



SPP Indicator B-1 (Graduation) 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. How do district graduation rates for all students, all of the subgroups, and the subgroup of students with an individualized education program (IEP) compare?
2. How does the district graduation rate for students with an IEP compare to the state graduation rate for students with an IEP?
3. What is the district's target for graduation for all students? For students with an IEP?
4. What are the similarities and differences in dropout patterns for students with and without an IEP?
5. What trends are there in the district's graduation data over the past five years?

6. What are the exit policies for students with an IEP? How do these policies and practices vary from students without an IEP?
7. What progress monitoring tools does the district have available? Examples of tools include but are not limited to AIMSweb, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), NWEA, School-Wide Information System (SWIS), ACT products such as EXPLORE and PLAN, and WorkKeys. Are these assessments available to staff at the elementary, middle, and high school levels?
8. How many hours per day do students with an IEP have access to instruction in the general education setting? What patterns exist with regard to graduation when provided with appropriate supports, such as co-teaching and consultation, in the general education classroom?
9. What initiatives (general and special education) are currently in place to address graduation rates?
10. What other improvement plans are in place for the district regarding graduation? Are any activities specific to students with an IEP?
11. How is the district preparing students for successful transitions:
 - Between elementary school and middle school?
 - Between middle school and high school?
 - Between high school and postsecondary educational settings?
12. How is the district preparing students new to the district, building, or educational setting for successful transitions?
13. What is the relationship between the district's graduation data and:
 - B-2 (Dropout) data?
 - B-3 (Statewide Assessment) data? (all subject areas)
 - B-4 (Suspension/Expulsion) data?
 - B-5 (Educational Environments) data?
 - B-8 (Facilitated Parent Involvement) data?
 - B-13 (Secondary Transition) data?
 - B-14 (Postsecondary Outcomes) data?

14. How does the district determine if a student would benefit from a personal curriculum?

15. Does the district award certificates of completion? If yes, for which students?