SPP Indicator B-11 (Child Find) 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

Questions Related to Reported Data

1. Have there been any state complaints filed against the district related to Child Find? If so, what are the patterns?

2. Review the district's past monitoring reports and Michigan Student Data System (MSDS) data. What patterns exist?

3. Looking at the reason codes for late activities, what reasons were reported for late initial individualized education programs (IEPs)?

4. Do the special education teachers and service providers understand the reason codes that must be collected for State Performance Plan (SPP) Indicator B-11 (Child Find)?

5. Is there a pattern to Child Find issues in specific buildings, eligibility categories, gender, region within the district, grade level, staff availability, staff knowledge, staff attitude, staff capacity, etc.?

6. Do staff (including data reporting personnel) understand that the completion of the initial IEP is the date of the district's offer of a free appropriate public education (FAPE) to the parent?

Questions Related to Collecting Data

1. Who handles the documentation of the initial IEP from the receipt of a request for an evaluation, through the completion of the initial IEP, including parental consent for the evaluation?

2. Who handles the data between the initial parental consent to evaluate and submission into the MSDS?

3. What form (or forms) does the district use to collect SPP 11 data (e.g., parental consent form, initial evaluation form)? Do those forms correctly identify and categorize the required SPP 11 information?

4. What is the process for gathering and reporting the data above at the district?

5. How are the data stored before entering into the MSDS system?

6. What is the process for gathering and reporting these data at the district level?

7. What is the district's process for systematically (or regularly) reviewing the data collected for timeliness and accuracy?

8. Is the data being entered correctly in the district's student data system?

9. Are data submissions in the district's student data system reviewed by more than one person?

10. Who at the district level enters the data into the MSDS or into the system feeding the data into the MSDS?

11. Are the district's student data system and the MSDS interfacing without problems?

12. Are data submissions in the MSDS reviewed by more than one person before being certified?

13. Does anyone (or any data system) keep an exact copy of the data at the district level after data are submitted into the MSDS?

14. Do special education personnel receive a copy of the submitted data?

Questions Related to Child Find Services

1. Are there policies, procedures, and/or practices in the district that prohibit—or make more difficult—the timely completion of initial evaluations/IEPs? (For example, is there a district practice prioritizing three-year reevaluations for students moving between school buildings above completing initial evaluations for special education?)

2. Are there any patterns in the completion of initial IEPs beyond the required timeline that are based on the lack of available diagnostic personnel, including the ability to communicate with non-English-speaking children or parents/guardians?

3. What is the effect of waiting for outside evaluations in the initial evaluation process?

4. What are the district's procedures for coordinating the evaluation process among different evaluation staff—including staff within the district, staff in a different organization within the education system, and staff in a different organization outside of the education system?

5. What is the process to document a written, agreed-upon extension to the 30-school-day timeline?

6. Do staff and service providers know how to count school days accurately?

7. How is an extended timeline communicated to relevant personnel?