



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 rates. 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) 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:

The LEA will use the PASA Digital System 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. Number of students who took the PASA in grades 3 through 8 and 11.
4. PASA participation rate (divide #3 by #1 x 100 to yield the percentage rate).**

5. Number of students who were enrolled in the PASA digital system but did not test (e.g., religious exemptions, recent medical emergencies, took the PSSA/Keystone exams, etc.). Do not include students who were enrolled in your LEA and moved to another LEA before or during the testing window.

* Note: Enrollment numbers in this instance should reflect students who had an assessment score attributed for accountability purposes.

**The most precise calculation of participation rate requires removal of students from #1 and #3 who do not impact participation rate (recent medical emergency and first year English Learners in English Language Arts). This is not required, but is provided for your information.

6. If the LEA had students who were not tested on PASA (a number is entered in #5 above) identify the reasons for non-participation and explain how the LEA will ensure that eligible students participate in the statewide alternate assessment. **Note:** Participation in statewide assessments is a federal and state requirement for all students. (See 22 PA Code 4.51 and 34 CFR 300.160). Per PA Code Title 22, Chapter 4, section 4.4, a student may be excused from testing if the assessment conflicts with the parent/guardian's religious beliefs. In cases of religious opt out, provide the procedure the LEA followed.

7. If applicable, provide a brief description, with supporting data, that identifies specific programs or circumstances within the LEA that may contribute to higher enrollments of students identified with significant cognitive disabilities that would result in a PASA participation rate in excess of 1.0 percent. (Example: the LEA is host to two facilities/group homes specifically for providing residence to students with significant cognitive disabilities.)

8. Number of students who participated 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 higher than expected number of students who participated in the PASA at a certain grade level? If yes, what is the LEA's explanation regarding this higher than expected 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.)

9. Number of students newly enrolled in the 2018 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 10-14, 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.

10. Number of students who participated in the PASA by primary disability category:

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

Does the LEA recognize a higher than expected PASA participation rate of students who participated in the PASA with primary disability categories of Learning Disability, Emotional Disturbance, or Speech/Language Impaired? If yes, what is the LEA's explanation regarding this data?

11. Number of students who participated in the PASA by gender:

Male Female

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

12. Number of students who participated 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 than expected rate among ethnicity with PASA participation?
If yes, what is the LEA's explanation regarding this data?

13. Number of students who participated in the PASA identified as economically disadvantaged.

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

14. Number of students who participated in the PASA by English Learner status.

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

15. Using the PASA digital system and individual student score reports, review the previous performances of students on the PASA. Review performance data for specific patterns. For example, is there an even distribution of performance (advanced, proficient, novice, and

emerging) across each level of the PASA or is there an uneven distribution of performance between tiers? Does the LEA recognize a pattern of performance for specific disability categories? Does the LEA recognize a pattern of performance for specific grade levels? Based upon the review, identify the patterns and provide an explanation for the patterns of performance.

PART II: TRAINING VERIFICATION

16. 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.

17. Review the PASA digital system to identify all staff in the LEA who have completed assessor 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.

18. Based upon #16 and #17, does the LEA recognize training needs regarding eligibility criteria determination for IEP teams or PASA assessment administration? If yes, explain the training needs and how the LEA plans to provide the necessary training.

PART III: SUMMARY

19. Identify and compare the LEA's overall PASA participation rate over the last two school years. Did the percentage of students who participate in the PASA increase or decrease? Identify the reason for the increase or decreases, and continued steps of action to meet the 1.0 percent threshold.

20. In review of overall PASA participation, does the LEA recognize any anomalies in the data? How will the LEA ensure that it will meet the ESSA 1 percent participation requirement?

Signature of Special Education Director:

Signature of PASA Assessment Coordinator:

Signature of Superintendent/ CEO: