

## SPP Indicator B-1 (Graduation) Probe Questions

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### Common Indicator Probe Questions

1. Do you have new data or new information that is more current than the data shown on your Strand Report? If so, what do the data show?
2. How do your data compare to the state target?
3. Do the data vary significantly based on child/student race/ethnicity?
4. Do the data vary significantly based on student age/grade level?
5. Do the data vary significantly based on student special education eligibility category?
6. Does the performance level reflect a **systemic** problem (e.g., 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

8. How do your local graduation rates for all students, for all the subgroups, and for the subgroup of students with an IEP compare?
9. How does your local graduation rate for students with an IEP compare to the state average for students with an IEP?
10. What is your local's target for graduation for all students? For students with an IEP?
11. What is the difference between the graduation rate for general education students and students with an IEP in your local?
12. What trends do you see in your graduation data over the past five years?
13. What are the exit policies for students with an IEP? How do these policies and practices vary for students without an IEP?
14. What progress monitoring tools do you have available? (Tools employed might be AIMSweb, DIBELS, NWEA, SWIS, ACT products such as EXPLORE and PLAN, and WorkKeys products such as KeyTrain, etc.) Are these assessments available to staff at the elementary, middle and high school level?
15. How long have students with an IEP had access to instruction provided in the general education classroom with appropriate supports (co-teaching, consultation, etc.)? What

patterns exist between the time students with IEPs have such access to instruction in the general education classroom and their graduation and dropout rates?

16. What current initiatives (general and special education) are in place to address graduation rates?
17. What other improvement plans are already in place for your district regarding graduation?
18. How are you 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?
19. What is the relationship between your graduation data and your:
  - 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?
20. How does your local determine if a student would benefit from a personal curriculum?
21. Does your local award certificates of completion? If yes, for which students?

## B-1 Resources

### *Michigan Resources*

- MI School Data Portal (<https://www.mischooldata.org/>) Review the college enrollment and persistence reports, as well as, the college readiness reports.
- ISD Transition Coordinators (<http://mi-top.cenmi.org/Coordinators.aspx>)
- State Superintendent's Dropout Challenge ([http://www.michigan.gov/mde/0,1607,7-140-5235\\_53792---,00.html](http://www.michigan.gov/mde/0,1607,7-140-5235_53792---,00.html))
- Michigan Association of Secondary School Principals (<http://mymassp.com>)
- Center for Educational Networking (<http://www.cenmi.org>)
- Reaching and Teaching Struggling Learners (<http://rtsl.cenmi.org>)

### *National Resources*

- National Dropout Prevention Center (<http://www.dropoutprevention.org>)
- National Association of Secondary School Principals (<http://www.principals.org>)
- National High School Center (<http://www.betterhighschools.org>)