

### **For Locals: Top-Level Probes:**

#### **Local Probes for Indicator 1 (Graduation rate)**

What was the graduation rate for youth with disabilities for each of the last three years?

What was the graduation rate for nondisabled youth for each of the last three years?

Is there a difference between the rates?

Were the same calculations and data set used to arrive at both rates?

What local initiatives are underway to address graduation/school completion?

Do these specifically include youth with disabilities?

Are the interventions in these initiatives tiered in their intensity (i.e., universal, targeted, or intensive)?

How well are the initiatives working?

#### **Local Probes for Indicator 2 (Dropout rate)**

What was the dropout rate for youth with disabilities for each of the last three years?

What was the dropout rate for nondisabled youth for each of the last three years?

Is there a difference between the rates?

Were the same calculations and data set used to arrive at both rates?

What local initiatives are underway to address dropout/school completion (e.g., PBIS, Check and Connect, mentoring, parent engagement activities, CTE, vocational education, other programs to engage youth, etc.)?

Do these specifically include youth with disabilities?

Are the interventions in these initiatives tiered in their intensity (i.e., universal, targeted, or intensive)?

How well are the initiatives working?

What are the dropout rates by grade level for youth with disabilities and nondisabled youth?

What group(s) of youth have the highest dropout rates?

Does the district/school employ an early warning system to identify youth at risk of dropping out?

### **Next Level: Probes for Digging Deeper:**

#### **Local Probes for Attendance**

What pieces of data does the state track about attendance?

At what level are these data collected and tracked (i.e., district, building, individual student level)?

Did the school meet the state's attendance targets?

What were the attendance rates for youth with disabilities over the last three years?

Break down the data by the number of youth who missed from 0-5 days; 6-10 days, 11-14 days, and >15 days per year.

What were the attendance rates for nondisabled youth over the last three years?  
Break down the data by the number of youth who missed from 0-5 days; 6-10 days, 11-14 days, and >15 days per year.  
When, during the year are the highest periods of nonattendance?  
When during the school day are the highest periods of tardiness?  
Are there particular classes that students tend to skip?  
Are there differences in attendance rates between youth with disabilities and nondisabled youth?  
Are there specific groups of youth who are not attending school or are frequently tardy?  
What attendance interventions are in place?  
Are the interventions in these initiatives tiered in their intensity (i.e., universal, targeted, or intensive)?  
Do these include a balance of sanctions and rewards?  
How well are the initiatives working?  
Does the school use an attendance monitoring system? If so, how often are the data monitored/analyzed?  
How many days pass before schools notify the parents of a truant youth of the absences?  
How are parents notified?  
How many unexcused days absent must pass before a student is dropped from the school roles?

### **Local Probes for Academic Performance**

What percentages of youth with disabilities in each middle and high school grade passed English over the last three years?  
What percentages of nondisabled youth in each middle and high school grade passed English over the last three years?  
What percentages of youth with disabilities in each middle and high school grade passed math over the last three years?  
What percentages of nondisabled youth in each middle and high school grade passed math over the last three years?  
What percentages of youth with disabilities in each middle and high school grade passed science over the last three years?  
What percentages of nondisabled youth in each middle and high school grade passed science over the last three years?  
Are there specific groups of youth who are struggling academically? If so, can you identify their specific need(s) for intervention?  
Did the school achieve its academic performance targets for the last three years?  
What local initiatives are in place to address academic achievement?  
Do these specifically include youth with disabilities?

Are the interventions in these initiatives tiered in their intensity (i.e., universal, targeted, or intensive)?

How well are the initiatives working? Do they need to be augmented, modified or replaced?

### **Local Probes for Discipline**

How many office/disciplinary referrals were there for each grade over the last three years?

How many in-school suspensions were there for each grade over the last three years?

How many out-of-school suspensions were there for each grade over the last three years?

How many of each category were for youth with disabilities? ...non-disabled youth?

How many of each category were for "repeat offenders" (i.e., are a small number of youth getting the majority of the referrals, or are many students receiving a few referrals?)

Who is referring the majority of the youth (i.e., are there a few teachers/staff that refer a lot of students, or are referrals spread among the teachers and staff fairly uniformly?)

Does the district/school have a behavior program in place (e.g., PBIS)?

### **Local Probes for Parent Engagement**

What sorts of parent outreach and engagement activities does the school conduct?

Are the majority of parents generally involved in their children's education in the district/school?

Do the administration and teachers view parents as partners in their children's education?

Do parents generally feel welcome in the school?

### **Local Probes for School Climate**

Does the district/school use a measure of school climate?

If so, who is surveyed with the measure (e.g., school staff, parents, students)?

How often is the measure used?

What is done with the results of the measure?

In general, how do the groups surveyed feel about the climate in the district/school?

What is being done to address any problems or issues related to school climate?

### **Local Probes for Community partnerships**

Does the district/school have any formal partnerships with businesses/industry/faith-based organizations in the community?

What is the nature of the partnerships?

What are the benefits to the school/students?

What are the benefits to the outside partners?

Are members of the community involved as stakeholders in decisions about the school?

