Protocol – Indicator 3

Essential Elements

Indicator Description

Participation and performance of children with IEPs[1] on statewide assessments:

1. Participation rate for children with IEPs.
2. Proficiency rate for children with IEPs against grade level academic achievement standards.
3. Proficiency rate for children with IEPs against alternate academic achievement standards.
4. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

Measurement

1. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
2. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
3. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
4. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020–2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020–2021 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate

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[1] Individualized education program.

includes all children enrolled for a full academic year and those not enrolled for a full academic year.

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.

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. EMAPS is the secure, web-based federal reporting system used by all states to submit IDEA Part B data, indicator narratives, and supporting documentation to the U.S. Department of Education, Office of Special Education Programs (OSEP).

Access to EMAPS is restricted to authorized MDE staff to ensure data confidentiality and compliance with federal reporting requirements. The following staff have direct access to the SPP/APR submission tool:

1. Executive Director, Office of Special Education (OSE) – certifies the final SPP/APR submission on behalf of MDE.
2. Education Program Administrator for Data and Reporting (OSE) – oversees data preparation, coordination, and submission timelines.
3. Part B Data Manager (OSE) – ensures the accuracy of IDEA data across all indicators prior to submission.

4. Director of Data Analysis and Reporting (Office of Technology and Strategic Services, OTSS) – manages data system integrations, user permissions, and technical support.
5. EDFacts Coordinators (OTSS) – facilitate data validation, system maintenance, and federal reporting compliance.

Requests for additional EMAPS access must be submitted in writing to the Director of Data Analysis and Reporting, who coordinates approval with the Executive Director of OSE and the U.S. Department of Education's Partner Support Center (PSC). Once approved, PSC establishes user credentials and assigns role-based permissions to ensure appropriate access levels.

Authorized users log into the EMAPS platform using their federally issued username and password through the U.S. Department of Education's secure portal at:
 https://emaps.ed.gov/suite/

The Partner Support Center (PSC) provides technical support for the EMAPS submission tool, including login assistance, password resets, and system navigation guidance. PSC support is available by email or phone, and contact information is accessible directly from the EMAPS home page.

To ensure accountability, all data entries, narrative uploads, and certification actions are logged within EMAPS, allowing MDE to track submission history, approvals, and version control. The Executive Director of OSE is responsible for certifying the accuracy and completeness of all submitted data prior to federal acceptance.

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. MAAP Coordinator, Office of Student Assessment, manages Mississippi Academic Assessment Program (MAAP) operations and reporting; ensures valid assessment participation and performance data for SPP/APR Indicators 3 and 5.
5. MAAP–A Coordinator, Office of Student Assessment, oversees alternate assessment administration (MAAP–A) for students with significant cognitive

disabilities; ensures accurate inclusion of alternate assessment data in SPP/APR reporting.

6. Assessment Vendor Partner (MAAP and MAAP–A), Office of Student Assessment, provides technical and data support for statewide assessments; collaborates with MDE staff to validate and deliver assessment files for state and federal reporting.

7. 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.

8. 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:

3A. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications C185[2] and 188.

3B. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications C175 and 178.

3C. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications C175 and 178.

3D. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications C175 and 178.

See Exiting Protocol

State Collection and Submission Schedule:
See Exiting Protocol

Collection:

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, [and] high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

Indicator 3D. Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs [who] were proficient against grade level academic achievement standards for the 2020–2021 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2020–2021 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year.

Only include children with disabilities who had an IEP at the time of testing.

See Assessment Protocol for data collection. Targets are entered into the SPP/APR by Part B Manager.

Data Validation:

After the assessment results are verified each year, the Office of Technology and Strategic Services (OTSS) data team provides the Office of Special Education (OSE) with a comprehensive Alternate Assessment (AA) participation report disaggregated by eligibility category, English Learner (EL) status, race/ethnicity, and economic

disadvantage. The report is uploaded to SharePoint, and local education agencies (LEAs) are notified of their status and granted secure access to their district folders.

Special Education Directors of each LEA are required to complete justification and assurance forms. Districts exceeding the 1% participation threshold on the alternate assessment must provide additional documentation within the electronic form explaining the factors contributing to the overage and the steps being taken to ensure compliance. Completed forms are submitted electronically to the Mississippi Department of Education (MDE) for review by OSE program and data staff.

Data Analysis:

The Director of Data Analysis and Reporting reviews the assessment data to ensure that calculations are accurate, complete, and consistent with federal and state reporting requirements.

The Education Program Administrator for Data and Reporting, in collaboration with the Office of Student Assessment and the Office of Special Education (OSE) – Program and Policy Team, conducts an analysis of slippage and identifies potential factors contributing to changes in performance.

The analysis results are summarized, and a narrative explaining the reasons for slippage and improvement activities is developed and entered into the SPP/APR report for submission to the Office of Special Education Programs (OSEP).

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:

Prefilled with 618 data by the online SPP/APR submission tool. Measurement data are prefilled in the online SPP/APR submission tool. The Education Program Administrator for Data and Reporting and Executive Director are 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)

Indicators 3A, 3B, and 3C are included in determinations.

See Assessment Protocol