

Small Number Exception: LEAs with a total tested population less than 300 and three or fewer students participating in the MAP-A were exempt from addressing the questions.

Questions:

1. How does the LEA train staff using the resources and training provided by DESE?
2. Is there a school, community, or health program in the LEA's attendance boundaries that draws a large number of students with significant cognitive disabilities?
3. Describe the data review and analysis the LEA completed using assessment results regarding students taking MAP-A and the decisions made as a result.
4. Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.

Assurances:

- Students met criteria - Verifies all students participating in the MAP-A meet Missouri's participation criteria.
- Will cooperate with DESE - Attests districts will cooperate with DESE to provide any requested documentation and participate in a review if requested.

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Adair Co. R-II (001-092)	Yes					Yes	Yes
Altenburg 48 (079-078)	Yes					Yes	Yes
Alton R-IV (075-087)	No	Staff that are responsible for administering the MAP-A are sent to workshops. The staff participate in training, both on-site and online training. On-site training was done for about two years, then subsequent years the training was done online. Online training required staff to take a test that had to be passed before they could give the MAP-A assessments.	The Alton Community has several assisted living organizations that place students with disabilities from other areas into residential homes or group homes within our school district. There are also some organizations in neighboring districts that place students in our school district as well. Restoring Hope, Visions of Hope, Allen Supported Living, and T.J. Swift House are a few of the organizations. I am not aware if any of our students participating in the MAP-A are placed through these organizations. One student transferred from a nearby district half way through the school year who was identified as participating in the MAP-A. We also have one student in our district that attends a school for severely disabled.	The student's evaluation report was reviewed to gain information about disability category and Full Scale IQ scores. The Alternative Checklist and Flowchart were reviewed by the IEP team.	The list of students previously taking the MAP-A was reviewed by the district. Using the checklist and flowchart, the decision was made for some students who previously participated in the MAP-A to take the regular MAP with accommodations/modifications.	Yes	Yes
Arcadia Valley R-II (047-062)	No	Staff goes to the required MAP-A training provided by RPDC and take tests on Moodle tests to make sure that the staff facilitating the MAP-A have a full understanding of the process and testing procedures	Our community is a low income community with very little industry. We have two boys facilities that have students who have been removed from their homes that feed into our district. Out of these things, last year, we had two students who were MAP-A who were foster students, and one other student who was residing at the boys ranch facility.	The district uses the MAP-A eligibility check list each year to review students who are considered MAP-A and determines each year if they still meet eligibility. LRE placement is considered each year as well as individual student progress and scores each IEP cycle to determine continued eligibility. Many students from two years ago have been taken off the MAP-A testing after a careful review of each student's disability category. Only the most significant cognitive disabilities were kept on the list for taking the MAP-A assessment.	We review each student every year to determine if improvements and gains have been made that would determine if they are still eligible for the MAP-A assessment. Also, we reviewed each file and looked at each disability to determine our most severe cognitive and adaptive concerns to decide who is eligible.	Yes	Yes
Ash Grove R-IV (039-135)	No	Our director of special services has watched the MAP-A webinar and eligibility for participation webinar that has been provided by DESE. After watching the webinar, she has provided training to other administrators in the district and special education staff about the eligibility criteria and guidance forms. At our IEP meetings, special education staff are using the MAP-A flow chart, checklist, and decision-making guidance.	That is not a school, community of health program in our boundaries.	For our special education students we use the DESE guidance flowchart to determine if a student may be eligible to take the MAP-Alternative assessment. We also look at previous district assessments and state assessment scores. We primarily look at eligibility for our students who are in regular education less than 40% and are in our district functional skills program.	After watching the webinars provided by DESE on eligibility, our director of special services worked with our special education staff to make sure we had appropriately identified our MAP - Alternative students. After reviewing our criteria and reviewing student's files, we had 3-4 students assessed with the regular MAP assessment this year, who had been previously assessed with the MAP-Alternative.	Yes	Yes
Atlanta C-3 (061-150)	Yes					Yes	Yes

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Aurora R-VIII (055-110)	No	Training is provided at the beginning of each school year during our special education inservice day (August 6, 2019). The "Alternate Assessment Participation Determination" form is used to review eligibility for MAP-A students. The flow chart and decision making guidance is also given to teachers as we review the criteria for individual students. Teachers are told to review this at each IEP meeting to ensure the student still meets eligibility for alternate assessment. There is guidance included in our Special Education handbook that lists the handouts and flow charts from DESE. Most of the time, the teachers contact the director of special services to discuss possibly putting the student on MAP-A and questions are discussed and looked at before presenting information to the parents. The decision hasn't been made without the parent but the district has already looked at criteria and knows the student could be eligible for alternate assessment. The decision is made at the IEP meeting for each student in the district (whether they complete MAP, MAP-A, EOC, etc). Along with these resources and training, Aurora R-VIII personnel review student records and progress to communicate with parents the options for assessment. The need for the student to continue to be alternately assessed is reviewed each year during the annual IEP meeting. When students can participate in the MAP or EOC process, they do. If participation is not appropriate due to significant cognitive disabilities and/or other extremely limiting difficulties, they do not. The basis for any assessment is to determine the knowledge or skills acquired by the student. If the MAP-A is the only method to obtain these results, the decision is made for them to take part. When data, even if minimal, can be retrieved from completing the MAP or EOC, the student will take that test. The alternate assessment webinar, from DESE, has also been viewed as teachers discuss a student who may meet criteria for MAP-A. Each teacher responsible for MAP-A students also complete all required DLM videos and training.	Offices for both the Division of Family Services (Lawrence County Social Services) and Probation/Parole are located within the Aurora R-VIII School District. Many of the students with significant cognitive disabilities come from families who utilize these services. Aurora has many foster families and several take high needs students for placement. OACAC also has a site within the district boundary and provides services not found in every community. Aurora R-VIII has implemented the Bright Futures program which assists families with meeting daily needs. This includes food, clothing, hygiene items and utility issues. Quality instruction and programs offered by Aurora R-VIII personnel are also attractive to parents looking to relocate children to another district. The district has 4 functional skills classrooms staffed with trained staff who work intensely with the lowest functioning students. Families navigate towards Aurora due to these classrooms and services provided. This year alone, 4 students transferred into the district who are alternately assessed. They are coming from out of state and are extremely low functioning. This has also increased our numbers.	Each student's eligibility is considered as the annual IEP is completed. The district has removed 2 students from MAP-A this year, but have also gained others. Eligibility is reviewed individually based on the student's cognitive ability, adaptive behavior skills, physical limitations, behavioral limitations, reading ability and type of curriculum being taught, whether the team feels they will be able to live independently, and if there is any information that can be utilized in the regular MAP/EOC assessment. If the student is utilizing a functional curriculum and has significant cognitive delays along with some or all of these other factors, the student continues to take MAP-A. As they make progress and gain more academic skills, they may be removed from the alternate testing in the future. The MAP-A process was discussed in other questions on this survey but the criteria is considered each year at the annual IEP meeting. Score reports and progress on the IEP is used to determine if the student needs are so great that they continue to meet eligibility for alternate assessment. Each IEP justifies the need for alternate assessment.	1. All files and students have been reviewed this year to ensure each one continues to qualify for alternate assessment. Teachers were already in the process of removing 2 of them to regular assessment as we started this process. 2. Each transfer is considered carefully. We have had 4 transfers into the district this year who are alternately assessed from other states. As we complete evaluations and write new IEPs, the teams are looking carefully to ensure the students meet criteria in Missouri for alternate assessment. 3. MAP-A score reports were looked at as well as progress on IEPs to be certain the students who are alternately assessed have not made enough progress to switch to the MAP or EOC assessments. 4. Each year, this discussion is held at the annual IEP meeting where IEP teams talk about the most appropriate way to assess the student and whether the student continues to meet criteria to be alternately assessed.	Yes	Yes
Bayless (096-099)	No	Moodle training Staff meetings that focus on MAP-A eligibility Working one-on-one with teachers EdPlus training for teachers LEA/Bayless assessment training	Southview School is a public separate school that Bayless feed into. The population of Southview is 100% special education. Southview has four Bayless resident students that are MAP-A eligible.	The Area Coordinator met with the special education teachers on May 10, 2018, to review the students on MAP-A. We used the following tools: 1. The student's IEP 2. The student's evaluation report 3. Para matrix support tool to determine if the student needs para support 4. Information from the DESE training in St. Louis on 2/6/18 5. Missouri Alternate Assessment Decision Making Flow Chart 6. Alternate Assessment Participation Determination 7. Missouri Alternate Assessment Decision Making Guidance Document 8. The student's schedule 9. Medical information on each student	Bayless removed all students from MAP-A based on the Alternate Assessment Participation Determination for each student as of October 1, 2018. There are four students attending Southview from Bayless that are MAP-A eligible.	Yes	Yes
Belleview R-III (047-064)	Yes					Yes	Yes

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Belton 124 (019-152)	No	<p>Belton MAP-A Teachers meet with a Process Coordinator, that has many years of experience with the MAP-A. They meet every district professional development day (about 5 times a year starting in September). The Process Coordinator attends all offered trainings and webinars pertaining to MAP-A administration and eligibility determination through RPDC and DESE. The Process Coordinator used all of these training materials and more when meeting with MAP-A Teachers to ensure the fullest understanding of eligibility, expectations and implementation. MAP-A Teachers all move through the required modules starting in September. The Dynamic Learning Maps website is also used to further their understanding of the assessment process itself. District professional development time is also used to share and embrace the vision for instruction for our most severely disabled students. Belton embraces dynamic learning maps as an instructional tool that embeds progress monitoring along with a summative assessment. Dynamic learning maps really allow for teachers to see how to differentiate instruction, the crosswalks from DESE really have helped teachers to see how to bring instruction to students in a meaningful, yet rigorous approach. All of this is addressed ongoing through professional development time. This process has and will be an evolution for our teachers and students. All Process Coordinators have been trained utilizing the guidance documents to understand eligibility requirements. All teachers and process coordinators understand the MAP-A Decision Making Checklist is a requirement at all IEP meetings where MAP-A decisions will be made annually. It is no longer a given that eligibility for MAP-A continues each year, it must be determined each year.</p>	<p>Belton has an early childhood program that draws families to Belton from all over. Over the years, we have families that enroll and then tell us that Children's Mercy Hospital recommended Belton as the school district to send their child for help. Our families that start in Early Childhood with us, tend to stay here. We also are the largest ECSE program in Cass County. Many smaller district will contract for ECSE services for their most severely disabled students with Belton. Many times, these families will then move to Belton to continue the services we have for K-12. Belton currently has 8 students eligible for Missouri Schools for the Severely Disabled, 3 of those students are currently in a grade tested for MAP-A. That means they all have cognitive and adaptive skills below 40. Belton also has a large Special Olympics program that draws families from all over as well. Special Olympics is no longer a volunteer program. Belton has embraced Special Olympics as a sport with paid Coaches. Belton brings in resources as much as we possibly can for our students. We have partnered with Project Access and their BEAT program which has significantly enhanced our programming for students with Autism. Belton has been able to specialize in both Autism and Social Emotional programming. Belton has a day treatment program that allows for contracts from other districts. Though this program does not include students eligible for MAP-A it does add to the complexity of needs we serve here in Belton.</p>	<p>Through professional development, Belton created a consistent process using DESE criteria and guidance documents for decision making on eligibility for MAP-A. This was the first step during the 2017-2018 school year toward improvement. Belton then reviewed the Student Score Reports from 2016-2017 looking at how many and what students performed At Target and/or Advanced. In 2016-17 Belton had 27 students At Target for ELA, 16 students for Math and 1 student for Science. There were 6 students that scored Advanced in ELA, 3 students for Math and 1 student for Science. The goal was to dig deeper into these students by looking at grade, programming, disability, cognition and reading ability. In Belton, it is understood that when a student meets criteria for the MAP-A (dynamic learning maps), the team is really determining what kind of teaching and learning needs to occur throughout the year for the student. Based on the structure of dynamic learning maps, it is intended to be a true instructional tool for teachers, which becomes a large part of programming. In looking at the data, we discovered the students that were scoring advanced were at the secondary level and had met criteria for MAP-A using the old criteria, including cognition that could be above 55. This also means programming for these students has been embedded for many years of which might not have included exposure to key content assessed in EOCs. As a district, it was decided that we would focus on eligibility for students in 8th grade and below because programming could still be adjusted in a way students could experience success. Belton has also used the district assessment scores from STAR Reading and Math as well as the amount of time currently in general education as additional indicators of the students availability and potential to learn the higher level standards. When the scores for 2017-2018 were reported, Belton went from 9 total scores (ELA, Math, Science) at Advanced to 5, and from 44 scores At Target to 36. This is viewed as progress based on the trainings we have attended where the guidance has been if you have students scoring At Target and/or Advanced it might be time to consider if they are ready for more rigorous instruction, thus MAP/EOC with accommodations. This is a direct result of making changes in eligibility and programming. In fact, this year for 2018-19 we have 30 students currently taking MAP-A, which is down from the 40 listed in the 2017-18 data reported in the MAP-A Notice Letter. Through professional development, Belton created a consistent process using DESE criteria and guidance documents for decision making on eligibility for MAP-A. This was</p>	<p>As described above, the district has provided professional development, created a process for eligibility determination, and reviewed several sources of data to inform our decisions on student learning for our students with the most severe of disabilities. As a district, it was decided that we would focus on eligibility for students in 8th grade and below because programming could still be adjusted in a way students could experience success. Belton has also used the district assessment scores from STAR Reading and Math as well as the amount of time currently in general education as additional indicators of the students availability and potential to learn the higher level standards. In fact, this year for 2018-19 we have 30 students currently taking MAP-A, which is down from the 40 listed in the 2017-18 data reported in the MAP-A Notice Letter. For the 2019-20 school year, we have already started drafting 4 new courses that bridge the EOC tested courses with Life Centered Career Education structures. Belton is using the crosswalks on the DESE website as our guide to help teachers bring the instruction to students that are notoriously too high functioning for MAP-A instruction, but we also know will really struggle with standard instruction tested in general education courses even with accommodations. Belton wants our students to legitimately learn the content, earn the credit and have a shot at performing on the required EOCs. Belton takes the teaching and learning process very seriously and continually looking for improvement, it is an evolution.</p>	Yes	Yes

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Belton 124 (019-152)				<p>the first step during the 2017-2018 school year toward improvement. Belton then reviewed the Student Score Reports from 2016-2017 looking at how many and what students performed At Target and/or Advanced. In 2016-17 Belton had 27 students At Target for ELA, 16 students for Math and 1 student for Science. There were 6 students that scored Advanced in ELA, 3 students for Math and 1 student for Science. The goal was to dig deeper into these students by looking at grade, programming, disability, cognition and reading ability. In Belton, it is understood that when a student meets criteria for the MAP-A (dynamic learning maps), the team is really determining what kind of teaching and learning needs to occur throughout the year for the student. Based on the structure of dynamic learning maps, it is intended to be a true instructional tool for teachers, which becomes a large part of programming. In looking at the data, we discovered the students that were scoring advanced were at the secondary level and had met criteria for MAP-A using the old criteria, including cognition that could be above 55. This also means programming for these students has been embedded for many years of which might not have included exposure to key content assessed in EOCs. As a district, it was decided that we would focus on eligibility for students in 8th grade and below because programming could still be adjusted in a way students could experience success. Belton has also used the district assessment scores from STAR Reading and Math as well as the amount of time currently in general education as additional indicators of the students availability and potential to learn the higher level standards. When the scores for 2017-2018 were reported, Belton went from 9 total scores (ELA, Math, Science) at Advanced to 5, and from 44 scores At Target to 36. This is viewed as progress based on the trainings we have attended where the guidance has been if you have students scoring At Target and/or Advanced it might be time to consider if they are ready for more rigorous instruction, thus MAP/EOC with accommodations. This is a direct result of making changes in eligibility and programming. In fact, this year for 2018-19 we have 30 students currently taking MAP-A, which is down from the 40 listed in the 2017-18 data reported in the MAP-A Notice Letter.</p>			

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Bloomfield R-XIV (103-131)	No	The LEA uses the resources provided by DESE. The LEA uses the guidance document, the flow chart, and the checklist. Several times a year the LEA meets with the IEP team to discuss MAP A students and train the teachers on how to use the resources DESE provides. The IEP team meets at least yearly to determine if a student is MAP A eligible.	No	All students that participate in MAP A are students who have been identified as students with an intellectual disability. The IEP teams as a whole determines the LRE. As a district we strive to ensure students are placed in the LRE and are included in the regular education environment as much as possible. We review MAP score reports. If we find that students are excelling on the these than we do use that data to see if the students still meets the MAP A criteria. We review all goal tracking data several times/year to show progress. All special education teachers get data on each student to ensure that students are progressing.	The LEA is reviewing all students. After reviewing data at the end of the 2017-18 school year we have found several students who no longer qualify for MAP A and will take MAP in the 2018-19 school year.	Yes	Yes
Blue Springs R-IV (048-068)	No	<ul style="list-style-type: none"> •Face to Face •Online training (watch DESE videos) •Provide and review Guidance Documents with administrators, teachers •PDC trainings - Kansas City and Warrensburg 	Our Liggett Trail Education Center Multi-Disabled/Medically Fragile in Blue Springs School District draws parent interest from surrounding districts. Parents contact the District from the greater Kansas City area and beyond every year to inquire about services at LTEC. Currently, there are 19 students in the program. Five of the students were in a MAP-A tested grade and were MAP-A eligible. Rainbow Center is a day school for children ages 3-21 with "developmental disabilities including Autism, Asperger's Syndrome, Cerebral Palsy, and other intellectual and behavioral deficits" (www.rainbow-center.org). While not a part of the Blue Springs School District, parents oftentimes move to the Blue Springs area to be closer to their student in the school especially those who also utilize Rainbow Center for before and after school care or have an older student who may participate in Rainbow Options Day Habilitation after graduation. Last year, BSSD has 9 students attending Rainbow Center who were eligible to take MAP-A. Great Circle over the summer has opened a location with BSSD boundaries. Great Circle also enrolls students who participate in MAP-A. BSSD has numerous group homes within our boundaries. Students in group homes in the area tend to have the most significant cognitive disabilities with a few also attending state schools. While some of the students in group homes are from the Blue Springs area, a number have parents outside of the BSSD attendance area. Blue Springs families are caring families. We have several families adopting students with significant cognitive disabilities from the US and abroad. FosterAdopt Connect's Headquarters is located within BSSD boundaries. FosterAdopt Connect "specializes in solving problems for kids and families involved and affected by the child welfare system" (www.fosteradopt.org). Students may be placed short-term (less than 30 days) or for longer amounts of time. There are numerous families in BSSD who provide home placements for students from FosterAdopt Connect.	Data is part of an ongoing cycle of instructional improvement in the district. Teachers routinely use data to guide instructional decisions and meet students' learning needs. A variety of data sources are used, such as state assessments, district assessments, and classroom performance data. The District utilizes instructional coaches and process coordinators to assist teachers in the assess, teach, and assess cycle. In addition, the District provides target professional development to improve instructional planning, teaching, and learning. The District reviewed disability categories for students who were eligible for MAP-A. There were no students participating who have eligibility category of Specific Learning Disability. This area was specifically reviewed as students qualifying in SLD have learning problems that are not primarily the result of intellectual disabilities and therefore do not meet guidance for a student with the most significant cognitive disability. The District reviewed previous MAP-A Individual Student Score Reports. Specifically, the District reviewed students who scored in the "Advanced" level. For those students who scored "Advanced," the District reviewed the students' special education evaluation report and current IEP. If it appeared a student may not be one with the "most significant disabilities," the District contacted the building principal and asked for the school to initiate an IEP meeting with the parent(s)/guardian(s) to again review MAP-A eligibility. The District reviewed the student's placement and services. Specifically, the District reviewed students whose placement was 40-79% in the regular education. If it appeared the student was receiving instruction more than 40% of the school day in regular education, the District contacted the building principal and asked for the school to initiate an IEP meeting with the parent(s)/guardian(s) to again review MAP-A eligibility. The District utilizes Unique Learning Systems as a curriculum for students who are assessed using the alternate assessment as the curriculum is aligned to alternate standards. This online program allows for building and teacher monitoring of student achievement.	<ul style="list-style-type: none"> •Training for administrators using the DESE guidelines for making assessment participation decisions •Training for process coordinators •Training for special education teachers •Training regarding accommodations that enable students to participate in the general assessment to the maximum extent possible •Training on Universal Design for Learning and standards-based IEPs utilizing Goalbook Toolkit •Communication with parents at IEP team meetings •Providing oversight to each school exceeding the 1% threshold •Utilizing the flow chart in IEP meetings in order to inform and engage parents in conversations and decisions regarding MAP-A participation 	Yes	Yes

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Bolivar R-1 (084-001)	No	The Bolivar R-1 School district utilizes the DESE MAP-A: Making Appropriate Eligibility Determinations for Participation guidelines when training staff. A district wide training for determining MAP-A eligibility was held August 18, 2018. A required follow-up training for appropriate staff regarding MAP-A eligibility was held in their respective building during the week of August 20th.	Yes, Bolivar R-1 School District has a high number of programs that feed into the district that house severely disabled and very low cognitive students w/ severe behaviors. Within the Bolivar R-1 School District boundaries a residential grouphome resides for boys and girls grades K-12, or age 21. Grouphome students reside in 6 houses that fall within the Bolivar R-1 School District Boundaries. Bolivar R-1 School District also houses the Bolivar Extension School (BES) which is a nontraditional school with a student population of K-12, or to age 21, students who are multihandicapped. At BES the curriculum for students consist of a focus on daily living skills, functional behavior skills and life skills. The Mashburn Residential Learning Center is a residential grouphome that lies within the Bolivar R-1 School District. This residential grouphome houses students that are profound and non-ambulatory residents.	The Bolivar R-1 School District utilizes various forms of data review and analysis regarding the decisions made for students taking the MAP-A and the results of those decisions. The below information will provide a deeper explanation as to how we utilize our data when determining MAP-A Eligibility. Each year building staffing teams meet to analyze students previous years MAP-A Individual Student Score Reports. After reviewing each students reports those that have achieved "Advanced" or "At-Target" are transitioned from the MAP-A to the MAP. Individual Education Plan teams convene and discuss the transition from the MAP-A to the MAP and incorporate the Missouri Learning Standards into the students academic goals. After reviewing data the district has 6 students from the Intermediate School, Middle School and High School who performed "Advanced" or "At-Target". This reduces the MAP-A population in those 3 buildings .25%. The students that performed at "Emerging" or "Approaching the target" are discussed and IEP's are reviewed to determine if goals and placements continue to be appropriate for these students and if they can make forward movement to "Advanced" or "At-Target". Other pieces of data that is reviewed for all students include the students IEP placement and the students IEP goals. Goals that are centered around functional skills, life skills and students that will require supported living beyond high school are also used as a basis for determining their MAP-A participation and their movement from the bottom two levels to the top two. The residential grouphomes that reside in our district are very transient in nature and student's average stay is 9 to 12 months. As students transfer in to the program we continue to utilize the Alternate Assessment Participation Determination when IEP team decisions are made in regards to students state assessments. Three of the residents at the grouphomes have been placed at MSSD. New enrollment is continuing to take place in the grouphome and IEP team meetings are held daily therefore an exact number of MAP-A participants for the grouphome program as not been determined at this point.	Steps taken to reduce the number of students assessed on the MAP-A include transitioning students that score in the top two levels of MAP-A to the MAP. Students that transfer to the residential grouphomes whose IEP's reflect MAP-A participation are reviewed by the IEP team upon enrollment to look at the students goals and previous placement. Informal interviews are conducted by the Process Coordinator and the sending district or facility to determine the type of placement the student received and if this was considered the Least Restrictive Environment for that student and the type of programming that was in place for the student. Information that is gathered from the sending district or facility is brought to the IEP team meeting to assist in making IEP team decisions, including the students MAP-A participation. Student's IEP goals and Secondary Transition for students 16 or older are also reviewed and considered when determining continued MAP-A participation.	Yes	Yes
Bowling Green R-1 (082-100)	No	Our staff uses the guidelines from DESE to help determine if a student should be MAP-a. It is an IEP team decision, but we utilize the checklist to help make the best decision. -completed the DLM Test Administrators Oct. 1, 2018 -watch the Self Directed Learning Modules check off sheet, 10-2-17, 10-3-17 - staff giving MAP-A reviewed the KITE system during an early out 10-3-18 -on November 7, 2018 the MAP-A scores from last year were reviewed with the special education teachers	Lillian Schaper School is in our district. Some families choose to live in our district so they are close to the school their student attends.	We review current and past test scores to help make the best decision for each student. If a student is being considered for MAP-A then we review the DESE guidelines during the IEP so the team can make the best decision for the student. Once a student takes MAP-A then we look at their results to help determine if the student should continue to be MAP-A. We consider individual test scores, cognitive scores, adaptive skills, and functional skills. The students that take MAP-A usually get their core instruction from the special education teacher, but have electives in the general education setting.	Each year we look at the previous scores from MAP-A and any student that is At Target then we start the discussion to determine if the student should be considered for the MAP or EOC instead of MAP-A. We also considered the level of supports the student will need to access the regular test to help determine what test should be given. We also consider the student's reading ability. Of course, these decisions are made by the IEP team.	Yes	Yes
Breckenridge R-1 (013-054)	Yes					Yes	Yes

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Brentwood (096-101)	No	The special education staff is trained on the Dynamic Learning Maps through the Special School District.	Yes, we have Family Forward, a long-term 24-hour residential care facility for non-ambulatory children with significant needs. We have two students falling in this category in the 2018-2019 school year and four more students in the future.	We have analyzed the IQ scores and have found eight out of nine scores fall under a 50 IQ. We will be evaluating the one student for regular map testing this year. Map-A is discussed at every annual IEP Meeting.	Map-A is discussed at every annual IEP Meeting. We will evaluate the one student for regular map assessment testing for the 2019-2020 school year. We have met with the SSD Area Coordinator to discuss further professional development for staff.	Yes	Yes
Brookside Charter School (048-916)	No	The staff meets the first Monday of every month from 4pm to 5pm to discuss relevant issues in Special Education. Resources include and are not limited to: RPDC trainings, webinars, use of DLM materials, and outside agency trainings. Staff that are managing MAP-A testlets attended the training at RPDC before beginning the process. There are currently 3 staff members who have completed the training for MAP-A out of 6 members of the Special Education team. The Special Education teacher who works in the self-contained classroom uses the DLM materials in her daily planning of lessons for those students who participate in MAP-A.	Brookside Charter started a self-contained program for students with cognitive disabilities during the 2017-18 school year. Prior to this type of programming, students were placed in the regular education environment and pulled for services. The team determined that there was a need for full time programming for these students and a program was developed to meet their academic and functional needs. Parents have been very receptive to this program and word has gotten out into the community about this type of program in a Charter School. Our enrollment has increased in this program based on increasing enrollment at Brookside Charter. Those children that have more specific needs that we can't address are placed in outside placements (Sherwood Center, Rainbow Center, etc). Parents elect to place their children in any Charter School they choose in the Kansas City area and Brookside Charter has a good reputation in educating all children.	The LEA reviews all student files with the MAP-A checklist to determine if a student is eligible to participate in the alternative program. Students with cognitive deficits, adaptive behavior deficits, communication needs, and academic progress that is significantly below that of their age level peers are considered. The staff looks at the regression of skills for students to determine when additional teaching is needed in that skill area. MAP-A score reports were reviewed this year as it is only the second year that the school has completed MAP-A with students. The information gained from this review was used to address weaknesses in curriculum and areas of need for specific students.	The LEA and staff meet with parents three times per year to discuss academic and functional progress. The staff continually assesses whether each child needs to participate in the alternative MAP or if they have mastered skills to no longer meet the criteria for MAP-A.	Yes	Yes
Bucklin R-II (058-107)	Yes					Yes	Yes
Cabool R-IV (107-155)	No	The district testing coordinator, along with our building counselors, train the staff for state assessments. They use the DESE training materials and resources. The staff that administers the MAP-A test are sent to training at professional development centers or watch the required webinars that DESE provides.	No	The information reviewed: Students most recent evaluation results Disability categories Adaptive behavior The MAP-A eligibility determination The least restrictive environment Academic progress based off of cognitive ability Previous state assessment scores After all of the information reviewed, the team determines if MAP-A is appropriate for each individual student.	The district is trying to cut down on the number of students by reexamining their cognitive abilities and scores. As the team meets on each student we will look at the possibility of some of them being able to take the regular state assessments.	Yes	Yes
Callao C-8 (061-157)	Yes					Yes	Yes
Camdenton R-III (015-002)	No	1. One Process Coordinator identified this year to be the lead for alternate curriculum and MAP A. She attended DESE training and is in the process of working through all webinars. She is bringing the teachers with students who currently qualify for MAP A to work/training sessions every two weeks. Those sessions started with a review of handouts 1-3 to develop an understanding of the eligibility and decision-making process for MAP A. This first training results in teams being reconvened for two students who may not have been appropriately qualified for MAP A and the decision to move from an alternate curriculum (and MAP A) to regular curriculum assessed by MAP was made by the IEP teams. All these teachers attended MAP A training provided by the department. These sessions will focus on KITE, developing understanding of DLMS, and goals that support the alternate curriculum standards. 2. The Director used handouts 1-3 to discuss qualification of MAP A with all Process Coordinators. The Director and PCs also reviewed the crosswalks and discussed alternate curriculum - purpose, eligibility. 3. Process #2 was replicated by Process Coordinators at every building. 4. Director replicated process #2 with principals to ensure they understand eligibility, decision making. 5. Process #2 led to a PLC being developed with all Life	n/a	1. After reviewing eligibility criteria and qualifying guidance provided by the DESE, the Director and PCs reviewed all students currently eligible for MAP A looking at disability categories, placement, results on most recent MAP A, iReady scores, and IEP goals. The crosswalk with iReady scores revealed students whose eligibility determination may be questionable. That information was taken back to building teams to further explore. 2. This process was duplicated with teachers of students assessed by MAP A last year in the Life Skills PLC. The discussion led to a review of the crosswalks as it was clear the teachers did not understand academic expectations within the alternate curriculum. 3. This process was reviewed and shared with principals. 4. This process is on the agenda for counselor meeting in November.	1. One Process Coordinator identified this year to be the lead for alternate curriculum and MAP A. She attended DESE training and is in the process of working through all webinars. She is bringing the teachers with students who currently qualify for MAP A to work/training sessions every two weeks. Those sessions started with a review of handouts 1-3 to develop an understanding of the eligibility and decision-making process for MAP A. This first training results in teams being reconvened for two students who may not have been appropriately qualified for MAP A and the decision to move from an alternate curriculum (and MAP A) to regular curriculum assessed by MAP was made by the IEP teams. All these teachers attended MAP A training provided by the department. These sessions will focus on KITE, developing understanding of DLMS, and goals that support the alternate curriculum standards. 2. The Director used handouts 1-3 to discuss qualification of MAP A with all Process Coordinators. The Director and PCs also reviewed the crosswalks and discussed alternate curriculum - purpose, eligibility. 3. Process #2 was replicated by Process Coordinators at every building. 4. Director replicated process #2 with principals to ensure they understand eligibility, decision making. 5. Process #2 led to a PLC being developed with all Life	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Camdenton R-III (015-002)		Skills teachers. This PLC is currently developing a curriculum for use with students who qualify for alternate curriculum and MAP A. The cross walks are the guiding documents for this curriculum development. Discussion with this group regarding: "Special education is not a place, it is an amount of service" and "Our goals is to develop in students independence - socially, academically, and functionally" is causing a shift in the work they are doing and how they are thinking about students. 6. Director is working with new teachers every two weeks to develop an understanding of the special education process starting with using evaluations to guide programming for students. A part of this new teacher training will use all of the resources provided - process and curriculum - to support an understanding of curriculum, standards, goals, assessments, etc.			Skills teachers. This PLC is currently developing a curriculum for use with students who qualify for alternate curriculum and MAP A. The cross walks are the guiding documents for this curriculum development. Discussion with this group regarding: "Special education is not a place, it is an amount of service" and "Our goals is to develop in students independence - socially, academically, and functionally" is causing a shift in the work they are doing and how they are thinking about students. 6. Director is working with new teachers every two weeks to develop an understanding of the special education process starting with using evaluations to guide programming for students. A part of this new teacher training will use all of the resources provided - process and curriculum - to support an understanding of curriculum, standards, goals, assessments, etc. ** The approach includes: understanding evaluations, curriculum demands, decision making for alternate curriculum/MAP A, goals, DLM.		
Cameron R-I (025-001)	No	At the beginning of the school year the special education staff (Director, Process Coordinator, Diagnosticians, and life skills special education teachers)reviews all the MAP A checklists and guidance. Teachers reviewed each MAP A student's file to ensure the previous team determined they continued to qualify for MAP A. For those that did not meet the criteria or show justification per the flow sheet, the case manager called an IEP team meeting and the entire team reviewed the student's IEP, evaluation report, classroom performance, and progress on IEP goals in order to determine if the student should be taking MAP A. At every annual IEP meeting the flow sheet is reviewed and filled out as part of the meeting. This ensures all students from this year forward meet the criteria set forth by DESE and are outlined in the trainings provided by DESE.	No	The IEP team reviews the students progress and participation in the regular education setting, including but not limited to the supports required for the student to participate and the extent of participation. The team reviews placement to determine if the amount of time in the regular education setting and in the special education setting is appropriate and if the goals align with grade level expectations or The team reviews the student's performance on classroom and district assessments and the extent of participation, accommodations and modification required for any assessment. The team reviews the student's category of qualification and impact it can have on standardized assessments. The team reviews the evaluation results, including IQ, academics, and any other area of testing. The team reviews the MAP- A eligibility checklist to determine if student meets the criteria. For the students who have previously taken MAP-A, the team reviews previous scores. The LEA reviews progress quarterly through IEP progress and monthly data meetings with Process Coordinator, special education teachers, therapist, and regular education teachers.	As a district we review every student at least once a year to determine if they continue to meet the qualifications. This year we have moved one student from MAP-A to regular MAP due to the student's progress in the classroom setting and on their IEP goals. The district is looking at each student as they get to the appropriate age for MAP testing to determine if they qualify for MAP-A or if they can take the regular MAP with accommodations. The district is talking to the special education teachers each semester about making appropriate accommodations so that the students can participate on the regular MAP test.	Yes	Yes
Campbell R-II (035-093)	No	Staff participate in annual MAP-A training provided by RPDC, DESE, and LASE via workshops, webinars, and online trainings. This year, the training took place on September 27, 2018. This training involved learning about many DESE resources including the Missouri Alternate Assessment Decision Making Guidance Document/Flowchart, a testing planning grid, and the Dynamic Learning Maps blueprints. Staff were also trained on the KITE system, DLM Moodle, and Educator Portal. Yearly, staff receive the most recent test updates from DESE via emails and RPDC trainings. They are trained on the Educator Portal User Guide, Accessibility Manual, Assessment Coordinator Manual,	A Missouri School for the Severely Disabled is located within 10-15 miles of our school district. Students with significant cognitive disabilities attend the school. Districts in the surrounding area utilize the MSSD when considering the severity of a student's disability, Least Restrictive Environment (LRE) placement and the most appropriate services available to meet a student's educational and functional needs. Our district current has 4 students enrolled in the MSSD.	Staff reviews data on MAP-A Individual Student Score Reports to document student progress and mastery of skills and to create goals and objectives on the student's IEP. Information from the individual report, as well as, student performance scores on quarterly district level benchmarking, STAR reading and math scores, and weekly classroom assessments are examined to determine continued need for MAP-A for a student. Staff considers a student's disability, LRE needs, and closely follows the MAP-A eligibility determination process before making the decision for a student to participate in the MAP-A.	During the 2017-18 school year, our district had 4 MAP-A eligible students attending the MSSD which made our percentage of MAP-A eligible students fall under the 1% level. At the end of February 2018, 2 in-state IEP students transferred into our district already deemed MAP-A eligible and were already participating in the MAP-A process. With the addition of these two transfer students and our district already being a small school, this place our district in the position of exceeding the 1% limit on students who are assessed using MAP-A. At this time, our staff has already completed the steps necessary to find one of the transfer students ineligible for MAP-A and we will	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Campbell R-II (035-093)		Data Management Manual, Guided Practice Activities and Released Testlets, and the Test Administration Manual. The teachers are trained on how to choose and teach the appropriate essential elements and how to use embedded instruction to help prepare students for the MAP-A. Staff also meet with school administration to analyze MAP data and receive instructions as to how to use the data to improve teaching strategies, update lesson plans, and adjust curriculum. In addition, staff meet with school counselors regarding proper administration of the MAP-A assessments, and modifications/accommodations needed for individual students.			meet and collaborate with educators at the MSSD to ensure that the process for determining eligibility for MAP-A has been followed and continues to be appropriate for each of the 4 students that attend their facility. Staff will also carefully examine information of upcoming transfer students enrolling into the district already deemed MAP-A eligible. Staff will continue to receive annual MAP-A training through RPDC workshops and webinars. Special education staff will obtain current information and updates regarding MAP-A by attending monthly Compliance Connection meetings, LASE meetings, and in-district special education staffings. Staff will annually review student IEPs, assessment data, evaluation reports, MAP-A components and individual reports, district benchmarking, STAR math and reading scores, progress reports, grade reports, and IEP goals and objectives in order to make informed decisions regarding MAP-A eligibility in the future.		
Cape Girardeau 63 (016-096)	No	Mandy Keys attends the RPDC trainings held at SEMO's RPDC yearly. She then schedules a day to train all staff members that will be giving MAP-A during the school year. Teachers are given time to review the required training modules online during that day. In addition, all teachers are required to watch two of the non-required modules and document the dates those were viewed. The MAP-A flow chart and eligibility criteria checklist is reviewed at every IEP meeting when MAP-A is considered. Staff members go through the chart, check the boxes as discussed and agreed upon, sign and date the form, and staple it to the current IEP in the perm file. Staff members must read and sign a form that says they read all materials in the MAP-A Teacher Administration Manual. They keep a copy of this form and send a copy to Mandy Keys. Mandy also provides individual training to any staff member that needs it after the initial training. For example, if a student moves into the district that is MAP-A and is placed with a teacher who has not been trained, and/or if a teacher requires extra assistance, Mandy is available to train them. The initial training consists of viewing the necessary videos, discussion of questions for testing, test security, and all material viewed in the videos. Mandy provides teachers with a twelve step training handout with links to all websites. Teachers are also provided with the "Test Administration Manual", ELA, Math, and Science Blueprints. Prior to testing, teachers are given an opportunity to ask questions both in a large group and one-on-one setting. Mandy frequently asks staff members if they have any questions to check for understanding of "Test Administration Manual" or any other area of concern. Mandy also travels to each building and visually checks educator portal settings and testing materials, etc.	We do have Parkview State School in Cape Girardeau. Families move here to attend this location. Seven of our MAP-A students are attending this school.	Disability categories were all in either Intellectual Disabilities, Autism, Multiple Disabilities, or Deaf-Blindness. In the future, as a district, we will limit MAP-A student participation to students with an IQ score of 55 and under (or close to this) as directed by the new DESE guidelines. This will decrease the number of students who are MAP-A eligible. East Restrictive Environment for students who will now be taking the regular MAP assessment instead of MAP-A will need to be reconsidered with special attention brought to access to the general education curriculum. Although these students are still performing at the 55-70 IQ, careful attention will be given to general education curriculum exposure with moderate accommodations and modifications to better prepare students for the regular MAP assessment. MAP-A individual student score reports are reviewed to decide which essential elements should be worked on throughout the school year depending on mastery levels. Finally , our plan for monitoring student achievement includes: reviewing data from course grades, IEP goal/objective progress reports, curriculum assessment data, and review of MAP-A scores.	We will use the IQ Score of 55 or below in the future as a criteria reference. Currently, we have scores that fall under 70, but some are in the 60's. We will review those students more carefully and revisit the appropriateness of MAP-A.	Yes	Yes

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Carl Junction R-I (049-132)	No	The Carl Junction R-1 staff is reviewed of the requirements for eligibility of MAP-A through staff collaboration, recorded webinars and off site professional development offered by DESE staff.	There is no program or facility within our attendance boundaries that draws a large number of students with significant cognitive disabilities...just an excellent school district with a great reputation for doing what's right for kids.	The teams use state guidelines on eligibility criteria for MAP-A as a discussion point during IEP meetings. Student's evaluation information, disability category, goals and services are reviewed to determine the best way to assess our student. The information gathered from the MAP-A, helps our district to align our most significant cognitive disabilities goals to a universal curriculum for all learners. We utilize the DLM as a way to monitor growth and determine next instructional path for our students.	The district reviews the guidelines to clarify the eligibility criteria, points out talking points for an IEP team so that the team can make the best decision possible for our students with the most significant cognitive abilities. I think a clearer understanding of the criteria will help our teams to utilize the data that supports this type of recommendation and decision during an IEP meeting.	Yes	Yes
Carondelet Leadership Academy (115-915)	No	The LEA at Carondelet Leadership Academy provides training in alternative assessment decision making guidance by ensuring understanding of State provided alternative assessment checklists and flowcharts. We also send our staff to MAP-A focused professional developments as well as require them to take Webinars provided by DESE. Frequent meetings are held by our Special Education staff to make sure we are up-to-date on all requirements and standards.	There are no particular schools or programs within CLA's boundaries that would draw large numbers of students with significant cognitive abilities.	Each of our students taking the MAP-A have been evaluated and found eligible under IDEA. They all have also been determined to have cognitive abilities falling within the most significant range, combined with either physical, adaptive, or behavioral challenges that limit their capability to take the MAP. None of the students have excessive absences, visual or auditory disabilities or social, cultural, or language differences that would hinder their performance.	The LEA at CLA strictly adheres to the alternative assessment flow charts and checklists. Students are placed in least restricted environment and progress is closely monitored. Special Education and Regular Ed teachers work closely together to make sure that our students are getting the curriculum delivered to them in the best possible way for each individual. All of the students receive intensive supports in the school setting as well as individualized instruction, adult supervision, and and assistance throughout the day. At each annual IEP, the Special Education team and administration review each students' data. We also closely examine the flowchart and checklist to make sure that all criteria still applies.	Yes	Yes
Caruthersville 18 (078-012)	No	We provide training to school staff who are members of IEP teams in MAP-A eligibility criteria and making appropriate decision by disseminating materials provided by DESE and review of eligibility criteria.	No	IEP teams use the complete IEP, Evaluation results, any local/state assessment or benchmarks results and examples of student work when making decisions for MAP-A eligibility. When scores are received results are reviewed by IEP teams. This assists the district in making curricular decisions as well as gives IEP teams assistance in providing needed instruction.	We are reviewing the webinar with staff and re-evaluating students who are over but close the cognitive levels needed. IEPs are being convened to review eligibility for students who may not be eligible based on information gathered from the webinar.	Yes	Yes
Cassville R-IV (005-123)	No	All special education staff who administer the MAP-A attend yearly DESE training in order to stay informed about State assessments. District meetings among teachers who administer are held to review presented information and collaborate on effective practices in regard to MAP-A.	There is no program or facility but our school district does serve students in a rural district covering 300 square miles.	The following information is reviewed in consideration of a student's eligibility for MAP-A: Disability categories Cognitive, adaptive and academic standardized assessments and performance ability when compared to general curriculum standards The need for pervasive supports in all areas The requirement of a highly specialized program with intensive instruction A daily systematic core subject and functional life skills curriculum is a requirement The content has to be drilled and practices in multiple settings and presented in significantly smaller steps than peers with prompts, guidance and often hand over hand assistance The students' ability to read is significantly impaired or is non-existent due to their verbal functioning The ability to express both in oral or written form for social and academic settings is limited The student placement and services required The student score reports from State and District Assessments The DESE "Missouri Alternate Assessment Decision Making Flow Chart"	Each IEP meeting MAP-A eligibility determination is considered using the "Missouri Alternate Assessment Decision Making Flow Chart" for those students with the most severe cognitive disabilities. The team looks at all items and students functioning to complete the flowchart to make the determination. If a student meets those criteria then the team determines they are eligible to participate in MAP-A All decisions are made in the students best interest.	Yes	Yes

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Center 58 (048-080)	No	<p>Information regarding the ESSA 1% MAP-A participation cap, resources for understanding MAP-A eligibility, and strategies for reducing our participation rate have been shared with special education teachers, process coordinators, and principals via email, newsletter, and in-person discussions on multiple occasions (Example: email chain with dates of 9/20/17, 2/25/18, 4/3/18, and 10/26/18). Helpful Resources for Understanding MAP-A Eligibility that were shared: Missouri Alternate Assessment Decision Making Guidance Document Missouri Alternate Assessment Decision Making Flow Chart Missouri Alternate Assessment Checklist MAP-A Eligibility for Participation Webinar Superintendent, Director of Assessment and Director of Special Services viewed the MAP-A Participation Webinar, discussed MAP-A Participation rate, discussed ways to support students who may be found ineligible are no longer eligible for MAP-A, and developed a plan for communicating this information to principals. Special education process coordinators and principals of Boone Elementary, Center Middle School and Center High School viewed the MAP-A Participation Webinar with special education teachers to ensure and document that IEP teams were correctly applying eligibility criteria to MAP-A. Additionally, they gathered and reviewed completed Missouri Alternate Assessment Checklists for all eligible students at their school. Finally, they completed and submitted a MAP-A Cognitive and Adaptive Data spreadsheet to verify that each eligible student demonstrates the most significant cognitive disabilities and limited adaptive skills. All special education teachers who are responsible for MAP-A attend the annual MAP-A Training that is provided through the KC Regional Professional Development Center (KC RPDC) and complete the online training modules. A special education process coordinator was re-assigned to primarily support special programs, which include students who are designated as MAP-A eligible. She attended the MAP-A Training for new teachers this year (September 2018) to ensure that she is knowledgeable of the process and up to date on all related requirements. She is responsible for reviewing all decisions regarding MAP-A eligibility and guiding teams in using the established criteria for making appropriate participation decisions for students. Director of Special Services met with each building principal to discuss the MAP-A Participation Webinar, MAP-A Checklists and Guidance documents, and MAP-A Cognitive and Adaptive Data. (Refer to MAP-A Participation Review Agenda).</p>	No, there is no school, community, or health program in the Center School District attendance boundaries that draws a large number of students with significant cognitive abilities.	<p>Our Special Education Leadership Team (Director and Coordinators) and MAP-A teachers conducted a file review of students who participated in MAP-A last year, as well as those who are expected to participate in MAP-A this year. Specifically, we reviewed the following data within their files: Missouri Alternate Assessment Checklists Cognitive and adaptive data IEP Form D – Part 3 Disability and placement categories MAP-A Individual Student Year-End Reports (for those who participated last year) to identify students who are “at target” or “advanced” Additionally, we reviewed our district-wide MAP-A eligibility determination process to identify steps that can be taken to proactively support IEP teams in the decision-making process. As a result of this data review, we identified students whose eligibility was questionable based on their cognitive and adaptive data, the impact of their disability on their access to the curriculum, and/or the impact of their disability on their anticipated post-school outcomes. From there, we reconvened IEP teams to propose changes to state assessment participation, where appropriate. In an effort to improve our district-wide MAP-A eligibility determination process and ensure that teams are correctly applying the eligibility criteria, a process coordinator was re-assigned to specifically support students and teachers within our K-12 special programs (functional/life skills and autism spectrum disorders). Among other things, this process coordinator will be responsible for on-going monitoring of MAP-A eligibility determinations, reviewing IEP drafts and Missouri Alternate Assessment Checklists prior to IEP meetings, and providing on-going professional development to school personnel regarding MAP-A eligibility criteria.</p>	<p>As a district, we are taking multiple steps to reduce the number of students assessed on the MAP-A, including, but not limited to: Reevaluating our district-wide MAP-A eligibility determination process to incorporate more oversight by the process coordinator and principal, as described above. Conducting additional training sessions with special education teachers to ensure that teams are correctly applying eligibility criteria Conducting on-going reviews of all eligible students’ cognitive and adaptive data and Missouri Alternate Assessment Checklists with the special education teachers, process coordinator and principal to ensure that teams are correctly applying eligibility criteria Reconvening IEP teams to review MAP-A eligibility criteria and appropriateness of student participation. For those who are determined no longer eligible for MAP-A participation, specific plans will be developed to ensure a carefully-planned transition from DLM Essential Elements to Missouri Learning Standards. Resources from the DESE MAP-A website are used, including the ELA and Math Standards Crosswalk to Essential Elements. Also, we are seeking the assistance of our Teaching and Learning Coaches (TLCs) to support teachers with instructional resources and assist with monitoring student achievement. While there has been a significant reduction in the number of eligible students from 32 during the 15-16 SY to 17 currently, we are still over the 1% participate rate cap. Therefore, we will continue our efforts to reduce our numbers.</p>	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Centralia R-VI (010-091)	No	The LEA trains staff through the DESE and DLM provided training specifically for MAP-A students. This year, training will occur during the first part of November. We also utilize the criteria for MAP-A eligibility to determine and ensure that the students who are categorized as MAP-A are in fact needing that accommodation.	No	Disability categories, particularly those that do not typically include students with significant cognitive disabilities --with regard to this bullet, we currently do not have any student taking the MAP A who does not fall within the category of Intellectual Disability. When looking through our Intellectual Disability students, we hold the annual IEP meeting and go through the PLEP and academic performance area of each of these students. During this process, we gather input from classroom and SPED teachers with regard to current grades, reading levels (as measured by Reading A-Z and/or Reading Inventory). We also look over formative math assessments and depending on the grade level, the type of test varies. All of this is reviewed along with the IEP goal data that our SPED teachers take on our students during the year. We have data points through the year where we measure progress/regression on IEP goals. We look at their goals as compared to the year before to justify the category that these students qualified under. Our teachers collect data either weekly or biweekly on each measure of their IEP goal and we review these data points during the annual IEP process. Least Restrictive Environment (LRE)/Placement --with regard to LRE, we review the data points and assessment data listed above to determine how each MAP A student will be supported in the LRE. We review anecdotal data from classroom teachers, as well as SPED teachers to determine what supports are necessary to allow the LRE for our MAP A students. LEA-wide MAP-A eligibility determinations/process ---per DESE's guidelines of MAP-A eligibility, during the annual IEP, we as a team go through the criteria and measure it with the year-long data that has been kept (again, all of this data is mentioned above) to determine if each MAP A student continues to meet eligibility for MAP A. With regard to the individual score reports, we look at these score reports at the beginning of the school year during our staff meetings and we put this in as part of our monitoring data for the upcoming year. LEA's plan for monitoring student achievement with local district curriculum --Our teachers monitor the LRE data with classroom teachers. We monitor modified assignments that students complete and see how this is impacting their set IEP goals. Again, all data is listed above.	Fall 2018- initial look through of data from previous year MAP-A results and comparison of those results to previous years' levels. This is also a time that we look to see if students have digressed, maintained or improved their scores as a way to determine if a student still needs this type of accommodation. November 2018- initial MAP A training for those teachers who are giving MAP-A Monthly data teaming process to look at summative/formative assessments Monthly conversations during staffing meetings about MAP-A training, specifically relating to this type of accommodation for students and making sure that the students we have listed as MAP-A are in fact needing this. If students transfer in, we have a timeline of interventions/teaching that we give to our SPED students to determine if accommodations/modifications are necessary from the previous IEP. Our district is cognizant of our 1.1% from this year and with it being my first year as director, we are working on steps to have in place such as the ones listed above to prevent an overage of MAP-A participants.	Yes	Yes
Clark Co. R-I (023-101)	No	All staff are trained using the following : Greetings all! I hope this week is off to a great start for you. I am sending out the following information as part of a required training that I must provide to staff as one of the pieces of information that we must answer when making the determination during an IEP meeting of can a student participate in state assessment yes or no. If the student is eligible to take the state assessment, which is MAP for grades 3-8 and then End of Course (EOC) for our High School students we then go onto decide if they need accommodations or universal tools to participate. For those of you who have participated in those IEP meetings for students that are in those	Three years ago our district absorbed the Luray school district which was a small district. This increased our MAP- A population. Prior to that school district closing another district, the Revere school district had also increase our MAP- A eligible population. The CCR-1 district's demographics has changed significantly. In the last 9 years the total population has doubled. The Dec. 1 Child count for 17-18 was 149 and ECSE ended with unduplicated count of 46 IEP students served. In 2011-12. The child count was approximately 100 students. The district is being preventative and becoming proactive, as an early intervention for students the district has increased the early childhood	Students with disability category of Intellectual Delay, Autism, and Emotional Disturbance were all reviewed. Using the Missouri Alternate Assessment Decision Making Checklist and/orFlowchart. This decision must be documented in the IEP. For each student first the evaluation report was reviewed. Going through the Present level of the IEP is the plan for the programming for each student the following is a snap shot of how we should assess and then tie the programming together for each student. We would take the MAP- A assessment results, Classroom Assessments (ABLLS, LINKS), observations then parent and teacher concerns. We would look at changes from	Currently the district has met and reviewed all 12 students that had currently taken the MAP-A. First the student must have an IEP: The team begins by reviewing evaluation and current IEP. 1. The student has been evaluated and found eligible under IDEA. Only students who have been identified under the Individuals with Disabilities Education Act (IDEA) are eligible to participate in the alternate assessment. Students who only have a medical diagnosis or a 504 plan are NOT eligible to participate in the alternate assessment. The IEP team for eligible students must make an individualized decision regarding the student's participation in either the regular assessment or	Yes	Yes

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Clark Co. R-1 (023-101)		<p>grades have most likely heard this conversation. We at times have a discussion that some of our students are not able to take the MAP test or EOC and need an alternative assessment. The MAP-A. The following link is the steps in determining which students are eligible for MAP-A. Please take some time to look at the links and watch the webinar. If you have questions please let me know. The MAP- A assessment is for students that as the webinar and supporting documents will tell you have the most significant cognitive disabilities 6. MAP-A- https://dese.mo.gov/communications/webinar/2018-19-map-experienced-educators https://dese.mo.gov/sites/default/files/webinar/documents/MAP-A-Webinar-Handouts.pdf 2018-19 MAP-A for Experienced Educators Webinar August 2018 Handout 1: Alternate Assessment Checklist: https://dese.mo.gov/sites/default/files/se-com-AltAssesChklist.docx Handout 2: Alternate Assessment Flow Chart: https://dese.mo.gov/sites/default/files/se-com-AltAssesChrt.pdf Handout 3: Alternate Assessment Guidance Document: https://dese.mo.gov/sites/default/files/Guidance%20Document%20FINAL.pdf Handout 4: ELA Crosswalk: http://dese.mo.gov/sites/default/files/curr-map-a-ela-k-12-crosswalk.pdf Handout 5: Math Crosswalk: http://dese.mo.gov/sites/default/files/curr-map-a-math-k-12-crosswalk.pdf Handout 6: Science Crosswalk: http://dese.mo.gov/sites/default/files/curr-map-a-science-k-12-crosswalk.pdf Handout 7: Best Practices Timeline: https://dese.mo.gov/sites/default/files/asmt-map-a-timeline-for-dtc.pdf All students eligible : Beginning in November all grade levels 3-12 may participate in all three subjects (at no cost to the district) to help prepare those who are required to test in the spring (ELA: 3-8 and 11, Math 3-8 and 11, Science 5, 8, 11). There are no testlets for 12th grade math. We will determine which students will participate in the assessments as part of the IEP process. Thank you for taking the time to review the above documents to prepare for those IEP team discussions. Thanks The above is the first email that staff receives. I then follow up with each building administrator to remind staff to watch webinar and review forms at monthly staff meetings. I review forms at our monthly special education meetings as well. We go through the Alternate assessment guidance document specifically and review all of those students that we previously had determined MAP- A eligibility on as an example in</p>	<p>program fro 1 classroom offering 2 half day sessions to 4 classrooms offering 8 half day sessions. The district has also added 2 classrooms for the students with intensive behavior needs one K-5 and one for 6-12students. One functional classroom has also been added grade 6-12.</p>	<p>the previous IEP and any supports that they had from this we would determine what to work for the current year. This is an example of how a students disability is viewed to impact: A Student disability of Autism affects his ability to adequately use pragmatic/social language skills. A student struggles with being able to read other individuals emotions, specifically pertaining to facial cues, gestures and tone. These difficulties present themselves in a student ability to participate in everyday conversation with peers and staff. These social skill deficits interfere with his ability to participate in the general education curriculum, specifically, his ability to communicate socially during group/partner tasks. Next this is an example of all the assessments the team reviews including MAP-A assessments: ABLLS-R: Student is not consistent with Math skills within the ABLLS program. Areas of weakness include: R4- Count Given Objects up to 20. Nick can perform this goal 3/4 times. R5- Count out objects up to 5. student can count out objects up to 5 1/4 times. R10- Identify "Less" could not receptively or expressively identify "Less," R14- Add items to specified quantity- could not add items to a specific quantity, R17- Identify "Greater" student could not identify greater, R19- could walk and get a specified number of objects from a larger set 3/4 times up to 6, R20- Add numbers, could add numbers 1/4 times with 2 numbers 1-10, R21- telling time, could tell time to the hour 1/4 times, R24- Interchange coins to arrive at equal values at 1/4 times could add coins to 10 cents. does not require the ABLLS reading goals as he has mastered all areas.] Wilson: Sounds: Consonants 18 letters out of 24 (75%)- He is able to pronounce 75% of the letter sounds, Digraphs/Trigraphs 3 out of 9 (33%)- he is able to pronounce digraphs/trigraphs 33%, Vowels 16 out of 56 (29%)-he is able to pronounce vowel sounds at 29%, Additional Sounds 2 out of 15 (13%), Welded 11 out of 16 (69%)- pronounced welded words at 69%, total sounds 50 out of 120 (42%)- he can pronounce all of the above sounds at 42%. Reading: Real Words 23 out of 120 (19%)- he can read real words at 19% 4.2 grade level, Nonsense words 4 out of 60 (7%)- he can read nonsense words at 2.4 grade level, sight words 55 out of 72 (76%)- he is able to read sight words at a 76% and a 9.5 grade level, total words 82 out of 252 (33%). Spelling: words 3 out of 100 (3%), sentences 0 out of 25 (0%), sight words total spelling 6 out of 72 (8%). LINKS: Changing Activities score 1.80- he can not independently get materials or put them away, check schedule and to see what's next, and can not initiate an appropriate greeting or social phrase. Independent LEsson/Activity score 2.60- hehas</p>	<p>alternate assessment using the Missouri Alternate Assessment Decision Making Checklist or Flowchart. This decision must be documented in the IEP. For each student first the evaluation report was reviewed. The IQ scores were reviewed for each student:The following ranges, based on standard scores of standardized intelligence tests, reflect the categories of the American Association on Intellectual and Developmental Disabilities, the Diagnostic and Statistical Manual of Mental Disorders, and the International Classification of Diseases. These ranges include four (4) levels of support: IQ 50–55 to 70; children require mild support; IQ 35–40 to 50–55; children require moderate supervision and assistance; IQ 20–25 to 35–40; can be taught basic life skills and simple tasks with supervision; IQ below 20–25; usually caused by a neurological condition; require constant care. While an IQ score is not the sole criterion to determine if a student should participate in the Missouri Alternate Assessment, it would be expected that students taking the alternate assessment would score significantly lower than their peers with or without disabilities on standardized tests of knowledge and cognition, or that these students may not achieve a valid score on the standardized test. IEP teams will need to refer to the standardized test manual for guidance on what would be considered the most significant cognitive disability for that particular test. If a standardized cognitive assessment instrument cannot be utilized with the student, information must be provided to show the pervasive level of support required by the student. This information must come from multiple sources of information (not just an adaptive behavior assessment) and include both skills the student is capable of performing as well as those areas in which he/she has difficulty. A comprehensive review would be expected to include each of the following areas: communication; self-care; daily living; social skills; access to community; self-direction; health and safety; functional academics; leisure; and, work. In addition to the above, adaptive skills as measured by tests of adaptive functioning MUST be commensurate with the scores from the cognitive evaluation and must also indicate that the student is functioning in the most significant classification ranges. The team would have a discussion and first determine what the number is according to the scale above, what type of support. Is this a kiddo that is a 70 IQ kid and needs mild support? or 39 and needs basic life skills and a lot of support. Then moving on we document any variations, medical findings etc.. in the report. At times our behavior kids,</p>		

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Clark Co. R-1 (023-101)		preparation to make amendments or change during the annual IEP review if appropriate according to what the team determined after much thought with training.		<p>difficulty with getting his materials and putting them away, beginning the activity and staying focused, providing feedback on his work, and then getting his materials and putting them away. Classroom Free Time Activity score 2.14- Nick can not finish the activity and independently put materials away, nor can he independently socialize with peers or respond to teacher/peer's communication during the activity. Small Group activity score 2.20- he has difficulty with following instruction when given and with getting materials ready for the activity. he has difficulty with initiating the activity independently at times and remaining engaged during the activity. he has difficulty with his response with peers during the activity and with completing the entire activity. he needs reminded to put materials away after an activity in the correct area. Fire Drill score of 2.00- he needs help with all areas in a fire drill such as walking in a line to the safety area, moving through the hallway with appropriate behavior, socializing appropriately with peers during a fire drill, and staying calm throughout the drill. Classroom Job score 2.40- he needs reminded to check his schedule daily to see what his job will be for the week. He needs prompted to get his materials for the job to start the job. he will need some modeling with his jobs in order to attend to the details needed to complete, and he will need verbal prompted to put materials away after job is complete. Personal Hygiene score 2.60- he needs assistance with double checking his appearance after grooming, he asks appropriate questions during grooming mostly but may need prompted at times, he may need prompted to put materials away after grooming at times but can also do independently at times. Playing a game score 2.17- Nick has difficulty with playing a game as he does not always know the rules of the game and may not want to follow the rules even after a teacher has been over the rules. He has difficulty with taking turns with peers during games appropriately or argueing over the rules or taking turns with peers. Nick needs assistance with socializing appropriately with peers during games. Socializing with friends score 3.33- He has difficulty with socializing with friends at times. He requires some verbal prompts on appropriate friend talk, activities during talking with friends, changing activities, responding to questions or comments. Cooking score 3.00- He has difficulty with staying focused during the cooking time independently. He needs assistance with finding ingredients and materials for the recipe, and He needs assistance with reading and following each step of the recipe, and he needs to clean up after the recipe if complete. Socializing in a Small Group score 3.33- He</p>	<p>or trauma kids have variations in IQ. Even students with autism will have or can have low IQ we then move onto look at the adaptive scales to answer are they commensurate and answer ... YES or NO. This guides us. We document the answer and keep going. If No we continue but we already have a strong doubt that this kiddo is not going to be eligible. For each student the team reviewed the Missouri Alternate Assessment Decision Making Guidance Document. After our training the teams really had discussed the pieces, especially: The student's daily instruction on the chronologically age appropriate academic content standards and the grade level benchmarks is substantively different from that of peers with or without disabilities. 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. The student also requires intensive supports in the school setting as evidenced by individualized instruction, adult supervision, and assistance throughout the school day. The student's modified curriculum may consist of functional life skills such as: pre-academics, communication, self-care, daily-living, and social skills. The student requires information to be obtained primarily through methods other than reading due to limited reading ability and also utilizes alternate methods to express or share oral or written ideas and information with others. 4. The most significant cognitive disability impacts the student's post-school outcomes. The student's post-secondary outcomes for independent living will likely require supported or assisted living. The student may have a guardian when he/she turns age 18. The student would require moderate to significant supervision in order to access the community for recreation, employment, training, and daily living. The student's post-secondary outcomes for education/training will likely include on-the-job training for sheltered or supported employment, as well as, skill acquisition for social, communication, and/or behavior. The student's post-secondary outcomes for employment will likely result in sheltered or supported employment, part-time employment, participation in day activity centers, or home. After discussing these 2 pieces for each of the students currently taking the MAP- A some of our students were determined not eligible due to parts of either of the above questions within the team discussion. We have further discussion about the curriculum needs for the students. How much support was needed within the general classroom to access the</p>		

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Clark Co. R-1 (023-101)				<p>needs verbal prompts to listening to students while they are talking or making appropriate conversation back, and ending the conversation with peers at the end of the conversation. Resolving Conflicts with peers score 0.60- He needs intermittent physical and at times continuous physical prompts to help resolve conflicts. He needs to be reminded to be polite to peers, waiting for the peer to respond, listening to the peer, sharing a solution, asking an adult for help appropriately, shaking hands with peers, making eye contact with peer, and transitioning to the next activity. Transitioning between multiple locations score 2.88- He needs verbal prompting to gather his materials between activities, checking his schedule, going to the location and beginning the activity. Listening in a Group Setting score 2.67- He needs verbal prompting to keep his focus on the teacher. He needs appropriate 1-step direction regarding the desired behavior.</p> <p>MAP-A: MAP-A 2016-17 ELA: Advanced- Area- ELA.C1.1, Essential Element- ELA.RI.5.1 Identify and answer questions about concrete details Level 3 Area- ELA.C1.1, Essential Element- ELA.RL.5.1 Identify details from text or illustrations Level 3 Area- ELA.C1.1, Essential Element- ELA.RL.5.1 Identify characters, setting, and major events Level 3 Area- ELA.C1.2, Essential Element- ELA.L.5.4.a Identify definition of words Level 3 Area- ELA.C1.2, Essential Element- ELA.L.5.5.c Identify words with opposite meanings Level 3 Area- ELA.C1.2. Essential Element- ELA.RI.5.2 Identify concrete details in an informational text Level 3 Area- ELA.C1.2, Essential Element- ELA.RI.5.8 Identify related points in an informational text Level 3 Area- ELA.C1.2, Essential Element- ELA.RL.5.6 Identify familiar people, objects, places, or events Level 1 Area- ELA.C1.2, Essential Element- ELA.RI.5.3 Identify a concrete detail in an informational text Level 3 Area- ELA.C1.3, Essential Element- ELA.RI.5.9 Understand object names Level 1 Area- ELA.c2.1, Essential Element- ELA.W.5.2.a Introduce and convey information about a topic Level 4 Area- ELA.c2.1, Essential Element- ELA.W.5.2.b Write one or more facts or details about a topic Level 5 Math: At target Claim- M.C1, Essential Element- M.5.NBT.1 Compare two quantities (sets) using models Level 3 Claim- M.C1, Essential Element- M.5.NBT.3 Compare two numerals up to 10 using symbols Level 3 Claim- M.C1, Essential Element- M.5.NBT.4 Recognize the number of objects in a set Level 1 Claim- M.C1, Essential Element- M.5.NBT.5 Recognize set, subset, and separateness Level 1 Claim- M.C1, Essential Element- M.5.NBT.6-7 Partition sets into equal subtests Level 4 Claim- M.C2, Essential Element- M.5.G.1-4 Know attribute values of shapes</p>	<p>curriculum or were the students in the general education classroom with accommodations and modifications? Was Least Restrictive Environment for those students special education classroom and how much support did they need, a full time para educator in special education classroom. Was the curriculum in the special education classroom adapted or just modified. If the team felt that the students would not need this they were not eligible, likely above if they made it past the above questions of having a low IQ with a commensurate adaptive scale but do not have a need for a functional curriculum then they are not eligible and then would be considered able to take the regular MAP assessment. What was found that many of the students needed supports but did have adapted curriculum or modified curriculum but was mild supports. After this now only 5 students will be taking the MAP A assessment, a few of the students are seniors and we have elected not to have them participate. The last part of the document was confirmed: 5. Additional factors that must be considered for the student. The student's difficulty in the general education curriculum is NOT primarily the result of excessive absences; visual or auditory disabilities; or, social, cultural, language, or economic differences. The student's difficulty in the general education curriculum is due primarily to the impact of the student's most significant cognitive disability and limited adaptive skills.</p>		

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Clark Co. R-1 (023-101)				<p>Level 3 Claim- M.C2, Essential Element- M.5.MD.3 Match congruent or similar 3-D shapes Level 3 Claim- M.C2, Essential Element- M.5.MD.4-5 Recognize separateness and enclosure Level 1 Claim- M.C3, Essential Element- M.5.MD.1.a Recognize hour/minute on an analog/digital clock Level 3 Claim- M.C3, Essential Element- M.5.MD.1.b Directly compare the length and weight of objects Level 3 Claim- M.C3, Essential Element- M.5.MD.1.c Recognize the name and value of basic coins Level 3 Science: Emerging Essential Element- SCI.5.LS.2.1 Identify a model that shows matter moving from plants to animals Level 2 He continues to require school based Occupational Therapy services in order to address the following areas of deficits that affect his academic performance. He continues to struggle with bilateral coordination skills at midline which affects all tasks performed within the school day with bilateral hands. Although he continues to make progress with his fine motor skills, he continues to require extra time to complete all presented fine motor tasks to include fine motor precision, fine motor coordination and visual motor integration skills. he struggles significantly with ocular motor and visual perception skills that affect all areas of academic performance. He continues to make progress towards all areas in order to achieve age-appropriate skills. All of the above information is discussed as current assessment/ evaluation to determine if the current placement continues to be the least restrict environment to meet the students learning needs. The team answers yes or no and reviews the service summary page, determines goals from the areas that the team is working on. This student as you can see is The individual MAP -A score reports that ELA is the most proficient at Advanced along with reading areas identified in the Wilson program he is making progress, he will continue to receive instruction using Wilson reading program within the special education classroom. The team will discuss what type of supports are needed. Can he do this independently or will he need support of para educator (for example) . Students are assessed through progress monitoring using the above assessment, classroom assessments and DLM and progress toward goals are reported quarterly. Once goals are mastered then new goals are written at least annually. For students taking MAP- A curriculum is adapted to functional needs of students according to IEP.</p>			

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Clearwater R-I (111-087)	No	Teachers with students taking the MAP-A attend regional training for new MAP-A teachers and refresher training for veterans. Last spring, an RPDC staff person came to our district for an inservice on MAP-A eligibility. As Sped Director, I hold yearly MAP-A training in September and discussion sessions with my teachers as well throughout the process.	No, but Wayne County is one of the highest poverty counties in Missouri and with that we see large numbers of transfer students into the district, many with significant cognitive disabilities. There is a residential home in the district that, at times, houses students with severe cognitive disabilities.	All students found eligible for MAP-A have significant cognitive disabilities and meet the criteria questions discussed and answered at each IEP meeting with all members of the team. Students taking the MAP-A spend most of their school day receiving specialized instruction in a special education classroom (60% or more of the school day) in a sped setting or have a one to one para with goals addressing very low level skills many of which are adaptive and self-help in nature. The IEP team considers the functioning level of each student and their abilities compared to the expectations of the local grade level curriculum in determining eligibility for MAP-A. Regular education teachers are involved in these discussions in the IEP meeting where these decisions are made.	The district will continue to be diligent in examining each students progress toward IEP goals, functioning in both the gen ed and sped classrooms, results of previous MAP-A assessments, the students' cognitive level, and LRE to make the best possible decision regarding eligibility for MAP-A. In addition, the districts' teachers and admin will continue to receive training, both in and out of the district, to keep abreast of current procedures and practices regarding MAP-A eligibility.	Yes	Yes
Cleaver R-V (022-092)	No	LEA provides training and resources in the following ways: online training videos, regional MAP-A trainings as well as professional development provided to teachers by the Special Education Director with DESE online MAP-A resources.	N/A	The LEA reviews MAP-A assessment results with regards to percentage of students taking MAP-A, their disability categories and Least Restrictive Environments. The LEA uses this data to determine actions to ensure proper steps are being taken in IEP meetings and current student data is being reviewed to determine MAP-A eligibility and the least restrictive environment for the students.	The LEA is currently reviewing all MAP-A students to determine if the IEP team needs to initiate a reevaluation and/or reconvene the IEP team to review MAP-A eligibility.	Yes	Yes
Clinton Co. R-III (025-003)	No	Sent staff to MAP A training on 9/21/18 through NW RPDC. Topics covered include: On 8/17/2018 Provided time for staff to review the 2018-19 MAP-A for Experienced Educators webinar 8/17/2018 Provided staff with updated DESE MAP-A Manuals including: Accessibility Manual Assessment Coordinator Manual Data Management Manual Educator Portal User Guide Facilitator Guide for Required Test Administrator Training Guide to Required Test Administrator Training Guide to Practice Activities & Released Testlets Test Administration Manual 9/18 Assessment Coordinator Training 2018-19 Technology Specifications Training 2018-19	No, there is no program that exists within boundaries to draw a large number of students.	There is a process in place within the district to review files for each special education student including those students that are MAP-A to ensure LRE and appropriate determinations based on new data. The IEP is updated annually as required by DESE to reflect new MAP-A scores as well as quarterly progress We also provide testing every three years and more frequently if changes occur that require updated information. That includes: 1. Adaptive Behavior Assessments 2. Intelligence Testing 3. Academic Assessments 4. Collect outside medical reports	1. Provide annual professional development on eligibility requirements 2. Keep assessment tools up to date 3. Track progress on essential elements 4. Review files to ensure appropriate determinations	Yes	Yes
Cooper Co. R-IV (027-056)	Yes					Yes	Yes
Cowgill R-VI (013-058)	Yes					Yes	Yes
Crawford Co. R-I (028-101)	No	Teachers are trained during staff meeting with the provided DESE resources. Teachers complete the online MAP-A training using the KITE portal. New teachers or teachers needing a refresher to MAP-A, are provided with the opportunity to attend training at RPDC or our cooperative school	We do not have any programs within our boundaries.	Information reviewed included student disabilities, student placement, and student goals toward district curriculum. Four students taking MAP-A attend our cooperative school, Franklin County Cooperative, due to their significant cognitive disabilities. These students are categorized as ID. Five students are categorized with the disability of ID and require a highly specialized educational program with supports and modifications/accommodations for access to the general education curriculum. One third grade student was categorized as autistic and demonstrated minimal progress within the district curriculum and adaptive skills significantly limited compared to same age peers when beginning third grade. Of the total number of district students taking the MAP-A in the 2017-2018 school year, all but one have taken the MAP-A in previous years. The one student that had not taken it previously was the third grade student with autism.	To reduce the number of students the LEA will begin by reviewing the MAP-A individual reports, individual student cognitive ability, and student achievement growth within the local district curriculum. We will review the MAP-A Webinar on the DESE website and used the provided handouts to determine student eligibility. As an IEP team we will use the Missouri Alternate Assessment Decision Making Flow Chart and the Eligibility Criteria Checklist to make determinations for students taking the test. Students who have any section marked "No" will no longer be eligible for the MAP-A assessment.	Yes	Yes

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Crocker R-II (085-049)	No	All of our staff that gives standardized testing is trained through by using the information that is made available to all school districts on the DESE website.	We have a residential care facility in our school district. The name of this facility is Family Matters; however, we have not received any MAP-A students from this facility. The four students that take the MAP-A, that are part of our district are in MSSD or St. Louis SSD.	I do not have any data that is mine individually. All of our MAP-A students are at state schools and the people there are the case managers.	I am a new Special Education Director at this school. I am checking files to make sure we still even have 4 students enrolled in the state schools. It is my suspicion that the number is less.	Yes	Yes
Dadeville R-II (029-002)	Yes					Yes	Yes
Dallas Co. R-I (030-093)	No	The staff who assess the students with MAP-A assessments are required to go to the training provided by DESE on MAP-A. The teachers are required to go to the New to MAP-A Training provided by DESE. The staff are required to meet with the Director of Special Services and Assistant Superintendent of Assessment to determine the criteria within the IEP pertaining to MAP-A assessment is being followed. Resources from KITE are provided to MAP-A test administrators for reference throughout the testing process.	No, there is no school, community, or health program within our boundaries that draws a large number of students with significant cognitive disabilities.	Disability categories are determined by the eligibility team. The team looks at the IQ score and the eligibility criteria for Intellectual Deficit and Autism eligibility categories. LRE/Placement decisions are based upon the testing data from the evaluation report. The IEP team will determine the least restrictive/placement criteria based on individual evaluation report to determine the needs of the child. LEA-wide MAP-A eligibility requirements are based upon the justification page within the IEP. The case manager is to use the data from various resources, including but not limited to evaluation testing, current academic levels, historical standardized test results, to determine if the child is eligible for MAP-A. Monitoring student achievement, with local district curriculum, occurs through formative classroom assessments, progress monitoring assessments (including, but not limited to ASPIRE periodic and classroom assessments) as well as summative classroom assessments. These measures are aligned to district curriculum and help determine instructional effectiveness as well as student growth.	The district is looking at each student and the justification process for each student. If there are currently any students that do not meet the criteria for MAP-A assessment, they will be removed from that assessment process and given the appropriate assessment. Any student the IEP team determines may be eligible for the MAP-A assessment will bring all documentation to the Director of Special Services and Assistant Superintendent for review before they are determined to be MAP-A eligible.	Yes	Yes
Delta R-V (016-092)	Yes					Yes	Yes
Dent-Phelps R-III (033-093)	Yes					Yes	Yes
Dexter R-XI (103-132)	No	The Dexter R-XI School District uses the Alternate Assessment Flow Chart, the Alternate Assessment Checklist, and the Alternate Assessment Decision Making Guide to guide the decision making process when determining eligibility for participating in the alternate assessment. We do not base our decisions on one sole factor, but on an overall analysis of the student's educational performance as compared to each of the participation criterion. Staff members viewed the MAP-A webinar series offered through DESE to help educate and prepare.	Within our community, we have the Crowley Ridge State School, which services 4 of our students with cognitive disabilities. We also have several active programs for families of children with disabilities or adults with disabilities. Those programs include the Regional Healthcare Foundation(2 students participate), Easter Seals(4 students participate), Targeted Case Management(4 students participate), and a Sheltered Workshop. We are the largest community with the most resources within a 35 mile radius.	The date reviewed for the analysis included: 1. LRE- Least restrictive environment/Placement 2. Alternate Assessment Flow Chart 3. Alternate Assessment Checklist 4. Alternate Assessment Decision Making Guide 5. MAP-A Individual Student Score Reports 6. Individual IEP and Progress Reports 7. Disability categories Based on the data reviewed, the LEA in conjunction with the families made the decision to assess the students using the Alternate Assessment. Students were compared with the entire population of other students of the same age to determine if the student demonstrated the most significant cognitive disability and required daily instruction using intensive instructional strategies and supports.	The steps being taken to reduce the number of students assessed on the MAP-A includes the following: 1. Looking at daily student instruction. Ensuring our special education classrooms are providing instruction that is chronologically age appropriate academic content standards and grade level benchmarks. 2. Continued PD on using the documents provided by DESE (alternate assessment flowchart, checklist, and decision making guide).	Yes	Yes
Dora R-III (077-103)	Yes					Yes	Yes

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East Newton Co. R-VI (073-099)	No	The East Newton RVI School District utilizes the trainings available through DESE and RPDC to educate staff regarding MAP-A Eligibility. The following are webinars and forms regarding MAP-A (Alternate Assessment) that are utilized to help us make the most appropriate decisions regarding assessment of students that we are considering eligibility for MAP-A. MAP-A Webinar (March 2018) Slides and Notes (March 2018) MAP-A: Eligibility for Participation Webinar (March 2017) Slides and Notes (March 2017) Alternate Assessment Flow Chart Alternate Assessment Checklist Alternate Assessment Decision-Making Guidance Also all teachers administering MAP-A attend MAP-A administration training yearly through the RPDC.	We do not have any program within our school boundaries that draws a large number of students. We are a rural area.	All students that are assessed utilizing MAP A in the East Newton District are identified under Intellectual Disability, Autism or Multiple Disabilities. Evaluation information including cognitive functioning assessments scores were reviewed as well as academic levels of functioning and progress over the past two-three years was also reviewed when considering them for MAP-A eligibility. Most of these students demonstrate cognitive abilities that are three or more standard deviations below average. The Alternate Assessment Flow Chart, Alternate Assessment Checklist and Alternate Assessment Decision-Making Guidance was utilized with each student when considering what assessment was appropriate. For all students their ability to be independent in areas of the school setting, ability to benefit from academic instruction and make progress in the modified curriculum in the special education setting were also reviewed and considered.	The LEA will be reviewing all students assessed by MAP-A this previous school year. We are organizing a team that will review all eligibility determinations for MAP-A.	Yes	Yes
El Dorado Springs R-II (020-002)	No	The LEA uses the DESE MAP-A eligibility checklist in addition to data sources (IQ scores, behavior scales, adaptive behavior scales and other assessments approved by IEP team) to determine annual eligibility of students for MAP-A assessments. LEA sends all staff members whose students participate in MAP-A to off site annual MAP-A training. Additionally, the same teachers then receive a professional day to collaborate and complete necessary MAP-A paperwork and KITE registration for each MAP-A student. All LEA staff members receive appropriate MAP training including test security, testing protocols and placement design.	While there is not a specific facility, the community offers many resources to people with multiple disabilities or handicaps. The LEA's community is home to a local hospital, 3 clinics (2 with rehabilitation services), a group home for adults with cognitive disabilities, a community action agency and social service office. The community also has a city run taxi service, so transportation for essential goods and services is affordable and convenient for these individuals. Additionally, school age students have access to the following schools and services within 80 miles: Cedar Ridge State School (Nevada, MO), Joplin Regional, Pathways Community Health, etc. The LEA's location is advantageous to families (particularly students) who need multiple services including education. Proximity to Cedar Ridge is particularly important to note, because the LEA currently has 6 students enrolled in Cedar Ridge. These students alone comprise .5% of our total population. That leaves the LEA with only 6-7 slots for MAP-A consideration. With 1130 students on campus (not including the 6 students at Cedar Ridge), the LEA actually needs 11 slots for MAP-A placement consideration. This past year, the LEA tested a student with Grade Level Assessments who has a 54 Full Scale IQ, because of our strict use of the eligibility checklist. The student cannot recognize numbers on a daily basis and yet we expected him to calculate multi step equations independently.	The LEA annually reviews student assessment data to determine appropriate assessment placement, especially for students being considered for MAP-A. After an onsite review in February, 2016, the LEA changed its eligibility process and has since that time removed several students. In addition to MAP-A Summative results, the LEA uses IQ score and examines individual subtests to determine strengths and weaknesses of student. The LEA also compares the IQ score to the adaptive behavior scales to determine adaptive skills attainment of student. Furthermore, the LEA strictly scrutinizes the MAP-A Eligibility Checklist to insure that any student who is evaluated and placed in MAP-A meets all criteria.	Since 2016, the LEA has reviewed every single student who was or is assessed using MAP-A. The eligibility checklist is strictly followed and given priority when reviewing data for each student. By following this procedure, the LEA has reduced the number of students eligible for MAP-A from 2.1% to 1.8%.	Yes	Yes
Eminence R-I (101-107)	Yes					Yes	Yes
Everton R-III (029-003)	Yes					Yes	Yes

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Excelsior Springs 40 (024-089)	No	The LEA sent staff to the Experienced MAP A Updates training in October of 2017. Some of the pieces experienced there were: · Prerequisites and preparations: · Pre-read-explore the DESE MAP-A website · Print and bring the Quick Start Guide to MAP-A · Print and bring the following manuals: Ø Accessibility Manual Ø Test Administration Manual Ø Educator Portal User Guide The LEA also trained each building regarding the MAP and MAP A webinar pieces on the DESE website.	There is not a school within the LEA's attendance boundaries that draws students with significant cognitive disabilities. However, we do have a portion of the students who took MAP A that exhibit significant cognitive disabilities and attend an outside placement school outside of our attendance boundaries. These are still our students and the LEA's responsibility for accountability on the assessment program.	In determining our list of MAP A students we use the Missouri Alternate Assessment Decision Making Checklist. The LEA also utilizes FORM D Part 1 MAP Grade Level Assessments to make decisions regarding MAP A. Subsequently, we do refer to IEP goal progress as well as our universal screener, progress monitoring, and MAP A results as data review pieces that play a role in MAP A eligibility decisions. Our MAP A coordinator analyzes these pieces of data along with other special education personnel to make these decisions. The LEA also considers district curriculum and the modifications necessary for MAP A eligible students to perform well on this curriculum and the opportunity to meet the standard. The progress toward this can play a determining role in MAP A eligibility.	The LEA is currently reviewing students that are listed as eligible for MAP A. In this review we have found that several students were recommended for MAP A with their first evaluation and this has carried over year after year. We intend to review each student specifically and determine if this is still appropriate. It is the LEA's intention to amend the practice of using 60 IQ as a qualifier and instead move forward with 55 IQ. We will also consider students that are not on a testing year and the necessity of testing them or not. However, as this is the recommendation of DESE, we would like to continue to test MAP A students every year whether it is their testing year or not to ensure consistency. We will also consider the students that fall under OHI and SLD to determine if their disability is a significant cognitive disability to warrant the MAP A test.	Yes	Yes
Exeter R-VI (005-122)	Yes					Yes	Yes
Fairview R-XI (046-140)	No	The LEA uses all training resources provided by DESE to train the special education staff annually.	Our small rural area has a number of Independent Supported Living homes (four different agencies in our area alone) and we have several in our district. The residents of these homes are minors who are wards of the state and many of them are MAP-A students. These students move in and out of our district frequently. We had a student move in during the 2nd semester of 2017-18 school year which put our number slightly above the 1% cap.	Our special education team annually reviews the students who take the MAP-A and make decisions during this process based on disability categories. The two students in our building who currently are MAP-A eligible have an Intellectual Disability and we also have a student at MSSD with an Intellectual Disability. We are a small one school district of approximately 500 students and this past school year 305 were assessed on the state assessment. When we look at individual student MAP-A scores, we have determined the students who are eligible are taking the appropriate assessment. We monitor this annually and if we feel a student can change to regular grade level assessments, we make changes.	Each year we review our students who take the MAP-A. We currently have 2 in our building out of the 305 who were assessed. We also have one MAP-A eligible student at MSSD and we participate in this student's annual IEP process as well.	Yes	Yes
Fayette R-III (045-077)	No	DESE webinars including the MAP-A Eligibility webinar are used as training modules and discussion prompts. All staff administering the assessment completes MAP-A training provided by the area RPDC. Staff also completes the required MAP-A online training modules. Staff is provided with a MAP-A resource binder with references to all DESE Testing Manuals which are downloaded from the DESE website.	Braun Home--The Braun Home has various home sites located within the school district which are utilized as placement sites by the Division of Family Services. The district has students who are wards of the State and are co-currently enrolled at the Missouri School for the Severely Disabled.	The district reviews data impacting functional and adaptive skills, in addition to cognitive function including medical needs of a student in which may place unnecessary hardship on the child's physical well-being. The district pushes to include all students within the regular education curriculum to the fullest extent possible. Determinations are made by the student's multidisciplinary team and are always a team decision to place the student in optimal learning and testing environments.	The district continuously monitors district-level and building data. Interventions are provided in both the regular education and special education environments to bridge the academic gap. Monitoring of student data is completed quarterly and at IEP meetings to set specific goals for each student.	Yes	Yes
Ferguson-Florissant R-II (096-089)	No	In collaboration with Special School District, case managers and the DTC review DESE's materials and resources with impacted staff during in-service and team meetings. Special School District has also provided FFSD with a full time intern dedicated to supporting teachers of students taking the MAP-A. Information for MAP-A identification has been shared with district leaders and SSD staff is continuing to train their staff on identification, with a second training for teachers and area coordinators on September 28, 2018.	FFSD students with significant disabilities attend specific programs/schools in Special School district, designed to meet their individual needs.	In collaboration with SSD, a review of IQ, disability, age, race, adaptive behavior and other information is being conducted as it relates to qualifying for MAP-A. Other areas under review include student performance on Essential Elements, Present Levels as is relates to Standards-Based IEPs, and performance on local assessments.	In collaboration with Special School District, a Project Team has been launched to review MAP-A participation and has reduced the number of students by 5 to date. Special School District staff are receiving additional training regarding MAP-A identification and qualification to ensure alignment with DESE criteria. In collaboration with Special School District, inservice around adaptations and supports for students directly tied to Standards-Based IEPs will be provided by the curriculum teams for Area Coordinators and Special School District teachers to ensure alignment of present level to IEP goals and district curriculum/state standards.	Yes	Yes

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Fox C-6 (050-012)	No	For MAP-A testing the special education staff annually participates in the training Modules through DLM and the staff reviews at each IEP the eligibility checklist for making assessment determination. The 'Most Significant Cognitive Delay' has not been communicated uniformly and therefore our district staff have been provided information that is not up to date. Moving forward for the 18/19 school year, the special education staff will watch the MAP-A webinar released by DESE on April 24, 2018 and then review IEP's to ensure that students are correctly identified as either MAP-A or MAP/EOC. The Directors of Special Services feel that the April webinar is much more clear on defining the 'Most Significant Cognitive Delay' and this will help the IEP team in making more justified and accurate assessment determinations.	There is not a specific school or health program within our districts attendance area that draws a large number of students with significant cognitive disabilities. The Fox C-6 School District has a very good reputation for the Special Education Services that it provides and there are many families that choose to move into the Fox C-6 School District for that reason.	Students that are viewed as possible MAP-A candidates are students that are receiving services within a self-contained setting that involves functional academics, daily living skills, and cannot function fully without support. Students are functioning at a considerably lower grade level than their same age peers. The students require skills to be broken down into much smaller steps with frequent prompts. Adaptive skill results from the evaluation are reviewed to make sure they are commensurate with the scores from the student's cognitive testing. Scores from both must indicate that the student falls into the most significant classification ranges. Moving forward great emphasis will be placed on the annual qualification process. The IEP team will look closely at all the information used to qualify a student to be sure that the student still falls within the most significant range of the data that is used and that a student does not qualify just because they qualified the prior year. If the student is determined to no longer be eligible then the team will determine what accommodations the student will require when taking the regular assessment.	Teachers will continue to use the flowchart and eligibility checklist to determine MAP-A eligibility at the student's IEP meeting. Special Education Directors will meet with teachers to review eligibility, make sure staff understand the 'most significant cognitive delay' and what that means when looking at functioning level of student, services they are receiving, and the IQ range. (The IQ range is now much more clearly defined with the release of the April 2018 MAP-A webinar.) Teachers will document discussions on the checklist form and keep a copy in the students permanent file with the IEP so that anyone with need to know can see information to support eligibility. Any teachers with students that could possibly be a candidate or is a current candidate will watch the DESE webinar that was released on April 24, 2018 so that they are clear on what the most significant cognitive delay means and what that looks like for a student that falls into that range of functioning. When submitting students for MAP-A enrollment, teachers will have to answer a series of questions that will make them reflect on the eligibility criteria to help in ensuring that students truly qualify for the alternative assessment.	Yes	Yes
Fredericktown R-I (062-072)	No	All staff are trained by participating in the MAP A instruction provided through the Southeast Regional Professional Development Center. All staff are trained through the district provided inservice. They also complete the professional development assessments online through the DLM.	The Fredericktown R-1 School District serves students from the Faith Foundation Children's Home. Approximately 75% of the students in attendance have an IEP.	Decisions are made annually at each student's IEP meeting. Decisions are based on current academic achievement, disability category, cognitive functioning, adaptive behavior profile, and their previous MAP A results. Students are excluded if they are functioning within the district curriculum with few modifications. The DESE MAP A Justification Form is completed for all students and decisions are made as an IEP team. If the IEP team considers a student with a disability category other than ID, the team ensures that all areas of the MAP A Justification Form are met.	Teachers are trained on how to accurately complete the MAP A justification form provided by DESE. All students are considered annually at their IEP meeting. The team makes the decision in regard to MAP A eligibility based on each student's data profile. We exceeded the MAP A 1% for the 17-18 due to two students that moved into the Fredericktown School District through the Faith Foundation Children's Home and one student who was previously served through Shady Groves State School.	Yes	Yes
Ft. Zumwalt R-II (092-087)	No	The district has conducted multiple trainings for staff utilizing both materials provided by DESE as well as additional resources. The district has utilized ED PLUS/Regional Professional Development Center to train staff annually on eligibility processes since the 2015-16 school year. The district has also provided training to various staff groups on the MAP-A eligibility process on the following dates: August 26, 2015, September 23, 2015, November 6, 2015, September 23, 2017, November 6, 2017, August 13, 2018, September 21, 2018, October 11, 2018, November 16, 2018.	The Fort Zumwalt School District has multiple foster homes within district boundaries. Several of these foster parents have received specialized training to provide foster homes to children with significant disabilities and high needs. Additionally, and anecdotally, the District routinely hears from parents who have moved into district boundaries stating that they explicitly sought out our district and special education programs due to the significant needs of their children in order to access district programming and services.	Annually, previous individual MAP assessment data is reviewed and analyzed to determine continued MAP-A eligibility. The DESE-provided eligibility and decision making flowchart for MAP-A has been provided to all relevant staff and is utilized when IEP teams make state assessment determinations.	In addition to training that focuses on MAP-A eligibility criteria and making appropriate justification determinations, staff are directed at annual IEP meetings to review MAP-A criteria and directed to be cognizant of over-identification. The district is also re-evaluating its training needs for staff as they relate to MAP-A eligibility and will implement additional trainings for staff. The following is a summary of trainings the district has conducted related to MAP-A: 2015-16 SY August 26 -- ED/ Psych Meeting MAP A/ DLM Process Eligibility Flow Charts September 23 -- ED/ Psych Meeting MAP A/ DLM Essential Elements Reports November 6 -- District PD / RDPC Training MAP A/ DLM Process Eligibility Flow Charts Essential Elements 2017 -18 SY Sent Needs Assessment for PD to District Level Teachers MAP A/ DLM Process Eligibility Flow Charts September 23 -- ED/ Psych Meeting MAP A/ DLM Essential Elements Reports November 6 -- District PD / RDPC Training MAP A/ DLM Process Eligibility Flow Charts Essential Elements 2018 - 19 SY Started GOOGLE Classroom Platform for MAP A/ ULS All MAP A Teachers were added to the Google Classroom All Manuals and Materials were added Assignments made based on the recommendations from DESE for the District Test Coordinators EDs were added to Google Classroom to	Yes	Yes

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Ft. Zumwalt R-II (092-087)					share information Trainings August - Present 2018-19 ONGOING - Met with New MAP A teachers individually August 13, 2018 -- District PD ULS/ MAP A Training for MAP A Teachers August 13, 2018 -- District PD ULS/ MAP A Training for EDs September 21st -- Out of District Training for NEW MAP A/ ED PLUS All new MAP A teachers October 11, 2018 -- ED Monthly Meeting ULS/ MAP A Training EEs Eligibility Reports Resources November 16, 2018 -- District PD ULS/ MAP A Training/ Using Essential Elements for MAP A students Standards Based IEP December, 2018 -- Ongoing Reports Pulled for EE criteria January 25th, 2019 Spoke with DESE MAP A Director.		
Genesis School Inc. (048-905)	Yes					Yes	Yes
Glasgow (045-078)	Yes					Yes	Yes
Green City R-I (105-123)	Yes					Yes	Yes
Green Forest R-II (033-092)	No	We used the DESE provided webinar for identifying students most significant cognitive disabilities. We also attended a MAP-A informational workshop with South Central RPDC in Rolla, MO.	We are a very small rural school with only 200 students in the whole school. We also have a couple of families with students in the district that are very developmentally disabled. 3 of 5 our MAP-A students on the 2017-2018 roster require a one-on-one Para with them at all times; and are in the Sped room more that 80% of the time.	The data we review is: * we look at students with disabilities of Intellectual disability, and Autism *we also look at how much of the time they are in their Least Restrictive Environment compared to their regular classroom *we use the MAP-A eligibility flow chart for each determination * we look at MAP-A Individual Student Score Reports *we look at student achievement on local district curriculum assessments-Study Island Pre & Post tests, Scholastic Reading Inventory (SRI), and Dynamic Reading Assessment DRA	We as the LEA have reviewed our students and taken 2 off of our MAP-A roster, and plan to reevaluate and remove 2 more next school year. We will be looking at their previous MAP-A scores, and if they score proficient or advanced for 2 year concurrently they will be removed from MAP-A.	Yes	Yes
Greenville R-II (111-086)	No	The district LEA participates in the MAP-A webinar provided by DESE and hlds a meeting with the staff. The LEA then provides the staff with handouts from DESE and explains the eligibility criteria that must be met to qualify for MAP-A. The LEA uses the MAP-A eligibility determination flowchart and check list provided by DESE, to train staff in making the appropriate determination.	NO	The students who participated in the MAP-A were determined eligible by reviewing the students disability, the significance of their cognitive abilities, their placement in the general and special education setting, the effects of their disability on their post-school/post secondary outcomes, the MAP-A eligibility determination flowchart and check list, the students MAP-A individual score reports, and the students adaptive skills.	The LEA is collaborating with teachers to transition students from the MAP_A to MAP assessments. The LEA is collaborating with other local districts on procedures and programs that have been effective in the reduction MAP-A students.	Yes	Yes
Grundy Co. R-V (040-100)	Yes					Yes	Yes
Hale R-I (017-121)	Yes					Yes	Yes
Halfway R-III (084-003)	Yes					Yes	Yes
Hamilton R-II (013-055)	No	We sent staff who were servicing students who qualified for MAP A to training provided by our NWRPDC. As a Special Education staff, we looked at resources from the DESE website. Some of these resources included watching the webinars on eligibility and participation and the MAP A webinar. We used flow charts provided by DESE to help make our determinations. As a team we make decisions.	NO	We started by discussing the students with the highest needs. These students were ones who had para support already. All our students who were MAP A qualified were qualified under ID except one, whose disability code is OHI. He has this disability code because we have not been able to get an accurate IQ score because of his functioning level. Two of the six have down syndrome. All six were primarily in a self-contained classroom receiving significant modifications to all curriculums. Through the process we were using, we had two students who we were able to move out of MAP A and gave regular assessments this year. However, the one at state school and the six we are	The special education director met and discussed with special education staff all students who had been MAP A or who there was some discussion of whether they met the qualifying criteria. After these consultations, we looked at data and made this determination. We were able to move two students back to regular assessments by using this method.	Yes	Yes

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Hamilton R-II (013-055)				servicing all met qualifying criteria for MAP A.			
Hannibal 60 (064-075)	No	Our district holds department professional development trainings where DESE webinars are watched. We also distribute and discuss the alternate assessment checklist, flowchart, and decision making guidance document. We send representative from each level, elementary, middle school, high school, and the Special Services Director to attend RPDC MAP-A trainings. This group brings back info to share to the others.	Our district houses a special program for students on the Autism spectrum. This program was started in our district by the Thompson Center for Autism and Neurodevelopmental Disorders in Columbia Mo. The program has been in our district for 12 years now and has been extremely successful. Each year we get more than one family move into our district specifically for the purpose of this program. These students are very low functioning and non-verbal. This program has attracted several of our MAP-A students. Without this program and added support for our students, our MAP-A numbers would be much lower. Hannibal Missouri also is the home to the Mississippi Valley School for the Severely Disabled. We have 15 students who have qualified for this school. Mississippi Valley last year had 9 of our students take the MAP-A there that counted toward our district's MAP-A totals. They will again test 9 students for the 2018-2019 school year.	Students determined eligible for MAP-A in our district came from self contained placements where students required intensive supports including adult supervision. These students curriculum consisted of functional life skills, self-care, daily living, and social skills. These student's post secondary outcomes will likely require supported living and added guidance to access employment. Of the 44 MAP-A tests given (Science, Math, English/Language Arts) 66% of those tests scored in the bottom two levels; approaching the target, emerging. We only had 1 student score in the advanced range. We focused on the students who scored in the top two levels; advanced, at target, which accounted for 34% of our MAP-A takers, to determine if MAP-A eligibility was appropriate for the 2018-2019 school year. Many of these students were determined appropriate for the regular MAP, thereby reducing our numbers to under 1%. The district continues to train staff on MAP-A eligibility criteria through department PD opportunities.	We personally reviewed ever student previously found eligible for the MAP-A and again compared that student to the DESE eligibility flow chart. We took this information to the IEP team and again decided if this student continued to meet the criteria for MAP-A. Through this process we were able to make an IEP team decision to removed enough students from our MAP-A roster to put us within our 1%. We also contacted our local Missouri School for the Severely Disabled to determine how many students of ours they had signed up to take the MAP-A and then factored this number into our total 1%. We did not take this step last year. In addition to this we are continuing our education of staff on MAP-A eligibility through DESE webinars and Special Education Department professional development opportunities.	Yes	Yes
Hannibal 60 (064-075)							
Hardin-Central C-2 (089-088)	Yes					Yes	Yes
Hayti R-II (078-002)	No	We provide training to school staff who are members of IEP teams in MAP-A eligibility criteria and making appropriate decision by disseminating materials provided by DESE and review of eligibility criteria	.No	IEP teams use the complete IEP, Evaluation results, any local/state assessment or benchmarks results and examples of student work when making decisions for MAP-A eligibility. When scores are received results are reviewed by IEP teams. This assists the district in making curricular decisions as well as gives IEP teams assistance in providing needed instruction.	We are reviewing the webinar with staff and re-evaluating students who are over but close the cognitive levels needed. IEPs are being convened to review eligibility for students who may not be eligible based on information gathered from the webinar.	Yes	Yes
Hazelwood (096-088)	No	-Administrators review materials in the Fall - Administrators review DESE's materials and resources with teachers during staff meetings, team meetings, etc. -SSD has two full-time teacher-level positions dedicated to supporting teachers of students who take the MAP-A -SSD has developed a power-point and other materials giving detailed explanations of the questions/information in the DESE materials	-Students with significant disabilities attend the SSD separate schools	-Review of IQ, disability, age, race, adaptive behavior, other information about each student -Student performance on Essential Elements -Review Present Levels on IEP -Local assessments/programs (ELASC, Unique Learning, etc.)	-SSD initiated a Project Team to review MAP-A participation -Team developed a detailed SIPOC (Process Flow) for eligibility determination -The team has prepared materials to support and provide explanation to DESE materials -Training materials will be part of the Special Education Process training -All instructional admin and staff will be trained using the new materials starting August 2018 -IEA teams have reviewed each student taking to MAP-A for alignment with DESE criteria	Yes	Yes
Henry Co. R-I (042-111)	No	Previously, any teacher who would be administering the MAP-A, would partake in the MAP-A training offered by the RPDC at University of Central Missouri. Currently, we will send any teacher who would be administering the MAP-A, to the RPDC training at the University of Central Missouri. We will also be holding a training to review the checklists, the flow charts, the decision making guidance document and the MAP-A Webinar.	Henry Co. R-1 school district is located in Windsor, MO, which is 30 miles from the state school in Sedalia, MO. Windsor is also a community that experiences a lot of families with low poverty, due to the communities low cost of living. Windsor is also a community that is known for high drug use.	When deciding whether or not to take the MAP-A, we looked at regular grade level ability in the areas of math and reading, and functional ability. Grade levels are Kindergarten and 1st grade for reading and math. These students functional/adaptive ability are very poor. Staying on task, following directions, understanding direction and completing any task is extremely difficult.	The steps that we will be taking as of now. -At the beginning of year, I sat down with my sped staff and reviewed the requirements checklist for MAP-A eligibility. We reviewed the MAP-A flow chart. We reviewed the MAP-A decision making guidance document. I directed them to look over the ELA, Math, and Science crosswalks. We also went over the MAP-A webinar slides and notes. I asked them as case managers, to be familiar with everything as we approach each IEP meeting. -At the IEP meetings, when determining which test is to be, as an IEP team, we review the MAP-A eligibility requirements checklist, as well as the decision making guidance document. - For students who are eligible for MAP-A, as an IEP team, we are looking at ways to provide the strategies needed in order for the student to be capable of taking the regular MAP assessment.	Yes	Yes

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Hermitage R-IV (043-004)	Yes					Yes	Yes
Hickman Mills C-1 (048-072)	No	The district takes the oversight of professional development to staff and parents extremely seriously. A detailed and integrated plan has been developed, implemented and is continuously monitored to ensure precision in administration of assessments and in determination of eligibility of students in taking the MAP A assessment. The district has utilized resources directly from DESE, including written training materials, rubrics, Alternate Assessment FAQ's and direct instruction and work with experts from the KC RPDC, DESE trained professionals. Numerous training with staff- conducted through group and 1:1 sessions have been provided. Experts from KCRPDC conducted MAP A training with staff groups, as well as on site individual work and support with staff. Continuous follow up training ensued to ensure staff had the support needed and that implementation proceeded with fidelity. Additionally, district staff provided training to building and central office administrators and continuous follow up and monitoring with all staff responsible for administering the assessment. Training and follow up was conducted onsite and through continuous electronic communications. The district has designated an identified person to oversee and support the entire process. This individual was continuously on site to provide certification training, ongoing support and review of the process; as well as maintaining open and ongoing collaboration with experts from the KCRPDC. Training for administration of MAP A included the DESE webinar, full implementation of the DESE Assessment flow chart and Alternative Assessment decision making guidance document. The district trained all process coordinators, administrators and staff involved in the determination and implementation of MAP A. Comprehensive training on the decision-making guidelines required to determine eligibility for MAP A was conducted at the district and building level. Additionally, teams were trained to assist parents to understand the eligibility requirements for students to be included in MAP A. As a part of the ongoing monitoring for implementation with fidelity, the district maintained and reviewed determinations for every student considered under MAP A to ensure consistent application of stringent guidelines for determining eligibility under MAP A.	Within the Hickman Mills C-1 School District boundaries, we have the Dale M. Thompson/Trails West School for the Severely Disabled. For the 2017-2018 school year, Trails West had ten (10) Hickman Mills students. Of those ten students, two (2) students met the MAP-A criteria who were in grades taking MAP A. The remaining eight (8) students met the criteria for MAP-A, but were not in a MAP tested grade level. In addition to Trails West, we have several foster/group homes who accepts students with significant cognitive disabilities that require the intense level of service Trails West provides. Of the ten (10) total Hickman Mills Trails West students, eight (8) reside in a group home in the district, while only two (2) reside at home with parents/guardians.	The district has taken huge strides in utilizing data to drive the decision-making process resulting in eligibility for MAP A. Extensive professional development has been conducted on the purpose and definition of MAP A eligibility as well as the determination process when considering eligibility under MAP A. The district has enlisted the assistance of experts from KCRPDC to train staff and to implement the determination process. IEP teams have been trained to review all existing and pertinent data when making an eligibility determination. The team reviews the student comprehensive special education evaluation, reviews the IEP, specifically concentrating on the goals and objectives of the student and the outcomes the student is working toward. Data from daily performance, teacher and district assessments and individual learning plans are all reviewed when making the determination of eligibility. The team will carefully consider accommodations/modifications as well as supplemental aids and services to allow access to the general education curriculum. Ensuring students are taught in the least environment, the team considers accommodations the student would require to enable them to participate in the regular assessment. The district has adopted and utilizes the DESE Alternative Assessment Flow Chart in combination with the Alternative Assessment Decision -Making Guidance Document to review the data and make the final determination as a team. Additionally, as a check and balance to ensure implementation with fidelity, these documents are forwarded to the district MAP A coordinator for review. At the KCRPDC trainings KC RPDC reps had the opportunity to review the district process and checklist for qualifying students for MAP A. This process is continuous and on-going. Every IEP team must complete this comprehensive review at least annually during the IEP review. If changes in the student performance necessitate, the review will occur more often. As a part of this review, parent and student training is provided during the IEP process to ensure their understanding of the eligibility criteria and to maintain their participation in the decision-making process.	Every IEP team reviews the decision for participation in assessments on a yearly basis at minimum. The IEP team can change the eligibility determination if the team believes that the student is not eligible for MAP A based on an analysis of the criteria. The IEP team focuses on how the student will access the general education curriculum in order to be able to participate in the regular assessment of the curriculum. The IEP team considers accommodations/modifications as well as supplementary aids and services to allow access to the general education curriculum. In addition, the IEP team considers what accommodations the student would require if able to participate the regular assessment. At each annual IEP team meeting, a decision is made regarding participation in either the regular assessment of the general education curriculum or the alternate assessment of the alternate achievement standards. If a student is no longer eligible to participate in the alternate assessment they are required to participate in the regular assessment. A student is not and cannot be "grandfathered" into to the alternate assessment. IEP teams use the update checklist and DESE resources and experts to guide the decision for determination of eligibility for participation in the alternate assessment. Diligent adherence to this stringent process has not only demonstrated continuous attention to the needs of each and every student, but has demonstrated an decrease in the districts percentage of students participating in the MAP A	Yes	Yes
Hickory Co. R-1 (043-001)	No	All Special Education Teachers who administer MAP-A receive training through The Missouri State University Agency for Teaching, Learning and Learning (formerly Springfield RPDC). Our district is a member of the Exceptional Pupil Cooperative of the Ozarks (EPCO) located in Bolivar, Missouri. They provide additional training and resources for our teachers throughout the year.	Hickory County R-1 School District is a member of the Exceptional Pupil Cooperative of the Ozarks (EPCO). Families with students with severe disabilities choose to live in school districts that are members of EPCO to receive highly specialized, center based services. Our district also has a functional life skills classroom on campus to meet the needs of our students. We have many low socioeconomic families who have transferred to access resources both on campus and at center based classrooms.	The IEP team uses the Alternative Assessment Participation Determination form established by the Department of Elementary and Secondary Education to determine if a student meets all of the eligibility criteria to participate in the Missouri Alternative Assessment. The Missouri Alternative Assessment Decision Making Guidance Document is used for additional guidance as needed. At each annual IEP meeting, the team determines eligibility for the alternative assessment by using the determination forms and MAP-A scores. Students considered have the following disabilities and IQ levels: Autism and Intellectual Disability with IQ's that range from the low	The LEA will meet with special education teachers to discuss the appropriateness of MAP-A for students who are higher functioning with disabilities such as Autism and Intellectual Disabilities with moderate IQ levels.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Hickory Co. R-I				40s to the low 60s.			
High Point R-III (068-071)	Yes					Yes	Yes
Holden R-III (051-152)	No	At the start of the school year the Director of Special Services reviews MAP-A Eligibility information located on the DESE website. Conversations begin with review of ESSA regulations and Missouri accountability then lead to review of the criteria for determining eligibility. Staff are provided the MO Alternate Assessment Decision Making Flow Chart and MO Alternate Assessment Decision Making Checklist. Director and staff work through both documents to increase understanding of process and criteria. This allows staff to ask questions for a deeper understanding with specific answers from the Director. This school year staff will preview the DESE webinar "The MAP-A: Making Appropriate Eligibility Determinations for Participation (3/22/17) as a staff.	For the 2017-18 school year a family of 5 children moved into the district. These students were determined to have met MAP-A eligibility in the prior school district. The case manager's review each student's transferring records along and completed the MAP-A Decision Making Checklist provided by the state and determined continued eligibility.	At annual IEP meetings, the case manager references and completes the Missouri Alternate Assessment Decision Making Checklist. Team members read each line, refer to cognitive and adaptive evaluation results, reflect on current goals requiring specialized instruction, and review student's progress on IEP goals/objectives, along with previous results on MAP-A assessments, in determining initial or continued eligibility. The team also has conversations focused on the student's post-secondary outcomes, even at the elementary level.	Being the new Director of Special Services for the Holden School District and seeing that we were above the 1% indicator I completed the following procedures; 1. Completed staff training which included reviewed information (powerpoint on the DESE website (volume 8, number 1 news letter and The MAP-A: Making Appropriate Eligibility Determinations for Participation webinar/powerpoint. 2. Case managers reviewed current student's intellectual and adaptive profiles from most recent evaluation results while completing the checklist. For those students who were noted as possibly being able to be moved from MAP-A assessments plans for re-evaluation were made.	Yes	Yes
Holliday C-2 (069-107)	Yes					Yes	Yes
Houston R-I (107-152)	No	Special educators participate in/use the following: Regional meetings through RPDC (Fall 2017) Provided MAP-A Participation Flow Chart from DESE (Annually) Provided the MAP-A Decision Making Flow Chart from DESE to be used when making determinations. (Annually) Alternate Assessment Participation Determination Form (Annually) Consultation with Exceptional Child Cooperative--Houston (As needed)	There is not a school community or health program in the LEAs attendance boundaries that draws a large number of students with significant cognitive disabilities.	Staff review the files annually regarding students who participate in MAP-A and eligibility determination using the appropriate flow charts provided by DESE. LEA reviews multiple sources of data included, but not limited to, disability categories, MAP-A eligibility determinations/processes, individual student score reports, and local student achievement data.	The documented steps that the LEA is taking to reduce the number of students assessed on the MAP-A are as follows: IEP Teams review MAP-A eligibility criteria and appropriateness of student participation. Review student achievement data. Due to new staff, additional training is provided in the area of MAP-A eligibility. Students not eligible will be transitioned from DLM Essential Elements to Missouri Learning Standards	Yes	Yes
Humansville R-IV (084-004)	No	All Special Education staff administering the MAP-A attend ongoing, yearly training through the Springfield MO RPDC, now The Agency for Teaching and Learning. Additionally, as members of the Exceptional Pupil Cooperative of the Ozarks (EPCO), all staff are provided opportunities to participate in systemic professional development through quarterly round-table discussions with access to a MAP-A liaison through EPCO.	Humansville R-IV is a small, rural district with a low socioeconomic and transient population. As members of the Exceptional Pupil Cooperative of the Ozarks (EPCO) our families of children with severe disabilities reportedly choose to live in districts that are members of EPCO as they provide highly specialized, center based programs. Last year, as in previous years, one family of children with high needs transferred to our district from another EPCO school in order to maintain consistency in their children's educational programming and services. Of the 199 Humansville students assessed our MAP-A numbers increased from 1.09% (2 students) in January to 3.5% (7 students) in July.	The IEP team utilized the Alternative Assessment Participation Determination with flowchart provided through DESE. Progress monitoring is conducted quarterly. Students recommended for alternative assessments MAP-A scores and determination forms are reviewed and completed to determine eligibility at each IEP meeting. Students with the following disabilities and IQ levels are considered: Autism and Intellectual Disability with Intellectual Quotients (IQs) ranging from the low 40s to low 60s.	The LEA will meet with special education staff and EPCO consultants to review the MAP-A eligibility determination process and discuss appropriateness of the MAP-A for individual students with Autism and Intellectual Disability etc. who are higher functioning with moderate IQs.	Yes	Yes
Humansville R-IV (084-004)							
Jasper Co. R-V (049-137)	Yes					Yes	Yes
Jefferson City (026-006)	No	Each special education group (SLPs, Special education teachers, self-contained teachers, etc) meets with the Director of Special Services at least once per quarter. At this meeting, we discuss compliance topics, department updates, and provide brief PD. During the first quarterly meeting of the 17-18 school year, we reviewed our MAP-A participation rate as a district as well as the MAP-A eligibility criteria. In addition, the district completed an audit of our MAP-A participation rate by asking every case manager who had a MAP-A eligible student to complete a questionnaire. This questionnaire asked case managers to provide justification regarding how their student met the MAP-	H. Kenneth Kirchner School is located within our attendance boundaries. Kirchner is part of the Missouri School for the Severely Disabled which serves students with severe disabilities throughout the state. A student is referred to MSSD when the local school district is unable to meet his or her educational needs. Since Kirchner is located within the Jefferson City Public School boundaries, some families have relocated to Jefferson City in order to be closer to Kirchner. We currently have 9 MAP-A eligible students that attend Kirchner.	According to the audit that we completed last school year, all but 4 of our MAP-A eligible students were found eligible under at least one of the following categories: Intellectual Disability (41 students), Multiple Disabilities (2 students) and Autism (19 students). Some of these students were found eligible under a secondary eligibility category of Other Health Impaired, Hearing Impaired, or Sound System Disordered. Of the 4 students not found eligible under these categories, 2 were found eligible under the category of an Emotional Disturbance and 2 under Other Health Impaired. These students were receiving services under restrictive placements including	Currently, our Special Services department is in the process of creating a compliance website with resources and tip sheets. We hope to complete this website by October. The MAP-A resources will be a part of this website so that it's easily accessible to staff. In addition, we will once again review the MAP-A eligibility criteria with all special education staff during our first quarterly meeting. All of our case managers who will be administering the MAP-A assessment this year will be attending a MAP-A training in September. At this training, we will once again review the MAP-A eligibility criteria and provide copies of the DESE Resources (i.e. Alternative Assessment Checklist, Flow	Yes	Yes

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Jefferson City (026-006)		A eligibility criteria. This questionnaire was created from questions/guidance provided in the DESE resources (i.e. Missouri Alternative Assessment Checklist, Flow Chart, and Decision Making Guidance Document). Questions asked included scores on cognitive/adaptive assessments, level of support the student requires, placement, post-school outcomes, etc. The March 2018 Webinar was shared with all special education staff on April 29th, 2018. This webinar, the MAP-A eligibility criteria, and the overall results of our MAP-A audit were shared with staff during the final quarterly meeting of the 17-18 school year.		Separate Day Facilities, homebound, etc. In regards to placement, most eligible MAP-A students were in self-contained placements (52 students) and separate day facilities (2 students). However, we did have some students (12 students) who had less restrictive placements (i.e. Inside regular class 40-79% of the time or inside regular class at least 80% of the time). Case managers of these students in less restrictive placements were asked to review their student's data and discuss MAP-A eligibility requirements with the IEP team. MAP-A eligibility determinations are made by the student's individual IEP teams. However, eligibility requirements are reviewed at least annually by all special education staff. We are currently adding compliance resources (to include MAP-A eligibility requirements). In addition, with the addition of process coordinators to the district, we will ask that case managers consult their Process Coordinator when considering MAP-A eligibility for any student on their caseload to ensure that teams are knowledgeable of and adhering to the eligibility requirements. In regards to individual student MAP-A results, it is a district expectations that these results are reviewed and used to inform instruction as well as continued eligibility.	Chart, Decision Making Guidance Document) as well as watch the new MAP-A for experienced educators webinar. Finally, the district has recently added additional process coordinators to the district. The Process Coordinators will be reviewing the results of the MAP-A audit last year and working with the case managers of individual students who may not require the MAP-A assessment. Priority will be given to students/case managers who were previously identified (i.e. students in less restrictive placements, students with higher IQ scores, etc)		
Jennings (096-104)	No	Administrators reviewed materials last spring and in the fall. Administrators review DESE's materials and resources with teachers during staff meetings and electronically. SSD has two full-time teacher-level positions dedicated to supporting teachers of students who take the MAP-A. SSD has developed a power-point and other materials giving detailed explanations of the questions/information in the DESE materials.	No	Least Restrictive Environment (LRE)/Placement Review of Cognitive Skills, Disability Categories, Adaptive skills, age, race, other information about each student. Previous student performance on Essential Elements if available. Review Present Levels on IEP. Local assessments/programs (Unique Learning, FastBridge)	SSD initiated a Project Team to review MAP-A participation. Team developed a detailed SIPOC (Process Flow) for eligibility determination. The team has prepared materials to support and provide explanation to DESE materials. Training materials will be part of the Special Education Process training. All instructional admin and staff will be trained using the new materials starting August 2018. LEA teams have reviewed each student taking to MAP-A for alignment with DESE criteria.	Yes	Yes
Joplin Schools (049-148)	No	All special education teachers, principals, and LEAs are provided the Alternate Assessment Checklist and flowchart. IEP teams are required to complete the checklists at each IEP meeting qualifying a student for the alternate assessment, even if the student has qualified previously. LEAs and special education teachers review the MAP-A Participation webinar, https://desemo.adobeconnect.com/_a754202577/p0fyco94c343/ . New teachers administering the MAP-A assessment attend training at the RPDCs. Teachers returning that have administered the MAP-A test, receive online training modules.	Below is a list of services offered in the Joplin community for people with disabilities, information was gathered directly from the websites. Joplin Schools does not contract with all of the agencies listed, this list is only for the purpose of knowing agencies in the area. Connections Case Management, Services: "Connecting The most effective way to help someone set and achieve goals is through a strong and trusting bond between the individual served and the case manager. We begin working on this as soon as we receive a referral. Our goal is to have contact with individuals new to our services within two working days of the referral. After the initial contact, we continue to encourage frequent contact with everyone served. We maintain our connection with the people we serve through home and community visits, as well as through our open door policy toward visitors. Often, people stop by just to say hi and maybe stay for a cup of coffee while they visit with their case manager and the other employees at Connections. Planning Planning is our most frequently used service. Once an initial plan is in place, we consider it to be a fluid document that should be updated as individuals experience new achievements, challenges, and other changes in their lives. Planning is done with an interdisciplinary team. Although the case	A district report of all students qualifying for the alternate assessment was created and reviewed to ensure each met the criteria. The report included but not limited to the disability category, standardized test scores, and placement category. All IEPs were reviewed to ensure the alternate assessment criteria was met, using the flowchart and checklist provided by DESE. When considering significant cognitive disabilities, the DESE webinar for LEAs was reviewed. Students in all disability categories IEPs were reviewed.	All district LEAs participated in a training session in December of 2017 regarding the eligibility criteria for the alternate assessment. The DESE provided flowchart and checklist were reviewed, along with the DESE presentation for LEAs https://desemo.adobeconnect.com/_a754202577/p23kavm0m4n/ . All special education teachers administering the MAP-A exam attended trainings throughout the school year to ensure a complete understanding of the qualifications a student must meet in order to qualify for the alternate assessment. https://dese.mo.gov/sites/default/files/ExperiencedMAP-Ahandout.pdf All student's MAP-A eligible IEPs were reviewed to ensure criteria was met for the alternate assessment. If the eligibility criteria did not appear to be met, following the DESE provided flowchart and checklist, the LEA and Sped Teacher reviewed the criteria with the district MAP-A Coordinator. The team reviewed each step: 1) the student has been evaluated and found eligible. 2) the student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations. 3) The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction. 4) The most significant	Yes	Yes

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Joplin Schools (049-148)			<p>manager is responsible for facilitating the production of the plan, the person and family served determine the direction of the plan. It is the case manager's job through planning to illustrate the individual's goals, needs, strengths, wishes, achievements, preferences, and vision. Linking Unless a plan is put into action, it is only words on paper. Case managers participate in many activities to ensure that the people we serve are receiving services and supports in the manner they prefer. Monitoring of paid services is completed routinely throughout the year. Other activities include assisting the individual in locating and accessing services, grants, and other programs; referring individuals to resources; and providing individuals with information about disabilities and how to advocate for themselves. Advocating for Service Improvement Often when the case manager is developing a plan with an individual, a needed support or resource is identified, but not readily available. During those times, the case manager works with our Senate Bill 40 Board and with our local Regional Office to find new resources or to expand existing services. A recent example of this is the Partnership for Hope Waiver. The Partnership for Hope Waiver enables local Senate Bill 40 Boards to participate in a matching waiver with the Department of Mental Health and with Medicaid to provide services to individuals who otherwise would not likely be able to receive services. This has enabled them to access services that include personal assistance; day, behavioral, and employment services; medical supplies and equipment; home modifications; and transportation"</p> <p>http://connections casemanagement.org/services/ There are 9 students receiving services from Connections Case Management and taking the alternate assessment. Bill & Virginia Leffen Center for Autism "Prior to the opening of Bill & Virginia Leffen Center for Autism in the fall of 2007, families seeking diagnosis and treatment for children with autism had two choices – travel great distances to receive autism services or go without. Thanks to generous supporters, Bill & Virginia Leffen Center for Autism offers hope to families dealing with autism. Learn more about Bill & Virginia Leffen Center for Autism." https://www.freemanhealth.com/give-to-freeman/financial-donations/services-and-funds-in-need/bill-and-virginia-leffen-center-for-autism/ There are 7 students receiving services from Leffen Center and taking the alternate assessment. "Judevine Center for Autism seeks to be the hallmark for quality treatment and training – the premier provider for autism spectrum disorder services for children and</p>		<p>cognitive disability impacts the student's post-school outcomes. 5) Additional factors: The student's 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 team recognized that all questions must be answered "yes" in order for the student to qualify for the alternate assessment. The case-by-case training was provided to all LEAs and Special Education teachers found to have been part of a team that considered a student possibly inappropriately eligible for the alternate assessment. After the training, the team met again to review and determine eligibility for the alternate assessment. The team reviewed the flowchart and checklist, and then attached the checklist to the student's record. At every IEP meeting both the checklist and flowchart are reviewed, to determine if the student continues to qualify.</p>		

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Joplin Schools (049-148)			<p>adults, and their families in our region, state, and beyond." https://www.judevine.org/joplin-hub/ There are 2 students receiving support from Judevine and taking the alternate assessment. "Will's Place, developed by Ozark Center and Freeman Health System in conjunction with the Missouri Department of Mental Health, provides comprehensive behavioral health services to newborns through age 25. Will's Place child and adolescent treatment team includes: 1 licensed advanced practice mental health nurse practitioner 3 child and adolescent psychiatrists 10 licensed mental health professionals 3 licensed practical nurses 32 community support specialists Administrative and supervisory staff In addition to our varied and exceptional treatment staff, we also offer a variety of treatment programs along a continuum of care for children and adolescents who have experienced trauma. All services, developmentally- and age-appropriate, are responsive to the child's needs. Our therapists address a wide variety of concerns that children and families may encounter, including: Difficulties staying on task or being attentive, Dual diagnosis, Difficulties with emotional, behavioral, family, or community functioning, Past or current trauma, including physical, sexual, emotional, natural disaster, neglect, loss of a loved one or other trauma, Substance use, Impacts of divorce, separation or conflict in the home, Anxiety or social withdrawal, Challenges in social settings and peer relationships, Depression, mood swings or episodes of sadness, Self-destructive behaviors Aggressive behaviors." https://www.freemanhealth.com/ozarkcenter/services/childrens-services/wills-place There are 2 students attending Will's place and taking the alternate assessment. Easterseals Midwest "SEALS is a special intensive ABA therapy program for children with autism. This is an ongoing program that prepares children, ages three to six years old, to learn in a group setting and teaches them how to interact with their peers. Home Visiting: Home Visiting Services offer a range of resources, including certified parent educators who visit homes to provide additional support. Home Visiting Services also include developmental screenings for children, service recommendations, and FREE support for families with young children with and without disabilities—from birth to 36 months old. Families also have the opportunity to meet other families and children through playgroups and events. Therapies and Assessments: Easterseals provides Applied Behavior Analysis (ABA), occupational, music, and speech therapies. Early intervention therapists work with</p>				

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Joplin Schools (049-148)			families to assist each child's development and offer education and support for parents. Families choose the setting that works best: home, our Early Childhood Center, or a mutually agreed upon location. Music therapy is only available in Eastern Missouri, Southeast Missouri, and Southwest Missouri." http://www.easterseals.com/midwest/what-we-do-for-children/ There are 5 students taking the alternate assessment that receive services from Easterseals. Joplin Schools contracts with Maddox Hill Center to provide ABA therapies to students with communication, behavioral and social skill needs. There are 12 students taking the alternate assessment receiving support from the classrooms. ISLs- Chances of Hope and Arch of the Ozarks offers housing in the Joplin area. There are 3 students taking the alternate assessment living in the ISLs.				
Kearney R-I (024-086)	No	Annually all staff involved with MAP-A testing go through the trainings provided online and all new staff go through the trainings provided through the Regional Professional Development Council. In addition, I meet with all staff twice annually to review the procedures, and requirements for MAP-A. If our list of students goes over 1% then we go through each of the students and their IEPs to ensure an appropriate decision was made for that student to be identified as MAP-A. Last year this was done and it was determined that all students who were identified for MAP-A were appropriately done so.	Yes, the Dynamic Learning Center is located at Hawthorne Elementary and has a great reputation. The program is a self-contained program, although students are typically out in general education for a portion of their day - it's individualized based on the students' needs. Because of this program and our outstanding Special Olympics program, families who have children with more significant needs are drawn to the Kearney School District. The Special Olympic program has general education "buddies" assigned. This program is so popular that we have a waiting list for buddies. In addition, the varsity coaches of basketball, cheerleading, track, etc. collaborate with Special Olympics and have specific events with the varsity athletes playing with the Special Olympics students, so it's more than your typical Special Olympics program. Our program has grown so much that we just started the program five years ago, and within a year, we had to add a second classroom at Hawthorne to accommodate the students.	We reviewed every IEP and MAP-A scores for each student identified as MAP-A. We went through the decision making tree as part of the process, and determined that all students identified MAP-A were appropriately identified. We are only over by 0.1% and do not feel that any of the students identified could be changed over to MAP. As we went through this process the past three years, we have moved approximately 4 or 5 students over to MAP anticipating this requirement. There are no other students that can move over. The IEP teams review Least Restrictive Environment and placement annually at the IEP meetings and all feel the students are appropriately identified for their placement setting. Our plan for monitoring student achievement with the curriculum is done through reviews of the curriculum we are utilizing in the lifeskills classrooms, review of student assessments, and frequent collaboration between assistant superintendent and the director of academic services.	We are continuing to review the process with process coordinators, who serve on every IEP meeting. The teams are using the decision making tree process to review, and are reviewing MAP-A scores as a team to ensure they are accurately identifying a student as MAP-A or MAP. Then, annually I'm continuing to review the scores and the process as oversight to the process.	Yes	Yes
Kennett 39 (035-102)	No	The LEA requires all staff administering MAP-A to attend a yearly training with regard to MAP-A. This training is provided by trained members of the Southeast Missouri RPDC in conjunction with DESE. Staff members are trained on the DESE MAP-A Eligibility Checklist. Staff members were also required to watch the webinar from DESE regarding the eligibility criteria for MAP-A. Completion of the modules in Moodle are required for any staff member administering MAP-A.	Until just recently our community was the location for the county's only hospital facility (closed as of June 30, 2018) and pediatric. Our county also houses the only public State School for the Severely Disabled. The community also has a generous amount of low income housing.	Primary data used is the MAP-A eligibility checklist. However, the district reviews educational evaluations, takes into consideration the LRE for the individual student, review previous years MAP-A Student Score Reports, and make observations as to the performance of the student(s) within their academic setting.	The steps taken to reduce the number of students assessed on the MAP-A assessment are: **Review the MAP-A eligibility checklist to determine if a student meets specific criteria **Verify student IQ **Assess student's cognitive abilities within the educational setting **Review educational evaluation report/summary with regard to cognitive abilities	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Kingston K-14 (110-014)	No	During the school year our staff viewed the DESE webinar "MAP-A- Making Appropriate Eligibility Determinations for Participation". Staff was given a copy of the MAP-A flowchart, checklist and guidance document to assist them. We reviewed these items as a group. We also took some of our files and went through the checklist to ensure that staff understood the process and eligibility criteria. Staff who participate with the MAP- A are also sent to workshops to ensure that they have all the information needed for giving the MAP-A.	There are no program or facilities within the district parameters that would draw a large number of MAP-A students. Our district had a total of 5 students that participated in the MAP-A during the 17/18 school year. One of these students attends MSSD/Citadel.	Since the EE's are linked to the state standards, which is what district standards are based on, students are instructed using curriculum related to the standards for their grade level. These standards are taught using significant modifications to allow the students to learn at their level of functioning/abilities. Student progress is monitored throughout the school year. This information is used as part of the eligibility process for MAP-A/continued MAP-A; along with placement, diagnosis/disability;previous testing; and observations by staff/parent including functional skills. During the 17/18 school year, our district was in the process of completing corrections for an "on-site" review from DESE. (February 2017) As part of that review the district had to provide the "justification for MAP-A" (Form D) for all (4) of our MAP-A students. They were reviewed and approved by DESE in January 2018. The only exception to this was the student already attending MSSD-Citadel. This process was completed through a review of DESE webinar and documents as well as staff meetings and review of files regarding eligibility.	*Continued training for staff using the DESE webinar, checklists, flowchart and guidance document to ensure staff knowledge on MAP-A eligibility and the processes. *Meeting as a team yearly on all students found eligible for MAP-A and going through the guidance, checklist and flowchart as a team to allow us to double check the students information and ensure the students meet eligibility criteria for participating in MAP-A. *Train all staff that participate in IEP meetings the MAP-A eligibility process and include the DESE documents as part of this training. This would ensure that all staff that were part of the process had the knowledge to make an informed decision regarding student eligibility for MAP-A.	Yes	Yes
Kirkville R-III (001-091)	No	The District Coordinator for Testing meets with teachers on the MAP and MAP-A. Also training is provided to both groups on the MAP and MAP-A. The Special Education teachers follow the MAP-A Best Practice Timelines dated 5/18/2018. This includes activating accounts for DLM, watching the part 1 and 2 videos, the on-line trainings, reviewing the administrative manuals, and use any of the additional resources including DLM Mo page, resource videos, manual, and alternate standards crosswalks. Instructional Leaders in each building and teacher mentors work with and support new teachers in the IEP and MAP/MAP-A testing process. The MAP and EOC process starts with enrolling students in January, in February the coordinator does any training and reviews the manual for assessment, additional tests such as large print or Braille are ordered in March.late March the test coordinator watches training module on accountability form, late march the test window dates are set. testing in April and closes in May 25, and tests are picked up. The Test coordinator meets with teachers during March. The training includes the process, universal tools and accommodations, etc. The Test coordinator uses the manuals guidelines which include test security, assessment materials, testing windows, and goes over the teacher/tester manuals with staff. Also the special education staff uses the Missouri Alternate Assessment Decision Making Flow Chart, Alternate Assessment Guidance Document and the Alternate Assessment Checklist. Instructional Leaders meet with their teams yearly to go over the guidelines. The Psy examiners work closely with the IEP teams to understand test results and significant cognitive impairments.	Kirkville, Missouri is located in north east Missouri and is one of the largest towns in the rural area (17,000 population). It is the county seat for Adair County. Kirkville is unique as it has a community college, Truman University (Liberal arts School, ACT average 27), AT Still University, a Medical School, and ATSU Dental School. There are also regional services for disabilities in Kirkville: Kirkville Regional Office for the Missouri Department of Mental Health and Developmental Disabilities, Adair County Senate Bill 40 for Developmental Disability, Preferred Family Healthcare for mental and behavioral health, substance use for adolescents and adults, Mark Twain Behavioral Health (crisis intervention, adolescent supportive recovery, case management, Psychiatric Rehab, counseling, med management), and Northeast Health Council (OB/GYN, family health,pediatrics, behavioral health, veterans clinic, dental, diabetes and nutrition; non profit health center) (two pediatricians and one psychologist). Kirkville also has several providers for person's with disabilities. These businesses or agencies include: Rural Advocates for Independent Living, Chariton Valley (residential and non-residential services for children and adults with developmental disabilities), Restoring Hope (contracts with DMH and CD to provide residential care and services to persons with developmental disabilities), High Hope (competitive and supported employment for persons with disabilities, transitional and permanent housing for homeless and disabled homeless), Ellendel ISL (provides independent living and group homes for persons with disabilities), Halliburton Hills (supported living) and Green Hills Superior Care (residential living services). Other agencies with offices in Kirkville that support people with disabilities is the Children's Division, Vocational Rehab Services, Social Security Office, Speech and Hearing Clinic at Truman University, Kirk Tran (public transportation) and the OATS Bus, two licensed	All teachers are trained on IEPs and on decision making with Form D State Assessments and the Alternate Assessment Checklist, Alternate assessment guidance Document, and the Alternate Assessment Flow Chart. With the Alternate Assessment Participation Determination the teachers are trained that "most significant cognitive disability range" is 55 and below by standardized assessments, by pervasive supports, and adaptive skills. second the teachers receive training on significant cognitive disability impacting the student's access to curriculum and requires specialized instruction and materials. This specialized instruction, materials and supports would be identified in the goals and benchmarks and would be intensive supports and modifications and accommodations to access the general ed curriculum. The daily instruction on core academics is on a substantial grade level from other peers with disabilities. Intensive instructional strategies may include repeated drill and practice in multiple settings, skills are broken down into small steps as compared to peers, and frequent prompts and guidance from adults. The student requires information through methods other than reading due to limited reading ability. The student requires alternate methods to express or share oral or written ideas and information. Third the student's post-secondary outcomes likely require supported or assisted living. Fourth is the student's inability to participate in general ed assessment is the result of the significant cognitive disability and not excessive absences, visual or auditory disabilities, or social, cultural, language or economic difference. In the training the Missouri Alternate Assessment Decision Making Guidance Document the following is highlighted in the training. Note: if a cognitive assessment test cannot be given or a valid score acquired then information from a variety of sources is used such as: communication, self-care, daily living, social skills, access to community, self-direction, health	Training has occurred over the last several years. The special education instructional leader for each building has provided information about MAP-A guidelines and decision making. Some students that may have Intellectual disabilities or autism are now MAP students based on the cognitive, achievement, and adaptive information and the LRE or setting for instruction and the access to gen ed materials for that instruction. The Director of Special education runs a MAP-A report in the fall and double checks that the student meets the criteria for MAP-A and if not then the instructional leader and the psy examiner goes back to the IEP team, provides retraining.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Kirksville R-III (001-091)			audiologist, Judevine Services, Self Directed Services, North Missouri Association for Citizen's with Disabilities, Northeast Missouri Area agency on Aging, Sheltered Workshop, Great Circle Intensive In Home Services, Project Thrive, Incredible Years Parenting Classes, and the Northeast Regional Hospital and Rehabilitation Services (OT, PT, Speech and Language). There is also housing in Kirksville, Missouri. Being a college town there is a variety of housing and in recent years new apartments are being built and leaving older houses open for rent. Low income housing includes HUD apartments, section 8 apartments, public housing, non profit low income apartments, and low income tax credit apartments. One example is that Preferred Family built a 25 unit complex in Kirksville. The only two towns in Adair County are much smaller than Kirksville and have limited housing available. Kirksville's population includes people from all over the United States. With Truman University, the Medical School, the Dental School, and MACC people come from all over the US to work at these places in Kirksville, Mo. The number of MAP-A students by grade level for the 2017-18 school year were as follows: Eleventh Grade 5 students Tenth Grade 5 students and one was Public Placement Ninth Grade 1 student Eighth Grade 2 students Seventh Grade 3 students and one was Public Placement Sixth Grade 1 student Fifth Grade 5 students and one was Public Placement and 2 were move ins Fourth Grade 4 students and one was a move in Third grade 2 students and one was a move in Another example would be the Twelfth grade class had 8 students, three were public placement and 1 was a teacher's child out of our school district. So 50% of these students were not Kirksville residents.	and safety, functional academics, leisure, and work. Scores from the Adaptive test must be commensurate with the scores from the cognitive assessment and is in the most significant range. Note: Post Secondary outcomes would include on the job training for sheltered or supported employment, skills acquisition for social, communication and behavior, and post secondary outcomes would be sheltered workshop, part time employment, participation in day activity centers, or home. The training also includes the flow chart and real examples. The Psy. Examiners also provide guidance to IEP teams about the testing results and classifications. All IEPs are reviewed by someone that did not write the IEP with a check list to ensure the documentation is there for the MAP-A decision for assessment.			
Kirkwood R-VII (096-092)	No	The Director of Special Education and Executive Director of Special Programs attended training on MAP A at EdPlus in Spring 2018. The Special Education Administrators were trained by SSD using DESE resources and training materials. Special Education Administrators then trained all staff in Fall 2019 using materials. Administration in Kirkwood were provided training and materials at the beginning of the year administrator meeting with regard to MAP A and 1 % participation rate. Administrators were provided data on the eligibility rate of students within Kirkwood School District. Special education administrators also worked with case managers of students who were currently eligible to review all MAP A eligibility requirements for each student. Special education administrators attend all IEP meetings for students who are eligible or for whom eligibility may be appropriate.	Kirkwood School District and Special School District partner to provide special education services. Special School District provides a continuum of placements for students including public separate day school. The continuum of placements draw parents to the Kirkwood School District. Additionally, the Kirkwood School District in partnership with SSD provides special education services in the general education environment for over 70% of students with disabilities. All of these service and placement levels along with the status of the Kirkwood School District, are inviting to parents. Additionally, there are several private programs including Mercy Kids Autism Center and Action for Autism Academy, in which students who have attended these programs for Pre-K are enrolling in Kirkwood Schools.	Students are reviewed in the following ways: 1. LRE placement 2. Total and sub group achievement scores 3. Ongoing analysis of student progress on District assessments 4. MAP A score reports 5. Quarterly review of MAP A eligibility determinations. The Kirkwood School District further analyzes MAP scores for students receiving special education services through gap analysis at each grade level, comparative data (Kirkwood to State) and Kirkwood to comparative Districts (Clayton and Lindbergh). Kirkwood School District IEP ELA MAP Scores for 2018 indicated: Kirkwood 45.9% of students with IEPs were advanced/proficient as compared to the State at 18.5 ELA; Math: Kirkwood 34.3% and the State 14.1%. Kirkwood School District monitors individual student MAP A results at the District level for patterns/trends.	Administrators were provided data on the eligibility rate of students within Kirkwood School District. Special education administrators also worked with case managers of students who were currently eligible to review all MAP A eligibility requirements for each student. Special education administrators attend all IEP meetings for students who are eligible or for whom eligibility may be appropriate. District level administrators review students who participate in MAP A and verify that IEP teams have utilized guidelines and decision making forms in decision making.	Yes	Yes
Knox Co. R-I (052-096)	Yes					Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Laclede Co. C-5 (053-114)	No	Review of Dynamic Learning Map on-line training Eligibility Webinar, Missouri Alternate Assessment Decision Making Flow chart, and the Alternate Assessment Participation Determination Checklist. 2018 training completed 9-21-18.	No.	Following the MAP-A Eligibility training, the Special Education team met to review individual student assessment needs. Factors reviewed include disability category, classroom academic performance, cognitive ability, ability to maintain focus/strength during testing situations, prior MAP-A eligibility and score reports. Using information reviewed and the Alternate Assessment Participation Determination form the team makes a recommendation regarding MAP-A eligibility to be reviewed by the IEP team at the annual IEP meeting. If the Special Education Team recommends a change which needs to be implemented prior to the annual IEP meeting, the Case Manager takes the necessary steps to schedule an IEP meeting to discuss and amend the IEP as per the IEP team determination. Student progress is then monitored during First and Second quarter by the Special Education teacher. Any concerns regarding MAP-A eligibility are brought to the Special Education staffing team for follow-up discussion.	Annual review of Eligibility guidelines during Special Education professional development followed by data review and recommendations as noted above.	Yes	Yes
Laclede Co. R-1 (053-111)	No	The district LEA trains staff annually on making accurate decisions of who is MAP-A eligible. Updated resources are provided annually. The Special Education Staff also watches any webinars and attends training provided by RPDC office.	No	Annually, the case manager, parents, and Special Education Director review the MAP-A Eligibility Criteria to determine if the students still meet the requirements. The Team also looks at LRE to determine if we are testing the student in their LRE and offering the best curriculum and assessments for these students. Currently, all students who participate in MAP-A have significant disabilities and are not accessing the curriculum that general education peers are accessing. They are functioning at a much lower level and transition goals are the main focus of the IEPs. These students have significant delays, motor planning issues, and lack of cognitive ability to understand the format of the test in addition to the questions being asked. All these factors, including the DESE provided criterion, have been considered when making the annual determination of MAP-A.	In order to reduce the number of students assessed on the MAP-A the district sends all special education teachers to MAP-A training and require the teachers to watch any webinars/videos that DESE makes available on their website. The Special Education Director also disseminates any new information or information meant to remind or retrain districts to the special education teams. The Special Education Director also reevaluates staff annually to determine staff understanding of MAP-A eligibility and need to have further training with the RPDC office. Annually the IEP team is reconvened to discuss MAP-A eligibility and the team uses the 5 question eligibility determination checklist at each meeting to determine if eligibility is still met. The district retains this information as part of the students record to document that eligibility is considered annually. For students that are deemed no longer eligible the IEP team develops a transition plan using the crosswalks as a guide to assist the child in transitioning from DLM Essential Elements to Missouri Learning Standards	Yes	Yes
Lafayette Co. C-1 (054-039)	No	The staff members that have MAP-A eligible students all have participated in RPDC trainings as well as district sponsored follow up trainings. Annually we review the eligibility requirements.	Our community has a state habilitation center in our district, one of only a few in the state. They offer services for adults and youth with severe cognitive disabilities. This draws some families to our LEA. They also serve as a crisis center for individuals who can not be placed in other foster or ISL living situations due to their significant needs. When a student is placed here and needs MAP-A assessment, our LEA provides that.	The LEA reviewed assessment results of students on a individual level and is using that information to help make eligibility decisions. This year we will also use results from progress monitoring assessment conducted at the elementary and middle school levels.	We are reviewing all options for reduction including how to assess transfer students who have been determined eligible by other districts. That is one of our biggest concerns right now.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Lebanon R-III (053-113)	No	Each year the district provides training to all special education certified staff on the process for identifying students who are eligible for MAP-A. We train and provide each staff member on how to use the DESE MAP-A Flowchart and alternative assessment checklist to use as identification tools.	The Lebanon School District currently provides education to students who may be state school eligible. Currently, we have 6 students in our Life Skills/Low Functioning Classroom that could be served by the State School for the Severely Disabled. We are a rural community with an approximate 60% free and reduced lunch rate. Our job sector is primarily factory jobs.	The Lebanon School District trains their staff to use the Missouri Alternate Assessment Decision Making Guidance Document and Flow-Chart to make a determination if a student is eligible to take the MAP-A. We review this each year with all students who may be eligible or who have taken it in the past/previous school year.	The Lebanon School District trains their staff to use the Missouri Alternate Assessment Decision Making Guidance Document and Flow-Chart to make a determination if a student is eligible to take the MAP-A. We review this each year with all students who may be eligible or who have taken it in the past/previous school year. We are in the process of reviewing potential placement of students who may be state school eligible. The district has started the process of reconvening IEP team(s) to review MAP-A eligibility criteria for students currently taking MAP-A to determine the appropriateness of the students participation. When a student is deemed no longer eligible for MAP-A we are developing student-specific plans to transition them from participating in the DLM Essential Elements to Missouri Learning Standards.	Yes	Yes
Leeton R-X (051-156)	Yes					Yes	Yes
Lesterville R-IV (090-078)	No	Annually the LEA/District sends all designated and/or potential MAP-A testers to DESE provided MAP-A training based on whether the staff member is a prior MAP-A tester or a first time tester. The LEA schedules in house in-service training for all designated testers. In house in-service training consists of viewing the required DESE MAP-A videos, tutorials on using the KITE Portal and preparing all necessary student documents for testers to begin use of the KITE Portal.	Yes, the Lesterville R-IV School District has an on-grounds school located at the Valley Springs Youth Ranch residential treatment facility which draws students with significant cognitive disabilities.	Data review consists of reviewing transfer IEP records on all students transferring into the district's main campus and the residential placement facility school campus; reviewing testing data from the students Evaluation to determine disability category, cognitive ability, and adaptive ability; reviewing students least restrictive environment placement and justification used for placement; reviewing students evaluation and IEP data to determine if student meets MAP-A eligibility determination criteria; reviewing prior MAP-A student score reports; reviewing current district assessment scores, which may consist of STAR Reading scores, iReady math/reading scores, WRAT (Wide Range Achievement Test) scores and teacher classroom assessment scores; and reviewing students adaptive behavior functioning.	The LEA has reviewed all special education records to determine if existing students meet the DESE criteria for MAP-A; the LEA will be re-assessing two current identified MAP-A students this school year to determine continued eligibility for participation in the MAP-A. All IEPs and assessment data of students placed in the residential facility school campus will be reviewed. After adequate time with residential students, determined as MAP-A by domicile school district, a re-assessment will be conducted to determine continued eligibility for participation in MAP-A.	Yes	Yes
Lewis Co. C-1 (056-017)	No	The DTC provides an in-depth training using a combination of DESE PowerPoints and videos. Training covers how to administer, safety, and security. All staff sign an agreement to abide by the testing expectations. Staff who administer MAP-A are trained using the DESE videos through KITE. Teachers get additional support from Susan See at the RPDC. Additionally, the DTC provides individual training for these teachers.	No	The IEP team considers each student individually. The team follows the DESE provided checklist when determining MAP-A eligibility. Each student in our district who has qualified for MAP-A: Has an IQ below 55 with adaptive scores commensurate to their IQ. These students receive primary instruction through life skills and are in a self-contained setting. Their transition plans focus on independent living skills and supportive employment.	The Lewis County C-I School District will: (1) Collect data on students who in the past met the eligibility criteria regarding the MAP A Assessment. This will be through a review of student IEP's, focusing on student goals and objectives, and correlating them with DESE MAP A Eligibility Criteria and MAP A Flowcharts. and reviewing past use previous test scores. A rubric will be created to review the data and the IEP Team will make the decision whether the student meets criteria to remain a MAP A student or be moved to the MAP Assessment. (2) The District will review previous MAP -A scores and determine if students are being consistently successful. Information will be used to drive the decision regarding MAP-A Eligibility. (3) Using the DESE prepared documents and MAP A webinar, including Alternate Assessment Checklist, Alternate Assessment Guidance Document, and Alternate Assessment Flow Chart, the District will prepare a detailed Process Flow document for determining student MAP A eligibility. In addition the District will seek out Eligibility Determination Workshops to support District Teams in the Evaluation Process and develop a District training to enhance this support. (4) In order to help all special education students meet expected goals the District will seek training regarding curriculum expectations,	Yes	Yes

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Lewis Co. C-1 (056-017)					differentiation of instruction, and use the crosswalks to align curriculum for students performing at or above their instruction level on the DLM. (5) The District will focus on exploring additional training and materials to support students with the most cognitive developmental disabilities but no longer determined eligible for MAP-A Assessment. (6) Administrative teams will review caseloads and criteria on an ongoing basis to determine if expectations are being met. (7) A plan incorporating the above activities will be put into place starting January 2019.		
Lexington R-V (054-045)	No	The training is provided by watching and participating in the trainings provided by DESE. The process for training district staff is for the DTC to meet with the STC's and review expectations and training materials. The STC then trains building staff and anyone who may enter during testing such as tech personnel. The training is done in groups and individually if pertinent staff are not in attendance the day of the group training. All staff who may be examiners are trained along with a handful of teachers who may need to assist if a staff member is sick the day of assessment. Anyone who enters a testing location during assessment is trained (ie: admin, staff, tech) All staff review district testing policy annually and STC's review district policy during training. All staff receiving training are required to sign in to training and documentation is kept. The teachers who administer the MAP-A assessment attend the MAP-A Training with the regional RPDC. They provide training certificates after attending.	Lexington is the county seat. There are programs and resources such as the Lafayette Regional Health Care center which provides medical resources and services for families in the local and county area. Also, the House of Hope which provides resources and intervention for families particularly women and children who are escaping abusive home situations. Additionally, the Migrant Farmworkers program has a strong presence in the area and works with the schools and families to provide educational and medical resources. We have had high needs families stay in the area to receive these resources.	Disability categories that we include in the MAP-A group are Intellectual Disability and this is in conjunction with a specific level of functioning not every student who happens to have that disability category. We consider the capacity for participation in the MAP-A assessment and all students who could function to take the MAP do so. Few students are moved to the MAP-Alternative assessment form as we look at the Least Restrictive Environment/Placement to keep students in the general education classroom as much as possible. We have provided training for our Special Education teachers in how to use the Missouri Learning Standards to write IEP goals and they will also mirror the local district curriculum in their classrooms. Students also take the district assessments and the data would be reviewed by the team when making determinations. The MAP-A are comprised of some of the students that will graduate on goals rather than standardized graduation requirements. Each student is evaluated individually to make a MAP-A determination based on their cognitive functioning, medical history and any academic data available.	The Director of Student Services has met with the district psych examiner to discuss MAP-A Qualifications and reviewed the students who are currently identified as MAP-A to ensure that they are all identified correctly. We are also working together to train staff to understand the qualifications for student participation on the MAP-A. We are in the process of developing a District MAP-A Alternative Assessment Decisions Checklist to ensure that only the students who truly qualify are identified and that all case managers understand the options available during IEP team Meetings.	Yes	Yes
Liberal R-II (006-101)	Yes					Yes	Yes
Lincoln R-II (008-106)	No	Special Education staff members are trained at the beginning of each school year during our work day meetings in August by the special education director. During this meeting MAP-A eligibility is discussed by using the following DESE documents which will help guide the teams throughout the school year: MAP Decision Making Guidance Document, MAP-A assessment decision making flow chart, and MAP-A Decision Making Checklist. These documents help staff as they are part of the IEP teams to make decisions on MAP-A eligibility and as they are completing the IEP documents. The special education director continuously throughout the school year discusses with SE staff members how to make decisions about MAP-A eligibility. Staff are also trained through the local RPDC in Warrensburg on a yearly basis.	No	The district reviewed the individual student's evaluations/disability categories, placement of students, assessment data/student reports, and the determination process of all students to make sure that the students who took the MAP-A/DLM are truly eligible for this assessment. Over the past several years our student population in our life skills classroom has significantly grown. All of the students who take MAP-A/DLM are significantly cognitively delayed and fall in the intellectually deficient range, with some students being unable to even obtain a cognitive score (even non-verbal) due to the health impairments or refusal to respond in a testing situation. Student's needs are continuously being monitored through informal assessment, IEP goal progress, observations, and evaluations to determine if students could take the regular MAP assessment at any time. The determination is made on a yearly basis by the IEP team.	Since last school year, the district had a couple students move who were MAP-A eligible and the IEP team reconvened for one particular student and determined it was more appropriate for them to take the regular MAP instead. The students who are currently eligible have cognitive scores ranging from 56-41, with two students being unable to even obtain a standardized cognitive score on. The SE staff and IEP teams continue to discuss eligibility at the beginning of the year training, staffings, and for each student on a yearly basis at the IEP meetings. The SE staff also continues to discuss interventions, programs, and strategies to help the students improve in ways that would make it possible for them to be able to take the regular MAP with accommodations successfully. The LEA continues to reevaluate training needs for staff as it relates to MAP-A eligibility.	Yes	Yes

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Lindbergh Schools (096-093)	No	Here is the outline of the agenda for MAP A Training: 1. DESE Website 2. Decision Making Guidance 3. Blueprints, Essential Elements, Linkage Level 4. Training 5. Work Time Here is a link to the MAP A Training slide show: https://docs.google.com/presentation/d/1-lw5tskCzk1iFTzB1cJRnzHWapkFri6UdXnCDVTSEt/edit?usp=sharing Lindbergh Schools reviews the alternative assessment questionnaire and flow chart with teachers and administrators. Area coordinators share the documents and provide guidance during staff meetings and during the IEP meeting. If there is a question of a student qualifying for an alternative assessment, DESE's guidance document with questions is completed with the team.	Lindbergh Schools does not have a program like this that exists in our district.	The IEP teams (including) the LEA review student assessment results to make determinations for future programming. The data collected from the Dynamic Learning MAP results provide teachers with future IEP goal discussions, LRE placement, and future MAP-A eligibility or ineligibility. We do not look at the DLM data as a whole because it is customized to fit the student's need and personal instructional plan. However, we do use the information to make individualized, future plans for students and share all data with teachers and parents, so they can be knowledgeable in the IEP to contribute to decisions for the student. We do use the data to determine if a student should or should not be considered eligible as we move through DESE's alternative assessment guidance questionnaire.	We discuss MAP-A eligibility at our district leadership teams with principals and Special School District area coordinators. Special School District has presented to superintendents the concerns for exceeding the 1% and shared that there may be consequences. We are receiving much information from SSD and sharing it with our staff. We hope to stay in the 1%, but we are going to make IEP decisions that are based on student needs. We were only .3% over the 1% cap, so Lindbergh and SSD do a great job collaborating on ways to educate staff and guiding them through the decision-making process. We required all IEP teams to review the alternative assessment guidance during every IEP that a student could qualify. We keep the documentation for future referencing as the student transitions up the grade-levels. Assurances Verifies all students participating in the MAP-A meet Missouri's participation criteria. Will cooperate with DESE to provide any requested documentation and participate in a review if requested.	Yes	Yes
Linn Co. R-I (058-106)	No	Staff attends MAP-A and statewide assessments' training provided by the RPDC in our area. Staff watches DESE webinars and other related videos for training for MAP-A and statewide assessments. Our district has on site training for proctoring statewide assessments according to DESE regulations.	Verelle Penniston State School is located approximately 45 minutes from our school. Students with the most severe cognitive disabilities, who meet requirements can attend school there. We had a student move into our district who had already previously attended school there.	Each year, a MAP-A student's latest evaluation is reviewed, along with progress towards goals and objectives and individual MAP-A scores to determine whether the student is able to achieve success according to the district curriculum for the student's grade level. The MAP-A eligibility criteria is also reviewed and the team determines whether the student continues to meet MAP-A criteria.	For the 2018-2019 school year we have only one MAP-A student. We had two students that moved into our district during the 2017-2018 school year who were MAP-A eligible. One of these students attended the state school and the other was found eligible for the state school during the 2017-2018 school year. These two students have since left our district. We also had a MAP-A student who was a senior during the 2017-2018 school year who has now graduated. We also reviewed data and MAP-A criteria on two students and determined that they no longer qualified as MAP-A students. They now are taking their regular grade level assessments.	Yes	Yes
Lockwood R-I (029-001)	No	Our staff will be required to view all webinars related to MAP A and we will require our staff to attend the Special Education teacher trainings on MAP A provided by the RPDC.	NO	The staff will review disability categories, particularly those that do not typically include students with significant cognitive disabilities. The staff will review the current placement of students and will meet to determine what their least restrictive environment could look like. When WE are making MAP A determinations at IEP meetings we will follow the flow chart and checklists provided by DESE. We will also use information for identification that is covered in the training at our RPDC. We will do progress monitoring on their IEP goals and include the general education staff when appropriate.	I have contacted the regional compliance consultant of the RPDC and our Special Education Coop Director for resources and information regarding MAP A eligibility. I have enrolled our special education teachers in our regional MAP A training. We will also address this with our entire staff at an in-service day during the school year to make everyone aware of the MAP A eligibility requirements. MAP A identified students through an IEP team will have their files reviewed by our Special Education Coop Director as well as school administrators.	Yes	Yes
Lutie R-VI (077-104)	Yes					Yes	Yes
Macks Creek R-V (015-004)	Yes					Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Macon Co. R-I (061-156)	No	In addition to using our professional development days for our special education staff to train on the special education process, we have also used Joetta Walters, from RPDC, to come meet with us 3 times this school year. Joetta has trained our staff in numerous areas of special education, including MAP-A. Additionally, our special ed staff has attended professional development training at Truman State University, through RPDC. The most recent workshop was attended last week, March 21. This training was called "Everything You Wanted to Know About Special Education." We, as a sped team at Macon R-1, have met regularly to ensure we are in compliance with State and Federal Regulations. MAP-A testing has been an important part of our meetings. This year, we have fewer students taking MAP-A and will be staying within the 1% margin. We have reviewed the resources provided by DESE as well as the guidelines to make more appropriate decisions about which students are eligible for MAP-A. The checklist has been very beneficial.	Macon is surrounded by several small communities including Bevier, New Cambria, Callao, LaPlata, and Atlanta. Some of these communities are so small that they do not have middle and high schools and thus send their children to us. One student of our current MAP-A students is from Callao. Callao's school only goes through 8th grade.	This year we have started ensuring that our students with IEP's have current cognitive assessments. Results of the assessments are then used to help guide our MAP-A eligibility decision. Students who have significant cognitive impairment and receive a majority of their education in the resources setting are more likely to be considered for the alternative MAP assessment. The IEP team also helps guide the decision of whether a student is eligible for the alternative MAP assessment. If a student is being considered for the alternative MAP assessment, a checklist, provided by DESE, is also completed to ensure that every criteria is met before the student is given the alternative assessment.	* Training has been ongoing throughout this year for the special education staff on MAP-A assessment criteria * Current cognitive assessments have been done for specified students with IEP's * MAP-A assessment has been reduced this year and we are within the 1% guidelines	Yes	Yes
Macon Co. R-IV (061-158)	Yes					Yes	Yes
Malden R-1 (035-092)	No	Slides and notes from DESE's MAP-A webinar (3/18) will be reviewed by all Special Education staff at one of the district's in-service days. Factors to be considered in making determinations for MAP-A participation will be reviewed and discussed. Teachers will be given copies of the following DESE MAP-A documents: the Missouri Alternate Assessment Decision Making Guidance Document, the Alternate Assessment Participation Determination Document, and the Missouri Alternate Assessment Decision Making Flow Chart. Instruction on the use of these documents will follow. Teachers that are administering the MAP-A will attend training provided by the Southeast RPDC in September. This will include viewing of the MAP-A DESE webinar, training on choosing Essential Elements, and any changes in the KITE Suite. Additional training on MAP-A administration will be provided as needed.	No.	Data from MAP-A assessments is disseminated to the teachers when received. This information will be discussed with the Special Education Process Coordinator, the District Testing Coordinator, and the individual teachers. This information will be used by the teachers to drive instruction. After administrative review, the data is used to ensure that eligibility for MAP-A assessment is appropriate and that those participants are only those with the most significant cognitive and adaptive disabilities. These students' difficulties in accessing the general curriculum is not primarily the result of auditory or visual disabilities. At annual IEP meetings, the team will review MAP-A results and use this information as LRE is determined, continued eligibility in MAP-A assessment, and to ensure that those students are making progress that aligns with the district's approved curriculum. The MAP-a results are shared with parents during parent teacher conferences in the fall.	At the beginning of school, the Special Education Process Coordinator will meet with individual teachers of those students that participated in the MAP-A assessment to review continued eligibility. Evaluation Reports will be reviewed for those students participating in the MAP-A assessment. For any students that are determined not eligible for MAP-A assessment that are currently participating in this testing, IEP teams will reconvene or IEP Amendments will be made to address this issue.	Yes	Yes
Maries Co. R-1 (063-066)	No	Our district routinely utilizes the MAP-A flowchart as provided by DESE, as well as the MAP-A worksheet in making determinations regarding students who may be eligible for MAP-A. All MAP proctors view all of the required handouts and training prior to administering the MAP/MAP-A exams. The district's special education teachers attend the MAP-A training offered through RPDC in Rolla each year and the Director of Special Services also attends multiple workshops in which MAP A and MAP-A eligibility is discussed and that information is passed onto Special Education and regular education teachers and administrators.	No such entity exists within the boundaries of the Maries R-1 School District.	MAP-A decisions in the Maries R-1 School District have been made by IEP teams. Items discussed and reviewed in making these IEP team decisions regarding MAP-A include, but are not limited to student's eligibility category, their LRE, DESE MAP-A flow chart & worksheets, prior assessment scores, student's progress in the regular education and special education curriculum, etc. MAP-A determination in the Maries R-1 School District begins with a comprehensive look at the student's last formal evaluation, including, but not limited to the student's full scale IQ. Scores on and the ability of the student to take district-wide assessments is another key factor in	Prior the this year's MAP testing window, the Maries R-1 School District will be holding IEP meetings for current MAP-A students. In these meetings, IEP teams will review the student's prior placement into MAP-A and review the information/data that determined them eligible for MAP-A in the past. Using information from DESE, including, but not limited to, the MAP-A flow chart, MAP-A determination worksheet, etc, it is my opinion (which has been supported by these students' case managers) that these students will be removed from MAP-A eligibility. By the time the MAP testing window is opened, our district's MAP-A numbers should be reduced to one student who will	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Maries Co. R-I (063-066)				determining eligibility for MAP-A.	remain MAP-A eligible for this year. This is down from four students who were MAP-A eligible last year. It is the consensus of the case managers and IEP teams that have met that the Maries R-1 School District will be down to one or zero MAP-A eligible students by the end of the 2018-2019 school year, which places the district well below the 1% compliance factor.		
Maries Co. R-II (063-067)	No	1. All Special Education Case managers who are proctoring MAP-A Assessments complete the MAP-A training. 2. In September 2018, all special education staff attended an on-site training given by our DESE Compliance Supervisor.	NA	1. We reviewed the disability categories to make sure that the students meet MAP-A Criteria. 2. We reviewed, printed and filed the MAP-A results on the Individual Student Score Reports. 3. We reviewed the MAP-A eligibility process checklist on each student as a team to answer each question.	1. As a result of the above stated processes, we have reduced our MAP-A numbers for the 2018-19 school year. We will still have the two children from the State School and we will have two local children here in our system for a total of 4 children.	Yes	Yes
Marion C. Early R-V (084-005)	No	All special education teachers administering MAP-A attended training through the Springfield RPDC--now the Agency for Teaching, Leading, and Learning. Additionally, the Exceptional Pupil Cooperative of the Ozarks that the district belongs to provides MAP-A training.	Marion C. Early R-V is a member of the Exceptional Pupil Cooperative of the Ozarks (EPCO). Families with students with severe disabilities choose to live in school districts that are members of EPCO as the cooperative provides highly specialized, center-based services. Marion C. Early R-V has several families who have chosen to live in the district due to the accessibility of resources available through EPCO. Due to the availability of these services through EPCO, Marion C. Early has several students who are non-verbal and lack adaptive skills such as toileting independently. The Special Learning Center offered by EPCO educates the students with the most severe cognitive disabilities from its member districts, and several Marion C. Early students attend there.	The IEP team uses the Alternate Assessment Participation Determination and flowchart provided by DESE. Eligibility is determined using these documents at each year's IEP meeting. MAP-A scores and determination forms are discussed and completed at each annual IEP meeting for students that special education teachers recommend be given the alternate assessment, MAP-A. Students considered have the following disabilities and IQ levels: Autism, Intellectual Disability, and Multiple Disabilities with IQs below 50.	Marion C. Early R-V will reconvene IEP teams to review MAP-A eligibility criteria and appropriateness of student participation. For students deemed no longer eligible for MAP-A, Marion C. Early R-V will develop student-specific plans to transition from DLM Essential Elements to Missouri Learning Standards. Marion C. Early R-V is re-evaluating training needs for staff, as it relates to MAP-A eligibility.	Yes	Yes
Marionville R-IX (055-106)	No	Staff training includes (topic, training dates, agendas, resources used) and use of DESE resources specific to MAP-A (see links provided on MAP-A justification form). 2018-19 MAP-A for Experienced Educators (DESE) August 2018-Webinar March 2018-Slides and Notes Alternative Assessment Checklist, Flowchart, Decision Making Guidance, Document ELA, Math, Science Crosswalk MAP-A Best Practices Timeline https://dese.mo.gov/college-career-readiness/assessment/map-a https://dynamiclearningmaps.org/erp/videos#WritingTestletVideo MAP-A Quick Links found on the DESE site includes an LEA Guide to the Overview of MAP-A, Dynamic Learning Maps and provides important dates for events, administration resources, trainings, Essential Elements and Blueprints.	No	A data review was conducted by the IEP team on all files of MAP-A students to analyze past MAP-A test results (scores). Eligibility criteria for each student was reviewed and is documented according to the DESE checklist in each file. Our district also looked at the least restrictive environment for each student to determine if the placement was appropriate for those students with the most significant cognitive disabilities. Disability categories were also reviewed if those disabilities were not typical of a MAP-A student. After this data review, our district is confident that each student is appropriately identified and placed as a student who has the most significant cognitive disability and be assessed with the alternate assessment.	The LEA has reviewed the Missouri Alternate Assessment Decision Making Checklist and reconsidered participation of students previously selected to meet eligibility criteria as a student assessed on the MAP-A. Data/file reviews are being completed, which include cognitive and academic scores from evaluation reports and individual reports for these assessments.	Yes	Yes
Mark Twain R-VIII (106-008)	Yes					Yes	Yes
Marquand-Zion R-VI (062-070)	Yes					Yes	Yes
Maysville R-I (032-055)	No	We attend DESE trainings.	No	Intellectually Deficient All students are in the least restrictive environment. We follow state guidelines.	We are a public school and accept all children.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Maysville R-I (032-055)	No	Maysville R-1 sends teachers to DESE sponsored MAP-A training. We also follow the CSIP plan. We complete modules in Dynamic Learning Maps in order to determine which students meet eligibility for MAP-A.	No	We review students independently using the MAP-A eligibility checklist. We use quarterly progress reports to monitor progress towards IEP goals which are aligned alternative performance indicators instead of Grade Level Expectations. All of these students receive most of their instruction in a special education classroom so their individual needs are met. The following MAP-A scores indicate that they are being assessed on the appropriate level. Student A is in 11th grade. In ELA he was approaching target, mastering 28 out of 50 skills. In Math he was emerging, mastering 5 out of 30. In Science he was at target mastering 18 out of 27. Student B was in 7th grade. In ELA he was approaching target mastering 20 out of 55. In math he was emerging mastering 11 out of 35. Student C was in 6th grade. In ELA he was approaching target, mastering 10 out of 45. In Math he was emerging, mastering 4 out of 30 skills. Student D was in 4th grade. In ELA she was at target, mastering 18 out of 45. In Math approaching target, mastering 13 out of 40.	We have a process of using district assessment scores, using the MAP-A scores for each student and we review students needs to ensure that we only have students participating in MAP-A that need to be. We will continue this process to ensure that only those who need MAP-A are participating in it. Each year the special education staff meet and discuss each student individually to determine if they continue to meet DESEs guidelines for MAP-A.	Yes	Yes
McDonald Co. R-I (060-077)	No	All certified teachers receive professional development to administer the regular MAP assessment. Teachers administering the MAP-A must pass online training and view a webinar if they are a veteran MAP A teacher. New MAP A teachers must attend professional development provided by the Agency for Teaching Leading and Learning. Each teacher that is administrating the MAP-A assessment must log-in and take the required four module trainings and assessments. After the teacher completes the training, they participate in a district meeting at Student Services where all processes are reviewed and data binders are constructed. The current Test Administration Manual is discussed and reviewed at the training. Test examiners/special education teachers at the training construct their data binders and are required to make copies of the Eligibility Criteria checklist to be added the student's information. The Eligibility Criteria checklist is completed at each individual student's IEP meeting with the IEP team agreeing that the student qualified for the MAP-A assessment. Process Coordinators then follow up monthly, reviewing the data binders and the student's progress. The Data Steward and Director meet to review data entry procedures and added students/teachers to the KITE system.	No, just high poverty rate in our county.	Student participation on standardized test is not determined by disability category or based on their IQ. Each student's evaluation data is reviewed by the committee with focus placed upon the extent of a student's significant cognitive disabilities and programming need as a criteria for placement in their least restrictive environment. The decisions are made at the annual review with the IEP team participation and generally reviewed during subsequent team meetings to ensure continued eligibility. After receiving the most recent MAP A scores, the committee met and discussed the individual student's most recent evaluation data (IQ and Adaptive Skills), student's Least Restrictive Environment, current placement, student achievement on district assessments, current MAP A score reports, and whether they remained eligible for MAP A. The documents used were the Missouri Alternative Assessment Decision Making Flow Chart and the Missouri Alternative Assessment Decision Making Guidance Document provided by DESE.	--Committee to review individual student's to determine eligibility and report to the IEP team for final implementation. --Missouri Alternative Assessment Decision Making Flow Chart provided by DESE. --Missouri Alternative Assessment Decision Making Guidance Document provided by DESE.	Yes	Yes
Meadow Heights R-II (009-077)	No	Staff attends MAP-A training meetings at the local RPDC. We had Tiffany Smith, 9from RPDC) come to school and review and train with staff. The teachers complete the online courses for essential learning in Moodle.. I have had staff watch the powerpoint that the DESE sent out in regards to how to determine MAP-A	NO	We use test data from adaptive, cognitive, social emotional, and achievement from there current Evaluation. In the IEP meeting the team reviews MAP-A test scores, they complete the Alternate Assessment Participation Determination form, look at District test scores,the goals and the progress made.. If the team answers yes to all 5 questions on Alternate Assessment Participation Determination and the students have low scores on cognitive and adaptive in addition to the other considerations of the IEP, a child qualifies for MAP-A	We have reviewed all MAP-A files with Tiffany Smith from RPDC and are amending those IEP's as the team determines to be necessary,	Yes	Yes
Meadville R-IV (058-108)	Yes					Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Mehlville R-IX (096-094)	No	The Director of Special Education, Executive Director of Student Services attended training through EdPlus with regard to MAP A guidelines and MAP A resources provided by DESE. The Director of Special Education provided District administration training and information with regard to MAP A utilizing DESE resources in October 2017, November 2017 and January 28, 2018 during the monthly All Hands Administrator meetings. Administrators were provided Mehlville District data on the number of students participating in MAP A, training on DESE guidelines and flow charts for the MAP A eligibility. Administrators were also provided with links to the MAP A resources on DESE website. Special education administrators were trained by SSD and the Mehlville special education leadership team reviewed Mehlville specific data and developed a goal to ensure compliance with eligibility guidelines. Each special education administrator provided training to all of their staff during staff meetings during the 17/18 and 18/19 school year. Special education administrators also attended IEP meetings for students currently eligible and any student where consideration may have been appropriate. Special education administrators met with each case manager with regard to students who were MAP A eligible and reviewed eligibility criteria and flow charts. Through these processes, the Mehlville School District has decreased MAP A participation from 61 students to 36 students as of February 20, 2019. This count does not include students who may be enrolled and participating in public/private separate day programs.	Mehlville School District partners with Special School District for special education programming. SSD operates public separate day schools which includes students from the Mehlville School District. Currently, 15 students who have placements in public separate day school are eligible for MAP A. The continuum of services and placements is a draw for students with significant cognitive disabilities. This does have an impact on the total number of students who are MAP A eligible.	The Mehlville School District reviews MAP data on an annual basis. Additionally, the District monitors District wide assessment data on a monthly basis and buildings analyze building level data on a monthly, quarterly and annual basis. Mehlville administration reviewed each student who was MAP A eligible and test scores. The special education administrator assigned to that building/case manager reviewed each student with the case manager. In the 2017/18 school year, the Mehlville School District developed a subgroup achievement task force to specifically analyze student achievement for students receiving special education services. The result of the 2017/18 task force was to increase student time in the general education curriculum through a collaborative teaching model at the elementary level. The elementary model was piloted in several buildings in the 17/18 school year. Each building and co-teaching team was provided training in the co teaching model, coaching and collaborative plan time with the general education and special education teacher. The subgroup achievement task force has continued into the 2018/19 school year developing plans to expand a collaborative teaching approach to increase student access to curriculum standards and LRE. The subgroup achievement task force is charged with developing measures of success including District and State assessment data. The 2018 MAP and MAP A data is the first state wide assessment data point. During the 2018 MAP A assessment, there were 61 students who were eligible and in the 2019 MAP A assessment, there are 36 students eligible. The subgroup achievement task force will compare MAP and MAP A assessment data from 2019 to the 2018 assessment. The District is taking explicit steps to increase student participation in the LRE while maintaining access to special education services.	Each special education administrator provided training to all of their staff during staff meetings during the 17/18 and 18/19 school year. Special education administrators also attended IEP meetings for students currently eligible and any student where consideration may have been appropriate. Special education administrators met with each case manager with regard to students who were MAP A eligible and reviewed eligibility criteria and flow charts. Through these processes, the Mehlville School District has decreased MAP A participation from 61 students to 36 students as of February 20, 2019. This count does not include students who may be enrolled and participating in public/private separate day programs.	Yes	Yes
Mexico 59 (004-110)	No	The LEA and staff train using DESE webinars, reviewing handouts, accessing updated manuals from DESE. The team also accesses training at https://dynamiclearningmaps.org/erp/videos ; DLM Best Practices Timeline ; and if possible attends RPDC MAP A training options.	No	The IEP team considers the Alternate Assessment Checklist and Flowchart when determining if a student is eligible for an alternative assessment. The LEA monitors student achievement through local curriculum mastery common assessment data if applicable, universal screening data if applicable, and IEP objective monitoring data. The LEA and team members utilized the MAP-A results to identify areas of development to target in teaching strategies and objectives. The LEA utilizes MAP-A results, current level of functioning, IEP progress information and local assessment to determine instructional decisions. The IEP team considered these components and identified	The LEA reviewed current MAP-A students and notified staff if the student did not meet MODESE MAP-A criteria based on the most significant cognitive disabilities and adaptive skills. The LEA has removed MAP-A through IEP and/or amendment process four students. Three additional MAP-A eligible students have moved out of the district reducing the total number from 17 to 10. The remaining 10 students meet the MAP-A checklist criteria. The LEA will provide continued support through professional development regarding the MAP-A eligibility process during Sped staff meetings and through discussion during annual IEP meetings in order to include all	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Mexico 59 (004-110)				students who : 1. Identify students who will benefit from the MAP-A DLM information, 2. Identify students who remain eligible for MAP-A and the LRE associated with the implementation of MAP-A or 3. Identify students who are not eligible for MAP-A and the LRE associated with the implementation of MAP-A. The Disability Categories include: Intellectual Disability-Most severe range with aligned adaptive behavior scores Autism-Most severe with primarily non-verbal modes of communication with severe range cognition and low adaptive scores Other Health Impaired-Most severe health impairment with severe range cognition and low adaptive scores	stakeholders in determining the assessment process.		
Mid-Buchanan Co. R-V (011-078)	No	We train our staff through a variety of learning experiences. The Mid-Buchanan R-V School District is part of the Platte Valley Co-Op. The Co-Op staff serves as our special education director and facilitates annual training on a variety of Special Education topics, including MAP-A processes/procedures. We also utilize the RPDC to support our efforts and to grow our Special Education staff. Additionally, our administrative team conducts frequent PD sessions with our teachers during late start days, full day PD sessions, and faculty meetings. DESE materials and resources are reviewed frequently and are a primary focus during training with the Cooperative.	To our knowledge, there is not an organization in our district boundaries that draws students with significant cognitive disabilities. The exception to this is our school district. Many parents report that they move into our district from the St. Joseph school district because of the quality education we provide and the supports that are in place for students with disabilities. We have 5 students that are in MAP-A program in the district.	As an IEP team (Principal-LEA, Parents, Special Education Teacher, General Education Teacher, SLP, Counselor) we annually go through the eligibility criteria from DESE using the Eligibility Checklist. All students were found eligible under IDEA through a comprehensive evaluation. The disability categories were the first consideration along with students who need the most pervasive supports with IQ's falling significantly below average. Multiple areas were considered: such as the students adaptive needs to be able to move independently throughout the building and their ability for self care, their needs in the areas of communication, physical and or behavioral limitations. The team also considered the amount of time the student can function in the general education classroom with extensive modifications and accommodations. Their academic instruction needs to be broken down into small tasks with sequential steps and repetitive practice. Functional life skills are taught as part of their curriculum along with paraprofessional support to assist them in meeting their needs outside of the special education room. We look at the demands of the standardized test in the general education classroom and the essential elements for the MAP-A to determine which most appropriately fits the developmental needs of the students. Data on goals and progress is done weekly and quarterly reports are sent to parents. Goals are based on Missouri Learning Standards and Essential Elements in reference to student progress and needs aligned to the data of classroom and state wide assessments. (individual MAP-A Student Score Reports) Students gain their information through multi-sensory processes due to their limited reading and writing abilities. Each student requires alternate methods to express or share their ideas and information, such as Pro Lo Quo on assistive technology devices, sign language, and gestures. --	The district has followed the process outlined in the previous section to monitor individual student progress and to determine individual readiness to exit the MAP-A program. We have moved one student from that process this year based on his growth and progress towards his goals. This will drop our overall percentage of MAP-A students below the 1% recommendation without a required justification. We have high expectations for our students but also believe that it is our duty to fit the students with the right assessment measures to meet their individual needs. The remaining students that are in the MAP-A program have significant cognitive disabilities and the MAP-A assessment is the most appropriate program for them. We will continue with high expectations and will monitor their progress.	Yes	Yes
Midway R-I (019-151)	Yes					Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Miller Co. R-III (066-103)	No	Our district requires staff to complete in-house training, using DESE resources, prior to administering the MAP-A each year. Additionally, we send staff to MAP-A training through our local RPDC.	We have two students who attend the Missouri School for the Severely Disabled at Dogwood Hills in Eldon, MO.	The LEA and the IEP team reviewed disability categories of three students within our district who have significant cognitive disabilities including one student with ID, one with OHI for severe epilepsy, and one with AU. All three of these students are in the general education setting less than 40% of the day due to their disabilities. As part of our LEA-wide MAP-A eligibility process, each of these students were shown to have significantly impaired cognitive, adaptive, and behavioral skills when compared to their same age peers. Each of these students are unable to access the general education curriculum and so they require specialized instruction in all four core subject areas due to their limited abilities. All of these students require the assistance of a full-time personal assistant for medical and/or behavioral reasons. When reviewing MAP-A reports on each of these students, the following information was obtained: In ELA 3, 4, 5 and 6 (over a 4 year period on some individuals) our students consistently scored At Target. In Math 3, 4, 5 and 6 our students scores ranged from Emerging to At Target with most of them scoring at Approaching Target. In Science 4, 5 and 6 our students consistently scored at Emerging.	This past year we were able to assist one student, previously assessed on MAP-A for many years, and enable them to participate in general education classes and therefore they were assessed using EOC testing. In this coming school year, 18-19, we will once again attempt to assist our three students in district to be able to participate in MAP testing by incorporating them into the general education classroom settings as much as possible according to their individual needs and abilities.	Yes	Yes
Miller R-II (055-104)	No	1. We have monthly in service meetings as a Special Education Staff to train and review each student's current progress and academic functioning in the school environment. 2. During our in services we use the following as training tools: *Map-A for Experienced Educators Webinar (August 2018) *MAP-A Webinar (March 2018) 3. When determining if a student meets criteria to participate in the MAP-A we utilize the "Missouri Alternate Assessment Decision Making Guidance Document" and the "Missouri Alternate Assessment Decision Making Flow Chart". 4. Our district sends the necessary staff to the MAP-A training provided by our local RPDC.	No	1. We utilize the "Missouri Alternate Assessment Decision Making Flow Chart" to guide us when determining whether a student is eligible for the MAP-A. 2. Standardized Assessments (IQ and Adaptive Behavior Scores) 3. If a student is unable to take a standardized assessment, a comprehensive review of the following areas is conducted: ability to communicate with others, ability to care for themselves (toileting, personal hygiene, etc), ability to navigate the school environment independently, ability to conduct themselves safely in different environments, the level of functional academic performance. 4. The amount of time a student is able to participate in the regular education setting with modifications and accommodations. (LRE) 5. Review of the student's post school outcomes. (ability to live independently after graduation) 5. Each student is reviewed for eligibility/continued eligibility during the annual IEP meeting as well as the monthly staff student reviews.	1. Each student is reviewed for eligibility/continued eligibility during the annual IEP meeting as well as the monthly staff student reviews. 2. We have intervention teams in place that track student progress and monitor the need for initial referral for a Special Education evaluation. 3. All students who are referred for initial evaluation as well as transfer students are closely reviewed for eligibility for MAP-A.	Yes	Yes
Mo Schls For The Sev Disabled (201-201)	No	The staff are instructed on how to go to the DLM website to complete the required modules before administering the assessment. If further training is needed our instructional specialist and building administrators are available to assist.	Yes, Missouri Schools for the Severely Disabled is specifically set up to serve students with significant cognitive disabilities across the state.	Local school districts across the state refer students to Missouri Schools for the Severely Disabled (MSSD). The students are then determined eligible or ineligible by MSSD. There are two criteria that must be met for a student to be eligible for MSSD: 1) Cognitive deficits (which includes adaptive behavior) a. Scores must fall four or more standard deviations below the mean on a standardized test. 2) Least restrictive environment (LRE) a. It must be determined that MSSD is the student's LRE. During the course of this evaluation/placement process each IEP team reviews the MAP A criteria and determines eligibility for each student. With MSSD's criteria for	No steps will be taken. MSSD is set up specifically to serve severely disabled students.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Mo Schls For The Sev Disabled (201-201)				eligibility being what it is, it is reasonable that we would have a disproportionate number of MAP A students when compared to other districts across the state.			
Mo School For The Blind (115-414)	No	All teachers (with students who may be eligible for MAP-A) attend the MAP-A training through our local RPDC. Additionally each year, the teachers (with students who may be eligible for MAP-A) participate in training during our Professional Development Days. All educators who administer the MAP-A complete the DLM required test administrator training for teachers annually.	No, MSB is a State Board Operated program that draws students throughout the state.	MSB has reviewed the files of each student previously found to be eligible for MAP-A which included IQ, triennial assessment data, and academic performance data. Additionally each new student to MSB has had file reviews completed including IQ, triennial assessment data, and academic performance data in order to identify the appropriately eligible students.	MSB has received a number of students from outside district and in the past we have honored their process in which they identified and qualified students eligible for the MAP-A assessment. MSB has taken a more proactive approach in reviewing each students IQ, triennial assessment data, and academic performance data in order to identify the appropriately eligible students.	Yes	Yes
Mo School For The Deaf (014-400)	Yes					Yes	Yes
Moberly (088-081)	No	Staff are trained throughout the year at weekly special education staff meetings. These meetings focus on the criteria to meet MAP-A eligibility using the Alternate Assessment Participation Determination form. Further the process coordinator works one-on-one with staff to review eligibility and use information from the evaluation, IEP, observations, parent input, as well as academic and functional performance in the educational setting. For the 2018-2019 school year, MAP-A eligibility professional development will take place at the first August special education staff meeting to introduce the process for determining eligibility for the MAP- Alternate Assessment.	Randolph County Developmental Disabilities Services-Randolph County Developmental Disability Services (RCDDS) provides and/or funds services and supports to ensure that people who have developmental disabilities have the same opportunities as people without disabilities to live a full and rewarding life. Currently RCDDS serves six of the reported fourteen students who meet criteria for the MAP- Alternate Assessment.	Students met criteria for autism, ID, OHI, TBI, and multiple disabilities. Significant amount of time is spent in the special education classroom for all students identified. Other factors include significant medical needs that impact their education, student score reports, the Alternate Assessment Participation Determination Form, and student achievement.	During the 2017-2018 school year Moberly School District #81 exceeded the MAP- Alternate Every Student Succeeds Act one-percent limit. After reviewing our data and student files, the district will complete the justification form for the 2017-2018 school year and begin planning for the 2018-2019 school year. All students who were assessed using the MAP-A were determined to meet the eligibility criteria for alternate assessment. In reviewing our data there were two anomalies the District found that substantially impacted the 2017-2018 data. First, the district had five juniors take the MAP-A who all were determined eligible based on the Alternate Assessment Participation Determination Form which is a high number for one grade-level cohort. Two of these juniors are students who attend Delmar Cobble State School in Columbia, Missouri for services. Second, three transfer students determined to meet eligibility for the MAP-A moved to the Moberly School District #81 after the 2017-2018 school year was in session. Two of the three students were determined to meet MAP-Alternate eligibility at the school they attended previously, and one student was a transfer from out-of-state and the District determined through the Alternate Assessment Participation Determination Form the student student met eligibility. We will continue to monitor MAP-A participation by following the Alternate Assessment Participation Determination Form and through continued professional development as students transition to state assessment age or transfer into the district.	Yes	Yes
Monroe City R-I (069-106)	No	Teachers of students found eligible for MAP-A attend the DESE provided MAP-A trainings held in Kirksville with RPDC annually.	Our district has a Student Success Center that is designed specifically to meet the needs of students with the most severe disabilities. Some families have relocated into our district because of this service.	We use the Alternate Assessment Participation Determination worksheet from DESE to determine eligible students. The IEP team looks at the child's disability, if they demonstrate the most significant cognitive disability and have limited adaptive skills, as well as physical and/or behavioral limitations. The team also assesses if the cognitive disability impacts the student's access to the curriculum and if they require specialized instruction. How the child's disability will affect their post-secondary outcomes is also taken into consideration.	We are constantly looking at ways we can increase student involvement in the MAP assessments by working on the deficit areas that currently prohibit these children from taking it.	Yes	Yes

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Mountain View-Birch Tree R-III (046-130)	No	Our staff attend the DESE MAP-A trainings for test administrators. Staff are trained in the district about the eligibility checklist. As Special Education Director, I review each MAP-A decision.	We are a district with a significant level of poverty. We have 2 students who are enrolled in Ozark Horizons, Missouri State School for Severely Disabled.	Two of our students are enrolled at MSSSD. Three of our students are students with Intellectual Disabilities, who have significant cognitive disabilities. Two of our students are students with Multiple Disabilities, who have significant cognitive disabilities. Our MAP-A students are students spending less than 40% of their day in regular education. When these students are in the regular education setting, they require extra supervision. Our team feels these students most likely will require extensive supervision throughout their lifetime. When determining if a child is MAP-A eligible, we always consider whether this student will be able to function independently in their future. Not all of our students were able to score Proficient on MAP-A due to their level of cognition. Our district reviews these student's progress quarterly and strives to provide a functional curriculum that will assist these students throughout their life.	During the 2018-2019 school year, our district plans to reduce our number of MAP-A participants to not exceed 1%. This will require some previous MAP-A students to move to MAP participation. This will be done through careful IEP team decisions and only administering MAP-A to the most significant disabilities of the students with significant disabilities. Our district will be looking more carefully at only administering MAP-A to students we suspected state school eligibility through the evaluation process.	Yes	Yes
Neelyville R-IV (012-108)	No	On August 10, 2018, the special education team, Pre-K through Grade 12, met for the annual review of local and state special education information and updates. The agenda reflects the entire team of 12 teachers and one process coordinator viewed the 10 minute segment of the MAP A webinar covering MAP A Eligibility. The teachers received three handouts; 1) Missouri Alternate Assessment Decision Making Flow Chart, 2) Missouri Alternate Assessment Decision Making Checklist, and 3) Missouri Alternate Assessment Decision Making Guidance Document, with the understanding each teacher would need to use either the flow chart or the checklist in conjunction with the guidance document to 1) better understand whether the IEP Team should address MAP A when designing the programming for an individual student. The Neelyville R-IV testing coordinator provides annual training on the administration of the MAP assessment. At a designated time and place, all Neelyville R-IV teachers in regular and special education, administering the MAP test, meet for training. The testing coordinator judiciously follows the specific directions and dialogue though-out the training, as provided by DESE.	Neelyville R-IV School District has students residing in-district, who have met the criteria and are attending the the Missouri Schools for the Severely Disabled. While Neelyville R-V has two students who attend Current River School, Doniphan, MO, neither participated in MAP A, due to age/grade in 2017-18. Neelyville R-IV has three students who attend Shady Grove State School for the Severely Disabled, Poplar Bluff, MO, and qualified for the MAP A assessment in the 2017-2018 school year. All three students had significant complications and defects at birth resulting in the most significant cognitive delays and continue to require significant mental and physical supports in an individualized, highly supportive, and supervised environment.	Upon receiving each student's MAP A results, the case manager, process coordinator, and special education director for Neelyville R-IV, meet and review the student's IEP, targeting the implication of the overall assessment score in relation to each area of review. Area of Review in relation to student's score of emerging, approaching target, at target, or advanced: 1) Student Identification: Has the student been identified ID and if so did the student's FSIQ fall in the "most" significant" area of cognitive delay? If the student scored at-target or advanced and does not fall in the most significant area of cognitive delay we need to make note of this. We also consider whether the student has also been identified as a student with Autism, Emotional Disturbance, or has a Traumatic Brain Injury and does this area of disability negatively impact the cognitive delay. 2) Student Placement: Is the student's placement less than 40% inside regular education? If it is not, and the student is able to successfully participate in the regular education environment, and is on target or advanced, we consider whether this student requires an alternate assessment. Further, if a student scores at target or advanced should the team consider moving him/her to a regular education classroom with modifications? Is this student in his/her least restrictive environment? Is he able to achieve more information with a deeper understanding when he is with his non-disabled peers? These are questions the Team must address if a student is scoring at target or advanced on the alternative assessment. 3) MAP A Eligibility: Neelyville R-IV has a definitive process we have used for the past 10 years. If a student has been identified ID and has a primary or secondary identification of Autism, Emotional Disturbance, or Traumatic Brain Injury in conjunction with a "most significant cognitive delay", the team utilizes the Missouri Alternates Assessment Decision Making Checklist or Flow Chart, along with the Missouri Alternate Assessment Decision	Neelyville R-IV has determined a deeper understanding of MAP A is needed in order for special education teachers and/or case managers to successfully guide the IEP team in determining if a student qualifies for the alternative MAP assessment. The following steps have been put in place to remedy this deficit: 1) Teachers will receive the annual training per usual. This includes DESE 's MAP A Webinar, Missouri Alternate Assessment Decision Making Flow Chart, Missouri Alternate Assessment Decision Making Checklist, and the Missouri Alternate Assessment Decision Making Guidance Document. These documents and video are reviewed and discussed. In addition, the district will add the following; special education teachers will have an IEP to review and determine if the student qualifies for MAP A. This hands-on process, guided by the Special Education Director, should deepen the teachers' understanding of how to determine appropriate MAP A participation. 2) IEP Teams of all MAP A student will re-convene and take a deeper, closer look at the components of the IEP in relation to the student's MAP A scores. If a student scores at target or advanced, does not require individual supervision through-out the day, currently spends more than 40% of the school day in the regular classroom, and is able to communicate effectively, the team will consider moving the student to regular MAP participation. Conversely, the Team will consider changing the student's placement to a less restrictive environment in order to facilitate greater regular education participation. 3) If the Team concurs, a student is no longer eligible for MAP A, the Team will document the plan for transitioning him/her back to the regular MAP, on the IEP. The steps will include, but not be limited to, 1) utilizing the crosswalk on the DESE website to connect the DLM Essential Elements to the appropriate Missouri Learning Standards, 2) keeping parents apprised of the student's progress, 3) implementing appropriate instruction and placement	Yes	Yes

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Neelyville R-IV (012-108)				<p>making Guidance Document to determine if the student's academic progress is best measured with MAP A. These instruments address all areas of adaptive behavior, academic achievement, and predicted post secondary outcomes. Finally, we agree a student's participation on the MAP A is not due to excessive absences, visual or auditory disabilities, or social, cultural, language or economic differences. The decision to have a student assessed with MAP A is not taken lightly. 4) MAP A Individual Score Reports: The IEP Team takes an analytical view of each student's scores in relation to his or her area of disability, placement in regular and special education, and least restrictive environment. It is vital to address whether MAP A is appropriate if a student scores at target and advanced in math and ELA. The team first considers whether the cognitive delay is "most significant". Is this student receiving a free appropriate public education in his/her least restrictive environment? Should he or she be receiving more instruction in the regular education classroom? On a practical note, if a student does not require individual supervision through-out the school day and scores advanced on the MAP A, the team will automatically re-consider the legitimacy of this student continuing to be assessed with MAP A. 5) LEA's Plan for Monitoring Student Achievement: The Neelyville R-IV School District has a Response to Intervention Plan in place, grades K-6. Students in K-6 receive Tier 1,2, and 3 interventions. Students are screened for traits and characteristics of Dyslexia in grades K-3. The district has a tier 3 intervention of an alternative curriculum implemented for students having characteristics of Dyslexia in those grades. Both special education and regular education teachers benchmark students at regular intervals using AimsWeb. Weekly data meetings are held in which teachers analyze student progress per AimsWeb and weekly tests per curricular texts, and plan for addressing deficits for both individual and groups of students through tiered interventions. In grades K-12, Neelyville R-IV has a daily designated intervention period of 30-40 minutes; times vary by grade level, with the youngest grades receiving 30 minutes and high school students receiving 40 minutes.</p>	<p>to ensure a student's least restrictive environment requirements are being met, and 4) documenting the school's plan for monitoring the student's adjustment to the curricular changes. Achievement will be monitored through daily grades, homework completion, and test scores. 4) It will be vital to a successful transition from MAP A to the regular MAP, for the regular education and special education teachers to communicate daily and/or weekly regarding the student's progress. Both the elementary principal and the special education director will monitor the weekly grade level data meetings to ensure the student's progress is addressed on a regular basis. A school team will convene if the student is not making adequate progress. If modifications or accommodations are needed, the IEP Team will re-convene to make the necessary changes to the IEP. The case manager will keep the parents informed of the student's daily progress.</p>		
Nell Holcomb R-IV (016-097)	Yes					Yes	Yes

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Neosho School District (073-108)	No	The Special Education Director and the MAP-A Coordinator provide required training for all teachers who will be administering the MAP assessment. In addition, the Director and the MAP-A Coordinator work with the teachers as they begin testing to answer any questions they may have. If needed, the Director will contact DESE staff to get answers to questions.	The Neosho School District and Crowder College partner together in a program called Learning Initiative with Neosho and Crowder (LINC). This program specifically services students with Autism and significant developmental delays. This program draws families with students who could benefit from these programs. In addition, we have neighboring districts who pay tuition to have students attend these programs.	The Special Education Director and staff reviewed MAP-A results from 2017-2018 to assist in determining individual student eligibility to continue to take the MAP-A. The two things considered were individual student disability categories and individual student least restrictive environment. The review indicated that all students had appropriate eligibility categories for taking the MAP-A (i.e. Autism, OHI, ID, Deaf/Blind) and their least restrictive environment (i.e. self-contained special education classroom, specialized LINC program_ was compatible with a student who would be eligible for MAP-A. The next thing reviewed was individual student cognitive scores. This review indicated 10 students had cognitive scores significantly above the 55 suggested range. Next, the Special Education Director and staff reviewed students' most recent scores on the MAP-A. Of the 10 students with cognitive scores above the 55 suggested range, 5 of them scored in the Proficient and/or Advanced range for at least one subject area. The Special Education Director and staff then shared these results with individual case managers and reviewed the requirements for MAP-A per DESE. The case managers then reviewed the results and eligibility criteria with student IEP teams and a determination of eligibility was made by the team. IEP decisions resulted in 9 students being removed from MAP-A eligibility.	The Special Education Director and staff use the eligibility form during the IEP meeting to make eligibility determinations. Process Coordinators work with Case Manager to ensure that the eligibility criteria is being followed. The Special Education Director and staff also shared the results of their review with individual case managers and reviewed the requirements for MAP-A per DESE. The case managers then reviewed the results and eligibility criteria with student IEP teams and a determination of eligibility was made by the team. IEP decisions resulted in nine (9) students being removed from MAP-A eligibility.	Yes	Yes
New Bloomfield R-III (014-127)	No	Staff was trained via the MAP-A webinar in March of 2018 located on DESE's website. Staff will also be reviewing on 2/15/19 with Lynn Lynch of RPDC in Columbia, MO. This training will consist of a review of resources that DESE provides to include Missouri Alternate Assessment Decision Making Guidance Document, the Alternate Assessment Participation Determination, and the Alternate Assessment Flowchart.	No	New Bloomfield RIII School District has and will continue to review the disability categories of students who participate in the MAP-A assessment. The review of these categories will include a determination of cognitive abilities in regards to performance as related to assessment and the least restrictive environment for students that participate in MAP-A. This LEA uses resources provided by DESE to include: Missouri Alternate Assessment Decision Making Guidance Document, the Alternate Assessment Participation Determination, and the Alternate Assessment Flowchart. These resources are used to guide the IEP team in a decision as to whether a student is eligible for MAP-A. The LEA also includes information from prior individual score reports to be reviewed with said team. The current plan for monitoring student achievement with our local district curriculum includes, but is not limited to, at the elementary, quarterly benchmarks and progress monitoring using DIBELS data for reading fluency and math fluency. At the secondary level the district uses Renaissance to determine Lexile levels. District wide Evaluate is used to monitor student's success with the Missouri Learning Standards. All curriculum is aligned to the Missouri Learning Standards as are specific goals and objectives for students served in Special Education when appropriate based on the decision of the IEP team.	The LEA has taken steps to reduce the number of students assessed by MAP-A, this process included a review of students participating in MAP-A and students transferring into the district that are listed as MAP-A students. The district is participating in training on February 15, 2019 with Lynn Lynch of Columbia, MO RPDC. This training will review DESE guidance on MAP-A participants.	Yes	Yes

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Niangua R-V (112-099)	No	The Niangua R-5 School District staff utilizes resources distributed through regional professional development, the Missouri Department of Elementary and Secondary Education website, and the dynamic learning maps website in training staff regarding MAP-A.	There are no school, community, or health programs in the Niangua R-5 School District boundaries that draw a large number of students with significant cognitive disabilities.	Niangua R-5 District IEP teams use specific testing criteria to review and analyze assessment results regarding students taking MAP-A. The first step is to evaluate the student to determine if the student is eligible under IDEA. Each IEP team uses the individual student's disability or diagnosis to determine eligibility. The IEP team then must determine if the student demonstrates the most significant cognitive disability and limited adaptive skills that may impact the student's access to the curriculum and requires specialized instruction. The next step is to determine if the student's most significant cognitive disability impacts the student's post-school outcomes. The IEP team must then determine if the student's 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.	Niangua R-V staff receive training on the indicators that qualify students for MAP-A. IEP teams must utilize the DESE MAP-A justification form and students must meet all five categories to be qualified for MAP-A. A review of records has taken place over the current school year to ensure that only students who meet criteria are participating in MAP-A. The district uses the Missouri Alternative Assessment Checklist for students who have demonstrated lower cognitive functioning. Monitoring of the number of students who are eligible for MAP-A is also completed and the Director provides guidance for any IEP team considering alternative assessments. Training for staff has been crucial to ensuring that only students who meet all five sections of the checklist are allowed to take alternative assessment.	Yes	Yes
Norborne R-VIII (017-126)	Yes					Yes	Yes
Normandy Schools Collaborative (096-109)	No	The LEA, in partnership with the Special School District, train staff using the material provided by DESE by providing for general professional development sessions to all teachers, a webinar session for experienced teachers, and one on one facilitator training for new teachers. The special school District Area coordinators work closely with the teachers who instruct those students who are eligible for the MAP-A. The PowerPoint of the training material is made accessible to the classroom teachers, as it contains information specific to our district. The Normandy Schools Collaborative special education liaison worked with the process of training teachers.	There are no facilities in the attendance boundary of the Normandy Schools Collaborative that draws a large number of students with significant cognitive disabilities.	The Normandy Schools Collaborative percentage of students who participated in the MAP-A during the 2017– 2018 school year exceeded the 1% threshold for participation in MAP-A by .4%. Additional students who reside in the Normandy schools' community, but attend facilities external to the district, are included in our percentage. We recognize those scores are part of the district average. Therefore the LEA took a detailed look at the score of the students who remained within our direct instructional program and participate in the district curriculum. The data review to analyze the assessment results of students taking Map –A include the IEP of each student, each student's eligibility checklist, and pertinent information from the student's evaluation. A discussion is held with the teacher of record for the students while reviewing individual student score reports. All qualifying disabling conditions of the student are analyzed by the teacher with the Special School District Area Coordinator and the Normandy Schools Collaborative Special Education Liaison to determine eligibility to participate in Missouri Alternate Assessment	The Special School District has initiated a project team with the service providers to review MAP-A participation in all the schools. Additional materials have been prepared to support the DESE materials in order to achieve consistency in communicating objectives to achieving compliance to the 1 % MAP-A participation. Determinations of the most significant cognitive delay will be uniformly understood by the LEA, the Special School District teachers, School Site Administrators, and Special School District Administrators assigned to the Normandy Schools Collaborative.	Yes	Yes
North Daviess R-III (031-118)	Yes					Yes	Yes
North Harrison R-III (041-003)	Yes					Yes	Yes
North Mercer Co. R-III (065-096)	Yes					Yes	Yes
North Pemiscot Co. R-I (078-001)	Yes					Yes	Yes

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North Platte Co. R-I (083-001)	No	Our DTC, Casey Justus, ensures that all applicable staff undergo all required webinars and training each year prior to the MAP Assessments. Each applicable staff member has a copy of the testing manual for review.	No.	Our special services staff members, along with the building administrators and applicable teachers, reviewed each MAP-A student individually to ensure that they are appropriately placed in the least restrictive environment in general and in terms of their assessment placement. They have reviewed their individual score reports to help determine if the assessments they have been given are the appropriate ones. Students who are taking the MAP-A are also monitored by staff to determine the achievement levels on local district curriculum through daily work, local formative and summative assessments, and teacher observation and evaluation. Our staff has determined that the students in the district who are taking the MAP-A display the significant cognitive disabilities that make this the appropriate state-level assessment. We will continue to monitor the progress of these students as they progress through their academic careers to annually evaluate if their assessment placement should be changed.	The steps the district are taking to reduce the number of students assessed on the MAP-A include: *Student progress monitoring by staff on local district curriculum assessments to evaluate placement. *Review of state assessment results on the MAP-A to determine if individual students should be changed to the standard MAP assessments. *IEP teams are setting and working with each student to meet appropriate goals that will potentially allow them to transition from MAP-A to MAP. *Staff professional development will occur on appropriate placement of students in terms of the least restrictive environment and assessment placement.	Yes	Yes
North St. Francois Co. R-I (094-083)	No	Staff attends in-district MAP training which is led by DESE trained trainers. Staff also participates in MAP-A training which is provided by RPDC Consultants.	There are no school, communities, or health programs within our district boundaries that draw a large number of students with significant cognitive disabilities.	We review all MAP-A students' assessment data in their most recent evaluation report to determine if they meet MAP-A criteria. All MAP-A participants are in self-contained classes which includes participation in general education classes less than 40% of the time and instruction in the alternative curriculum. Not all students in these placements are MAP-A participants.	We are looking at previous MAP-A score reports to see if any students are repeatedly getting maximum scores. If so, we will make the determination to transition students to regular MAP or EOCs. (We have already done this for a few students.) We are reviewing MAP-A criteria guidelines with all SpEd teachers, case managers, and administration.	Yes	Yes
North Wood R-IV (033-094)	Yes					Yes	Yes
Northwestern R-I (021-148)	Yes					Yes	Yes
Norwood R-I (114-112)	No	The Special Education Process Coordinator viewed the DESE MAP-A Eligibility Determination powerpoint and the guidance materials on the website. The IEP teams viewed the MAP-A webinar Alternate Assessments: Guidance for IEP teams. The flowcharts and determination forms are used.	Skyview School for the Severely Disabled is located in the adjoining district in Mountain Grove, MO. Currently, two Norwood students attend Skyview.	Cognitive and adaptive results are reviewed with other data included in the evaluation reports. The LEA considers the functioning of the student as compared to peers. The team also looks at the students LRE placement and the extent of services, supports, accommodations, and modification the student receives in accessing the general curriculum. The LEA also looks at transition/Voc Rehab data to consider the student's post high school needs. MAP-A scores are reviewed for progress towards essential elements.	The Process Coordinator will continue to train staff involved in IEP team decisions using the department's provided materials.	Yes	Yes
Oak Hill R-I (033-091)	Yes					Yes	Yes
Oran R-III (100-065)	Yes					Yes	Yes
Orchard Farm R-V (092-091)	No	In the 2017-18 school year, all staff who serve our students with the most significant cognitive impairments attended RPDC-EdPlus training in person. Ongoing PD provided in district by PC either via google classroom, email or in person when need arises. Every MAP-A update from DESE is sent to each teacher who administers the MAP-A. Example 1: A new webinar covering MAP-A eligibility and information about the statewide MAP-A participation cap of one percent has been posted at https://desemo.adobeconnect.com/_a754202577/p0fyco94c343/ . All districts should watch this webinar and review the IEPs of all students previously identified as	While we don't have a specific specialized program that appears to attract families to the district, our district is home to a new progressive and inclusive community which attracts many like-minded people called "New Town". This community is home to 1/4th of our students (3) who qualify for the MAP-A. Additionally new construction here is attracting many young families to St. Charles County because it is a reasonable price-point accessible to many in the St. Charles area.	We use the DESE created Alternate Assessment checklist at every IEP meeting where MAP-A is being considered. While answering those questions, the team reviews IQ information, Adaptive and Language scores. Most of these students were not able to complete standardized academic assessments, so progress on goals is compared to grade level expectations. If a student is in a gen ed classroom during instruction in a tested area, the amount of support and type of modifications required are considered. If a team is not certain that each area is Yes, the team will review previous MAP-A results. Students who are found eligible for MAP-A do	Our essential skill teachers are using the essential elements from the DLM to write skill specific goals that scaffold our students towards reaching grad level expectations. We hope by doing this we help our students with the most significant disabilities reach their fullest potential. As guidance from DESE changes, that new information is discussed and used to help guide IEP teams in using the Alternate Assessment Checklist. After new guidance came out last school year, we determined 1 student no longer qualifies. Discussion will continue to be had during IEP team meetings focusing on not only the IQ, adaptive and language scores, but also progress towards	Yes	Yes

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Orchard Farm R-V (092-091)		eligible for MAP-A. For additional training on this topic, contact your local RPDC. Staff is expected to watch the webinar as part of their special education PLC team process. Each staff member must complete the training in the moodle: https://training.dynamiclearningmaps.org/login/index.php Casemanagers use this form when making decisions for MAP-A participation: https://dese.mo.gov/sites/default/files/se-com-AltAssesChklist.docx The district process coordinator is involved in every decision and must be consulted before determining a student eligible for MAP-A. She utilizes this flow chart to help: https://dese.mo.gov/sites/default/files/se-com-AltAssesChrt.pdf And this guiding document: https://dese.mo.gov/sites/default/files/Guidance%20Document%20FINAL.pdf We work together to put students into the system and annually ensure we have the latest copy of the test coordinator manual: https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Assessment_Coordinator_Manual_MO.pdf		not usually receive Tier 1 gen ed instruction in the tested areas. Student progress is generally measured through IEP goals. If a student is able to complete the curriculum based assessments during benchmark assessments, they will take those tests at the appropriate skill level. Disability category is not usually considered.	accessing the gen ed curriculum and results on previous year MAPA.		
Orearville R-IV (097-118)	Yes					Yes	Yes
Osage Co. R-I (076-081)	Yes					Yes	Yes
Osceola (093-124)	No	Each staff member giving the MAP-A attends a training annually provided by the Regional Professional Development Center. This covers qualifications for a MAP-A student and the "how to's" of giving the assessment which includes the technology and setting up the students starting standards.	In our rural area there are limited resources for the families including day care up to transition to living facilities.	Our district decides on each student as a team at the individual education plan meeting each year using the Missouri Alternate Assessment Decision Making Guidance Document along with the Missouri Alternate Assessment Decision Making Checklist. In the decisions the team makes we look at the LRE/placement for each week of the student, previous MAP-A score reports, and district level assessments.	Our district receives the RPDC training annually on how a student qualifies. Our district only considers the MAP-A assessment if the above forms can be completed and the team deems the MAP-A assessment necessary. As we understand a total maximum number we do not have control over the number of low-cognitive/low economic students in are area; therefore each student is looked at individually so that their needs can be met.	Yes	Yes
Palmyra R-I (064-074)	No	The Palmyra R-I School District follows all recommended training guidelines by DESE and attends trainings offered from the RPDC, DLM, and DESE. We use the resources on DESE and the DLM websites. The MAP-A Testing Coordinator and the MAP-A Test Administrators (special education teachers) watch the webinars, complete the modules in the DLM Moodle Professional Development Training, and attend the RPDC MAP-A trainings. When the special education staff return from PD experiences, they share what they have learned with other staff during our staff meetings. We utilize our Northeast RPDC rep, Susan See, to consult with MAP-A questions and guidance. Also, we use our DESE Representative, Caryn Giarratano, as a resource to answer questions regarding MAP-A. During formal collaboration time, we share, discuss, and review the alternative assessment checklist, flowchart, and decision making guidance document, especially during an IEP meeting. Before making a decision relating to MAP-A, the general education and special education staff will review and discuss the DESE MAP-A webinar and slides.	Mississippi Valley Sate School (MVSS) for the Severely Disabled is located within Marion County. Several Palmyra R-I students with the most significant cognitive disabilities attend MVSS. We have five students who are enrolled at MVSS. Two of our students are taking the MAP-A during this current school year. Our ECSE program is a magnet which draws families into our school district with the most significant cognitive disabilities. These students stay with us throughout their educational career. For example, the students with the most significant cognitively delayed have started ECSE in Palmyra and continue through graduation. Parents As Teachers will go out and find children who may not be enrolled in a program and identify special needs and developmental concerns. We have more Foster Parents than in the past who are certified to take children with special needs in our community. This year, we have had two middle school students with a 40 IQ and 47 IQ move into our district due to the foster care system who meet criteria to take the MAP-A. At the high school level, half of our students who are taking the MAP-A are living with foster parents/legal guardians. Last year, at the high school level, 33% of our students taking the MAP-A were foster children. We also have parents who will share with us in meetings that they	The disability categories for the students who have met criteria to take the MAP-A in the Palmyra R-I School District include Intellectual Disabled and Traumatic Brain Injury. The IEP Teams in the IEP meetings review and analyze individual student data while going through the DESE MAP-A checklist and flow chart. Annually, at each IEP meeting, the IEP Team (administration, teachers, and parents) reviewed the criteria on the checklist and flow chart to determine continued eligibility for the MAP-A. The individual data reviewed includes but is not limited to: evaluation report data, IQ scores, achievement scores, adaptive behavior skills scales scores, observations and instructional data from their teachers and paraprofessionals, information from parents regarding their ability to live independently after high school, the number of pervasive supports, and information from outside resources such as Marion County Services. These students will likely require supported or assisted living for post-secondary outcomes. Students determined eligible for MAP-A in our Palmyra R-I District would be those whose Least Restrictive Environment (LRE) includes self-contained placements/classes for all core subjects as well as most elective classes too. The self-contained curriculum includes functional/life skills, social skills, daily living	Steps to take to reduce the number of MAP-A: The Palmyra R-I District will reevaluate training needs for staff, as it relates to MAP-A eligibility. The Palmyra R-I District will reconvene IEP Team(s) to review MAP-A eligibility criteria and appropriateness of student participation. Staff will conduct Data Review Analysis using data from but not limited to Evaluation reports, IEP Present Level, modifications/accommodations, instructional strategies, alternative methods to speaking/reading/writing, and pervasive supports needed to access the curriculum. Staff will review pervasive supports and supplementary supports to monitor student progress. Teachers meet monthly to progress monitor students' academic achievement. The IEP teams will review the IQ (most significantly cognitive disability, now under 55), Adaptive Behavior, and any physical/behavioral limitations. In addition, the team will review how the disability impacts the curriculum, specialized instruction, modifications/accommodations, instructional strategies, alternative methods to speaking/reading/writing, and pervasive supports. Before any new MAP-A students are considered, the general education and special education staff involved in the IEP team will review and discuss the March 2018	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Palmyra R-I (064-074)			intentionally moved here to attend our school based on the good reputation of our school and our special education program. Our special education program has grown each year with more students qualifying who require significant special supports. In 2015-2016 school year, we serviced 146 special education students. In 2016-2017 school year, we serviced 162 special education students. In 2017-2018 school year, we serviced 169 special education students at the December 1 count. At the end of the year, our special education student count was 193.	skills, self-care skills, and integrating the Essential Elements. These students require intensive instructional strategies, such as requiring alternative methods to help with their reading, writing, and oral communication skills. If the student's LRE is in a general education setting for his/her elective, then it would be with pervasive supports such as curriculum modification, paraprofessional and special education teacher supports, and the use of pass/fail. DESE's Essential Elements correspond with our district self-contained curriculum. Each quarter, we report progress on each student's IEP benchmarks and goals to monitor student achievement. Annually, we set aside professional development time during PD days to monitor student achievement with local school district curriculum. The majority of our students taking the MAP-A are in the "approaching the target" range of MAP-A scores.	MAP-A webinar. Staff will use the webinar information in an IEP Team meeting to review eligibility criteria to ensure the student meets MAP-A eligibility criteria. The IEP Teams will follow the Missouri Alternative Assessment Decision Making Flow Chart and Checklist provided by DESE and the Missouri Alternative Assessment Decision Making Guidance Document provided by DESE to determine MAP-A eligibility. The IEP team will review the MAP-A eligibility criteria and if the student does not meet MAP-A criteria, then the IEP team will discuss the removal of MAP-A for the student. For students deemed no longer eligible for MAP-A, the LEA will develop student-specific plans to transition from DLM Essential Elements to Missouri Learning Standards.		
Park Hill (083-005)	No	Chris Banks (District Essential Skills Coach) oversees Map-A training. He attends sessions at the KC-RPDC provided by DESE. New teachers who will be administering Map- A also attend these sessions. In district training is provided by Mr. Banks for teachers who have previously administered Map-A training during District Professional Development days. During these days, teachers take the DLM modules yearly to remain up to date on best practice for administering the exam.	The Park Hill School District has been accounting for a large increase of students moving into the district for Special Services. Our district autism program continues to expand. PHSD now has eight self-contained autism classrooms at the elementary level, two at the middle school level, and two at the high school level. In the last four years, the district has opened two elementary Severe/Profound classrooms as well to meet the growing need of students who are medically fragile and have significant physical and educational needs.	PHSD uses the Missouri Department of Elementary and Secondary Education District Profile data and local data to inform its decision making. Map-A data and active monitoring of achievement using district assessments contributes to decisions made by IEP Teams in regard to the need for placement on Map-A.	The District re-examined each of the students designated as Map-A students prior to Map testing last spring. Students who did not fit the criteria outlined by DESE were removed from Map-A and took the traditional MAP. Further high school students have been removed from this year's Map-A list lowering the percentage to less than the 1% threshold.	Yes	Yes
Parkway C-2 (096-095)	No	-Director of special education reviews all materials at the beginning of each new school year -Director of special education reviews materials with Area Coordinators and leadership teams -Area Coordinators review DESE's materials and resources with teachers during staff meetings and team meetings. During the 2018/19 school year: -Director of special education will review training materials, eligibility flowchart, and other resources with building level administrators, guidance counselors, and parents -SSD has developed a power-point and other materials giving detailed explanations of the questions/information in the DESE materials	-Students with significant disabilities attend the SSD separate schools -While Parkway has students who attend Special School District schools, our goal is to participate in IEPs to be a part of the decision-making process	-Review of IQ, disability, age, race, adaptive behavior, and executive functioning skills -Student performance on Essential Elements -Review Present Levels on IEP -Participation in district level assessments	-SSD initiated a Project Team to review MAP-A participation. The Director of Special Education for Parkway was an active member of this team. -Team developed a detailed process for eligibility determination -The team has prepared materials to support and provide explanation to DESE materials -Training materials will be part of the Special Education Process training -All instructional admin and staff will be trained using the new materials starting August 2018 -EA teams have reviewed each student taking to MAP-A for alignment with DESE criteria -Parkway teacher leadership teams will review IEPs for accuracy and have calibrating conversations regarding eligibility -Parkway special educators, administrators, and other key stakeholders will participate in relevant training regarding eligibility of MAP-A	Yes	Yes
Pathway Academy (048-921)	Yes					Yes	Yes
Pemiscot Co. R-III (078-003)	Yes					Yes	Yes
Pettis Co. R-V (080-116)	Yes					Yes	Yes
Pettis Co. R-XII (080-122)	Yes					Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Poplar Bluff R-1 (012-109)	No	<p>The Director of Special Services schedules a Special Education team meeting with all Special Ed. Teachers, Service Providers, Process Coordinators, IEP Facilitators, and Paraprofessional within the first two meeting days of each new school year. This school year's meeting was held on August 13th. All information for the upcoming school year is relayed to all special ed. staff at this meeting. This information includes training related to the Map-A Guidance Document on Map-A determination, the Alternative Assessment Flow Chart, and then also training related to the Alternative Assessment Checklist documentation form. Any new staff to our district in the Special Education Dept. also have a training the week before school begins to review Special Education information which also includes the MAP-A Flow chart and Map-A Checklist Documentation Form. The Director of Special Services also addresses in this training meeting that the Alternative Assessment Checklist documentation form must be reviewed by the IEP team and signed off on by the LEA, Special Ed. Teacher, and Regular Ed. Teacher that were apart of the IEP team that made this decision. It is a requirement that each IEP team use this MAP-A Checklist Form and signs off on the decision any time a MAP-A is determined to be given to a student. The IEP team is then required to keep this form within the student's special education file. The Director of Special Services establishes a date each school year before Sept. 7th that each IEP team must submit the students that are eligible for DLM alternative assessment. The Director then inputs all this information into the educator portal. The Director of Special Services also works with the RPDC training representatives over the summer to arrange a training date in September for all staff that will be administering the DLM. This training is typically always provided in September of each school year. We open this training up for all of the surrounding schools in our areas. This training is mainly for the previously trained staff that have administered MAP-A. Any inexperienced staff that need to be training on DLM/MAP-A are sent to the new to MAP-A training that is provided by our regional RPDC and also attend this experienced staff training. The Director also works closely with the regional RPDC compliance representative to offer monthly Compliance Connection meetings in our district. This is open to all the surrounding area schools also. All the district IEP Facilitators and Process Coordinators try to attend each of these monthly meetings to stay current on Compliance information that our regional RPDC compliance representative offers</p>	<p>Our district is located in the largest town in the southern part of Missouri. We have many resources in our community that are not offered in the surrounding areas. We have two hospitals, many health clinics, central location for resources for mental health services, Easter Seals is in our community, and many group homes. The PB R-1 School district also has developed over the last ten years an Intensive need special education program that trains staff to work with students with significant disabilities. Typically the Intensive need program has approximately 95-100 students K-12. We also have a Missouri State School for the Severely Disabled located in our community. We have approximately 7-11 students at any given time that may need to take the MAP-A based on their age level. We have had many families move to our community to access these multiple resources instead of attending different districts in our surrounding areas that do not have these same resources.</p>	<p>The district does not specify what disabilities categories need to be looked at for MAP-A. The district does follow the criteria that the student must have to have an eligible educational disability under IDEA. The district also ensures that eligible students display a significant cognitive disabilities that also include significantly limited adaptive skills. The district does not specify a cognitive ability score as there is more information that must also be considered but we do guide our staff to look at students with cognitive abilities that are more than two standard deviations below the mean with adaptive skills that are also low. The IEP teams also consider how restrictive the students education environment is as noted in the student's IEP history. A student that requires a significant amount of specialized instruction that is focused on provide intensive educational supports, teaching each student in substantially smaller steps as compared to peers, and obtaining information from others methods other than reading. The IEP teams also follow the MAP-A decision making checklist at the IEP meetings based on the above information and also including a discussion of whether the student may need assistive or supported living in their post school outcomes. The IEP teams uses the evaluation report information that includes the student's cognitive ability score or pervasive supports, adaptive behavior composite scores, academic scores that are commensurate or lower than their cognitive abilities, and teacher observations of educational skills and ability to maneuver their environment. The IEP team also uses a history from the previous IEPs that have been developed to determine if the student has needed more specialized instruction as they have progressed from grade to grade level. The district also disperses the MAP-A individual score reports as soon as they are available to help us determine if the student has reached a level that would allow them to move from a MAP-A assessment to a MAP. This information is also useful to the Special Education teacher to determine what skills needs to be retaught or if new skills can be introduced based on the mastery level that is displayed on the MAP-A student report. The LEA plans to monitor students achievement by noting the progress made on the IEP goals that are developed by the IEP team. The district also may utilize district wide assessment if deemed appropriate by the IEP team. The information gained from the MAP-A assessment is also needed to determine each students progress.</p>	<p>The District will continue to train all newly hired staff that enter our district in the appropriate way to determine MAP-A eligibility. This training will entail a thorough review of the Map-A Guidance Document on Map-A determination, the Alternative Assessment Flow Chart, and then also training related to the Alternative Assessment Checklist documentation form. The District will also ensure that all Special Education district staff receive training through the Regional RPDC representation related to the MAP-A assessment criteria before Sept. 7th of each school. The District will also provide training on the MAP-A eligibility criteria to the building principals (Elementary, MS, JH, HS) before Sept. 7th of each school year. This will ensure that in each Building Principal is aware of criteria that must be met for any of their students to be eligible to take the MAP-A assessment. Once all staff is fully trained on the Map-A Guidance Document on Map-A determination, the Alternative Assessment Flow Chart, and then also training related to the Alternative Assessment Checklist documentation form each school year, then each staff member will work with the IEP team to verify by Sept. 7th that the MAP-A eligibility is still appropriate for the student. A copy of the Alternative Assessment Checklist for each student that is MAP-A eligible will be submitted to the Director of Special Services on or before Sept. 7th so that the Director can also verify that the MAP-A eligibility criteria is met. The district also will provide training to each Process Coordinator that completes cognitive assessment. This training will focus on how to give a valid cognitive assessment. This will ensure that the evaluation data reviewed is valid when selecting our students with the most significant cognitive delays. The district Process Coordinators will also train special education teachers that are completing adaptive behavioral assessments. This training will provide information to the special education teachers about how to accurately rate a student on an adaptive behavior assessment. This will ensure that we are getting valid results on the students that have lower adaptive skills that may be eligible for a MAP-A assessment. The district will look at MAP-A eligibility decision on an annual basis for all previously eligible students and also any students that may need to be considered to take the MAP-A.</p>	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Portageville (072-068)		Our district requires our special education staff to attend the MAP-A workshops that are given in our area each year. Also, our district testing coordinator meets with our staff before the statewide assessments and provides a training each year.	We have a Parents As Teachers program, an Early Childhood Special Education classroom, which also coordinates with our local Head Start and First Steps Programs that all refer young students with delays for further evaluation in our school district. These students are not MAP-A eligible, but if they stay in our district, they will be by the time they reach the 3rd grade.	We looked at our different categories broken down by grade level, race, IDEA disability, total enrollment, and IEP student enrollment (December 2017 Student Core Data Aggregation). I asked our MOSIS person in our district to give me a copy of our district's enrollment characteristics as of August 20, 2018, and compared to the information from last spring. Mrs. Tiffiney Smith, our area DESE Compliance Consultant, came to our administration office and met with all administrators, the superintendent, and special education process coordinators at the end of the previous 2017-2018 school year. We went over all reports, discussed what we need to do to reduce our numbers of MAP-A students, as well as our number of special education referrals.	We knew that we were still going to be too high in MAP-A numbers for the 2018 statewide assessment, so Mrs. Tiffiney Smith discussed with our district the steps to take from there on out. We had eliminated five MAP-A students from examining data and watching webinars provided by DESE down to the regular MAP from the 2016-2017 school year. We also had three students move out of the district during last school year; however, we had several move in that had MAP-A on their IEPs. The steps taken for this current school year of 2018-2019: Examining all data again--looking at their IQs and taking the ones with IQs higher than 55 off of the MAP-A. So, as of now, for this current school year, our numbers will go from being 14 taking the MAP-A (which one had moved in the month before the MAP test, and has moved out already) plus 2 MSSD MAP-A students down to 7 plus the 2 at MSSD = 9 total taking the MAP-A; unless we have more move in that is eligible to take it. As of this year, I am the only Special Education Process Coordinator for our district, and I am working hard on solving this problem as well as others. Please contact me with any questions or concerns. Thank you, Dr. Angela Edgar.	Yes	Yes
Potosi R-III (110-029)	No	Staff are trained with the required modules from KITE and then also attend the MAP-A trainings provided by DESE. They also read the manuals before the administer the test.	There is a state school in our school district (3 students on MAP-A from our district). The district has a high generational poverty/welfare rate. We have 2 sets of low income housing facilities and a state prison in our district as well.	Students who took the MAP-A were a combination of disabilities ranging from intellectual disabilities, Other Health Impairment, and Emotionally Disturbed. Their placement was outside of the regular ed. setting 60% or more of the week. The district used the MAP-A criteria checklist, goal progress monitoring, district testing scores, and IEP team input to place students on MAP-A. The Special Education Director works closely with the special education teachers to monitor student progress and the IEP team meets at least annually to discuss placement of students on MAP-A.	The special education director met with the RPDC consultant at the quality assurance visit and reviewed student files as well as the MAP-A checklist to ensure that students were meeting the MAP-A criteria. The special education teacher shared this information with the special education teachers and administration that are part of the IEP teams. The IEP team meets annually on each student who qualifies for MAP-A to review if they continue to meet MAP-A intelligibility.	Yes	Yes
Putnam Co. R-I (086-100)	No	Two Special Education teachers and Director of Special Education went to the NE RPDC training for MAP-A eligibility training and administering the MAP-A in the fall of 2017. They also did the online training and testing required by DESE in order to administer MAP-A tests. We have binders with MAP-A Essentials Standards for each grade level that we refer to and as we develop curriculum keeping in mind alignment with Missouri Learning Standards. We have also met with Tammy Ratliff. She and Susan See did the training for the MAP-A test in the Spring of 2018. We attended a workshop on August 7, 2018, presented by the Thompson Center to assist with charting behaviors and the behavior improvement plans that would assist in extinguishing destructive behaviors. Also, we have attended an FBA workshop hosted by the Kirksville School District in August 2018. On 12/3/18 we watched the new Webinars regarding MAP-A criteria and MAP-A participation. We have plans in place to watch any new webinars release by DESE on the first Monday of every month because that is our Professional Development day. Also, we will attend MAP-A training offered by RPDC and related workshops such as differentiation of instruction, co-teaching, accommodations and modifications when available. We will attend crosswalks to align curriculum for	We do not have a state school, community, or health program in our attendance boundaries.	We have four students enrolled in MAP-A: A student with an IQ of 45 as measured by the WISC-IV. A student with an IQ of 49 as measured by WISC-IV. A student with an IQ of 32 as measured by the Differential Ability Scale. A student with an IQ of 27 as measured by the Leiter test of Nonverbal Intelligence. We used the flowchart and checklist in the team determination of MAP-A eligibility. The team members also signed an agreement that the student qualifies for MAP-A eligibility. We are incorporating more inclusion and social skills training into our daily curriculum with our MAP-A students. We use the MAP-A scores to help us determine if students should continue on MAP-A. After receiving MAP-A results the administrators and MAP-A staff will meet to determine whether the use of the crosswalks are appropriate for each individual student. This will be an on-going process. Next, we will review individual files and discuss placement options available to the students which best meet the student's needs. Putnam's MAP-A team will review other formal and informal classroom data to determine if students should remain a student of MAP-A on a year to year basis. Putnam already uses the Alternate Assessment Checklist, Alternate Assessment Guidance Document, and Alternate Assessment Flow Chart when determining MAP-A eligibility. Putnam	The Putnam County School District will: Collect data on students who in the past met the eligibility criteria regarding the MAP-A assessment. This will be through a review of the students IEP's, focusing on student goals and objectives, and correlating them with DESE MAP-A Eligibility Criteria and MAP-A flowcharts, and reviewing previous MAP-A test scores. Also, Putnam School District will review previous MAP-A scores and determine if students are being consistently successful. Information will be used to drive the decision regarding MAP-A Eligibility. Next, Putnam will use the DESE prepared documents and MAP-A webinar, including alternate assessment checklist, alternate assessment flowcharts, to determine MAP-A eligibility. In addition, Putnam will seek out Eligibility Determination Workshops to support District Teams in the Evaluation Process and develop a district training to enhance support. Putnam will focus on exploring additional training and materials to support students with the most significant cognitive developmental disabilities that are no longer determined eligible for MAP-A assessment. Lastly, administrative teams will review caseloads and criteria on an ongoing basis to determine if expectations are being met and plan on incorporating the above activities into place starting January 2019.	Yes	Yes

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Putnam Co. R-I (086-100)		students who perform at or above their level on the DLM. Also, Putnam County will focus on exploring additional training and materials to support students with the most cognitive developmental disabilities but no longer determined eligible for MAP-A Assessment.		uses the above documents to ensure students deemed eligible for MAP-A assessment have an IQ below 55 with adaptive scores commensurate to their IQ. These student's educational needs are primarily centered on functional skills and are in self-contained settings. Transitions plans include an emphasis on independent living. MAP-A individual student performance standards and goals will be evaluated in regard to local district curriculum. The performance and curriculum information and data will be compared to students not qualifying for MAP-A on an on-going basis The team will make Least Restrictive Environment placement decisions with regard to the data from this analysis.			
Raymondville R-VII (107-158)	No					Yes	Yes
Reeds Spring R-IV (104-044)	No	All new and returning staff who work with students eligible and potentially eligible for MAP-A as well as those PC's in grade level testing buildings participated in the 2017-18 new and returning teacher MAP-A trainings provided by the Agency for Teaching Leading, and Learning at Missouri State University. In the current year all returning MAP-A teachers and PC's will view the provided DESE recorded webinar on MAP-A administration and new MAP-A teachers will be participating in the ATLL provided new teacher training. The following DESE provided documents are provided in the SpedTrack Document Library Decision Making Checklist Decision Making Flow-Chart Decision Making Guidance Document MAP-A Eligibility Criteria Document	No	IEP teams reviewed available assessment and classroom data to make determination of MAP-A eligibility. Including the following: current cognitive assessments, academic assessments, adaptive skills assessments, language assessment, formal and informal assessment results, classroom performance, post secondary independent living worksheet, IEP services and placement, as well as previous IEP goal progress.	PC's will cover eligibility criteria with all SPED teachers during building level staffings. MAP-A teachers will meet collaboratively quarterly with the Director of Special Services and Building Process Coordinators to review eligibility criteria and available resource documents.	Yes	Yes
Renick R-V (088-073)	No	The district had the Northeast Regional Professional Development special education trainer present at the August 3, 2016 PLC meeting for all general and special education teachers about IEPs, MAP-A and both types of state assessments. The special education teacher (one in our district) went to the northeast RPDC on September 16, 2016 in Kirksville for MAP-A training. She watched the MAP-A webinar in August, 2017 from the DESE assessment webpage which explained the MAP-A eligibility components. She also viewed a webinar in March, 2018 which covered the MAP-A 1 % student limit, ESSA changes, most significantly cognitive delay. She also viewed several training videos on the https://dynamiclearningmaps.org/erp_im which had resources like essential learning maps. This site also provided her with administration resources to perform the MAP-A assessment correctly.	The small community has four sets of foster parents. Within these three families, they have adopted 11 of their foster children. Of these 11 students, 8 have IEPs. One foster family currently has another child that is not adopted and is also an IEP student. Of the 8, 2 of these are MAP-A students.	* All students taking MAP-A have a disability category of Intellectual Disability (ID) with an IQ of less than 54. * In regards to Least Restrictive Environment Placement--Four of the five students spend at part of their day in the regular education environment with a paraprofessional with the general education teacher modifying the curriculum using less goals based on the MLS and uses accommodations according to the IEP. One student is 100% special education. * All MAP-A eligibility determinations were made during the IEP meeting with the parents and advocates (if requested). The process outlined by DESE using Form D--Part 3 was completed with regards to each student during their IEP. During the IEP team meeting the eligibility flowchart and all requirements for eligibility for MAP--A are discussed at annual meetings to ensure continued MAP-A eligibility. * MAP-A Scores: Two of the students were not found eligible in the 2016-2017 school year so did not take the MAP-A. One student did take the MAP and scored Below Basic. Another student was in 2nd grade so did not complete the state assessment. One student transferred into the district as a teacher's child and was determined MAP-A at his entrance review of his IEP. He transferred in with a Below Basic MAP score from his previous school. The 100% IEP student did take the MAP-A in 2016-2017	1. Each student will be reviewed for eligibility/continued eligibility prior to their annual IEP meeting. Then it will be discussed again during the annual IEP meeting as well as the monthly staff student reviews using the eligibility flowchart and MAP A Checklist. 2. We have intervention teams are in place that track student progress and monitor the need for initial referral for a Special Education evaluation. 3. All students who are referred for initial evaluation as well as transfer students are closely reviewed for eligibility for MAP-A. 4. We are constantly looking at ways we can increase student involvement in the MAP assessments by working on the deficit areas that currently prohibit these children from taking the MAP-A. The special education and general education teams will continue to be trained on the eligibility criteria for MAP-A and the flowchart. 5. One of the MAP-A students will graduate from the building after this year.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Renick R-V (088-073)				year and scored emerging on mathematics and ELA was Approaching the Target. Another student scored math scored emerging and for ELA he scored At Target for the 2016-2017 school year. * All students participate on their level on the district assessments. The district uses DIBELS, STAR reading and math, DRA2 and SRI to ensure progress is being gained by all students.			
Rich Hill R-IV (007-124)	Yes					Yes	Yes
Richland R-I (103-127)	No	LEA utilizes DESE webinars, counselor provides training and assessment videos, staff attend MAP-A workshops through the SE RPDC annually Staff must go through the DLM modules Refer to the MAP-A Decision Making checklist when determining eligibility during IEP meetings Utilize the MAP-A Decision Making Flow Chart when determining eligibility during the IEP meetings, as well as, the guidance document Had staff member participate in a DLM Standard Setting Event	Yes, there is a group home through Specialty Products that provides assisted living/24 hour care for adults with cognitive abilities. The disabled individuals placed in the group home have, at times, been of high school age and enrolled in the Richland R-I School District. We had one of our MAP-A students residing there during the 17-18 school year.	The IEP teams reviewed each MAP-A student's disability category to make sure only students with the most significant cognitive delays were eligible. Reviewed IEPs and LRE Progress monitoring and benchmark scores which is how the LEA monitors all students district wide regarding achievement with district curriculum Reviewed the LEA-wide MAP-A eligibility determination process Reviewed prior MAP-A scores Reviewed PD activities for special education staff to ensure they had attended MAP-A trainings annually Reviewed the number of special education students that transferred into the district within the last school year as MAP-A to ensure continued eligibility.	District has appealed one student's scores because he had been counted twice in number of students we had taking MAP-A Two students were removed from MAP-A and switched to MAP after their IEP review and discussion of criteria for eligibility The MAP-A Decision Making Checklist is present during the IEP meetings as a reference for eligibility determination on the statewide assessment section IEP teams also have the Decision Making Flow Chart and Guidance Document as reference during the IEP meetings The special education staff was retrained on the MAP-A eligibility criteria. The MAP-A Decision Making Checklist, Flow Chart, and Guidance Document were reviewed together Any student whose cognitive ability does not fall within the most significant cognitive disability range will not be considered for eligibility The student's adaptive behavior skills must be commensurate with the cognitive ability in the most significant cognitive disability range. They must demonstrate adaptive behavior skills that are significantly limited compared to their same-age peers During the IEP review, it must also be determined that the student will most likely require supported or assistive living as post secondary outcomes As indicated on the checklist, the student's cognitive disability must significantly negatively impact their access to the general education curriculum and require specialized instruction. This specialized instruction should be centered around functional life skills and substantially different grade level. Intensive supports and accommodations must be required	Yes	Yes
Ripley Co. R-III (091-095)	Yes					Yes	Yes
Ripley Co. R-IV (091-093)	No	Staff were trained using the models given by DESE pertaining to MAP-A testing. Staff was trained in September 2018 and January 2019 in the areas of Dynamic Learning Maps, Essential Elements, and the MAP-A test format. The webinars from DESE served as some of the information used in training. Staff also read through the DLM support documentation and answered questions to support a current participation record. Topics discussed were DLM, EE's and MAP-A. Kite Client and Kite Student software was opened and a tutorial walk through by myself was given, this practice allowing teachers and staff to see what is expected of themselves and students, so that they may	Yes. Doniphan houses the Current River State School. They are equipped to educate children with moderate to severe disabilities.	Students participating in MAP-A are determined eligible by our district by the following criteria: 1)We have one student in our district that attends the Current River State School. The state school determined her as qualifiable per IQ and LRE placement. 2) The three on campus students that we have participating in MAP-A have been decided and agreed upon by the IEP team using the consideration of IQ, disability and LRE placement. As a district we monitor students growth and performance by quarterly progress reports and IEP team review and yearly IEP meetings. We, as a district evaluate each students success as it pertains to growth and	Steps that are taken to reduce the number of students assessed on MAP-A are looking at the current functioning of the child, all yearly data, and previous MAP-A scores. This documentation is evaluated and looked at in preparation for the current years IEP plan. Plan and findings are presented to parents at annual meeting and together as a team it is decided upon. Grades, IQ, all diagnostic testing given through year, cognitive understanding, LRE are all considered. If student is found to have made enough gains to warrant the transition to regular MAP those transitions are set into place utilizing the appropriate accommodations and modifications that child needs to	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Ripley Co. R-IV (091-093)		gain specific and needed understanding. Teachers and staff training is documented and saved on file. Teachers and staff sign a participation record kept on file in MAP files.		understanding throughout the year. If we feel that the student continues to meet the need for MAP-A placement, we discuss this with the parent and an IEP team decision is reached. This is a yearly and ongoing process. This year, it was determined that enough growth was found in one student previously eligible for MAP-A that they will not be eligible for next years test. We were elated to see that she is able to transition from from MAP-A to regular MAP test.	feel successful and successfully complete test process.		
Risco R-II (072-066)	Yes					Yes	Yes
Ritenour (096-110)	No	Ritenour District Test Coordinator works with the Building Test Coordinators and Special School District Area Coordinators for training- Administrators review materials in the Fall supplied by DESE Administrators use Assessment information provided on DESE website and through memos, emails as guidance -Administrators review DESE's materials and resources with teachers during staff meetings, team meetings, etc. -SSD has developed a power-point and other materials giving detailed explanations of the questions/information in the DESE materials	No. Students identified as having significant cognitive disabilities with needs that are best serviced in a setting other than the general education setting attend separate schools through the IEP process within Special School District.	-Review of IQ, disability, age, race, adaptive behavior, other information about each student -Student performance on Essential Elements -Review Present Levels on IEP -Local assessments/programs (Evaluate, FASTbridge)	-SSD initiated a Project Team to review MAP-A participation -Team developed a detailed SIPOC (Process Flow) for eligibility determination -The team has prepared materials to support and provide explanation to DESE materials -Training materials will be part of the Special Education Process training -All instructional admin and staff will be trained using the new materials -EEA teams have reviewed each student taking to MAP-A for alignment with DESE criteria - SSD and RSD Administrative teams review caseloads and criteria on an ongoing basis	Yes	Yes
Riverview Gardens (096-111)	No	Administrators reviewed materials last spring and in the fall Administrators review DESE's materials and resources with teachers during staff meetings and electronically SSD has two full-time teacher-level positions dedicated to supporting teachers of students who take the MAP-A SSD has developed a power-point and other materials giving detailed explanations of the questions/information in the DESE materials	No	Least Restrictive Environment (LRE)/Placement Review of Cognitive Skills, Disability Categories, Adaptive skills, age, race, other information about each student Previous student performance on Essential Elements if available Review Present Levels on IEP Local assessments/programs (Unique Learning, FastBridge)	SSD initiated a Project Team to review MAP-A participation Team developed a detailed SIPOC (Process Flow) for eligibility determination The team has prepared materials to support and provide explanation to DESE materials Training materials will be part of the Special Education Process training All instructional admin and staff will be trained using the new materials starting August 2018 LEA teams have reviewed each student taking to MAP-A for alignment with DESE criteria	Yes	Yes
Rolla 31 (081-096)	No	Teachers who are likely to have students who qualify for MAPA attend the RPDC training on MAPA. Dr. Winona Anderson did a MAPA review with our district and several teachers. The Sped Director informs sped staff via meetings and emails. Process coordinators work through MAPA decisions with staff and parents at meetings.	RPS have several group homes and BW Robinson MSSD is located within our district drawing some students who attend the Gingerbread house. In review of our overall MAPA numbers/students, the director discovered one student had been wrongly coded to our district which put us right at the 1% mark.	SPP indicators, disability categories, BW Robinson (MSSD) enrollees, ensured teachers are using the DESE MAPA eligibility guideline document (checklist), consult with Dr. Winona Anderson through RPDC, and consultation with the Assistant Superintendent of Curriculum. MAPA score reports are provided to the Sped Director and a spreadsheet is created for comparison over the years. In review of our overall MAPA numbers/students, the director discovered one student had been wrongly coded to our district which put us right at the 1% mark. We feel that we have been diligent over the year to try and not over identify yet will continue to be diligent in our decision making process. We did take a closer look at our numbers last school year and how we qualified students and removed two students from MAPA during the 17-18 school year. The director spoke with the special education teacher and talked through the eligibility guidelines, programming for the student, and disability category. The Special Ed Director keeps a Google document of all MAPA students and verifies that all students on MAPA are receiving instruction in the 40% or less placement, private separate school (Great Circle) or public separate school (MSSD). Students are primarily identified with multiple disabilities, intellectual disability (IQ near 40.) or Autism (high	The district is continuing to verify students meet criteria based on the MAPA eligibility guideline from DESE. The district was provided guidance from Dr. Anderson (RPDC) through an onsite quality assurance visit a few years ago and relies on that guidance and input from her when needed. The Sped Director goes over the guidelines to qualify MAPA and 1% cap at special ed staff meetings, administrator meetings and individually with MAPA specific teachers. The process coordinators who are in charge of activating IEPs and often LEA at IEP meetings are aware of the strict guidelines and help ensure proper process and discussion happens during those meetings in which eligibility for MAPA is discussed thoroughly. In review of our overall MAPA numbers/students, the Special Ed Director contacted MSSD and discovered one student had been wrongly coded to our district which put us right at the 1% mark. RPS has historically tried to not overly identify MAPA and have always been careful yet will continue to be diligent in our decision making process. Last year, we took an even closer look at our numbers and how we qualified students and removed two students from MAPA during the 17-18 school year through IEP meetings and discussion with parents. The team discussed the transition and programming for students to transition to the MO Learning Standards.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Rolla 31 (081-096)				needs).	The Special Ed Director ensures MAPA teachers are trained yearly and compliant. RPS will continue to provide documentation necessary to show DESE students on MAPA are legitimately eligible. The Sped Director will continue to monitor MAPA placement via a Google doc.		
Salisbury R-IV (021-151)	Yes					Yes	Yes
Sarcoxié R-II (049-140)	No	The LEA reviews the Missouri Alternate Decision Making Guidance document yearly in August with special education staff whether new or returning. The Alternate Assessment Participation Determination Checklist is part of the materials used at each IEP meeting. The checklist is reviewed with the team and the team makes the determination.	Not applicable	The LEA reviewed the disability categories under in which the six student qualified for services. The student whom we assessed with the MAP A receive individualized instruction in highly supportive environments with moderate to maximum support with daily living skills. (ex: obtaining meals, traveling between classes, expressing wants and needs) LEA wide, the process is the same for each student and each student's IEP team. The Alternate Assessment Participation Determination Checklist is used at each IEP meeting when there is a decision to be mad regarding possible assessment with MAP A. The checklist is reviewed with the team and the team makes the determination. The student's individual score reports are used to record progress toward IEP goals and progress through the general curriculum. Essential Elements that have been mastered are recorded. New essential elements are chosen by the team, IEP goals are written to ensure the student can work towards mastery of the new essential elements they will be assessed over. The district monitors student achievement through the general curriculum by monitoring progress toward IEP goals, administering assessments designed to determine progress toward the essential elements chosen for the MAP A, and teacher observation of progress.	The district has reviewed the current MAP A student's educational evaluations and plans. It has been determined that one student needs to be reevaluated in order to make a determination. The district will begin to review two tests of cognitive ability for students who appear to be most significantly impaired to ensure the team is making an appropriate determination. Also, adaptive behaviors are assessed and observed. The team will complete transition assessment for student suspected of having the most significant cognitive disabilities to help determine the level of support that may be needed in adulthood.	Yes	Yes
Scotland Co. R-I (099-082)	No	Map-A staff watched the 2018-2019 MAP-A for Experienced Educators webinar, provided on 8/16/18. Special Education staff also attend yearly MAP-A trainings offered by RPDC and related workshops such as differentiation of instruction, co-teaching, accommodations and modifications, when available. In order to also help all special educations students meet expected goals, the District will seek training regarding curriculum expectations, differentiation of instruction, and use the crosswalks to align curriculum for students performing at or above their instructional level on the DLM. Trainings will be sought out as they become available to our district. We will also explore additional trainings and materials to support students with the most cognitive developmental disabilities, but no longer determined eligible for MAP-A Assessment. During staff and data team meetings, we discuss how curriculum, and data regarding this curriculum, should be accessible in their SPED binders. Together, we use these binders, and this data, to discuss how instruction should be driven. During these meetings we also discuss MAP-A eligibility, as well as this Data Collection process, and accommodation and modifications that may need to be amended in order to meet the needs of each student, as they gain success with the curriculum and goals previously set.	No	Once the LEA receives the MAP-A scores back, we use those results to decide whether the use of the crosswalks are appropriate for each specific student. We review the files and talk about placement and which placement is appropriate for each student. We not only review the MAP-A results, but also the results of any recent formal assessments, and classroom data to prove or disapprove the necessity of MAP-A or otherwise.	The Scotland County School District will collect data on students who, in the past, met the eligibility criteria regarding the MAP-A Assessment. This will be through a few of the student's IEPs, focusing on student goals and objectives, and correlating them with DESE MAP-A eligibility criteria and MAP-A flow charts, and reviewing past use of previous test scores. A rubric will be created to review the data and the IEP Team will make the decision whether the students meets criteria to remain on MAP-A student or be moved the MAP Assessment. The District will review previous MAP-A scores and determine if students are being consistently successful. Information will be used to drive the decision regarding MAP-A eligibility. In order to help all special education students meet expected goals the District will seek training regarding curriculum expectations, differentiation of instruction, and use the crosswalks to align curriculum for students performing at or above their instructional level on the DLM. The District will focus on exploring additional training and materials to support students with the most cognitive developmental disabilities but no longer determined eligible for the MAP-A Assessment. Administrative Teams will review caseloads and criteria on an ongoing basis to determine if expectations are being met. A plan incorporating all the above will be put into place	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Scotland Co. R-I (099-082)					starting January 2019.		
Scott City R-I (100-059)	No	Teachers in the Scott City R-1 District routinely attended MAP-A trainings offered by our local RPDC. The teachers have completed the required modules as part of that training. Teachers in our district have also been instructed to use the alternate assessment determination checklist during IEP meetings on students that are being considered for MAP-A participation. Teachers are provided with the alternate assessment flow chart and the decision making guidance documents as well.	No.	Most students in our district that have been determined MAP-A eligible are receiving services as students with an Intellectual Disability. There is one student receiving services under the category of Other Health Impairment that has also been determined MAP-A eligible. This particular student is non-verbal and non-ambulatory and requires adult assistance and supervision for all areas of functioning. All students are placed in their LRE as determined by their IEP team on an individual basis. However, most students that are MAP-A are inside the regular education class between 40-79% of the time. When a student is being considered as MAP-A eligible at the student's IEP meeting the team uses the alternate assessment participation determination checklist provided by DESE. The team discusses each item on the checklist when determining eligibility annually. Individual MAP-A score reports are also reviewed when received and considered when determining eligibility annually. All students, including IEP students and MAP-A students, performance is monitored and the curriculum is adjusted accordingly to identified strengths and weaknesses.	Teachers will be participating in MAP-A training this year as well as in upcoming years. This will help ensure that they are familiar with the eligibility criteria. The IEP team is including the alternate assessment participation determination checklist as part of the IEP. The team discusses each item when determining if a student is eligibility to participate in MAP-A assessment or not. This would include evaluation information that documents the student's cognitive ability as well as adaptive behavior skills.	Yes	Yes
Scott Co. Central (100-062)	Yes					Yes	Yes
Seymour R-II (112-103)	No	The staff in our district is trained through annual DESE webinars and classes offered through the state; new teachers attend the RPDC MAP-A trainings. The staff is expected to follow the current flowcharts that are provided by the state to determine if students meet the MAP-A eligibility criteria.	Yes, there is MSSD in a nearby city that draws a lot of student to attend there, and we have one student that attends there that lives within our attendance boundary. Our school is a small, rural district that serves the students with special needs that are living in our district boundaries. The needs within our district exceed the state threshold for MAP-A participation at this current time. All the students that qualify have met the criteria.	Disability categories for students in our district that take MAP-A assessment include Autism, Other Health Impaired, and Intellectual Disability. The students have been diagnosed with severe Autism, Down Syndrome, and rare diseases. Their cognitive abilities fall within the most significant range, along with adaptive skills that are significantly limited compared to peers. The students require a highly structured, individualized educational program that supports their individual needs and provides the modifications/accommodations needed for daily access to the general education curriculum. Skills are taught in smaller steps, use of repeat/drill, prompting, and guidance from adults. Alternate forms of expressing and sharing ideas and information are required by the students. Functional life skills are focused upon, along with meeting the academic standards for each student. Checklists and work samples are used in monitoring the curriculum on a regular basis, along with data being analyzed. For our students that take the MAP-A, the post-secondary transition outcome will most likely be assisted living.	After we have viewed the webinars that are provided by DESE on the eligibility, our Special Education director works with our special education staff members to make sure that we have identified our MAP-A students appropriately. Our district looks at each student and the justification process for each student. If there are any students that do not meet the current criteria for MAP-A assessment, they will be removed from the assessment process and given the assessment that is appropriate for them. For any student that the IEP team determines may be eligible for the MAP-A assessment, the team will bring all documentation needed to the Special Education director for review prior to them being determined to be MAP-A eligible in our district.	Yes	Yes
Sheldon R-VIII (108-144)	Yes					Yes	Yes
Shell Knob 78 (005-127)	Yes					Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Sikeston R-6 (100-063)	No	Annual review of MAP-A decision making checklist with all special education teachers. We also provided the 2018-2019 MAP-A for Experienced Educators PowerPoint information to all special education teachers including the IQ chart showing that 55 and below are considered to be the most significant delay.	New Dawn School for Severely Disabled. We have 11 students at New Dawn that are counted as MAP-A in our district.	Chief Academic Officer provided last year's MAP-A assessment results to the teachers that have those particular students this year. After reviewing the Experienced Educators Powerpoint we encouraged the teachers to review the IQ scores, adaptive scores, and achievement scores of the current MAP-A eligible students to see if they continued to meet the eligibility criteria as determined by the MAP-A checklist. Then if they had concerns to call an IEP meeting to review and remove or keep the student in MAP-A as appropriate.	1. Teachers were educated on the Experienced Educators Powerpoint 2. Discussions were held with teachers to ensure clarity regarding the requirements for MAP-A participation 3. Encouraged teachers/IEP teams to review IQ, adaptive, and achievements scores to determine if students continued to meet the criteria for MAP-A 4. IEP team members would make an amendment to the IEP to remove student from MAP-A assessment	Yes	Yes
Skyline R-II (034-121)	Yes					Yes	Yes
South Harrison Co. R-II (041-002)	No	The LEA met with and was trained by the local NWRPDC compliance person on how to guide staff through professional development using the Alternate Assessment Participation Determination Form provided on the DESE website. In our fall professional development the LEA met with Special Education Teachers and did an in-service on how to use the flow chart. Additional information was presented to explain the alternate assessment project was a way for students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. Teachers were presented with different student scenarios and they had to determine if the student would be MAP-A eligible. Discussions were had of how IEP teams can and do consider all options on the flowchart and should only be used for the most significant cognitive disability situations.	No school, community or health program in the attendance boundaries.	The district percentage of students in placement categories are reviewed annually to ensure the Least Restrictive Environment is in place for each student. Map-A scores are assessed with the district level data on all students MAP scores. The MAP-A eligibility process is each meeting that an eligible student is the center of focus the flow chart is brought out and presented to the IEP team to foster an explanation of if the student qualifies or not.	Each student previously on MAP-A was reassessed using the flow chart provided by DESE to ensure all stipulations are in place and the student's most significant cognitive disability impact the student's access to the curriculum and requires specialized instruction in all of the following areas. The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum AND 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 AND 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 AND The student requires information to be obtained primarily through methods other than reading due to limited reading ability AND The student requires alternate methods to express or share oral or written ideas and information.	Yes	Yes
South Holt Co. R-I (044-084)	Yes					Yes	Yes
South Iron Co. R-I (047-060)	No	Online webinar training are given to teachers when they become available, completed certificates are turned in to me afterwards. After trainings are viewed discussions sessions are scheduled to discuss content.	Within our district there is a low income housing that also provides temporary and permanent housing for adults with mental deficits. Two of our four MAP A students resides in the available housing.	MAP-A Individual student score reports from the previous years are reviewed, however we concentrate heavily on following the MAP-A eligibility determinations checklist. Students whose LRE placement in the special education room versus the regular education classroom are reviewed first.	MAP-A students are given extra after school tutor, in addition to the in-school assistance they are already receiving, to focus on academic and adaptive deficits. We also review the MAP-A eligibility determinations checklist again to ensure that students meet all MAP-A requirements. At this time all students meet eligibility requirements and numbers are not able to be reduced. We review all current IEP's and transfer student IEP's to make sure correct determinations have been made in the pst and MAP-A qualification guidelines continue to be met; or we will remove them from the list.	Yes	Yes
South Pemiscot Co. R-V (078-005)	No	We provide training to school staff who are members of IEP teams in MAP-A eligibility criteria and making appropriate decision by disseminating materials provided by DESE and review of eligibility criteria.	no	IEP teams use the complete IEP, Evaluation results, any local/state assessment or benchmarks results and examples of student work when making decisions for MAP-A eligibility. When scores are received results are reviewed by IEP teams. This assists the district in making curricular decisions as well as gives IEP teams assistance in providing needed instruction.	We are reviewing the webinar with staff and re-evaluating students who are over but close the cognitive levels needed. IEPs are being convened to review eligibility for students who may not be eligible based on information gathered from the webinar.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Spec. School District St. Louis Co. (096-119)	No	1. District Test Coordinator and curriculum coordinator trains principals and schools for summer, spring, and fall assessments. 2. Principals, curriculum coordinator and school test coordinators train teachers at staff meetings, team meetings with provided ongoing supports. A google document is used to store all handouts, manuals, and prep guidance for the testing cycles. 3. SSD has 2 full time teacher level positions dedicated to supporting teachers of students who take MAP-A. 4. SSD has developed documents that give detailed explanations of DESE materials as well as Moodle and Videos for support.	SSD has separate special education school with roughly 650 students who participate in State Assessments. Total enrollment by disability includes Autism 201, Multiple-disabled 127, Other Health impaired 64, Emotional Disturbance 155, Intellectually Disabled 127, TBI 6, as well as others. Also within the SSD School's 93 students are residing in Therapeutic Children's Home and residential treatment programs. SSD Schools enroll students from the Partner Districts with the most significant disabilities who require instruction in life skills, communication, behavior, and the Essential Elements.	SSD has analyzed data on every student taking the MAP-A. This has included IQ, disability, race, and age. SSD has developed formal curricula to teach the Essential Elements and locally developed assessments for Math and ELA. All students are placed in Public Separate or Private Separate have significant disabilities. All students are placed by their IEP Team after careful review of present level of performance, safety, communicated behavioral and academic needs. SSD began monitoring participants in the MAP-A and will do so by reviewing the above factors as well as progress learning the Essential Elements.	1. District collected data on students who met eligibility for taking the MAP-A. Reviewing their IEP, Goals, an objectives along with the criteria presented from DESE to consider maintaining eligibility or moving to MAP assessments. 2. Prepared a detailed SIPOC (Process Flow) for eligibility determination. 3. Used prepared materials provided by DESE to review and support most significantly cognitively delayed. 4. Developed a Moodle Training guide of the eligibility determination process and a video of possible scenarios teams may deal with during the eligibility process. 5. All instructional administration and teaching staff will be trained using the above materials starting August 2018.	Yes	Yes
Spickard R-II (040-101)	Yes					Yes	Yes
St. Clair R-XIII (036-136)	No	Special Education staff are trained district wide utilizing the information provided by DESE. Staff have been trained to use the Missouri Alternate Assessment Decision making checklist during IEP meetings with the IEP team. This document provides guidance to the IEP team as well as documentation that the student meets the criteria set forth by DESE. Staff have also been trained via the RPDC. Recently we have 4 new teachers attend a training for new teaches administering the MAP-A. The school district also utilizes PD time on our early out Wednesday's for teachers to collaborate regarding MAP-A students. One of our Process Coordinators, oversees these PD opportunities. She has experience in assessing students with the MAP-A as well as work with the Essential Elements. She was instrumental in moving towards using the Essential Elements in student IEPs and educates the necessary staff on an ongoing basis.	The St. Clair R-13 School District is the fiscal agent for the Franklin County Special Education Cooperative. While students that attend programs there are included in their home school numbers it could be perceived that the St. Clair School District does attract people to live in the community because of the location of this Cooperative. Over the years we have had students attend programs there for low functioning cognition and academics as well as behavior. Our number of students that were found MAP-A eligible that attend the Coop has fluctuated from 1-3 in recent years. Autumn Hill State School is also in a neighboring community to St. Clair. We currently had 1 student in attendance there that was assessed using the MAP-A.	St. Clair R-13 had a total of 20 MAP-A students placing our MAP-A participation at 1.9%. Disability categories were reviewed for all MAP-A students. The district had the following breakdown of disability categories for students taking the MAP-A: Autism = 4, Intellectual Disability = 11, Hearing Impairment = 1, and Multiple Disabilities = 4. The placement of these students all fall within the Inside Regular Ed. < 40% of the time. They require extensive specialized instruction. When making MAP-A determinations IEP teams use the Missouri Alternate Assessment Decision making checklist during IEP meetings. When MAP-A individual student score reports became available scores were reviewed. During this review the following results were tabulated. Science: Emerging = 8 Approaching Target = 1 At Target = 5 Advanced = 0 Math: Emerging = 12 Approaching Target = 4 At Target = 3 Advanced = 0 ELA: Emerging = 5 Approaching Target = 7 At Target = 7 Advanced = 1 In reviewing these scores the LEA does feel that students are appropriately being assessed via the MAP-A. The LEA's plan for monitoring student achievement is to continue to review and analyze MAP-A results. IEP teams will continue to use the Missouri Alternate Assessment Decision making checklist during IEP meetings as well as discussing previous year scores.	This year we have had some new teachers and we have sent to the RPDC for MAP-A training. We also utilize a Process Coordinator to do mini training sessions periodically throughout the school year. Teachers who assess using the MAP-A also are provided with collaboration time/vertical teaming. The Missouri Alternate Assessment Decision making checklist will continue to be used during IEP meetings with the IEP team. While this does not guarantee the reduction in number of students assessed on the MAP-A it will document our attempts at making sound IEP team decisions. The LEA will continue to monitor and update staff of any DESE updates.	Yes	Yes
St. Joseph (011-082)	No	The St. Joseph School District provides ongoing embedded training regarding Map-A. Specifically, we train staff on using the DESE Map-A flow-chart and Alternate Assessment Participation Determination Checklist to determine Map - A eligibility. We also utilize NWRPDC and host on-site trainings for SJSD staff with students identified as Map-A eligible.	The Helen Davis State School resides within the St. Joseph School District boundaries. last year, SJSD had 17 Map-A eligible students at Helen Davis. Additionally, there is a local family who fosters and has adopted multiple students who qualify to attend Helen Davis. The St. Joseph community also provides access to multiple agencies providing services to individuals with varying levels of developmental disabilities which results in families in need of those services to move to our community. Some of these agencies are: United Cerebral Palsy of NWMO, Easter Seals, Specialty Industries, Choices of St. Joseph, MERIL, and Progressive Community Services.	The determination in Map-A eligibility is initiated in the student's annual IEP meeting. The IEP team, including but not limited to parents/guardians, teachers, administrators and process consultants use both the Alternate Assessment Participation Determination Checklist and the Alternate Assessment Flowchart in determining a student's Map - A eligibility. Annually, the IEP team follows the flowchart upon review of IQ scores, adaptive skills assessment scores, district diagnostic assessments, goal progress and any other necessary assessments as determined by the IEP team. We also conduct observations over various and diverse environments to determine whether the student is	We will utilize the same process as described above including annual IEP team review of the Alternate Assessment Participation Determination Checklist and the Alternate Assessment Flowchart, evaluation results, goal progress and appropriate observations. If the student were to change/make progress, or show improved growth, the team would consider having that student take the regular Map. In addition staff will receive professional development on all current guidance provided by DESE including identifying the most significant cognitive delay as an IQ score of 55 or below as a step in determining student eligibility.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
St. Joseph (011-082)				functioning appropriately throughout the school day and whether it is educationally significant. Once the team determines eligibility the Essential Elements are used to guide instruction and the student's Map - A justification form is filed in the student's cumulative special education file.			
St. Louis City (115-115)	No	The LEA trains staff by using the DESE MAP-A Website as a primary resource during training. Our MAP-A staff access our District's Central Office computer labs for electronic updates and training. Each staff member has access to DESE MAP-A links/MAP-A webinar offerings for professional development. Additionally, we have Regional Professional Development Center (RPDC) representatives facilitate some of our PD offerings and provide us with "first-hand" information from DESE. We are able to download information from the DESE MAP-A webpage as a resource. (Resources) from the links and updates connected to DESE. These items are dispersed via email to all required staff in our district via the internet and pony mail (in-district mailing system). Furthermore, communication with building leaders are used as a roadmap to form collaborations with their teachers about students who are administered the MAP-A.	Yes. three are schools in our attendance area that draw a large number of students with significant cognitive disabilities. The site-based programs mentioned below are sought out by the communities served, for the special education specialized programming that parents seek out. These programs afford students specialized supports and services inclusive of serving a large percentage of students with an educational Autism diagnosis as well as students with other educational disability diagnosis. 1. Community Access Job Training- (CAJT-Nottingham) CAJT Is a separate-day school in the St. Louis Public Schools District. These students are given essential daily living schools training and job training. A significant amount of CAJT's population of students measure in the most significant cognitively delayed placement range. Total: MAP-A Students 22 2. Compton Drew-The program supports students who have an educational diagnosis of Autism(AU). A significant amount of students in these classes have related services to their programming. There are some students in the program who have qualified for MAP-A. Total: MAP-A 19 Students 3. Gateway Elias Michael- Is a public-separate day school for students with significant cognitive disabilities. A significant amount of the students at this site have multiple disabilities, nurse services and related supports. Total: 35 MAP-A Students 4. Gateway Middle- Gateway Middle - Also has an AU program designed for students who have an educational diagnosis of Autism. A significant amount of the students in these classes have related services to support their educational programming. Total: 13 MAP-A Students 5. Gateway Stem- This AU program is designed for students with an educational diagnosis of Autism. A significant amount of students in these classes have related services to support their educational programming. Total MAP-A Students 2 6. Homebound- This program supports students who are medically fragile and require that they be at home or in a medical accessible environment. . Total: 8 MAP-A students. 7. McKinley- This program is designed for students with an educational diagnosis of Autism. A significant amount of students in these classes have related services to support their educational programming. Additionally, students accessing this program are given essential daily living skills educational programming Total: 8 MAP-A Students 8. Mullanphy Elementary- This program supports students who have an educational diagnosis of Autism. A significant amount of students have a related services added to their programming. There are some students in this program who have qualified for MAP-	MAP-A individual Student Score Reports data taken is reviewed continuously as we have a very transient district. As the LEA we review the Individual Student Score Reports to inform instruction. Disability categories, particularly those that do not typically include students with significant cognitive disabilities - The review given and analysis were reviewed, such as ID, MD, AU, and TBI were reviewed as typical identification for students that are administered the MAP-A. However ED, LI, OHI and LD warranted more scrutiny. Additionally the essential elements and blueprints were used to identify and assist team with data review during the IEP meeting. LEA-wide MAP-A eligibility determinations/process was used in IEP team meetings. The MAP-A Flowchart, checklist and/or the decision making tool was used in IEP team meetings. The DLM Essential Elements sheets and blueprint documents support the teams with measuring progress towards MO standards to articulate the skills and curriculum objectives to be addressed during the IEP cycle. These were reviewed to evaluate where the students scored on the assessment. If the measurement was high then students were evaluated on a general education assessment or proposed for MAP-A removal (Through an IEP team meeting), as they may have demonstrated that this assessment is not appropriate for them. Essential Elements and DLM Blueprints are used to assist IEP teams by supporting the delivery to parents and stakeholders about the discussion of the MAP-A students' skills. LEA's plan for monitoring student achievement with local district curriculum - The LEA used the Train-the-Trainer Model for each building. As a District, student test scores were accessed, and DLM professional development to support teams in IEP development. Teams also utilized current IEPs in conjunction with the most recent evaluations to create goals and objectives and inform instruction. To further assist teams we have secured a special education curriculum specialist to support staff, aligning goals and objectives for MAP-A students with the essential elements.	<ul style="list-style-type: none"> • Ongoing training, using DESEs Webinars/Webpages and Links. • Ongoing monitoring and PD (Professional Development) • Data usage and identification of areas of needed training (new teachers, elementary, high school, etc) • Train-the-Trainer Model- Building level • Ongoing, RPDC Support • Monitor trends and outlier schools • Insure that information is always passed to teachers via email and other mediums. • Continuous monitoring of data, trends and patterns • Share information with building level administrators • Follow the criteria and other supports given by DESE • Communication Pathways with Building Level Administrators/Cabinet- Central Office Administrators 	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
St. Louis City (115-115)			A. Total: 8 MAP-A Students 9. State School-This is a school for students who are more significantly cognitive delayed, as they have been determined to require more services and supports than a separate private program can support. These student receive living skills and basic education. Total:11 MAP-A StudtInts				
St. Louis College Prep (115-920)	Yes					Yes	Yes
Steelville R-III (028-103)	No	At the beginning of the year our special education teachers go through the required DLM Moodle training together and they review the guide to test administration and the DTC reviews the district assessment policies which are board adopted. Our district uses the Self-Directed form of review for new teacher training through Moodle. Returning teachers view the training videos and take the post assessments over all of the parts.	We really do not have a health program in our community which pulls students of significant cognitive disabilities here in Steelville R-3 schools.	The determination if a student is eligible to take the MAP-A assessment comes from the students IEP meeting that occurs each year. Parents, teachers, teacher caseworkers, and administrators use both Alternate Assessment Participation Determination Checklist and the Alternate Assessment Flow Chart in determination if the students are eligible for the MAP-A. The IEP follows the flow chart and then signs it upon review over students IQ scores, district diagnostic assessments, special educational evaluation, academic testing, previous years MAP-A results, adapted skills assessments (ABAS 2/3), and finally flow chart eligibility. Students qualifying fall under the areas of ID or Autism. After determining they qualify we assess students using the iReady diagnostic assessment system which personalized an education plan for at a specific level they are cognitively at. Teachers will also relate the testlets to what curriculum is needed according to iReady. At the end of testing student scores are placed in the students file and are mailed how with explanation guides for what the students scored.	We will still be utilizing the same process as above but we will be incorporating the 6th slide on the MAP-A Participation Cap Presentation (March, 2018) discussing and identifying the MOST SIGNIFICANT COGNITIVE DELAY as being a cut off of 55 IQ score and below qualifying for MAP-A determined by DESE.	Yes	Yes
Stockton R-1 (020-001)	No	All Special Education Teachers administering MAP-A attended training through the Springfield RPDC-now the Agency for Teaching, Leading, and Learning. Additionally, the Exceptional Pupil Cooperative of the Ozarks that Stockton R-1 belongs to provides additional training throughout the year.	Stockton R-1 school district is a member of the Exceptional Pupil Cooperative of the Ozarks (EPCO). Families with students with severe disabilities choose to live in the school districts that are members of EPCO as they provide highly specialized, center based services. Stockton has many low socioeconomic families who have transferred to access resources available. Stockton has numerous private and parochial schools that send severely handicapped children to Stockton R-1 to receive services. They do not send non-handicapped children to Stockton R-1 School District. Most of these students are severely handicapped and require MAP-A assessment.	The IEP team used the Alternate Assessment Participation Determination and flowchart provided by DESE. Eligibility is determined with the documents mentioned previously at each year's IEP meeting. The MAP-A scores and determination forms are discussed and completed at each annual IEP meeting for students that special education teachers recommend be given the alternative assessment, MAP-A. Students considered have the following disabilities and IQ levels: Autism and Intellectual Disability with IQ's from the low 40's to the low 60's.	The Special Education Director/LEA will be meeting with the special education teachers and discussing the appropriateness of MAP-A for students who are high functioning with Autism, Intellectual Disability, etc.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Stoutland R-II (015-001)	No	Staff attended training through the RPDC facility. Training for MAP-A discussed many topics which included updates to MAP-A, eligibility criteria, navigating the DESE webpage, navigating the Dynamic Learning Maps webpage, the DLM manual, individual score reports and understanding the Essential Elements for testing. Staff was, also, trained through videos on the KITE website.	n/a	As IEP yearly reviews come due, teams are reviewing the MAP-A eligibility criteria with the IEP team and the team makes a determination if the student meets the criteria of a student with the most significant cognitive delay. Regardless of disability category, the team reviews the DESE flowchart of questions and reviews those questions until an answer of "no" appears. If the flowcharts are reviewed to the last step and the answers are all "yes" then that student meets the criteria of MAP-A and is deemed eligible.	As IEP yearly reviews come due, teams are reviewing the MAP-A eligibility criteria with the IEP team and the team makes a determination if the student meets the criteria of a student with the most significant cognitive delay. The team reviews the DESE flowchart of questions and reviews those questions until an answer of "no" appears. If the flowcharts are reviewed to the last step and the answers are all "yes" then that student meets the criteria of MAP-A and is deemed eligible. The reduction in the suggested IQ score has impacted the decision process and has eliminated several students from MAP-A.	Yes	Yes
Strafford R-VI (039-137)	No	Our director of special services and key staff has watched the MAP-A webinar and eligibility for participation webinar that has been provided by DESE. After watching the webinar, training has been provided to other administrators in the district and special education staff about the eligibility criteria and guidance forms. At our IEP meetings, special education staff are using the MAP-A flow chart, checklist, and decision-making guidance. We have multiple days per school year and individual meetings with teachers to review and train with the resources provided by DESE. We follow the MAP-A Best Practices timeline, we attend MAP-A training or watch webinars, and we contact our MAP-A consultant on a regular basis for further training or questions. We regularly review the criteria for MAP-A and scrutinize the compliance and qualification aspects of MAP-A. Furthermore, training is provided on classroom instruction based on the students' needs that qualify for MAP-A.	While there is not a school, community of health program in our boundaries, there is one family has 2 current Map-A students and one previous MAP-A student..	For our special education students we use the DESE guidance flowchart to determine if a student may be eligible to take the MAP-Alternative assessment. Each question is discussed in great detail to determine if students are eligible. We have this discussion at the IEP meeting and at the beginning of each school year. We primarily look at eligibility for our students who are in regular education less than 40% and are in our district functional skills program. The student's instruction are based on the Essential Elements and life skills components. We also look at previous district assessments and state assessment scores. We have analyzed the MAP-A scores for the past 5 years along with the Individual Student Score Reports. We are also continually completing classroom assessment based on the Essential Elements.	Each year we look at guidance from DESE to determine if students are being assessed with the appropriate assessment measure. For the current year, after watching the webinars provided by DESE on eligibility, our director of special services worked with our special education staff to make sure we had appropriately identified our MAP - Alternative students. In the past 3 years, the district has moved 2 students from MAP-A to regular MAP assessment. We will continue to scrutinize the criteria and our students data to make sure we are making appropriate decisions when selecting assessment plans	Yes	Yes
Success R-VI (107-151)	Yes					Yes	Yes
Sunrise R-IX (050-009)	Yes					Yes	Yes
Swedeborg R-III (085-043)	Yes					Yes	Yes
Thayer R-II (075-085)	No	Our Staff annually attends the MAP-A training and or watches the MAP-A webinar for experienced Educators(whatever is applicable). New staff to MAP-A attend the MAP-A training specifically for them. The Director of Special Education views the MAP-A eligibility webinar on the DESE website and shares with the special education staff, general education staff and administrators. Staff meetings are held monthly that include discussions to ensure all participants are knowledgeable and aware of the criteria for MAP-A eligibility. During these meetings it is presented to the staff the importance of keeping each student in their Least Restrictive Environment and for them to have access to the general curriculum as much as possible. At IEP meetings statewide testing and MAP-A eligibility criteria are discussed.	We have at least 3 types of community based residential facilities in our district that have clients who are school aged. TJ Swift House- a licensed home in which 4 or more persons with developmental disabilities live together. Where staff provide both verbal and physical assistance with daily living skills. There is no host family, staff attend to the clients in the clients homes in shifts. Allen Assisted Living a type of assisted living. Gracie Lane Dayhab another type of assisted living similar to TJ Swift House. Our school district is in close proximity to the county seat where many families move to access services available to them.	The checklist, flowcharts, webinars, and documentation from the DESE website are reviewed to ensure the participants in determining MAP-A eligibility are knowledgeable and aware of the criteria. The Missouri State Plan and the Least Restrictive Environment are also reviewed. After either attending the MAP-A training or watching the webinar our special education team meet to discuss each student and determination if they meet eligibility criteria for the MAP-A. nd eligibility requirements are discussed at the IEP meetings. The staff yearly reviews every student to ensure the MAP-A eligibility requirements are met and justified. Each student's LRE and MAP-A Individual Student Score Reports are considered in the eligibility determination by the special education team. . At IEP meetings statewide testing and MAP-A eligibility criteria are discussed no matter the student's disability category. .	All staff will use the webinars, flowcharts, checklist, and any documentation provided by the DESE website to clarify and ensure that those identified as possibly being eligible for MAP-A are accurately identified. Also highly considered will be the importance of keeping the student in their Least Restrictive Environment and giving them access to the general curriculum as much as possible September and October special education staff meetings include administrators, special education staff and several general education staff to ensure the participants in determining MAP-A eligibility are knowledgeable and aware of the eligibility criteria. In service for general education, special education staff and administrators is planned for October 2018 to ensure all participants are knowledgeable and aware of the MAP-A eligibility requirements. The Director of Special Education has been in contact with the Agency on Teaching Leading and Learning (RPDC) staff on October 1st, 2018 to review MAP-A eligibility criteria. The Thayer R-II School District will implement these changes now so that our district will be compliant for the 2018-2019 testing cycle.	Yes	Yes

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Tina-Avalon R-II (017-122)	Yes					Yes	Yes
Tipton R-VI (068-073)	No	A review of last school year's MAP-A training found two special education teachers were trained through the annual MAP-A training offered through the RPDC . For the 2018-19 school year, three teachers were trained on the MAP-A on October 1, 2018 by Nancy Thomas, DSE at Tipton R-VI. The presentation included an overview of the MO Assessment Program and how the MAP-A fits under this program as well as a review of each of the questions included in the MAP-A Checklist /Flow Chart using the information in the Alternate Assessment Decision-Making Guidance. The teachers also received a guided tour through the MAP-A page on the DESE website highlighting resources and links to the DLM training videos. The training then focused on the information that could be found on the MO page of the DLM website under the Manuals and Blueprints, Resources, and Supplemental Resources tabs.. Finally, the three teachers participated in the Test Administrator Training to be able to administer the DLM assessment.	No school, community, or health program within our attendance boundaries was identified as drawing a large number of students with significant cognitive disabilities.	A records review of all students who participated in the MAP-A during the 2017-18 school year was conducted. As a result of that review the following data was collected: 1. Three of the students are eligible under the category of autism; one of the students is eligible under the category of intellectual disabilities while the other student is eligible under that category of multiple disabilities. 2. Three of the students are in the general education setting approximately 50% of the school day; one student is in the general education setting >40% of the school day; and one student attended the MO Schools for the Severely Disabled. 3. Three of the students were assessed to have cognitive ability and adaptive behavior that fell in the most significantly delayed range while two students were assessed to cognitive ability and adaptive behavior that fell in the significantly delayed range. In addition to the individual student reviews, a review of procedures and practices found that IEP teams were not consistently using the MAP-A Eligibility Checklist or Flow Chart to make eligibility decisions.	1. Train special education staff how to use the MAP-A Checklist / Flow Chart to determine eligibility for the alternate assessment. This training took place on October 1, 2018. 2. Re-examine MAP-A eligibility for any student not exhibiting cognitive and adaptive behavior deficits that fall in the significantly delayed range as compared to peers through the IEP process. 3. Require the IEP team to complete the MAP-A Checklist or Flow Chart at the IEP meeting for all students being considered for the MAP-A Assessment.	Yes	Yes
Trenton R-IX (040-107)	No	The Trenton R-IX special education staff used the webinars and flowcharts provided on DESE website for training. We understand that only the most significantly cognitively delayed students are eligible to take the MAP-A. By using the flowchart, and webinar provided by DESE, we decreased our MAP-A students by 4 students. We received additional guidance from NW-RPDC Compliance and Best Practices through MAP-A training as well as on site and email consultation.	No.	The LEA used the student's most recent evaluation results to determine if the students were eligible to take the MAP-A. All 8 students that we have taking the MAP-A demonstrate significant cognitive delays with IQ scores lower than 55 or not measurable due to their serious deficits. All 8 students meet Missouri Eligibility Criteria has a student with an Intellectual Disability. Student 1 was given 3 assessments in 2015 and was unable to comprehend or follow directions and it was not possible to collect valid scores. He/she has communication difficulties that affect his/her behavior, social interactions and independence. His/her academic skills are significantly behind those of same	Each school year, at annual IEP meeting, the team considers whether a student is MAP-A eligible. They review the MAP-A decision tree and answer the questions once again during the IEP meeting. If a student were to change/make progress, or show improved growth, the team would consider having that student take the regular MAP. In addition, staff are reminded that the most severely cognitively impaired students are considered, but not not always eligible for MAP-A testing.	Yes	Yes
Union R-XI (036-131)	No	Staff are trained using resources provided by DESE at the beginning of the year and throughout the year as needed. We utilize training provided via webinars and RPDC locations. We have veteran teachers who mentor newer special education teachers through the process. We have emphasized the need to critically look at who qualifies for MAP-A as IEP teams.	Autumn Hill State School for the Severely Disabled is located within our boundaries. We currently have 3 MAP-A eligible students there (out of our 18 total).	All of the above listed data points are considered when the IEP team makes decisions on MAP-A eligibility. In addition, we use the flow chart justification information provided by DESE to assist with our decision making. IEP teams will be reconsidering each student's eligibility for MAP-A participation ensuring we are including the students with only the most significant cognitive disabilities. To date, we do not feel like we have inappropriately included any students in MAP-A participation.	We have emphasized the need to critically look at who qualifies for MAP-A as IEP teams ensuring that only the students with the most significant cognitive disabilities are included. Training has been provided with regards to MAP-A eligibility criteria. To date, we do not feel like we have inappropriately included any students in MAP-A participation.	Yes	Yes
Valley Park (096-113)	No	-Administrators review materials in the Fall - Administrators review DESE's materials and resources with teachers during staff meetings, team meetings, etc. -SSD has two full-time teacher-level positions dedicated to supporting teachers of students who take the MAP-A -SSD has developed a power-point and other materials giving detailed explanations of the questions/information in the DESE materials - An administrator is required to attend any IEP meeting in which MAP-A is being considered in order to coach and guide staff through the decision making process	N/A - No school, community, or health programs currently exist in our attendance boundaries	-Review of IQ, disability, age, race, adaptive behavior, other information about each student -Student performance on Essential Elements -Review Present Levels on IEP -Local assessments/programs (ELASC, Unique Learning, etc.)	-SSD initiated a Project Team to review MAP-A participation -Team developed a detailed SIPOC (Process Flow) for eligibility determination -The team has prepared materials to support and provide explanation to DESE materials -Training materials will be part of the Special Education Process training -All instructional admin and staff will be trained using the new materials starting August 2018 -IEA teams have reviewed each student taking to MAP-A for alignment with DESE criteria - Through this process the percentage of students that will be eligible for MAP-A in 2018-2019 has been reduced to approximately .64%, which is below the 1% target.	Yes	Yes

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Verona R-VII (055-111)	Yes					Yes	Yes
Warren Co. R-III (109-003)	No	We attend the scheduled trainings for Beginner and Advanced MAP-A examiners. We also copy the resource manuals and use them to plan our essential elements and DLM. We also access the webinars available through DESE.	No. The students who qualify for MAP-A are determined eligible every year using the MAP-A Indicators. We do have a large population of students that have move into our district that were determined eligible in previous districts for MAP-A.	Each year the LEA determines MAP-A eligibility through the evaluation process, RED process, and MAP-A Indicators determined yearly by the IEP team. The Teachers serving the Essential Skills population, use the MAP-A results to drive the skills instruction within the curriculum as well as accessing NZU- Unique Learning System for functional skills development. This curriculum uses the Missouri Learning Standards and embeds the them in a functional skills approach in order for students to acquire the fundamental skills.	We determine eligibility yearly for MAP-A using the indicators. Development of special education interventions to avoid huge skills gaps, and a functional curriculum designed to close skill gaps.	Yes	Yes
Warsaw R-IX (008-107)	No	x At least one member of our staff attends the MAP A training at the Central RPDC each year. The district utilizes the MAP A eligibility checklist and the director reviews this document with staff during in district training annually.	x	x At the IEP meetings the team typically looks at the following criteria from the evaluation plan and the present level: Cognitive Level of Functioning: We generally consider an IQ score in the 50 and below range Students that are served primarily in a self-contained setting due to academic needs Students that require pervasive supports in order to succeed in school Students whose core academic and functional needs are essentially different than their grade level peers Students whose academic scores indicate that they cannot obtain information due to limited reading skills Transition plans for students that include extra supports i.e. supported living, supported employment, etc. Students that require alternative methods to express or share oral or written ideas/information Review of any MAP A individual score reports from previous assessments to determine if the scores are sufficient to indicate a move from MAP A to regular MAP Review prior IEP goals to determine if they were based on district curriculum or essential elements to determine the severity of difference between them and grade level peers.	x The district plans to meet with RPDC to develop plans to reduce the number of students taking the MAP A The district will continue to attend RPDC trainings on MAP A The district will continue in-district training with teachers on the requirements for MAP A eligibility	Yes	Yes
Washington (036-139)	No	The LEA provides a variety of training to special education staff. Below is a list of the training, material, and guidance that is provided: * Professional Development time to watch the webinar on MAP-A eligibility * Provides and reviews with special education staff Alternative Checklist, Alternative Flow Chart, and Alternative Decision Making Guide * Provide staff with DLM update e-mails * Provide staff directions and direct links to DESE MAP-A website page * New Staff and any staff who want a refresher-attend RPDC MAP-A training * All staff complete all DLM Modules * Individual conversations with staff as needed	The School District of Washington is not aware of any at this time. However, in the last two years there has been an increased level of students transferring in who are MAP-A eligible.	Upon receiving student MAP=A scores and data of 1.1% of students in the School District of Washington being eligible for MAP-A, a case study was conducted on all MAP-A students. The review was conducted to make sure that students are not over identified while at the same time ensuring we are meeting our legal obligation for each student under IDEA regulations. When completing a data analysis of the students eligibility for MAP-A, one of the factors that was considered were students' disability codes. Data gather reported the students that are MAP-A eligible have disability codes of Intellectual Disability, Educational Autism, Other Health Impairment, and Multiple Disabilities. All of the eligibility categories identified align with students who could be considered MAP-A eligible. Of the students that were found to be MAP-A eligible are in the Least Restrictive Environment in which to meet their needs. All of the MAP-A eligible students are currently inside regular class less than 40% of the time to receive specially designed instruction to support their individual IEP goals. When looking at MAP-A eligible students, individual student score reports were considered, as well. Of the 53 scores reported the students collectively earned the following scores in each area tested. In English Language Arts (ELA)- 2 students at target, 5 student	Data gathered from the case study conducted resulted in all students who are currently MAP-A eligible meet the requirements to participate in the alternative assessment. In order to do what is best for students and to stay in compliance with IDEA regulations, at this time the students will continue to participate in MAP-A. Of the students reviewed, there was one student that was in question of eligibility. The student in question transferred to the district at the end of the 2017-2018 school year. The student's IEP provided had the student identified as MAP-A eligible, however the level of skill sets to achieve on the IEP goals were not of practice that would align with a student who is typically found to be eligible for MAP-A. The IEP team will be gathering data during the 2018-2019 school year to determine if the student's IEP goals need to be revised or if the student should not have been identified as MAP-A eligible. In addition there were a few students that scored advanced in ELA but did not demonstrate the same level of skill sets in Math or Science. However, the students that did score advanced in ELA will be monitored and data collected to determine if they continue to meet MAP-A eligibility. At all IEP meetings, staff will continue to review students' progress and assessment scores along with the Alternative Checklist, Flow Chart, and Decision	Yes	Yes

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Washington (036-139)				approaching the target, 14 students emerging, and 4 students advanced. In math- 2 students at target, 3 students approaching the target, and 18 students emerging. In science- 1 student at target, 1 student approaching the target, and 4 students emerging.	Making Guide to ensure the students' level of performance is still qualifying them to be eligible for MAP-A.		
Weaubleau R-III (043-003)	Yes					Yes	Yes
Webb City R-VII (049-144)	No	All of our teachers who give the MAP-A attend MAP-A training at the RPDC in Springfield. In addition, all special education staff who give MAP-A have watched the MAP-A webinar provided by DESE. All files of students previously identified as MAP-A have been reviewed using the DESE recommended flowchart and a few students have been moved to the regular MAP test with special attention paid to getting those students exposure to the general education curriculum. In the future, we will limit MAP-A participation to students with an IQ score of 55 and under (or at least close to this) as directed by the new DESE guidelines. The MAP-A score reports are one of the assessments used to track student progress along with STAR Early Literacy, STAR, curriculum assessments, IEP goals/objectives, and course grades.	The LEA is a low-income community with little industry. Our district has three facilities within 15 miles that serve students with significant cognitive disabilities and/or other disabilities including autism. Missouri School for the Severely Disabled is within 5 miles of our school district and currently serves 4 of our students who are MAP-A. Beacon Autism Center (a consortium with surrounding districts) is within 15 miles of our school district is serving 3 students from our district with two of those students being identified as MAP-A. The Bill and Virginia Leffen Center for Autism currently serves two of our students with one of those students being MAP-A. All of those students being served, meet the MAP-A eligibility criteria provided by DESE.	All students that are assessed utilizing MAP-A in the district are identified under Intellectual Disability, Autism, Multiple Disabilities, and Other Health Impairment. Evaluation information including cognitive functioning assessment scores were reviewed, as well as adaptive and academic levels of functioning and progress over the past two-three years was also reviewed when considering them for MAP-A eligibility and placement determination in regard to the Least Restrictive Environment (LRE). Most of these students, for whom assessments were administered, demonstrate cognitive abilities that are three or more standard deviations below average. The Alternate Assessment Flow Chart and Alternate Assessment Checklist were utilized with each student when considering which state assessment was appropriate. The MAP-A score reports, along with local assessments, STAR Early Literacy, STAR, and district formative assessments are one measure used to monitor progress. These assessments are all used in combination to determine individualized IEP goals along with MAP-A benchmarks. MAP-A individual student score reports are reviewed to decide which essential elements should be worked on throughout the school year depending on mastery levels. This assists in measuring students progress. For all students, their ability to be independent in areas of the school setting, ability to benefit from academic instruction and make progress in the modified curriculum in the special education setting were also reviewed and considered.	Students who are viewed as possible MAP-A candidates are receiving services within a self-contained setting that involves functional academics, daily living skills, and for whom it has been determined cannot function fully or safely without maximum support. These students are functioning at a considerably lower grade level than their same age peers. The students require skills to be broken down into much smaller steps with frequent prompts. Adaptive skill results from the evaluation are reviewed to make sure they are commensurate with the scores from the student's cognitive testing. Scores from both assessments (when present) must indicate that the student falls into the most significant classification ranges. Moving forward, great emphasis will be placed on the MAP-A eligibility determination process. The IEP team will continue to look closely at all the information used to qualify a student to be sure that the student continues to require alternate assessment according to the DESE flowchart and guidelines. If the student is determined to no longer be eligible, the team will determine what accommodations the student will require when taking the regular assessment. Special Education staff including special education teachers, school psychologists/school psychological examiners, and process coordinators will continue to receive annual training on MAP-A guidelines and eligibility criteria for MAP-A through the Southwest RPDC and DESE webinars.	Yes	Yes
Webster Groves (096-114)	No	Special School District utilizes a train the trainer model in which certain staff members go through DESE provided training and then train others within the district, including those who work in the Webster Groves School District. SSD Area Coordinators review the DESE materials and resources with teachers during staff meetings and team meetings. Expectations are also outlined for staff to use the MAP-A Decision Making Check List and DESE Decision Making Guidance during IEP meetings to facilitate the team decision making if students are eligible for the MAP-A assessment. Teacher cohorts have been developed which meet regularly throughout the school year in	Within the Webster Groves School District are two children's agencies; Great Circle and Epworth Children's Home. As most of the children are in some type of state custody and are unable to leave their campus, Great Circle operates a private school that services elementary through high school aged children. However, for Great Circle to access state funding the Webster Groves School District serves as a flow through agency. As a result, the Special School District of St. Louis County, which provides special educational services to students who reside in St. Louis County, oversees IEP services for eligible students. Likewise, Epworth also houses students who are unable to leave	The LEA reviews data such as IQ, disability, adaptive behavior, IEP and related documents, and other relevant information about the students such as district assessments and previous MAP-A scores.	Review data of MAP-A eligible students at grade level and team meetings Special Education training on MAP-A determination and participation Annually review each student who is MAP-A eligible to assess their continued eligibility in alignment with DESE's criteria Review MAP-A qualifying criteria with general education staff A Special School District teacher is assigned to Great Circle to review IEP information of students who are educated in their school and monitors MAP-A eligibility	Yes	Yes

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Webster Groves (096-114)		which staff who instruct MAP-A eligible students address the various components of administering the assessment.	campus and contracts with the Webster Groves School District to provide education services for those children. As a result SSD services students who are educated at both Great Circle and Epworth. In both cases, because the students reside in the Webster Groves School District, the MAP scores of these children are included in the data for WGSD. Three students from Great Circle took the MAP-A during the 2017/2018 school year.				
Wentzville R-IV (092-089)	No	Each year the district sends a district special education process coordinator to the Ed Plus/DESE MAP-A training. The district process coordinator creates district level half day professional development based on the current MAP-A training, DESE website updates, and DLM/KITE training which is provided to any teacher who will proctor the MAP-A assessment in September. Continued professional development is sent to MAP-A teachers as the year progresses through email from the special education process coordinator. The special education coordinator works closely with the district director of assessment to make sure that information is also shared with the general education staff. The district has also used the DESE provided webinar on MAP-A eligibility to create a section in the case manager reference manual which is provided to each special education teacher.	The Mind Development Center located off Bryan Road in O'Fallon, MO has now become part of the Wentzville School District- previously Wentzville contracted as a Private Separate Day Facility placement. This program currently has 10 students who are MAP-A out of a possible 14 students who are of MAP-A assessment grade level. Most of these students are functioning at a level that a standard IQ score is not attainable. Functional levels are assessed through adaptive scales and parent surveys. Many of these students are non-verbal. One of the main reasons students may receive services at The Mind Development Center is due to having no mode of communication. Families do research and move into the district in hopes of accessing The Mind Development Center especially if their child was in a Private Separate Day Facility in a previous district. The Mind Development Center, is a specialized and individualized program within the Wentzville School District. The Mind Development Center is considered a year-round program, meaning all students participate in educational instruction 12-months of the year. The program has been designed to be very individualized, continually reassessing students programming to ensure their education is optimal for their success in learning, adjustments are made as needed for the student. The program begins with a low student/staff ratio until students show they are ready for larger group engagements. Each student has a team of educators and therapists. Staff work with each student to address their specific cognitive, emotional, and social deficits by allowing ample time to process information while specific self-regulation and emotional regulation skills are taught to each student. The following preventative strategies are used with all students, while additional strategies may be added on, if needed, to ensure each student is provided an individualized approach. Modeling/demonstrating is provided by the adult before action/expectation in each learning moment is required by the child. Slow pace of physical/gestural/nonverbal movements, verbal language, and direct instruction, when needed. Lots of predictions, previewing, scaffolding, and spotlighting of desired learning moments. One-on-one and small group options are provided for the child, when deemed necessary by teacher/therapist. Allow sufficient cognitive processing time prior to, during, and after instructional moments. Decreased visual and auditory distractions, muted environment, when needed. Focus on nonverbal communication for cueing and necessary supports. Teacher/student collaborate about different ideas and which ideas to use. Side-by-	The district pulled the current 2018-19 MAP-A roster and reviewed each student's IDEA eligibility area(s), standardized IQ score (if available), placement for special education, adaptive scales (if available), and previous MAP/MAP-A scores. The roster was also analyzed per building to see if there was a disproportionate share in one area of the district. This was not found to be the case. The district identified 9 students who needed to be moved off the MAP-A assessment due to higher level IQ scores. The case managers reconvened these IEP's and students were removed from MAP-A. During the 2016-17 school year the district reviewed MAP-A enrollment for students who did not have an IDEA eligibility that would have lent them to being MAP-A (ie Learning Disabled). At that time several students were moved back to MAP/EOC assessments. As of this time, the current MAP-A students have IDEA eligibilities that could lead to MAP-A eligibility. The district also analyzed overall MAP-A population from the last 3 school years. The district MAP-A enrollment has decreased each year. The 2018-19 enrollment also shows a decrease.	The district had a problem solving team meeting which included Assistant Superintendent of Student Services, Assistant Superintendent of Curriculum, Instruction, and Assessment, Executive Director of Student Services, Director of Assessment, and a Special Education Process Coordinator to analyze previous MAP-A data and the current MAP-A roster. This team created a sequential plan that could be carried out in a year to reduce the number of MAP-A students and provide training to staff on the eligibility requirements for MAP-A. The district has trained all building level and district level administration on the definition of "most significant cognitive impairment" as outlined in the DESE webinar and how that will change the MAP/MAP-A population moving forward. The building level administration was asked to share the information with their general education staff. The district trained any staff that would the LEA for IEP meetings on the MAP-A eligibility criteria. The district provided professional development for current MAP-A teachers which included eligibility standards for MAP-A, examples of students who do qualify and those who do not, what steps they may need to take to assess if their students continue to qualify for MAP-A (could need a re-eval, look at previous MAP-A scores, observations, etc). The district special education process coordinators have gone in and reviewed all students who are currently rostered for the 2018-19 MAP-A. If a student was identified as not meeting the eligibility requirements for MAP-A the IEP case manager was asked to reconvene the IEP and the student was moved back to MAP or EOC assessments. The LEA has trained all current special education teachers on the eligibility requirements for MAP-A. Including a section in the case manager reference manual that addresses how a student qualifies for MAP-A. District process coordinators reviewed any current 2nd grade student that might be recommended for MAP-A. A district level document was shared with current case managers on why the student would meet eligibility or why they do not. A district "best practice" was put into place that if a case manager is going to recommend a student newly to MAP-A they must contact the district process coordinator and review the case. Students who transfer into the district, who were were taking alternative assessments in another district, will be scrutinized for eligibility- not just accepting the previous school district's recommendation. The special education process coordinator reached out to surrounding districts to see what action steps they are putting into place to reduce the number of MAP-A students and train their staff on	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Wentzville R-IV (092-089)			side learning is used in all instructional moments		eligibility criteria.		
West Plains R-VII (046-134)	No	The MAP-A PLC Team reviews the criteria along with the Director of Special Services, and the Superintendent of Instruction to ensure we are following the stringent guidelines by the state. All resources released from Caryn Giarratano from DESE is reviewed and disseminated to all members of the IEP and Special Education Teams to ensure it is followed. The released webinars were viewed by the Special Education Teachers, Process Coordinators, and Special Education Director. New teachers attended an all-day training for those new to MAP-A and returning teachers go through the refresher course. The Dynamic Learning Maps KITE system is also used as a resource for professional development by the district's teachers responsible for MAP-A assessment.	. Please consider the following factors for justification of the overage. The West Plains R-VII district (046-134) receives grade 9-12 students from five independent K-8 districts: Fairview, Glenwood, Howell-Valley, Junction Hill, and Richards. These students were determined MAP-A eligible before entering our district in grades 3rd-8th which leaves us to continue their testing placement in 11th grade. In addition, our district receives students from five residential independent Group Homes serving students placed through the Department of Mental Health and Children's Division based upon age. These students are often Wards of the State and Educational Rights belong to independent companies paid to take care of them for the rest of their lives. This model of residential support provides persons with development disabilities the opportunity to live in a shared space arrangement. Typically, 2 or 3 persons with developmental disabilities are placed together as roommates sharing a common living space. These individuals are supported by trained staff that rotate shifts with other staff on a daily basis.	Disability categories, particularly those that do not typically include students with significant cognitive disabilities. A review of all disabilities of students previously identified as Map-A was reviewed by the Special Education Team as well as each individual IEP team. Least Restrictive Environment (LRE)/Placement The placement of all students evaluated was reviewed to ensure students being assessed were in their LRE and to ensure they were the students in the most severe cognitive range. LEA-wide MAP-A eligibility determinations/process The MAP-A PLC Team, Special Education Staffing Team, along with the Director of Special Services reviewed the criteria and checklist released by DESE to ensure all students were in the most severe cognitive range. All five areas on the checklist were reviewed to ensure the team could mark "yes" in each designated area. MAP-A Individual Student Score Reports Review of the previous years MAP-A results were reviewed by the Special Education Team to ensure only the students in the most significant cognitive range were being given the assessment and students were not mastering or being evaluated on the Dynamic Learning Maps Target or Successor Levels. LEA's plan for monitoring student achievement with local district curriculum The Dynamic Learning Maps are used to determine the student's current level of performance through the Instructionally Embedded Window and through the Personal needs Profile data.	A review of all scores from the previous school year along with the criteria for MAP-A was used by the team to determine of all the students were in the 1% range. Their evaluation reports were closely examined to determine the IQ's fall in the severe cognitive range. We also are working with the state school to ensure which students are taking the assessment for the 2018-2019 school year.	Yes	Yes
Westview C-6 (073-105)	Yes					Yes	Yes
Willow Springs R-IV (046-131)	No	The district uses the Special Education consultants at both SWRPDC and SCRPPDC to provide annual training in the area of MAP-A by attending their annual MAP-A update and training in October of each year. They also consult with the staff from RPDC throughout the year. This school year the district has utilized the on-line training for experienced MAP-A teachers as all the teachers administering the MAP-A have been doing it since the inception of DLM.	No, there is not a program or facility within the boundaries of the district.	The district looks at the Evaluation Reports and IEPs of students that may be considered for MAP-A. The majority of reported MAP-A students are either Intellectually Disabled or Autistic. While looking at the categories, we do not automatically place students on MAP-A based on disability category. The district also looks at previous MAP-A results to see where the student scored, if he appears to have mastered everything we look to move them off of MAP-A. The determination is made on a case-by-case basis for each student based upon their cognitive, adaptive and language abilities. The team also looks at the curriculum that the student is working on, if he is working on mostly functional curriculum that would play in to the decision of MAP-A or regular MAP.	The district is revisiting the data of all MAP-A students from last year and making a new team determination as to whether the student should remain MAP-A or participate in the regular grade level assessment or End of Course exams. We also are looking at students in 2nd grade this year and observing those that might be considered MAP-A next year to see how they do on district assessments as 2nd graders to be able to make a better informed decision on those entering 3rd grade next year.	Yes	Yes

LEA Name	Small Number	LEA training of staff	School, community, or health program?	Data review and analysis	Document any steps the LEA is taking to reduce the number of students assessed on the MAP-A.	Students met criteria	Will cooperate with DESE
Winona R-III (101-105)	No	The Winona LEA used the MAP-Eligibility training modules provided by DESE under the assessments tab. This training was provided at the beginning of the year of 2017-18 and 2018-2019. After the video during the 18-19 school year staff then sat down and reviewed the individual MAP-A students again and determined that two of the three students for the 18-19 school year would be borderline whether they would qualify for MAP-A and at that time the team decided to take them off of the MAP-A list and move them back to regular MAP testing. One student from the 17-18 school year would graduate and would no longer need the assessment. The one remaining MAP-A student, being severely handicapped, would remain on the MAP-A list.	No, there is not a school, community, or health program that is in the boundaries of the LEA that draws a large number of students with significant cognitive disabilities.	Data review for the 2018-19 school year involved cognitive scores and individual MAP-A scores. Also placement of each student was taken into consideration. One student was self-contained and other two students were in the regular classroom at least 40% of the time. Student's work in the regular classroom was monitored during the 17-18 school year and progress was made. When reviewing the documented information it was determined that only one student would be eligible for the MAP-A during the 18-19 school year.	The LEA along with special education teachers reviewed the placement of the child, cognitive levels, and current progress in the regular classroom and determined that there was only one student that would be eligible for MAP-A during the 18-19 school year.	Yes	Yes
Woodland R-IV (009-080)	No	We follow Missouri Alternate Assessment Decision Making Flow Chart and the check off list to decide if a student is eligible for MAP-A assessments. All staff receive training on updated guidelines using DESE provided webinars and team discussions.	No	We take in consideration during the IEP meeting the students disability category, adaptive abilities, and educational objectives/goals. The district also considers the students ability to participate in district assessments. Lastly, the IEP team uses the Missouri Alternate Assessment Decision Making Checklist to determine if all team members agree that the MAP-A is the right assessment tool for the student.	The LEA monitors progress of student through their goals and objectives. Evaluation results from previous years to help determine continued MAP-A eligibility. Students are removed from MAP-A testing if they do not meet continued eligibility criteria. This is done annually at their IEP meeting.	Yes	Yes
Woodland R-IV (009-080)	No	We follow Missouri Alternate Assessment Decision Making Flow Chart and the check off list to decide if a student is eligible for MAP-A assessments. All staff receive training on updated guidelines using DESE provided webinars and team discussions.	No	We take in consideration during the IEP meeting the students' disability category, adaptive abilities, and educational objectives/goals. The district also considers the students ability to participate in district assessments. Lastly, the IEP team uses the Missouri Alternate Assessment Decision Making Checklist to determine if all team members agree that the MAP-A is the right assessment tool for the student.	The following actions are taken to determine MAP-A numbers annually. The IEP team annually reviews MAP-A criteria to determine if current students remain eligible for MAP-A. Evaluation results from previous years are used to help determine continued MAP-A eligibility. The LEA and teachers monitor progress of MAP-A students through their goals and objectives. Individual goals and objectives are written for each student to increase their ability to be more independent. It is the goal of the IEP team to have limited number of students taking the MAP-A. Students are removed from MAP-A testing if they do not meet continued eligibility criteria and necessary changes are made to the IEP.	Yes	Yes