood transition process requiring observations of students in their early childhood classroom, and starting in the least restrictive placement possible
- All elementary students assigned a regular education teacher in the beginning of the year with the expectation that they should be able to participate in some aspect of regular education
- Evidence based academic special education curriculum adoption last year to increase student's academic skills and ability to participate in the regular education classroom

Oregon Extended Assessment Participation Reporting

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

- Training on function based thinking to all special education staff. They then take this training and deliver to their building to assist general education in growing their capacity
- Requirements for a functional behavior assessment prior to any new placement in a special program

As noted above, one school is highly disproportionate. 11 students, or roughly 32% of these students, came from one elementary school grades 3-6 that has two special programs on site.

Participation rates vary when it comes to science. Students are not identified as disproportionate in this area. The department believes this to be a training issue where staff is not selecting science on IEPs in the correct year, and will address this at the next department wide PD opportunity, as well as through regular special education memos out to staff.

Medford SD 549C

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Based on an analysis of students in the Medford School District who participated in the Oregon Extended Assessment in the content area of Science, IEP teams appropriately determined the need for that assessment for our students with the most significant cognitive disabilities. Each student participating in the Oregon Extended Assessment has been identified as having significant cognitive disabilities that impact their educational performance with commensurate deficits in adaptive behavior.

Milton-Freewater Unified SD 7

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

We have a high number of 3rd graders that have significant barriers to their education, 6.61%. This group skews the percentage in reading and writing. We have reviewed the possibility of providing accommodations to allow this group of students to access general state assessments. These students require 1:1 support; have expressive/receptive language deficits; have behaviors that limit general participation with peers; have health concerns that limit participation in the school setting; or other impactful needs/barriers. We consider each child individually and assess if they can sit and interact with a screen on any level before we consider which assessment is appropriate. Each year the students are again considered based on their current skills and needs. Considerations are addressed by the team at the IEP as well as again before we approach the testing window.

Molalla River SD 35

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The district disaggregated the data for students who participated in the extended assessment. The district was flagged for possible over identification of students with disabilities who also identify as multi-racial. The multi-racial category was further disaggregated and demonstrated several additional categories including students who identify with two or more/race ethnicities. Students who identify as Black/Hispanic, White, Asian, Hispanic and White, and Hispanics and American Indian/Alaskan Native. When desegregating this group it is clear there is significant diversity within this one category. Further analysis looked at IDEA eligibility, categories. Students identified for the extended assessment were identified with ID, SLD, and ASD. Further analysis of their individual IEP's suggest that these students cognitive, language, and cognitive abilities warranted selection for the alternative assessment.

Morrow SD 1

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

According to the data analysis, Morrow County School District is over the 1% cap for the ORExt in the area of science.

Morrow County School District does not meet the state definition of a small school district, with an enrollment of over 2200 students. MCSD does not pull students with the most significant cognitive disabilities into our schools, community, or health programs. We do have an elementary life skills program based at Sam Boardman Elementary School in Boardman, Oregon. This program serves the students with the most significant cognitive disabilities in kindergarten through 6th grade for both Irrigon and Boardman. There are two high school life skills programs at Irrigon Jr./Sr. High School and Riverside Jr./Sr. High School. Both programs serve students in their home community in grades 7-12.

In reviewing placements, 66.6% who are taking the ORExt Science assessment are in a resource room placement and 33.3% in a separate classroom placement.

A.C. Houghton, Irrigon Elementary, Irrigon High School, Heppner Jr/Sr High and Heppner Elementary School have no students participating in the ORExt Science assessment. At Windy River Elementary is 5.2%, and Riverside High School is 2.6%. Windy River has a higher participation rate because of the life skills program at Sam Boardman, some of the students are dual enrolled at WRE.

There is a difference in the participation rates in reading and mathematics versus science. The participation rate for reading and math is 1.03% and for science it is 1.1%. There are fewer grades that test in science and therefore, we have fewer students participating in the science OSAS.

Special education teachers are always included in the general professional development opportunities. They have been participating in curriculum adoptions, as well as standards alignment, and establish learning targets. Additionally, special education teachers participate in grade-level data team meetings.

MCSD provides yearly professional development around engagement including best practices strategies, GLAAD training for new teachers and at the building level, professional development designed to meet the individual needs of each building. Additionally, staff is trained and supported in differentiating curriculum and learning tasks to meet the individual learning needs of students and tap into students' unique strengths and preferences. Through our district curriculum adoption, the district has representation as one of the necessary criteria for our district curriculum, to ensure that all students are represented in the content they are exposed to.

Oregon Extended Assessment Participation Reporting

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Our schools with high EL, migrant, and economically disadvantaged students have additional weighting added to their staffing. We also offer after school and summer programs that are designed to help struggling students catchup and engage in learning in different ways.

Our EL/migrant students also have additional support through our consortium with the ESD. There are student tutors and parent programs to support them.

SWSCD's have access to all the same resources as their peers with additional adult support and monitoring as needed.

Based on the data gathering and analysis for this 1% plan, special education staff need continued training to understand and implement the ORExt eligibility guidelines. For the past five years, staff were trained and directed to use the ODE Extended Assessment Eligibility Worksheet when making determinations around a student's participation in the ORExt. There seems to be a varied level of implementation on this throughout the district. We will continue to train on this topic to ensure all ORExt decisions are made using the eligibility worksheet.

In addition to case managers, district representatives (principals, assistant principals) and DART coordinators receive training regarding eligibility guidelines for the ORExt participation. Our district representatives will serve as an additional check ensuring that the process is followed and only relevant factors are considered when deciding whether a student should participate in the alternate assessment.

Staff have been trained to use the ORExt Eligibility Worksheet to guide decision making around participation in the state's alternate assessment. Students who have been identified as needing to take the ORExt should be the same students participating in the AA-AAAS. Factors not considered as part of the eligibility worksheet should not be used to make this determination. Again, there seems to be variability in implementation throughout the district and streamlining this process will be a SPED priority for the remainder of the 2023/24 school year.

Many of our veteran special education teachers have attended the ODE training on writing standards-based IEPs. As we get new staff, mentors work with staff to develop standards-based IEPs. We do send staff to trainings by our Educational Service District when they offer trainings related to writing high quality, standards-based IEPs. The addition of the RTAP this year has been great for training new staff and providing refreshers and updates for veteran SPED teachers.

Based on my file reviews, there does appear to be two instances where the team changed the student over to the ORExt after they had previously taken the stanard assessment. Both of these instances occurred in the transition from 3rd to 4th grade and from one elementary building (k-3) to another (4-6). While there is not a mention that the testing was changed because of it being too hard or stressful, these two situations raise a flag about why teams are making this change. As part of our SPED team PD, we will be re-training and emphasizing

Oregon Extended Assessment Participation Reporting

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that the testing being too difficult or stressful are not acceptable reasons for the student to take the ORExt. As previously mentioned, for at least the last 5 years, staff was directed to use the ORExt Eligibility Worksheet to guide the team's decision making around participation in the alternative assessment. There seems to be varying levels of implementation and one of my goals is to streamline this process and ensure everyone is using this form to guide decision making.

Morrow County School District has high expectations for SWSCDs, which is reflected in our school board goal, which states that ALL students will make at least 1 school years' worth of academic growth each school year. Our district has high expectations for all students including those with SWSCDs. This expectation is communicated to staff, families, and the communities we serve.

The level of understanding by parents on the state's eligibility guidelines for participation in an AA-AAAS has been influenced by the process sped staff has used to make those decisions. As our sped staff gets more training and becomes more consistent in utilizing the ORExt Eligibility worksheet to guide decision making, parents will gain a deeper understanding of the eligibility guidelines. This will help to improve their input with regards to assessment participation.

In my review of files, I did not see any indication that the reason students were participating in the ORExt was due to the parents believing the assessment was too difficult or stressful. As previously mentioned, there may have been instances where teams made the decision based on difficulty or stress within the last 2 years, however, it was not clear if this was a school belief or a parent belief.

While we are not a small district according the definition for this report, 2257 students is still not a large school district and the impact of 1 or 2 students taking an ORExt can be felt in our numbers. Additionally, as a district we need to retrain staff on the implementation and utilization of the Oregon Assessment Decision Making Guidelines and on the criteria for qualifying for the ORExt. While I didn't have evidence in the form of meeting minutes, there were two instances where a student took the Standard Assessment in 3rd grade and were switched to the ORExt in 4th grade, which raises the question of why the change was made. Were the students changed due to team belief that the test was too hard or stressful? This can't be ruled out.

Mt Angel SD 91

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Given the size of our district, only a few students puts us over 1%.

Myrtle Point SD 41

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Myrtle Point School District does exceed the 1% participation for the Oregon Extended Assessment. Myrtle Point School District is a rural community who has chosen to house our Special Education Life Skills classroom and Middle Learning Center within our own district, therefore we do have large amount of students with cognitive delays, autism, non-verbal, ect. Since we house this type of program, some of the students need the extended assessment due to very little academic skills. Each year, the administrators and special education teachers review the needs and skills of our students to determine which students will need the extended assessment. We also communicate with parents about what type of assessment will be given. If a students skills shows improvement, our first option is always the regular state assessment if we believe the student can understand the process of the assessment.

Nestucca Valley SD 101J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

When conducting an analysis (using ODE's guiding questions) of why more than 1% of district students are identified to participate in the ORExt, the most obvious factor is the size of the Nestucca Valley School District. NVSD is comprised of a single K8 and a single high school, therefore it takes very small numbers of qualifying students to exceed the 1% OrExt cap. Simply, we had a group of students from our single life skills classroom that entered the third grade (first testing year) that resulted in this data.

Despite remaining a very small "closed" district, we have experienced a spike in our enrollment numbers over the last two years. There has been an increase of 50 students, which for a program our size, is significant. Because some of these new students came to us with IEPs of varying degrees of impact, it is also fair to conclude that this too could be a contributing factor.

Students with special education support are placed in the least restrictive environments, as determined by the SPED Team, and the large majority of our students do spend time in the general education setting, gaining exposure to regular education curriculum, which is then further supported with a combination of push-in and pull-out SPED services.

That said, we also have a population of students that qualify under categories such as "Intellectual disability" or "autism spectrum disorder," which can (but not always) impact how that student learns and communicates within the learning or testing environment. Students with the most significant cognitive disabilities are identified to take the OrExt as opposed to the SBAC, as this assessment is the most appropriate given their current skill levels. Students that take the OrExt generally continue to do so through high school, as many have diagnosis that will not change over time.

Determining if a student will take the OrExt is never based on behavior or perceived stress levels. If the student is able to access the SBAC, their team would include accommodations within the IEP to address those type of concerns (ie., separate setting etc.,).

Parents continue to be an important member of the IEP Team. Case Managers always provide parents with resources explaining and detailing what to expect if it is determined that their child qualifies to take the OrExt. The factors that determine OrExt eligibility is also discussed when the IEP Team is addressing the state testing page. While we have certainly had parents request the OrExt for their child, we always do our best to keep parents informed and then make a decision that is best for the child.

North Bend SD 13

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

District data was analyzed to compare multiple factors surrounding participation. Factor 1 was not applicable, as the district contains over 2,000 students. Likewise, Factor 2 does not apply. Regarding Factor 3, ASD emerged as the most prevalent disability at 38%. Other Health Impairment and Intellectual Disability were second and third most prevalent at 23% and 19%, respectively. These were not surprising findings, as we have a large population of students with high-impact disabilities in each of these categories. Analysis of placement was similarly unsurprising. The most common placement was 31 (46%), followed by 33 (38%) and 30 (15%). This doesn't appear to demonstrate a negative relationship between restrictive placements and participation in extended assessments. When schools were compared, no significant rate discrepancies were found. Analysis of participation rates across subjects did not reveal significant differences and no single grade level stuck out as having a disproportionate number of students taking extended assessments. Factor 4 raised questions about sufficient knowledge and training that are worthy of further analysis. There are many new teachers and teachers who are on emergency or provisional licenses working in special education, so knowledge and training are limited. Factor 5 conjures up similar concerns for adequate training and knowledge, especially when it comes to new teachers and teachers in training. ODE's materials on Extended Assessment decision making have been distributed to all district Special Education teachers. Similarly, Factor 6 would seemingly depend on the training and knowledge of the district's Special Education teachers. These last three factors are certainly areas to focus on for planning.

North Clackamas SD 12

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The district exceeds 1% participation in Oregon Extended Assessments areas for several reasons. First, the range of the district's continuum of service model options includes special class program placements. Neighboring districts do not always offer these placement options which leads to an increased number of students who move in, transfer in, or are placed into foster/group homes within the district by DHS and DD services to have their home and community needs met. In addition, due to the educational models provided during the COVID 19 pandemic school closures, CDL and hybrid models, students with more complex disability related needs experienced a higher rate of educational impact, resulting in a temporary increase in students' IEP teams determining a need for alternate state assessments.

North Lake SD 14

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

We are a small rural district with a total K-12 population of approximately 223 and an average testing class size of 16.4 students. Therefore, anytime we have a single student at a grade level take the extended assessment we are over the 1% mark. We continue to provide professional development for both of our special education teachers. We will evaluate each of our students projected to take the extended test annually and discuss the testing options with their parents. As part of our process, we evaluated each of our students as a team and determined that all of them are still appropriately placed taking the ORExt.

North Santiam SD 29J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

North Santiam School District's participation rate in the Oregon Extended Assessment surpasses 1%, resulting from a deliberate and student-centric approach to decision-making. Rather than relying solely on rigid disability categories or demographic factors, the district prioritizes individual student needs, particularly in the context of intellectual disabilities. This personalized approach ensures that participation decisions are tailored to the unique requirements of each student, recognizing the diversity of learning profiles within the student body. Our multi-factor analysis results from reviews during cyclical monitoring and continued progress monitoring for our students receiving special education services.

Furthermore, the district adheres to the guidelines set forth by the Oregon Department of Education, aligning its decision-making process with the state's recommendations for extended participation in the assessment. This commitment to following established guidance helps create a standardized and fair framework for determining eligibility, fostering transparency and consistency across the district.

In essence, the school district's participation rate exceeding 1% reflects a student-centered philosophy that values the nuanced and varied needs of learners with intellectual disabilities, prioritizing these individual requirements over generic categorizations or demographic considerations. This approach aligns with best practices in education and ensures that students receive the support necessary for their academic growth and success.

Ontario SD 8C

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The team reviewed every student individually who has been identified to take the extended assessment during the 3 year time period associated with the Disproportionality Data set provided by the department. Additionally, we looked at every student that is identified to take the ORExt during the 23-24 school year. We did find that all students were appropriately identified. All students are identified under IDEA, have significant cognitive disabilities that impact their ability to access general education curriculum, and are anticipated to impact the student's post-school outcomes.

FACTOR #1: OSD is a relatively small district with fewer than 350 students that receive special education services.

FACTOR #2: There is a relatively new DD Group Home in the district's attendance area. We have noticed a significant increase in the last 5 years in the numbers of students enrolling in the district with significant cognitive disabilities.

FACTOR #3: The district does have 2 elementary classrooms where the students work on more functional types of programming and do often have significant cognitive challenges. The students that are participating for all or part of their school day in these classrooms are more likely to be identified to take the ORExt. In each case though the team monitoring the IEP team's decision believe that it was the correct decision based on the student's needs and level of functioning.

ORExt participation rates are higher in the two schools with special classrooms. These are not self-contained classrooms, but are set up to address student's with more functional programming needs as the team determines is appropriate based on the particular student's needs.

Participation rates are consistent across content areas. We believe this is expected based on the student's for whom the team has determined that the ORExt is the most appropriate assessment.

There is not a trend for students who have transitioned to the secondary level. Generally speaking students who have been in the OSD for elementary were appropriately identified to take the ORExt and continue to do so throughout their school years at all levels. A student with a TBI is the only exception for students that have been with OSD long-term. We do have a very high rate of mobility in our community, so teams at the secondary level do have to make decisions about Oregon's assessments based on the information that comes to us with new students. Generally, we take time to gather our own data and observations prior to making a final determination.

FACTOR #4: Students who take the ORExt are generally making progress in an alternative curriculum that is aligned with the Alternate Achievement Standards.

Oregon Extended Assessment Participation Reporting

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The OSD carefully monitors the Least Restrictive Environment for students with significant cognitive disabilities and continually refines practices to ensure that ALL students are able to be with their typical peers to the greatest extent possible.

Data is reviewed for students at regular intervals as part of our internal processes and IEP requirements.

Most students who take the ORExt have a significant amount of adult support in their programming. They often use AAC devices and require robust accommodations to support their participation in general education and special education programming.

The OSD provides a great deal of professional learning for our special education teachers. In addition to regular meetings to discuss areas of concern our special educators participate in much of the professional learning that is provided to general education staff. Conversely, general educators are provided with specific learning on inclusive practices that are proven to support the needs of diverse learners. There are three program coordinators that specifically mentor new staff or are teachers of record for a few who are not yet licensed. In these cases they attend all meetings with specialists and gradually release them to where they are writing IEPs and eligibility summaries independently. Coordinators also spend time in classrooms and working with staff and students with more significant needs. They monitor the implementation of alternative curriculums and programming in order to provide additional training and supports. This kind of job embedded professional learning is a strong commitment in our district and is proven to be the most effective in implementing evidence-based practices.

The OSD has a team of instructional coaches, teachers, and administrators that work together to develop a year-long plan designed to address the needs of both staff and students. A modified schedule has been adopted by the board to support additional time for teacher learning and collaboration. There is evidence of programming for ALL staff that supports the needs of diverse learners.

Students with significant disabilities do have access, as appropriate/ to the greatest extent possible, to other programs for which they are identified. This includes Title I, Title III, Migrant, and other federal programs and grant funded opportunities.

Paisley SD 11

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

For the 2023-2024 school year Paisley School District #11 has 122 projected participating students for ELA and Mathematics assessments and 32 projected participants in Science. The small amount of students enrolled and in participating grades is the most identifiable factor in our district. Only the Science assessment has more than 1% of students identified to participate in the ORExt. Upon review of enrollment and eligibility for participation in the ORExt this year shows only an increase in participation due to grade level combined with content tested.

Pendleton SD 16

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Our district is one of two townships and school districts in our county where community services and supports are provided for families with a child with a significant disability. Families with students more significantly impacted by cognitive disabilities locate here based on the services our community and schools can provide. Additionally, our town experiences higher rates of individuals with disabilities than county rates based on census data (15.5% for people under 65 vs the county rate of 12.7). Our ORExt participation rates are under 2% but over 1%.

A previous analysis of LRE indicated our students in our elementary self-contained life skills district program were not making significant growth towards alternate achievement standards. We closed this program and relocated students back into neighborhood schools this school year based on this analysis. Schools are working to develop more inclusive services for our students with significant cognitive disabilities after this transition. However, Fourteen of the twenty-five students (this number may fluctuate as IEP teams meet and make new determinations) who are scheduled take the ORExt this year are in regular class placements. We do have a higher rate of participation at 6th grade (2.5%) which we will look into.

Analyzing the results for our students who took the ORExt last year, less than 10 of the 31 students who participated scored at a Level 3 or 4 on all areas assessed. While this alone is not an indicator students should transition to the standard assessment, it does warrant attention in the IEP team process. More training in this area may be warranted.

Initial review of the IEP's for students who are scheduled to take ORExt this year seem to indicate teams are making appropriate decisions based on information in the present level of academic achievement and functional performance and how the disability affects involvement and progress in the general education curriculum. However, there are many new teachers in the first 1-5 years of practice. Training may be warranted on the decision making process.

I analyzed IEP's, outcome data, process and procedural guidance, and census data to complete the multi-factor analysis for our district. Our overall projected ORExt participation rates are 1.5%. We are a small district with higher rates of individuals who experience more significant disabilities than the even smaller districts around us. Frequently those smaller districts persuade families to request transfers into our district where we have more special education supports.

Perrydale SD 21

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Our low numbers impact many state reports such as this one. When there are percentages, we only need one or two students to impact the enrollment/disproportionate negatively. We reviewed the students who participate in the ORExt and they are taking the appropriate assessment based on their needs.

Our largest group of students who opted out were 11th graders. This is a group that is not required to pass state testing or essential skills due to COVID-19. The total number of participants for our school is 174. In order to meet the state requirement of less than 1%, if we have more than one student take the extended assessment or opt out, we would be over the 1% rate. Due to our small numbers and factoring in those who take the extended assessment, it will be nearly impossible for our district to meet this requirement.

Philomath SD 17J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

A data review was completed analyzing extended assessment participation by grade level, content area, primary disability, race, and ethnicity. This data review resulted in the following findings:

- Participation is only 0.20% over the 1% cap. This accounts for only 1-2 (1.67) students in total.
- No ethnic or racial discrimination.
- Primary disability category balance, representing high needs students.
- Currently reviewing student with primary disability of SLD to determine necessity for participation in ORExt.

Phoenix-Talent SD 4

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

16% of Phoenix-Talent students are identified as having disabilities and need special education services, which is above the state average of overall students with disabilities. This group includes a total of 23 students whose IEP teams determined were eligible for the ORExt. This represents 1.7% of the total student population required to participate in statewide summative assessments this year.

Additionally, several supportive foster and residential placements, specifically for school-aged children with significant developmental disabilities and medically fragile foster children, exist within the Phoenix-Talent School District boundaries. The homes draw large numbers of students with multiple disabilities who are likely to need the extended assessments. Data indicates that many of these students, who participate in ESD programs, are more likely to take the extended assessments than those students receiving services in their neighborhood school.

Primary disability categories for those taking extended assessments are students with cognitive disabilities or autism spectrum disorder. Most of our students taking the extended assessments are non-verbal and use picture exchange systems for communication.

The process used to complete the above analysis included a study of student identification numbers using the Student Information System as well as a survey of the local residential and foster services providing services to severely disabled and medically fragile children. Further information was gathered through interviews with site-based special education teachers and our district's Special Education Director.

Pine Eagle SD 61

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The District was over the 1% cap because there several students who's IEP required extended assessments have moved into our area.

Port Orford Langlois SD 2CJ

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Due to the small/rural nature of our school, we can easily exceed the 1% threshold with a relatively small number of students. We have currently identified less than 10 students that will utilize ORExt in a district of only 248 students total in our district.

The students participating in the ORExt are all receiving Special Education services and data collected through observation as well as formal/informal diagnostic testing supports ORExt as the appropriate testing tool due to severe cognitive disabilities evident. The IEP team, including parents, have utilized the data collected as well as the Oregon Extended Assessment Decision Making Checklist and determined the ORExt to be the appropriate tool for each student identified.

Prairie City SD 4

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

1. Multi-Factor Analysis:

Our district has conducted a comprehensive analysis of why more than 1% of our students are identified to participate in the Oregon Extended Assessment (ORExt) in the content areas of ELA, Mathematics, and Science. This analysis considers multiple factors contributing to the need for an extended participation rate.

2. Specific Information and Data:

- a. Student Profiles: We have identified a number of students in our district who have documented significant cognitive disabilities that impact their ability to access and participate in grade-level content assessments. This is supported by Individualized Education Programs (IEPs), medical records, and educational evaluations for these students.
- b. Historical Participation Data: We have reviewed historical ORExt participation data, which consistently demonstrates that more than 1% of our students require accommodations or modifications to access grade-level content assessments.
- c. Specialized Services: Our district provides a range of specialized services and supports, including modified curriculum, assistive technology, and adapted instruction, which are documented in IEPs and 504 plans. These services are essential for our students with significant cognitive disabilities to make educational progress.
- d. Collaborative Decision-Making: Our district utilizes a collaborative decision-making process involving special education teams, general education teachers, parents, and other stakeholders to determine the eligibility of students for ORExt participation.

3. Process Summary:

Our analysis involved a review of individual student records, including IEPs, 504 plans, medical documentation, and assessments. We conducted meetings with IEP teams to ensure alignment with state guidelines and to identify students with significant cognitive disabilities who require ORExt participation. This process also included a thorough examination of historical participation data to validate the need for an extended participation rate.

Rainier SD 13

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Our district previously used a now outdated qualification method. We will be utilizing ODE's ORExt Decision Making Guidance moving forward and anticipate a large number of our students will no longer qualify for the Extended Assessment.

Reedsport SD 105

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Reedsport School District is a small school district with a high level of students in special education. Our district has nearly 20% of their population in special education. Reedsport School District has two Life Skills programs which consists of students that are substantially impacted by their disabilities and need to access this more supportive program. Most of the highly impacted students must take the extended assessments for various reasons based on their disabilities. Reedsport School District currently has 17 students enrolled in the Life Skills Program.

Reynolds SD 7

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

After reviewing the Individualized Education Programs (IEPs) of each student that currently participates in the Extended assessments, it was determined that based on previous cognitive testing, the student's disability, that the IEP team's collective decision for the student to take the Extended assessment was deemed appropriate and follows the guidelines set by the Oregon Department of Education.

Riddle SD 70

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Our district has a high number of opt forms throughout the district and not just for the students that have disabilities but for everyone. Resulting in lower numbers of students participating in testing.

We have a high number of special education students within our district. While there a few that should be participating in the ORExt, but the parent/guardian will "opt them out".

We have a very small district, so the numbers affect us.

We as the TA and DTC have worked closely with making sure everyone completes which test they are supposed to, we will continue to work closely together to make sure that this happens again this year.

Looking over our numbers and tests that were taken for the 2023 school year this is the information I have gathered.

Rogue River SD 35

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Rogue River School district has 18 students in the life skills programs. Out of these 18 students, less than 10 students are scheduled to take the Oregon Extended assessment. Each student who is being considered for an Oregon Extended Assessment goes through a performance analysis with the casemanager and Director of Special Programs prior to the IEP meeting. This is an open dialogue regarding performance and academic levels. The casemanager and director meet and review student academic progress in the general education setting (if applicable), special education setting, and review IEP goals. The results of the analysis are shared with the IEP team.

Salem-Keizer SD 24J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

During the 2022-2023 school year the district exceeded the 1% participation rate for the Oregon Extended Assessment. In the area of English Language Arts and Math, 1.45 percent of assessed students participated in the alternate assessment. In the area of Science, 1.38 percent of assessed students participated in the alternate assessment. These percentages have improved from 1.9 and 1.8 percent respectively when previously reported for the 2017-2018 school year.

Salem-Keizer is a large district that supports a diverse population. The district is a minority majority district with 40 percent identifying as white and 46 percent as Hispanic/Latino. There are 112 languages represented in the district population and 34 percent of students are Ever English Learners. Of the student population, 18 percent are identified as students with special education services.

Salem is the largest city between Eugene and Portland. Families move to Salem, the capital city, to access services that are embedded in the community. Developmental Disability and other community agencies provide services that are based in Salem. Families move to and live in Salem to access these services. They live in Salem and work in outlying areas. Salem is geographically large and surrounded by small cities providing for a different demographic of the community than comparable districts in the state. Families stay in the district to access the services that it provides. In addition, many group homes which serve individuals with significant cognitive disabilities have opened in the Salem and Keizer area. Currently there are over 40 group homes housing students from around the state, now served in the district.

To support the needs of the students served, the district utilizes a School Board approved and adopted alternate curriculum, n2y and Unique Learning Systems, for students working toward alternate achievement standards. The curriculum is guaranteed and viable and is aligned with state alternative achievement standards. Currently there are 80 total classrooms within the district using this curriculum. Professional development opportunities have been provided to support teachers in utilizing the curriculum to provide instruction. In addition, mentors provide additional support to new teachers and to support individual needs.

Students accessing the extended assessment are served through a variety of placements within the district's continuum of services. Many of the students participating in the extended assessment, about 80 percent, are served in a self-contained special education setting more than 60% of their school day. This placement has been determined to meet the students' individual needs and to provide the right level of support for the student access and make progress in meeting individual goals and the alternative achievement standards.

To determine eligibility for the extended assessment, teachers have been trained to evaluate the needs of the student in accessing the state assessment and to use the Oregon Extended Assessment Decision Making Guidance Document to make this determination. While most

Oregon Extended Assessment Participation Reporting

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

students meet the criteria for participation in the Oregon Extended Assessment, there are IEP teams who have made this determination for students who may not meet the criteria as a student with a significant cognitive disability. Alone, this does not account for the overage, but is a contributing factor. Continual training is needed in this area.

To determine the factors contributing to the district exceeding 1% participation in the Oregon Extended Assessment, data was collected for students accessing the assessment. This data included where their students are served, the areas in which they are eligible for special education services, language needs, accommodations, and other supports, and supports for school personnel in making eligibility determinations. In collaboration with various district departments, including Special Education, Testing and Evaluation, and Title III, an analysis of this information was completed to determine the above factors.

Santiam Canyon SD 129J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Oregon Charter Academy accounts for 93% of our district extended assessment population. Local Santiam Canyon students account for less than 10 of them, evenly split between the two schools, while Oregon Charter Academy (ORCA) accounts for 28 of them.

Oregon Charter Academy is a school of choice. Of the currently enrolled students 25 were identified prior to ORCA and 31 were identified while enrolled at ORCA as needing to participate in the extended assessment. We have a stable number of 50-65 students each year working towards extended diplomas or certificates of completion.

We are not pockets of higher percentages that aren't typical for our local population and the families who choose to enroll at ORCA.

Scio SD 95

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Unique Educational Setting: Scio School District operates an online school that serves students across Oregon. This virtual learning environment attracts a higher number of students with Individualized Education Programs (IEPs), as it provides an alternative to traditional brick-and-mortar settings. These students often find the online setting more conducive to their learning needs.

Stable Alternative Education Program: Despite the unique nature of our online school, the increase in students with IEPs does not suggest an abnormal growth in alternative education programs. The ratio of students requiring extended assessments is consistent with the nature of our online school's demographic.

Specific Data Supporting Analysis:

ELA Participation Data: Among 617 students, less than 10 are projected to participate in the ORExt for English Language Arts, resulting in a participation rate of 1.30%.

Mathematics Participation Data: Similarly, in Mathematics, less than 10 out of 617 students are projected to participate, also yielding a 1.30% participation rate.

Science Participation Data: In Science, less than 10 out of 326 students are projected to participate, with a participation rate of 1.22%.

These rates slightly exceed the standard 1% threshold, which is indicative of our school's unique demographic, rather than an over-identification of students for the ORExt.

Summary of Analysis Process:

The analysis began with a detailed review of the ORExt participation data across ELA, Mathematics, and Science.

The team utilized the "1% ORExt Participation Reporting Guiding Questions for Districts" document to frame our analysis, focusing on the specific needs and characteristics of our student population.

We considered the unique aspects of our online school, particularly its appeal to students who benefit from a virtual learning environment.

The team then compared the projected participation rates against the standard 1% benchmark, noting the slight exceedance in each area.

In conclusion, the Scio School District's slightly higher participation rates in the ORExt can be attributed to the unique educational setting offered by our online school, which caters to a

Oregon Extended Assessment Participation Reporting

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diverse range of learners, including those with specific educational needs. This justifies the district's need to exceed the 1% participation threshold in the ORExt assessments.

Sherman County SD

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The small number of students in our district is impacted significantly by just one student counted in this calculation.

South Lane SD 45J3

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

In analyzing the district's ORExt participation rate, a subset of the district's special education department reviewed the overall rate and reviewed individual information for each student who took this assessment.

One factor that the team considered is that percentage of students identified for SPED services is notably higher for South Lane School District than for the state as a whole. The current rate of identification falls at about 20.2%. Statistically, we believe that having an unusually high rate of SPED identification overall may lead to a likelihood of also having a higher than typical rate of students who have disabilities with a sufficiently profound impact as to require an alternative state assessment.

Another factor that the team considered is the district's trend toward higher numbers of students who require placement in highly restrictive, self-contained programs. The number has roughly doubled over the last 10 years. While not all students who are placed in these highly restrictive placements require the ORExt, a substantial percentage do.

As a part of the district's SPED audit, students who were assigned to ORExt administration had file reviews. These students' evaluation results and information from the most recent IEPs were considered and compared against the state's guidelines for selecting ORExt as the most appropriate state assessment option. While there is a certain amount of subjectivity and interpretation that can go into these decisions, ORExt as the chosen assessment option was deemed reasonable for all participating students when considering measures of students' cognitive and adaptive skills.

South Umpqua SD 19

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

1. The South Umpqua School District has had a massive shift in enrollment diversity over the past 6 years. The numbers of low incidence students enrolling from Early Intervention/Early Childhood Education classrooms have increased at rates far above previous years. Students are enrolling into the district with co-occurring disabilities and have increased the number of students qualifying for the Extended Assessment. The decrease in exits from programs and the exponential growth of early intervention programs across the county, the development of low-income housing, and the correlation between this and the referral rates into EI have progressively increased the numbers of qualifiable students.
2. The district has conducted a complete analysis of causation and correlation with special education numbers and addressed this over the past three years with improved EPM and exit criterion. The cultural patterns started over 7 years ago included a reconstruction of leadership and departmental design. During that tenure, there was a steady push to increase assessments and evaluations for all students. Starting in 2021-2022 school year, the district reconstructed and re-established a process of referral, SST, EPM, and use of data to address the problem created by past practices. The district exited 52 students in 2021-2022, 38 students in 2022-2023, and are currently at 21 for the 2023-2024 school year. Despite this successful process, the district was at 22% special education and is now below 14%. The concerns are that the balance and corrections still do not fully address the high level of enrollments with complex disabilities resulting in disproportionate testing.
3. The district met to assess the trends and amount of internal testing completed compared to the numbers of pre-eligible students enrolling each year with complex needs and the extensive numbers of students moving into the district from other school sites and regions to attend our special programs. The data and summary results reflect several factors creating this disproportionality.

South Wasco County SD 1

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

We are a small district and need to exceed because of our small numbers.

St. Paul SD 45

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Based on the analysis of the district's ORExt participation data and the Oregon Extended Assessment Decision-Making Flow Chart, St Paul School District exceeds the limit of 1% ORExt Participation. For the past 3 years, an influx of diagnoses based on student's eligibility and the student's IEP team's decision from their psychoeducational report states that one or more students have significant cognitive disabilities that impact their level of accessing their general educational program and difficulty with generalized learning in one or more academic or functional performances. Due to the significant impacts students are placed in on-going support programs and given both modifications and accommodations to be successful within their education programs. The students who exceed the 1% ORExt Participation require individualized instruction in core academics and functional life skills at a substantially lower level than their peers with or without disabilities. All students who participate in the Oregon Extended Assessment are eligible based on their Individual Education Plan disability diagnosis and not due to excessive absences, cultural factors, first language, or economic disadvantages.

Stanfield SD 61

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

All special education staff follow Oregon Department of Education's (ODE) Decision-making Guidance, and we have a very small number of students taking the extended test yet it translates into a large percentage. Those students taking the extended assessments qualify. Special Education staff will meet yearly to discuss why the district is identifying more than 1%.

Sutherlin SD 130

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

The student services director reviewed the total population of students identified with disability and broke that down by grade level. Due to an increase in the number of non-verbal, autistic students in our district, we have an increase in the number of students needing to take the ORExt. The only area we will exceed the 1% participation is in the area of science. This is due to the small number of students that are required to take the science assessment.

Sweet Home SD 55

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

We have a high percentage of students with a severe disability 38% of our projected ORExt participants (3 standard deviation below the mean) and a high percentage of students that are ID eligible (2 standard deviation below the mean).

As of 11/1/2023 we are currently on track for a total of 436 students on an IEP (approximately 18.35% of our student population) with 61 (13.99% of our special education population) being less than 40% of the day in regular class, 47 (10.78% of our special education population) with the primary disability of intellectual disability.

With the numbers presented above and after reviewing student IEPs and abilities during IEP meetings we are unable to stay below the 1% extended assessment allotment. We strive to teach to our students' levels, meeting our students where they are.

Tigard-Tualatin SD 23J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

After reviewing and conducting an analysis (using the guide provided by ODE) we have determined there are students who have been placed on the ORExt that should be participating in the General assessment, and with this change it will likely get us to the 1% threshold. In our analysis we noticed:

- there are students with significant cognitive disabilities that move into TTSD to be included in their neighborhood school. While we don't have hard data, we do have parents who tell us they move specifically for our model.
- We have definitely experienced a significant increase in students with Autism and Development Disabilities (approximately 60-70 students in one year) and some do have significant cognitive disabilities.
- we identified one middle school that over identified students for ORExt, and possibly on elementary school. This does not constitute for the whole discrepancy.
- we noticed that at time students started on the General assessment and were switched to ORExt as the curriculum became more complex.
- we are disproportionate in the area of Pacific Islander. Due to the low numbers this does not show up on our SPRI reports as flagged, but it's clear there is an over representation of PI students in the category of ID and on extended assessment.
- given the increase needs of the students and lack of substitutes, training has been limited.
- given the struggles in staffing, there are a lot of new staff who require a lot of training.

Vale SD 84

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

1. Vale School District's 2023-24 ORExt participation rate has exceeded the 1% State-level Cap for the first time in recent history. With the total number of participants identified as less than ten, the increase in participation can be attributed to several things, including a recent increase in our enrollment.
2. VSD's total enrollment is 937 students in grades K – 12 and we have less than 10 students participating in the ORExt for the 2023-24 school year. Special education teachers are familiar with the Alternate Achievement Standards in ELA, Math, and Science, and use these standards to guide instruction. The Oregon Extended Assessment Decision Making Checklist is used to help guide the decision about whether a student should participate in the ORExt or the regular grade level state.
3. District records were reviewed to determine the number of ORExt participants for the year. The "ORExt Participation Reporting Guiding Questions for Districts" was completed by the special education director and the information gathered to answer the guiding questions was used to complete the analysis.

Warrenton-Hammond SD 30

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Warrenton-Hammond School District is projected to exceed the 1% cap due to the high number of students with significant cognitive disabilities within the district who experience medical conditions, mobility needs, communication needs, adaptive needs and/or personal care needs in a small, assessed population of students.

- WHSD has a high number of students with significant cognitive disabilities – more than two standard deviations below the mean. These students take part in the Oregon Extended Assessment.
- WHSD students who take part in the Extended Assessment are placed in highly specialized educational programs throughout the county.
- WHSD students who take part in the Oregon Extended Assessment require a high need of adult support for personal care, medical needs, communication needs, adaptive needs, and/or mobility needs. Due to their needs, students require direct supervision.
- WHSD students placed in a specialized medically fragile classroom take part in the Oregon Extended Assessment. These students experience medical conditions and require physical, communicative, and adult support.
- WHSD’s nonverbal students experience cognitive impairments and may utilize assistive technology devices.
- WHSD provides educational practices in a learning environment with high adult to student ratio due to the intensive needs of students.
- WHSD is a small rural district and has a small “N” size of assessed population of students.

Willamina SD 30J

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

All of the students who qualify for the extended assessment are in grades 8 and 11. With subjects like ELA and math, there are more students taking the assessments overall, which makes our percentage under the one percent. With the science assessment, there are fewer students taking it, due to only the three grade levels. In a small district, it doesn't take more than a few students to put us over the 1% mark.

Yoncalla SD 32

JUSTIFICATION STATEMENT

Please provide a statement justifying why the district must exceed 1% participation in the Oregon Extended Assessment in the content area(s) of ELA, Mathematics, and/or Science.

Yoncalla has less than 10 students in grades 3-8 and 11 who have a severe intellectual disability. With only 141 students in those grades, having less than 10 students with a severe intellectual disability, puts our district at a disproportionate rate and above the 1%.

Students were identified as being eligible for the extended assessments using psych reports, testing data concerning strengths and weaknesses along with feedback from the IEP team.