

2020 PASA Getting Ready: Annual PASA Overview & Updates

September 25, 2019

➤ PASA Getting Ready

Presentation Overview

- PASA Eligibility Criteria
- Guidance for IEP Teams
- PASA Enrollment and Training
- PASA Test Administration

➤ PASA Getting Ready

Presentation Overview

- PASA Parent Requests
- PASA Reports
- ESSA Guidance – 1.0 Percent Threshold
- LEA Intensive Needs Review
- Questions and Answers
- Type immediate questions in the chat box

PASA Getting Ready



PASA ELIGIBILITY CRITERIA

▶ PASA Getting Ready

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
- ESSA regulations continue to stipulate no more than 1% of the State's total tested population should participate in the PASA

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PASA Eligibility Criteria

- IEP teams must answer ‘yes’ to all six eligibility criteria and document the determination in section IV of the IEP
- PASA Eligibility Decision-Making Companion Tool for IEP teams is available on the PDE website:

[PASA Eligibility Criteria](#)



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IEP and Annotated IEP documents now include the six criteria

PASA (Administered in grades 3-8, 11 for English Language Arts (ELA) and Math; Grades 4, 8, 11 for Science)

Student will participate in the PASA:

The IEP team must review each of Pennsylvania's 6 eligibility criteria to determine participation in the PASA. 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. Will the student be in grade 3,4,5,6,7,8, or 11 by September 1st of the school year during which the IEP will be operative?
2. 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.
3. Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings?
4. Does the student require extensive adaptations 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?
5. Does the student require substantial modifications to the general education curriculum?
6. Does the student's participation in the general education 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.



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☐ Student will participate in the PASA.

Explain why the student cannot participate in the PSSA or the Keystone Exams, even with accommodations:

Explain why the PASA is appropriate considering the six eligibility criteria:

Explain any specific accommodations the student may require on the PASA (i.e., Assistive Technology, Signing):

Choose how the student's performance on the PASA will be documented.

☐

Videotape (Video recording is the standard method of capturing performance on the PASA.)

☐

Written narrative notes (requires prior approval from PDE)



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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.
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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, promoting hierarchies, and teaching modalities different from the general education curriculum. The student's goals and objectives typically reflect the Alternate Eligible Content.
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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

PaTTAN
Pennsylvania Training and Technical Assistance Network



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➤ PASA Eligibility Criteria #1

- 1. Will the student be in grade 3,4,5,6,7,8, or 11 by September 1st of the school year during which the IEP will be operative?**
 - *Additional consideration: The grade level listed for the student in the PIMS and the PASA digital system must correlate to the assessment decision documented in the current IEP*

➤ PASA Eligibility Criteria #2

2. 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 standard deviations below the mean.*

➤ PASA Eligibility Criteria #3

- 3. 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.*



➤ PASA Eligibility Criteria #4

- 4. 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 on-going supports after graduation.*

➤ PASA Eligibility Criteria #5

5. 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**.*

➤ PASA Eligibility Criteria #6

6. 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 Criteria

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
- 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
- The answer to all six criteria must be ‘yes’ in order for the student to qualify
- 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 Getting Ready



ENROLLMENT, TRAINING & TEST SECURITY

➤ PASA Getting Ready

PASA Assessment Coordinators (ACs)

- LEAs and service providers must identify a PASA AC. The AC:
 - **Receives all communications from the PASA Project** regarding enrollment process, testing window dates, test administration training, procedures associated with test administration, available score reports, etc.
 - **Is responsible for ensuring that procedures** associated with the administration of the assessment **are followed**
 - May be **required to** communicate on behalf of the LEA or service provider **with the assessment vendor and/or** the PA Department of Education, Bureau of Special Education(**BSE**)
 - Is **an individual with decision making authority** for the LEA or service provider

➤ PASA Getting Ready

PASA AC

- The PASA AC should serve as the primary contact to PDE, PaTTAN and PASA, not the assessor.
- If the Special Education Director/Administrator is not the PASA AC, the Director/Administrator may be added in the digital system by the PASA AC in “Contact Information”; both administrators will receive PASA notifications.
- It is important that contact information is updated annually in the PASA Digital system.
- Emails will come to the LEA and/or service provider from PASATest@pitt.edu. Please ensure that a firewall would not prevent receipt of a communication.

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PASA AC

- If the PASA AC for your the agency has changed since last school year, the new PASA AC will not receive important communications until the contact information is updated.
- Contact the PASA vendor immediately to update the PASA AC by emailing PASATest@pitt.edu

The BSE cannot update this information in the PASA Digital system.

➤ PASA Getting Ready

Important Dates for 2019-20

Activity	Date
Enrollment	September 30-November 15, 2019
Administrator Training	January 13 -February 21, 2020
Testing Window (ALL Content Areas)	February 24-April 10, 2020
Materials Due to PASA	April 24, 2020
Score Reports Mailed	August 31, 2020

Enrollment Updates

- An update to the PASA Enrollment system allows the PASA AC to mark previously eligible PASA students who are no longer eligible for the PASA as participating in the PSSA or Keystone Exams.
- Now these students will be removed from the PASA roster immediately.
- No longer will these students be required to be enrolled and marked as not assessed during the testing window.

▶ PASA Getting Ready

Late Enrollment Procedures

- The enrollment window closes November 15th.
- After the enrollment window closes, only students newly identified as IDEA and PASA eligible **OR** new to the service provider may be enrolled directly by the school in the PASA digital system.
- All other late enrollments will be referred by PASA to BSE for approval.
- A 'PASA Late Enrollment Request' form must be submitted to BSE for approval for students who should have been enrolled during the enrollment window but were not.

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Avoid Submitting Late Enrollment Forms

- Communication between the PASA AC and special education teachers is important
- Ensure all special education teachers are aware of the enrollment window and that Section IV of the IEPs are reviewed
- Careful review should be given to the IEPs of 3rd graders, high school aged students, and students who may have moved in at the end of last year and/or beginning of this year.

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Enrollment Procedures

- Enrollment is to be completed by the PASA AC
 - This includes verifying accuracy of the “big five” including PA Secure ID, first name, last name, grade, and DOB
 - School districts and charter schools should ensure that any student being educated by an outside service provider are enrolled correctly

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Enrollment Data

- All data in the PASA digital system was entered by the LEA/service provider previously
- For accountability, the PASA enrollment file is matched against student data in PIMS per the accountability snapshot
- If PASA enrollment data does not match PIMS data, inaccuracies may impact accountability (participation and performance)

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PASA Enrollment System

PA Secure ID	First Name	Last Name	Grade	DOB
12346578	Linda	Lupp	7	12/25/04

PIMS Student Enrollment

PA Secure ID	First Name	Last Name	Grade	DOB
12345<u>6</u>78	Lynda	Lupp	8	12/25/04



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Correct Enrollment Data-Important

- All PASA enrollment data should match to PIMS student data
- Some students can be attributed correctly during the attributions window as the system allows LEAs to search for a student (e.g., PA Secure ID)
- An incorrect grade cannot be corrected and will impact accountability
- A student with a test score but not entered in PIMS will not go forward as having participated in the assessment



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

- 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.
- 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.
 - For more information on EL participation in state assessments, please see [Accommodation Guidelines for English Language Learners](#)

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Enrollment Procedures of ELs in the PASA

- PASA Coordinators should ensure that PASA eligible students who are also identified as EL students are enrolled during the PASA enrollment window
- For the ELA test, when the testing window opens (this field is not available during enrollment), choose: “not assessed” for ELA
- In the dropdown menu to include reasons student is not assessed, choose: “First Year EL Student”

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Training

- PASA ACs and Assessors in the PASA digital system are required to:
 - Complete all training modules AND
 - Complete all proficiency tests with each module AND
 - Review and acknowledge (sign) Test Security Requirements AND
 - Review and acknowledge (sign) Video Consent Form

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Assessments will NOT be delivered to the digital inbox of the assessor unless training and proficiency assessments are completed by the assessor and PASA AC.

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Administration/ Data Downloads

- The PASA digital system includes features for the PASA AC to access important data such as:
 - Student enrollment file
 - Assessors and training completion
 - Student scores (current and previous)
 - Materials Returns

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Test Security

- A test security training module is provided online to all PASA ACs and Assessors.
- Test security information is also provided in the PASA Test Administration Manual and Handbook for Assessment Coordinators.
- Test security affidavits are 'signed' electronically before materials are released.

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Test Security

- Test security includes returning all printed tests to the assessment vendor, removal of the assessment download from the computer cache, returning assessment videos and ensuring videos are removed from the computer after upload, etc.
- Concerns regarding test security are to be reported to the PA Department of Education, Bureau of Special Education via Lisa Hampe at lihampe@pa.gov

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Recommendations for Managing Materials

- All test kits and student materials should be inventoried by the AC upon arrival
- Any materials not received should be reported to the vendor immediately and maintain communications
- At the conclusion of the testing window, inventory all returned materials from Assessors, return materials using the provided labels, and maintain records of transactions.



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Downloads

- The 'download' tab within the test administration process is intended for situations in which the assessor needs to print the test

**There is a "preview" tab if the assessor wants to only look at the test without downloading it.*

- If the test is printed, the printed copy must be returned to PASA vendor with the other student materials
- If the test is downloaded and not printed, the computer cache must be cleared to ensure the test is not saved on the computer
- This process is to ensure test security

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TEST ADMINISTRATION

Test Administration

- All PASA items will be delivered using one scripted prompt instead of two for each item
- Specific directions on administering the assessment using one scripted prompt will be included in the PASA digital training modules for assessors

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Test Levels

- All PASA assessments consist of **2** levels of cognitive difficulty
- Tier 1 is a lower level of cognitive complexity with simple words, phrases, shortened sentences and simple picture supports
- Tier 2 is a higher level of cognitive complexity with sentences and picture supports
- Both tiers are to be read aloud to all students

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Placement into tiers for ELA and Math

- Students will automatically be placed into the appropriate tier for ELA and Math based upon their performance and level assessed in the previous year
- Students newly enrolled in the PASA (e.g., grade 3) will be placed into a tier by the Assessor based upon their knowledge of the student and review of the Tier Guidelines on the PASA digital site

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Placement into Levels for Science

- Students will be administered 12 items of the science assessment
- Based upon the student's performance on these items, the student will be placed into Tier 1 or Tier 2
- The PASA fully digital delivery platform provides the most efficient process for placement testing

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Tier Change Requests:

- A request for a tier change **MUST** be made by the PASA AC in the PASA digital site
- Requests for the tier change must be individual and valid
- Approval will be on a case-by-case basis

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Testing Window

- February 24 – April 10, 2020
- All 3 tested subject areas will occur within this window
- The schedule for administering the assessments is at the discretion of the testing agency
- Suggestion: communicate with the parents of PASA test takers regarding PASA dates similar to what occurs with parents of PSSA test takers.
- No requests for extensions of the testing window are granted by the vendor. Any request is directed to the BSE. Typically extensions are not provided

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Test Administration

- A complete test administration cycle for a student consists of three steps:
 - Entering the student responses
 - Recording and uploading the video performance
 - Completing the supporting documentation (accommodations used)
- Failure to complete the test administration cycle for a student may affect scoring and/or validation

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Video Recording

- The permission form regarding video recording that is available on the PASA digital site, referenced in PASA training, and to be returned with test kits gives permission for the PASA vendor to use videos for training purposes.
- *Parent permission is NOT required to video record the assessment*
- If the parent does not grant permission for a student to be recorded, a request to use Narrative Notes in lieu of video may be requested in unique situations



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Narrative Notes

- Request must be made to the Bureau of Special Education using the 'Narrative Notes Request Form' at least 8 weeks prior to the start of the testing window
- Any requests sent to the vendor will be forwarded to BSE
- Approved narrative notes must be documented appropriately in the IEP

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Student Score Reports

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Individual Student Score Reports (ISSR)

- The PASA vendor will provide the agency assessing the student with two copies of the ISSR
 - One color copy, one black and white copy
 - The color copy should be provided to the parent
 - The black and white copy should be placed in the student's file/record

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Digital ISSRs

- ISSRs are also available to all LEAs and Service Providers on the PASA Digital system.
- The vendor has expanded this feature to provide the LEA with ISSRs for **all** students, regardless of the entity that administered the assessment.
- It is the responsibility of the LEA to ensure that the parent/guardian of the student receives the ISSR.

REMINDER



- Data will display on the ISSR the way it is entered in the PASA Digital Enrollment system
 - If a student's name is typed incorrectly or not capitalized in the digital system, that is how it will display on the ISSR.

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PASA DIGITAL DATA DOWNLOAD DEMONSTRATION

<https://www.pasadigital.com>

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Parental Requests and PASA

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Parent Request for Religious Opt Out

- If the parent initiates a request for a religious opt out to a school administrator
 - PASA AC contacts the PASA vendor with the request. The vendor provides a secure link from the PASA Digital system to the LEA. * **Do not download an Assessor's student test to present to the parent.**
 - A parent must view the assessment on school grounds with a district administrator present
 - A parent must sign the PASA Confidentiality Agreement Form
 - If parent finds the assessment is in conflict with their religious beliefs, the parent must write a letter to the district administrator requesting a religious opt out.

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Opting out of the PASA

- There is no federal allowance for not participating in a statewide assessment (general or alternate)
- PA provides only for an opt out for religious reasons
 - Not participating in the assessment for religious reasons will affect the participation rate of the LEA and can have a negative impact on accountability
- 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

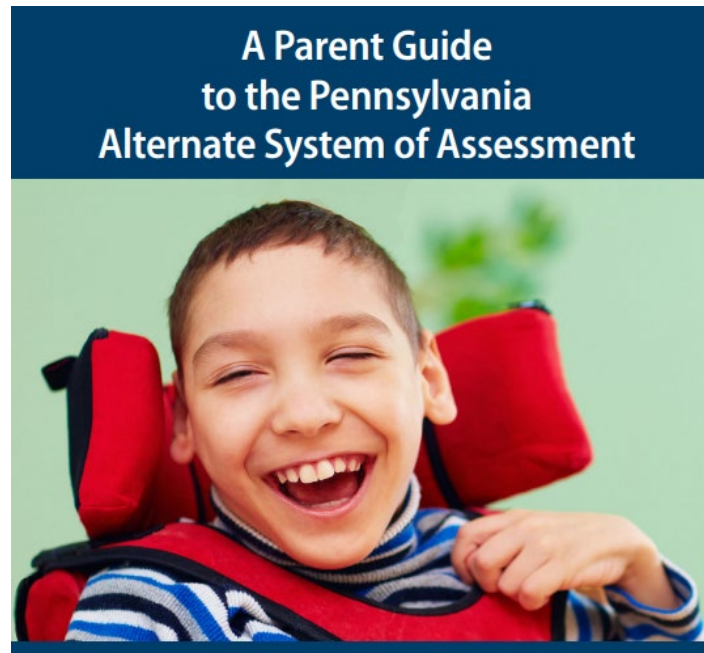
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Parent Request to View a PASA VIDEO RECORDING

- Upon parental request to view the PASA video of their child, the LEA contacts BSE.
- BSE contacts the PASA vendor to arrange for the secure video release.
- Parent must view the video on school grounds with a district administrator present during the entire viewing
- Parent must sign a confidentiality agreement.
- *This is **NOT** the same confidentiality agreement used in cases of religious opt out requests.

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Parent Guide to the PASA



Frequently Asked Questions

What is the PASA?

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ESSA 1% Threshold: Federal Policy and State Guidance



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95% Participation Rate

- Federal regulations outline that ALL students, including those with disabilities, must participate in state assessments
- LEAs must assess at least 95% of ALL students on the PSSA, Keystone Exams, or PASA collectively to remain in compliance

1% Threshold

- Pertains only to students taking the alternate assessment (PASA)
- ESSA stipulates no more than 1% of the state's total tested population is allowed to be assessed with an alternate assessment

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1.0 Percent Threshold

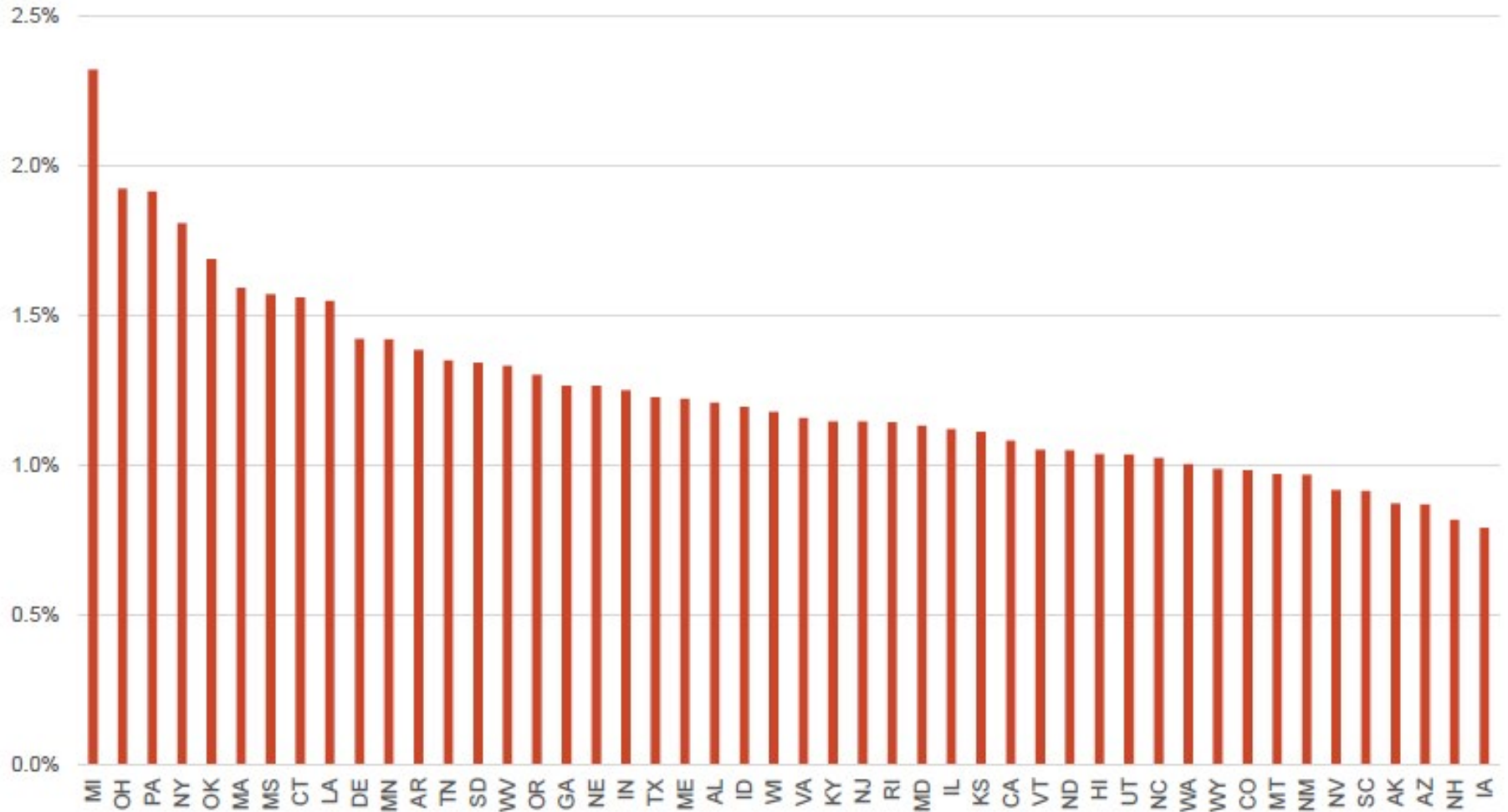
- ESEA/NCLB:
 - Participation was based upon eligibility criteria
 - The number of proficient and advanced scores from the alternate assessment that could count toward accountability was limited to 1%
- ESEA/ESSA:
 - Mandates that no more than 1% of all assessed students in the State can participate in a state's alternate assessment
 - Calculated for each subject area
 - States who exceed the 1.0 Percent Threshold can apply to USDE for a waiver with certain conditions (e.g., 95% participation rate of IEP subgroup)

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1.0 Percent Threshold Implications for States



State-level Rates for AA-AAAS Reading in 2016-17



PA is the third highest in the nation

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- PA applied to USDE for a waiver in the 2017-18 school year (based upon 16-17 data)
 - The waiver was denied based on the State's failure to meet the 95% participation rate for ALL students with disabilities participating in statewide assessments
- PA was unable to apply to USDE for a wavier in the 2018-19 (based upon 17-18 data) school year despite exceeding the threshold
 - Again, PA did not meet the 95% participation requirement again for the 2018-19 school year.

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- PDE received a letter from USDE on June 04, 2019 notifying it of implications for not meeting the requirement
- The USDE letter required the State to submit a **1.0 Percent Compliance Action Plan** to USDE by August 1, 2019

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PA 1.0 Percent Action Plan

- Updated LEA Justification requirements
- Mandated public reporting of 1.0 Percent Justification information
- Continuation of the Intensive Needs Review process
- Additional focus on eligibility determinations for students in disability categories of LD, ED and ‘Speech only’

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1.0 Percent Threshold Implications for LEAs



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NEW

1.0 Percent Threshold LEA Justification

- The PDE released a Penn Link on September 9th, 2019 regarding this requirement.
 - The process for 2019-2020 has been updated and is outlined on the following slides. Access to the needed information is available at the link below.

1.0 Percent Threshold LEA Justification



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NEW

The 1.0 Percent Threshold Justification Process for LEAs

- All LEAs who anticipate exceeding the 1.0 percent threshold for the 2019-20 school year must submit their justification to BSE by **October 15, 2019**. This coincides with the PASA enrollment window.
- LEAs are reminded to include within their 1.0 percent calculation students receiving services with outside service providers, including IU programs



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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 grades, the calculation would be 2 divided by 450
 $= (x100) = .4\%$

➤ 1.0 Percent Threshold Justification

NEW

Submission 2-Step Process

1. Completion of the PASA 1.0 Percent Threshold Justification document as a fillable PDF document with signatures **AND**
2. Completion of the PASA 1.0 Percent Threshold Justification via Survey Monkey (serves as official submission)



**Survey must be completed in entirety – responses will not save if completed in segments.*



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NEW

1.0 Percent Threshold Submission

- The survey serves as the LEA's official submission of their justification information to BSE
- The LEA will receive a completion receipt message at the end of the submission process as confirmation of submission

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DO NOT email your 1.0 Percent Justification this year, as the survey submission replaces the requirement to email the document to BSE.

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NEW

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.

LEA Justification Public Posting

- LEAs will determine how they will make the justification information publicly available
- LEAs may include the justification document on the district webpage
- Ensure the appropriate point of contact is identified for questions



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Intensive Needs Review

➤ PASA Getting Ready

LEA Intensive Needs Review (INR)

- Process in which LEAs are identified by BSE based upon excessive rates of PASA participation
- The process is mandatory for LEAs who are identified
- BSE will formally notify an LEA if they are identified as an Intensive Needs Review LEA

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Intensive Needs Review Criterion

- LEA exceeded the 1% threshold in 2017-18
- LEA exceeded the 1% threshold in 2018-19 by 4% or more
- The LEA has an N size of at least 100 total tested population (includes PSSA, Keystone, and PASA)

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Intensive Needs Review

- LEAs will be identified by BSE this year to complete the Intensive Needs Review process
 - Mandatory completion of the INR data protocol form
 - Submission of at least 2 IEPs to BSE
- All other LEAs who exceeded the threshold are encouraged to use the INR data protocol form as a tool to analyze PASA participation data within the LEA.

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- The 2020 Intensive Needs Review (INR) data protocol form can be accessed on the PDE website:
- [INR data protocol for LEAs \(coming soon\)](#)
- The 2019-20 LEAs who are identified to complete the Intensive Needs Review process will be notified in writing by BSE.

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1.0 Percent Justification

- Continues to be required for ALL LEA's who anticipate exceeding the 1.0 percent threshold
- Justification information must be made publicly available starting 19-20 school year

Intensive Needs Review

- Required for the LEA's who are identified by BSE
- BSE encourages all LEA's who exceed the 1.0 Percent threshold to use the Intensive Needs Review as a tool to review their own participation data

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Questions and Answers

PASA Contact Information

PASA Project

University of Pittsburgh

3347 Forbes Avenue

Pittsburgh, PA 15213



Phone: (412) 624-3034

Fax: (412) 648-7387

Email:

General inquiries and questions: PASAtest@pitt.edu

Technical assistance during the testing window: PASAdigi@pitt.edu

BSE and PaTTAN Contacts

- Lisa Hampe, BSE Adviser, lihampe@pa.gov
 - Statewide assessment, accommodations for general assessment, alternate assessment, alternate eligible content, etc.
- Lynda Lupp, PaTTAN Statewide Assessment Coordinator, llupp@pattan.net
 - Statewide assessment, accommodations for general assessment, alternate assessment, alternate eligible content, etc.

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.