

RHODE ISLAND

ESSA waiver extension for 2020-21 regarding the 1%
threshold on assessing students using the alternate
assessment



RIDE Rhode Island
Department
of Education

Rhode Island: Initial Waiver Request

Requirement 1 – (§200.6(c)(4)(i)): Submit the waiver request at least 90 days before testing window starts for the relevant subject.

	Examples of Evidence
<p>The State indicated the dates of its alternate assessment testing window, and confirmed that the waiver request was being submitted 90 days prior to the beginning of the testing window.</p> <p><i>For multiple testing windows during the year:</i> The State indicated the testing window that is considered to be its summative assessment, and then confirmed that the waiver request was being submitted 90 days prior to the summative assessment testing window.</p>	<p>Rhode Island’s assessment window for the Alternate Assessment for Students with Significant Cognitive Disabilities is from April 5, 2021 to May 21, 2021.</p> <p>Ninety days prior to the start of Rhode Island’s testing window (January 5, 2021), Rhode Island Department of Education (RIDE) will submit a waiver request to the United States Department of Education for English language arts (ELA), mathematics, and science.</p>

Requirement 2 (A) - (§200.6(c)(4)(ii)(A)): Provide State-level data from the current or previous year that shows the number and percent in each subgroup who took the alternate assessment in the subject area.

	Examples of Evidence
<p>The State provided detailed data on alternate assessment participation for all ESSA required subgroups.</p>	<p>Tables 1-3 provide the number and percent of students tested in each content area at the state level and in each subgroup for both general and alternate assessments in 2018-19 (the most recent testing data before state assessments were cancelled due to the COVID-19 pandemic) and estimates using the most current enrollment and IEP data for 2020-21.</p>

Table 1: Percent of students who took the alternate assessment overall and by subgroup, mathematics, grades 3-8, 11, 2018-19 and estimates for 2020-21.

Percent of students who took the alternate assessment overall and by subgroup, mathematics, 2018-19			
Subgroup	Total number of students assessed, grades 3-8, 11 (RICAS, SAT, DLM)	Total number of students assessed, grades 3-8, 11 alternate assessment (DLM)	% of students assessed, grades 3-8, 11, alternate assessment (DLM)
STATE	74,669	933	1.25%
Female	36,296	282	0.78%
Male	38,373	651	1.70%
Students with Disabilities	11,375	932	8.19%
Low Income	36,247	483	1.33%
Migrant	0	0	0.00%
English Language Learners	7,756	101	1.30%
American Indian	551	11	2.00%
Asian	2,465	27	1.10%
Black or African American	6,479	100	1.54%
Hispanic or Latino	19,648	229	1.17%
Pacific Islander	113	1	0.88%
White	42,112	522	1.24%
Two or More Races	3,301	43	1.30%

ESTIMATE: Percent of students who may take the alternate assessment overall and by subgroup, mathematics, 2020-21			
Subgroup	Total number of students assessed, grades 3-8, 11 (RICAS, SAT, DLM)	Total number of students assessed, grades 3-8, 11 alternate assessment (DLM)	% of students assessed, grades 3-8, 11, alternate assessment (DLM)
STATE	73,892	832	1.13%
Female	35,764	258	0.72%
Male	37,980	574	1.51%
Students with Disabilities	11,734	834	7.11%
Low Income	31,033	389	1.25%
Migrant	5	0	0.0%
English Language Learners	8,204	109	1.33%
American Indian	568	11	1.94%
Asian	2,451	30	1.22%
Black or African American	6,681	92	1.39%
Hispanic or Latino	20,546	208	1.01%
Pacific Islander	119	1	0.84%
White	39,929	440	1.10%
Two or More Races	3,598	51	1.42%

Table 2: Percent of students who took the alternate assessment overall and by subgroup, English language arts, grades 3-8, 11, 2018-19 and estimates for 2020-21.

Percent of students who took the alternate assessment overall and by subgroup, English language arts, 2018-19			
Subgroup	Total number of students assessed, grades 3-8, 11 (RICAS, SAT, DLM)	Total number of students assessed, grades 3-8, 11 alternate assessment (DLM)	% of students assessed, grades 3-8, 11, alternate assessment (DLM)
STATE	73,759	933	1.26%
Female	35,970	281	0.78%
Male	38,011	652	1.72%
Students with Disabilities	11,369	932	8.20%
Low Income	35,770	482	1.35%
Migrant	0	0	0.00%
English Language Learners	7,042	101	1.43%
American Indian	548	11	2.01%
Asian	2,422	27	1.11%
Black or African American	6,393	99	1.55%
Hispanic or Latino	19,163	229	1.20%
Pacific Islander	113	1	0.88%
White	42,046	523	1.24%
Two or More Races	3,296	43	1.30%

ESTIMATE: Percent of students who may take the alternate assessment overall and by subgroup, English language arts, 2020-21			
Subgroup	Total number of students, grades 3-8, 11 (RICAS, SAT, DLM)	Total number of students, grades 3-8, 11 alternate assessment (DLM)	% of students, grades 3-8, 11, alternate assessment (DLM)
STATE	73,534	834	1.14%
Female	35,498	258	0.73%
Male	37,723	574	1.52%
Students with Disabilities	11,705	834	7.13%
Low Income	30,722	389	1.27%
Migrant	5	0	0.00%
English Language Learners	7,671	109	1.42%
American Indian	535	11	2.06%
Asian	2,429	30	1.24%
Black or African American	6,619	93	1.41%
Hispanic or Latino	20,161	208	1.03%
Pacific Islander	119	1	0.84%
White	39,896	440	1.10%
Two or More Races	3,595	51	1.42%

Table 3: Percent of students who took the alternate assessment overall and by subgroup, science, grades 5, 8, 11, 2018-19 and estimates for 2020-21.

Percent of students who took the alternate assessment overall and by subgroup, science, 2018-19			
Subgroup	Total number of students assessed, grades 5, 8, 11 (RICAS, SAT, DLM)	Total number of students assessed with the alternate assessment, grades 5, 8, 11 (DLM)	% of students assessed using the alternate assessment, grades 5, 8, 11
STATE	31,486	414	1.31%
Female	15,446	140	0.91%
Male	16,040	274	1.71%
Students with Disabilities	4,458	413	9.26%
Low Income	14,484	201	1.39%
Migrant	0	0	0.00%
English Language Learners	2,918	44	1.51%
American Indian	235	1	0.43%
Asian	1,016	11	1.08%
Black or African American	2,737	46	1.68%
Hispanic or Latino	8,097	108	1.33%
Pacific Islander	0	0	0.00%
White	18,120	232	1.28%
Two or More Races	1,244	16	1.29%

ESTIMATED: Percent of students who may take the alternate assessment overall and by subgroup, science, 2020-21			
Subgroup	Total number of students, grades 3-8, 11 (RICAS, SAT, DLM)	Total number of students, grades 3-8, 11 alternate assessment (DLM)	% of students, grades 3-8, 11, alternate assessment (DLM)
STATE	32,435	391	1.21%
Female	15,707	114	0.73%
Male	16,671	276	1.66%
Students with Disabilities	3,320	387	11.66%
Low Income	13,208	185	1.40%
Migrant	1	0	0.00%
English Language Learners	3,325	52	1.56%
American Indian	224	3	1.23%
Asian	1,006	14	1.39%
Black or African American	2,868	41	1.43%
Hispanic or Latino	8,951	98	1.09%
Pacific Islander	66	1	1.52%
White	17,802	213	1.20%
Two or More Races	1,498	21	1.40%

Requirement 2 (B) - (§200.6(c)(4)(ii)(B)): Provide State-level data from the current or previous year on the overall assessment participation rate for all students and for students with disabilities.

	Examples of Evidence
The State provided detailed data on overall assessment participation rates for all students and for students with disabilities to show that 95% of all students and 95% of students with disabilities participated in state assessments.	<p>Rhode Island received a waiver for 2019-20 state assessments due to the COVID-19 pandemic. The 2018-19 participation rate data in Table 4 is the most recent data available until state testing is completed in spring 2021.</p> <p>Table 4 shows that Rhode Island met or exceeded the federal guideline of 95% participation rate for all students in all content areas in 2018-19. Also, for that year, Rhode Island’s participation rate for students with disabilities was over 95% for both ELA and mathematics and for science, it was 93.48%.</p>

Table 4: State participation rates for all students and for students with disabilities (2018-19)

Content Area	Total Number of students	Number of students assessed	% Participation: all students	Number of students with disabilities	Number of students with disabilities assessed	% Participation: students with disabilities
Math	75,343	73,981	98.19%	11,807	11,375	96.34%
ELA	76,062	74,669	98.17%	11,800	11,369	96.35%
Science	32,513	31,486	96.84%	4,769	4,458	93.48%

Requirement 3 (A) – (§200.6(c)(4)(iii)(A)): Provide assurance that districts over 1.0 percent participation in the alternate assessment followed the state’s participation guidelines.

	Examples of Evidence
The state provided an assurance that it has verified that each district with more than 1.0% participation in the alternate assessment followed the state’s guidelines for participation.	<p>In April 2020, state assessments were not administered and all students were moved to a distance learning plan in response to the COVID-19 pandemic. At the beginning of the 2020-21 school year, most LEAs implemented a hybrid instructional model where some students attend school in-person and others remain distance learning.</p> <p>RIDE required LEAs identified as being over 1.00% to sign and return the 2020-21 LEA Assurances Form. Estimates using 2020-21 enrollment and IEP data show that five LEAs that were above the 1% threshold are now below 1%. Rhode Island has reduced the number of districts over one percent from 48% (2019) to 35% (2020).</p> <p>Each LEA assures that:</p> <ul style="list-style-type: none"> • IEP teams are trained by the LEA on the Rhode Island Eligibility Criteria for the alternate assessments. • IEP teams correctly identify students with the most significant cognitive disabilities and follow the state criteria and participation guidelines found in the <i>IEP Team Guidance on Eligibility for the Alternate Assessment</i>.

	<ul style="list-style-type: none"> • families of students with the most significant cognitive disabilities are informed that the student will participate in the DLM and informs parents of the implications of participation in the DLM as outlined in the IEP Team Assurances Form. • a signed Participation Criteria for Alternate Assessments Form, which includes IEP Team Assurances, is included in the student’s record. This form is posted on www.ride.ri.gov/dlm on page 8 of the <i>IEP Team Guidance for Eligibility for Alternate Assessment</i>. • they have a written plan to measure the achievement of at least 95 percent of all students, including students with disabilities, in all grades for which a state assessment is required.
--	---

Requirement 3 (B) – (§200.6(c)(4)(iii)(B)): Provide assurance that any disproportionality in students taking the alternate assessment will be addressed.

	Examples of Evidence
<p>The state provided an assurance that it has verified that each district with more than 1.0% participation in the alternate assessment will address any disproportionality in participation in the alternate assessment.</p>	<p>At the onset of the COVID-19 pandemic, RIDE was in the process of reviewing and providing feedback to action plans submitted by LEAs over the one percent. RIDE and LEAs were required to shift priorities toward supporting distance learning efforts for the remainder of 2019-20 and throughout this school year with most LEAs continuing to implement distance learning for some students as well as the traditional in-person model.</p> <p>Given these circumstances, RIDE did not require LEAs to submit new action plans for the 2020-21 school year. Instead, LEAs are continuing with plans already submitted and approved during the 2019-20 school year.</p> <p>RIDE will continue with its plan to address disproportionality in the percentage of students in any subgroup estimated, using 2020-21 enrollment and IEP data, to take the alternate assessments through the multiple activities described in the tiered support system below and in consultation with each LEA. In particular, the following steps address disproportionality concerns:</p> <ul style="list-style-type: none"> • Identifying subgroups over-represented in the alternate assessment participation counts at the state level. • Providing technical assistance and training to LEA teams in the following areas: <ul style="list-style-type: none"> • understanding and applying eligibility criteria correctly • using and identifying evidence to make accurate eligibility determinations • analyzing LEA data to identify areas of disproportionality • improving the accuracy of enrollment and special education census data • reviewing and providing guidance on LEA-developed training and resource materials • reviewing and providing guidance on LEA-developed policies concerning various aspects of the eligibility process

	<ul style="list-style-type: none"> Analyzing subgroup data over time to identify trends in subgroup participation. Providing and posting the <i>IEP Team Guidance on Eligibility for the Alternate Assessment</i>. Maintaining and updating alternate assessments resources (www.ride.ri.gov/dlm). Reporting assessment and participation data publicly. Providing updates and answering questions during the monthly test coordinator webinars (recordings and materials posted at www.ride.ri.gov/tc).
--	--

Requirement 4 (A) – (§200.6(c)(4)(iv)(A)): Submit a plan and timeline by which the State will improve the implementation of its participation guidelines, including if necessary, revising its definition of “students with the most significant cognitive disabilities” in future school years.

	Evidence
<p>The state provided a plan and timeline for future school years for improving its guidelines, including its definition of students with the most significant cognitive disabilities.</p>	<p>Below is Rhode Island’s definition of a student with significant cognitive disabilities as published in the <i>IEP Team Guidance on Eligibility for the Alternate Assessment</i>. This definition has been in place in Rhode Island since 2015-16.</p> <p>The term “significant cognitive disability” is not a separate category of disability. It is a designation given to a small number of students with disabilities for purposes of their participation in the statewide student assessment program. For a student to be considered to have a significant cognitive disability for purposes of participation in the alternate assessment, ALL of the criteria found on page 9 of this document must be true as determined by the evidence collected and considered by all members of the student’s IEP team. (<i>IEP Team Guidance on Eligibility for Alternate Assessments, page 3</i>)</p> <p>Rhode Island requires that students who take the alternate assessments meet three criteria. See Attachment 1 for eligibility criteria.</p> <p>Rhode Island’s 2020-21 Plan and Timeline to Improve the Implementation of Participation Guidelines: October 2020 – April 2021:</p> <ul style="list-style-type: none"> Beginning of webinar series covering the following topics: <ul style="list-style-type: none"> analysis of the state-level 1% data, including disproportionality analysis of LEA-level data over years, including LEAs that have made progress in reducing the percent of students on the alternate assessment and those who have made changes in processes or policies understanding the eligibility criteria using appropriate evidence such as psychological assessments, behavioral assessments, learning inventories, etc., to make accurate eligibility decisions using the Documentation of Evidence Form, or an LEA-developed equivalent, to ensure that all evidence supporting the eligibility decision is documented

	<ul style="list-style-type: none"> • using evidence to develop IEP goals and objectives aligned to the Essential Elements • using evidence to select and evaluate accommodations for the classroom and during state assessments <p>October 2020 – June 2021: technical assistance provided to LEAs. August – September 2021: Release of state alternate assessment data. Release of webinar schedule addressing relevant topics pertaining to students with significant cognitive disabilities.</p>
--	--

Requirement 4 (B) – (§200.6(c)(4)(iv)(B)): Submit 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 1.0 percent with the alternate assessment.

	Examples of Evidence
The state provided a plan and timeline for additional steps it will take to support and provide appropriate oversight of districts expected to assess more than 1.0%.	<p>RIDE will take the following steps to support and provide monitoring for each LEA that exceeds the one percent cap:</p> <ul style="list-style-type: none"> • RIDE will use alternate assessment and IEP data and the LEA’s approved action plan to ensure that each LEA is implementing the assurances appropriately. • RIDE provided additional training for LEAs on the eligibility criteria and other relevant topics to the alternate assessment (see Requirement 4A) in October 2020.

Requirement 4 (C) – (§200.6(c)(4)(iv)(C)): Submit a plan and timeline by which the State will address any disproportionality in the percentage of students taking the alternate assessment

	Examples of Evidence
The state provided a plan and timeline for addressing any disproportionality.	<p>LEAs significantly over the 1% cap are required to analyze the data by subgroup to determine whether disproportionality exists for students participating in the alternate assessment. LEAs provided this analysis in their 2019-20 action plan.</p> <p>Analysis consists of reviewing multiple years’ worth of alternate assessment participation rates to determine if eligibility determinations are consistent regardless of race, gender, economic status, and English Learner status. RIDE also required LEAs to provide analysis by disability category as a way to identify students who may not meet the eligibility criteria.</p> <p>RIDE compared past years’ alternate assessment data participation rates, overall and by subgroup with estimates from 2020-21 IEP and enrollment data to determine whether disproportionality exists for students participating in the alternate assessment and to identify patterns within LEAs.</p> <p>March – September 2020: RIDE reviewed and provided feedback on action plans submitted by LEAs in order to strengthen their current systems for identifying students for the alternate assessment.</p>

	<p>October 2020 – April 2021: Technical assistance plans will be implemented for LEAs who are significantly over the 1% cap and whose data indicate disproportionate representation.</p> <ul style="list-style-type: none"> • RIDE is developing a webinar series for the 2020-21 school year regarding eligibility criteria and other topics relevant to making and supporting valid eligibility decisions. The first webinar was held in October 2020. • RIDE will require LEAs to provide evidence that supports their implementation of the assurances and the activities they outlined in their 2019-20 Action Plan, including evidence of how they are addressing disproportionality. <p>April – June 2021: Active monitoring of LEAs administration and analysis of alternate assessment data.</p> <p>October – November 2021: Annual LEA team training workshops that address eligibility for alternate assessment, disproportionality, and using data to make eligibility decisions.</p>
--	--

Section 2: Waiver Continuation Requests

Requirements 1, 2(A), 2(B), 3(A), 3(B), 4(A), 4(B), 4(C) [see SECTION 1] – Meet the requirements in paragraph (c)(4)(i) through (c)(4)(iv).

	Examples of Evidence
The state showed that it met each of the requirements 1-4.	<p><i>Requirement 3 (A) – (§200.6(c)(4)(iii)(A)): Provide assurance that districts over 1.0 percent participation in the alternate assessment followed the state’s participation guidelines.</i></p> <ul style="list-style-type: none"> • RIDE notified LEAs on October 23, 2020 (with reminders on December 4, and December 16) that they are required to sign and return the LEA Assurances form by November 27, 2020 if they were above 1.00% during the previous year. <p><i>Requirement 3 (B) – (§200.6(c)(4)(iii)(B)): Provide assurance that any disproportionality in students taking the alternate assessment will be addressed.</i></p> <ul style="list-style-type: none"> • Prior to the COVID-19 pandemic and its effect on the educational system in Rhode Island, the following changes were made to the Action Plan template to require LEAs do the following: <ul style="list-style-type: none"> • Use two years of data to identify trends in disproportionality. • Provide evidence of that they trained LEA representatives and teachers on the eligibility criteria, • Provide evidence that information provided to families explains the ramifications of their child being on the alternate assessment. • Provide a description and evidence that the LEA has a coherent plan to review IEPs prior to an IEP Team meeting to discuss eligibility and that they are using a variety of evidence to support each eligibility criteria.

	<ul style="list-style-type: none"> • RIDE is currently discussing embedding some of these questions into the CRP (a process by which each LEA outlines its IDEA budget and goals for students with disabilities) and during special education site visits. • RIDE addressed disproportionality in the percentage of students in any subgroup taking the alternate assessments by providing technical assistance in the areas below. In particular, the following steps address disproportionality concerns: <ul style="list-style-type: none"> • Identifying subgroups over-represented in the alternate assessment participation counts at the state-level. • Technical assistance and training for LEA Special Education Directors and LEA teams were provided in the following areas: <ul style="list-style-type: none"> • Understanding and applying eligibility criteria correctly • Using and identifying evidence to make accurate eligibility determinations • Developing action plans • Analyzing LEA data to identify areas of disproportionality • Improving the accuracy of enrollment and special education census data • Analyzing subgroup data over time to identify trends in subgroup participation. • The 2020-21 <i>IEP Team Guidance on Eligibility for the Alternate Assessments</i> document posted to www.ride.ri.gov/dlm • Alternate assessment resources posted to www.ride.ri.gov/dlm. • Assessment and participation data are publicly reported on the Rhode Island Assessment Data Portal: www3.ride.ri.gov/ADP. • Assessment Results webpage includes multiple resources for understanding individual score reports www.ride.ri.gov/assessment-results • Rhode Island Report Card website contains information on participation and accountability results for Rhode Island schools: https://reportcard.ride.ri.gov/ <p><i>Requirement 4 (A) – (§200.6(c)(4)(iv)(A)): Submit a plan and timeline by which the State will improve the implementation of its participation guidelines, including if necessary, revising its definition of “students with the most significant cognitive disabilities” in future school years.</i></p> <ul style="list-style-type: none"> • Rhode Island published a definition of students with the most significant cognitive disabilities in 2016.
--	---

Requirement 5 - (§200.6(c)(4)(v)): Demonstrate substantial progress toward each component of the prior year’s plan and timeline, which was required under Requirement 4 (C).

	Examples of Evidence
The state showed that it made progress toward its prior year’s plan and timeline.	<ul style="list-style-type: none"> • Overall, Rhode Island has reduced the number students taking the alternate assessments. In 2017-18, Rhode Island had 996 (1.32%) students take ELA and mathematics. In the 2018-19 school year, that number dropped by 64 students to 933 (1.25%) and our estimated data shows an even further reduction to 834 (1.14%).

- Rhode Island sees reductions in the number of students taking the alternate assessment in 21 LEAs using 2020-21 estimated enrollment and IEP data with the largest reductions in the following LEAs:
 - *Westerly*: from 23 (1.61%) in 2018-19 to 16 (1.24%) in 2020-21.
 - *Woonsocket*: from 72 (2.30%) students in ELA/Math in 2017-18 to 61 (1.92%) in 2018-19, and to 52 (1.71%) students in 2020-21.
 - *Pawtucket*: from 52 (1.04%) students in ELA/Math in 2017-18 to 48 (0.98%) in 2018-19, to 40 (0.84%) in 2020-21.
 - *West Warwick*: from 48 (2.63%) students in ELA/Math in 2017-18 to 22 (1.18%) in 2018-19, to 17 (0.89%) in 2020-21.
- RIDE provided a webinar for the state in October 2020. It addressed the following:
 - Understanding the eligibility criteria; using appropriate evidence such as psychological assessments, behavioral assessments, learning inventories, etc., to make accurate eligibility decisions; using the Documentation of Evidence Form to ensure alignment between evidence, the IEP, and instructional goals.
- Through the action plan approval process, we have seen more attention paid to eligibility decision processes overall and this is seen in the estimated data for 2020-21 in the reduction of the number of students taking the alternate assessment by nearly 100 students statewide. Despite that progress, some LEAs still do not have a process in place to review eligibility determinations to ensure the criteria were accurately interpreted and applied. Some LEAs still do not have a process to support teachers as they reviewed evidence for the criteria or wrote IEP goals. Most LEAs do not have a working knowledge of the Essential Elements so they could not adequately review evidence for Criteria 2. Identification of these challenges led RIDE to refocus efforts to help LEAs address some of these other issues and as a result RIDE is offering the following this year:
 - **February 2021** RIDE will offer statewide training on the Essential Elements for teachers and administrators
 - **2020 - April 2021**: Series of webinars on using evidence to select accommodations for state assessments, including how to select accommodations that promote student independence and learning by gathering evidence to make decisions.
 - **Began November 2020**: RIDE partnered with ATLAS at the University of Kansas (who develop and maintain the DLM) to develop and pilot a train-the-trainer model of providing tailored professional development for teachers with students who participate on the DLM alternate assessments. We believe that building capacity in this area will increase educators' access to high-quality professional development designed specifically for them. This will help us begin to address the need for greater understanding of both the Essential Elements and developing effective instructional plans for students. Two LEAs, Pawtucket and Woonsocket, will participate in this opportunity alongside RIDE and the Rhode Island Parent Information Network (RIPIN), an agency dedicated to providing assistance to parents of students with disabilities.

	<ul style="list-style-type: none"> ○ In October 2020, RIDE presented a webinar to October LEA Special Education Directors and Test Coordinators on developing a coherent system of using evidence to write IEP goals, make eligibility determinations, and select and evaluate accommodations for the classroom and state assessment. The presentation also included information on the One Percent Requirements. ● Due to the unique circumstances brought on by the COVID-19 pandemic, the way in which RIDE is able to provide technical assistance to changed. Notably: <ul style="list-style-type: none"> ○ <i>Central Falls</i> requested, as part of the action plan submitted to RIDE, technical assistance during monthly professional development days. These Zoom meetings focus on using evidence to make eligibility decisions and what evidence matches, or supports, each of the RI criteria. These are group discussions using evidence collected for real students. Participants include five classroom educators, the district special education director, and RIDE staff from the Office of Curriculum, Instruction, and Assessment and the Office of Student, Community, and Academic Supports. The classroom educators have begun to take control of the meeting agendas and discussion by selecting students they are having difficulty making decisions for and discussing among themselves which evidence is strongest in making a case for or against qualifying a student for the alternate assessment. ○ <i>Pawtucket</i> continues to be below 1.00% and they have a robust system of using evidence and supporting teachers, however, they still request occasional meetings as needed to review eligibility criteria and answer specific questions as they arise during eligibility meetings. ○ <i>Smithfield</i> continues to request technical assistance but we have yet to establish a timeline or agenda.
--	--

Attachment 1: Rhode Island Eligibility Criteria for Alternate Assessment

The following is an excerpt from the *IEP Team Guidance on Eligibility for Alternate Assessments* (page 6)

The following three eligibility criteria must be met before a student can participate in the alternate assessments:

1. **Student has a disability, or disabilities, that significantly impacts cognitive function and adaptive behavior.** Review of student records and other evidence indicate a disability or multiple disabilities that prevent the student from meaningful participation in the standard academic core curriculum or achievement of the standards at their enrolled grade level. Additionally, the student's disability causes dependence on others for many, and sometimes all, daily living needs, and the student is expected to require extensive, ongoing support in adulthood.
2. **As documented in the IEP, the student's present levels of academic achievement indicate their ability to make progress through the alternate achievement standards (EEs) and the short term objectives include skills and concepts reflected in the steps found in the alternate achievement standard (EEs) learning maps, and the annual academic goals are closely aligned to grade-level alternate achievement standards.** IEP teams should review the student's present levels of performance, short-term goals and objectives, and the performance targets for the student to ensure that the concepts and skills the student is working on not only reflect the skills and concepts in the EEs but that the short-term goals closely align with the learning maps that will lead to grade-level performance targets.
 - a) The **present levels of performance** described in the IEP:
 - What are the levels of support required by the student in order to make progress through the alternate achievement standards?
 - b) The **short-terms goals and objectives** reflect the skills and concepts contained in the learning map steps.
 - c) The **annual academic goals** are closely aligned to the alternate achievement standards for the student's current grade level.
3. **The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple settings.** The student's demonstrated cognitive functioning and adaptive behavior across these settings is significantly below age expectations, even with program modifications, adaptations, and accommodations. This covers the three aspects of learning:
 - a) *What the student needs in order to learn.* In other words, the student **requires** extensive, repeated, individualized instruction and supports from teachers and other professionals.
 - b) *The types of materials required in order for the student to learn.* Materials are significantly modified, customized, and adapted in order to facilitate understanding.
 - c) *How the student demonstrates their learning.* His or her need for substantial supports to achieve gains in the grade-and-age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Attachment 2: Eligibility Presentation and Resources for LEAs.

These resources can be found at

<https://www.ride.ri.gov/InstructionAssessment/Assessment/OnePercentRule.aspx>

- One Percent Requirements and Eligibility Criteria Presentation and recording (2020-21)
- Link to recording of DLM Score Report presentation (2018-19)
- Documentation Form
- IEP Team guidance for Eligibility for the Alternate Assessments (2020-21)
- Eligibility Criteria for Alternate Assessments Form (2020-21)