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PASA Getting Ready: What Special Education Administrators Need to Know about PASA DLM Participation and 1% Compliance Requirements

2023-24



Welcome Special Education Administrator/ PASA Assessment Coordinator (AC)

- This presentation is designed to provide a high-level overview of important tasks for the Special Education Administrator/PASA AC and the 2023-24 1% compliance requirements for LEAs.
- Please reference the links to additional resources embedded throughout the presentation for more information and full training requirements.
- **At least one PASA AC/Special Education Administrator must submit the required completion survey at the end of this training on behalf of the LEA.**



Top 5 'Need to Knows' for the 2024 PASA DLM and LEA 1% Compliance Requirements

1. Know the students who qualify
2. Know the PASA AC role and training requirements
3. Know state assessment participation requirements
4. Know the required actions to address 1% oversight and monitoring for LEAs (Updated for 2023-24)
5. Know where to find resources and support



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#1 Know the Students Who Qualify

PASA DLM Eligibility
Decision-Making





Who Participates in the PASA?

- Only those students with the **MOST** significant cognitive disabilities who *meet **all six PASA eligibility criteria***
- IEP Team reviews each of the six criteria to determine if the student meets all 6
- The decision is documented in section IV of the IEP and reviewed annually

PASA Eligibility Criteria

- PASA Eligibility Criteria: Decision-Making Companion Tool is the resource that IEP teams are required to use when determining eligibility for participation in the PASA.
- [PASA Eligibility Criteria](#) (PDF) is available on the PDE website.

PASA Eligibility Criteria: Decision Making Companion Tool

The PASA Eligibility Criteria: Decision Making Companion Tool is a resource provided to individualized education program (IEP) teams in Pennsylvania to assist in determining eligibility for the Pennsylvania Alternate System of Assessment (PASA). The PASA is appropriate for students with the most significant cognitive disabilities who meet all six requirements listed below. Additional considerations are provided that further define the criteria and assist the IEP team in decision making. Factors that the IEP team should not consider in eligibility determination are also identified.

The IEP team must answer "YES" to all six criteria in order for the student to participate in the PASA. If the answer is "NO" to any of the questions, the student must participate in the PSSA/Keystones with or without accommodations, as determined appropriate by the IEP team.

1 — YES

Will the student be in grade 3, 4, 5, 6, 7, 8, or 11 by September 1 of the school year during which the IEP will be operative?

Additional consideration: The grade level listed for the student in the Pennsylvania Information Management System (PIMS) and the PASA data system must correlate to the assessment decision documented in the current IEP.

2 — YES

Does the student have significant cognitive disabilities? Pennsylvania defines significant cognitive disabilities as pervasive and global in nature, affecting student learning in all academic content areas, as well as adaptive behaviors and functional skills across life domains.

Additional consideration: A significant cognitive disability is not directly defined by a Chapter 14 disability category. Typically students with a primary disability category of Specific Learning Disability or Speech Language Impairment DO NOT meet the definition of a significant cognitive disability. Generally, a student with a significant cognitive disability may be characterized as having intellectual functioning below average—cognitive measures of intelligence 2.0 to 3.0 standard deviations below the mean.

3 — YES

Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings?

Additional consideration: The student's score typically occurs in small groups, settings to generalize and across multiple settings.

4 — YES

Does the student require extensive adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?

Additional consideration: A significant cognitive disability is pervasive, affecting student functioning across all academic, social, and community settings. The student is expected to require intensive and ongoing supports after graduation.

5 — YES

Does the student require substantial modifications to the general education curriculum?

Additional consideration: Substantial modifications change the content expectation by a significant reduction in depth, breadth, and complexity of grade-level standards as specified in the Alternate Eligible Content.


6 — YES

Does the student's participation in the general curriculum differ substantially in form and/or substance from that of most other students? Students found eligible to take the PASA must have measurable annual goals and short-term objectives reflected in the IEP.

Additional consideration: Students with the most significant cognitive disabilities likely require objectives, materials, prompting hierarchies, and teaching modalities different from the general education curriculum. The student's goals and objectives typically reflect the Alternate Eligible Content.

PASA eligibility determinations are NOT based on:

- IQ score or disability category alone (i.e., All students with an intellectual disability do not automatically qualify for the alternate assessment.)
- English Learner (EL) Status
- Poor attendance
- Expected poor performance on the general assessments
- Educational environment or instructional setting
- Low reading or achievement level
- Anticipated disruptive behavior or emotional duress
- Impact of scores on accountability system
- Administrative decision



Pennsylvania Training and Technical Assistance Network

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PASA Eligibility Criteria Training

- Access the links on this slide for a more in depth look at the each of the six PASA Eligibility Criteria and resources to share with IEP teams:
- [PASA Eligibility Training](#) (PDF) (see slides 39-76)
- [Characteristics of students eligible for the alternate assessment- DLM](#) training video

PASA Eligibility Criteria: Decision Making Companion Tool

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Additional consideration: A significant cognitive disability is not directly defined by a Chapter 14 disability category. Typically students with a primary disability category of Specific Learning Disability or Speech Language Impairment DO NOT meet the definition of a significant cognitive disability. Generally, a student with a significant cognitive disability may be characterized as having intellectual functioning below average—cognitive measures of intelligence 2.5 to 3.6 standard deviations below the mean.

3 — YES

Does the student receive intensive, direct instruction in generalization and adaptive behaviors across multiple settings?

Additional consideration: The student's instruction typically occurs in small groups or one-on-one settings across multiple settings.

4 — YES

Does the student require extensive adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?

Additional consideration: A significant cognitive disability is pervasive, affecting student functioning across all academic, social, and community settings. The student is expected to require intensive and ongoing supports after graduation.

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Does the student require substantial modifications to the general education curriculum?

Additional consideration: Substantial modifications change the content expectation by a significant reduction in depth, breadth, and complexity of grade-level standards as specified in the Alternate Eligible Content.


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- Impact of scores on accountability system
- Administrative decision



9/18

PASA Eligibility:

What does the data say? (1)

- IEP teams must review each of the state's 6 criteria and use **student data** to support their answer to each of the questions.
- The decision must be reviewed annually as an IEP team using current data.
- It is not acceptable to qualify the student based upon past IEP team decisions and previous PASA eligibility.

PASA Eligibility: What does the data say? (2)

- Criteria # 2 defines a student with the **most significant cognitive disability**
 - Full scale IQ of at least 2.5 standard deviations below is typically associated with an **IQ of 63 or lower**
 - Students with a primary disability of Specific Learning Disability, Speech (Only) or Emotional Disturbance typically do not meet the PASA eligibility criteria and are considered 'red flags' for eligibility.

PASA Eligibility: What does the data say? (3)

- Adaptive Behavior Skills (referenced in criteria #2 and #3)
 - Reference the current ER (Evaluation Report) or RR (Reevaluation Report). Does the student have scores in the ‘**Extremely Low**’ range on multiple areas of adaptive behavior scales or measures?
 - Does the student have IEP goals devoted to adaptive behavior skills (e.g., feeding, toileting, self-help, etc.)?
 - If the student is of transition age, does the transition plan in the IEP include an **independent living goal**?

PASA Eligibility:

What does the data say? (4)

- Expected to require intensive and ongoing supports after graduation (criteria #4)
- Does the student have or require agency supports? (e.g., supports coordination)
- What is the student's planned pathway for graduation?
 - Typically, students who take the PASA graduate based upon successful completion of the IEP.
 - PASA eligible students often stay in school placements until age 21.

Guidance for IEP Teams

- Eligibility determination is for all tested subject areas for the given testing year.
- It is not permissible to take the PASA in one subject and the PSSA/Keystone in another in the same testing year.
- The IEP team cannot exempt a student from state assessment.
- The role of the IEP team is to confirm whether the student meets all criteria or not. **The IEP team does not have the authority to change or override the state eligibility criteria.**



PASA Eligibility: Common Misconceptions (1)

All students in a Life Skills class should take the PASA

- *No – eligibility decisions must be made according to the PASA criteria.*
- *Eligibility decisions are not made based upon classroom placement, disability category or administrative convenience*

The student reads well below grade level. They will not be able to read the content of the PSSA/Keystone Exams.

- *No – reading below grade level alone does not qualify a student for the PASA.*
- *The IEP team should consider what accommodations may be helpful on the general assessment for the student*



PASA Eligibility: Common Misconceptions (2)

My student does not qualify for PASA, but the PSSA is going to be too difficult for them.

- *No – eligibility decisions are not based on which assessment may be a better fit.*
- *The IEP team must be able to answer ‘yes’ to all 6 PASA criteria for the student to qualify.*

The statewide assessments are not a good fit from my student. Should I talk to the parent about opting the student out?

- *No – schools cannot initiate a parent opt out.*



#2 Know the PASA AC Role and Training Requirements

PASA Assessment Coordinator requirements pertaining to the PASA DLM enrollment and test administration procedures



PASA Assessment Coordinator (AC)

- PASA AC Role and Responsibilities
 - Point of contact on behalf of the LEA to the state and vendor
 - Receives communications from the PA Alternate Assessment team (alternateassessment@pattankop.net)
 - Ensures all PASA eligible students are accurately enrolled and assessed in the DLM Kite Portal
 - Enters 'special circumstance codes' in the Kite portal for non-assessed students

PASA AC

- A Special Education Administrator **must** be included with the PASA AC role.
- More than one PASA AC may be assigned in the Kite Portal.
- If your LEA/Service Provider has an individual other than the Special Ed Administrator (e.g., Lead Teacher, Administrative Assistant) currently serving as a PASA AC, they can remain. However, a Special Education Administrator must be added as well.
- PASA AC (Assessment Coordinator) and DTC (District Test Coordinator) are the same (terminology is interchangeable between PA and the DLM roles).
- Contact alternateassessment@pattankop.net immediately if the assigned PASA AC has been updated for your entity this year.

Important Dates

- [2023-24 PASA DLM Instruction and Assessment Calendar \(PDF\)](#)
- *Refer to the calendar for full details and timelines on required training, enrollment, and test administration.*

PASA DLM Activity	Date
Enrollment	October 16 – November 17, 2023
PASA DLM Assessment Window	March 11- May 3, 2024
Score Reports Available Electronically	June 14, 2024
Score Reports Mailed	July 26, 2023

Required RTAT for PASA ACs

- **New for 2023-24:**
 - Required Test Administrator Training (RTAT) is an annual training required of all test administrators. Beginning in 2024, it will also be a required training for PASA ACs. Any PASA AC who has voluntarily participated in the course previously will be required to complete the refresher course only. Any PASA AC who has not participated in RTAT will be required to complete the full course. After the full training is completed, the refresher course will be required in subsequent years.
 - The PASA AC must also complete the required data management training as outlined in the 2024 PASA DLM Instruction and Assessment Calendar.

Parent Religious Opt-Out Procedure

- Chapter 4 of Title 22 of the Pa. Code (22 Pa. code 4.4) provides the right of any parent/guardian to excuse their child from the state assessment if, upon inspection of the testing materials, they find the assessment to conflict with their religious beliefs.
 - Must be parent initiated
 - **Parent must come into the school to review online, released testlets with school administrator**
 - Written request to Chief School Administrator for religious opt out
 - Counts negatively against the school's participation rate in accountability reporting
 - Updated procedure can be accessed in the appendix of the [PASA Assessment Coordinator Manual](#) (PDF)



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#3 Know State Assessment Participation Requirements

Federal and State Regulations



95% Participation Requirement

- The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires every state to develop a State Performance Plan (SPP) which describes how states are improving educational outcomes for students with disabilities and complying with the IDEA.
- Student participation and performance on statewide assessments (SPP Indicator 3A) includes a 95 percent participation target for students with IEPs participating on statewide assessments.
- States must be able to meet the 95% participation requirement for students with disabilities to apply for a waiver on the 1% threshold requirement.

1% Threshold Requirement

- Every Student Succeeds Act (ESSA) stipulates that states may not assess more than 1% of their total tested population on an alternate statewide assessment.
- PA historically assessed 2% of students on the PA Alternate System of Assessment (PASA).
- PA has been in corrective action with the US Department of Education for exceeding this federal regulation since 2019.
- PA has not been able to obtain a waiver for the 1% threshold due to failure to meet the 95% participation requirement.
- More information on the 1.0 Percent Threshold and requirements for LEAs can be accessed on the BSE website: [1.0 Percent Threshold Requirements](#)



1% Threshold Data

- [ESSA Dashboard 2021 | Tableau Public](#)
 - Select the ‘PASA Participation’ tab at the top of the homepage to view overall state participation rates as well as LEA data

Learn all about Tableau Community Projects, exp

ESSA_Dashboard_2021 by [Pennsylvania Department of Education](#)

▼ < Educator Equity District State Student Assessment Me... District Student Assessment ... School Student As

2020-2021 PASA Participation - State

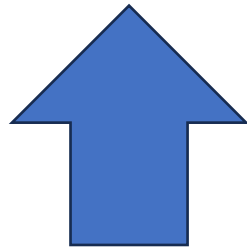
Grade	Subject	# PASA	% PASA
003	E	1,929	2.05%
	M	1,921	2.02%
004	E	1,918	2.02%
	M	1,916	2.00%
	S	1,911	2.03%
005	E	1,877	2.00%
	M	1,878	2.00%
006	E	1,940	2.08%
	M	1,938	2.07%
007	E	1,879	2.01%
	M	1,880	2.00%
008	E	1,889	2.13%
	M	1,889	2.14%
	S	1,872	2.15%
011	E	1,573	12.24%



Understanding the Participation Rates

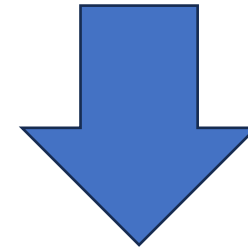
95% Participation Rate

- PA must improve the overall participation rate of students with disabilities in statewide assessment (PSSA, Keystone, and PASA DLM)



1% Threshold

- PA must ensure that no more than 1% of total tested students are assessed on an alternate assessment (PASA DLM)



CMCI – Cyclical Monitoring for Continuous Improvement of LEAs Participation in Statewide Assessment (SPP 3A) and Local Assessments

- **Standard** – Participation in Statewide Assessments
The LEA's population of students who participate in state assessment is comparable with the state data.
- **Regulatory Base** – Participation in Assessments – 34 CFR 300.160(a)
General. A State must ensure that all children with disabilities are included in all general state and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

CMCI Student IEP File Review

FR 297 is
N/A for
PASA DLM



IV. Participation in State and Local Assessments (IEP)					
<i>(Questions 293-297 are applicable to statewide assessment of students in grades 3 through 8 (PSSA/PASA) and high school (Keystone Exams/Grade 11 PASA) for all other grades indicate NA)</i>					
The following information is present:					
		YES	NO	NA	
293.	Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLs, Alternate ACCESS for ELLs or PASA)	293	___	___	___
294.	If the student will participate in the PSSA/Keystone Exams, documentation of IEP team decision regarding participation with or without accommodations	294	___	___	___
295.	If the student will participate in the PASA an explanation of why the student cannot participate in the PSSA/Keystone Exams	295	___	___	___
296.	If the student will participate in the PASA, explanation of why PASA is appropriate	296	___	___	___
297.	If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)	297	___	___	___
<i>If a LEA administers a local assessment in any grade, the LEA is required to offer a local alternate assessment. (Questions 298-301 are applicable only to those grades in which a local assessment is administered - for all other grades indicate NA)</i>					
The following information is present:					
298.	Indication of IEP team decision regarding participation in local assessments (local or alternate local)	298	___	___	___
299.	If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations	299	___	___	___
300.	If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment	300	___	___	___
301.	If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate	301	___	___	___

306. Short Term Objectives (Required for students with disabilities who take the alternate assessment aligned to alternate achievement standards – PASA; for other students indicate NA.

English Learner Student Participation

Academic Assessments

- English Learner (EL) students in their first 12 months of enrollment in U.S. schools are not required to take the ELA PSSA or Literature Keystone Exam
- EL students who meet the eligibility criteria to take the PASA DLM follow the same requirements
- Note: EL PASA students must be enrolled, rostered and have a first contact survey completed for all tested subjects.

English Language Proficiency Assessment

- All ELs, K-12, are required to take the [ACCESS for ELLs®](#) English Language Proficiency Test
- ELs who meet the eligibility criteria to take the PASA DLM participate in the [Alternate ACCESS for ELLs®](#)



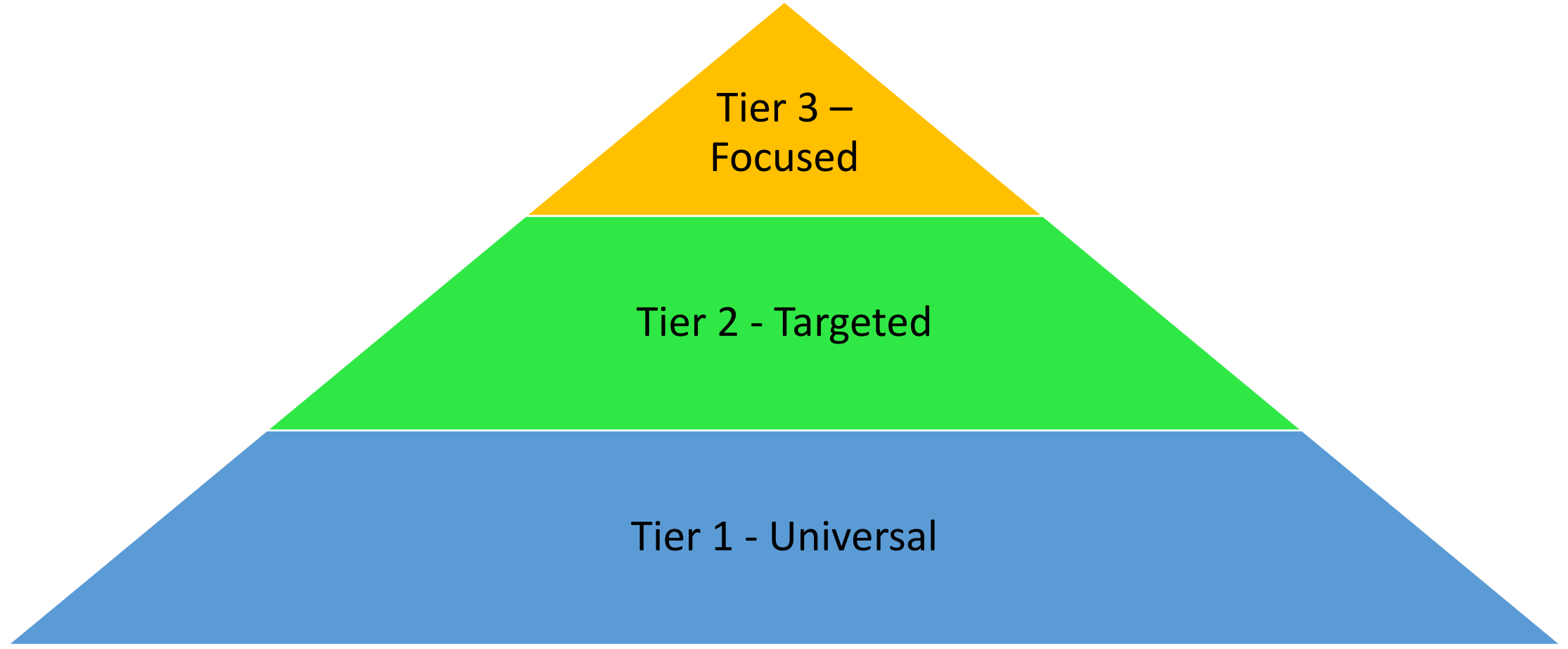
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#4 Know the Required Actions to Address 1% Compliance for LEAs

Updated Process and Requirements 2023-24



PA Tiered System of LEA 1% Oversight & Monitoring





New - 1%-Tiered System of Oversight and Monitoring

- The process has been streamlined to include all 3 tiers in one form/survey submission to occur in early fall.
- The new process allows the LEA to review PASA DLM participation data prior to enrolling students for the current year.
- LEAs must ensure IEP teams meet to review students who may not meet all six PASA eligibility prior to enrolling and/or testing this year.

How Does The Process Work?

- ALL LEAs (school districts, charter schools) will receive 2 separate email notifications from BSE in September
- The emails will be sent to the Special Education Administrator/PASA AC on file. (Reminder to update alternateassessment@pattankop.net if there has been a change this year for your LEA)

Tier Identification Email #1

- The first email will provide the LEA with 2023 tested data and their identified tier:
 - **1% participation rate** (the percentage of students who participated in the PASA DLM in 2023)
 - **95% participation rate** (the percentage of students with disabilities who participated in all statewide assessment including PSSA, Keystone Exams, and PASA DLM in 2023)
 - This email will come from: alternateassessment@pattankop.net on September 18, 2023

Tier Identification Form

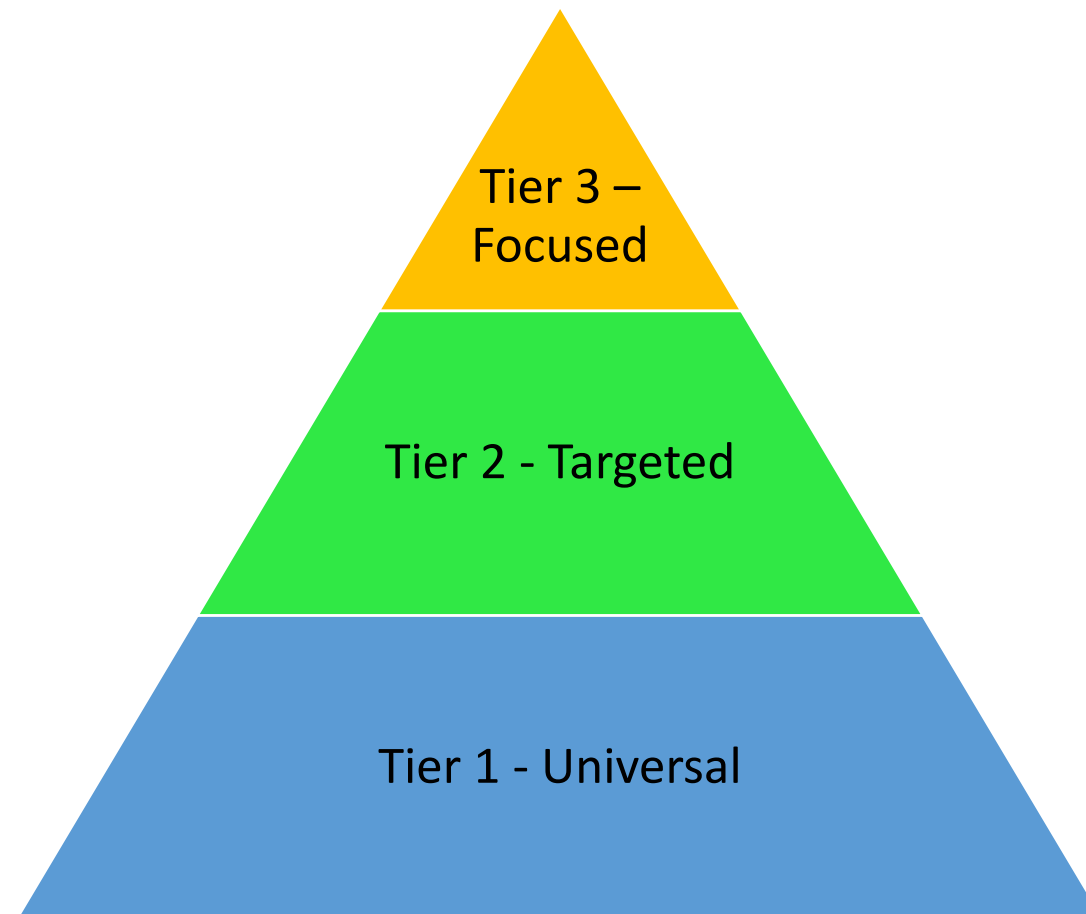
- Pennsylvania Alternate System of Assessment (PASA) and the 1% Threshold Justification: Tiered System of Compliance Monitoring
 - The form will include all tier questions.
 - The LEA should review the questions relevant to their identified tier to prepare for electronic submission of required responses.
 - [ESSA 1.0 Percent Threshold Justification Requirements](#)

Tier Identification Email #2

- The second email will include the LEA's **personalized survey link** to submit electronic responses
 - The survey link will automatically direct the LEA to the required questions for their identified tier.
 - This email will come from: lihampe@pa.gov via SurveyMonkey on September 20, 2023.

Tier 1

- Tier 1 LEAs (Universal) must submit their demographic information and anticipated 2024 PASA percentage rate. Those LEAs who exceeded last year and/or will exceed this year are required to also answer a series of justification questions via the survey link.



The 1% Calculation

of students enrolled to take the PASA

of students enrolled in grades 3-8 and 11

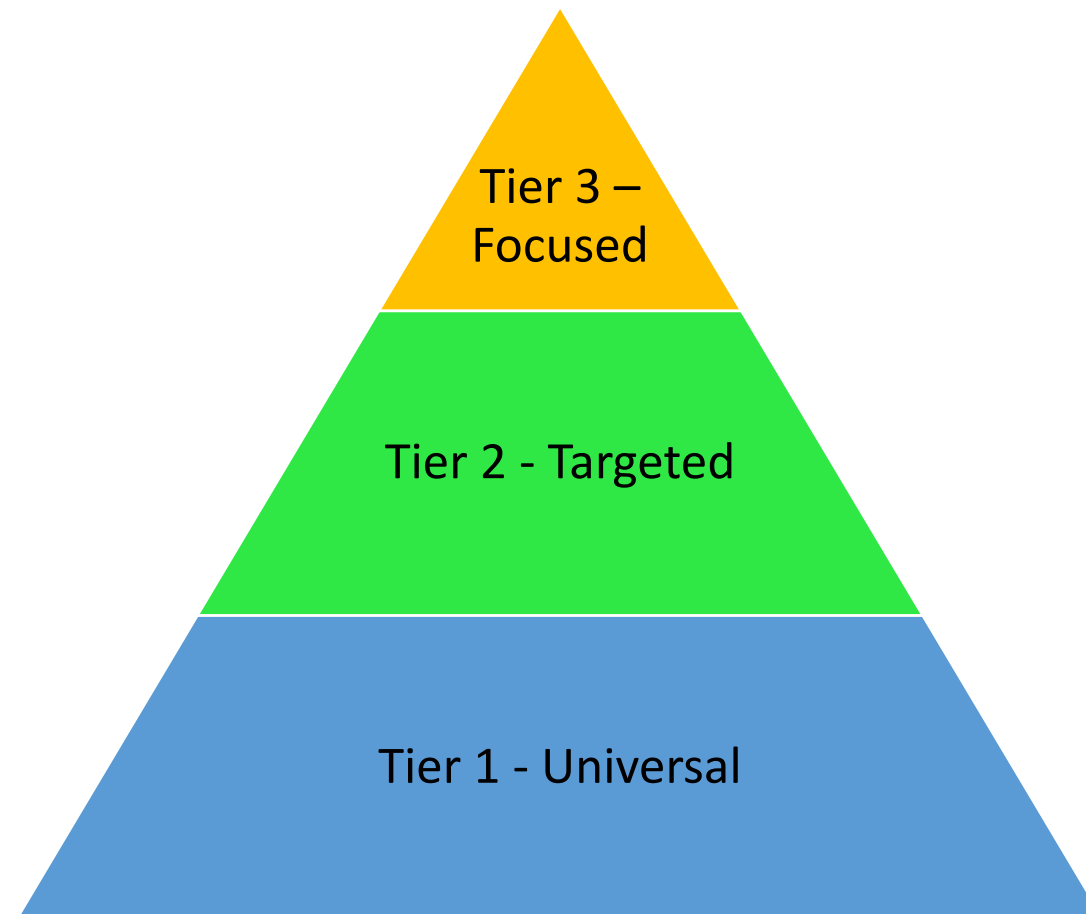
X 100 = PASA %

For example: if the LEA has 2 students taking the PASA and 450 total students enrolled in the tested grades (regardless of what test they take), the calculation would be:

$$(2)/(450) \times 100 = .4\%$$

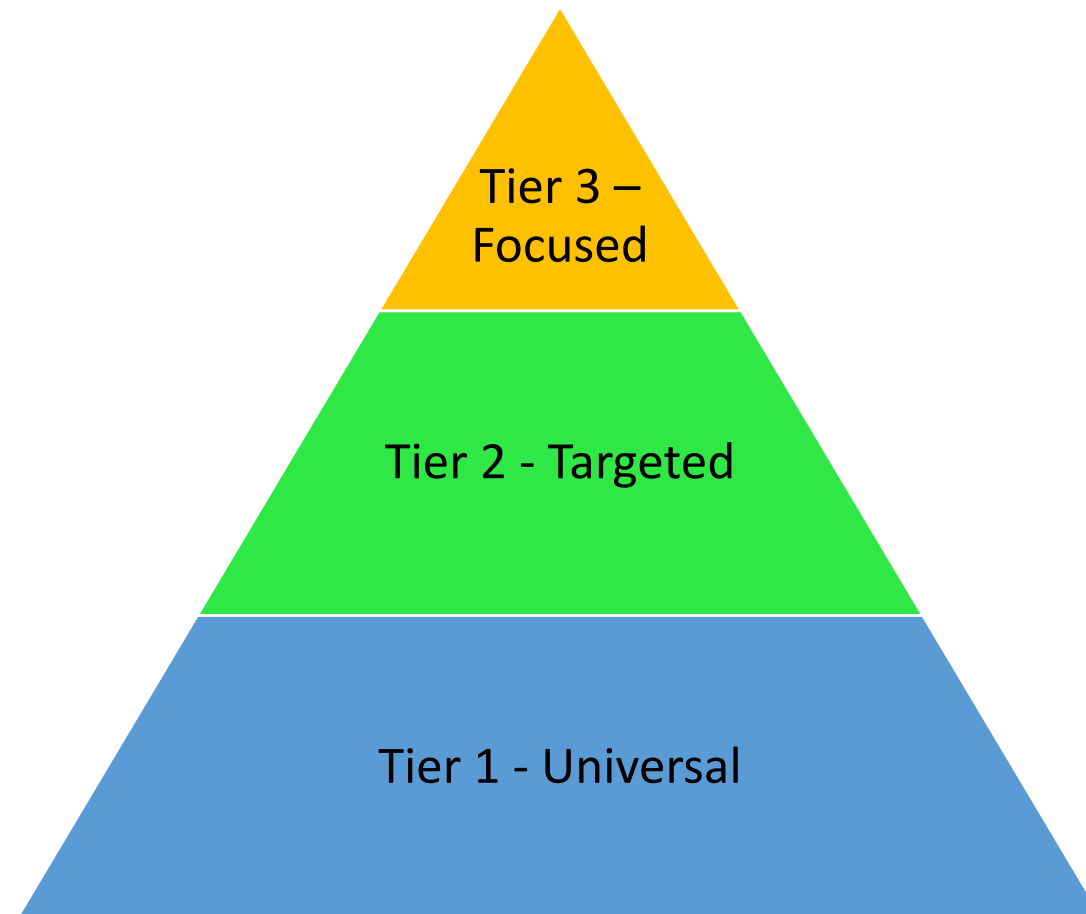
Tier 2

- Tier 2 LEAs (Targeted) must complete all tier 1 justification questions **and** provide additional information as outlined on the form and survey. These LEAs may be subject to additional review and/or on-site visits from BSE.



Tier 3

- Tier 3 LEAs (focused) must complete all tier 1 and tier 2 survey questions and work directly with BSE on the Intensive Needs Review process. This includes the Intensive Needs Review data protocol and submission of IEPs. These LEAs are also subject to additional review and/or on-site visits from BSE.



LEA Required Actions Review

- View PASA Getting Ready: At the conclusion of this presentation, submit the verification survey at the link provided on the last slide of this PPT.
- Review the data provided in the first email sent on September 18, 2023. The email will include the LEA's identified tier. Review the form for questions that will be required for your identified tier.
- Complete the required questions for your identified tier via the personalized survey link provided in the second email sent on September 20, 2023.
- All required tier survey responses must be submitted via the personalized survey link by **October 16, 2023**
- Ensure non-eligible students are designated properly in PIMS to prevent enrollment into the Kite Educator Portal.



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#5 Know Where to Find Resources and Support

Important Websites

- [PASA DLM Instruction and Assessment Resource Hub](#)- includes assessment and instructional resources provided by the PA Alternate Assessment Team such as the annual training calendar, quick start guides and more.
- [Pennsylvania DLM homepage](#)- Dynamic Learning Maps (DLM) is the assessment vendor for PA. This site provides all DLM specific information (e.g., manuals, video tutorials, access to trainings, etc.)
- [BSE Assessment](#)- provides PASA information and 1% threshold requirement information

1% Compliance Resources

- [PASA Eligibility Criteria: Decision Making Companion Tool](#) (PDF) - PA's PASA DLM eligibility criteria for IEP teams
- [State Assessment Participation: Why it Matters](#) (PowerPoint) - slides to address PASA eligibility and 95% participation rates
- [PASA DLM parent and family FAQ](#)- this resource can be helpful to IEP teams when discussing PASA participation with families. The resource is housed on the PaTTAN website and is available in translated formats.
- [10% of the 1% - Students with the Most Complex Needs – YouTube](#)- short video developed by DLM to outline how the assessment is built to support students with the most significant cognitive disabilities.

95% Participation Resources

- [Developing an Assessment Participation Action Plan: A Tool for District Leaders \(NCEO Tool #14\) \(umn.edu\) \(PDF\)](#) - this tool may be used as an action plan template for LEAs/schools who are not meeting the 95% participation requirement.
- [Resources | NCEO](#)- various customizable templates for schools to convey the importance of state assessment participation to students and stakeholders
- [Reasons Why Students with Disabilities Should Take State Tests: A Customizable Template for a Flyer for Parents and Families \(NCEO Tool #9\) \(umn.edu\) \(PDF\)](#)



PASA Assessment Coordinator Support

- DLM Kite Service Desk
 - 1-855-277-9751
 - DLM-support@ku.edu
- PA Alternate Assessment Team
 - alternateassessment@pattankop.net
 - Enrollment and data management
- PaTTAN DLM Core Team (regional representatives – see next slide)
 - Training questions
 - Resource questions
 - General PASA DLM questions



PA Alternate Assessment Team Directory

TOPIC	NAME	CONTACT INFORMATION
PASA and Accountability	Lisa Hampe Lynda Lupp	lihampe@pa.gov llupp@pattankop.net
PASA Enrollment and Data Management	PA Help Desk	alternateassessment@pattankop.net
PASA Eligibility and ESSA 1% Threshold Compliance	Lisa Hampe Lisa Hauswirth Lynda Lupp	lihampe@pa.gov lhauswirth@pa.gov llupp@pattankop.net
DLM Trainings, Instructional Resources, and General PASA DLM Questions	Kelley DesLauriers (West) Meredith Penner (East) Tara Russo (Central)	kdeslauriers@pattanpgh.net mpenner@pattankop.net TRusso@pattan.net

Required Completion Link

- Viewing PASA Getting Ready is a required training per BSE for Special Education Administrators/PASA ACs.
- At least one Special Education Administrator/PASA AC must view the training and complete the link below on behalf of your entity.
- After viewing the training, click on the link below to verify completion of this webinar. Save the confirmation message as documentation.

<https://www.surveymonkey.com/r/23-24PASA-Getting-Ready>

Contact/Mission

For more information on PASA Getting Ready please visit PDE's website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.