

B-7 (Preschool Outcomes)

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 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

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 prior to software entry?
 - c. At the LEA, how does the Preschool Outcome data get entered into MSDS?
 - i. Is the Preschool Outcome data entered directly into MSDS?
 - ii. Is the Preschool Outcome data entered into other software that exports to MSDS?
 - d. Do you receive a copy of the submitted data?
 - e. Is a hard copy of the Preschool Outcome data kept on hand after it is entered?
2. Was all of your data entered into MSDS?
 - a. If data is not entered directly into MSDS:
 - i. Are the vendor's business rules up to date with MSDS business rules?
 - ii. Who is responsible to ensure vendor's business rules match MSDS business rules?

Questions Related to Collecting Data

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

2. How is your district assessing students for the COSF?
 - a. Are other components considered during this process in addition to the assessment tool?
 - b. Is the Preschool Outcomes Decision Tree utilized in the process?
3. How is fidelity in the assessment process ensured?
4. Is the same assessment tool used at entry and exit?
5. What percentage of students had a change in primary eligibility between entry and exit?
6. When completing the entry COSF, what is your district's procedure for using *Early On*[®] COSF exit data for ECSE entry data?
7. When completing the exit COSF, what is your district's procedure for completing the yes/no progress question (b) for each of the three outcomes?
8. In comparing data, is there noticeable difference in the various educational environments?
 - a. ECSE classroom?
 - b. Service Provider location only?
 - c. General education classroom with embedded services?
 - d. General education classroom with services at provider location?
9. Are written procedures in place to assist in training staff?
 - a. On the requirements for completing the COSF?
 - b. How to report the data?
 - c. What to do with the COSF once the data is entered electronically?
10. What steps are needed to improve child outcomes?