

2021-22 PASA Getting Ready: Annual PASA Updates & 1% Threshold Compliance for LEAs

➤ PASA Getting Ready

Overview

- Assessment Overview
- Instruction and Assessment Calendar
- Enrollment
- Eligibility
- Information for Families
- 1.0% Threshold Requirements for LEAs



Assessment Design and Blueprints, Assessment Coordinator Role
and Communications

ASSESSMENT OVERVIEW

▶ PASA Getting Ready

Vendor

- Dynamic Learning Maps (DLM) continues to serve as the PASA assessment vendor for the 2021-22 school year
- [Dynamic Learning Maps \(DLM\) Website](#)
- [PA DLM Homepage](#)



➤ PA Alternate System of Assessment

PASA DLM Tested Subjects/Grades

TESTED SUBJECTS	TESTED GRADES
ELA (Reading and Writing)	3-8 and 11
Math	3-8 and 11
Science	4, 8 and 11

▶ PA Alternate System of Assessment

PASA Blueprints – Tested Content

Students are tested on alternate eligible content aligned to PA Core/Academic Standards. (*DLM's terminology is essential elements.*)

- [Blueprint for English Language Arts](#)
- [Blueprint for Math](#)
- [Blueprint for Science](#)

PA Alternate System of Assessment

PASA DLM Design

- Assessments are designed to maximize accessibility for students with significant cognitive disabilities
- English Language Arts and Mathematics contains **5 levels of complexity** or linkage levels.
- Science has **3 levels of complexity**.
- Writing has **2 levels of complexity**.
- Testlets (shortened, chunked tests)
 - Adaptive
 - Online delivery and teacher administered (lower levels) or online delivery and administration with teacher support (higher levels)



➤ PA Alternate System of Assessment

Individualizing Testlets and Accessibility

Prior to testing *the test administrator* completes two online questionnaires for each student to ensure individualization and accessibility:

- **First Contact Survey**
 - Responses by test administrator determine the first level of testlet delivered
 - Testing system adjusts level of each testlet delivered based upon student performance
 - Affects if testlet is delivered via online system or teacher directed
- **Personal Needs and Preferences (PNP) Profile**
 - Responses by test administrator determine accommodations and accessibility features provided

*See [Accessibility Manual](#) and [Test Administration Manual](#) for more details.



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PA Alternate System of Assessment

PASA DLM Accessibility Features

- Unique accessibility tools and supports to meet student needs and preferences are available. Some are provided by the online assessment system and others are teacher provided.

On-Line	Teacher Provided
Spoken Audio	Read Aloud
AT/Switches	AT/Switches
Color Overlays	Manipulatives
Braille (varies by content and level)	White boards



➤ PASA Getting Ready

PASA Assessment Coordinators (ACs)

- LEAs and service providers must identify a PASA AC.
 - Receives all communications from the PA Alternate Assessment Team on the enrollment process, training, procedures associated with test administration, available score reports, etc.
 - Required to manage each step of the enrollment process, ensuring that data are accurate and timely, assessors are trained, and testing remains on schedule during the assessment window

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PASA ACs

- 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(s) with decision making authority** for the LEA or service provider
 - *A local education agency or service provider may choose to have more than one PASA AC. However, each PASA AC **must** have individual log in credentials.*

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PASA AC Communications

- Email communications from the PA Alternate Assessment Team are sent to PASA ACs routinely.
- Emails come from alternateassessment@pattan.net.
- This email serves as the PA Help Desk for PASA.
- Email alternateassessment@pattan.net immediately to update the PASA AC listserv if you are new to the role or have changes.
 - Provide first name, last name and email address.
 - Provide notification of any ACs no longer serving in the role who need removed from the system.

➤ PA Alternate System of Assessment

Score Report Information

- [Score and Reporting Resources](#)
 - [Sample score reports for ELA, Math and Science](#)
 - [Parent Interpretive Guides](#)
 - [Parent Cover Letters](#)
- [Talking with Parents About Score Reports](#)
- [Supporting Teacher Use of Score Reports](#)
- [Video About Score Reports](#)



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2020-21 Score Reports

- Electronic score reports available in the Kite Educator Portal on December 3, 2021 for PASA ACs.
- January 28, 2022 - printed 2021 score reports will be mailed to the service provider who administered the test.
 - 1 black and white copy school
 - 1 color copy for the parent/guardian
 - ***The service provider must ensure the LEA receives a copy of the student's score report.***

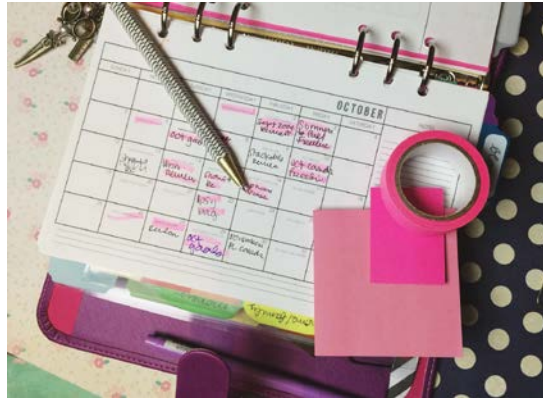
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Important Websites

- [PaTTAN PASA](#)- includes all emails to PASA ACs, calendar, and other resources from the PA Alternate Assessment Team
- [Dynamic Learning Maps \(DLM\)](#)- homepage with test updates, news, test design information, opportunity to volunteer for test activities
- [Pennsylvania DLM homepage](#)- provides all DLM specific information (e.g., manuals, video tutorials, access to trainings, etc.)
- [BSE Assessment](#)- provides PASA information and 1% threshold requirement information



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PASA DLM 2021-2022

INSTRUCTION AND ASSESSMENT CALENDAR

➤ PASA Getting Ready

2021-22 PASA DLM Instruction and Assessment Calendar



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Important 2021-22 PASA Dates

PASA Activity	Dates
<ul style="list-style-type: none">Data review: Using IEP data system/IEPs, collaborate with PIMS Coordinators to ensure PASA eligible students are entered in PIMS per PIMS timelines, PIMS data matches IEP data system/IEPs, and are coded correctly in Field 212. <i>A PIMS Report must be used to upload students into the enrollment system this year.</i>	October 25 – December 1, 2021
<ul style="list-style-type: none">Enrollment Window	January 5- March 7, 2022
<ul style="list-style-type: none">Test Administration Window	March 14- May 20, 2022
<ul style="list-style-type: none">Electronic Score Reports Available in Kite Educator PortalPrinted Score Reports Mailed	August 2022 September 2022

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Email No. 1 - Guidance to PASA ACs for the 2021-22 PASA Test Cycle

- [Email No. 1 for PASA ACs \(2021-22\)](#)
- **October 1 – December 2:** Assessment Coordinators/DTCs **MUST NOT** access Kite Educator Portal. *Editing data during this timeframe will result in corruption of the 2020-21 data and affect score reporting.*



Frequently Asked Question: Training

- If an assessor completed the Required Test Administration Training (RTAT) last year, must they complete updated training this year to administer the test?
 - *Yes. The assessor must complete a refresher RTAT which is an abbreviated version of the original before they can test in the Spring.*
 - *Assessors who tested students in August/September of this year completed the training already.*
 - ***Training for all others can be completed starting December 3, 2021.***
 - *New assessors that never completed the initial RTAT will complete the full initial version*



PASA Getting Ready

Training Hours by Role

PASA AC	Hours
PASA Getting Ready	1
*DLM Data Management	2
Charting the Course	3
RTAT (refresher)	1.5
Lessons Learned	1.5
Supporting BVI	1
Total	10

PASA Assessor	Hours
Charting the Course	3
*RTAT (refresher)	1.5
*Lessons Learned	1.5
Supporting BVI	1
Total	7

*** Required**



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Quick Start Guides

- Two guides – one for ACs and one for Assessors
- Interactive, PA specific resource with step-by-step instructions and supporting links for enrollment, training, and test administration procedures
- Will be updated and available prior to the enrollment window.
- Available on [PaTTAN PASA web page](#) under Resources

PASA Getting Ready



Procedures and Milestone Dates

ENROLLMENT



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Enrollment: Required Use of PIMS Report

- **WHAT?**

- **NEW!** - PASA ACs **are required** to use the PIMS PASA Report (formerly known as the 'Cognos' report) for the data on the student template this year. Required Data Management Training for PASA ACs will provide details of procedures. **Records must not be entered manually into the template or the Kite Educator Portal.**

- **WHEN?**

- **December 3, 2021- January 5, 2022:** download PIMS PASA report and complete roster template Review data in PIMS Report with IEP data. Ensure all data matches – especially grade level. Make corrections accordingly.
- **January 5, 2022- March 7, 2022:** Template upload for students and rosters



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Enrollment: Required Use of PIMS Report (continued)

- **WHY?**
 - Accountability is based upon PIMS data. Enrollment data must align to PIMS for participation and performance to count and be attributed correctly.
- **WHO?**
 - PASA ACs, Special Education Directors and PIMS Data Managers must work collaboratively to
 - Ensure Field 212 accurately identifies students eligible for the PASA
 - Ensure that the data for the PASA eligible students in PIMS (Field 212) matches IEP data system prior to data uploaded onto the student enrollment template.

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Enrollment: Procedures for Data Review

All PASA ACs must view the 'DATA MANAGEMENT' training modules prior to enrolling students.

- Ensure that PASA eligible students are identified accurately in PIMS in **Field 212 – PASA participation**
- Access the PIMS PASA report (available in December)
- Check PIMS report and correct data in PIMS as needed before re-running report and uploading it in the Kite Portal.
 - Ensure all eligible students are identified and all data is accurate (e.g., names, birthdates, grades, PA Secure ID).
- The PA Alternate Assessment Team will collaborate with Licensed Private Academic schools and others who do not report directly in PIMS to generate the student template

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Enrollment – Milestone Dates

- **October 1, 2021- December 2, 2021:** PASA ACs/DTCs must not access the system
- **December 3, 2021:** begin updating users in the Kite Educator Portal
- **December 3, 2021- January 5, 2022:** download PIMS PASA report and complete roster template
- **January 5, 2022- March 7, 2022:** template upload for students and rosters
- **March 14, 2022 – May 20, 2022:** PASA Test Administration Window

PASA Getting Ready



Applying Eligibility Criteria in Decision Making

PASA ELIGIBILITY REVIEW



PASA Getting Ready

Alternate Assessment – Alternate Academic Achievement Standards (AA-AAAS)

- 99% of all students eligible for testing are required to participate in general assessments.
- AA-AAAS eligible students (1% of total tested students) receive daily academic instructional content and assessments reduced in depth, breadth, complexity based upon alternate eligible content.
- Students display complex learning needs that present as having multiple disabilities, pre-intentional communication, augmentative or alternative communication, etc.



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Characteristics of Students Eligible for Alternate Assessment – Alternate Academic Achievement Standards (AA-AAAS)




This video can be accessed on the DLM homepage at [Educator Videos for Year End States](http://dynamiclearningmaps.org)




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Example: 7th grade math distal precursor released testlet

Judy likes geometry. She knows that some shapes have special names and symbols.




Judy draws a point. Which figure is a point?



BACK 

EXIT
DOES NOT
SAVE

NEXT 

[Released math testlets](#)



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Released Testlets and Levels of Complexity

[Math testlets](#) and [ELA testlets](#)

- 5 Levels - Initial Precursor, Distal Precursor, Proximal Precursor, Target, Successor

[Science testlets](#)

- 3 Levels - Initial Precursor, Proximal Precursor, Target



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Writing Testlet and Levels of Complexity

[Writing Testlet FAQ](#)

- 2 Levels
 - Initial and Distal Precursor linkage levels are combined in an emergent *writing testlet*.
 - Proximal Precursor, Target, and Successor linkage levels are combined in a conventional *writing testlet*.
 - Teacher evaluates students' writing.



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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

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PASA Eligibility Criteria

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

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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.

<p>1 — YES</p> <p>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?</p> <p>Additional consideration: The grade level listed for the student in the PASA and the PASA digital system must correlate to the assessment decision documented in the current IEP.</p>	<p>2 — YES</p> <p>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.</p> <p>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.</p>	<p>3 — YES</p> <p>Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings?</p> <p>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.</p>
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<p>4 — YES</p> <p>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?</p> <p>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.</p>	<p>5 — YES</p> <p>Does the student require substantial modifications to the general education curriculum?</p> <p>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.</p>	<p>6 — YES</p> <p>Does the student's participation in the general curriculum offer 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.</p> <p>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.</p>
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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 distress
- Impact of scores on accountability system
- Administrative decision

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PASA Eligibility Criteria

Guidance for IEP Teams



- Eligibility determinations need to be made on an individual basis and reviewed annually
- The answer to all six criteria must be 'yes' in order for the student to qualify
- The role of the IEP team is to confirm whether the student meets all criteria or not. The IEP team does not have the authority to change or override the state eligibility criteria

PASA Eligibility Criteria

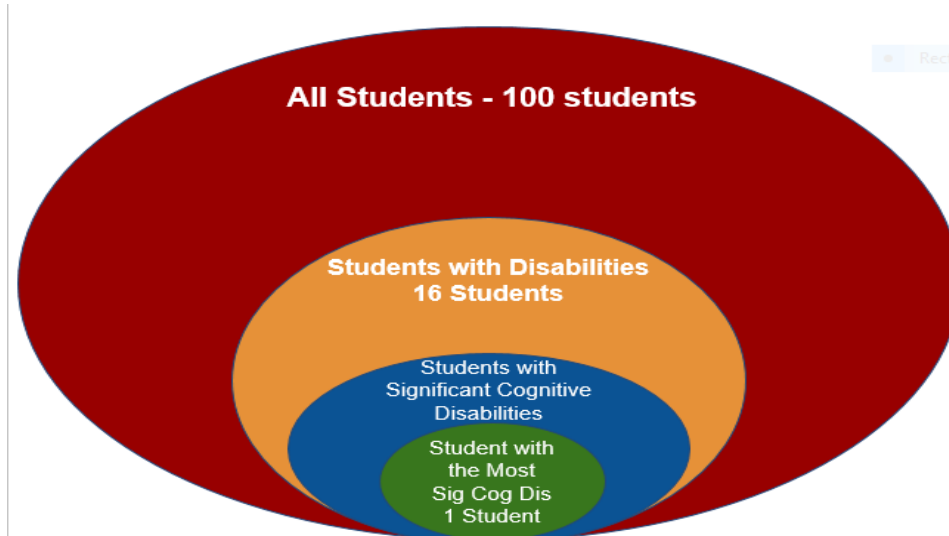
Guidance for IEP Teams



- 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.

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Defining the 'Most Significant Cognitive Disability'

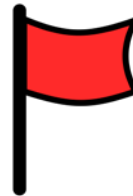


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Defining students with the ‘most significant cognitive disability’ (criteria #2)

Chapter 14 Primary Disability ‘Red Flags’

- Specific Learning Disability
- Speech and Language Impaired (as a primary)
- Emotional Disturbance



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Specific Learning Disability

- When an MDT (Multi-Disciplinary Team) qualifies a student with a primary disability of Specific Learning Disability, they rule out the presence on an intellectual disability.
- Therefore, do not meet the definition of a student with the 'most significant cognitive disability'

Specific learning disability. (a) General. "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. (b) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural or economic disadvantage



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Speech or language impairment (primary)

- Speech and Language Impairment is a communication disorder
- Speech and Language Impairment may be present as a secondary disability category for a student with a significant cognitive disability, but likely would not be the primary disability category

- “Speech or language impairment” means a **communication disorder**, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a child’s educational performance



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Emotional Disturbance

- Definition of emotional disturbance notes the condition cannot be explained by intellectual factors.
- Teams should remember the difference between adaptive and maladaptive behaviors when considering students who have an emotional disturbance.

- **“Emotional disturbance”** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (a) An inability to learn **that cannot be explained by intellectual**, sensory, or health factors. (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (c) Inappropriate types of behavior or feelings under normal circumstances. (d) A general pervasive mood of unhappiness or depression. (e) A tendency to develop physical symptoms or fears associated with personal or school problems. (f) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance under paragraph (B)(10)(d)(v) of this rule.



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Adaptive Behavior



To be considered a student with a most significant cognitive disability, students should demonstrate deficits in adaptive behavior.

- Personal care such as feeding, eating, toileting, dressing skills
- Communicating basic wants and needs
- Self-direction

Frequently Asked Question 1: Eligibility

The IEP team is reviewing PASA eligibility for a student with an Emotional Disturbance. The student shows cognitive delays but has average adaptive behavior skills. The behaviors of concern are more maladaptive in nature (e.g., shuts down, becomes combative in a testing situation). Can the team qualify the student for the PASA?

- *No. The IEP team must be able to answer 'yes' to all six PASA eligibility criteria in order for the student to take the PASA. Fear the student will act out during the assessment is not a reason to qualify the student for the PASA.*

Frequently Asked Question 2: **Eligibility**

The student has a primary disability of Specific Learning Disability and meets some of the PASA criteria, but not all six. However, the team feels the PASA would be the better suited test for this student. Can they qualify the student for PASA?

- **No.** *The IEP team must be able to answer ‘yes’ to all six PASA eligibility criteria in order for the student to take the PASA. The IEP team cannot change or override the state defined eligibility criteria.*

Frequently Asked Question 3: Eligibility

We have a student that took the PASA historically. The IEP team reviewed the criteria and determined she does not meet all 6. The student is in a full time Life Skills class and is not enrolled in a **Keystone trigger course** (i.e., Literature, Biology, Algebra 1). Can the team continue to qualify the student for PASA?

- *No. The IEP team must be able to answer 'yes' to all six PASA eligibility criteria in order for the student to take the PASA. Lack of enrollment in a Keystone trigger course does not make the student eligible for the PASA.*

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High School Students and Considerations for the IEP Teams in State Assessments

- For federal accountability purposes, the student must participate in the Keystone Exams (if not eligible for the PASA) by the 11th grade year.
- The student is not required to 'pass' the Keystone exams in order to graduate. The team should discuss the student's plan for graduation and determine if the Chapter 4 provision of graduating based upon IEP goals and objectives may be appropriate.



Test Participation Resources

ANSWERING QUESTIONS FOR FAMILIES

▶ PASA Getting Ready

PaTTAN PASA Publication

[PASA: Answers to Questions Frequently Asked by Families](#)



10/14/2021

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Dynamic Learning Maps Parent Resources

- [About DLM Assessments - Accessibility, Design, Who the Students Are, Communication Supports and More...](#)
- [Pennsylvania | Dynamic Learning Maps](#)
(filter for 'parent' specific information and find guides to understanding your child's score report)



Participation in Statewide Assessment

- Federal regulations continue to stipulate 95% of all students and 95% of students with disabilities must participate in statewide assessment.
- States were provided waivers to this requirement in 2020 and 2021 due to the pandemic.
- There is no current provision for a waiver from state assessment participation for 2022.

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Families Understanding Importance of Participation

- Due to the pandemic, not all students participated in the 2021 assessment.
- For 2022, schools must understand the importance *and significance* of participation in state assessment for all students, including those with disabilities.
- The significance should be communicated to families.
[NCEO: Reasons Why Students with Disabilities Should Take State Tests](#)

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Regulations and Testing Opt Outs

- There is no federal law allowing for opting out of statewide assessment for accountability (general or alternate).
- PA provides an opt out only for religious reasons.
 - Not participating in the assessment for religious reasons or other reasons (e.g., parent refusal) 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.
- Note: 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.

Parent Request for Religious Opt Out

[Religious Opt Out Procedure](#) by the parent is located in the appendix of the DLM PASA Assessment Coordinator Manual

- Request must be initiated by the parent, not the school.
- Parents no longer need to come on-site to view the test materials (see procedure for link to released testlets for online viewing)
- Documentation of the annual request is kept on file at the LEA



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Special Circumstance Codes

- Non-participating students must be coded in the Kite Educator portal by the PASA AC with a 'special circumstance code' during the testing window.
- All reasons for non-participation (except Medical Waiver) will count negatively toward the LEA's participation rate in final accountability data.



Federal Policy and State Guidance

ESSA 1% THRESHOLD

PASA Getting Ready

1% Threshold



- The Every Student Succeeds Act (ESSA) stipulates that states may not assess more than 1% of their total tested population on an alternate statewide assessment.
- PA historically assessed 2% of students on the PA Alternate System of Assessment (PASA).
- PA remains in corrective action with the US Department of Education for exceeding this federal regulation.
- More information on the 1.0 Percent Threshold and requirements for LEAs can be accessed on the BSE website: [1.0 Percent Threshold Requirements](#)

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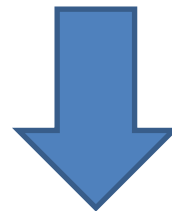
95% Participation Rate

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

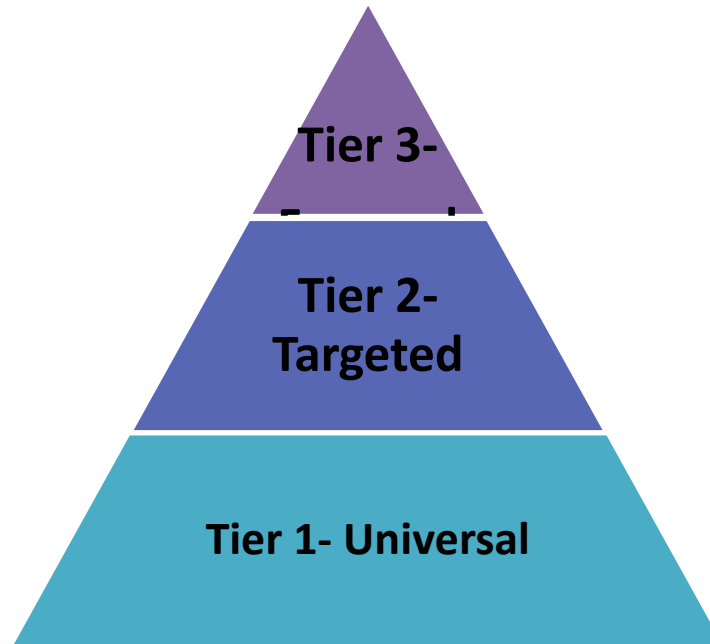


1% Threshold

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



PASA Getting Ready



Tiered System of Oversight and Monitoring to address the 1% Threshold with LEAs

PASA Getting Ready

Tier 1 – Universal Monitoring

Includes ALL LEAs

Tier 1- Universal

1.0 Percent Threshold LEA Justification

- LEA receives an email from BSE with a link to the justification survey in October 2021
- LEA completes the survey link by **December 31, 2021**

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1.0 Percent Threshold LEA Justification

- The contents of the survey can be accessed on the BSE website

1.0 Percent Threshold LEA Justification



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The 1.0 Percent Calculation:

$$\frac{\text{\# of students enrolled to take the PASA}}{\text{\# of students enrolled in grades 3-8 and 11}} \times 100 = \text{PASA \%}$$

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

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

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1% Justification Survey

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

Anticipated percentage:

8. Does the LEA anticipate exceeding the 1.0 percent threshold of students who will participate in the PASA for the 2020-21 school year?

☐

No – the LEA is not required to complete the remainder of the survey. Please submit questions 1-8 via the survey link above by the due date.

☐

Yes – the LEA must complete the remainder of the survey and submit the complete justification via the survey link above by the due date.



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LEAs Anticipating Exceeding the 1%

- Review participation data by disability category and identify 'red flags'
- Special programs or circumstances
- How does the LEA ensure IEP teams adhere to the state criteria
- Small enrollment (defined as less than 100 total students in tested grades)
- Additional variables

* *Keep signatures on file at the LEA*

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LEA 1% Justification Survey

- LEA's must include students they have placed outside of the district in their calculation
- Use the PIMS Report to determine the anticipated PASA participation percentage rate for 2022
- **Reminder:** Enrollment file cannot be uploaded in the Kite Portal until January

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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.

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LEA Justification Public Posting

- LEAs will determine method/manner for making the justification information publicly available.
 - Example: LEAs may include a statement regarding their justification submission on the district webpage
- Ensure the appropriate point of contact is identified for questions.

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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 submit 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 2021-22 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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PASA Getting Ready

Tier 2 - Targeted Monitoring

LEA's are identified by the BSE as Tier 2 status



Tier 2- Targeted

Tier 2 LEAs

- The BSE will notify LEAs of Tier 2 status in January 2022
- The notification will come via an email to the Special Education Administrator associated with the LEA
- Required actions and due date will be identified in the notification

PASA Getting Ready

Tier 3- Focused

Small Number of LEAs will
be identified by BSE



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



State and Federal

RESOURCES AND CONTACT INFORMATION

▶ PASA Getting Ready

National Center on Educational Outcomes (NCEO) Resources

- [2021-22 FAQs About Testing Children with Disabilities](#)
- [1% Tool Kit](#)



➤ PASA Getting Ready

Dynamic Learning Maps (Vendor)

For information about test design, assessment and instruction resources, text exemplars, access to training and professional development, manuals, technology requirements, etc.

- [DLM website](#)
- [PA DLM website](#)



➤ PASA Getting Ready

PA Alternate Assessment Team and PA Resources

- For questions on enrollment, student transfers, exits within the DLM Kite portal email alternateassessment@pattan.net
- [PaTTAN PASA website](#)
- [PaTTAN Significant Cognitive Disabilities website](#)
- [Family Resources for Students with Complex Learning Needs](#)

PASA Getting Ready



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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.

