

SPP Indicator B-11 (Child Find)

Probe Questions

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 does your local performance level compare to the State target?
3. Do the data vary significantly based on 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 district wide **systemic** problem (e.g., it involves multiple classrooms, buildings, providers, personnel changes, or processes), or is it **clustered** in specific buildings, or with 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. Review any formal complaints related to Child Find. What patterns do you see?
2. Review your past monitoring reports and MSDS data. What patterns do you see?
3. Look at the reason codes for late activities.
4. Do your local special education teachers and service providers understand the reason codes that must be collected for SPP Indicator B-11 (Child Find)?
5. What reasons were reported for late initial IEPs?
6. Is there a pattern to Child Find issues in specific buildings, eligibility categories, gender, region of your local district, grade level, staff availability, staff knowledge, staff attitude, staff capacity, etc.?
7. Do your local staff (including data reporting personnel) understand that the completion of the initial IEP is the date of the district's offer of FAPE to the parent?

Questions Related to Data Collection

8. What is your local's process/procedure for identifying and scheduling the components of an initial evaluation/IEP?

9. What is your local's process/procedure for recording parental consent to evaluate for the initial IEP? In other words, who handles the documentation of the initial IEP from the moment of receipt through the completion of the initial IEP?
10. Review your local forms.
11. What form (or forms) do you use to collect SPP 11 data (e.g., parental consent form, initial evaluation form)?
12. Do those forms correctly identify and categorize the required SPP 11 information?
13. What is the process for gathering and reporting these data at the local level? Who handles the data between the initial parental consent to evaluate and submission into the MSDS? For example,
14. At your local, who/what **stores** the data before data are entered at the local level into the MSDS system?
15. Who at the local level **enters** the data into the MSDS—or into the system that feeds the data into the MSDS?
16. Does anyone (or any data system) keep an exact copy of the data at the local level **after** data are submitted into the MSDS system? Do you receive a copy of the submitted data?
17. Who verifies the data (a) as data are being submitted into the MSDS, (b) during data entry into the MSDS, and (c) once data are entered into the MSDS? And who confirms the data in the final spreadsheet? In other words, is someone (or something) checking the data before, during, and after processing?
18. Do your local service providers have a system to (a) collect the initial data and (b) systematically (or regularly) review the data that are collected for timeliness and accuracy?

Questions Related to Child Find Services

19. Are there policies, procedures, and/or practices in your local that prohibit—or make more difficult—the timely completion of initial evaluations/IEPs? (For example, is there a district practice that prioritizes three-year evaluations for students moving between school buildings above completing initial evaluations for special education?)
20. What is the process in your local to document a written, agreed-upon extension to the 30-school-day timeline?
21. Do staff and service providers know how to accurately count school days?
22. How is an extended timeline communicated to relevant personnel?
23. What is the effect of waiting for outside evaluations in the initial evaluation process?
24. Are there any patterns in the completion of initial IEPs beyond the required timeline that are based on the lack of available diagnostic personnel, including the ability to communicate with non-English-speaking children or parents/guardians?

25. What are your local's procedures for coordinating the evaluation process among different evaluation staff—including staff within the local, staff in a different organization within the education system, and staff in a different organization outside of the education system?