



## SPP Indicator B-13 (Secondary Transition) Probe Questions

Michigan Department of Education Office of Special Education  
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The probe questions below are provided for district staff to use in their review of data or when developing a corrective action plan.

### Common Indicator Probe Questions

1. Does the district have data or information that is more current than the data shown on the Strand Report? If so, what do the data show?
2. How do district data compare to the state target?
3. Do the data vary significantly based on race/ethnicity?
4. Do the data vary significantly based on age/grade level?
5. Do the data vary significantly based on special education eligibility category?
6. Does the performance level reflect a systemic problem (i.e., involves multiple classrooms, buildings, providers, personnel changes, or processes), or is it attributable to specific buildings, providers, or groups of students?
7. Have the data shown any significant changes over time?

### Indicator-Specific Probe Questions

1. Are students graduating at or above the state performance target?
2. How do the district's State Performance Plan (SPP) 13 results compare to the district's graduation/dropout rates for special education students as well as the district's total student population?
3. How do the district's SPP 13 results this year compare to results in prior years?
4. How does the district's SPP 13 performance compare to the performance of its peer districts, its region, and its intermediate school district (ISD)?
5. How does the district's performance on SPP 13 compare to its performance on SPP 14 (post-secondary outcomes)? Is this pattern the same as—or different

from—the pattern between SPP 13 and SPP 14 for the district's peers, region, and ISD?

6. Review the district's Strand Report.
  - a. How do the SPP 13 data compare to the district's SPP 5 (educational environments) data?
  - b. How do the SPP 13 data compare to the level of parental involvement with high school-age transition (SPP 8 parent survey)?
7. What percentage of students have an educational development plan (EDP)?
8. What percentage of students are on a personal curriculum (PC)?
9. Describe what is happening now in the district, relative to secondary transition, possibly affecting the data. In the past year, have there been any:
  - a. Changes in legislation or policy?
  - b. Leadership changes?
  - c. Compliance agreements/case law?
  - d. Changes in procedures, definitions, or procedures?
  - e. Disputes?
  - f. Parent advocacy?
  - g. Philosophical disagreements?
  - h. Stakeholder involvement?
  - i. Collaboration with other agencies, programs, etc.?
  - j. Press issues?