



# Pennsylvania Alternate System of Assessment – 1.0 Percent Participation Threshold Justification

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The Pennsylvania Alternate System of Assessment (PASA) 1.0 Percent Participation Threshold Justification process was developed by the Pennsylvania Department of Education, Bureau of Special Education (BSE) in accordance with the Every Student Succeeds Act (ESSA). The ESSA requires Pennsylvania to ensure that the total number of students assessed in each subject using the PASA does not exceed one percent of the total number of all students in the state assessed on the statewide assessments. Each local educational agency (LEA) must complete and submit the PASA 1.0 Percent Participation Threshold Justification to BSE if it anticipates that more than 1.0 Percent of its students enrolled in grades 3-8 and 11 will be assessed using the PASA. A list of LEAs who anticipate exceeding the threshold will be made publicly available on the PDE website, in accordance with 34 CFR 200.6 (c)(3) regulations. LEAs must also make the document publicly available upon request, removing any personally identifiable information. Any LEA that exceeds the 1.0 percent threshold may be subject to further review by BSE.

## **DIRECTIONS FOR SUBMISSION:**

- A. The LEA must complete the 1.0 Percent Threshold form and retain the form with required signatures on file. If a request from the public is made to view the contents of the document, the LEA must comply, ensuring that no personally identifiable information is shared.
- B. Once the LEA completes the form, they must also complete the online survey issued by the PA Department of Education. This step serves as the LEA's required submission to BSE. Please note, the survey must be completed in one session, as there is no availability to save and return to the survey. It is recommended that the LEA have the completed 1.0 Percent Threshold Justification document with them when completing the survey, as the same information will be required. The survey is currently open and closes on October 15, 2019. The survey can be accessed at: <https://www.surveymonkey.com/r/1pctPASA19-20>.

**The LEA must provide the following information if it anticipates exceeding the 1.0 Percent threshold:**

1. Name of LEA (School Districts): **Southern Huntingdon County School District**
2. Name of LEA (Charter Schools):
3. Address of LEA: **10339 Rogue Road Three Springs PA 17264**
4. LEA Contact Information (Name/Role//Email/Phone Number):  
**Stacey J. Miller Director of Special Education 814-447-5520 2608**
5. Total number of students enrolled in grades 3,4,5,6,7,8 and 11 for the 2019-20 school year. (Refer to the number of enrolled students in PIMS):
6. Number of students enrolled in the PASA for the 2019-20 school year. The LEA must include students who are educated within the LEA as well as any student(s) placed by the LEA in an outside service provider: **638**
7. Percentage of students who are anticipated to participate in the PASA. The calculation to determine the LEA's anticipated 1percent participation is as follows: **1.56**

Divide the total number of students who are anticipated to participate in the PASA (Question #6) by the total number of students in the LEA enrolled in the tested grade levels (Question #5). Multiply the quotient by 100 to yield a percentage rate.

8. Compare the LEA PASA participation rate for the 2018-19 school year to the LEA's anticipated 2019-20 PASA participation rate. Does the LEA expect an increase, decrease or no change in PASA participation rates?

- Increase  
 Decrease  
 No Change

If the LEA anticipates an 'increase' in participation rates, a justification must be provided. (Select all that apply)

- Additional students moved into the LEA who meet the PASA eligibility requirements.  
 The total student population enrolled in the tested grades decreased, as the number of students taking the PASA remained the same or increased.  
 New programs or services are being offered in the LEA that are specifically designed for students with significant cognitive disabilities.  
 Other (please describe)

9. Review the 2019-20 PASA enrollment data of each enrolled student by primary disability category. Provide the number of students projected to participate in the PASA by each Chapter 14 primary disability category below:

- |  |   |
|--|---|
| <input type="checkbox"/> Autism                  | <input type="checkbox"/> Multiple Disabilities        |
| <input type="checkbox"/> Deaf-Blind              | <input type="checkbox"/> Orthopedic Impairment        |
| <input type="checkbox"/> Deafness                | <input type="checkbox"/> Other Health Impairment      |
| <input type="checkbox"/> Emotional Disturbance   | <input type="checkbox"/> Speech / Language Impairment |
| <input type="checkbox"/> Hearing Impairment      | <input type="checkbox"/> Traumatic Brain Injury       |
| <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Visual Impairment            |
| <input type="checkbox"/> Learning Disability     |   |

10. Does the LEA have students participating in the PASA with disability categories that are not typically eligible for the PASA? (Typically, students with a primary disability category of learning disability, emotional disturbance or speech/language impairment do not meet the definition of a significant cognitive disability.)

- Yes  
 No

If the answer is 'yes', explain the LEA's inclusion of students with primary disabilities of Learning Disability, Emotional Disturbance or Speech/Language Impairment on the PASA.

These students have significant cognitive needs that require an alternative test to be administered.

11. Does the LEA identify 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?

- Yes  
 No

If the answer is 'Yes', the LEA must provide justification. Which programs/circumstances explain higher enrollments of students with significant cognitive disabilities? (Check all that apply.)

- LEA is host to facilities or programs specifically for providing residence to students with significant cognitive disabilities.  
 LEA offers unique services for students with significant cognitive disabilities for which families often relocate in order to access these specific services.  
 Other (please describe)

SHCSD has on Elementary Life Skills classroom and one Middle/High School Life Skills classroom. SHCSD is a small school district with students that have significant cognitive needs. Having one or two students transfer into this category causes our numbers to look high due the the size of the district.

12. How is the LEA assuring that Individualized Education Program (IEP) teams are adhering to the six criteria in determining student eligibility for participation in the PASA? The eligibility criteria can be accessed on the PDE, PaTTAN, and PASA digital websites. (Check all that apply.)

The IEP team answers 'yes' to all six PASA eligibility criteria using the "PASA Eligibility Decision Making Companion Tool".

The IEP team uses the IEP template updated in 2018 to include the PASA eligibility criteria in documenting the team's decision for the student to participate in the PASA.

The Special Education Administrator ensures that necessary training and updates on PASA eligibility are shared with relevant staff members on an ongoing basis.

The IEP team does not base the decision for a student to participate in the PASA on administrative convenience, or the thought that the student may not perform well on the general assessment.

Other (please describe)

13. How does the LEA ensure parents/guardians are included in the PASA eligibility decision-making process? (Check all that apply.)

The LEA includes the parent/guardian in the decision to participate in the PASA as part of the IEP team process.

The LEA shares the 'Parent Guide to the PASA' with parents.

The LEA notifies parents of the annual PASA testing window dates and when their child is scheduled to be assessed during that window.

The LEA provides training to parents on the PASA and/or Alternate Eligible Content.

Other (please describe)

14. How are special education teachers trained to administer the PASA? (Check all that apply.)

All PASA Assessment Coordinators and assessors complete the required training in the PASA digital system within the specified annual training window.

LEA provides additional training and/or resources to assessors relevant to the PASA.

The Special Education Administrator/ PASA Assessment Coordinator participates in the annual "PASA Getting Ready" webinar. (The webinar is broadcast live each year in September. The training is also recorded and posted on the PDE website following the meeting for LEAs to access anytime.)

15. Does a small overall student enrollment in the LEA contribute to the likelihood that even a small number of students found eligible to participate in the PASA would result in a participation rate in excess of 1.0 percent? (Small enrollment is defined as less than 100 total students in the tested grades.)

Yes

No


16. Provide any additional justification of variables not already noted above that may contribute to higher numbers of students being deemed eligible for participation in the PASA that would result in a PASA participation rate in excess of 1.0 percent. (Enter N/A if not applicable.)

N/A

17. Provide a summary of action the LEA plans to take to reduce the number of students participating in the PASA.

SHCSD will continue to review at IEP meetings the six criteria is determining student eligibility for participation in the PASA.

The content and data in this document represent the LEA's justification for exceeding the 1.0 percent threshold on student participation in the PASA for the 2019-20 school year. It is understood that the State is not authorized to grant approval for an LEA to exceed the federally mandated 1.0 percent threshold. Any LEA that exceeds the 1.0 percent threshold on student participation in the alternate assessment may be subject to additional review by the PA Department of Education, Bureau of Special Education. Questions may be directed to Lisa Hampe at 724.425.3000 or [lihampe@pa.gov](mailto:lihampe@pa.gov) or Lynda Lupp at 717.783.2311 or [llupp@pattan.net](mailto:llupp@pattan.net).

  
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\*(LEA signature)

  
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\*(Superintendent/ Chief School Administrator signature)

\*Original signatures should be kept on file at the LEA.