



Getting Ready: Annual PASA Updates

November 20, 2017

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PASA Getting Ready

Presentation Overview

- ESSA Regulatory Guidance
- Eligibility Criteria
- Guidance for IEP Teams
- State 1.0 percent Cap
- LEA 1.0 percent Cap Waiver Application
- PASA Enrollment and Test Administration Updates
- Alternate Eligible Content and Instructional Resources

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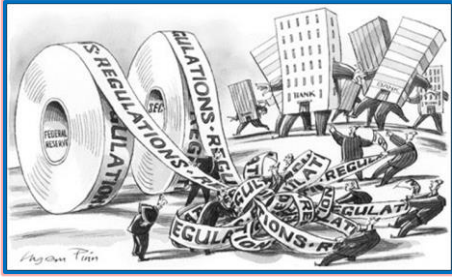
PASA Getting Ready

Understanding Eligibility and Participation

ESSA OVERVIEW

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1% Cap

- ESEA/NCLB:
 - Participation was not limited but 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 (which equals about 10% of students with disabilities) can participate in a state's alternate assessment
 - Calculated for each subject area

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ESSA Implications

- Participants in the PASA will need to be examined more closely ensuring that only the students with the most significant cognitive disabilities participate
- States are following the guidance set forth by USDOE May 2017
- States are following guidance in a webinar, PowerPoint presentation, and publication developed by the National Center on Educational Outcomes
 - <https://nceo.info/>

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Recommended Strategies for Meeting the Cap

1. Gather district and school data on current participation rates in the alternate assessment
2. Gather data on the characteristics of students participating in the alternate assessment
3. Create or examine a state definition of "students with the most significant cognitive disabilities" and revise guidelines, as needed, for determining whether a student should participate in the alternate assessment

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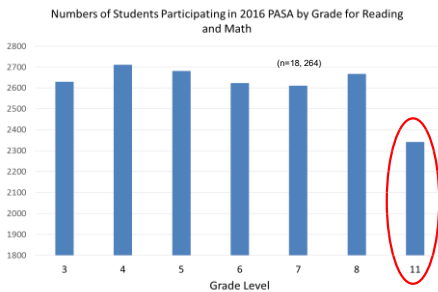
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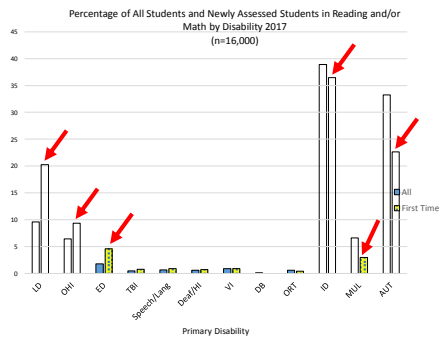
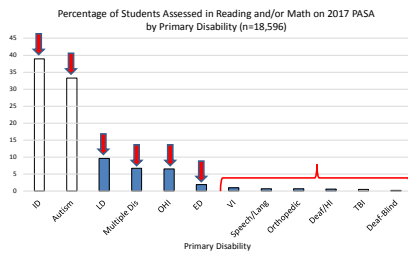
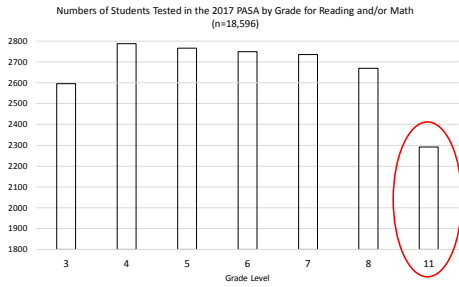


Recommended Strategies for Meeting the Cap

4. Provide professional development for IEP team members and other educators on the nature of the alternate assessment and who should participate in it
5. Provide information sessions for parents of students with disabilities so that they can participate in the IEP decision making process about the assessment in which their child participates

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PASA Eligibility Criteria: Stakeholder Feedback

Survey Window: 8/29/17 – 11/8/17
Link to survey: <https://www.surveymonkey.com/r/PASAEligibility>
Total Participants: 443

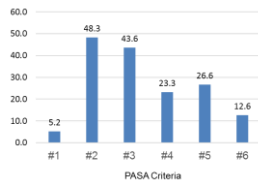
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Is Criterion clearly written/useful in determining eligibility for PASA?

Criterion	Frequency	Percent
#1	23	5.2
#2	214	48.3
#3	193	43.6
#4	53	12.6
#5	118	26.6
#6	59	13.3

PASA Criteria	
#1	By September 1 of the school year in which the IEP will be operative, will the student be in grades 3, 4, 5, 6, 7, 8, or 11?
#2	Does the student have significant cognitive disabilities?
#3	Does the student require intensive instruction to learn?
#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?
#5	Does the student require substantial modifications of 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 (i.e., different objectives, materials or activities)?

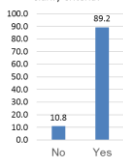
Percentage of 'No' Responses to:
Is Criteria Clearly Written/Useful?



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Would enhancements help to clarify the PASA Eligibility Criteria for IEP Teams?		
No	Frequency	Percent
Yes	45	10.2
No	398	89.8
Total	443	100.0

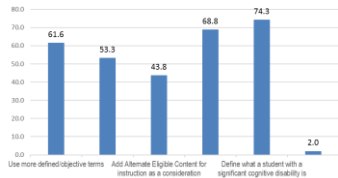
Would Enhancements Clarify Criteria?



Which enhancements are needed? (Check all that apply.)

	Frequency	Percent
Use more defined/objective terms	273	61.6
Provide companion document to explain/support PASA Eligibility Criteria	236	53.3
Add Alternate Eligible Content for instruction as a consideration	194	43.8
Provide resource document with examples/non-examples of eligibility	305	68.8
Define what a student with a significant cognitive disability is	309	74.3
Other	9	2.0
Total	443	100.0

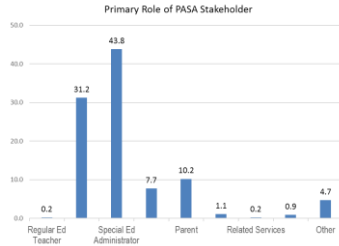
Suggestions to Enhance Utility of PASA Criteria



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What is your primary role as a PASA Stakeholder?

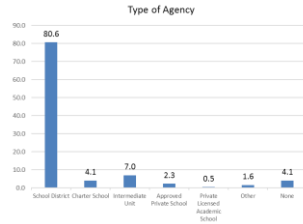
	Frequency	Percent
Regular Ed Teacher	1	0.2
Special Ed Teacher	138	31.2
Special Ed Administrator	194	43.8
Other Administrator	34	7.7
Parent	45	10.2
Advocate	5	1.1
Related Services	1	0.2
TA Provider	4	0.9
Other	21	4.7
Total	443	100.0



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What type of agency are you associated with in your role as a PASA stakeholder?

	Frequency	Percent
School District	357	80.6
Charter School	18	4.1
Intermediate Unit	21	4.7
Approved Private School	10	2.3
Private Licensed Academic School	2	0.5
Other	7	1.6
None	18	4.1
Total	443	100.0



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PASA ELIGIBILITY CRITERIA



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Eligibility Criteria

- A students with the most significant cognitive disability who meets the six eligibility criteria
- Eligibility is determined by the IEP Team based upon the six eligibility criteria
- A student who is in the assessed grades of 3-8 and 11 for English Language Arts/Math
- A student who is in the assessed grades of 4, 8 and 11 for Science

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PASA Eligibility Criteria

1. By September 1 of the school year in which this IEP will be operative, will the student be in grade 3, 4, 5, 6, 7, 8, or 11? **Yes/ No**
AND
2. Does the student have significant cognitive disabilities? **Yes/ No**
AND
3. Does the student require intensive instruction to learn? **Yes/ No**
AND
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? **Yes/ No**
AND
5. Does the student require substantial modifications of the general education curriculum? **Yes/ No**
AND
6. Does the student's participation in the general education curriculum differ substantially in form and/or substance from that of most other students (i.e., different objectives, materials, or activities)? **Yes/ No**

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IEP: Section IV State and Local Assessments (annotation)

- The IEP must contain an explanation of why the student cannot participate in the PSSA for Reading, Math, and Science or in the Keystone Exams for Literature, Algebra I, and Biology
- The IEP also must explain why the PASA is an appropriate assessment for the student.
- The IEP Team should reference the six eligibility criteria

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Example

The team has reviewed the six criteria for PASA participation to determine that Sadie is eligible to take the PASA.

- 1. She will be in the equivalent of 3rd grade by Sept 1st of the 2017-18 school year.
- 2. Sadie presents with a significant cognitive disability. Review of records indicate multiple disabilities that significantly impact intellectual functioning and adaptive behavior.
- 3. She requires intensive instruction based on the PA Alternate Eligible Content to learn.
- 4. Sadie requires extensive, repeated, and individualized instruction that is not temporary in nature to participate meaningfully and productively in every day life activities.
- 5. Sadie requires substantial modifications to the general education curriculum. Her annual goals and short term objectives are aligned to the PA Alternate Eligible Content.
- 6. Sadie's participation in the general education curriculum differs substantially in form and substance from that of most other students. While she participates with her general education peers, she utilizes alternate materials and activities in the third grade classroom.

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IEP Team Guidance...

- Students who are eligible to take the PASA must have Annual Goals and Short-Term Objectives in the IEP
- IEP Goals and objectives should be aligned to the Alternate Eligible Content

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IEP: Educational Placement (annotation)

- The annotated IEP provides questions that must be reviewed and discussed by the IEP Team when making decisions on educational placement of a child.
- Questions below are within VII. Educational Placement

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:



- The IEP Team would consider that instruction is aligned to the PA Alternate Eligible Content .

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PASA Eligibility Considerations

DO NOTs:

- Base the determination on how much time the student spends in the general education classroom.
- Make the determination based on disability category alone.
- Make decisions based on the 1% participation cap.
- Make a decision based upon the student not being successful in the general assessment.

DOs:

- Consider each of the six eligibility criteria in making the determination.
- Make the determination based on the severity of the student's cognitive needs.
- Make individualized IEP team decisions according to needs of each student.

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State and Local Requirements

ESSA 1.0 PERCENT WAIVER

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ESSA Requirements for States

- States anticipated to go over the 1.0 percent threshold must submit a waiver to USDOE at least 90 days prior to the start of the State's testing window: (Due: November 21, 2017)
- PA submits a waiver for the 2017-18 school year for ELA, Math, and Science
- Data was based on 2016-17 PASA participation which indicated a statewide average of 2.04%

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State Waiver

- The state waiver requires a plan and process by which the state will meet the 1.0 percent cap
 - Review and revise if necessary the guidelines for participation in the PASA
 - Monitor and regularly evaluate each LEA that exceeds the threshold to ensure sufficient training is provided
 - Address any disproportionality in the percent of students taking the alternate assessment

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LEA Requirements

- PA Department of Education, Bureau of Special Education has developed a process that includes completion of a mandated waiver application to be submitted by each LEA if it anticipates exceeding the 1.0 percent cap in the assessment year.

[2018 PASA Waiver Process Application](#)

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The Waiver Calculation

Determining the 1% participation cap of an LEA for students assessed on the PASA is found by the following calculation below:

The total number of student assessed on the PASA in grades 3-8 and 11
 Total number of students assessed in grades 3-8 on the PSSA, PASA grades 3-8 and 11,
 and Grade 11 Keystone

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PASA Getting Ready



The Waiver Calculation

Determining the 1% participation cap of an LEA for students assessed on the PASA is found by the following calculation below:

The total number of student assessed on the PASA in grades 3-8 and 11
Total number of students assessed in grades 3-8 on the PSSA, PASA grades 3-8 and 11, and Grade 11 Keystone

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The Waiver Calculation

Suggestions for helping in the determination include:

- PASA Assessment Coordinators should reference the PASA Digital site to determine the number of students enrolled in the upcoming testing window
- Districts should communicate with service providers to students served in out of district placements to determine if additional students are enrolled to take the PASA
- ALL students for which your LEA is the district of residence will be included in this calculation
- Keystone Exams Grade 11 – this is the number of students for whom a Keystone Exam score will be attributed for accountability purposes

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Timeline

- The district must submit the PASA Mandated Waiver Application to the Bureau of Special Education at least 30 days before the start of the PASA testing window if it anticipates testing more than the 1% cap.

Due: January 19, 2018



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PASA Waiver

- LEA's that completed a waiver last school year must complete a new waiver if they anticipate going over the 1 % cap again for the 2017-18 school year
- LEA's that are anticipated to exceed the cap and do not submit a waiver will be contacted by BSE

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Response

- The BSE will generate an automated email notifying the LEA that the waiver has been received.
- Following a review by the BSE, an acknowledgment letter will be mailed to the LEA.
 - If there are questions or concerns, a BSE representative will contact the person identified as the LEA's point of contact.



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BSE Actions if 1% Cap is Exceeded

- If identified by the BSE that an LEA has exceeded the cap, the LEA
 - May be subject to an 'desk audit'
 - Subject to additional training/oversight by the BSE

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2017-2018

PASA ENROLLMENT AND ADMINISTRATION UPDATES

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PASA



- A **new** website that includes PASA information for **ALL** content areas.
 - www.pasaassessment.org
- The PASA ELA and Math assessments will be delivered digitally through the website like PASA Science. Options for administration include:
 - Digital delivery
 - Hybrid delivery
 - Non-digital delivery
- Student test kits will continue to be mailed


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PASA



- The digital system requires the student answer responses to be entered into the system. Failure to enter student responses into the digital system will result in that student being marked as **NOT ASSESSED**.
- Schools are strongly encouraged to upload all recorded assessments digitally rather than submit media (SD cards, thumb drives, etc.)
- If needed, webcams are available through the vendor. A communication was recently sent out announcing availability.


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PASA Assessment Coordinator

- **NEW: A PASA Assessment Coordinator's (AC) Handbook has been developed. This is in addition to the Test Administration Manual.**
- The PASA AC Handbook is a key resource that should be used by the AC. *Available prior to test administration window.*
- The PASA AC Handbook, in coordination with the PASA Test Administration Manual, provides the AC with a full understanding of the alternate assessment system. These compliment the online training available through the digital website.

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PASA AC

LEAs and service providers must identify a PASA AC. The AC:

- Receives all communications from the PASA Project pertaining to the 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

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PASA AC

- The AC should serve as the primary contact to PDE, PaTTAN and PASA not the assessor.
- If the Director of Special Education is NOT the PASA AC, the enrollment system can copy the Director on correspondences to the PASA AC. LE contact information is entered into the system.
- It is imperative that the contact information for the PASA AC and Director is updated annually in the PASA enrollment system.
- Email communications will come to the LEA and/or service provider as pasapitt@edu. Please communicate with your IT department if firewall could be a concern in preventing receipt of important assessment related information.


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PASA Important Dates

Assessment Activity	Date
Enrollment	October 2-November 17
Test Administrator Training	January 2- February 16
Test Administration Window (all content areas within window)	February 19-April 13* 
Test Materials Returned to PASA	Due to PASA by April 27, 2018
Score Reports Mailed	August 17, 2018

**No student responses may be entered or student videos uploaded after this date*

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PASA Enrollment System Updates



- One enrollment system for ALL subject areas assessed
- The LEA is responsible for ensuring all PASA eligible students are enrolled and accounted for in the PASA enrollment system.**
- Additional information regarding the use of Braille has been added to the PASA enrollment site
- Additional information about communication devices is being collected
- The drop down menu for "home district" (district of residence) has been updated to reflect only LEAs

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PASA Enrollment System Updates – **NEW** Additional Features

Several additional features added to the digital system include:

- Allowing for assignment of different assessors for different content areas
- Provisions for testing in one content area but not another (e.g., student has a medical emergency during the ELA test, but is able to complete the math test)
- Allowing assessment coordinators access to more information to help monitor assessor progress during enrollment, training and testing (e.g., ACs can monitor completion of each step of assessment process – entering scores, uploading video, completion of supporting documentation)
- Individual score reports from the prior year have been provided in the digital system for the AC and Assessor to access.

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More Important and New Information



- Writing will be assessed on the ELA test this year, but the score will not count.
 - 20 reading items
 - 10 writing items
 - 4 field test items
- *30 items count toward the student's score
- A placement test is being developed for determining the Tier/Level at which to enter the PASA. This will be available for 2019.
- Student responses must also be entered digitally into the system or a score report will not be generated.

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PASA On-line Training

- On-line enrollment training was available to the AC (*enrollment window has closed*)
- All ACs and Assessors are required to complete the online training via the PASA digital site prior to test administration and sign the Test Security Affidavit
- No student test materials will be released until training modules and proficiency tests are complete and **security affidavits 'signed' electronically**
- One PASA Test Administration Manual for all subject areas PASA AC Handbook are available resources on the PASA digital site

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PASA Participation for EL Students

- English Language Learners (EL's) enrolled in a U.S. school after May 05, 2017 are considered to be in their first year in a U.S. school and are **NOT REQUIRED** to take the Reading/ ELA state assessment.
- EL's **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 of ELs in the PASA

- PASA Coordinators should have enrolled EL students during the PASA enrollment window
- 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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Enrollment of ELs in the PASA

- PASA Coordinators should have enrolled EL students during the PASA enrollment window
- 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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Test Security

- All ACs and Assessors will receive on-line training regarding test security.
- Information regarding test security is also available in the Test Administration Manual and Handbook for AC.
- Test security affidavits must be 'signed' electronically before test 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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Religious Exemption

- Religious exemption can be granted when the following steps occur:
 1. The student is enrolled in the PASA and a request is made to the vendor for materials to be provided to the LEA for review by the parent.
 2. The parent/guardian schedules a time with the LEA's AC to review the assessment. The parent/guardian must sign a confidentiality/non-disclosure form with the district to maintain test security [Pennsylvania Code Title 22 Chapter 4, section 4.4]. Test materials cannot be removed from school grounds. The district should maintain the signed confidentiality form.
 3. If after reviewing the assessment the parent/guardian does not want their student to participate, they must write a letter to the district requesting a religious exemption. The district shall maintain this letter.
 4. At the end of the testing window, the student's assessor (or assessment coordinator) indicates in the student's *PASA-Digital* record that the student was not assessed and selects "religious exemption" as the reason. This information is reported to the state.

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Request for 'Opting Out'

- There is **NO** provision for an IEP team to "exempt" or "opt out" a student from any state-wide assessment, including the PASA.
- **The LEA is responsible for ensuring all PASA eligible students are enrolled and accounted for in the PASA enrollment system.**
- Any student who does not participate in the PASA for religious reasons will be counted against the district's overall participation rate.
- Questions regarding this topic or managing complex student situations may be directed to Lisa Hampe at lihampe@pa.gov or Lynda Lupp at llupp@pattan.net

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QUESTIONS AND ANSWERS

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PASA Contact Information

PASA Project
 University of Pittsburgh
 5166 Wesley W. Posvar Hall
 230 S. Bouquet St.
 Pittsburgh, PA 15260

Phone: (412) 624-3034

**Messages returned within 48 hours*

Fax: (412) 648-7387

Email:

General inquiries and questions: PAStest@pitt.edu

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

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BSE and PaTTAN Contacts

- John Gombocz, BSE Policy Adviser, jgombocz@pa.gov
 - Policy related questions (ESSA, IDEA, etc.)
- 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.)

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For more information on the PASA please visit PDE's website at
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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.

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