



THE MAP-A:  
MAKING APPROPRIATE  
ELIGIBILITY DETERMINATIONS  
FOR PARTICIPATION

March 22, 2017

Missouri Department  
of Elementary and Secondary Education

# Learning Objectives

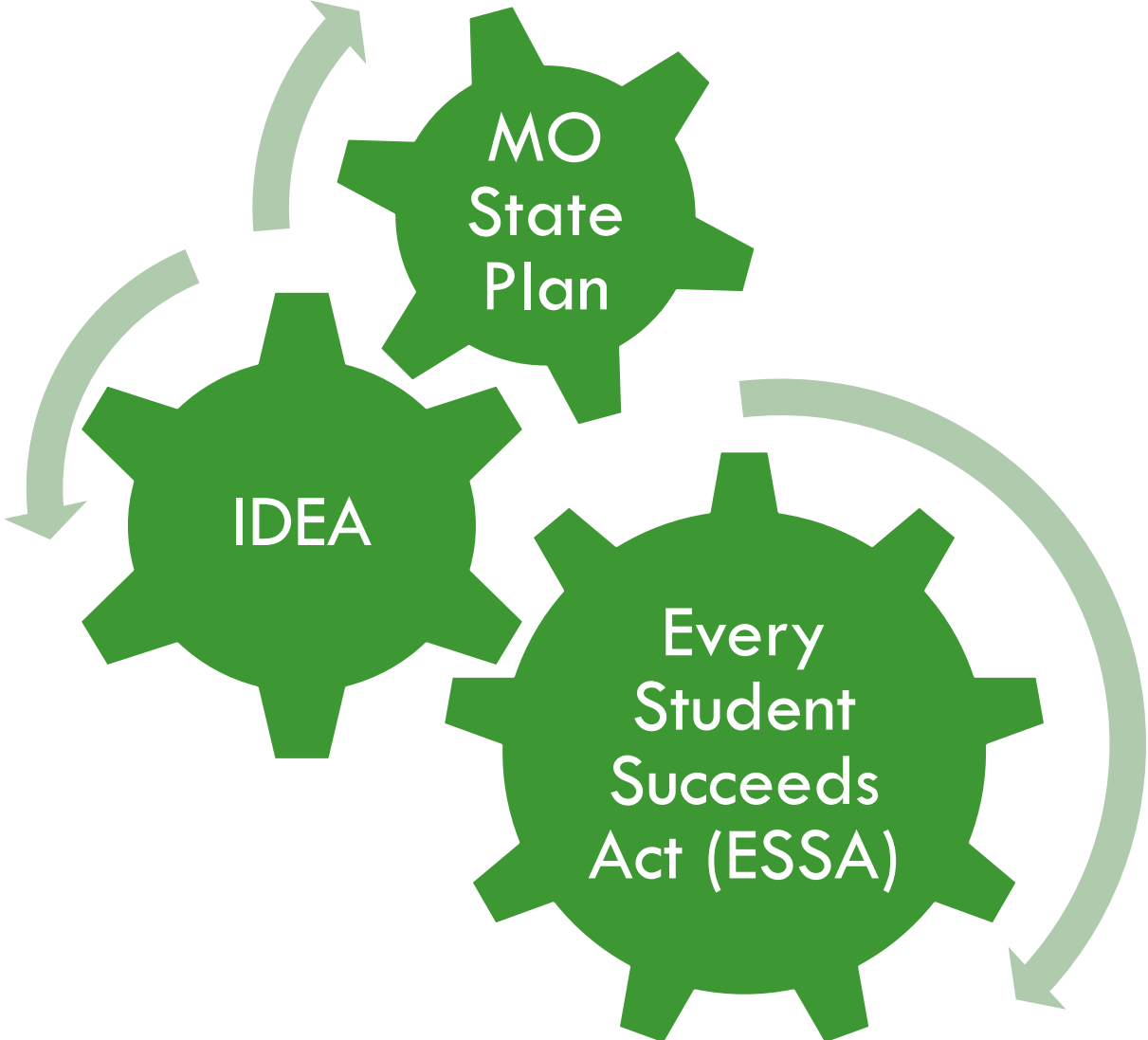


1. Understand the meaning of 1% participation in the alternate assessment
2. Know how to plan for the 1% implementation in the 2017-18 school year
3. Know the criteria for determining eligibility for participation in the alternate assessment

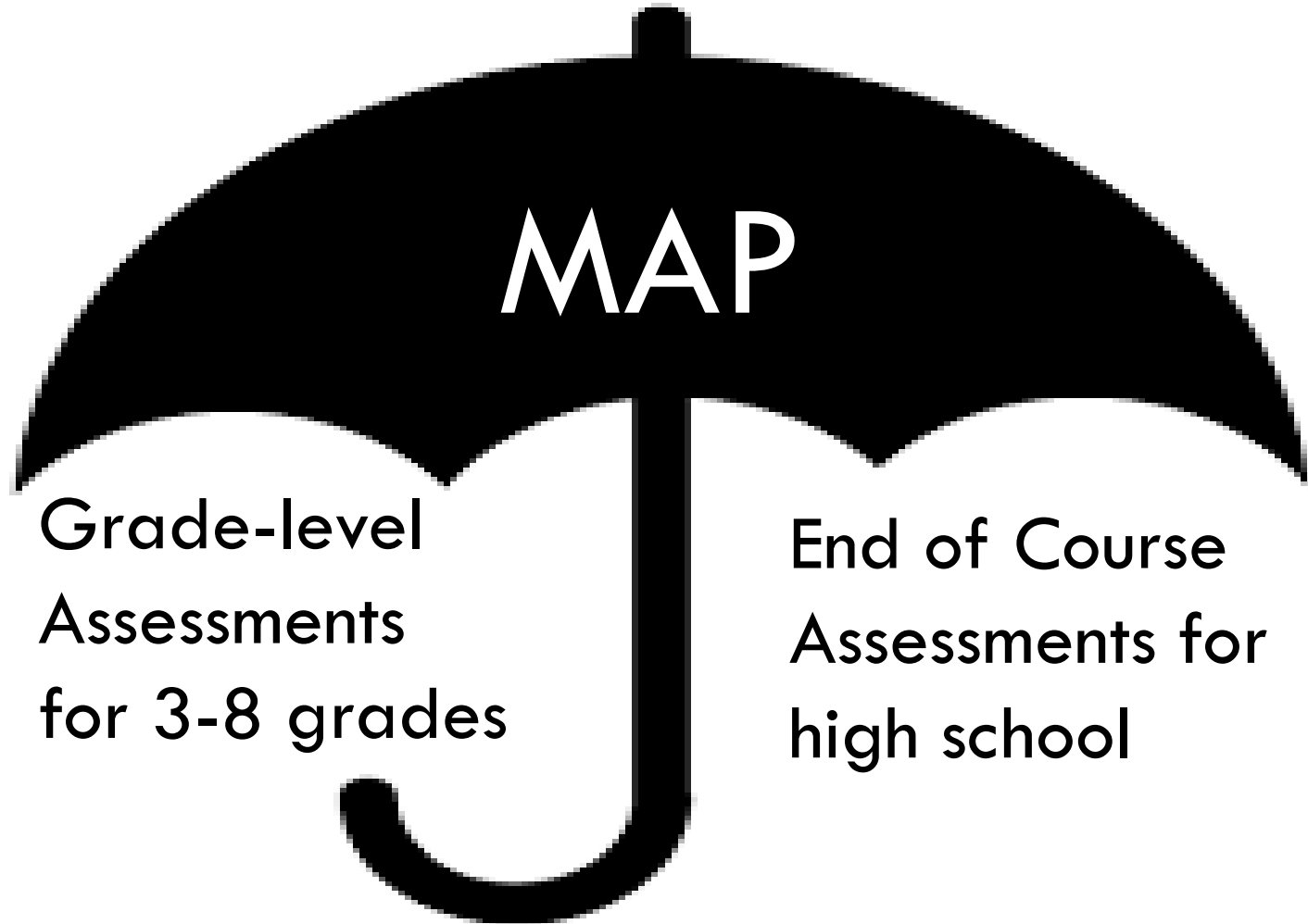
# Learning objective #1

Understand the Meaning of  
1% Participation in the  
Alternate Assessment

# How the laws and regulations work together



# Accountability in Missouri



The Alternate Assessment (MAP-A)

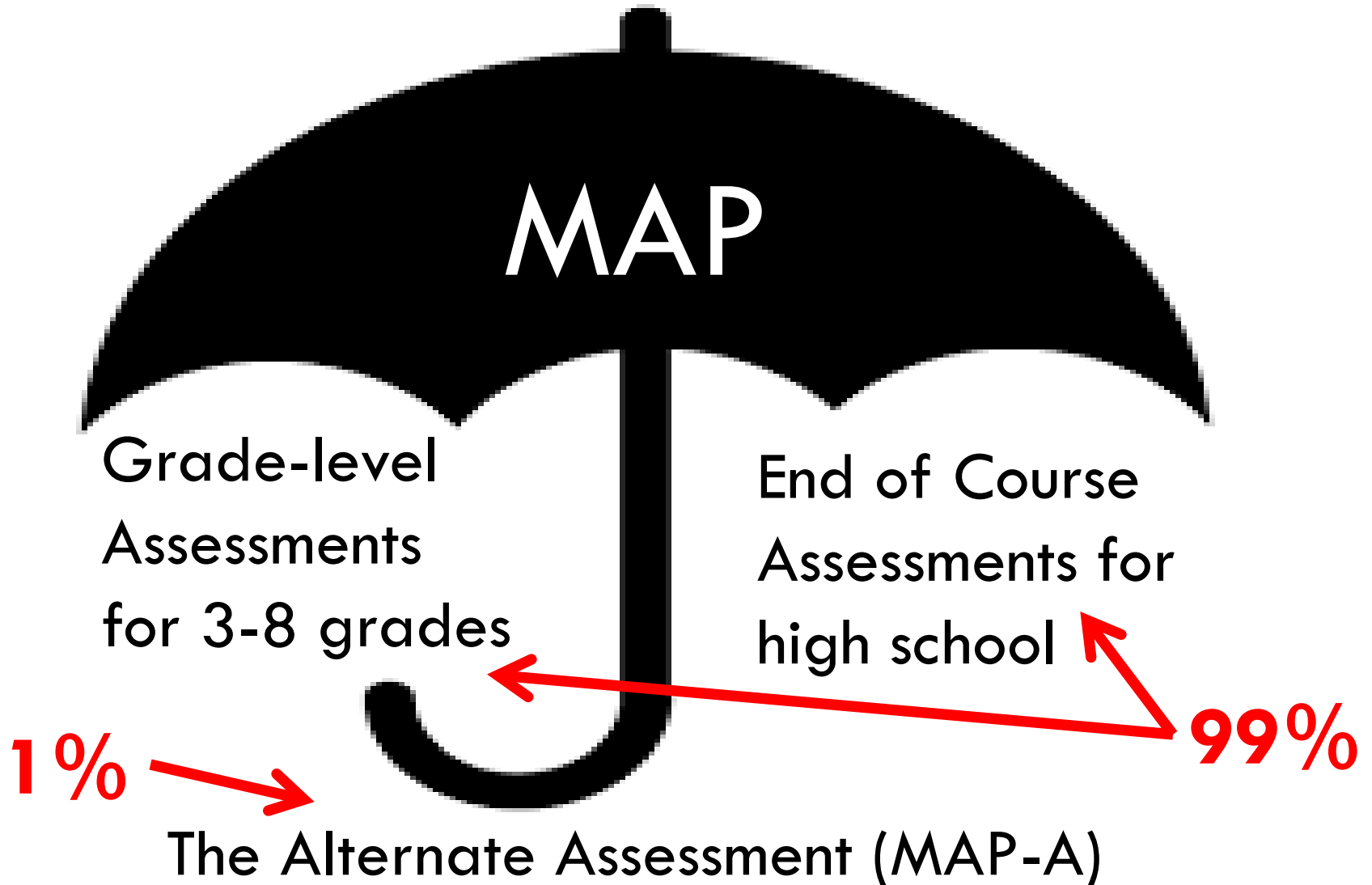
# ESSA

Every Student Succeeds Act



ESSA allows up to 1% of all tested students to take an alternative assessment state-wide

# Accountability in Missouri





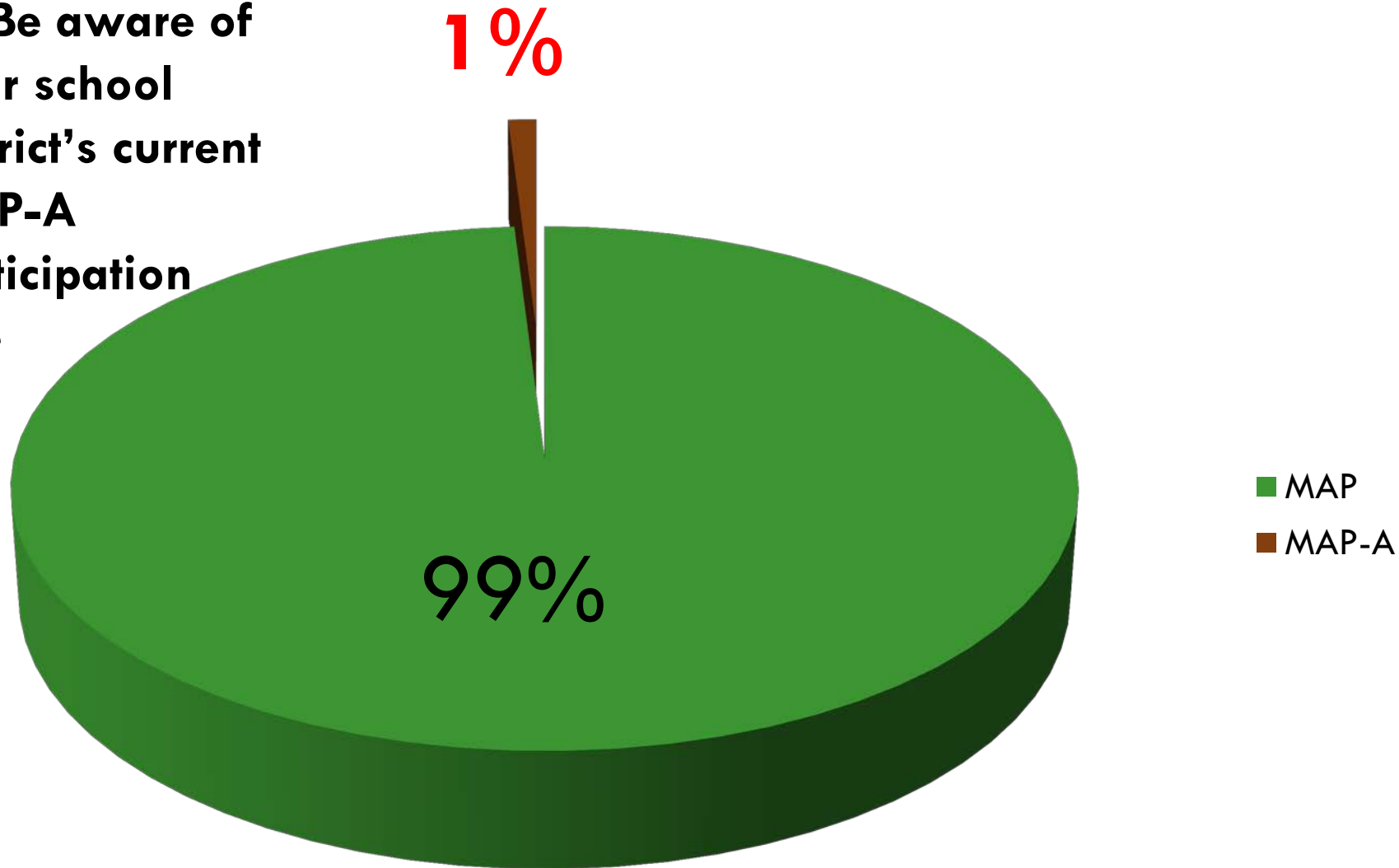
## Learning objective #2

Know How to Plan for  
the 1% Implementation  
In the 2017-18 School Year



## STEPS TO TAKE . . .

1. Be aware of your school district's current MAP-A participation rate



# Determining MAP-A Participation Rate

Data	Explanation
a. Local MAP-A accountable students	Include MAP-A tested students in grades 3-8 and 11
b. MSSD accountable students	Include students who reside in your district but attend MSSD in grades 3-8 and 11
c. Total MAP-A students	$a + b$
d. Total accountable students	Include regular MAP, MAP-A and EOC tested students as well as MSSD accountable students
e. MAP-A Participation	$c / d * 100$

# ESSA

Every Student Succeeds Act



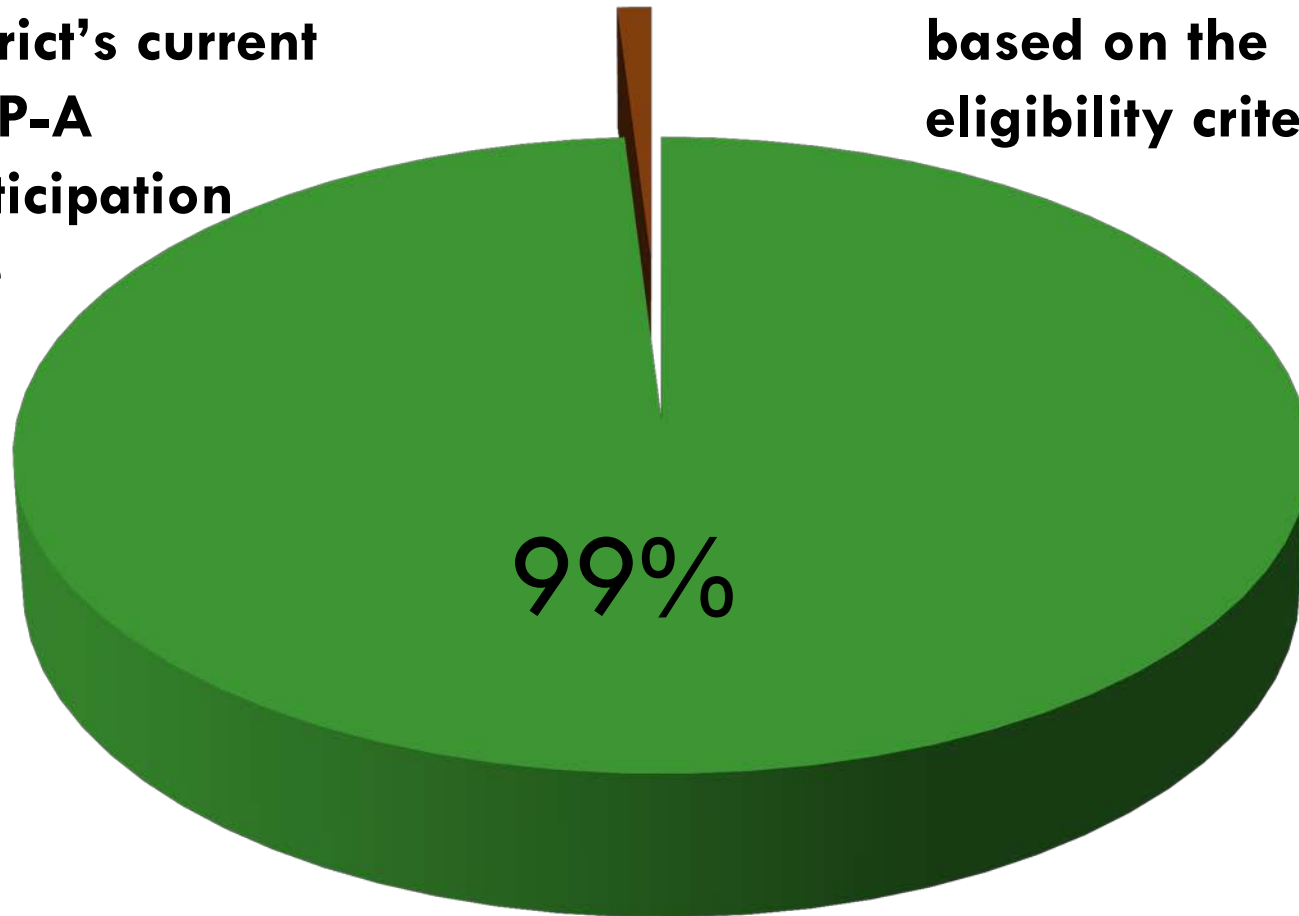
Any LEA that exceeds the 1% cap must submit information to the state justifying the need to exceed the cap

## STEPS TO TAKE . . .

1. Be aware of your school district's current MAP-A participation rate

1%

2. Verify that all MAP-A students are truly eligible based on the MAP-A eligibility criteria



■ MAP

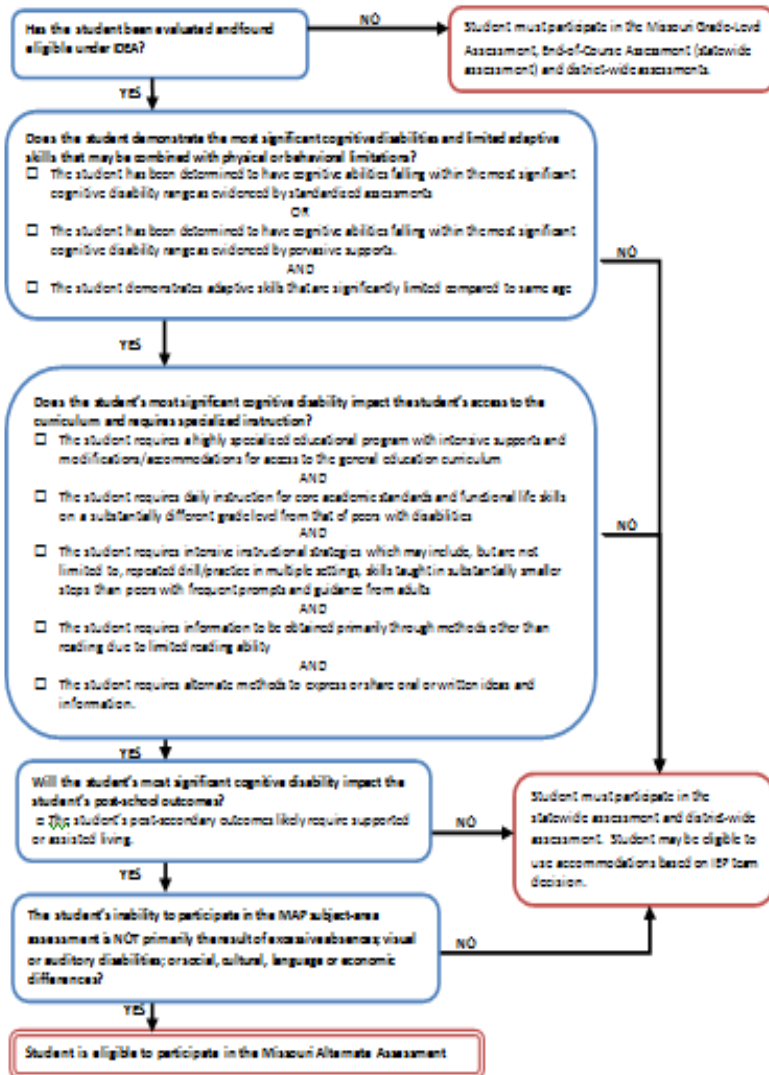
■ MAP-A

## Learning objective #3

Know the Criteria for Determining  
Eligibility for Participation in the  
Alternate Assessment

Final 2/1/15

Missouri Alternate Assessment Decision Making Flow Chart



FLOW CHART

Missouri alternate assessment is determined by the student's IEP team, using the Department of Elementary and Secondary Education established criteria. The IEP team for a student with a disability **MUST** answer "YES" to all of the following eligibility criteria in order for the student to be eligible to participate in the Missouri alternate assessment. Please refer to the Missouri Alternate Assessment Decision Making Guidance Document for additional guidance in determining eligibility for the alternate assessment.

Missouri Alternate Assessment Decision Making Checklist

ELIGIBILITY CRITERIA		
1. Student has been evaluated and found eligible under IDEA.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>The student has an identified disability under IDEA.</li> <li>The student has an individualized education plan.</li> </ul>		
2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments</li> <li>OR</li> <li>The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by pervasive supports.</li> <li>AND</li> <li>The student demonstrates adaptive skills that are significantly limited compared to same age peers.</li> </ul>		
3. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum</li> <li>AND</li> <li>The student requires daily instruction for core academic standards and functional life skills on a substantially different grade level from that of peers with disabilities</li> <li>AND</li> <li>The student requires intensive instructional strategies which may include, but are not limited to, repeated drill/practice in multiple settings, skills taught in substantially smaller steps than peers with frequent prompts and guidance from adults</li> <li>AND</li> <li>The student requires information to be obtained primarily through methods other than reading due to limited reading ability</li> <li>AND</li> <li>The student requires alternate methods to express or share oral or written ideas and information.</li> </ul>		
4. The most significant cognitive disability impacts the student's post-school outcomes.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>The student's post-secondary outcomes likely require supported or assisted living.</li> </ul>		
5. Additional factors considered for the student.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>The student's difficulty in the general education curriculum is NOT primarily the result of excessive absence; visual or auditory disabilities; or social, cultural, language or economic differences.</li> </ul>		

Final 2/1/15

CHECKLIST

# **1. The Student Has Been Evaluated and Found Eligible Under IDEA**

- ▣ The student has an identified disability under IDEA
- ▣ The student has an individualized education program (IEP)

## **2. The Student Demonstrates the Most Significant Cognitive Disabilities and Limited Adaptive Skills. These May Be Combined with Physical or Behavioral Limitations.**

- ▣ The student has the **most** significant cognitive disabilities as compared to other students with disabilities
- ▣ The student has significantly limited adaptive behavior skills as compared to same age peers



# most

mōst/

*adjective*

determiner: **most**;

pronoun: **most**

1.1.

superlative of many,  
much.

2.2.

greatest in amount or  
degree.

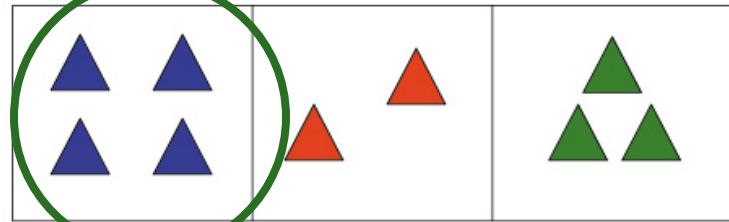
"they've had the most  
success"

## Math

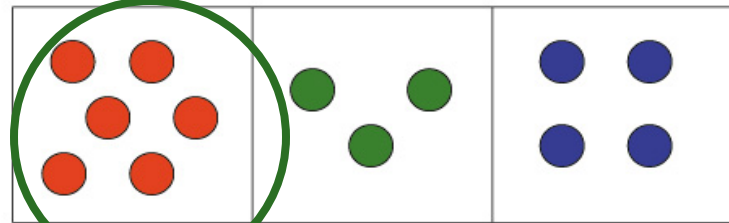
Name \_\_\_\_\_

### Comparison Worksheet Most and Least

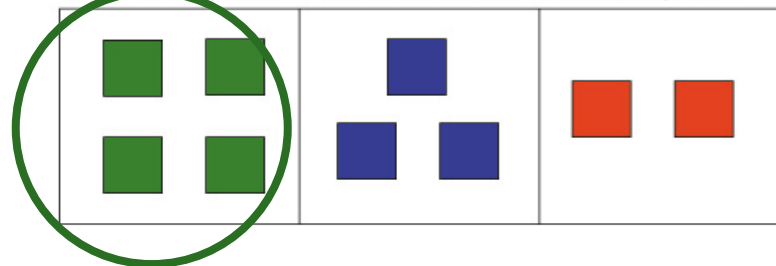
Color the triangles in the box that has the **least** triangles.

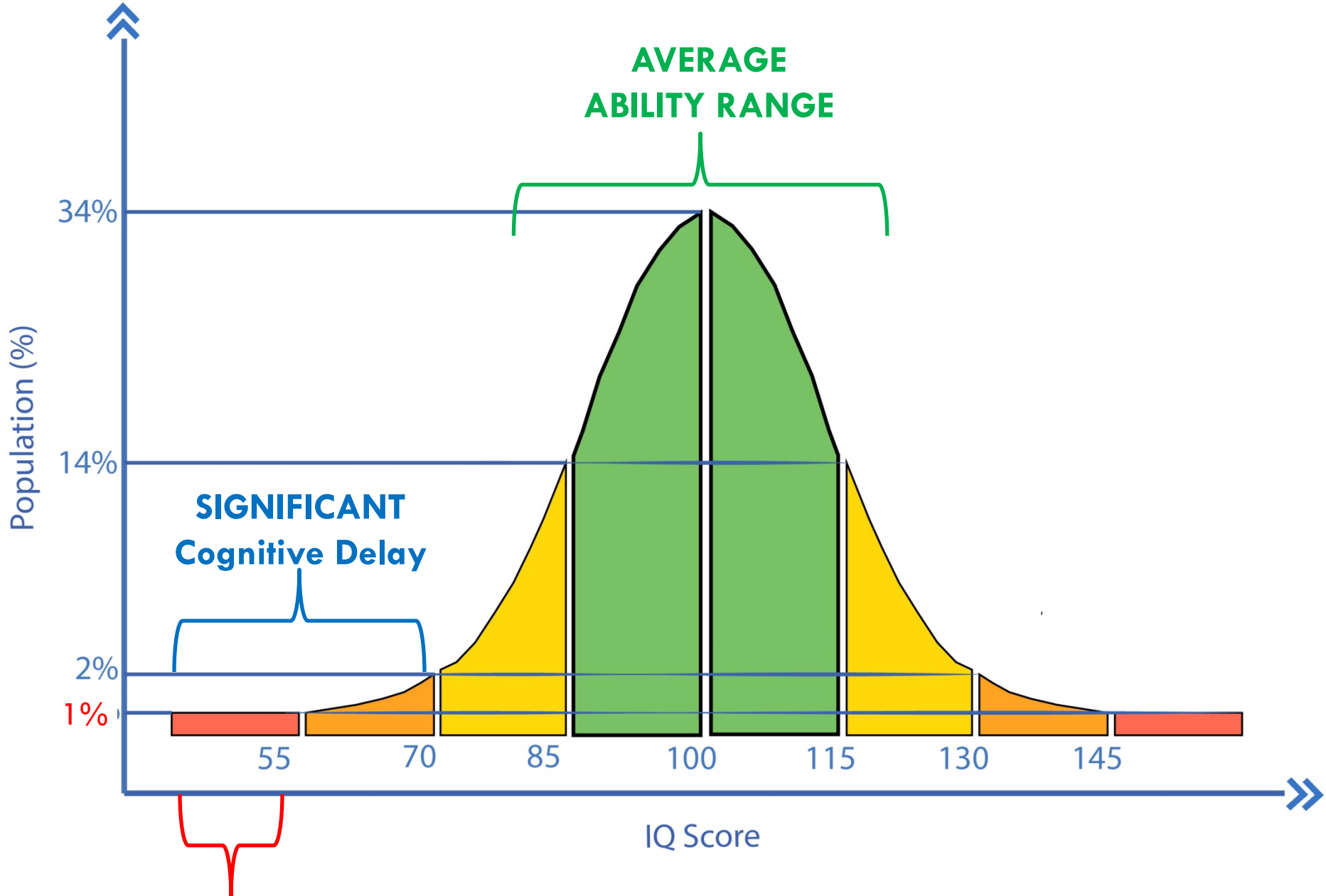


Color the circles in the box that has the **most** circles.



Color the squares in the box that has the **least** squares.





**MOST SIGNIFICANT  
Cognitive Delay**

### 3. The Student's Most Significant Cognitive Disability Impacts the Student's Access to the Curriculum and Requires Specialized Instruction

- ▣ The student requires **intensive** instructional strategies and adult supervision/support to learn
- ▣ The student's curriculum would be based on the **essential elements** aligned to grade-level standards in all curricular areas

## **4. The Student's Most Significant Cognitive Disability Impacts the Student's Post-school Outcomes.**

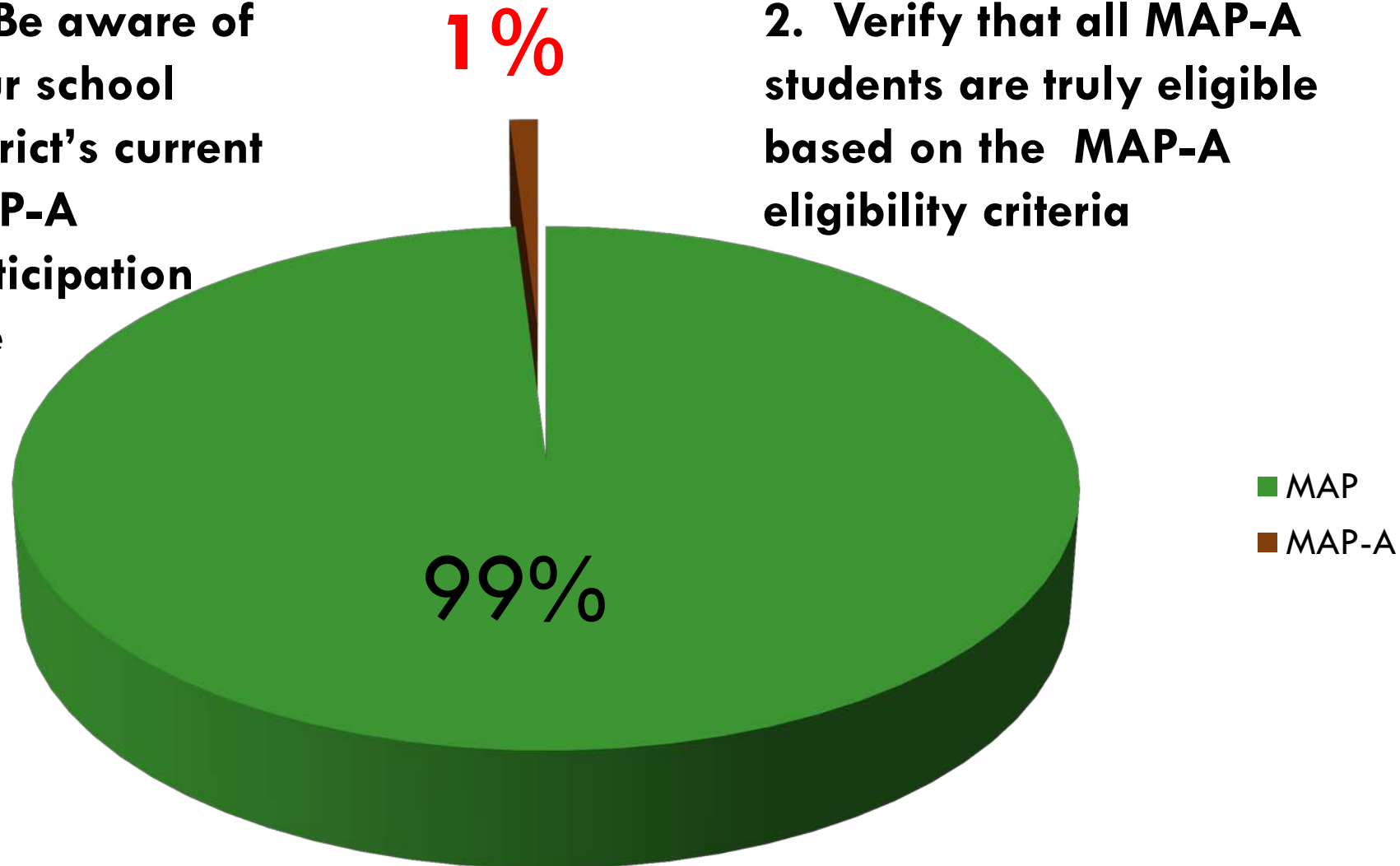
- ▣ The student will require supported or assisted living services after leaving secondary school
- ▣ The student will likely be employed in sheltered or supported settings, attend a day activity center, or remain at home

**5. The Inability to Participate in the Regular Assessment is Primarily the Result of the Most Significant Cognitive Disability and NOT Excessive Absences, Visual or Auditory Disabilities, or Social, Cultural, Language or Economic Differences**

- ▣ The difficulty in the general education curriculum must be **PRIMARILY** the result of the most significant cognitive disability

## STEPS TO TAKE . . .

**1. Be aware of your school district's current MAP-A participation rate**



**3. Train IEP teams to use the MAP-A Checklist, Flow Chart and Guidance Document to make appropriate eligibility determinations for MAP-A participation**

# ESSA

Every Student Succeeds Act



The IEP team has sole authority to determine whether a student takes the alternative assessment

# Determining Eligibility for MAP-A...

Any “NO” Criterion = NOT eligible to participate in the alternate assessment

All “YES” Criterion = ELIGIBLE to participate in the alternate assessment

Beginning in the 2017-18 school year, districts MUST provide justification when their participation rate in the MAP-A exceeds 1%





**QUESTIONS?**

**OFFICE OF SPECIAL EDUCATION  
COMPLIANCE SECTION**

**573-751-0699**

**[SECOMPLIANCE@DESE.MO.GOV](mailto:SECOMPLIANCE@DESE.MO.GOV)**

# The Map-A: Making Appropriate Eligibility Determinations for Participation



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