

Protocol – Indicator 13

Essential Elements

Indicator Description

Percent of youth with IEPs¹ aged 16* and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

*Mississippi begins postsecondary goals and planning at age 14, a plan must be in place on or before their 14th birthday.

Measurement

Percent = $\left[\left(\frac{\text{\# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority}}{\text{\# of youth with an IEP age 16 and above}} \right) \times 100 \right]$

If a State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR, ensuring that its baseline data are based on youth beginning at that younger age.

*Mississippi reports on students aged 14 and above.

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 the 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. 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 compliance indicator.

Target must be 100%

Online SPP/APR Submission Tool Information:

The Director of Data and Reporting, the Director of Data Analysis and Reporting, and the Office of Special Education Executive Director have access to the SPP/APR Tool with access to submit and edit the SPP/APR report. The Executive Director approves who receives that access, and the Director of Data Analysis and Reporting manages access and communication with Partner Support. The Director of Data and Reporting submits the report.

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 2.0 and SharePoint.
5. 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.
 6. 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:

SEA is to take data from state monitoring or state data system. If data are from state database, include data for the entire reporting year.

This data is collected through the SEA's cyclical monitoring process.

All LEAs that participate in cyclical monitoring in a reporting year are required to have 20%-25% of the student files selected by the State to be reviewed for transition. The Identified files include a representative group of the LEA's population of students with disabilities. Each student file is reviewed for the following:

1. appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment,
2. Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs.
3. Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed
4. Evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority

Any identified noncompliance in any student file will be reported in the LEA Cyclical Monitoring Report of Findings. The overall percentage of identified noncompliance will also be reported in the SPP/APR.

State Collection and Submission Schedule:

Data is collected throughout the cyclical monitoring window, which is from August to December of each year.

The OSE Transition Coordinator and PDCs conduct training on the content of the transition plan and the indicator 13 checklist throughout the year. These trainings are in

person with districts and have quarterly regional transition coordinator meetings. Additionally, a Statewide Transition Conference is held in the Fall of each year.

At the end of the cyclical monitoring window (after December), all Indicator 13 transition data collected is compiled by the director of monitoring and OTSS Director into a spreadsheet that is provided to the Director of Data Analysis and Reporting by January 15 of each year. The Director of Data Analysis and Reporting use this data to populate the SPP/APR.

Collection:

Data is collected throughout the cyclical monitoring window, which is from August to December of each year. This data is collected via upload to SharePoint. Each LEA must upload the state-identified files for transition review within thirty days of receipt of the Cyclical Monitoring Notification Process. Each student file goes through a three-step review process and all findings of noncompliance are confirmed by the IMS Director. The final number of findings is included in the spreadsheet that is submitted to the Director of Data Analysis and Reporting to be included in the SPP/APR.

Data Validation:

All student files are reviewed by an initial reviewer and a second reviewer. A third reviewer confirms that the findings if the first and second reviewer agree and then includes the finding in the report.

Data Analysis:

All student files are reviewed by an initial reviewer and a second reviewer. A third reviewer confirms that the findings of the first and second reviewer agree and then includes the finding in the report.

The final number of findings is included in the spreadsheet that is submitted to the Director of Data Analysis and Reporting to be included in the SPP/APR.

Response to OSEP-Required Actions:

The Director of Data and Reporting reviews required actions and all OSEP feedback. The Director of Data and Reporting and the Executive Director meet to discuss required actions and relevant team members who can support the implementation of changes. The changes are drafted, reviewed, and approved by the Executive Director.

Report on Correction of Identified Noncompliance:

The Director of Integrated Monitoring Systems (IMS) and the IMS Team issue a written notification of noncompliance within 90 days of the identification of the noncompliance.

When a finding of noncompliance is issued to an LEA, the LEA must correct the noncompliance (student-level) as soon as possible, but no later than one year (365 days) from the date of notification. The MDE OSE also requires LEAs to provide evidence from additional student files for review by the MDE OSE. This final review is in place to ensure verification of system-level compliance. Failure to provide system-level assurance will require additional probing. When noncompliance is identified, the LEA may be assigned required professional development (PD) based on the issue of noncompliance and historical data showing long-standing noncompliance issues. In extreme and ongoing cases of noncompliance, the LEA will be required to complete a self-assessment to identify the root cause of the area(s) of noncompliance, and the LEA may be required to develop an improvement plan, which may involve the review and revision of policies, practices, and procedures.

Internal Approval Process:

The Integrated Monitoring System Team provides a first pass review of the indicator data to confirm accuracy. The Part B Data Manager also reviews the indicator data for accuracy. Once the Part B Data Manager and IMS Team confirm accuracy, the Director of Data and Reporting reviews, confirms, accuracy and submits the data in the SPP/APR.

Submission:

The Director of Data and Reporting works together with the Transition Specialist to develop a narrative for slippage and explanations for any programmatic changes and how these will be addressed. The Director of Data Analysis and Reporting enters data into the APR tool, adds the methodology, and some of the indicator information is copied and pasted as necessary. The Executive Director is authorized to certify the final report, and the Director of Data and Reporting submits.

Clarification:

The Director of Data and Reporting and the Part B Data Manager review the request and comments for clarification and address the response. The Director of Data and Reporting creates an internal chart with OSEP's comment and each response from the state and provides it to the Executive Director, the Director of Policy and Program, the Director of Data and Reporting, and the Transition Specialist develop, reviews and approves the clarification for Indicator 13, and the Director of Data and Reporting submits the clarification to OSEP.

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

Indicator 13 is included in determinations.

District determinations help to identify indicators for coaching.