

Cranston

ALTERNATE ASSESSMENT PARTICIPATION

ESSA requires that states implement measures to help LEAs reduce the number of students participating in the alternate assessment to 1.00% or below. Part of this process requires LEAs to provide assurances to the state that the LEA is following and implementing state guidance on the identification of students for the alternate assessment using the state eligibility criteria and guidance, train teachers on using those criteria, and discuss with parents any implications of their child being included in the alternate assessment. By answering these questions, the LEA assures that each of these activities is part of your LEA's process for ensuring that students are correctly identified for participation in the alternate assessments:

(a) Is the district over the 1% for Alternate Assessment Participation?

No ▼

If Yes: Districts over 1% must provide a justification to RIDE as to possible reasons why their district is assessing more than 1% of students. Write your justification in the space provided.

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N/A

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(b) Does the LEA assure that it follows state guidelines and criteria for identifying students for participation in alternative assessment?

Yes ▼

(c) Does the LEA assure that it is addressing all disproportionality that could present in relation to the Alternate Assessment?

Yes ▼

(d) Does the LEA assure that it is following the state's definition of *significant cognitive disability*. For more information, please refer to the [IEP Team Guidance on Eligibility for Alternate Assessment Document](#)

Yes ▼

Trinity Academy for the Performing Arts

ALTERNATE ASSESSMENT PARTICIPATION

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NA

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Yes ▼

(c) Does the LEA assure that it is addressing all disproportionality that could present in relation to the Alternate Assessment?

Yes ▼

(d) Does the LEA assure that it is following the state's definition of *significant cognitive disability*. For more information, please refer to the [IEP Team Guidance on Eligibility for Alternate Assessment Document](#)

Yes ▼

The Hope Academy

ALTERNATE ASSESSMENT PARTICIPATION

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N/A

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West Warwick

ALTERNATE ASSESSMENT PARTICIPATION

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Our district has a high percentage of Students with disabilities and with significant cognitive impairments. The district has been committee to training staff on using stated guidelines to ensure that we are not over identifying students. The district routinely contacts RIDE to work together when there are questions regarding the alternative assessment criteria.

Words: 53 Characters: 364

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Yes ▼

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Yes ▼

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Yes ▼

Tiverton

ALTERNATE ASSESSMENT PARTICIPATION

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In the 2022 - 2023 SY, ELA & Math = 1.76% Science = 1.42%

Our special educators and special education administrators participated in RIDEs workshop on its new eligibility criteria and guidance that went into effect March 29, 2024. IEP teams within the Tiverton Public Schools are implementing the new criteria and process for determining eligibility. The required forms are used by our IEP teams when making eligibility decisions.

Additionally, training is conducted on developing IEP goals aligned to the Essential Elements.

Words: 80 Characters: 532

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Yes ▼

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Yes ▼

Woonsocket

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All of the students that are taking the DLM are students that fit the guidelines and criteria for identifying students. Each file is reviewed and the data and paperwork is doublechecked by administration to make sure that the student qualifies for the DLM using the new guidelines set forth by RIDE.

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Yes ▼

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Yes ▼

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Yes ▼

Westerly

ALTERNATE ASSESSMENT PARTICIPATION

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Westerly has historically had a larger number of students with disabilities that may qualify for Alternate Assessment. Currently 19% of our students with disabilities are comprised of the Autism, Intellectual Disabilities and Multiple Handicap eligibility categories. While not every student with these eligibility categories are eligible, many are and this increased group size results in more than 1% of our group being alternately assessed. IEP teams, Evaluations Teams and Administration are trained yearly in the criteria for identifying students with alternate assessment. This year, with the updated guidance, we decided to have very special education teacher and provider trained in the new criteria to be more accurate and knowledgeable in the eligibility determination.

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Yes ▼

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Yes ▼

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Yes ▼

North Providence

ALTERNATE ASSESSMENT PARTICIPATION

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Possible reasons why North Providence is assessing more than 1% of the students on the Alternate Assessment may include:

1. Support for Students with Significant Cognitive Disabilities: North Providence has a strong focus on supporting students with significant cognitive disabilities who require alternate assessment options to accurately measure their progress. (This could be due to the specific needs and profiles of students within the North Providence community).
2. Individualized Educational Plans (IEPs): The IEP team, which includes educators, parents, and related service providers, may determine that the alternate assessment is the most appropriate option for certain students based on their unique learning needs and abilities. This decision is made on an individual basis and takes into account the student's abilities, goals, and access to the general education curriculum.
3. Specialized Programs and Services: NPSD may have specialized programs and services that cater to students with disabilities, particularly those who require intensive academic support. These programs may align with the alternate assessment, leading to a higher participation rate.

****In collaboration with RIDE, the district is engaging in ongoing Professional Development to support this discussion specific to eligibility****

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Yes ▼

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Yes ▼

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Yes ▼

Jamestown

ALTERNATE ASSESSMENT PARTICIPATION

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The Jamestown School Department's small population results in over 1% of the student population qualifying for alternative assessment. The following steps have been taken to ensure that only students who meet the qualifications have IEPs that are based on the essential elements and are assessed using alternative assessment:

1. Annual professional development is provided to the professionals in the special education department on the qualification criteria for alternative assessment.
2. The Director of Student Services attends IEP meetings when alternative assessment is being considered for a student. This includes meeting for student who currently qualify for alternative assessment and students for whom alternative assessment is being considered.
3. During the 2022-2023 school year, a team from the Jamestown School Department participated in RIDE's committee to revise the Alternative Assessment Eligibility Guidance Document. The Jamestown School Team included: two special educators who work with students who are assessed using alternative assessment, the school psychologist, and the Director of Student Services. Engagement in the committee provided the opportunity to deepen the understanding of the qualification criteria, to build capacity for understanding and applying the criteria, and the opportunity to review current cases with support from RIDE professionals.

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Yes ▼

Smithfield

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The percentage of students eligible for the alternate assessment, DLM, remains the same.

Science 1.25% in 2022-23 down from 1.28% in 2021-22

English 1.25% in 2022-23 increase from 1.22% in 2021-22

Math 1.24% in 2022-23 increase from 1.21% in 2021-22

Teams took part in training in the new eligibility criteria. The district continues to train and review eligibility criteria with teachers and families. A student's eligibility for alternate assessment is reviewed annually. Teams review current student data, review IEP's goals, and current performance with family input as part of the eligibility determination.

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Yes ▼

East Providence

ALTERNATE ASSESSMENT PARTICIPATION

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36 members of the special education staff participated in the RIDE training that addressed the new criteria for eligibility under alternate assessment. As a result of this training, every student file was examined to ensure ongoing eligibility or non-eligibility. In some cases, students needed to be re-evaluated, many will remain eligible, and some will not. As a result of this RIDE mandate, adjustments in programming, particularly at the secondary level were made to address the students need. The district began implementation of new criteria in March of 2024, as required.

Upon review the district data the district is approximately .4% above the 1% rule in ELA and Math, and .6% above in Science. The district special education census has increased over 20% in the last 5 years. We are enrolling students with significant needs at all grade levels.

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Yes ▼

Providence

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We have participated in training on the new Alternate Assessment criteria and have begun to apply it to IEP team decisions. We are also actively working with RIDE staff to increase the amount of staff that are trained in the new criteria and to ensure understanding through all levels of building and district administration.

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Yes ▼

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Yes ▼

Middletown

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22/23: MATH 1.34% ELA 1.46%

Our case managers are trained on ESSA and the one percent rule, the new eligibility criteria, and the IEP Team Assurances Form. Additionally, we gather evidence from families to provide more evidence to support whether or not the student is unable to apply academic, life, and job skills in the home and community without intensive, frequent, and individualized instruction and supports.

Since the implementation of the new criteria, the teachers have filled in the rubric/criteria form prior to the meetings and reviewed it with the parents. I have been in attendance some of the meetings where students no longer qualify and how we will support them in their program of study for the following year

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Yes ▼

Warwick

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The eligibility for the Alternate Assessment now follows new criteria and guidance set by RIDE, effective March 29, 2024. Prior to implementing these changes, Special Services trained 90% of our severe to profound teachers from Pre-K to 12, as well as school psychologists. The remaining staff will be enrolled in the online, self-paced Alternate Assessment Eligibility Training Course, available from August 1, 2024, until September 30, 2024, to understand these important changes in determining student eligibility for the alternate assessment.

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Yes ▼

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Yes ▼

Chariho

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Along with our existing students within the district who were formally identified and qualified for Alternate Assessment Participation we have had multiple students move into the district who were identified in their former district. The Special Education Director and Assistant Director review all students being considered and review the Criteria with teams and administration. The Special Education Department has had multiple trainings at all levels with the most recently revised criteria and documentation required.

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Yes ▼

Central Falls

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The CFSD has been working over the last few years to bring as many of these students back to the district. We now have SID classrooms for students from 3-22 in all but three of our schools. In addition, we have had an influx of students moving to Central Falls from other countries with significant mental and physical needs. The director of special education continues to have conversations with the SID teachers across the district on the academic and functional needs of the individual students to assure Alternate Assessment is required. Each year the team meets to qualify the individual for Alternate Assessment with academic and functional data. The director has ensured that School Principals understand the Alternate Assessment requirements and are abiding by them.

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Yes ▼

Lincoln

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N/A

Words: 1 Characters: 4

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Yes ▼

Burriville

ALTERNATE ASSESSMENT PARTICIPATION

ESSA requires that states implement measures to help LEAs reduce the number of students participating in the alternate assessment to 1.00% or below. Part of this process requires LEAs to provide assurances to the state that the LEA is following and implementing state guidance on the identification of students for the alternate assessment using the state eligibility criteria and guidance, train teachers on using those criteria, and discuss with parents any implications of their child being included in the alternate assessment. By answering these questions, the LEA assures that each of these activities is part of your LEA's process for ensuring that students are correctly identified for participation in the alternate assessments:

(a) Is the district over the 1% for Alternate Assessment Participation?

If Yes: Districts over 1% must provide a justification to RIDE as to possible reasons why their district is assessing more than 1% of students. Write your justification in the space provided.

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The decision to use an alternate assessment for a student is made on an individualized basis, based on the student's unique needs and circumstances. Burrillville acknowledges that it's IEP teams have been trained in using the alternate assessment criteria and guidance and that the process is implemented with fidelity. The director of pupil personnel services reviews the process, data and artifacts utilized to determine eligibility for all students in the district, annually.

In analysis of the data, possible reason as to why the district is above the 1% threshold are as follows:

- Students identified as eligible for special education services under the categories of Multiple Disabilities and Intellectual Disability encompass the majority of those students found eligible for Alternate Assessment. These students have documentation of having IEP goals aligned to the Essential Elements. Additionally, they have demonstrated significant deficits in both cognitive and functional domains. In order to receive FAPE, the IEP team, following the RIDE criteria for eligibility, had determined annually, with the agreement of their parents, that each of these students qualifies for this assessment.

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(b) Does the LEA assure that it follows state guidelines and criteria for identifying students for participation in alternative assessment?

(c) Does the LEA assure that it is addressing all disproportionality that could present in relation to the Alternate Assessment?

(d) Does the LEA assure that it is following the state's definition of *significant cognitive disability*. For more information, please refer to the [IEP Team Guidance on Eligibility for Alternate Assessment Document](#)

Newport

ALTERNATE ASSESSMENT PARTICIPATION

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(a) Is the district over the 1% for Alternate Assessment Participation?

Yes ▼

If Yes: Districts over 1% must provide a justification to RIDE as to possible reasons why their district is assessing more than 1% of students. Write your justification in the space provided.

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Newport is a small urban district with a diverse population. We have an ever-growing EL population with interrupted schooling or very little schooling. Newport is also home to a military base which brings in families with student's with significant disabilities. NPS teams are provided training on the eligibilty criteria for alternate assessment. Implementation of the new RIDE criteria will be done with fidelity.

Words: 63 Characters: 415

(b) Does the LEA assure that it follows state guidelines and criteria for identifying students for participation in alternative assessment?

Yes ▼

(c) Does the LEA assure that it is addressing all disproportionality that could present in relation to the Alternate Assessment?

Yes ▼

(d) Does the LEA assure that it is following the state's definition of *significant cognitive disability*. For more information, please refer to the [IEP Team Guidance on Eligibility for Alternate Assessment Document](#)

Yes ▼

Cumberland

ALTERNATE ASSESSMENT PARTICIPATION

ESSA requires that states implement measures to help LEAs reduce the number of students participating in the alternate assessment to 1.00% or below. Part of this process requires LEAs to provide assurances to the state that the LEA is following and implementing state guidance on the identification of students for the alternate assessment using the state eligibility criteria and guidance, train teachers on using those criteria, and discuss with parents any implications of their child being included in the alternate assessment. By answering these questions, the LEA assures that each of these activities is part of your LEA's process for ensuring that students are correctly identified for participation in the alternate assessments:

(a) Is the district over the 1% for Alternate Assessment Participation?

If Yes: Districts over 1% must provide a justification to RIDE as to possible reasons why their district is assessing more than 1% of students. Write your justification in the space provided.

While still over the 1% threshold, the district has reduced the number of students participating in alternate assessments. Please see the data below:

Math:

2021-2022: 2.28%

2022-2023: 1.81% (-0.47%)

ELA:

2021-2022: 2.29%

2022-2023: 1.82% (-0.47%)

Words: 268 Characters: 1891

(b) Does the LEA assure that it follows state guidelines and criteria for identifying students for participation in alternative assessment?

(c) Does the LEA assure that it is addressing all disproportionality that could present in relation to the Alternate Assessment?

(d) Does the LEA assure that it is following the state's definition of *significant cognitive disability*. For more information, please refer to the [IEP Team Guidance on Eligibility for Alternate Assessment Document](#)

Johnston

ALTERNATE ASSESSMENT PARTICIPATION

ESSA requires that states implement measures to help LEAs reduce the number of students participating in the alternate assessment to 1.00% or below. Part of this process requires LEAs to provide assurances to the state that the LEA is following and implementing state guidance on the identification of students for the alternate assessment using the state eligibility criteria and guidance, train teachers on using those criteria, and discuss with parents any implications of their child being included in the alternate assessment. By answering these questions, the LEA assures that each of these activities is part of your LEA's process for ensuring that students are correctly identified for participation in the alternate assessments:

(a) Is the district over the 1% for Alternate Assessment Participation?

Yes ▼

If Yes: Districts over 1% must provide a justification to RIDE as to possible reasons why their district is assessing more than 1% of students. Write your justification in the space provided.

The district has provided support to all support coordinators (LEAs) and school psychologists regarding the new alternate assessment criteria for eligibility to ensure proper teams are following eligibility criteria when and state guidance for participation in alternate assessment. The district intends to provide additional support to teams during the SY24-25 during professional development. Additional professional development will be provided through RIDE for all psychologists and SID teachers.

(b) Does the LEA assure that it follows state guidelines and criteria for identifying students for participation in alternative assessment?

Yes ▼

(c) Does the LEA assure that it is addressing all disproportionality that could present in relation to the Alternate Assessment?

Yes ▼

(d) Does the LEA assure that it is following the state's definition of *significant cognitive disability*. For more information, please refer to the [IEP Team Guidance on Eligibility for Alternate Assessment Document](#)

Yes ▼

RI School for the Deaf

ALTERNATE ASSESSMENT PARTICIPATION

ESSA requires that states implement measures to help LEAs reduce the number of students participating in the alternate assessment to 1.00% or below. Part of this process requires LEAs to provide assurances to the state that the LEA is following and implementing state guidance on the identification of students for the alternate assessment using the state eligibility criteria and guidance, train teachers on using those criteria, and discuss with parents any implications of their child being included in the alternate assessment. By answering these questions, the LEA assures that each of these activities is part of your LEA's process for ensuring that students are correctly identified for participation in the alternate assessments:

(a) Is the district over the 1% for Alternate Assessment Participation?

Yes ▼

If Yes: Districts over 1% must provide a justification to RIDE as to possible reasons why their district is assessing more than 1% of students. Write your justification in the space provided.

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RI School for the Deaf is a unique LEA in that it is a public school district for some purposes and for other considered a special education day school. one hundred percent of all our students are on IEPs and RIGL allows for any student who is deaf or hard of hearing for whom their district cannot meet their unique needs is entitled to attend the school. As a result the percentage of students participating in Alternate Assessment is inflated but not a true representation were those numbers distributed across the sending districts.

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(b) Does the LEA assure that it follows state guidelines and criteria for identifying students for participation in alternative assessment?

Yes ▼

(c) Does the LEA assure that it is addressing all disproportionality that could present in relation to the Alternate Assessment?

Yes ▼

(d) Does the LEA assure that it is following the state's definition of *significant cognitive disability*. For more information, please refer to the [IEP Team Guidance on Eligibility for Alternate Assessment Document](#)

Yes ▼