

Alternate Assessment Use in LEA 1

Federal law places a statewide 1% cap on participation in alternate assessments.¹ The law specifies these assessments are “**for students with the most significant cognitive disabilities**”.² In the 2022-23 school year, 21 states reported alternate assessment participation rates of less than 1.0%. Seventeen states reported rates of 1.0-1.3%, and 14 states reported more than 1.3% of students taking the alternate assessments. Rhode Island reported 1.32% during the 2022-23 and 2023-34 school years.

Federal law also requires Rhode Island to address discrepancies in student populations that are disproportionately assigned to DLM. This represents an opportunity to ensure students are assigned to the state assessments that are most appropriate for them. Figure 1 shows the percentage of student groups assigned to DLM-math in LEA 1. The red dashed line represents the district average. The blue dashed line represents 1.0%; bars ending in the blue region are under the 1% threshold.

In the 2023-24 school year, LEA 1 had **1.64% of students taking alternate assessments** (21 of 1277 students). The district was **-- students above the 1% target** (13 students).

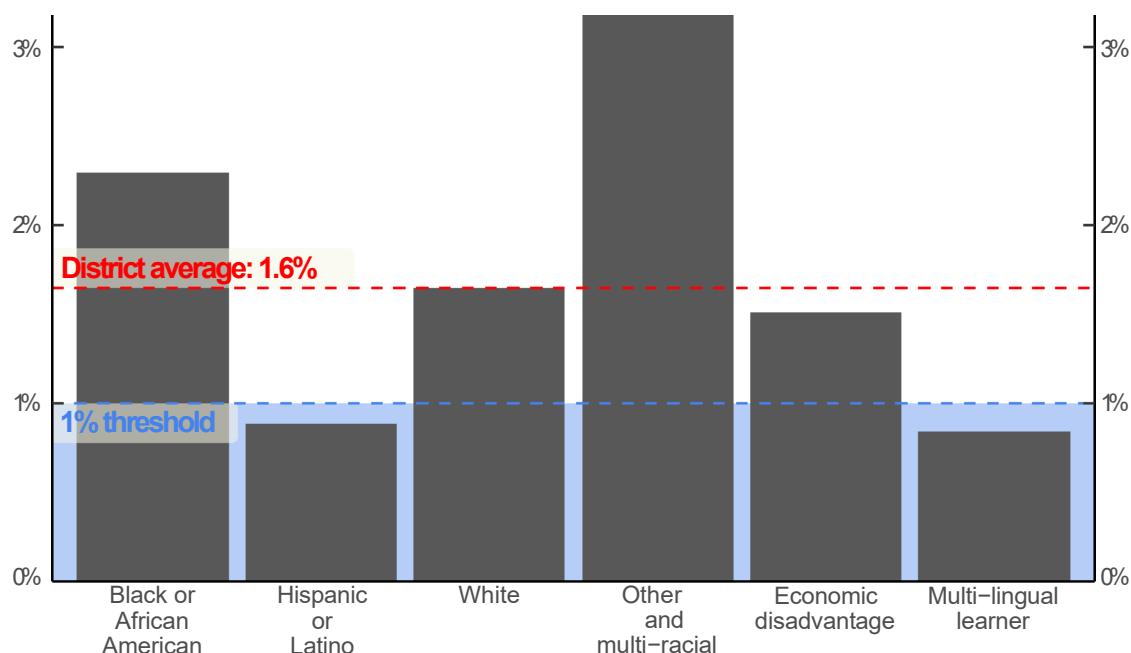


Figure 1: Alternate assessment participation in LEA 1, 2023-24

Table 1 gives more detailed information on students who participated in the DLM. The data represent the count and percentage of students in the indicated group who took the DLM last year.

Table 2 shows the count of students in the indicated groups who took the DLM in each of the past several years.

Table 3 includes districts with more than 300 total tested students. It shows the total number of students in each district who took alternate assessments, and the number of students tested if the LEA were to meet the 1% threshold.

¹Rhode Island alternate assessments affected by this regulation include all DLM subject tests; for simplicity this brief focuses on the math DLM.

²This cap went into effect with the passage of the 2015 bill Every Student Succeeds Act (ESSA).

Table 1: Students taking alternate assessments, 2023-24

	# tested	# students	% tested	DLM students
All students	1277	21	1.6%	
<i>Target</i>	1277	13	1.0%	
Black or African American	-	-	2.3%	
Hispanic or Latino	-	-	0.9%	
White	-	-	1.6%	
Other and multi-racial	-	-	3.2%	
Economic disadvantage	-	-	1.5%	
Multi-lingual learner	-	-	0.8%	
Grades 3-5	-	-	1.0%	
Grades 6-8	-	-	1.8%	
Grade 11	-	-	3.0%	

Table 2: Students taking alternate assessments, by year

	2020-21	2021-22	2022-23	2023-24
All students	24	21	20	21
Black or African American	-	-	-	-
Hispanic or Latino	11	-	-	-
White	-	-	-	-
Other and multi-racial	-	-	-	-
Economic disadvantage	19	19	19	17
Multi-lingual learner	-	-	-	-
Grades 3-5	-	-	-	-
Grades 6-8	13	10	-	10
Grade 11	-	-	-	-

Table 3: Students by district, 2023-24

	Total tested students	Total DLM tested students	If 1% of students were tested
Statewide	69,969	890	700
LEA 2	10,322	184	103
LEA 3	5,341	67	53
LEA 4	4,221	36	42
LEA 5	4,077	59	41
LEA 6	2,827	51	28
LEA 7	2,538	32	25
LEA 8	2,520	52	25
LEA 9	2,122	19	21
LEA 10	1,903	16	19
LEA 11	1,823	26	18
LEA 12	1,782	11	18
LEA 13	1,738	24	17
LEA 14	1,717	25	17
LEA 15	1,656	32	17
LEA 16	1,525	-	15
LEA 17	1,476	25	15
LEA 18	1,421	14	14
LEA 19	1,344	-	13
LEA 1	1,277	21	13
LEA 20	1,250	-	12
LEA 21	1,243	14	12
LEA 22	1,207	10	12
LEA 23	1,114	14	11
LEA 24	1,097	11	11
LEA 25	1,052	22	11
LEA 26	1,016	15	10
LEA 27	921	26	-
LEA 28	869	14	-
LEA 29	839	-	-
LEA 30	809	-	-
LEA 31	651	-	-
LEA 32	639	-	-
LEA 33	508	-	-
LEA 34	435	-	-
LEA 35	379	-	-
LEA 36	309	-	-
LEA 37	307	-	-