



SPP Indicator B-2 (Dropout) 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. What does the district do to ensure that ALL K–12 students are engaged with their learning? How does the district measure student engagement? To what degree are the students at risk of dropping out able to assess their progress in attendance, Common Core performance, and behavior?
2. Across the K–12 continuum, what practices are used to identify student risk for dropout?
3. Does the district have a data infrastructure to use to analyze the Early Warning Signs (attendance, behavior as measured by office disciplinary referrals, and course proficiency/grade point average/pass-fails) at the district level? At the

building level? At the class level? At the student level? Specifically, at the 6th and 9th grade levels?

4. What are the similarities and differences in dropout patterns for students with and without an individualized education program (IEP)?
5. 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?
6. 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 dropout when provided with appropriate supports, such as co-teaching and consultation, in the general education classroom?
7. What is the district doing to build personal relationships with students with an IEP at risk of dropping out (e.g., offering adult advocates/mentors to address such risk; adult advocate roles might include transition coordinators, mentors, graduation coaches, and other similar roles)?
8. Retention is perhaps the deepest risk factor of dropout. Consider the following:
 - In middle school, due to retention decisions, how many students will enter high school older than age 14?
 - In high school, how many students have age/credit mismatches? For example, how many 16-year olds have freshman-level credits?
9. 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 post-secondary educational settings?
10. How is the district preparing students new to the district, building, or educational setting for successful transitions?
11. What is the relationship between the district's dropout data and:
 - B-1 (Graduation) data?

- B-3 (Statewide Assessment) data? (all subject areas)
 - B-4 (Suspension/Expulsion) data?
 - B-5 (Educational Environments) data?
12. What initiatives (general and special education) are currently in place to address dropout rates?
13. What other improvement plans are in place for the district regarding dropout? Are any activities specific to students with an IEP?
14. What technical assistance beyond the district exists to aid efforts to improve attendance, behavior, and course proficiency (e.g., regional data warehouse, adolescent literacy programs, math consultation, Individuals with Disabilities Education Act (IDEA) grant funded initiatives, intermediate school district (ISD) projects, or ISD positive behavior supports)?
15. There are practices common to all evidence-based dropout prevention programs. In considering the district's B-1 (Graduation), B-2 (Dropout), B-13 (Secondary Transition), and B-14 (Postsecondary Outcomes) data, to what extent has the district implemented the following practices:
- Achievement in core courses?
 - Community engagement?
 - Family engagement?
 - Career and college awareness?
 - Content recovery courses?
 - Support for employment/extracurricular experiences for students with an IEP outside of school?
 - Tiered approaches?
 - Tutoring as academic support?
 - Advisories and team teaching?
 - Small learning communities and personalization?
 - Partnerships between high schools and feeder schools?
16. What data and procedures exist to evaluate the effectiveness of these practices?