

Protocol – Indicator 6

Essential Elements

Indicator Description

Percent of children with IEPs¹ aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

1. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
2. Separate special education class, separate school or residential facility.
3. Receiving special education and related services in the home.

MS will also refer to this indicator as LRE or Placement.

Measurement

6A. - Percent = $\left[\left(\frac{\text{\# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program}}{\text{total \# of children ages 3, 4, and 5 with IEPs}} \right) \times 100 \right]$

6B. - Percent = $\left[\left(\frac{\text{\# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility}}{\text{total \# of children ages 3, 4, and 5 with IEPs}} \right) \times 100 \right]$

6C. - Percent = $\left[\left(\frac{\text{\# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home}}{\text{total \# of children ages 3, 4, and 5 with IEPs}} \right) \times 100 \right]$

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.

¹ Individualized education program.

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.

SEAs may choose to set one target that is inclusive of children ages 3, 4, and 5 or set individual targets for each age.

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.

One target is set that is inclusive of all ages. For 6C, one target is used, not a range.

Online SPP/APR Submission Tool Information:

The SPP/APR Tool is accessible to designated staff members, including the Executive Director, Education Program Administrator for Data and Reporting, Part B Data Manager, and OSE Data Specialist.

The Executive Director authorizes who receives system access, while the Data Specialist manages 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. 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 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. 619 Specialist, Office of Special Education, supports the 618 Coordinator with data validation and file preparation; maintains documentation for audit compliance; assists with trend analysis and technical assistance to districts.
7. Part C Coordinator and related staff, Department of Health, manage data collection and reporting for children transitioning from early intervention to preschool special education.
8. 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.
9. 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:

Data for Indicator 6 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 6 data:

1. 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/>
2. The legacy MSIS 2.0 system remains operational temporarily to support data transition and retrospective reporting.
3. The modernization supports real-time validation, error feedback, and responsive correction cycles. <https://nces.ed.gov/Programs/SLDS/pdf/2023MSabstract.pdf>
4. Vendor documentation, APIs, and element definitions for special education data are maintained publicly. <https://mdek12.org/otss/msis-vendor/>

State Collection and Submission Schedule:

Please refer to the Child Count and Educational Environments Protocol.

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.

For slippage analysis, the Education Program Administrator for Data and Compliance collaborate with the 619 Coordinator to gather additional information and identify potential causes contributing to the slippage.

Regarding adding additional information regarding the indicator – process changes are indicated as well as significant events that may have happened in a district that might affect data.

Response to OSEP-Required Actions:

The Education Program Administrator for Data and Compliance reviews all required actions and feedback provided by OSEP. The Director of Special Education and the Education Program Administrator meet to discuss the feedback, identify necessary revisions, and determine appropriate corrective actions. Agreed-upon changes are then reviewed, approved, and implemented as part of the state's continuous improvement process.

Internal Approval Process:

The 619 Coordinator conducts an initial review of the indicator to identify any updates or additions needed. Following this review, the Executive Director of Special Education conducts the final review of the SPP/APR and submits the completed report for state approval and federal submission.

Submission:

Data are prefilled in the online SPP/APR submission tool. The Executive Director of Special Education is authorized to certify the final report.

Clarification:

The Education Program Administrator for Data and Compliance review all OSEP requests and comments for clarification and drafts the appropriate responses. A response tracking chart is developed to organize each item and is shared with the Director of Special Education and the relevant program area specialists for review and input before the final responses are entered during the clarification period.

Data Governance:

Mississippi has an established data governance committee and procedures that outlines the process for change control. Any changes to data collections 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. The OTSS developers and the Director of Data Analysis and Reporting generate and prepare the LEA determination reports. The Education Program Administrator for Data and Compliance reviews the reports for accuracy and completeness before requesting that the Office of Technology and Strategic Services (OTSS) post the finalized reports to the appropriate platform.

These are posted here: [SPP/APR | The Mississippi Department of Education \(mdek12.org\)](#)

Indicators 5 and 6 are included in determinations.

District determinations help identify indicators for coaching.