

Protocol – Indicator 2

Essential Elements

Indicator Description

Percent of youth with IEPs dropping out of high school.

Measurement

OPTION 1: Use 618 exiting data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019–2020). Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out. Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

OPTION 2: Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data. If the State has made or proposes to make changes to the data source or measurement under Option 2, when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012, the State should include a justification as to why such changes are warranted.

Options 1 and 2: Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

Beginning with the FFY 2021 SPP/APR, due February 1, 2023, States must report data using the same data as used for reporting to the Department under section 618 of the IDEA.

Data for this indicator are “lag” data. Examine the data for year before the reporting year (e.g., for the FFY2020 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 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 engage
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. Meets 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 Director of Special Education, the Director of Data Analysis and Reporting, the OTSS Data Analyst, and the Education Program Administrator for Data and Compliance have access to the SPP/APR Reporting Tool with permissions to enter, edit, and submit data. The Director of Special Education authorizes user access, while the Director of Data Analysis and Reporting manage account permissions and coordinates communication with Partner Support regarding user access and technical issues.

Users with access to the tool login here: <https://emaps.ed.gov/suite/>

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:

EDFacts Files

1. **Option 1:** FS009—Children with Disabilities (IDEA) Exiting Special Education
2. **Option 2:** FS032—Dropouts

See Exiting Protocol

State Collection and Submission Schedule:

See Exiting Protocol

Collection:

See Exiting Protocol

Data Validation:

See Exiting Protocol

Data Analysis:

When the SPP/APR Reporting Tool opens each December, the OTSS Data Analyst reviews the pre-populated data to ensure accuracy and consistency across indicators. At the same time, the Education Program Administrator for Data and Compliance accesses the SPP/APR Tool to review the data and provide written descriptions or explanations for any identified slippage in performance.

For slippage analysis, the Education Program Administrator collaborates with the Director of Special Education and the Bureau Director for Policy to analyze possible causes of change. This review includes brainstorming and discussion about factors occurring in the field—such as program closures, staffing shortages, or other local challenges—that may have influenced the data.

If additional context or updates are needed for an indicator, the Education Program Administrator documents any process changes, programmatic adjustments, or

significant district-level events that may have impacted the data. These explanations are incorporated into the SPP/APR narrative to ensure transparency and accuracy in federal reporting.

Response to OSEP-Required Actions:

The Education Program Administrator for Data and Compliance reviews required actions and all OSEP feedback. The Education Program Administrator for Data and Compliance and the Director of Special Education would meet to discuss required actions and determine what needs to be changed. This would be reviewed and implemented.

Internal Approval Process:

Data Team provides a first pass review of the indicator to see if anything should be added. Then, the director reviews the SPP/APR and submits the final report.

Submission:

Data are prefilled with 618 data by the online SPP/APR submission tool. The Director of Special Education is authorized to certify the final report.

Clarification:

The Education Program Administrator for Data and Compliance reviews the request and comments for clarification and addresses the response. The Education Program Administrator for Data and Compliance creates a chart with each response and provides it to the Director of Special Education and the Program Area expert to review before entering those responses during the clarification period.

Data Governance:

See Exiting Protocol

Public Reporting:

District determination reports are created in the Spring and a PDF or Excel form are posted on the website usually around April or May. The Director of Data Analysis and Reporting create and prepare the determination reports. The Education Program Administrator for Data and Compliance will review the reports then ask IT to post them. These are posted here: [SPP/APR | The Mississippi Department of Education \(mdek12.org\)](https://mdek12.org)

Indicators 1 and 2 are included in the Determination Report.

District determinations help identify indicators for coaching. 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](#)