



Protocol – Indicator 1

Essential Elements

Indicator Description

Percent of youth with Individualized Education Programs (IEPs) who exit from high school with a regular high school diploma.

Measurement

States must report a percentage using the number of youths with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

Data for this indicator is “lag” data. Examine the data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019–2020).

Stakeholder Engagement:

Special ED Advisory panel is used for stakeholder engagement. Meetings with the advisory panel are held monthly via Zoom or in-person. The advisory panel helps with targets and suggestions for training with districts and dissemination. Official minutes must be kept on all SEAP meetings and must be made available to the public on request.

For target and baseline setting for results indicators:

1. There was a series of virtual meetings with parents and for the public to review data and set targets. Special education directors are also included.
2. There are 12 parents of a child with a disability and 4 parent members of organizations out of 27 members on the panel that are engaged in setting targets, analyzing data, developing improvement activities, and evaluating progress.
3. Attendance is tracked by roll call at the beginning of each meeting, and members are marked present or absent on an attendance form. The Research Specialist takes roll and provides the parent engagement
4. In-person training was provided to all panel members on October 22, 2025, from the Program Director, Technical Assistance for Excellence in Special Education (TAESE) at Utah State University. Topics included:
 - a. Purpose for the Special Education Advisory Panel Under IDEA
 - b. Knowing and Understanding the Panel By-laws
 - c. IDEA Regulations Regarding the Advisory Panel
 - d. The Panel in the Context of the History of Special Education
 - e. The Relationships Between Part C of IDEA, Section 619, and Part B of IDEA
 - f. Required Membership of the Advisory Panel Under IDEA
 - g. Working as an Advisory Panel



- h. Duties of the Advisory Panel Under IDEA
 - i. Panel Meeting Procedures
 - j. The Panel and OSEP Related Items – General Supervision/APR and DMS
 - k. Establishing Annual Advisory Panel Priorities
 - l. Current Issues in Special Education and their Possible Impact on the Advisory Panel
5. These meetings were advertised on website, flyers were sent to districts for students to take home to parents, districts and parent centers were also notified regarding virtual meetings.
 6. There was a series of ~7 zoom meetings, to collect feedback and answer questions. There was an overview of the indicators, and historical data was presented to review trends. Suggested targets were provided, and comments were recorded. Questions and comments centered on actual data and how the data impacts children. Chat and verbal discussion were used to collect feedback.
 7. Meetings are held on weekends, evenings, and at lunch to maximize the availability of people. These were held from November through January.
 8. Meet at least four times per year.
 - a. Solicits nominations for membership from interested parties, including parents.
 - b. These meetings serve as the primary mechanism for gathering input on target settings, data analysis, and strategy development. The timeline is aligned with the administrative year (July 1 – June 30).
 9. An annual report of SEAP activities and suggestions to the SEA, which must be made publicly available.
 10. Results of meetings, target settings, and data analysis etc. are discussed in the APR.

There is also an annual parent conference in partnership with the Mississippi Parent Training and Information Center, which is also open to teachers and directors. The data are presented during the conference, and targets are discussed during this meeting.

All technical assistance training includes focusing on students graduating or being career or college ready. Training includes requirements for receiving a diploma, endorsement, or certificate of completion. <https://www.mdek12.org/OCSA/Dropout-Prevention>

Target Setting: This is a results indicator.

The state presents historical data and creates recommendations for targets. This is presented to stakeholders to gather feedback during the meeting. Notes are taken to review and finalize targets.

Online SPP/APR Submission Tool Information:

The Mississippi Department of Education (MDE) submits its State Performance Plan/Annual Performance Report (SPP/APR) through the OSEP EMAPS (EDFacts Metadata and Process System) platform. The system is used for entering, reviewing, and certifying all IDEA Part B indicator data, narratives, and supporting documentation.

Access to the EMAPS submission tool is restricted to designated MDE staff within the Office of Special Education (OSE) and the Office of Technology and Strategic Services (OTSS). Authorized users include:

1. Executive Director, Office of Special Education – responsible for certifying the final submission on behalf of MDE.
2. Education Program Administrator for Data and Reporting – manages data preparation, review, and coordination across indicators.
3. Part B Data Manager – oversees IDEA data collection, validation, and accuracy.
4. Director of Data Analysis and Reporting (OTSS) – ensures data integrity, oversees technical operations, and manages system access.
5. EDFacts Coordinators (OTSS) – provide technical support and ensure federal submission compliance.

Requests for additional access or account updates must be submitted through the Director of Data Analysis and Reporting, who coordinates approvals with the Executive Director and communicates directly with the Partner Support Center (PSC) for EMAPS account provisioning and permissions.

The EMAPS login portal is accessible at:

 <https://emaps.ed.gov/suite/>

User guidance, templates, and submission timelines are provided through the OSEP Partner Support Center, which offers assistance for all EMAPS-related issues. Contact information and resources are available within the system and on the EMAPS home page.

Relevant Resources:

1. [MSIS 2.0 Overview](#)
2. SPP/APR Reporting and Resources

Data Stewards:

1. Executive Director, Office of Special Education, Provides final review, approval, and certification of all SPP/APR submissions and related data reports.
2. Education Program Administrator for Data and Reporting / Part B Data Manager, Office of Special Education, oversees data collection, validation, and analysis; coordinates timelines and ensures compliance with IDEA and federal reporting requirements; serves as primary liaison with Partner Support and OSEP.
3. Data and Reporting Data Specialists, Office of Special Education, conduct data collection and validation; analyze district-level data; provide technical assistance to LEAs; ensure data accuracy in SharePoint and related systems.
4. Director of Data Analysis and Reporting, Office of Technology and Strategic Services, pulls data from backend systems for Indicators 1–14; compiles data for the APR and LEA determinations; ensures consistency across state data systems.
5. EDFacts Coordinators, Office of Technology and Strategic Services, maintain EDFacts file specifications, formatting, and submission requirements; ensure alignment of all data files with federal reporting standards.

Data Source Description:

Same data as used for reporting to the Department under section 618 of the *Individuals with Disabilities Education Act* (IDEA), using the definitions in EDFacts file specification.

See Exiting Protocol

State Collection and Submission Schedule:

See Exiting Protocol

Collection:

See Exiting Protocol

Data Validation:.

See Exiting Protocol

Data Analysis:

The Director of Data Analysis and Reporting reviews statewide graduation data extracted from MSIS 2.0 to confirm the accuracy of calculations and verify that results align with federal IDEA §618 and EDFacts reporting requirements.

The Education Program Administrator for Data and Reporting and the Part B Data Manager analyze graduation outcomes to identify slippage or improvement in performance.

Potential contributing factors, such as district program implementation, course offerings, diploma pathway changes, or staffing variations, are documented and discussed with the Office of Student Assessment and the OSE Program and Policy Team.

This collaborative process ensures that MDE accurately identifies performance trends, aligns strategies with the state's goals for college- and career-readiness, and provides targeted technical assistance where needed.

A summary of narrative describing any slippage, improvement, or contributing factors is developed and incorporated into the SPP/APR report. All findings are validated through MDE's internal data governance review before submission to OSEP via the EMAPS portal.

Relevant Resources:

1. MSIS 2.0 Overview – <https://mdek12.org/otss/msis-overview>
2. SPP/APR Reporting and Resources – <https://mdek12.org/OSE/SPP-APR>

See Exiting Protocol.

Response to OSEP-Required Actions:

Following the release of the annual OSEP determination, Part B Data Manager, Education Program Administrator for Data and Reporting, and the Director of Data Analysis and Reporting review all feedback and required actions identified in the OSEP response to Mississippi’s State Performance Plan/Annual Performance Report (SPP/APR).

The Executive Director, Office of Special Education (OSE) convenes a review meeting with relevant staff from OSE, the Office of Technology and Strategic Services (OTSS), and other program offices to analyze each OSEP for comment or finding. The team develops a corrective action or improvement plan that addresses the feedback, identifies responsible staff, and establishes timelines for completion and documentation.

All required revisions and supporting evidence are documented in a response matrix that aligns each OSEP comment with the corresponding state of action and outcome. Draft responses are reviewed and approved through MDE’s internal Data Governance process to ensure compliance with federal requirements.

Final responses and updated materials are submitted to OSEP via the SPP/APR EMAPS portal, ensuring that Mississippi’s procedures remain transparent, data-driven, and consistent with the MDE mission to ensure every student graduates prepared for college, career, and life.

Relevant Resources:

1. [MSIS 2.0 Overview](#)
2. SPP/APR Reporting and Resources

Internal Approval Process:

All Indicator 1 (Graduation) data and narratives undergo a structured internal review and approval process prior to submission in the State Performance Plan/Annual Performance Report (SPP/APR).

The Part B Data Manager and the Education Program Administrator for Data and Reporting conduct an initial review to confirm that data are accurate, calculations are



verified, and required components are complete. The Director of Data Analysis and Reporting perform a secondary review to ensure consistency with EDFacts specifications, IDEA §618 requirements, and internal validation standards within MSIS 2.0.

After the data and narrative components are confirmed, the Executive Director, Office of Special Education (OSE) reviews and approves the final Indicator 1 submission. Approval occurs within the established SPP/APR timeline to ensure timely entry into the EMAPS submission portal prior to the federal deadline of February 1 each year.

All approvals are documented and archived through MDE's Data Governance review process, ensuring accuracy, accountability, and alignment with the agency's mission of providing transparent, high-quality reporting for continuous improvement.

Relevant Resources:

1. [MSIS 2.0 Overview](#)
2. SPP/APR Reporting and Resources

Submission:

Measurement data are prefilled in the online SPP/APR submission tool. The Executive Director is authorized to certify the final report.

Clarification:

The Part B Data Manager reviews the requests and comments for clarification and prepares draft responses addressing each item. A clarification chart is developed that aligns every OSEP comment with the corresponding state response. The chart is reviewed by the Director of Data Analysis and Reporting, and the appropriate program area experts before the finalized responses are entered into the SPP/APR EMAPS portal during the clarification period.

Data Governance:

All technical assistance training includes focusing on students graduating or being career or college ready. Training includes requirements for receiving a diploma, endorsement, or certificate of completion. <https://www.mdek12.org/OCSA/Dropout-Prevention>



Public Reporting:

The Mississippi Department of Education (MDE) publicly reports on the performance of each local education agency (LEA) against the state's State Performance Plan/Annual Performance Report (SPP/APR) targets in accordance with 34 CFR §300.602(b)(1)(i)(A).

Each spring, the Office of Special Education (OSE), in collaboration with the Office of Technology and Strategic Services (OTSS), compiles verified data and publishes the results of all IDEA Part B indicators on the MDE website. The reports include both statewide performance summaries and district-level determinations based on compliance and results of indicators.

Determination reports are formatted as PDF and Excel files and include:

1. Each LEA's performance compared to the state target for every applicable indicator.
2. A summary of the LEA's compliance status; and
3. Any identified areas requiring technical assistance or improvement planning.

These reports are reviewed for accessibility and posted on the MDE public website, typically between April and May of each year, at the following location:

[🔗 SPP/APR Reporting and Resources | Mississippi Department of Education](#)

The state's full SPP/APR submission and accompanying narrative explanations are also made publicly available at this site, supporting MDE's strategic goal of transparency and data-driven improvement across all districts.

Relevant Resources:

1. [MSIS 2.0 Overview](#)
2. [SPP/APR Reporting and Resources](#)