

PASA Getting Ready 2018-2019

Annual PASA Updates

Webinar
September 25, 2018

➤ PASA Getting Ready

Presentation Overview

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

▶ PASA Getting Ready

Presentation Overview

- PASA Parent Requests
- PASA Reports
- ESSA Guidance – 1% Cap
- LEA Intensive Needs Review
- Questions and Answers



PASA ELIGIBILITY CRITERIA

▶ PA Alternate System of Assessment

Who Participates in the PASA?

- Students with the most significant cognitive disabilities who meet PA's 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

▶ PA Alternate System of Assessment



PASA Eligibility Criteria

- Pennsylvania's six eligibility criteria for the PASA have been updated for the 2018-2019 school year
- PASA Eligibility Decision-Making Companion Tool for IEP teams has been released as a PaTTAN publication
- The updated criteria and resource tool provide additional clarity and specifics to the six criteria
- Available on the PDE website and PASA website at www.pasaassessment.org

▶ PA Alternate System of Assessment

Updated Criteria Development

- The updated PASA eligibility criteria are intended to assist IEP teams in determining the students for whom the PASA is intended
- The updates are a result of feedback received by the BSE through a statewide survey and stakeholder forums

PASA Eligibility Decision Making Companion Tool

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?	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.	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 grade level listed for the student in the PWS and the PASA digital system must coincide to the assessment decision documented in the current IEP.	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.	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?	5 — YES Does the student require substantial modifications to the general education curriculum?	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: 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.	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.	Additional consideration: Students with the most significant cognitive disabilities likely require objectives, materials, prompting hierarchies, and teaching modalities different from the general education curriculum. The student's goals and objectives typically reflect the Alternate Eligible Content.

PASA eligibility determinations are NOT based on:

- IQ score or disability category alone (i.e., All students with an intellectual disability do not automatically qualify for the alternate assessment.)
- English Learner (EL) Status
- Poor attendance
- Expected poor performance on the general assessments
- Educational environment or instructional setting
- Low reading or achievement level
- Anticipated disruptive behavior or emotional duress
- Impact of scores on accountability system
- Administrative decision

▶ PASA Eligibility Criteria #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
- Review each of the six criteria and document accordingly in section IV of the IEP document
 - An updated IEP and annotated IEP document will be released to the field in the Fall 2018

▶ PASA Getting Ready



ENROLLMENT, TRAINING & TEST SECURITY

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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 digital system can include the Director on correspondence to the PASA AC IF the contact information is entered in the system.
- It is imperative that the contact information for the PASA AC and Director is updated annually.

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PASA AC

- Only the PASA AC has permissions within the PASA Digital system to enroll students, view live enrollment files, access user accounts, etc.
- Email communications will come to the LEA/Service Provider from PASATEST@pitt.edu
- Please communicate with the IT Department if it is anticipated that the firewall could prevent receipt of communications.

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Important Dates for 2018-19 PASA Testing Cycle

Assessment Activity	Date
Enrollment	October 1-November 16*
Test Administrator Training	January 14- February 22
Test Administration Window (all content areas within window)	February 25-April 12
Test Materials Returned to PASA	Due to PASA April 19
Score Reports Released	August 19, 2019

**Enrollment window will close after this date. Only students newly identified as IDEA and PASA eligible or new to the service provider will be accepted by the vendor. All others will be directed to BSE.*



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- The enrollment window closes November 16th.
- Only students newly identified as IDEA and PASA eligible **OR** new to the service provider will be accepted by the vendor.
- All others will be referred to BSE for enrollment approval.

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Enrollment Procedures

- Enrollment is to be completed by the Assessment Coordinator
 - 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 the PIMS student enrollment data per the accountability snapshot
- If PASA enrollment data is not carefully verified against PIMS student enrollment data, inaccuracies may impact attributions and accountability

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PASA Enrollment System

PA Secure ID	First Name	Last Name	Grade	DOB
123456	Linda	Lupp	7	12/25/04

PIMS Student Enrollment

PA Secure ID	First Name	Last Name	Grade	DOB
1234567890	Lynda	Lupp	8	12/25/04

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Correct Enrollment Data-Important

- All PASA enrollment data should match to PIMS student enrollment.
- Some data can be matched/corrected during the attributions window.
- An incorrect grade cannot be matched/corrected and will impact accountability.
- A student not entered in the PIMS student enrollment file will NOT populate in the attribution window. Rules dictate agency responsibility for data entry.

PASA Participation for EL Students

- English Learners (ELs) enrolled in a U.S. school for their first year are **NOT REQUIRED** to take the ELA state assessment.
- ELs enrolled in a U.S. school for their first year **ARE REQUIRED** to participate in the Math and Science state assessments 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 ELA.
 - For more information on EL participation in state assessments, please see [Accommodation Guidelines for English Language Learners](#)

Enrollment of ELs in the PASA

- PASA Coordinators should enroll PASA eligible, EL students 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

- ACs and Assessors as identified 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 Affidavit **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 complete by the assessor and PASA AC.

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- ACs are able to view the progress of all assessors in the training modules and proficiency tests by logging into the PASA digital system and selecting the “Admin Tab”
- Time spent on each training module can also be viewed

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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 Assessment Coordinators.
- Test security affidavits must be 'signed' electronically before test materials are released.
- All personnel who handle secure test materials or are a part of the testing process must have a signed security affidavit.

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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, return of student assessment materials/test kits, 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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TEST ADMINISTRATION

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Test Levels

- All PASA assessments will 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 Levels for ELA and Math

- Students who were level B and C in 2018 will be assigned to Tier 2
- Students that earned a perfect score on a level A assessment in 2018 will be assigned to a Tier 2
- Students that were level A in 2018 will be assigned to Tier 1
- Students new to the PASA will require a tier designation by the Assessor

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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 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 25 – April 12
- All 3 tested subject areas will occur within this window
- **NO** requests for extensions of the testing window are granted by the vendor. Any request for extension is directed to the BSE. Typically extensions are not provided.

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Test Administration

- Test Administration Training is January 14 - February 22
- A complete test administration cycle consists of three steps:
 - Entering the student responses
 - Recording and uploading the video performance
 - Completing the supporting documentation
- If one of the steps above is omitted, scoring and/or validation may be affected.

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Video Recording

- Parent permission is NOT required to video record the assessment
- The permission form that is available on the PASA digital site allows the BSE and/or PASA vendor to use videos for training purposes
- Requests 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
- 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



Individual Student Score Reports (ISSR)

- ISSRs are 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, 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](#)

- Parent initiates a request for a religious opt out to a LEA official.
- PASA AC contacts the PASA vendor to provide a secure link from the PASA Digital system to the LEA.
- Parent must view the assessment on school grounds with a district administrator present.

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Parent Request for Religious Opt Out- (continued)

- Parent must sign the PASA Confidentiality Agreement Form.
- If parent finds the assessment is in conflict with their religious beliefs, they must write a letter to the district administrator requesting an opt out.
- This is an annual process.
- The IEP shall continue to show the assessment for which the student is eligible.



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Parent Request to [View a PASA VIDEO RECORDING](#)

- Upon parental request to view the PASA video of their child, the district contacts BSE.
- BSE contacts the PASA vendor to arrange for the assessment to be released to the district via the PASA digital system.
- 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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Resources for Parents

- “Guide to Student Score Report” is available on the PASA website
- Translation of the guide is available in languages other than English upon request

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Resources for Parents



PASA Parent FAQ

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ESSA 1% Cap: Federal Policy and State Guidance



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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%

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1% Cap

- 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 and overall at the State level

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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.
- In order to be approved for a waiver request, the State must show that at least 95% of students with disabilities participated in statewide assessments [34CFR200.6\(c\)\(4\)\(ii\)\(B\)](#)

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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Pennsylvania Updates

- In 2016-17, PA yielded a percentage of 2.04% of students statewide who participated in the alternate assessment.
- PA submitted a waiver to the US Department of Education.
- Waiver was denied due to lack of 95% participation rate for ALL students with disabilities in all statewide assessments (includes PSSA, Keystone, and PASA)



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Addressing the Cap in PA

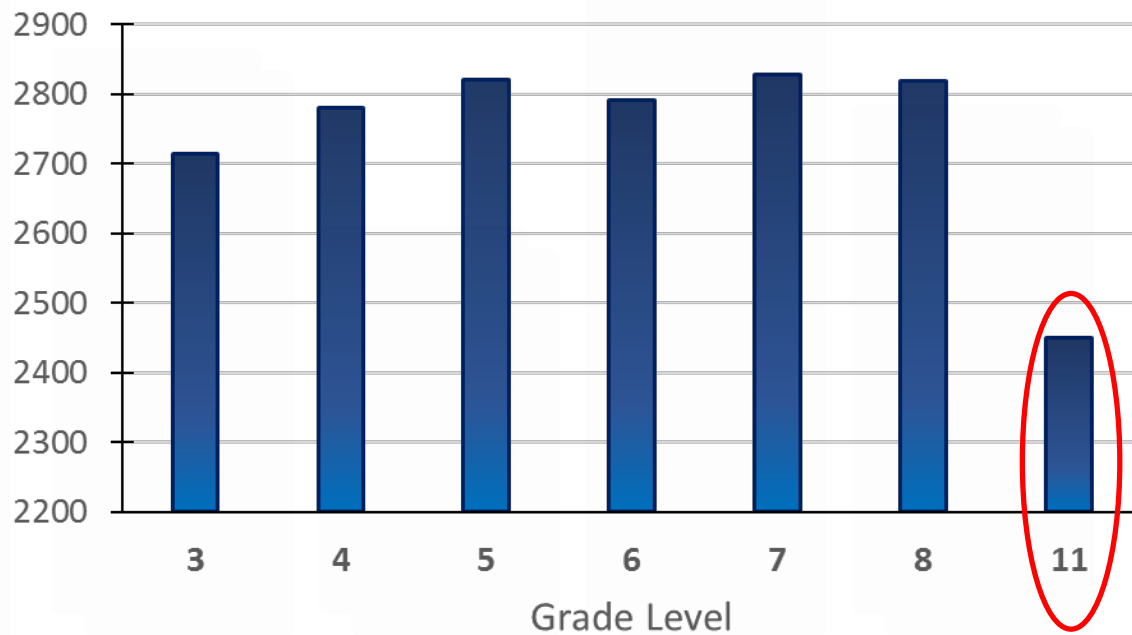
1. Gather state, district, and school level data pertaining to student participation in the PASA
2. Gather data on the characteristics of students in the PASA
3. Create or examine a state definition of "students with the most significant cognitive disabilities" and revise guidelines, as needed, for determining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

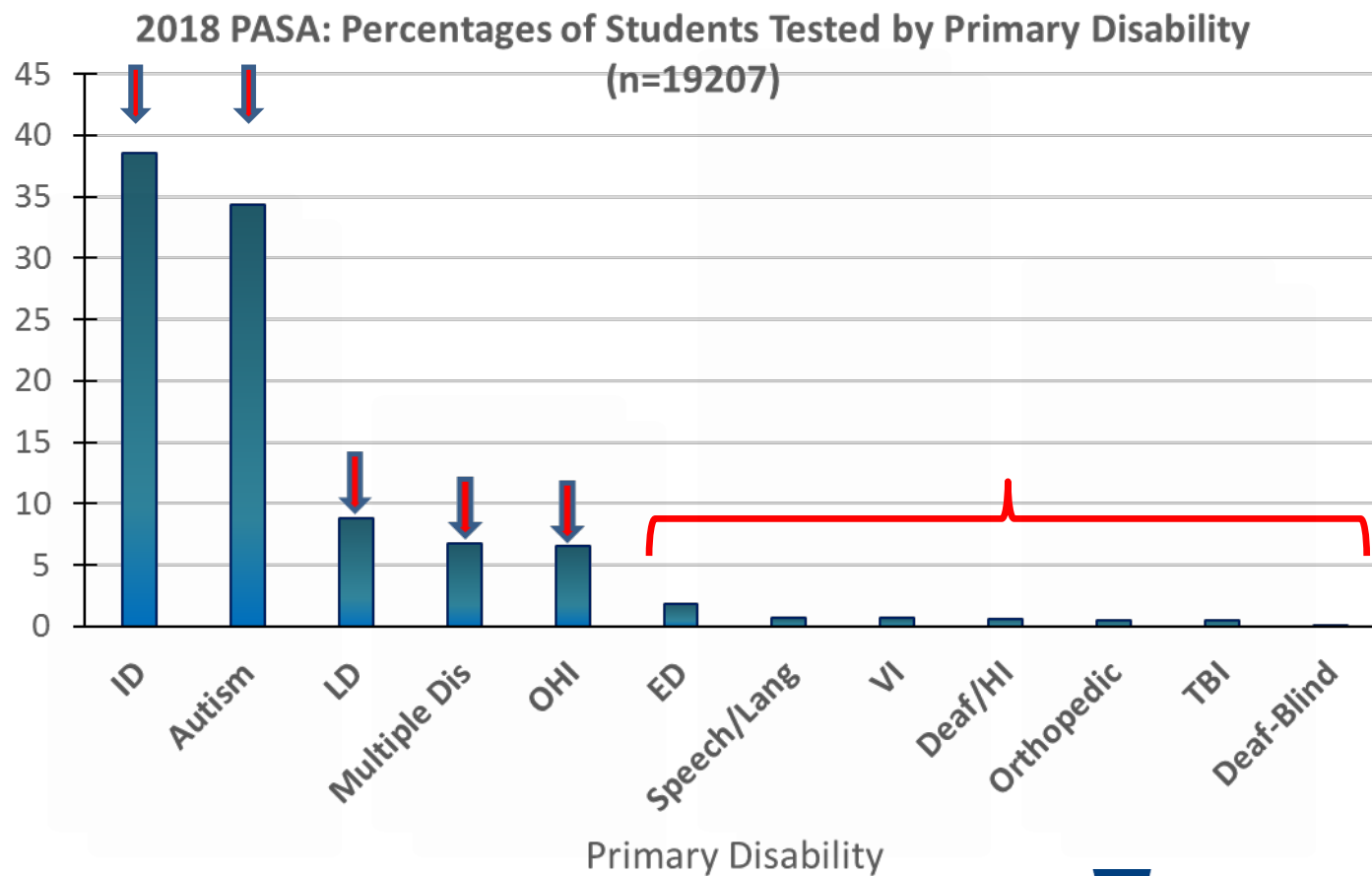
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PASA Participation Increase

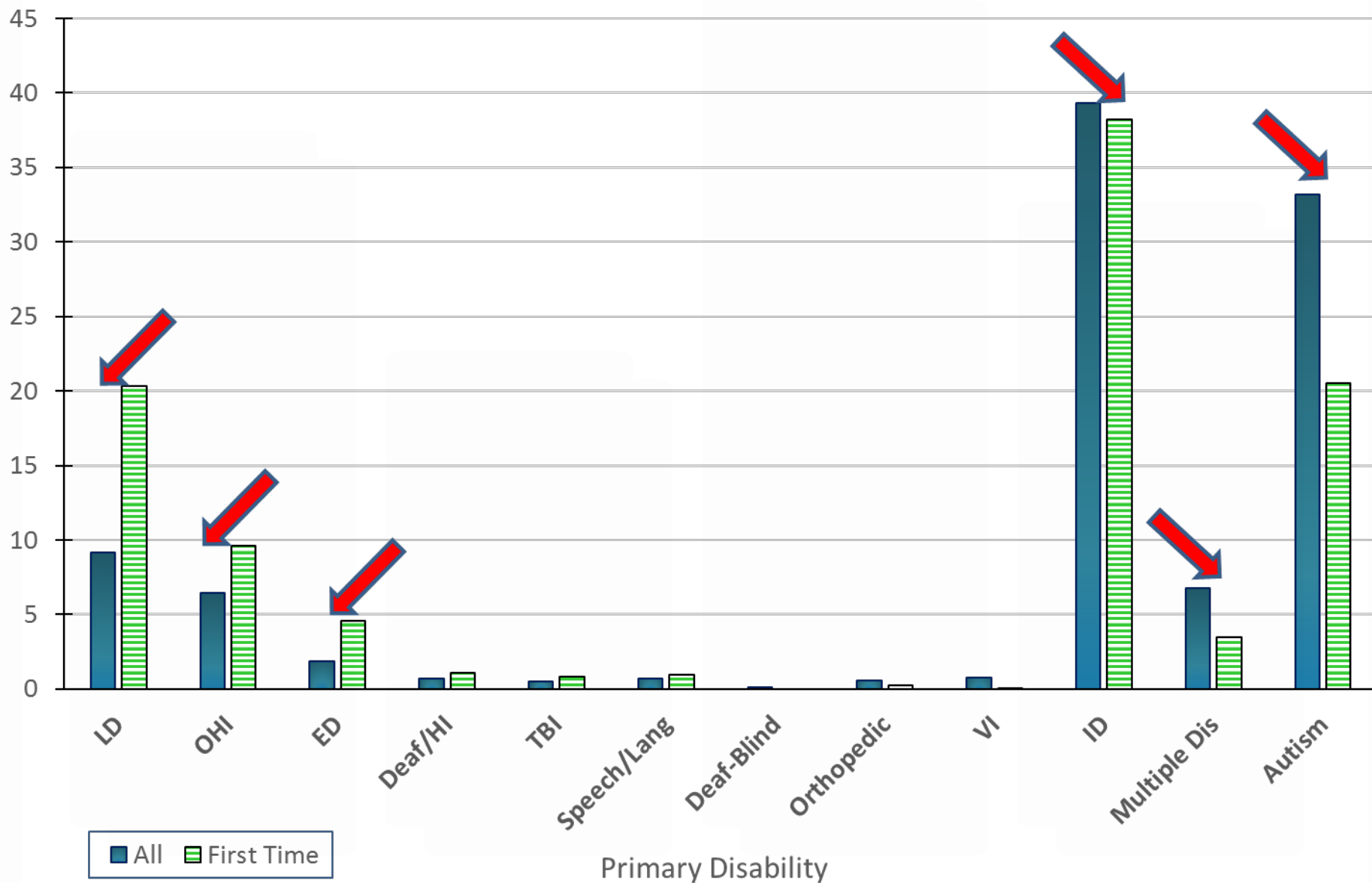
YEAR	NUMBER OF STUDENTS ASSESSED	PERCENT PARTICIPATION
2013-2014	16,414	
2014-2015	17,364	
2015-2016	18,264	1.70
2016-2017	18,572	2.04
2017-2018	19,207	TBD

2018 PASA: Numbers of Students Tested by Grade
(n=19207)





2018 PASA: Percentage of All Students and Newly Tested Students by Primary Disability, Excluding Grade 3 (n=16492)



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Addressing the Cap in PA- (continued)

4. Develop a process of oversight in accordance with USDOE Guidance and provide professional development and technical assistance as appropriate
5. Ensure parents have resources to participate in the IEP decision making process regarding participation in alternate assessments

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LEA Requirement

- 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.
- In 2017-18, the “Mandated Participation Waiver Application” was required to be submitted to BSE if an LEA anticipated exceeding the 1.0 percent cap

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LEA Requirements

- For the 2018-19 school year, the requirement to submit a formal justification to the Bureau of Special Education will continue for any LEA who anticipates exceeding the 1.0 percent cap.
- LEA's who submitted waivers in the previous years will be required to submit a new justification.



Update: Mandated Participation Waiver Application

- The 2018-19 form will **NOT** be titled “waiver”, as PDE does not have the authority to grant approval for LEA’s to exceed the cap.
- The updated mandated “justification document” will require the LEA to examine participation rates and provide assurances to the State.

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Guidance for LEA's

- Collect and analyze current PASA participation data
- Review the updated eligibility criteria with IEP teams
- Ensure accurate reporting in the PASA enrollment window (Oct 1 – Nov 16)
- If the LEA anticipates exceeding the 1.0 percent cap based on enrollment projections, the mandated justification document will be required

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The 1% 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



Intensive Needs Review

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LEA Intensive Needs Review

- 23 LEA's across the state have been identified as an “Intensive Needs” status in regard to PASA participation rates

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Intensive Needs Review criterion:

- LEA exceeded the 1% cap in 2015-16
- LEA exceeded the 1% cap in 2016-17 by 4% or more
- The LEA had an N size of at least 100 total tested population (includes PSSA, Keystone, and PASA)

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Intensive Needs Review

- 23 LEA's have been identified this year to complete the Intensive Needs Review as a mandatory process with BSE.
- All other LEA's who exceeded the cap are encouraged to use the Intensive Needs Review data protocol document as a tool to analyze PASA participation data within the LEA.

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Intensive Needs Review

- Information, including the data protocol is available on the PDE, BSE website at:

<https://www.education.pa.gov/K-12/Special%20Education/Pages/PA-Alternate-System-of-Assessment.aspx>

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Intensive Needs Review Process

- Intensive Needs Review data protocol
Due: September 28th
- BSE will review the submission of the data protocol and a minimum of 2 IEP's
- LEA will receive follow up to include any necessary corrective action measures or need for additional technical assistance

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Intensive Needs Review

- Required for the 23 LEA's who have been identified this year
- BSE encourages all LEA's who exceed the 1.0 Percent cap to use the Intensive Needs Review as a tool to review their own participation data

1.0 Percent Cap Waiver

- The LEA Mandated 1.0 Percent Cap Waiver document is being replaced with a "1.0 Percent Justification" document
- Continues to be required for ALL LEA's who anticipate exceeding the 1.0 percent cap



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Questions and Answers

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: 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.