



Intensive Needs Local Education Agency (LEA) Review

LEA:

CONTACT PERSON/TITLE:

PHONE:

EMAIL:

In accordance, with the 1.0 percent threshold requirement outlined in the federal Every Student Succeeds Act (ESSA), the Bureau of Special Education (BSE) identifies Intensive Needs Local Education Agencies (LEAs) based upon excessive rates of alternate assessment participation. LEAs identified by BSE are required to complete and submit this form to BSE by the date identified in the LEA's intensive needs status notification letter. Additionally, the LEA must submit at least two Individualized Education Programs (IEPs) of students who participate in the PASA for review. A BSE representative will contact the LEA and provide the PA Secure ID numbers of the students selected for the review. Following the review, BSE will respond in writing requesting additional action or providing closure.

PART I: REVIEW OF PENNSYLVANIA ALTERNATE SYSTEM OF ASSESSMENT (PASA) PARTICIPATION DATA:

LEA's will review PASA enrollment data and any other additional systems information to verify the participation data below. Participation data must also include students who are served in placements outside of the LEA (e.g., Intermediate Unit, Approved Private School, licensed private academic, etc.).

1. Number of students enrolled in grades 3 through 8 and 11 (total student population).*
2. Number of students enrolled in the PASA in grades 3 through 8 and 11.
3. PASA participation rate (divide #2 by #1 x 100 to yield the percentage rate).**

4. Number of students who participate in the PASA by grade level. (Note: the sum across grade levels must match the number reported in #3 above).

Grade 3	Grade 6	Grade 11
Grade 4	Grade 7	
Grade 5	Grade 8	

Does the LEA have a significantly higher number of students who participate in the PASA at a certain grade level compared to other grade levels? If yes, what is the LEA's explanation regarding this higher number? When providing the explanation, the LEA should consider the PASA Eligibility Criteria. (Example: the number of students enrolled into the PASA in 7th grade is high compared to the 6th grade and 8th grade enrollment numbers.)

5. Number of students newly enrolled in the PASA (i.e; student's first year taking the PASA).

Grade 3	Grade 6	Grade 11
Grade 4	Grade 7	
Grade 5	Grade 8	

Does the LEA have a higher than expected number of newly enrolled students in the PASA in a certain grade level? If so, what is the LEA's explanation regarding this data? When providing the explanation, the LEA should consider new enrollments to the LEA, students who previously took the PSSA or Keystone Exams, etc.). Grade 3 students are expected to be new enrollments.

For items 6-10, the LEA should review current data of students within the LEA who participate in the PSSA/Keystone Exams in relation to students who participate in the PASA for comparison purposes. The National Center on Educational Outcomes (NCEO) has developed a resource tool entitled, "District Dialogue Guide: Addressing the Percentage of Students Participating in Alternate Assessment" that may be used as a resource to the LEA when analyzing participation data. The resource can be accessed here: [NCEO Tool#4: District Dialogue Guide](#)

6. Number of students who participate in the PASA by primary disability category:

Autism	Multiple Disabilities	
Deaf-Blind	Orthopedic Impairment	
Deafness	Other Health Impairment	
Emotional Disturbance	Speech/ Language Impaired	
Hearing Impairment	Traumatic Brain Injury	
Intellectual Disability	Visual Impairment	Learning Disability

Does the LEA have students participating in the PASA with 'red flag' primary disability categories (Learning Disability, Emotional Disturbance, or Speech/Language Impaired)? If yes, what is the LEA's explanation regarding this data?

7. Number of students who participate in the PASA by gender:

Male	Female
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Does the LEA recognize a higher PASA participation rate with a specific gender? If yes, what is the LEA's explanation regarding this data?

8. Number of students who participate in the PASA by ethnic subgroup:

African American/ Black	Multi-Racial/ Ethnic
Asian/ Pacific Islander	Native American/ Alaskan
Latino - Hispanic-American	White/ Non-Hispanic

Does the LEA recognize a higher rate among ethnicity with PASA participation when compared to the general assessment? If yes, what is the LEA's explanation regarding this data?

9. Number of students who participate in the PASA identified as economically disadvantaged.

Does the LEA recognize a higher rate of students participating in the PASA identified as economically disadvantaged compared to the general assessment? If yes, what is the LEA's explanation regarding this data?

10. Number of students who participate in the PASA by English Learner status.

Does the LEA recognize a higher rate among English Learner students who participate in the PASA? If yes, what is the LEA's explanation regarding this data?

PART II: TRAINING VERIFICATION

11. Describe in detail the training the LEA provides to staff regarding PASA eligibility criteria. Provide the format of training, length of training, specific dates, and training rosters as supporting documentation.

12. Review the PASA online system to identify staff who have completed the required test administration training. Provide a summary identifying whether the PASA Assessment Coordinator and all assessors completed all training modules and proficiency assessments and completed training in an appropriate amount of time. If anomalies are identified, explain the steps that will be taken to correct.

13. Based upon #11 and #12, does the LEA recognize training needs regarding eligibility criteria determination for IEP teams or PASA test administration training? If yes, explain the training needs and how the LEA plans to provide the necessary training.

PART III: SUMMARY

14. Identify and compare the LEA's PASA participation numbers over the last three school years. (The LEA may use enrollment data for the 2020 testing cycle, since the 2020 PASA was cancelled due to COVID-19.) Did the number of students who participated (or planned to participate) in the PASA increase, decrease, or stay the same? Identify the reason for any changes in participation rates, and continued steps of action to meet the 1.0 percent threshold.

15. In review of overall PASA participation, does the LEA recognize any anomalies in the data? If yes, what are the anomalies. Explain in detail the steps the LEA will take to correct anomalies and move toward compliance with the ESSA 1 percent participation requirement?

Signature of Special Education Director:

Signature of PASA Assessment Coordinator:

Signature of Superintendent/ CEO: