

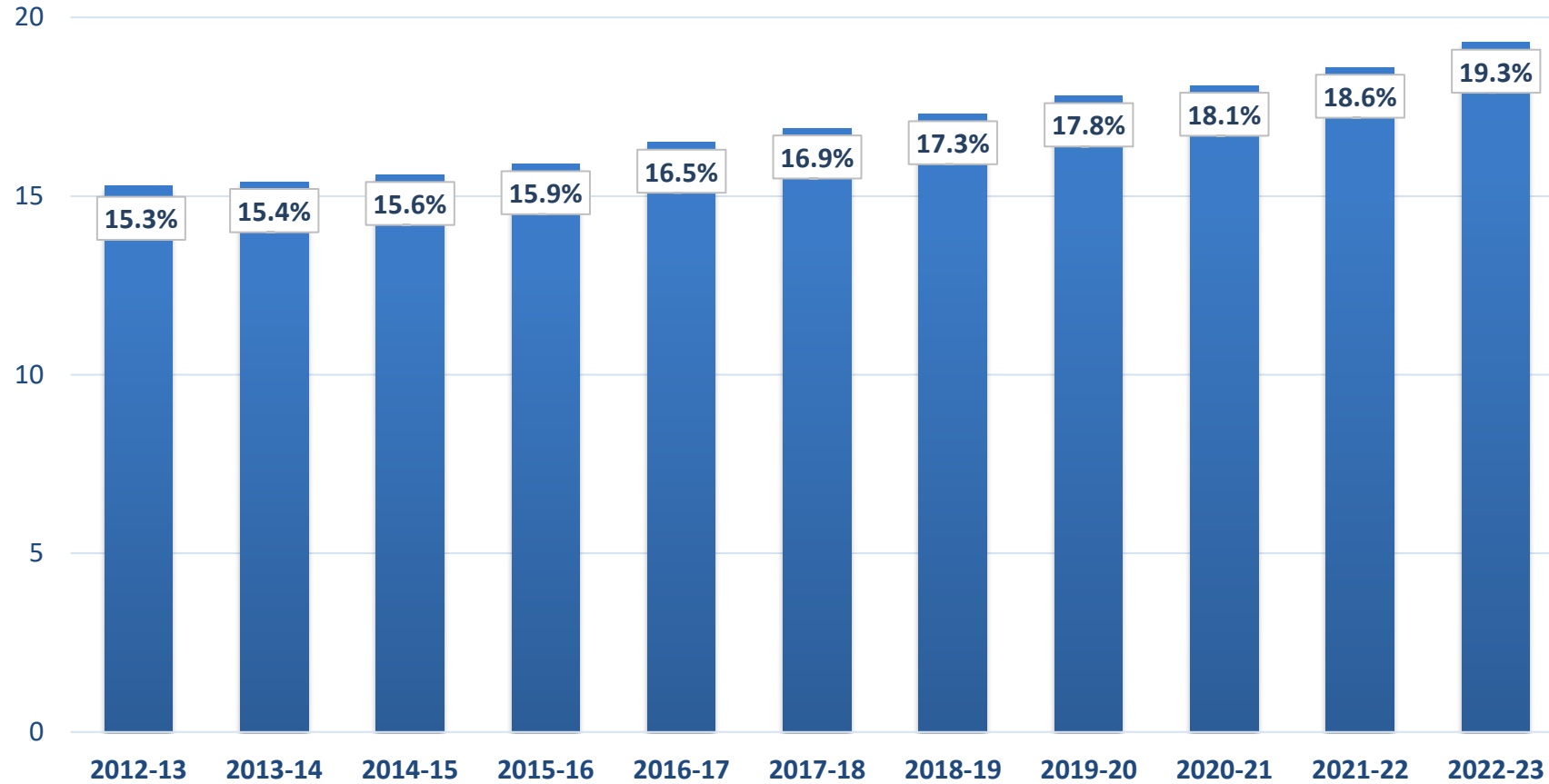
State Task Force BSE Updates

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March 20, 2024

Percentage of School-Age Students Receiving Special Education Services

2012-13 through 2022-23



Pennsylvania Seven Year State Trend Data as of 12/1 Count

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total Enrollment | 178,530 | 1,721,195 | 1,723,405 | 1,724,693 | 1,698,870 | 1,684,754 | 1,680,038 |
| Total Special Education | 283,145 | 290,986 | 297,644 | 307,827 | 307,594 | 313,618 | 324,720 |
| Percent Special Education | 16.50% | 16.90% | 17.30% | 17.85% | 18.11% | 18.62% | 19.33% |
| Autism | 30,222 | 31,999 | 33,640 | 35,835 | 37,072 | 39,589 | 42,874 |
| Deaf-Blindnes | 53 | 59 | 57 | 63 | 57 | 65 | 75 |
| Emotional Disturbance | 24,179 | 24,899 | 25,313 | 26,262 | 26,065 | 25,234 | 25,531 |
| Hearing Impairment | 2,717 | 2,709 | 2,601 | 2,683 | 2,646 | 2,590 | 2,568 |
| Intellectual Disability | 18,415 | 18,668 | 18,744 | 19,293 | 19,071 | 19,542 | 19,989 |
| Multiple Disaiblities | 3,100 | 3,142 | 3,076 | 3,096 | 3,043 | 2,996 | 3,046 |
| Orthopedic Impairment | 698 | 707 | 674 | 699 | 690 | 670 | 692 |
| Other Health Impairment | 42,057 | 45,717 | 48,695 | 52,282 | 53,547 | 56,022 | 58,942 |
| Specific Learning Disability | 118,424 | 119,158 | 120,717 | 122,556 | 120,436 | 122,012 | 124,261 |
| Speech or Language Impairment | 41,504 | 42,189 | 42,435 | 43,358 | 43,310 | 43,259 | 45,080 |
| Traumatic Brain Injury | 644 | 662 | 643 | 623 | 602 | 597 | 613 |
| Visual Impairment including Blindness | 1,132 | 1,077 | 1,049 | 1,077 | 1,055 | 1,042 | 1,049 |



LRE Data Trend

| Year | Inside Regular Class 80% Or More of the Day | Inside Regular Class 40-79% of the Day | Inside Regular Class Less Than 40% of the Day | Other Settings |
|-------|---|--|---|----------------|
| 16-17 | 62.37% | 23.24% | 9.01% | 4.90% |
| 17-18 | 61.97% | 23.48% | 9.27% | 4.86% |
| 18-19 | 61.52% | 23.97% | 9.39% | 4.77% |
| 19-20 | 61.48% | 23.77% | 9.62% | 4.81% |
| 20-21 | 62.08% | 23.11% | 9.80% | 4.70% |
| 21-22 | 61.81% | 23.57% | 9.89% | 4.43% |
| 22-23 | 61.59% | 23.65% | 9.99% | 4.37% |



ODR Data Updates

| Date Range | Statewide |
|---|-----------|
| Due Process Requests | |
| 7/1/2023-1/31/2024 | 520 |
| 7/1/2022-1/31/2023 | 538 |
| 7/1/2021-1/31/2022 | 635 |
| 7/1/2020-1/31/2021 | 472 |
| 7/1/2019-1/31/2020 | 634 |
| 7/1/2018-1/31/2019 | 553 |
| Mediation Requests | |
| 7/1/2023-1/31/2024 | 255 |
| 7/1/2022-1/31/2023 | 238 |
| 7/1/2021-1/31/2022 | 206 |
| 7/1/2020-1/31/2021 | 168 |
| 7/1/2019-1/31/2020 | 232 |
| 7/1/2018-1/31/2019 | 186 |
| IEP Facilitation Requests | |
| 7/1/2023-1/31/2024 | 78 |
| 7/1/2022-1/31/2023 | 56 |
| 7/1/2021-1/31/2022 | 21 |
| 7/1/2020-1/31/2021 | 36 |
| 7/1/2019-1/31/2020 | 49 |
| 7/1/2018-1/31/2019 | 59 |
| Resolution Meeting Facilitation Requests | |
| 7/1/2023-1/31/2024 | 6 |
| 7/1/2022-1/31/2023 | 4 |
| 7/1/2021-1/31/2022 | 7 |
| 7/1/2020-1/31/2021 | 1 |
| 7/1/2019-1/31/2020 | 5 |
| 7/1/2018-1/31/2019 | 5 |

SUPPORT REQUESTS MODEL

In addition to collaboration with state and local partners for ongoing projects and grants, educational entities (school districts, charter schools, approved private schools and intermediate units) throughout the commonwealth request systemic, critical, emergent or general professional development support from PaTTAN.



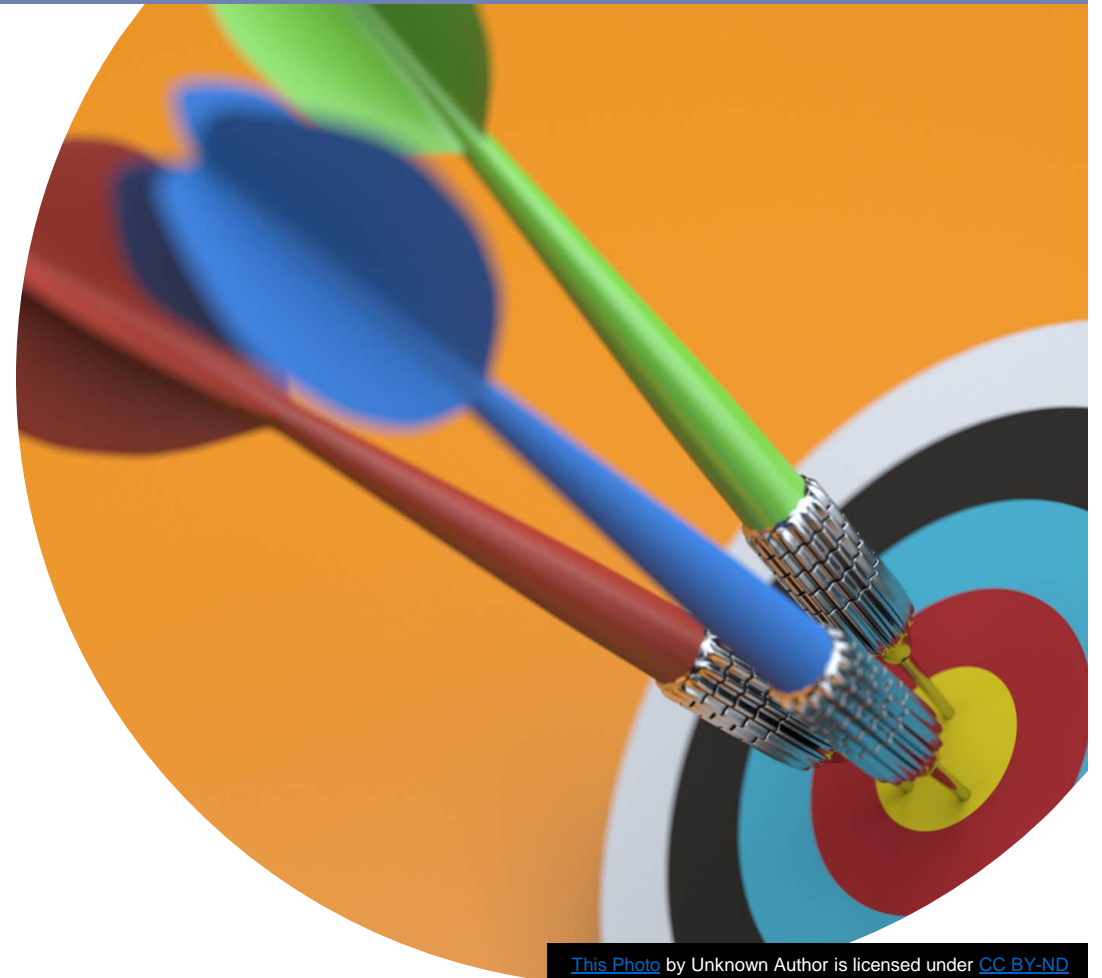
▶ APR UPDATES



2023-2024

TARGETED PROJECTS

- Media Campaigns
- Mentoring Project
- Networking
- NEW: Learning Institutes



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MEDIA CAMPAIGNS

2022-2023



Career Exploration Fact Sheets:

- [Paraprofessionals](#)
- [Assistive Technology](#)
- [Teachers of the Visually Impaired](#)
- [Orientation & Mobility Specialists](#)
- [Educational Roles Supporting Students with Significant Cognitive Disabilities](#)

Career Exploration Fact Sheets:

- Behavior Specialists
- Deaf/Hard of Hearing
- Special Education Teachers
- Speech & Language Pathologists
- Plus 2022-23 Roles – Added Video Clips



2023-2024

APR NETWORKING AND LEARNING COMMUNITIES

- Autistic Support Teachers
- Corrections Education Teachers and Administrators
- Educational Audiologists
- Educational Interpreters
- Emotional Support Teachers
- Orientation and Mobility Specialists
- Paraprofessionals



2023-24 ATTRACT - PREPARE - RETAIN

NETWORKING AND LEARNING COMMUNITY OPPORTUNITIES

JOIN IN CONVERSATIONS WITH FELLOW SPECIAL EDUCATION PERSONNEL AND BUILD CONNECTIONS WITH OTHERS WHO SHARE SIMILAR JOB RESPONSIBILITIES.

SCHOOL PSYCHOLOGY

THE FOLLOWING APR SERIES WILL SERVE AS A VENUE TO SHARE EFFECTIVE PRACTICES, ENGAGE IN PROBLEM-SOLVING, AND LEARN FROM ONE ANOTHER.

These networking and learning communities are designed for special education personnel to collaborate and grow professionally.

We look forward to connecting with you this year!

SCHOOL PSYCHOLOGISTS: PANEL DISCUSSIONS AND BREAKOUT ROOM CONVERSATIONS

This series will provide school psychologists with the opportunity to learn alongside one another on the following timely topics: Enhancing Consultation Skills to Improve Outcomes for Students; Crisis Prevention; Threat and Risk Assessments; and Supporting Best Practices for Assessment of English Learners. Each session will take place from 11:00 AM - 1:00 PM.

- **NETWORKING DATES:** October 13, January 26, and April 26
- **CONTACT:** Erica Kaurudar, ekaurudar@pattan.net
- **REGISTRATION:** Locate the date(s) on the PaTTAN training calendar to register.

- School Psychologists
- Special Education Administrators
- Special Education Teachers
- Speech Language Pathologists
- Teachers of the Deaf
- Teachers of the Visually Impaired



NEW PROJECT: APR LEARNING INSTITUTES

Format:

- In-Person workshops
- Role-alike personnel
- “Make and Take”

2023-24 ATTRACT - PREPARE - RETAIN
LEARNING INSTITUTES

REGISTRATION
Locate the date(s) on the PaTTAN training calendar to register!



THESE IN-PERSON WORKSHOPS are designed for special education personnel to practice, design, and/or develop tools and strategies for immediate use in their schools.

APR LEARNING INSTITUTE FOR EDUCATORS
DESIGNING FLEXIBLE OPTIONS FOR SUCCESSFUL LEARNING
Are you looking for ways to get ahead of the curve with lesson planning? Do you need time to strategize or ideas for making your lessons more engaging? This session is designed for teachers to plan for student variability. During the session, you will identify barriers that exist in your learning environment that you can remove. Barriers can include understanding directions, completing independent work, and even working in groups. By coming to this session, you will practice setting clear goals for your students, you will design options for engaging students in their learning and explore ways for students to demonstrate their understanding of lessons you teach.
DATES AND TIMES: December 4 at PaTTAN East, December 5 at PaTTAN West, and December 11 at PaTTAN Central. Learning Institutes will take place from 1:00 PM - 4:00 PM.
CONTACT: Lauren Lutz, llutz@pattanpgh.net

APR LEARNING INSTITUTE FOR TRANSITION COORDINATORS
USING TRANSITION ASSESSMENT TO INFORM THE IEP PROCESS
Transition assessment is the driving force behind effective transition planning. During this interactive workshop, transition coordinators will explore different assessment resources available both within PA and nationally. In addition, tips and tricks for integrating transition assessments to develop compliant and effective transition IEPs will be shared.
DATES AND TIMES: November 2 from 9:00 AM - 12:15 PM at PaTTAN Central, November 2 from 11:45 AM - 3:00 PM at PaTTAN East and PaTTAN West.
CONTACT: Ryan Romanoski, rromanoski@pattan.net

APR LEARNING INSTITUTES FOR LEADERS
CULTIVATING ENVIRONMENTS TO PROACTIVELY SUPPORT STUDENTS WITH COMPLEX NEEDS
This learning institute will include four 30-minute workshops that participants will rotate through on the following topics:

- Fostering Family Engagement and Sense of Belonging
- Supporting Successful Post-Secondary Outcomes
- Providing High-Quality Instruction for Students with Complex Instructional Needs
- Proactively Planning for Access and Meaningful Participation Across All School Settings

The learning institute will provide active work time for administrators and leaders to establish goal areas and how they will measure success.
DATES AND TIMES: October 24 at PaTTAN West, November 8 at PaTTAN East, and November 29 at PaTTAN Central. Learning Institutes will take place from 10:00 AM - 2:00 PM.
CONTACT: Meredith Penner, mpenner@pattankop.net

SPEECH LANGUAGE SERVICES 101 FOR ADMINISTRATORS
Intermediate Unit and district administrators/supervisors are responsible for a wide breadth and depth of special education settings, programs, interventions, disciplines, and professionals. Administrators are invited to join this learning institute to discuss issues unique to speech language programs, students with speech-language disorders, and speech language professionals. All administrators/supervisors from speech language experts to those without the background in speech-language pathology are welcome. This institute will be a quick-paced opportunity to learn more about medical vs. educational speech-language evaluation and treatment, evaluation, and the IEP Process for Speech Language impairments, eligibility and dismissal criteria, managing caseloads, and other hot topic issues. Participants will leave with connections to other supervisors in their region as well as resources related to speech language pathology.
DATES AND TIMES: January 8 from 9:00 AM - 3:00 PM. Registration will be available soon.
CONTACT: Beth Christopher, bchristopher@pattan.net

APR LEARNING INSTITUTE FOR PARAPROFESSIONALS
STRATEGIES TO IMPACT STUDENT ENGAGEMENT AND RAPPORT
During this in-person session, paraprofessionals will learn about effective management strategies to use in their classrooms under the direction of their IEP team members. Paraprofessionals will learn strategies to promote student motivation that keeps students on task and focused. They will also learn and practice ways to increase student independence and decrease prompt dependency. All strategies can be used when they return to school on Monday!
DATES AND TIMES: December 9 at PaTTAN East, January 6 at PaTTAN Central, and January 13 at PaTTAN West. Learning Institutes will take place from 9:00 AM - 11:00 AM.
CONTACT: Tammy Bertel, bertel@pattankop.net

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▶ APR GRANT OPPORTUNITIES



- Developing Future Special Educators
- School Psychology Paid Internships for Out-of-State Graduate Students
- Accelerated Program for PK-12 Special Education Teacher Certification
- Promoting American Sign Language
- Paraeducator Preparation Pathways

Resources and Contacts

Resources:

- APR Repository

<https://sites.google.com/pattan.net/pa-apr/home>

- PaTTAN Website

<https://www.pattan.net/>

Contacts:

- Carol Good

cgood@pattanpgh.net

- Christine Moon

cmoon@pattanpgh.net



Other BSE Updates

- DIF Grant
- Inclusive Curriculum Pilot

PASA 1% Compliance

PA 1% Compliance

- PDE received a letter from USDE in October 2023 placing the state in ‘high risk’ status for continuing not to meet the 1% compliance federal regulation. A required improvement plan has been submitted.
- LEAs who continue to exceed the 1% threshold can expect additional measures of oversight and monitoring by the BSE.
- [ESSA 1.0 Percent Threshold Justification Requirements \(pa.gov\)](#)

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 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/ Keystone with or without accommodations, as determined appropriate by the IEP team.

| | | |
|---|---|--|
| 1 ____ YES Will the student be in grade 2, 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 IEP and the PASA digital system must coincide 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 expectations by a significant reduction in depth, breadth, and complexity of grade-level standards as measured 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



9/18



pennsylvania
DEPARTMENT OF EDUCATION

PASA Eligibility: What does the data say?

- Criteria # 1 confirms the student is in a tested grade level
 - 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?

PASA Eligibility: What does the data say?

- 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?

- 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?

- 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.
- If student is not eligible for alternate assessment, what accommodations should be considered for the PSSA/Keystone?