



## Timely Individualized Education Program (IEP) 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. How do district data compare to the state target?
2. 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?

### Indicator-Specific Probe Questions

1. What is the district's process for identifying and scheduling an annual individualized education program (IEP)?
2. What is the district's process for recording annual IEPs?
3. What is the process for gathering and reporting the data above at the district level?
4. What is the district's process for systematically (or regularly) reviewing the data collected for timeliness and accuracy?
5. Is the data being entered correctly in the district's student data system?
6. Are data submissions in the district's student data system reviewed by more than one person?
7. Who at the district level enters the data into the Michigan Student Data System (MSDS) or into the system feeding the data into the MSDS?
8. Are the district's student data system and the MSDS interfacing without problems?

9. Are data submissions in the MSDS reviewed by more than one person before being certified?
10. Does anyone (or any data system) keep an exact copy of the data at the district level after data are submitted into the MSDS?
11. Do special education personnel receive a copy of the submitted data?
12. Have there been any state complaints filed against the district related to Timely IEPs? If so, what are the patterns?
13. Are there policies, procedures, and/or practices in the district that prohibit—or make more difficult—the timely completion of annual IEPs? (For example, is there a district practice of holding annual IEP data entry until the end-of-year submission?)
14. Are there any patterns in the completion of annual IEPs that are based on the lack of available diagnostic personnel, including the ability to communicate with non-English-speaking children or parents/guardians?