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DEPARTMENT OF EDUCATION

# PASA Getting Ready: What Special Education Administrators Need to Know about PASA DLM Participation and 1% Compliance Requirements

**2025-26**

# Welcome Special Education Administrator/ PASA Assessment Coordinator (AC)

- This presentation is designed to provide a high-level overview of important tasks for the Special Education Administrator/PASA Assessment Coordinator (AC).
- Please reference the links to additional resources embedded throughout the presentation for more information and full training requirements.

# What's New for 25-26.....

- PASA DLM Student Enrollment
  - Updates to the student enrollment process for licensed private schools and other private entities without access to PIMS
- 1% Threshold
  - New process to submit the required annual LEA 1% Threshold Justification

# Important Dates

[2025-26 PASA DLM](#)  
[Instruction and Assessment](#)  
[Calendar](#)  
 [\(dynamiclearningmaps.org\)](https://dynamiclearningmaps.org)

*Refer to the calendar link above for full details and timelines on required training, enrollment, and test administration.*

PASA Activity	Dates
Required Test Administrator Training (PASA AC and Assessors)	August 5- December 12, 2025
PIMS PASA DLM student enrollment and other data management activities	October 15- December 1, 2025
First Contact/PNP completion due	January 23, 2026
Test Administration Window	March 9, 2026 - May 1, 2026
Electronic School Reports Available in Kite Educator Portal	Week of June 15, 2026
Printed Score Reports Mailed	Mid-July 2026

# PASA Eligibility Criteria

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

## PASA Eligibility Criteria: Decision Making Companion Tool

The *PASA Eligibility Criteria: Decision Making Companion Tool* is a resource provided to individualized education program (IEP) teams in Pennsylvania to assist in determining eligibility for the Pennsylvania Alternate System of Assessment (PASA). The PASA is appropriate for students with the most significant cognitive disabilities who meet all six requirements listed below. Additional considerations are provided that further define the criteria and assist the IEP team in decision making. Factors that the IEP team should not consider in eligibility determination are also identified.

The IEP team must answer "YES" to all six criteria in order for the student to participate in the PASA. If the answer is "NO" to any of the questions, the student must participate in the PSSA/Keystones with or without accommodations, as determined appropriate by the IEP team.

<p><b>1</b> _____ 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><b>Additional consideration:</b> The grade level listed for the student in the PMS and the PASA digital system must correlate to the assessment decision documented in the current IEP.</p>	<p><b>2</b> _____ 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><b>Additional consideration:</b> 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><b>3</b> _____ 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><b>Additional consideration:</b> 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>
<p><b>4</b> _____ YES</p> <p>Does the student require extensive adaptive 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><b>Additional consideration:</b> 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><b>5</b> _____ YES</p> <p>Does the student require substantial modifications to the general education curriculum?</p> <p><b>Additional consideration:</b> Substantial modifications change the content expectations by a significant reduction in depth, breadth, and complexity of grade-level standards as measured in the Alternate Eligible Content.</p>	<p><b>6</b> _____ YES</p> <p>Does the student's participation in the general curriculum differ substantially in form and/or substance from that of most other students? Students must be eligible to take the PASA. There must be measurable annual goals and short-term objectives reflected in the IEP.</p> <p><b>Additional consideration:</b> Students with the most significant cognitive disabilities may require objectives, materials, presenting materials, and teaching modalities different from the general education curriculum. The student's goals and objectives typically reflect the Alternate Eligible Content.</p>

### 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

# PASA Eligibility Training

Visit the Bureau of Special Education webpage linked below for a brief overview of PASA Eligibility

- [PASA Eligibility Criteria Brief Overview](#) (YouTube)
- [PASA Eligibility Criteria Brief Overview](#) (PowerPoint)



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# WHAT IS MY ROLE AS THE PASA AC?

PASA Assessment Coordinator Requirements

# PASA AC Responsibilities

- Point of contact on behalf of the LEA to the state and vendor
- Receives communications from [alternateassessment@pattankop.net](mailto:alternateassessment@pattankop.net)
- Ensures all PASA eligible students are accurately enrolled and assessed in the DLM Kite Portal
- Enters 'special circumstance codes' in the Kite portal for non-assessed students



# PASA AC Role

- A Special Education Administrator must be included with the PASA AC role.
- More than one PASA AC may be assigned in the Kite Portal.
- If your LEA/Service Provider has an individual other than the Special Ed Administrator (e.g., Lead Teacher, Administrative Assistant) currently serving as a PASA AC, they can remain. However, a Special Education Administrator must be included.
- PASA AC and DTC (District Test Coordinator) are the same (terminology is interchangeable between PA and the DLM roles).
- Contact [alternateassessment@pattankop.net](mailto:alternateassessment@pattankop.net) immediately if the assigned PASA AC has been updated for your entity this year.

# Data Management for PASA ACs

- PASA ACs must use guidance in the [Data Management Padlet](#) to navigate the steps of student enrollment and rostering.
- PASA ACs should reach out to the PA helpdesk for additional support with enrolling, rostering, or managing test administration data after reviewing the steps in the Data Management Padlet. For additional assistance, e-mail [alternateassessment@pattankop.net](mailto:alternateassessment@pattankop.net)

# New for 2025-26: Enrolling Students

## School Districts/Charters

- LEAs with access to PIMS will continue to use the PIMS PASA DLM Enrollment report to upload students to the Kite Educator Portal
  - Steps are outlined in the Data Management Padlet [Data Management Padlet](#)

## • Licensed Private Schools

- **New**- Licensed Private Academic Schools and those entities who do not have access to PIMS will have a state upload done on their behalf
  - Full information and details will be shared via a PASA AC bulletin



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# 1% Requirements for LEAs

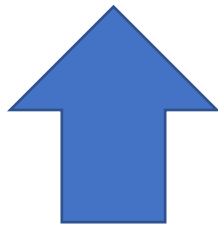
District and Charter Special Education  
Administrators



# Understanding the Participation Rates

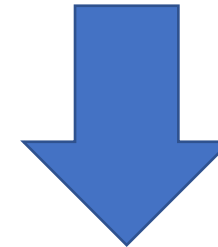
## 95% Participation Rate

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

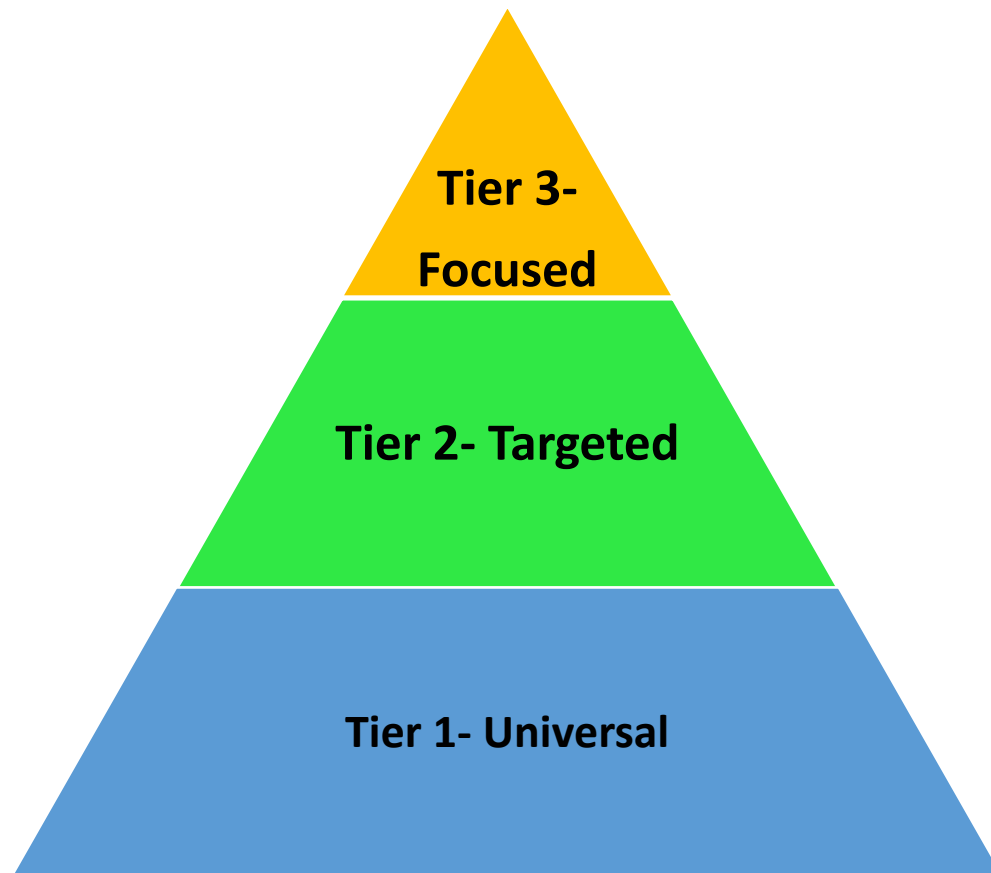


## 1% Threshold

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



# PA Tiered System of LEA 1% Oversight & Monitoring



[ESSA 10 Percent Threshold  
Justification Requirements |  
Department of Education |  
Commonwealth of  
Pennsylvania](#) Click link to  
review the full description of  
the tiered system

# Who is required to submit justification?

- All LEAs (school districts and charter schools) must submit 1% information to BSE annually
- LEAs who did not exceed the 1% threshold in 2024-25 and do not plan to exceed the threshold this year are only required to submit their LEA name and check the box that the LEA does not plan to exceed 1% for 2025-26
- LEAs who did exceed the 1% threshold and/or plan to exceed this year are required to answer a series of justification questions

# What information is required for the justification?

- LEAs who exceed the threshold may access the [PASA 1% Justification form](#) to preview the questions they are required to answer
- The responses must be submitted to BSE electronically via the new reporting system
- Tier 2 and 3 LEAs are required to answer ALL questions on the form



# How does the LEA submit?

- The LEA must submit their 1% justification responses using the link below by **December 1, 2025**:
- <http://pde.pattan.net/pasaOnePercent>
- Note: BSE is no longer sending personalized emails or SurveyMonkey links to LEAs

# Step 1: Contact Information

Submission Details: 2025-2026

Select LEA


LEA Basic Details

LEA Contact Name	LEA Contact Position	LEA Contact Email	LEA Contact Phone
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Select your LEA from the drop-down menu and enter the name and contact details of the person submitting the justification. The system is set up to only generate the questions for the LEA's identified tier.**


# Step 2: Justification Responses

- The LEA must submit responses to all questions that appear for their LEA in the system
- Select the 'Data Dashboard' icons to view your LEA's 2024-25 1% and 95% data



Does the LEA project PASA participation rates to decrease, stay the same, or increase this year compared to last year?

Data Dashboard

Review the 95% participation rate provided to the LEA by BSE. How many students with disabilities participated in statewide assessment in the most recent testing year (students in grades 3-8 and 11 taking PSSA, Keystone Exams and PASA)?

Data Dashboard

# Step 3: Submission Confirmation

- The submitter will receive a confirmation email after successful completion of their required tier justification responses
- Select the 'view submission' link in the email to view all submitted responses
- Keep a signed copy of the submitted responses and confirmation email on file at the LEA- no electronic signatures are required
- The confirmation email will come from a 'do not reply' account. Please send questions to [lihampe@pa.gov](mailto:lihampe@pa.gov) and/or [lhauswirth@pa.gov](mailto:lhauswirth@pa.gov)

# Participation Resources

## 1% Compliance Resources

- [PASA Eligibility Criteria: Decision Making Companion Tool](#)- PA's PASA DLM eligibility criteria for IEP teams
- [PASA DLM parent and family FAQ](#)- this resource can be helpful to IEP teams when discussing PASA participation with families. The resource is housed on the PaTTAN website and is available in translated formats.
- [NCEO Tool #10- Making Decisions about Participation in Alternate Assessment](#)

## 95% Compliance Resources

- [State Assessment Participation: Why it Matters-](#) PPT slides to address PASA eligibility and 95% participation rates
- [Developing an Assessment Participation Action Plan: A Tool for District Leaders \(NCEO Tool #14\) \(umn.edu\)](#)- this tool may be used as an action plan template for LEAs/schools who are not meeting the 95% participation requirement.
- [Resources | NCEO](#)- various customizable templates for schools to convey the importance of state assessment participation to students and stakeholders
- [Reasons Why Students with Disabilities Should Take State Tests: A Customizable Template for a Flyer for Parents and Families \(NCEO Tool #9\) \(umn.edu\)](#)



## Need More Information?

- [PA DLM Instruction and Assessment Resource Padlet](#)
- [PA DLM Data Management Resource Padlet for ACs](#)
- [Pennsylvania Alternate System of Assessment \(PASA\)](#)
- [Resources for Families of Students with Significant Cognitive Disabilities \(pa.gov\)](#)
- [PaTTAN - \(PASA\): Answers to Questions Frequently Asked by Families](#)

# Contact Information

## **PASA DLM enrollment and assessment questions:**

PA DLM SERVICE DESK - [alternateassessment@pattankop.net](mailto:alternateassessment@pattankop.net)

## **1% Compliance and policy questions:**

- Lisa Hampe ([lihampe@pa.gov](mailto:lihampe@pa.gov))
- Lisa Hauswirth ([lhauswirth@pa.gov](mailto:lhauswirth@pa.gov))

