Protocol – Indicator 14

Essential Elements

Indicator Description

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

1. 14A. Enrolled in higher education within one year of leaving high school.
2. 14B. Enrolled in higher education or competitively employed within one year of leaving high school.
3. 14C. Enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.

Measurement

14A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

14B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

14C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Provide actual numbers in each mutually exclusive category.

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.

Targets must be established for measures A, B, and C.

The state presents historical data and proposed target recommendations to stakeholders during the meeting to gather feedback. Notes from the discussion are reviewed, and the data team and leadership collaborate to finalize and approve the targets.

Online SPP/APR Submission Tool Information:

The Executive Director, Director, Data Manager, and Data Analyst have access to the SPP/APR Tool, allowing them to submit and edit the SPP/APR report. The Executive Director approves access privileges, the Data Manager oversees access and coordinates with Partner Support, and the Director is responsible for submitting the final 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 Policy and Practice, Office of Special Education, reviews data and reports for alignment with state policies and program requirements; assists with interpreting results and developing improvement strategies.
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.

Data Source Description:

State-selected data source. Sampling is allowed.

LEAs may choose the method by which data Indicator 14 is collected and are responsible for entering data into the Mississippi Student Information System. The MDE OSE will issue data reports and reminders to ensure LEAs are reaching out to students and their families to collect this data. The MDE OSE will also provide guidance and suggestions for increasing responsiveness. The MSIS Coordinator or Special Education Directors enter the data into MSIS 2.0 for each school. There is no sampling.

State Collection and Submission Schedule:

Districts must submit their data by September 30. The Director begins reminding districts in April and continues through June about entering postsecondary data. Districts are instructed to review each school's list in MSIS 2.0 to ensure that postsecondary data has been entered for every student. They can also run school-level reports to view each student's postsecondary code and identify any students missing this information.

In October, the Data Analyst runs a query that pulls data by district and postsecondary outcome category, including students flagged in the system who meet the criteria of being 14 and having exited the prior year. The Data Analyst then calculates the totals for each postsecondary category and enters those values—along with the total respondents and total number of students who exited (leavers) the prior year—into the APR to determine the percentages.

In December, when the APR opens, the Data Analyst enters the finalized data into the system.

Collection:

Include students who dropped out during the previous year or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

Collect data by September on students who left school during the year two years prior (e.g., collect data by September 2021 on students who left school during 2019–2021, timing the data collection so that at least one year has passed since the students left school). Provide the actual numbers for each of the following mutually exclusive categories. The actual number of "leavers" who are:

1. Enrolled in higher education within one year of leaving high school;
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);
3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);
4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

"Leavers" should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, "leavers" who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also happen to be employed. Likewise, "leavers" who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

During quarterly Directors' meetings, the Director provides guidance on methods for collecting postsecondary data. Districts may contact students or families directly, distribute surveys, or use personal knowledge of student outcomes—particularly in smaller communities. The list of students for whom districts must collect postsecondary data is available in MSIS 2.0 on the Postsecondary screen, along with contact information for students and families.

District Transition Coordinators may also collaborate with external agencies, such as the Mississippi Department of Rehabilitation Services (MDRS), to obtain postsecondary outcome information. Data collection methods and responsible personnel vary by district.

Data Validation:

The Director reviews the data entered into the APR by the Data Analyst. If any information appears inconsistent or questionable, the Director investigates further. The Data Analyst compares the current year's data to the previous year's results to ensure that values are within an expected range.

Data Analysis:

Include the SEA's analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

States must describe the metric used to determine representativeness. States must compare the response rate for the reporting year to the response rate for the previous year.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

Beginning with the FFY 2021 SPP/APR, due Feb.1, 2023, when reporting the extent to which the demographics of respondents are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, State(s) must include race and ethnicity in its analysis. In addition, the State's analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

For representatives' analysis and nonresponse bias compare percentage of respondents by race/ethnicity, disability, gender, LEP indicator, and exit code (e.g., graduated, reached max age, dropped out) to the percentages of exiters by the same demographic categories (e.g., compare the percentages of male students who responded to the percentage of male students who exited). Use a threshold of + or − 3 percentage point difference.

The Part B Data Manager adds the narrative descriptions in the APR about response rates, representativeness, etc.

Response to OSEP-Required Actions:

The Director reviews all required actions and feedback from OSEP. The Director and the Data Coordinator meet to discuss the required actions, determine necessary changes, and ensure that revisions are reviewed and implemented accordingly.

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:

The Director develops the narrative for slippage, provides explanations for any programmatic changes, and outlines how these will be addressed. The Data Analyst enters the data into the APR Tool, including the methodology and relevant indicator information as needed. The Executive Director is authorized to certify the final report.

Clarification:

The Director reviews OSEP's requests and comments for clarification and prepares the state's responses. The Director creates an internal chart documenting each OSEP comment along with the corresponding state response and provides it to the Executive Director and Program Area experts for review prior to entering the responses 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 are created in the spring, and a PDF or Excel version is typically posted on the website around April or May. The Data Analyst and Data Manager prepare the determination reports, which are then reviewed by the Director before being submitted to IT for posting.

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

Indicator 14 is included in determinations.

District determinations help identify indicators for coaching.