



---

# The April Dunn Act

## Understanding the Self-Assessment Guide

### Section One

---

# Objectives

Provide an overview of

- The April Dunn Act Self-Assessment Guide
  - Introduction
  - Components
  - Planning and Preparation
  - Understanding the Review
  - Maintaining Results on File
  - Self-Assessment Team Checklist

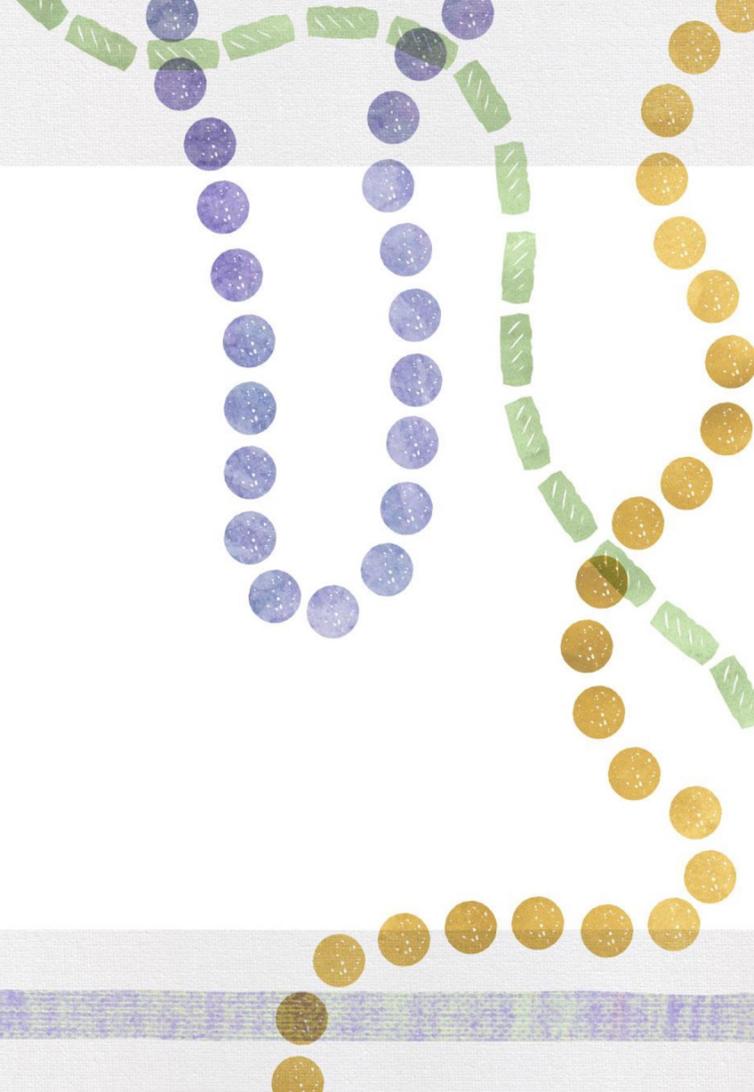
# Objectives

Provide an overview of

- Section One: Procedures Review
  - Determining Eligibility,
  - Developing and Applying Individual Performance Criteria, and
  - Documenting Achievement.
- Self-Assessment Results Summary Form
  - Section One: Procedures Review Documentation

# The Self-Assessment Guide

## Introduction



# Self Assessment Guide: Introduction

The Louisiana Department of Education (LDOE) supports engagement in self-assessment as a method of analyzing the implementation of the [April Dunn Act](#) for students with disabilities.

To support the effective implementation of the April Dunn Act, the LDOE has provided guidance on [Louisiana Believes](#) website in the [Students with Disabilities Library](#).

# Self Assessment Guide: Introduction

The guide offers a comprehensive analysis of various aspects of the implementation process local education agencies (LEAs) should have in place including the review of procedures and data to determine valid and systemic conclusions.

The primary goal of the self-assessment is

- identification of areas where implementation is lacking or not in line with best practices, and
- technical assistance needs for those who participate in the implementation of the April Dunn Act.

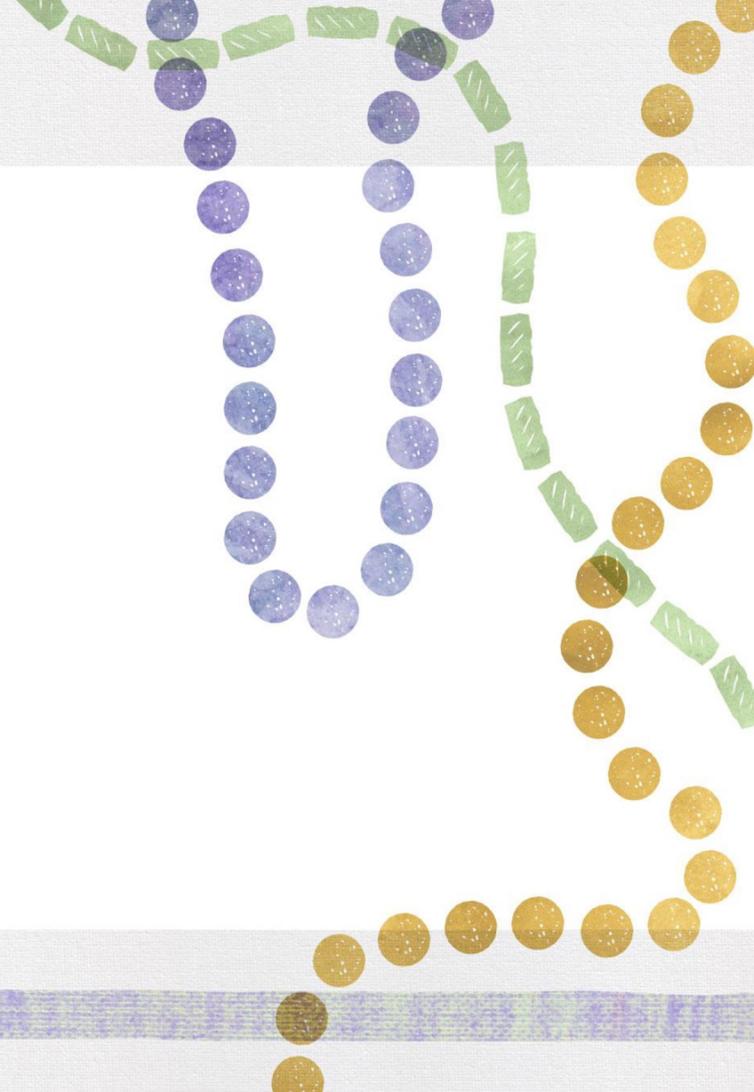
# Self Assessment Guide: Introduction

The Self-Assessment should also reveal the strengths and weaknesses of your local special education program by evaluating its impact on student achievement.

When completed with **fidelity**, we expect this activity will be helpful in identifying any root causes of performance and implementation issues in your LEA.

The Self-Assessment Guide only addresses the implementation of the April Dunn Act graduation criteria.

# The Self-Assessment Guide Components



# Self-Assessment Guide: Components

There are two sections in this portion of the Self Assessment Guide:

- Section One: Procedures Review
- Section Two: Data Review

This training module addresses Section One: Procedures Review of the April Dunn Act: Self-Assessment Guide.

# Self-Assessment Guide: Components

Section One contains a bank of questions, referred to as Best Practices that should be used to analyze whether the LEA has developed and implemented effective procedures for implementing the April Dunn Act.

While LDOE strongly recommends written procedures, LEAs should review all procedures related to the implementation of the April Dunn Act, written, or unwritten.

# Self-Assessment Guide: Components

LDOE has established priority areas related to the implementation of the April Dunn Act for Section One:

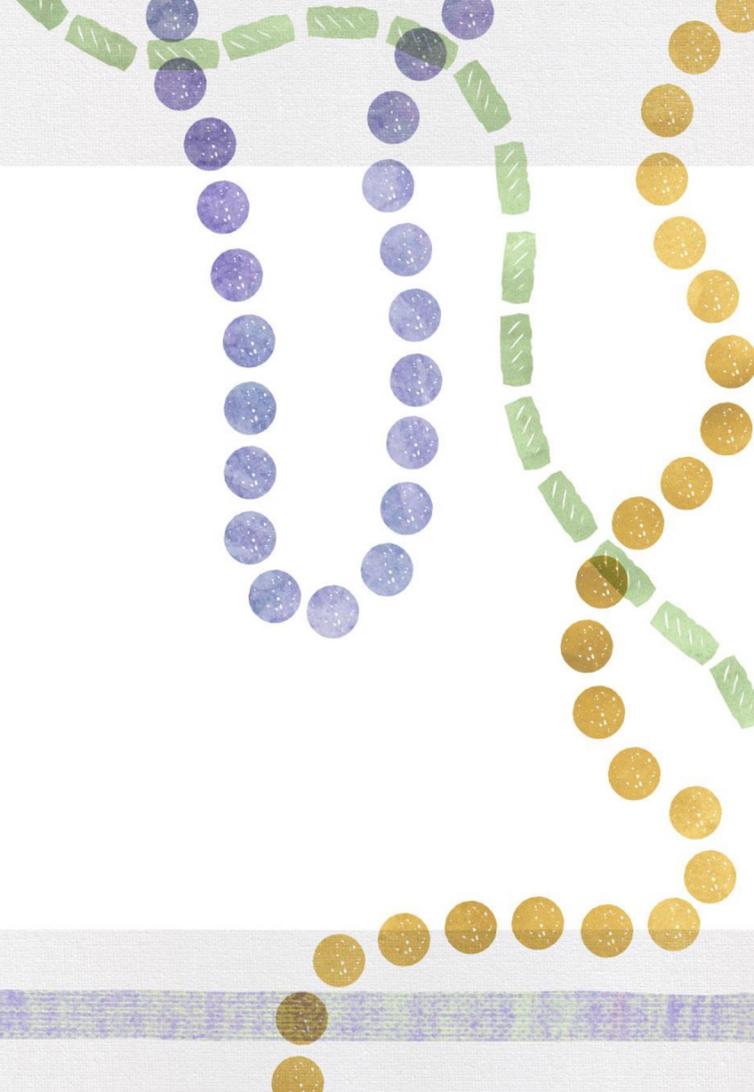
- Determining Eligibility,
- Developing and Applying Individual Performance Criteria, and
- Documenting Achievement.

The results of this self-assessment will assist Special Education Leaders and LEAs in

- identifying systemic challenges with implementation,
- determining how student performance has been impacted, and
- developing a plan for intervention.

# The Self-Assessment Guide

## Planning and Preparation



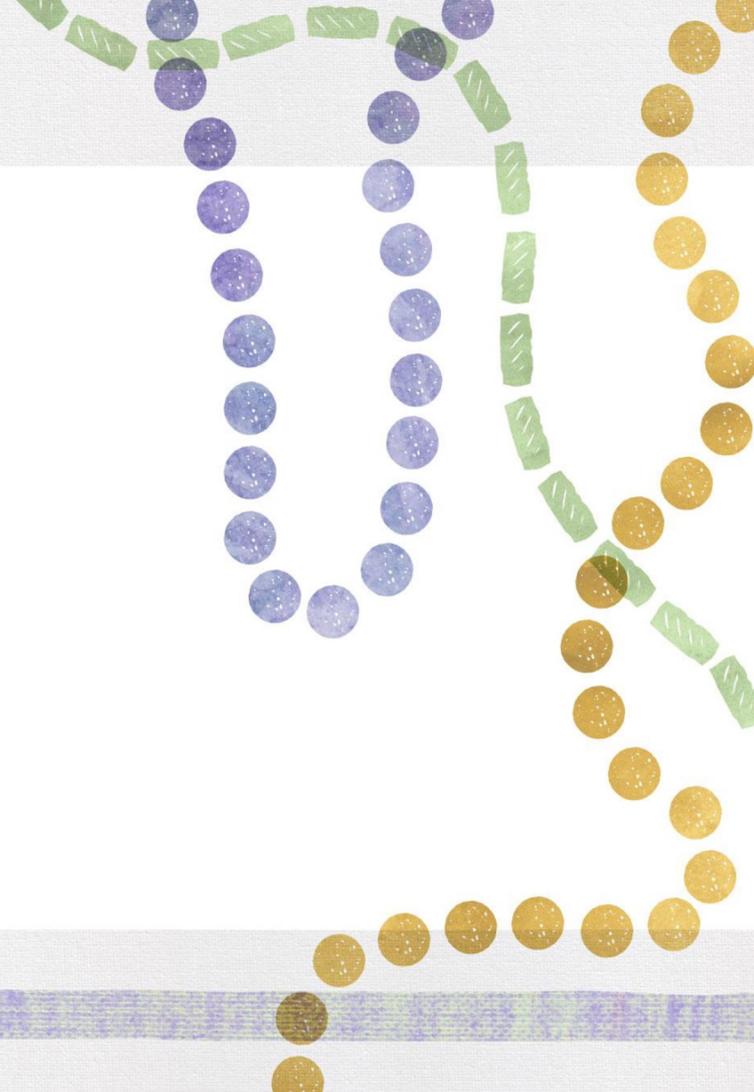
# Self-Assessment Guide: Planning and Preparation

The LEA should identify key staff to serve on the self-assessment team.

The team member selection is at the discretion of the LEA; however, LDOE recommends including knowledgeable and experienced individuals such as

- the Special Education Leader,
- IEP facilitators,
- Special Education Teachers, and
- any other staff responsible for implementing the April Dunn Act.

# Understanding the Self-Assessment Review



# Understanding the Self-Assessment Review

## Documentation and Evidence:

For each of the components of the self-assessment tool, information is provided which includes

- a specific list of documentation (information to examine) and,
- evidence (information to look for) that should be considered during the review.

Additionally, LDOE guidance related to the effective implementation of the April Dunn Act is provided under the Resources tab at the end of the Self-Assessment document.

# Understanding the Self-Assessment Review

In addition to written procedures, LEAs may use additional evidence to support the assessment process.

If the LEA uses additional evidence, there must be a clear, thorough explanation of the evidence and how the evidence is used in implementing the April Dunn Act.

Implementation procedures or practices may be in place but not necessarily written.

# Understanding the Self-Assessment Review

Recording findings:

Reviewers will click or check the box next to each item or question that best represents how the LEA's procedures compare to best practices.

- A notation of "Evidence Indicates Best Practice" indicates the LEA is implementing the Best Practice recommended by LDOE guidance.
- A notation of "Evidence Does Not Indicate Best Practice" indicates the LEA is not implementing the Best Practice recommended by LDOE guidance.
- The team should carefully review all documentation and evidence prior to making a final determination.

# Understanding the Self-Assessment Review

Addressing findings of inadequacies:

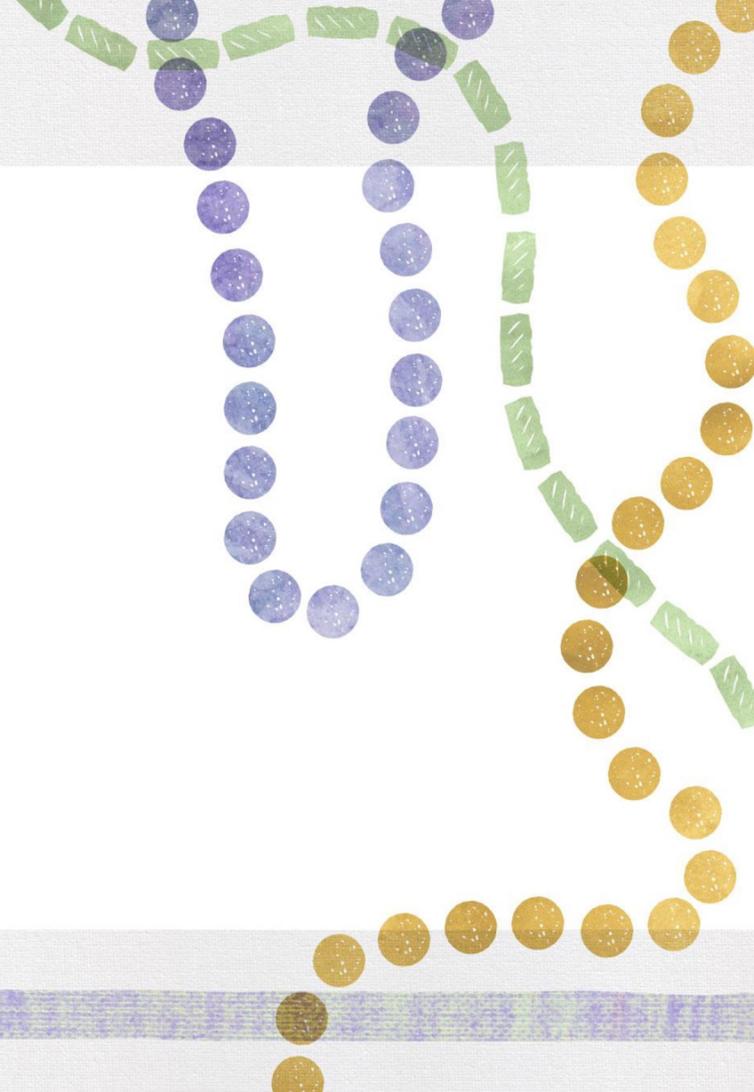
For findings supporting “Evidence Does Not Indicate Best Practices”, the LDOE strongly recommends LEAs

- document these issues on the Self-Assessments Results Summary form,
- develop a plan for correcting the issues,
- document the plan on the Self-Assessments Results Summary form,
- correct all instances of lack of implementing best practices,

# Understanding the Self-Assessment Review

- maintain documentation to validate the LEA has corrected all issues of inadequacies in local self-assessment files,
- randomly conduct follow-up reviews to ensure each individual instance of lack of implementing best practices was corrected, and other systemic issues do not exist, and
- immediately correct any additional issues of lack of implementing best practices that are identified.

# Maintaining Results on File



## Maintaining Results on File

The results of the self-assessment along with the Self-Assessments Results Summary form should be stored onsite in the LEAs self-assessment files.

LDOE recommends that self-assessments be conducted annually, no later than the last business day in February.

# Maintaining Results on File

## Self-Assessment Audits:

The LDOE may conduct spot checks, or audits, in LEAs to ensure the self-assessment results, along with the Self-Assessment Results Summary form, accurately represent best practices in the implementation of the April Dunn Act.

**The integrity of the self-assessment relies on the validity of the process and the humility of the educators involved in the review of the procedures and data.**

# Self-Assessment Team Checklist



# Self-Assessment Team Checklist

Required Activity	Recommendations and Action Steps
<p>1. Special Education Leader selects team members to participate in the self-assessment process</p>	<p>Identify a team leader to oversee the self-assessment process and a team of individuals to conduct the review. The team should include individuals from multiple disciplines. This may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Special education teachers</li> <li>• Guidance counselors</li> <li>• General education teachers</li> <li>• Special education personnel such as IEP Facilitators</li> </ul>
<p>2. Conduct an initial meeting with team members to discuss process timelines and assign responsibilities</p>	<p>Assign team members to</p> <ul style="list-style-type: none"> <li>• Review procedures</li> <li>• Review data</li> <li>• Conduct interviews and observations, if needed*</li> <li>• Complete other relevant tasks</li> </ul> <p><i>*Interviews and observations may be conducted as an optional activity if additional information is needed to make a definitive decision regarding best practices.</i></p>
<p>3. Complete required self-assessment</p>	<p>Using the review questions or prompts in Sections 1 and 2</p> <ul style="list-style-type: none"> <li>• review LEA procedures and practices for the self-assessment review, and</li> <li>• review LEA data.</li> </ul>

# Self-Assessment Team Checklist

4. Convene a review team meeting to discuss the findings	Meet to discuss findings <ul style="list-style-type: none"><li>• question and probe results to identify patterns and/or factors that may have contributed to challenges with a successful implementation of the April Dunn Act (root cause analysis)</li></ul>
5. Compile results	Assign a person to <ul style="list-style-type: none"><li>• compile findings from the self-assessment review score sheets, and</li><li>• transfer the findings, along with a plan of correction (if needed) to the Self-Assessment Results Summary form</li></ul>
6. Correct findings of inadequacies.	<ul style="list-style-type: none"><li>• correct all instances of lack of implementing best practices,</li><li>• maintain documentation to validate the LEA has corrected all issues of inadequacies in local self-assessment files, and<ul style="list-style-type: none"><li>• maintain evidence and supporting documentation in a local self-assessment review file.</li></ul></li></ul>
7. Maintain documentation in a self-assessment review file	<ul style="list-style-type: none"><li>• Self-assessment results along with the Self-Assessments Results Summary form should be stored onsite in LEAs self-assessment files.</li><li>• LDOE recommends that self-assessments be conducted annually, no later than the last business day in February.</li></ul>

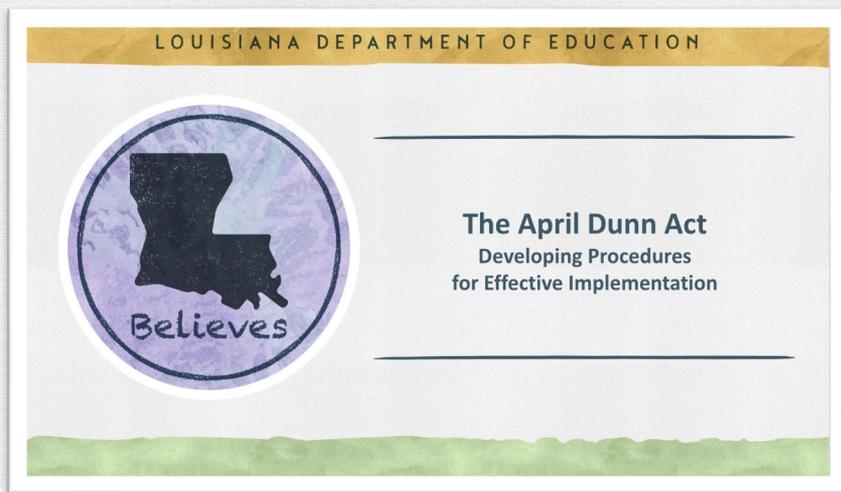
# The Self-Assessment Guide

## Section One: Procedures Review



# Section One: Procedures Review

Items contained in Section One are based on the best practices outlined in the guidance document “April Dunn Act – Developing Procedures for Effective Implementation”.



# Section One: Procedures Review

Section One asks LEAs to examine procedures for implementing the three main areas of the April Dunn Act:

- Determining Eligibility
- Developing and Applying Individual Performance Criteria and
- Documenting Achievement of Individual Performance Criteria.

Reviewers completing the different areas of Section One should use

- the LEA's written procedures manual,
- forms used for implementing April Dunn, and/or
- evidence of activities supporting practices related to the implementation of April Dunn.

# Section One: Procedures Review

Each area of Section One follows the format of presenting a “Review Question” that addresses a procedure for implementing the April Dunn Act.

Review Question	Results of Review	
	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
<b>DE1:</b> Does the LEA have written procedures for determining	<input type="radio"/> The LEA has written procedures for determining eligibility for the April Dunn	<input type="radio"/> The LEA does not have written procedures for determining eligibility for

# Section One: Procedures Review

Next, in the “Results of Review” area, LEA reviewers will indicate the findings of their review as evidence that

- Indicates Best Practice, or
- Does Not Indicate Best Practice

Review Question	Results of Review	
	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
<b>DE1:</b> Does the LEA have written procedures for determining	<input type="radio"/> The LEA has written procedures for determining eligibility for the April Dunn	<input type="radio"/> The LEA does not have written procedures for determining eligibility for

Now, let’s look at the “Review Questions” for each area of Section One.

# Section One: Determining Eligibility



# Section One: Determining Eligibility

“Review Questions” found in the Determining Eligibility (DE) area of Section One.

PDE1: Does the LEA have written procedures for determining eligibility for all students with disabilities for the April Dunn Act?

PDE2: Does the LEA have procedures for determining eligibility for all students with disabilities entering high school?

PDE3: Do procedures outline personnel or staff positions responsible for ensuring all students have been examined for eligibility for April Dunn?

PDE4: Do the LEA’s procedures outline when eligibility will be examined for students with disabilities?

# Section One: Determining Eligibility

PDE5: Do procedures outline the graduation criteria IEP teams will use for determining eligibility for students entering the 9th grade?

PDE6: Do procedures outline the graduation criteria to be used to determine eligibility for students that entered the 9th grade ineligible but have now taken at least one state assessment?

PDE7: Does the LEA have a process in place for ensuring students are being examined for eligibility at the appropriate time in their high school experiences?

# Section One: Developing and Applying Individual Performance Criteria



# Section One: Individual Performance Criteria

“Review Questions” found in the Developing and Applying Individual Performance Criteria (IPC) area of Section One.

PIPC1: Does the LEA have written procedures related to developing and applying individual performance criteria?

PIPC2: Does the LEA have procedures outlining the processes for developing and applying individual performance criteria?

# Section One: Individual Performance Criteria

PIPC3: Do procedures provide IEP teams and staff with guidance for developing individual performance criteria including

3a: considering a student's current level of performance, including strengths and weaknesses.

3b: considering strategies and supports necessary for resolving gaps between the student's current performance and what the student is expected to know and be able to do in the course.

3c: writing measurable goals that reflect the strategies and supports proven successful with the student in the past.

3d: developing measurable goal-aligned objectives that, when accomplished, achieve the overall goal.

# Section One: Individual Performance Criteria

PIPC4: Do procedures provide IEP teams and staff with guidance for applying individual performance criteria including using the student's

4a. Individualized Graduation Plan when choosing courses to apply the April Dunn Act.

4b. current schedule when choosing courses to apply the April Dunn Act.

4c. assessment history and present levels of academic performance information when choosing courses to apply the April Dunn Act.

# Section One: Individual Performance Criteria

PIPC5: Do procedures clearly indicate that individual performance criteria are applied within the first 30 days of the student entering the course.

PIPC6: Do procedures provide clear expectations that individual performance criteria:

6a: will maintain rigorous learning expectations.

6b: are aligned with the scope and sequence of the course standards.

6c: are developed within the first 30 days of the student entering the course.

# Section One: Individual Performance Criteria

PIPC7: Do procedures clearly define the names or positions of personnel that comprise the IEP team responsible for developing and applying individual performance criteria related to the April Dunn Act?

PIPC8: Do procedures clearly define the names or positions of staff members that will be trained on developing and applying individual performance criteria related to the April Dunn Act?

PIPC9: Do procedures clearly define a timeline for when staff will be trained on developing and applying individual performance criteria related to the April Dunn Act?

PIPC10: Do procedures clearly outline a communication structure that IEP team members and staff will use to convey the individual performance criteria to all stakeholders, such as the teacher of record?

# Section One: Documenting Achievement of Individual Performance Criteria



# Section One: Documenting Achievement

“Review Questions” found in the Documenting Achievement of Performance Criteria (DA) area of Section One.

PDA1: Do procedures outline the staff member or position of the person responsible for

1a: tracking student progress towards achieving the individual performance criteria throughout the school year?

1b: determining if a student has met the individual performance criteria?

1c: awarding course credit?

# Section One: Documenting Achievement

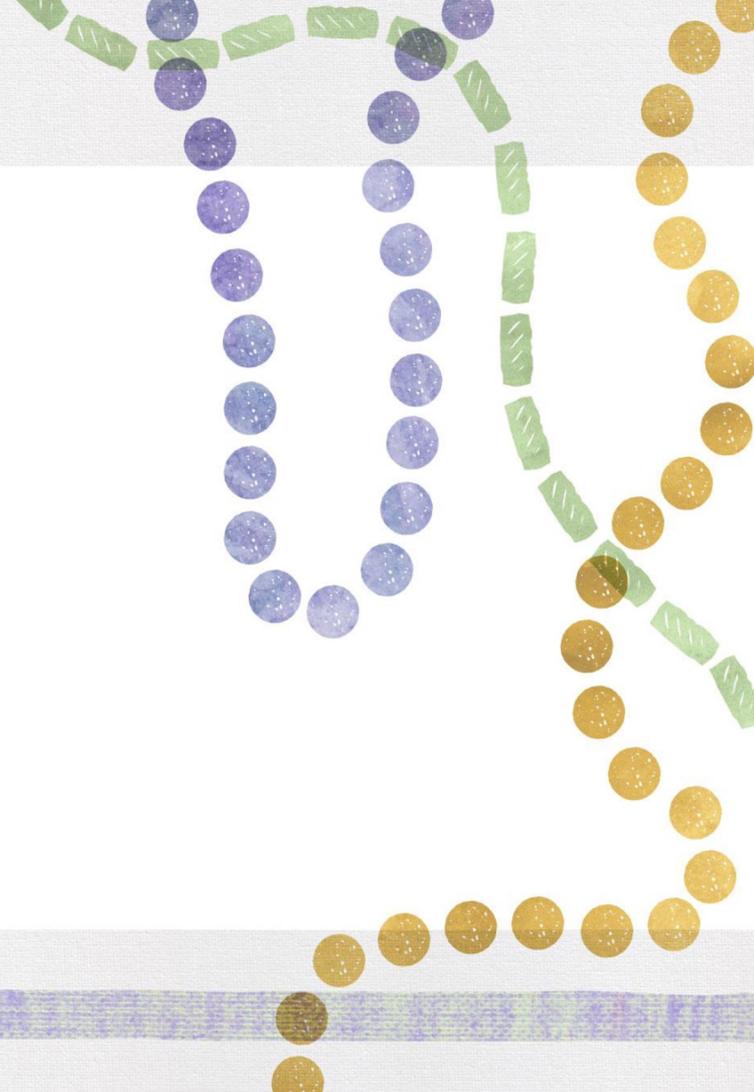
PDA2: Do procedures outline the role the IEP team and/or staff will play in documenting achievement of individual performance criteria including

2a: reviewing data to confirm student progress and achievement?

2b: recording student progress and achievement on IEP?

2c: completing the Goal Summary Form?

# Self-Assessment Results Summary Form



# Self-Assessment Results Summary Form

The Self-Assessment Results Summary Form should be used by the self-assessment team to

- compile information recorded on the self-assessment score sheets,
- address the items found to be lacking in best practices, and
- indicate the dates those items have been or will be corrected.

# Self-Assessment Results Summary Form

When documenting and/or addressing the results of the review of Section One on the Self-Assessment Summary Form, the LEA must indicate

- the type of evidence found from the review, “Evidence Indicating Best Practices” or “Evidence Does Not Indicate Best Practices”.
- a plan for correcting the results wherein the “Evidence Does Not Indicate Best Practices”, and
- the date the inadequacies have been or will be completed.

# Self-Assessment Results Summary Form

The Self-Assessment Results Summary must be completed and stored by LEAs according to the schedule included in the Self-Assessment Guide.

Section One: Procedure Review				
Review Question	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practice	Plan for Correcting Inadequacies	Date Completed
PDE1				
PDE2				
PDE3				

Questions, comments, or concerns?

Contact: [SpecialEducation@la.gov](mailto:SpecialEducation@la.gov)