

## Rhode Island LEA Justifications for Exceeding 1.0% (2025-26)

As part of the Consolidated Resource Plan (CRP), each LEA is required to answer the following question and provide justification.

*Does the LEA anticipate assessing more than 1% of students using the alternate assessment this year? If yes: Please provide a justification as to why the LEA needs to assess more than 1% of students using the alternate assessment. Write your justification in the space provided.*

LEA Name	Justification for Exceeding 1.0% of Students Tested on the Alternate Assessment
Achievement First	NA
Barrington	NA
Beacon Charter School	NA
Blackstone Academy	NA
Bristol Warren	NA
Burrillville	NA
Central Falls	NA
Charette Charter School	NA
Chariho	LEA is unsure if it will be assessing more than 1% of students using alternate assessment this year. Over the course of the 2024-2025 school year utilizing the revised alternate assessment criteria, several students have not qualified. We began programming for them as stated above. Those that have been identified meet the new criteria and all documents are within students' confidential binders. In addition, the district has had several families move into the district where students were found eligible in their previous district and are enrolled in Special Education Day programs outside the district, i.e., Meeting Street School and Cornerstone.
Coventry	NA
Cranston	NA
Compass	NA

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Cumberland	<p>In the 2022–2023 and 2023–2024 school years, the percentage of students assessed via the alternate assessment in Math, ELA, and Science exceeded the 1% cap:</p> <ul style="list-style-type: none"> <li>• <b>Math:</b> 1.8% (22–23), 2.1% (23–24)</li> <li>• <b>ELA:</b> 1.8% (22–23), 1.8% (23–24)</li> <li>• <b>Science:</b> 1.9% (22–23), 2.3% (23–24)</li> </ul> <p>The LEA's higher-than-average participation in alternate assessments is primarily due to a greater proportion of students with the most significant cognitive disabilities. Our district operates several specialized programs that serve students with complex support needs and significant cognitive impairments, many of whom meet the state's criteria for participation in the alternate assessment.</p> <p>To ensure appropriate use of the alternate assessment, the LEA upholds a rigorous IEP team decision-making process. All teams receive annual professional development on eligibility requirements, and assessment decisions are closely monitored. Each IEP team is expected to provide clear justification when selecting the alternate assessment, and the district regularly reviews data to prevent over-identification.</p> <p>Although the LEA continues to work toward reducing participation rates below the 1% threshold, our current percentages reflect the genuine needs of our student population rather than misapplication of assessment criteria.</p> <p>While it is uncertain whether we will fall below the 1% threshold this year, we anticipate a notable decrease in alternate assessment participation. This expectation is based on the recent implementation of more clearly defined eligibility criteria, enhanced training for IEP teams, and the presence of a highly trained coordinator at all annual IEP meetings. These changes have strengthened the accuracy and consistency of eligibility determinations across the district.</p>
Davies Career and Technical School	NA
East Greenwich	NA
East Providence	NA
Excel Academy Rhode Island	NA
Exeter-West Greenwich	NA

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Foster-Glocester	NA
Greene School	NA
Highlander (charter school)	NA
Hope Academy	NA
International Charter	NA
Jamestown	<p>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:</p> <ol style="list-style-type: none"> <li>1. Annual professional development is provided to the professionals in the special education department on the qualification criteria for alternative assessment.</li> <li>2. The Director of Student Services attends IEP meetings when [the] alternate assessment is being considered for a student. This includes meeting[s] for student[s] who currently qualify for alternate assessment and students for whom [the] alternate assessment is being considered.</li> <li>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.</li> </ol>
Johnston	<p>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 and state guidance for participation in alternate assessment. The district intends to provide additional support to teams during the 25-26 SY during professional development. Additional professional development will be provided through RIDE for all psychologists and SID teachers.</p>
Kingston Hill Academy	NA
The Learning Community	NA

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Lincoln	Lincoln Public Schools anticipates that more than 1% of students will participate in the alternate assessment due to the specific needs of our student population. The district serves a relatively small total enrollment, and a higher percentage of students with significant cognitive disabilities compared to the state average. These students require extensive, direct instruction and substantial supports to access the curriculum and demonstrate their knowledge. Each student identified for alternate assessment participation meets the eligibility criteria outlined by the Rhode Island Department of Education. IEP teams make these determinations based on a comprehensive review of individual student needs, academic records, and performance data. LPS [Lincoln Public Schools] remains committed to ensuring that all assessment decisions are made thoughtfully and in alignment with state guidance, and the district continues to monitor and provide training to IEP teams to ensure appropriate participation decisions.
Little Compton	NA
Metropolitan Regional Career and Technical Center	NA
Middletown	All special education staff has been trained in the alternate assessment eligibility course. The team follows all state guidelines when determining eligibility. Due to the transient population in Middletown due to the military, the number of students enrolling in Middletown Public Schools continually varies, some of whom are alternate assessment. The team meets to review the scoring rubric prior to the meeting to be able to present clear and up to date data. At the meetings, we discuss with the parents/families if there is any evidence to support whether skills in the home and community, can be completed without intensive, frequent and individualized instruction and supports.
Narragansett	NA
New Shoreham	NA
Newport	Given our district's unique demographic and socioeconomic challenges, the proportion of students requiring alternate assessments exceeds the 1% cap through no fault or misuse of the assessment process. We remain committed to ensuring all students receive equitable, appropriate, and meaningful assessments aligned to their individualized education plans.
North Kingstown	NA
North Providence	<b>Possible Reasons for Higher Alternate Assessment Participation in North Providence:</b>

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	<p><b>Student Population Characteristics</b> North Providence may serve a higher proportion of students with significant cognitive disabilities who genuinely require alternate assessment methods to demonstrate their academic progress. The district's demographic composition and community characteristics could contribute to this student population profile.</p> <p><b>Comprehensive IEP Decision-Making Process</b> IEP teams in North Providence, consisting of educators, parents, specialists, and related service providers, may be conducting thorough evaluations that lead to appropriate alternate assessment placements. These teams carefully consider each student's individual learning profile, developmental needs, curriculum access requirements, and long-term educational goals when making assessment determinations.</p> <p><b>Robust Special Education Programming</b> The district may offer specialized educational programs and intensive support services specifically designed for students with significant disabilities. These comprehensive programs naturally align with alternate assessment frameworks, potentially resulting in higher participation rates as students receive appropriate educational placements.</p> <p><b>Elementary Teams' Collaborative Work on Accommodations</b> The elementary teams have engaged in extensive collaborative work with RIDE support staff to thoroughly review and refine accommodation strategies for students who require assessment modifications. This comprehensive review process has involved analyzing individual student needs, evaluating the effectiveness of current accommodation practices, and ensuring that students receive the most appropriate assessment approach—whether through standard assessments with accommodations or alternate assessments. This detailed work has helped clarify which students truly require alternate assessment versus those who can successfully participate in standard assessments with proper accommodations.</p> <p><b>Ongoing Professional Development Initiative</b> Recognizing the importance of appropriate assessment placement decisions, North Providence Public Schools is actively collaborating with the Rhode Island Department of Education (RIDE) to provide targeted professional development. This initiative focuses specifically on alternate assessment eligibility criteria and decision-making processes, demonstrating the district's commitment to ensuring all assessment placements are appropriate and educationally justified.</p> <p>This comprehensive approach, including the elementary teams' focused work on accommodations, indicates the district's proactive effort to refine assessment practices and ensure compliance with state guidelines while maintaining focus on student-centered decision making.</p>
North Smithfield	NA
Sheila Skipp Nowell Academy	NA

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Rhode Island Nurses Institute Middle College	NA
Paul Cuffee Charter School	NA
Pawtucket	NA
Portsmouth	NA
Providence	<p>Over the past 3 years, Providence has seen an increase of students with complex needs moving into the district. We have two alternate leads and have recently hired a manager who will oversee alternate assessment and programming for our district. This job has been vacant for about 8 months.</p> <p>On 12/12/24 our Alternate Assessments leads trained all collaborative coaches, LEAs, and managers on the new alternate criteria/rubric. We gave staff time to complete the training on the platform. The leads reviewed the process and answered all questions. The leads have continued to support and review all rubrics upon submission.</p> <p>On 2/25/25, our team asked Heather Heineke and Mary Ann Mello to present at our collaborative coach/LEA meeting to further clarify some outstanding questions. Heather and Mary Ann provided us with a power point and worked through a case study.</p> <p>On 4/28/25, a Providence team made up of the executive director, alternate leads, and psychologist specialist attended the 1% professional training at Save the Bay. We reviewed the criteria and were presented with a case study. We looked at how to cite evidence and how to cite data, especially for those students on the cusp [of qualifying for the alternate assessment].</p> <p>Our next steps are to present this power point at our collaborative coach/LEA meeting to further train our staff. Additionally, we will work with RIDE and follow the steps for monitoring our progress which include:</p> <ul style="list-style-type: none"> <li>• Yearly presentation on the 1% rule</li> <li>• Group training around eligibility</li> <li>• One-on One meeting with RIDE to review process</li> <li>• In-person monitoring of eligibility decisions</li> <li>• RIDE alternate assessment training</li> </ul>
Providence Preparatory Academy	NA

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<b>Rhode Island School for the Deaf</b>	RI School for the Deaf is a unique LEA in that it is a public school district for some purposes and also considered a special education day school. One hundred percent of our students are on IEPs and RIGL [Rhode Island General Laws] allows for any student who is deaf or hard of hearing [and] 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 and not a true representation [of] were those numbers [are] distributed across the sending districts.
<b>Blackstone Valley Prep Mayoral Academy</b>	NA
<b>RISE Mayoral Prep Academy</b>	NA
<b>Scituate</b>	
<b>Segue Charter School</b>	NA
<b>Smithfield</b>	NA
<b>South Kingstown</b>	NA
<b>SouthSide Academy Charter</b>	NA
<b>Tiverton</b>	NA
<b>The UCAP School</b>	NA
<b>Trinity Academy for the Performing Arts</b>	NA
<b>Village Green Virtual Charter School</b>	NA
<b>Warwick</b>	Warwick Public Schools expects to exceed the 1% threshold due to continued enrollment of students with significant cognitive disabilities who meet RIDE's updated eligibility criteria, effective March 29, 2024. During the 2024–2025 school year, all special educators, school psychologists, and LEAs received training on the new criteria. Any remaining staff will complete the self-paced Alternate Assessment Eligibility Training Course between August 1 and October 31, 2025.

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	IEP Teams are now consistently applying the updated criteria to ensure only eligible students participate. Warwick remains committed to following these standards and reducing the number of students taking the alternate assessment through appropriate supports in the general education curriculum.
West Warwick	NA
Westerly	NA
Woonsocket	All students participating in the DLM meet the established guidelines and criteria for eligibility. Each student's file is thoroughly reviewed, with data and documentation carefully verified by administration to ensure compliance with the updated eligibility standards set by RIDE. Woonsocket has implemented this new system to accurately determine qualification for the alternate assessment. Although the district's participation rate exceeds the 1% threshold, significant progress has been made in refining the eligibility determination process.
YouthBuild Preparatory Academy	NA