Pennsylvania
Department of Education

Intensive Needs Local Education Agency (LEA) Review

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 Tier 3 Intensive Needs Local Education Agencies (LEAs) based upon very high levels of alternate assessment participation. Tier 3 LEAs are required to submit individual student files for BSE review as well as the contents of this review document according to the timeline identified by the assigned BSE advisor.

Part I: LEA Data Dialogue

The LEA should review current Pennsylvania Alternate System of Assessment (PASA) enrollment and participation data in comparison to the overall student population, including students the LEA may have placed with outside service providers. The review should be done as a team, including **at least** one special education administrator, one building administrator, and one teacher. Use the National Center on Educational Outcomes (NCEO) Tool #4 as a guide for each of the questions below:

District Dialogue Guide: Addressing the Percentage of Students Participating in the Alternate Assessment (NCEO Tool #4)

1. **List the LEA's PASA participation rates for the last 3 years. If there is an increase, what may be a contributing factor(s)?**

   PASA %=_____
   PASA %=_____
   PASA %=_____
   Explanation of increase:

2. **What do PASA participation rates look like disaggregated by age, grade level, and/or school level? Is there a certain grade or building that shows a higher number of students who are found eligible to participate in the PASA?**

   List the number of PASA eligible students by grade:

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

List the buildings where the LEA has PASA eligible students:

Explanation of any patterns or anomalies:

3. **What do PASA participation rates look like disaggregated by content areas?**

4. **What do PASA participation rates look like disaggregated by student demographics? Consider whether participation rates are different for certain subgroups compared to the LEA rate as a whole and compared to other subgroups.**

List the number of PASA eligible students by subgroup:

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

List the number of PASA eligible students by English Learner status: _____
List the number of PASA eligible students identified as economically disadvantaged: _____

Explain any patterns or anomalies within subgroup data:

5. **What do PASA participation rates look like disaggregated by disability category?**

List the number of PASA eligible students by primary disability category:

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

Does the LEA have PASA eligible students in ‘red flag’ primary disability categories (Emotional Disturbance, Learning Disability, Speech/Language Impaired)? If so, explain:

6. **What do PASA participation rates look like disaggregated by placement?**

   List the number of PASA eligible students the LEA has placed with outside service providers: Explain how the LEA works with outside service providers to ensure only students who meet the state eligibility criteria participate in the PASA:

7. **What do PASA participation rates look like disaggregated by performance level? Does the LEA have students scoring at advanced levels on the PASA who may be considered for PSSA/Keystone Exam participation?**

Part II: Plan of Action

Based upon the LEA team review of data above, what patterns or anomalies exist that should be considered for the action plan? What plan of action will the LEA implement to address the 1.0 percent threshold participation requirement?

Team Review Participants:

Special Education Administrator: _____

Building Administrator: _____

Teacher: _____

Other(s): _____