



SPP Indicator B-7 (Preschool Outcomes) 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. What is the process for gathering and reporting these data?
 - a. What is the process for collecting preschool outcome data?
 - b. What is the process for storing preschool outcome data before software entry?
 - c. At the district, how does the preschool outcome data get entered into the Michigan Student Data System (MSDS)?

- i. Is the preschool outcome data entered directly into the MSDS?
 - ii. Is the preschool outcome data entered into other software that exports to the MSDS?
 - d. Does the district receive and review a copy of the submitted data?
 - e. Is a hard copy of the preschool outcome data kept on hand after it is entered?
2. Were all of the district data entered into the MSDS? If data is not entered directly into MSDS:
 - a. Are the vendor's business rules up to date with the MSDS business rules?
 - b. Who is responsible for ensuring the vendor's business rules match the MSDS business rules?

Question Related to Collecting Data

1. Is a Child Outcomes Summary Form (COSF) completed for every child with an individualized education program (IEP) who exited Early Childhood Special Education (ECSE) and received six months of continuous service?