Protocol – Indicator 5

Essential Elements

Indicator Description

Indicator 5 measures the proportion of children with IEPs (ages 5–21, kindergarten through 21) who spend their instructional day in different educational environments:
• 5A: ≥ 80% of the day in the regular classroom
• 5B: < 40% of the day in the regular classroom
• 5C: In separate schools, residential settings, or homebound/hospital placements

 This definition aligns with the measurement structure used by states nationwide and ensures consistency in reporting and analysis across SEAs.

Measurement

5A. - Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

5 B. - Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

5C.- Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

Stakeholder Engagement:

The Office of Special Education (OSE) engages the State Special Education Advisory Panel and other stakeholder groups throughout the year to promote transparency and share responsibility in meeting MDE's goals. Advisory panel meetings are conducted virtually and in person and are open to the public. Stakeholders review data, provide input on targets, and recommend improvement activities. Feedback from families, educators, and community partners ensures that inclusive educational environments reflect the MDE mission of equity and excellence.

For target settings, OSE conducts multiple virtual and in-person stakeholder sessions with parents, educators, and district leaders. Sessions are advertised on the MDE website and through family networks, ensuring broad participation. These meetings

include data review, historical analysis, and discussion of how results influence educational outcomes for children with disabilities.

Target Setting: This is a results indicator

Indicator 5 is a results indicator. Targets are developed based on historical trends, data analysis, and stakeholder input, with the goal of increasing the percentage of students with disabilities educated in general education settings consistent with the LRE principle and MDE's inclusive education goals.

Online SPP/APR Submission Tool Information:

The following staff roles have access to the SPP/APR online submission system:
1. Executive Director, Office of Special Education
2. Education Program Administrator for Data and Reporting
3. Part B Data Manager
4. Director of Data Analysis and Reporting (OTSS)
5. EDFacts Coordinators

The Executive Director authorizes system access. The Director of Data Analysis and Reporting manage permissions and coordinates with Partner Support to ensure data accuracy and timely submission.

Users access the SPP/APR system via: 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. Transition Coordinators, Office of Special Education, collect and validate postsecondary outcomes data (Indicator 14); provide technical assistance to LEAs on transition requirements; ensure accuracy of transition-related data in MSIS 2.0 and SharePoint.
5. 619 Coordinator, Office of Special Education, oversees IDEA Section 618 data collection and reporting; ensures accuracy and completeness of all federal

submissions; collaborates with OSE and OTSS staff to align 618 data with SPP/APR indicators.
6. 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.
7. 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.

These roles collaborate to collect, validate, and submit high-quality IDEA data aligned with MDE's mission of providing transparent, reliable data for continuous improvement.

Data Source Description:

Data for Indicator 5 derives from the IDEA Section 618 Child Count and Educational Environments collections. Districts submit placement codes and demographic information via the Mississippi Student Information System (MSIS) 2.0.

Beginning in the 2024–25 school year, MDE is implementing a new data system, MSIS 2.0, a cloud-native, near–real-time student data system built on Common Education Data Standards (CEDS). https://mdek12.org/otss/msis-overview/

Key features and implications for Indicator 5 data:
a. District data vendors (SIS systems) interface with MSIS 2.0 to directly transmit special education roster, IEP placement, and demographic files. https://mdek12.org/otss/msis-vendor/
b. The legacy MSIS 2.0 system remains operational temporarily to support data transition and retrospective reporting.
c. The modernization supports real-time validation, error feedback, and responsive correction cycles. https://nces.ed.gov/Programs/SLDS/pdf/2023MSabstract.pdf
d. Vendor documentation, APIs, and element definitions for special education data are maintained publicly. https://mdek12.org/otss/msis-vendor/

State Collection and Submission Schedule:

Data Reporting and OSEP Submission Timeline

Timeline	Key Activities	Responsible Parties
September 1	Special Education APIs begin transmitting student-	OTSS, District MSIS 2.0 Coordinators

	level data for the new school year in MSIS 2.0.	
September – November 30	Monthly Data Checks: Review of Student Indicators and Special Education Reports; correction of warnings and validation errors.	Districts, OSE Data Specialists, OTSS
December 1	Districts finalize Child Count and Educational Environment data entry in MSIS 2.0.	Districts
December 10	Child Count Certification: District superintendents and special education directors certify Child Count accuracy and upload verification reports to SharePoint.	Districts, OSE
January – May 30	Monthly Data Checks: Continuous validation of Student Indicators and Special Education Reports; correction of residual warnings/errors.	Districts, OSE, OTSS
June 30	End-of-Year (EOY) Certification: Districts complete final certification of Special Education Reports and clear remaining errors and warnings in MSIS 2.0.	Districts, OSE
July – August	State-level reconciliation and preparation of verified Indicator 5 datasets. Data are finalized for state	OSE, OTSS

	accountability and SPP/APR reporting.	
August – September	The Part B Data Manager and Director of Data Analysis and Reporting compile Indicator 5 data tables and narratives for the SPP/APR submission.	OSE, OTSS
By February 1 (following year)	Final OSEP Submission: The Education Program Administrator for Data and Reporting submit verified Indicator 5 data and narrative through the OSEP SPP/APR (EMAPS) portal, and the Executive Director certifies the report on behalf of MDE.	OSE Executive Director, OTSS

Collection:

Please refer to the Child Count and Educational Environments Protocol.

Data Validation:

Please refer to the Child Count and Educational Environments Protocol.

Data Analysis:

Please refer to the Child Count and Educational Environments Protocol.

OSE conducts annual and longitudinal analyses of Indicator 5 to monitor state and district progress toward inclusive education targets.
Analyses examine:
• Year-to-year changes in 5A, 5B, and 5C placement rates;
• Subgroup and regional trends;
• Relationships between placement and outcomes (graduation, assessment proficiency, dropout).

Findings guide technical assistance, professional development, and policy

recommendations that reinforce MDE's strategic goals of increasing student proficiency, reducing disparities, and improving outcomes for students with disabilities.

Response to OSEP-Required Actions:

The Part B Data Manager, in collaboration with the Executive Director and the Director of Data Analysis and Reporting, reviews OSEP feedback and revises protocols accordingly. Any required corrective actions are integrated into the state's continuous improvement and data governance processes.

Internal Approval Process:

Preliminary data and analysis are reviewed by the Data Team, the Education Program Administrator for Data and Reporting, and the Part B Data Manager. Final certification of the SPP/APR submission rests with the Executive Director of OSE.

Submission:

Prefilled with 618 data by the online SPP/APR submission tool. The Executive Director is authorized to certify the final report.

Clarification:

The Part B Manager reviews the request and comments for clarification and develops the appropriate response. A clarification chart is created outlining each OSEP comment and the corresponding state response. The chart is then provided to the Director and relevant program area expert for review and approval prior to submission during the clarification period.

Data Governance:

Mississippi has an established data governance committee and procedures that outline the process for change control. Any changes to data collection must be formally submitted to the Change Review Board, a subset of the data governance committee and voted upon and approved by data owners.

Public Reporting:

District determination reports in a PDF or Excel form are posted on the website. OTSS create and prepares the determination reports. Part B Manager will review the reports then ask OTSS to post them. These are posted here: <u>SPP/APR | The Mississippi Department of Education (mdek12.org)</u>

Indicators 5 and 6 are included in the Determination Reports. District determinations help to identify indicators for coaching.