

2020-21 PA Alternate System of Assessment (PASA) Getting Ready: Annual Overview & Updates

▶ PASA: A Look Back and Forward

- Welcome & Introductions

A look *back*...
and a look *forward*

▶ PASA Getting Ready

Objectives

- To highlight new, important and/or updated information to special education administrators and PASA Assessment Coordinators (PASA AC)
 - PASA changes/updates
 - Calendar
 - Assessment procedures
 - Training requirements
 - Policy requirements regarding participation requirements in assessment

PASA Getting Ready

Topics

- 2019-20 PASA review and score reports
- 2020-2021 PASA Assessment and Vendor
 - Important dates
 - Training requirements
 - Enrollment Tips
 - Parent Information
- PASA Eligibility Review
- Updates for IEP Teams
- 1.0% Threshold Requirements

PASA Getting Ready

2019-2020: Year in Review – COVID-19

Implications

- Due to COVID -19 USDOE allowed for certain requirements in section 1111 of the Elementary and Secondary Education Act of 1965 (ESEA) related to state assessment and accountability to be waived.
- PA Department of Education (PDE) applied for the waiver
- On March 27, 2020 the PDE received approval the waiver
<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/Waivers/Pages/ESEA.aspx>

▶ PASA Getting Ready

2019-2020: Year in Review – COVID-19

Implications

- At that time, approximately 50% of enrolled PASA students completed one or more assessments
- PDE scored and analyzed completed assessments
- Comparability of results across specific grades, tiers, subjects could not be confirmed
- As a result, individual student score reports (ISSRs) will not be provided for students who took the PASA in 2020

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2019-2020: Year in Review – Assessment Changes

- PDE announced the conclusion of the University of Pittsburgh serving as the alternate assessment vendor
- The PASA Digital system remains open to PASA ACs until February 28, 2021.
- After February 28th, requests to access the PASA Digital system should be directed to Lisa Hampe at the Bureau of Special Education (BSE) – lihampe@pa.gov .

PASA Getting Ready

2019-2020: Year in Review – Assessment Changes

- Why should the PASA AC access the PASA Digital system in 2020-2021?
 - Archived data will continue to be available
 - ISSRs from prior years
 - Student enrollment roster from last year
 - User/Assessor information from last year
 - **New PASA ACs** who need to access above data in the PASA Digital system should provide updated information to alternateassessment@pattan.net .
 - **Do not email** pasadigital@pitt.edu . This email address is inactive.

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2020-2021: Looking Forward

- The Bureau of Special Education (BSE) acknowledges the tremendous effort required of school administrators and teachers in order to return students safely to school for remote and/or in-person instruction.
- The BSE understands the effort required to initiate a new assessment system.

▶ PASA Getting Ready



“I want you to draw up plans for a city that can be built in a day.”

PASA Getting Ready

2020-2021: Looking Forward

- Dynamic Learning Maps (DLM) through the University of Kansas will serve as the new PASA assessment and vendor for the 2020-21 testing cycle.
- BSE Communications
 - issued Penn Link on September 4th announcing the new vendor and provided other important information
 - Emailed all PASA ACs on September 9th
 - Provided regional IU Tac Supervisor via PaTTAN
 - PaTTAN Courseware System open for registration
 - Calendar of important dates posted to BSE Assessment page

▶ PASA Getting Ready

DLM Background

- National consortium, currently serving as the alternate assessment vendor for 22 states
- PA is a ‘Year End’ testing model state
- Assessments in ELA, Math, and Science to allow students with the most significant cognitive disabilities to better show what they know and can do
 - NEW: the writing portion of the ELA assessment contains a response item

▶ PASA Getting Ready

DLM Features

- DLM is fully computer-based with many accessibility considerations
- No requirement for video or separate teacher and student computer/devices
- No mailing or return of materials/kits between vendor and schools
- Presented as a series of short assessments within each subject (testlets) that can be administered over a series of days/times within the state specified testing window

PASA Getting Ready

‘Former’ PASA

- Required 2 computers/devices (assessor and student) to administer
- Vendor shipped materials to schools
- Students were assigned a ‘tier’ designation based upon previous year performance or teacher designation for new students
- Multiple choice items to assess writing

‘New’ PASA DLM

- Only one computer/device required to administer
- List of commonly used materials provided by the vendor- no mailing
- Starting level is based upon a ‘first contact survey’ completed by the teacher. System adjusts each question based upon how student responds. There are five linkage levels for ELA and Math.
- Scaffolded writing response item

▶ PASA Getting Ready

Important PASA Dates (2020-21)

PASA Activity	Dates
Enrollment Window	October 19 – December 11, 2020
Test Administration Window	March 8 – May 7, 2021
Score Reports Available	June 18, 2021

*All enrollment and test administration will occur via the new DLM system

PASA Getting Ready

2020-21 PASA Training Calendar

ASSESSMENT ACTIVITY	DATE	DESCRIPTION
Getting to Know DLM for Assessment Coordinators	Asynchronous recording: Available Monday, September 28	<p>This is a required, pre-recorded webinar training series for PASA Assessment Coordinators (ACs) and/or Special Education Administrators.</p> <p>The series will introduce PASA ACs and/or Special Education Administrators to the new assessment, online system, enrollment and test procedures, and resources.</p> <p>All participants must register at https://www.pattan.net/events/. Act 48 available.</p>
Getting to Know DLM for Assessors	Asynchronous recording: Available Monday, September 28	<p>This is a required, pre-recorded webinar training series for Assessors.</p> <p>The series will introduce Assessors to the new assessment, online system, enrollment and test procedures, and resources.</p> <p>Participation of PASA ACs is also encouraged.</p> <p>All participants must register at https://www.pattan.net/events/. Act 48 available.</p>
PASA DLM Test Administrator Training	Asynchronous event: Monday, October 12 – February 19, 2021	<p>This annual training is required for PASA Assessors and is available within the DLM KITE portal. Assessments will only be released upon completion of the training.</p> <p>Prior to completion of PASA DLM Test Administrator Training, Assessors must complete Getting to Know DLM for Assessors.</p>

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Getting to Know DLM Trainings (2020-21)

- Getting To Know DLM for District Test Coordinators/ACs
- Getting To Know DLM for Test Administrators/Assessors
 - The ‘Getting to Know DLM’ webinars **must** be completed prior to enrolling students in the new system or engaging in the other required training modules associated with DLM.
 - <https://dynamiclearningmaps.org/Pennsylvania>
- **All participants must register for these trainings through the PaTTAN Training Calendar.** Act 48 hours will be offered to those interested and who complete the training in its entirety.
 - <https://www.pattan.net/events/>

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PASA AC Role in DLM

- In DLM, PASA ACs are sometimes referred to as District Test Coordinators (DTCs)
- There can be multiple DTCs for a district
- BSE recommends that an administrator serve as the PASA AC

▶ PASA Getting Ready

Data Manager Role in DLM

- DLM requires a number of template uploads into the system
 - Student enrollment template
 - Educator/user template
 - Rostering of students
- It is suggested that school personnel determine if a Data Manager should support the DTC.

▶ PASA Getting Ready

Additional DLM Training & Resources

- The DLM website includes a separate webpage for each participating state
 - <https://dynamiclearningmaps.org/Pennsylvania>
- The required training modules associated with the new PASA through the DLM system and brief tutorials on specific areas (known as ‘helplets’) can be accessed at any time
 - <https://dynamiclearningmaps.org/erp/videos>

PASA Getting Ready



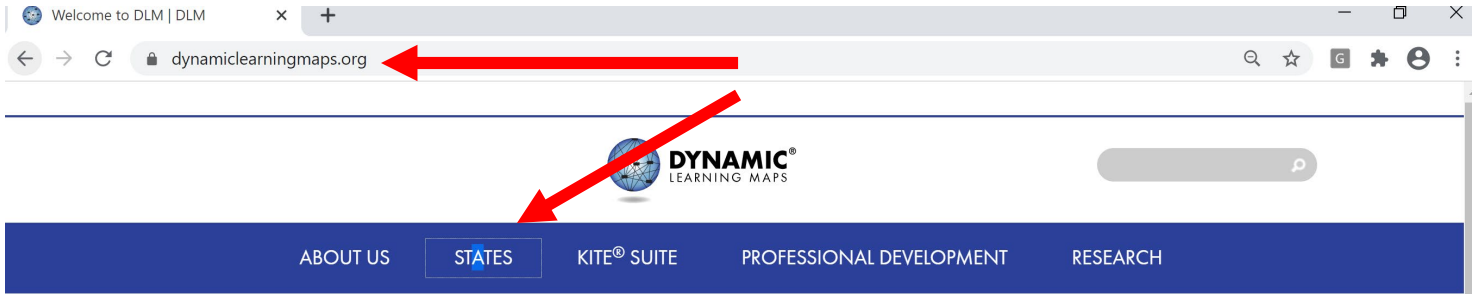
PASA ENROLLMENT TIPS

PASA Getting Ready

PASA Enrollment

- All PASA enrollment and assessment activities will be completed via the DLM Kite Portal for the 2020-21 school year.
 - Districts, charter schools and other service providers will have their information (name, AUN, etc.) uploaded into the system by the state education agency (SEA).
 - PASA ACs/DTCs will have their information uploaded into the system by the SEA. DTCs will receive an activation email.

PASA Getting Ready



◀ ▶
Click on the image above to pause slideshow.

News

08/03/2020 **ATLAS and DLM New Event Recruitment Platform** Accessible Teaching, Learning, and Assessment Systems (ATLAS), home of the Dynamic Learning Maps® (DLM) Alternate Assessment System, updated the way we inform you of upcoming events.

Test Updates

09/14/2020 **DLM Instructionally Embedded Fall Window Now Open**

The Dynamic Learning Maps® (DLM®) Instructionally Embedded model fall window has opened for the 2020-2021 academic year.

08/05/2020 **Updated Manuals and Trainings for 2020–2021 Available on the DLM Website**

All Dynamic Learning Maps® (DLM®) manuals have been updated for the 2020–2021 school year and are available on your state’s DLM webpage.

[more](#)

Mapping The Way To Student Success



PASA Getting Ready

ABOUT US

STATES

KITE[®] SUITE

PROFESSIONAL

PENNSYLVANIA

▶ Manuals and Blueprints

▶ Resources for Educators and District Staff

▶ Templates

▶ Scoring & Reporting

▶ Supplemental Resources



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PASA Getting Ready Training

PASA AC ACCESS

- The Educator Portal is accessible at the bottom of the state page.
- Here is where PASA ACs will complete user uploads, enrollment uploads, rostering and more.
- NOTE: The BSE will provide information in the near future on how to use current systems to more easily upload templates in the Kite Portal.

CONTACT US

d1m@ku.edu



ACCESS

[Training Courses](#)

[Educator Portal login](#)

[SEA login](#)

OTHER ATLAS SITES

[ATLAS KU](#) • [KAP](#) • [ELM](#)

[5E-SESE](#) • [I-SMART](#) • [SWIM](#)

SERVICE DESK

1-855-277-9751

DLM-support@ku.edu

Current hours: 7:00 a.m. – 5:00 p.m. CDT, M–F

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Enrollment Tips

- Enrollment occurs through a student enrollment template. Students may be enrolled individually as individual changes are needed (added, moved/exited, newly identified).
- The BSE is working to provide a COGNOS report within PIMS that will align to the student enrollment template to make the process easier for LEAS and most service providers. This process also ensures alignment of student information to PIMS.

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Enrollment Tips Continued

- LEAs, IUS, and Approved Private Schools (APS) have access to PIMS and will have access to the COGNOS report. These entities must continue to ensure students are loaded in a timely manner into PIMS in accordance with PIMS guidance.
- The BSE is determining how to support privately licensed schools with enrollment templates and will communicate with PASA ACs.



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Enrollment Tips Continued

- The BSE also recommends that during this first year LEAs communicate with outside service providers to ensure that PASA eligible students are enrolled by the service providers in the new KITE Educator Portal.
- DTCs must ensure proper access is given to users by assigning appropriate roles in the KITE Educator Portal.

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Enrollment & Accountability Requirements of English Learners (ELs)

- English Learners (ELs) enrolled in a U.S. school for their first year **ARE NOT REQUIRED** to take the Reading/ELA state assessment.
- EL students **ARE REQUIRED** to participate in the Math and Science state assessments during their first year with accommodations as appropriate.

PASA Getting Ready

Accountability Requirements of English Learners (ELs) & PASA Eligible Students

- EL's who meet the eligibility criteria to take the PASA follow the same requirements. Therefore, first year EL's are required to take the PASA Math and Science only. They are not required to take the PASA Reading/ELA.
- More information will be provided in additional resources regarding how to assign, or not assign, these students to specific subject area assessments in the PASA DLM Kite Educator Portal.

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DLM Service Desk

Phone: 1-855-277-9751

Email: DLM-support@ku.edu

Current hours: 7:00 a.m.–5:00 p.m. CDT, M–F

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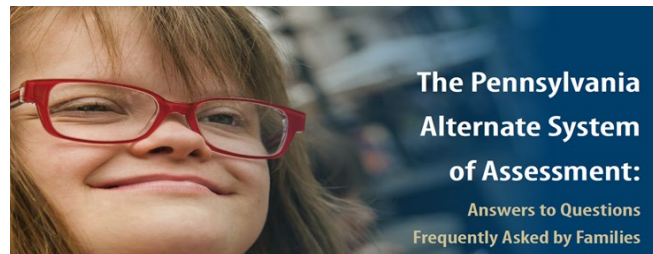


PASA (DLM) Parent Resources

PASA Getting Ready

PASA Parent Resources

- BSE and PA Training and Technical Assistance Network (PaTTAN) continue to provide the following publications for families related to alternate assessment:
 - *PASA Eligibility Criteria: IEP Companion Tool*
 - **Updated:** *The PA Alternate System of Assessment: Answers to Questions Frequently Asked by Families*



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PASA (DLM) Parent Resources

- In addition to PaTTAN publications, the DLM PA webpage provides:
 - Choose “About Us” on the DLM home page and select “Information for Parents”
 - A parent brochure regarding instruction and assessment
 - Interpretive Score Report Guides in multiple languages to assist the parent in understanding the student’s performance on the test

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PASA (DLM) Parent Resources

- Released ‘testlets’ for at-home instruction

<https://dynamiclearningmaps.org/about/tests#parents>

- Professional development modules
- Free text exemplars



Home » About Us » About DLM Tests

ABOUT DLM TESTS

[ACCESSIBILITY](#) [DEVELOPMENT](#) [CONTENT](#) [ADMINISTRATION](#)
INFORMATION FOR PARENTS

Dynamic Learning Maps® (DLM®) assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in mathematics, English language arts, and science.

DLM assessments also help parents and educators establish high academic expectations for students with significant cognitive disabilities. Results from DLM assessments support interpretations about what students know and can do. Results can inform teachers' instructional decisions while also meeting statutory requirements for reporting student achievement as required by state accountability programs.



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PARTICIPATION AND ACCOUNTABILITY

PASA Getting Ready



PASA PARTICIPATION ELIGIBILITY REVIEW



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Who Participates in the PASA?

- Students with the *MOST* significant cognitive disabilities who *meet all six eligibility criteria*
- Participation determination is made annually by the student's IEP team
- The decision is documented in section IV of the IEP

PASA Getting Ready

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/ Keystone 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 PMS and the PASA digital 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 2.5 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 course of study includes functional skills. Instruction typically occurs in a one-to-one or small group setting with opportunity to generalize and transfer skills 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 exemplified 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

PASA Eligibility Criteria

Guidance for IEP Teams

- Eligibility determinations need to be made on an individual basis by the IEP team
- Eligibility determination includes 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.
- PASA eligible students will continue to be assessed at the grade level in which they are enrolled
 - Ensure that the grade level of the student in PIMS and on the IEP are correctly aligned.

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Guidance for IEP Teams

- IEP document was updated Feb. 2020
- Section IV was updated to remove reference to video recording the PASA
<https://www.pattan.net/forms/individualized-education-plan-iep/>

▶ PASA Getting Ready

COVID-19 Annotated IEP update:

<https://www.pattan.net/Forms/Annotated-Individualized-Education-Program-with-CO?NodeId=1542128>

Section IV:

Under ESSA, states must measure the development of the English language proficiency skills of their English Learners (ELs) in grades K-12 on an annual basis. Pennsylvania uses the Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) or the Alternate ACCESS for ELs to fulfill this requirement. The Alternate ACCESS for ELs is an assessment of English language proficiency for students in grades 1-12 who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELs assessment. IEP teams must determine which assessment is appropriate for an individual student who is an English learner. If the team determines the student will take the ACCESS for ELs assessment, it must document if the student will be taking it with or without accommodations, and list those accommodations. If the team determines the student will take the Alternate ACCESS for ELs assessment, the IEP must contain an explanation of why the student cannot participate in the ACCESS for ELs, why the Alternate ACCESS for ELs is an appropriate assessment for the student, and the team must document if the student will be taking the Alternate ACCESS for ELs with or without accommodations, and list those accommodations. If the IEP team determines that the student is unable to participate in one or more of the domains of either the ACCESS or Alternate ACCESS assessment (for example, the listening section of the test if the student is deaf), the IEP team must document that decision by checking those domains, and listing the reason(s) why the student cannot participate in the domains selected.

COVID-19 Guidance: The IEP team should consider documenting adjustments to assessments based on State or Federal Guidance.

PASA Getting Ready

COVID-19 IEP Updates (PASA)

- 2020 state assessments were cancelled due to COVID-19
- Students are not required to make up or re-take the missed 2020 PASA
- IEP teams should plan for the student to assess this year according to the grade level they are in for the 2020-21 school year

▶ PASA Getting Ready



ESSA 1% Threshold: Federal Policy and State Guidance



➤ PASA Getting Ready

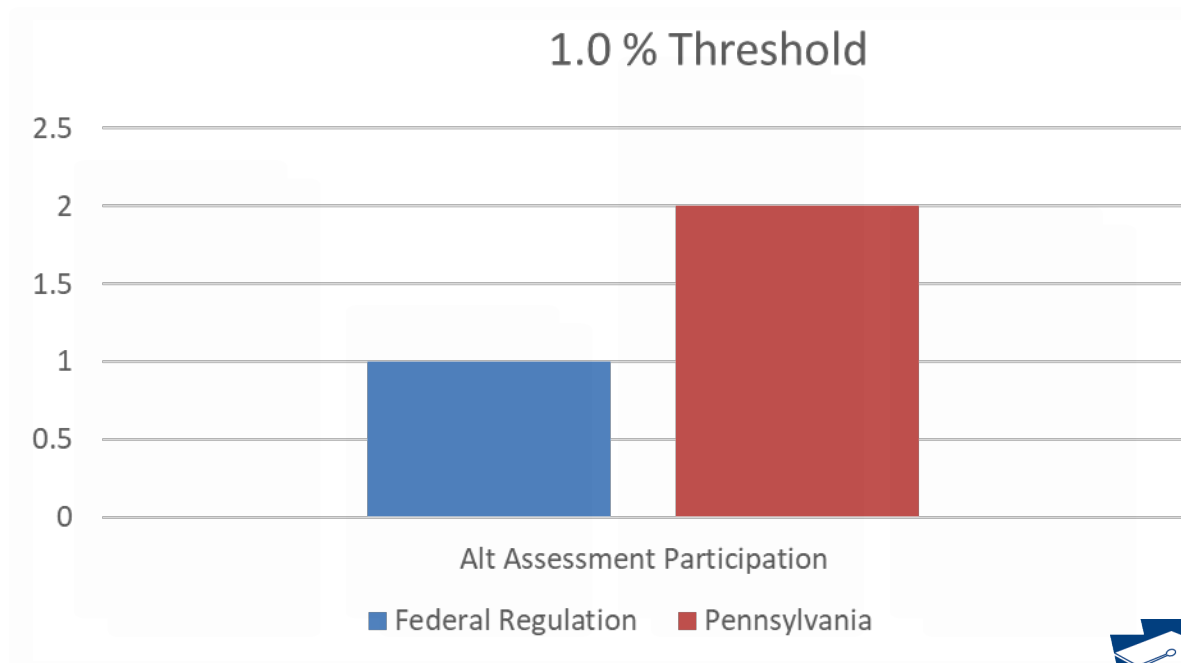
1.0 Percent Threshold Compliance Federal Regulations for States

- States may not test over 1% of students in tested grades on the alternate assessment
- States who do exceed the 1% threshold may apply for a waiver to the US Dept of Education (USDE)
- In order to obtain a 1% waiver from USDE, the state must also meet the requirement to assess at least 95% of ALL students with disabilities in overall statewide assessments (including general and alternate assessment)

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1.0 Percent Compliance in PA

- PA exceeded the 1.0% threshold in ELA, Math and Science for the 2018-19 testing cycle at a rate of 2%



PASA Getting Ready

1.0 Percent Compliance in PA

- PA did not meet the federally required 95% participation rate for ALL students with disabilities participating in overall state assessments in 2018-19
 - Math = 93.5%
 - Reading = 93.5%
 - Science = 92.1%

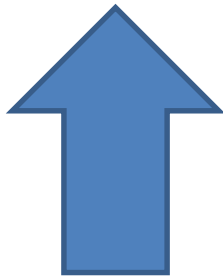


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Continued Goals for Pennsylvania:

95% Participation Rate

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



1% Threshold

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



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PA 1.0 Percent Compliance Action Plan

- Outlines corrective measures of oversight and monitoring to address the 1% threshold requirements with LEAs
- Submitted to USDE – August 2019
 - [PA 1.0 Percent Compliance Action Plan](#)

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USDOE Guidance since COVID -19

We (USDOE) encourage all States that assess more than 1.0 percent of their students with the most significant cognitive disabilities with an AA-AAAS, to review their guidelines for identifying such students and work with LEAs that assess more than 1.0 percent of their tested population with an AA-AAAS to **lower the number of those students in the 2020-2021 school year.**

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State Assessment Waivers

- As a result of COVID-19 school closures, PDE received a waiver from USDOE pertaining to certain requirements in section 1111 of the Elementary and Secondary Education Act of 1965 (ESEA) related to assessment and accountability requirements for 2019-20 school year
- <https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/Waivers/Pages/ESEA.aspx>

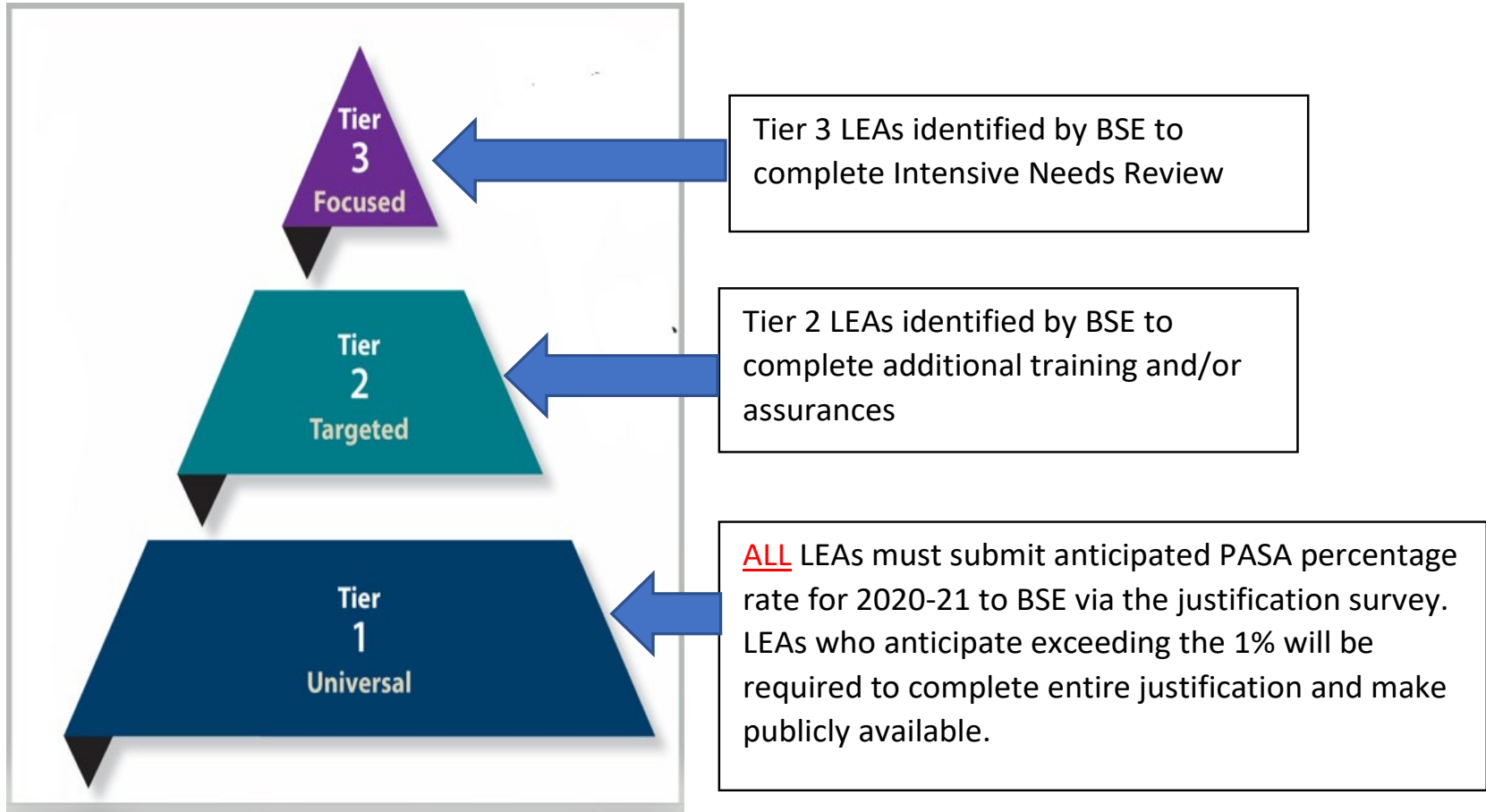
Note: This is separate from the federal 1.0% Waiver

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1% Compliance – Pennsylvania

- PA continues to be required to address and update the PA 1% Compliance Action Plan and provide to USDOE
- Measures are being taken to account for not having 2019-20 tested data
- BSE is working to streamline processes and procedures for LEAs within the state's oversight and monitoring measures

PASA Getting Ready



PASA Getting Ready



Tier 1 – Universal Monitoring: 2020-21 1.0 Percent Justification

- **ALL** LEAs must submit their anticipated 2020-21 PASA participation rate to BSE this year.
- An individualized survey link will be emailed to all LEA Special Education Administrators

PASA Getting Ready

Previous Submission Process

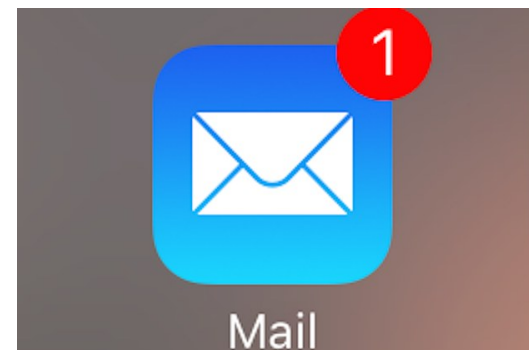
- Only LEAs who anticipated exceeding submitted anything to BSE
- Submission was via a general survey link



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New Submission Process

- ALL LEAs will be emailed a personalized survey link by October 16, 2020



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Steps for Survey Completion

1. Open the email from [surveymonkey.com](https://www.surveymonkey.com)
2. Click on the 'begin survey' link.

[External] 2020-21 PASA 1% Threshold Justification



a.kappel@verizon.net via SurveyMonkey <member@surveymonkeyuser.com>

To Hampe, Lisa

Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

receive a customized survey link via email. Please do not share this link with others. The email will arrive no later than October 16, 2020. The LEA may bookmark or add this site to their favorites list in order to return to it at any time. Any LEA who does not receive the email message should check their spam folder and/or consult with their IT department to ensure the system firewall allows the email from Survey Monkey. The personalized survey link will allow the user to edit, save, and print their responses prior to final submission.

3. The survey serves as the LEAs formal submission to BSE. The deadline to submit the survey is December 14, 2020. Upon completion of the survey, the LEA will receive an electronic confirmation.

If you have any questions or concerns, please contact Lisa Hampe, Special Education Advisor, BSE at lihampe@pa.gov

Click the button below to begin the survey

[Begin Survey](#)

Please do not forward this email as its survey link is unique to you.

[Privacy](#) | [Unsubscribe](#)

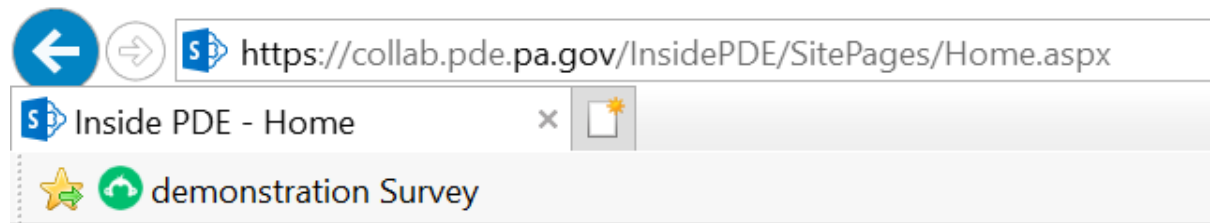
Reply

Reply All

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Survey Submission Reminders

- The LEA may save the email or add the survey link to your favorites/bookmarks in order to return to it at a later time.
- Surveys are due **December 14, 2020**



PASA Getting Ready

NEW: LEAs can save the survey and work on it over multiple sessions.

School Districts

* Name of LEA

PREV

NEXT

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1 of 22 answered



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▶ PASA Getting Ready

(2020-21) 1.0 % Threshold Justification

Access the form here:

[\(2020-21\)1.0 Percent Threshold Justification](#)

The form includes the exact questions the LEA will be asked to submit in the survey link.

▶ PASA Getting Ready

(2020-21) 1.0 % Threshold Justification Updates

- **ALL** LEAs must submit their anticipated percentage rate for 2020-21 testing cycle
- Only LEAs who exceed 1% must complete the **entire** survey
- Questions on the full justification form/survey have been reduced this year
- LEAs will receive an electronic confirmation when their survey is completed and submitted
- LEAs will be able to save/print their completed survey submission



PASA Getting Ready

The 1.0 Percent Calculation:

$$\frac{\text{\# of students enrolled in PASA}}{\text{\# of students enrolled in 3-8 and 11}}$$

For example, if the LEA has 2 students taking the PASA and 450 students enrolled in the tested grade levels, the calculation would be:

$$2 \div 450 = (x100) = .4\%$$

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PASA percentage calculation tips for LEAs

- The LEA must include all students for which you are the 'home district/LEA' in both the numerator and denominator
- Collaborate with outside service providers to ensure you are including all applicable students in your LEA calculation
- Remember to account for any students who may have moved from the PASA to the general assessments last year

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Public Notice

In accordance with 34 CFR 200.6 (c)(3), PA will make the justification information publicly available, excluding any personally identifiable information.

- PDE will post the list of LEAs who anticipate exceeding the threshold to the PDE website.
- LEAs are required to make their justification information publicly available upon request, ensuring that no personally identifiable information is shared.

▶ PASA Getting Ready

Public Posting Guidance

- LEAs will determine how they will make the justification information publicly available
- LEAs may include the justification document on the district webpage or a statement to indicate a justification was submitted
- Ensure the appropriate point of contact is identified for questions
- Guidance is to maintain the notification until the following year

PASA Getting Ready

EXAMPLE LEA PUBLIC POSTING STATEMENT:

The Every Student Succeeds Act (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 % 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. The (school district/ charter school) anticipates exceeding the 1.0 percent threshold for PASA participation for the 2020-21 testing cycle. The necessary justification information has been submitted to the Bureau of Special Education. Questions on the (district/charter school) participation rates should be directed to (Special Education Administrator contact information)



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Analyze Survey Data

- Examine primary disability categories participating in PASA
 - Specific Learning Disability
 - Speech and Language
 - Emotional Disturbance
 - Autism
 - Intellectual Disability

Red Flag – IEP team should review

Not all students with Autism or ID will qualify



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Tier 2 - Targeted Monitoring

- BSE will notify LEAs who are identified to participate in Tier 2 Targeted oversight and monitoring in January 2021
- LEA identification will be based upon the 1% threshold submissions for 2020-21
- May include required submission of training and/or action plan assurances

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Tier 3 - Focused Monitoring

- BSE will notify LEAs who are identified to participate in Tier 3 Focused oversight and monitoring in January 2021
- Last year only 14 LEAs were required to complete this level of oversight and monitoring
- **Intensive Needs Review**
 - INR data protocol
 - IEP submissions to BSE



Procedures for Schools When A Parent Requests An Opt Out

PARTICIPATION AND ACCOUNTABILITY

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Participation and Accountability

- ALL students, including students with disabilities, are **required** to participate in accountability systems. The USDOE provides no exemptions from participation.
- PA is unique in that it allows students to be excluded from testing for religious purposes.
 - *Religious opt out will impact accountability*

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Participation and Accountability

- Non-participation for religious reasons and parent refusal negatively affect school and state accountability systems directly in the 95% participation requirement.
- Schools are encouraged to communicate accountability requirements and the new alternate assessment design with parents.

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2020-21 Religious Opt-Out Procedures

- When a parent initiates a request for religious opt out to a school administrator, the school administrator should:
 - Direct the parent to the DLM site to view released testlets:
<https://dynamiclearningmaps.org/about/tests/releasedtestlets>
 - The parent must write a letter to the superintendent/district administrator requesting a religious opt out if they feel the assessment is in conflict with their religious beliefs after viewing the released testlet examples.

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PASA Religious Opt Out:

- No longer requires parent to view the test examples (testlets) on school grounds with the district administrator
- No Confidentiality Agreement necessary since DLM testlet examples are publicly released
- School Administrators are strongly encouraged to review key test features with the parent

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Parent Refusal/Opt Out

- An IEP Team cannot opt out or exempt a student from participation in a state assessment.
- The IEP document must reflect the assessment and appropriate accommodations determined for the student, even if the student is opted out by their parent for religious reasons.

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Importance of Participation in Statewide Assessment for Students with Disabilities

- Refers to PSSA, Keystone Exams and PASA
- Students do not have to ‘pass’ the PASA to graduate or advance to the next grade level
 - Pathways to graduation
 - IEP team decision
- Provides a complete picture of how all students are doing. When students with disabilities are not included in test results, they are excluded from school improvement plans and funding allocations





Summary: 2020-21 Goals

- Complete all required PASA/ DLM training
 - All virtual and asynchronous
- Address 1% compliance and 95% participation
- Stay tuned for updates from BSE/PaTTAN

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Alternate Assessment Websites

Resource	Link
DLM PA website	https://dynamiclearningmaps.org/pennsylvania
BSE Assessment	https://www.education.pa.gov/K-12/Special%20Education/Assessments/Pages/default.aspx
PaTTAN Statewide Assessments and Accountability	https://www.pattan.net/Disabilities/Students-with-Significant-Cognitive-Disabilities/Statewide-Assessments-and-Accountability
PASA Digital (for historical data)	https://www.pasadigital.com/

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Pennsylvania Team

NAME	ROLE	AGENCY	CONTACT
Lisa Hampe	Special Education Advisor for Alternate Assessment	Bureau of Special Education	lihampe@pa.gov
Audrey Kappel	Research and Data Analyst	Western PA School for Blind Children	Kappela@wpsbc.org
Lynda Lupp	Statewide Special Education Alternate Assessment Coordinator	PA Training and Technical Assistance Network	Llupp@pattan.net
Ron Logan	Office Lead for Significant Cognitive Disabilities	PaTTAN East	rlogan@pattan.net
Tara Russo	Office Lead for Significant Cognitive Disabilities	PaTTAN Central	trusso@pattann.net
Kaylee Wynkoop	Office Lead for Significant Cognitive Disabilities	PaTTAN West	kwynkoop@pattan.net



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TOPIC	NAME	CONTACT INFORMATION
PA Alternate Assessment (PASA) and Accountability <ul style="list-style-type: none"> Assessment design Test administration and procedural requirements State assessment participation requirements for students with disabilities 	Lisa Hampe and Lynda Lupp	lihampe@pa.gov llupp@pattan.net
PASA Enrollment and Data Management <ul style="list-style-type: none"> Addition/revision of DTCs to Kite system 	Audrey Kappel	alternateassessment@pattan.net kappela@wpsbc.org
ESSA: One Percent Threshold Justification requirements and submission	Lisa Hampe	lihampe@pa.gov
PASA Eligibility/IEP	Lisa Hampe/Lynda Lupp	lihampe@pa.gov llupp@pattan.net
DLM Training (including registration and Act 48 requirements)	Ron Logan, Tara Russo, and Kaylee Wynkoop	rlogan@pattan.net trusso@pattan.net kwynkoop@pattan.net
DLM Resources <ul style="list-style-type: none"> Training questions DLM website resources PaTTAN publications 	Ron Logan, Tara Russo, Kylee Wynkoop	rlogan@pattan.net trusso@pattan.net kwynkoop@pattan.net
DLM Questions <ul style="list-style-type: none"> System activation emails DLM template uploads System requirements and procedures including enrollment Extract reports 	DLM Service Desk	1-855-277-9751 DLM-support@ku.edu Current hours: 7:00 a.m.–5:00 p.m. CDT, M–F

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

The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high-quality education.