



The April Dunn Act

Understanding the Self-Assessment Guide

Section Two

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

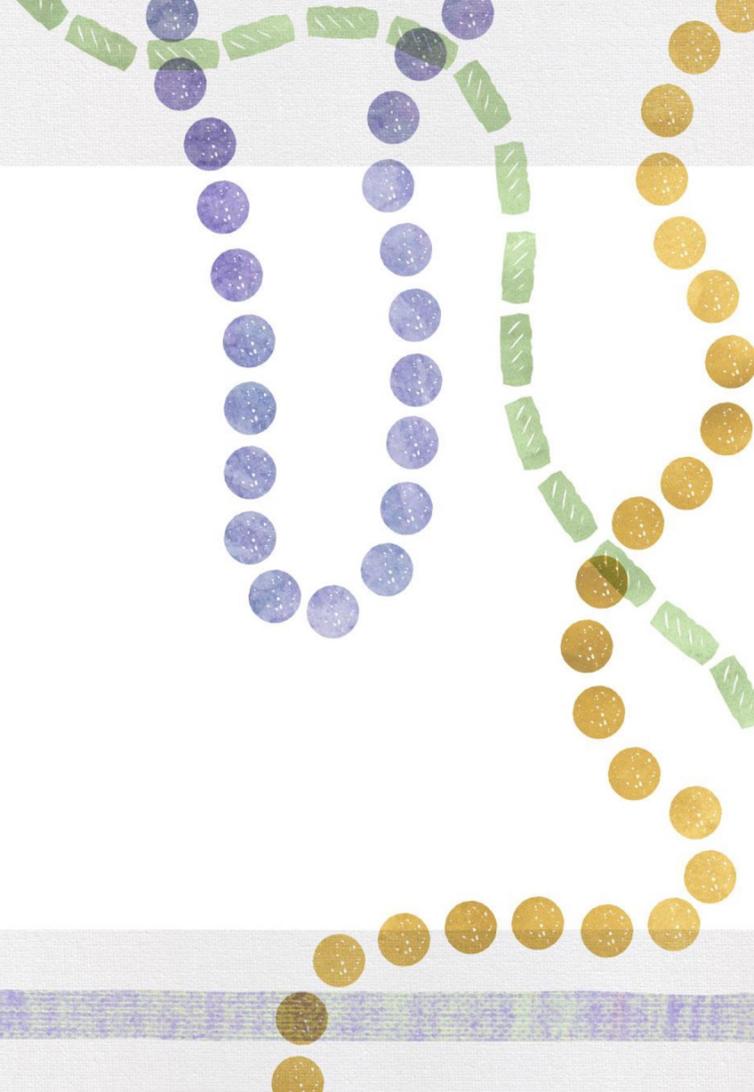
Objectives

Provide an overview of

- Section Two: Data Review
- Self-Assessment Results Summary Form
 - Section Two: Data 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.

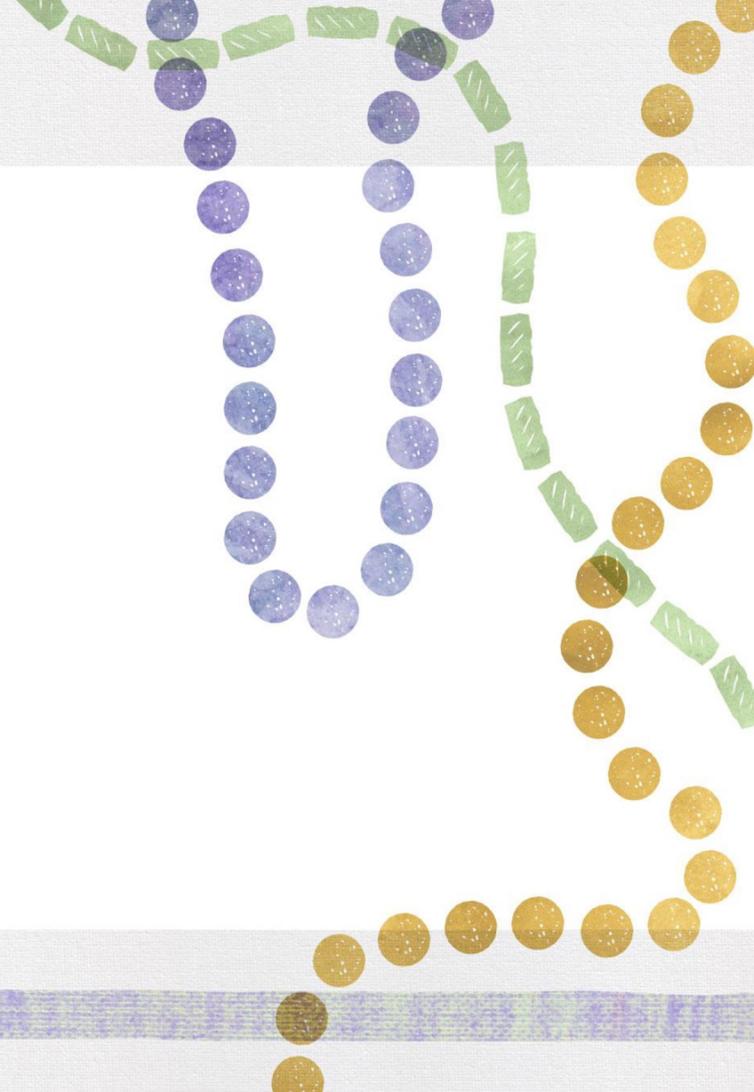
Self Assessment Guide: Introduction

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 Two: Data Review of the April Dunn Act: Self-Assessment Guide.

Self-Assessment Guide: Components

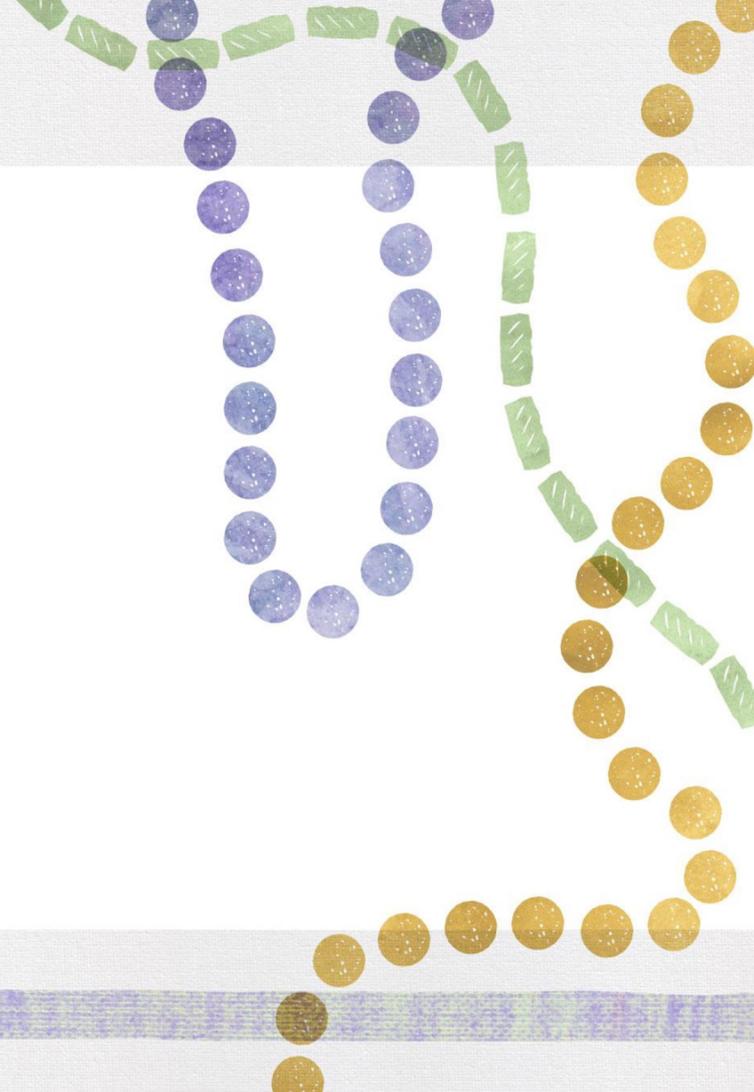
Section Two contains a bank of scenarios, referred to as Data Review, that should be used to analyze data related to the implementation of the April Dunn Act in your district.

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



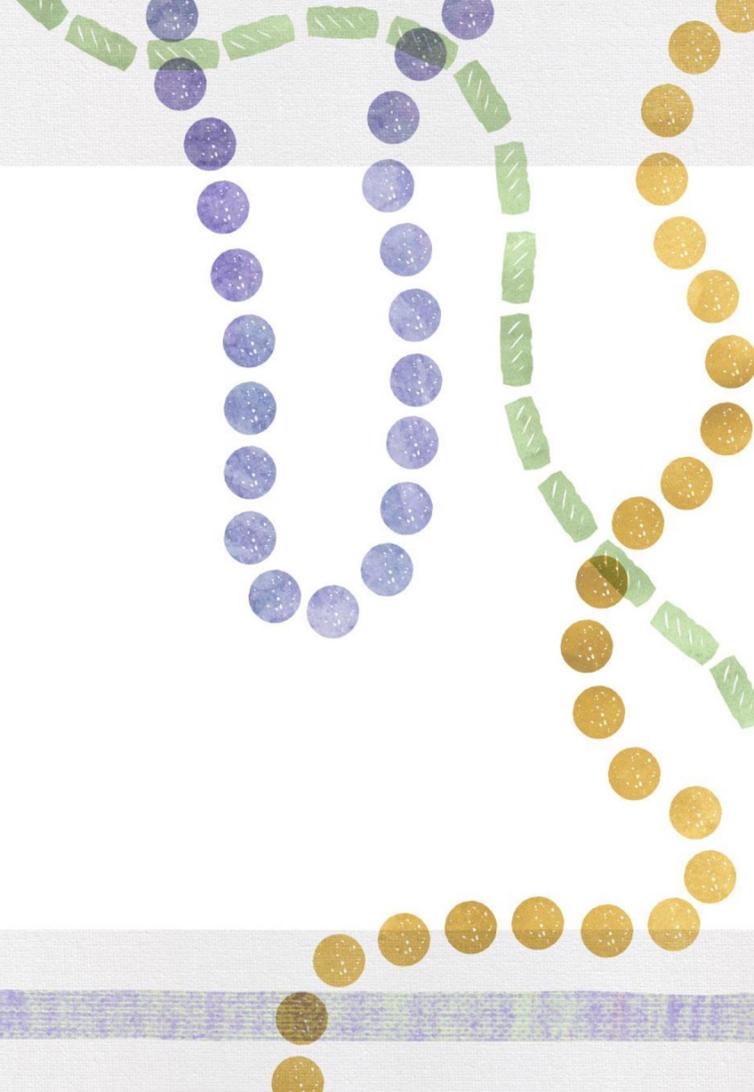
Self-Assessment Guide: Planning and Preparation

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 or collecting data related to 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.

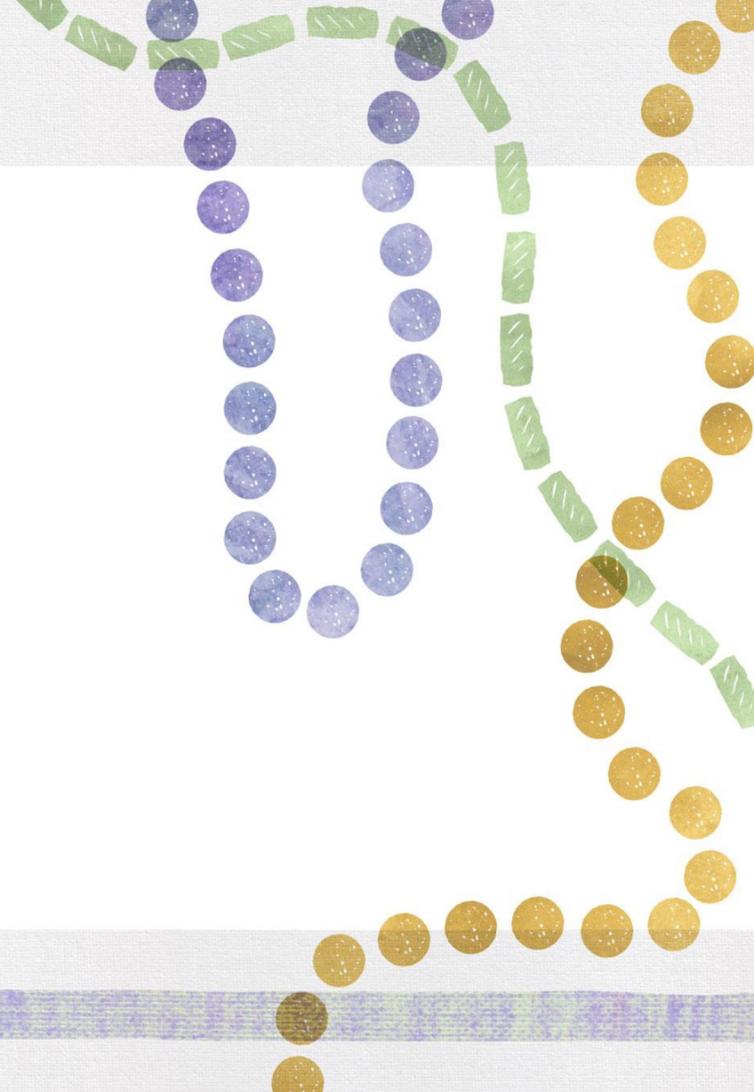
Additionally, LDOE guidance related to the effective implementation of the April Dunn Act is provided under the Resources tab at the end of the Self-Assessment document.

Understanding the Self-Assessment Review

Recording findings:

In Section Two: Data Review, click on the data box under the “Results of Review” tab and enter data related to the topic in the “Data Review” column.

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 policy and procedures and data.

Self-Assessment Team Checklist



Self-Assessment Team Checklist

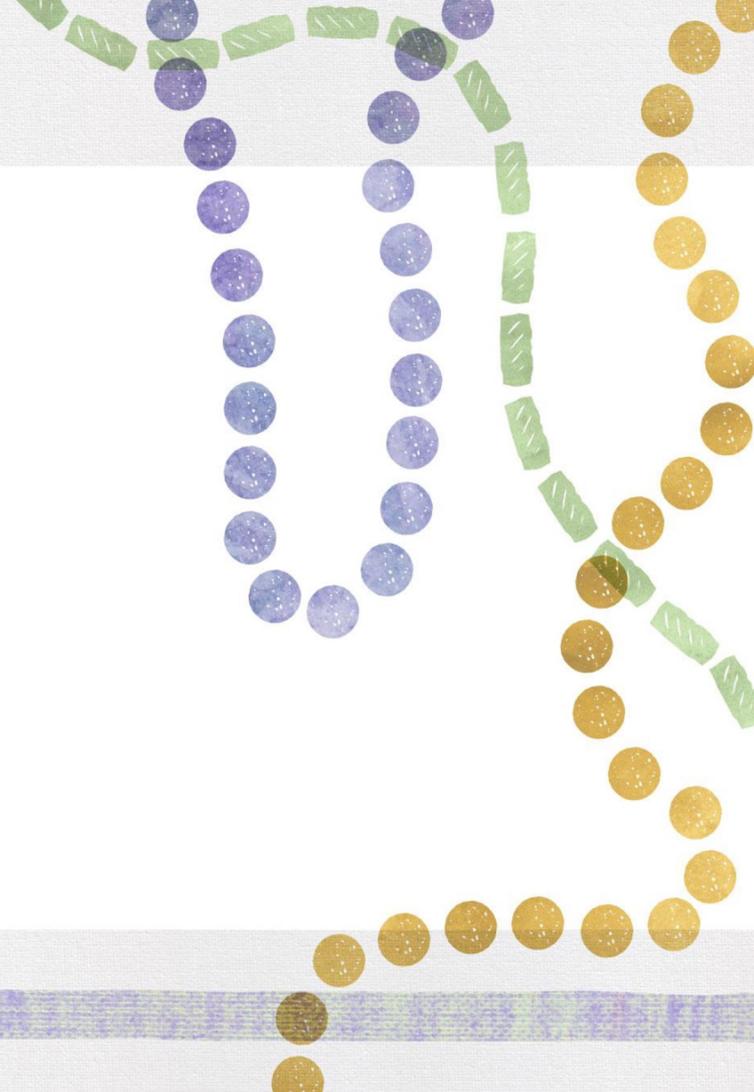
Required Activity	Recommendations and Action Steps
<p>1. Special Education Leader selects team members to participate in the self-assessment process</p>	<p>Identify a team leader to oversee the self-assessment process and a team of individuals to conduct the review. The team should include individuals from multiple disciplines. This may include, but is not limited to:</p> <ul style="list-style-type: none"> • Special education teachers • Guidance counselors • General education teachers • Special education personnel such as IEP Facilitators
<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"> • Review procedures • Review data • Conduct interviews and observations, if needed* • Complete other relevant tasks <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"> • review LEA procedures and practices for the self-assessment review, and • review LEA data.

Self-Assessment Team Checklist

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

The Self-Assessment Guide

Section Two: Data Review



Section Two: Data Review

Items contained in Section Two ask LEAs to examine data related to the implementation of the April Dunn Act.

Reviewers completing Section Two will pull information from sources such as the

- Special Education Reporting System (SER)
- Student Information System (SIS)
- School Transcript System (STS)
- LEAP 2025 Data file (remediation flag indicates students that did not meet benchmark for assessment/grade)
- Prior test history from EdLink
- Post Data Certification Cohort Graduation data file

Section Two: Data Review

Section Two follows the format of presenting a “Data Review” scenario. The scenario request April Dunn Act data for a particular situation. Additionally, the reviewer is asked to look at data across several years.

Data Review	Results of Review
DR1: List the total number of students eligible for the April Dunn Act in the following school years	
1a: 2020-2021	
1b: 2021-2022	
1c: 2022-2023	

Section Two: Data Review

Once compiled, the data is then recorded in the appropriate box in the “Results of Review” column.

Data Review	Results of Review
DR1: List the total number of students eligible for the April Dunn Act in the following school years	
1a: 2020-2021	
1b: 2021-2022	
1c: 2022-2023	

Note: Diplomas earned by students on the LEAP Connect Alternate Assessment Pathway to a Diploma and participating in the LEAP Connect Alternate Assessment should not be included in this data review.

Section Two: Data Review

“Data Review” scenarios found in Section Two include:

DR1: Using data pulled from SER, list the total number of students eligible for the April Dunn Act in the following school years

1a: 2020-2021

1b: 2021-2022

1c: 2022-2023

DR2: Using data pulled from SER, list the total number of students with Individual Performance Criteria applied to their high school experiences in the following school years (April Dunn Act Applied)

2a: 2020-2021

2b: 2021-2022

2c: 2022-2023

Section Two: Data Review

DR3: Using data pulled from **SER**, list the total number of students eligible for the April Dunn Act in the 2020-2021 school year by grade level.

3a: 9th

3b: 10th

3c: 11th

3d: 12th

DR4: Using data pulled from **SER**, list the total number of students eligible for the April Dunn Act in the 2021-2022 school year by grade level.

4a: 9th

4b: 10th

4c: 11th

4d: 12th

Section Two: Data Review

DR5: Using data pulled from **SER**, list the total number of students eligible for the April Dunn Act in the 2022-2023 school year by grade level.

5a: 9th

5b: 10th

5c: 11th

5d: 12th

DR6: Using the **LEAP 2025 data file or test history in EdLink**, list the total number of students eligible for the April Dunn Act in the 2020-2021 school year by grade level.

6a: 9th

6b: 10th

6c: 11th

6d: 12th

Section Two: Data Review

DR7: Using data pulled from the **LEAP 2025 data file or test history in EdLink**, list the total number of students eligible for the April Dunn Act in the 2021-2022 school year by grade level.

7a: 9th

7b: 10th

7c: 11th

7d: 12th

DR8: Using data pulled from the **LEAP 2025 data file or test history in EdLink**, list the total number of students eligible for the April Dunn Act in the 2022-2023 school year by grade level.

8a: 9th

8b: 10th

8c: 11th

8d: 12th

Section Two: Data Review

DR9: Using data pulled from the **Post Data Certification Cohort Graduation data file**, list the total number of diplomas earned by students in the two previous school years. *(Use the blanks to indicate years being recorded)*

9a: 20__ - 20__

9b: 20__ - 20__

DR10: Using data pulled from the **Post Data Certification Cohort Graduation data file**, list the total number of diplomas earned by students with disabilities in the two previous school years. *(Use the blanks to indicate years being recorded)*

10a: 20__ - 20__

10b: 20__ - 20__

Section Two: Data Review

DR11: Using data pulled from the **Post Data Certification Cohort Graduation data file**, list the total number of diplomas earned by students with disabilities eligible for the April Dunn Act in the two previous school years. *(Use the blanks to indicate years being recorded)*

11a: 20__ - 20__

11b: 20__ - 20__

DR12: When compared to all diplomas earned, what is the percentage of diplomas earned by students with disabilities eligible for the April Dunn Act in the two previous school years? *(Use the blanks to indicate years being recorded)*

12a: 20__ - 20__

12b: 20__ - 20__

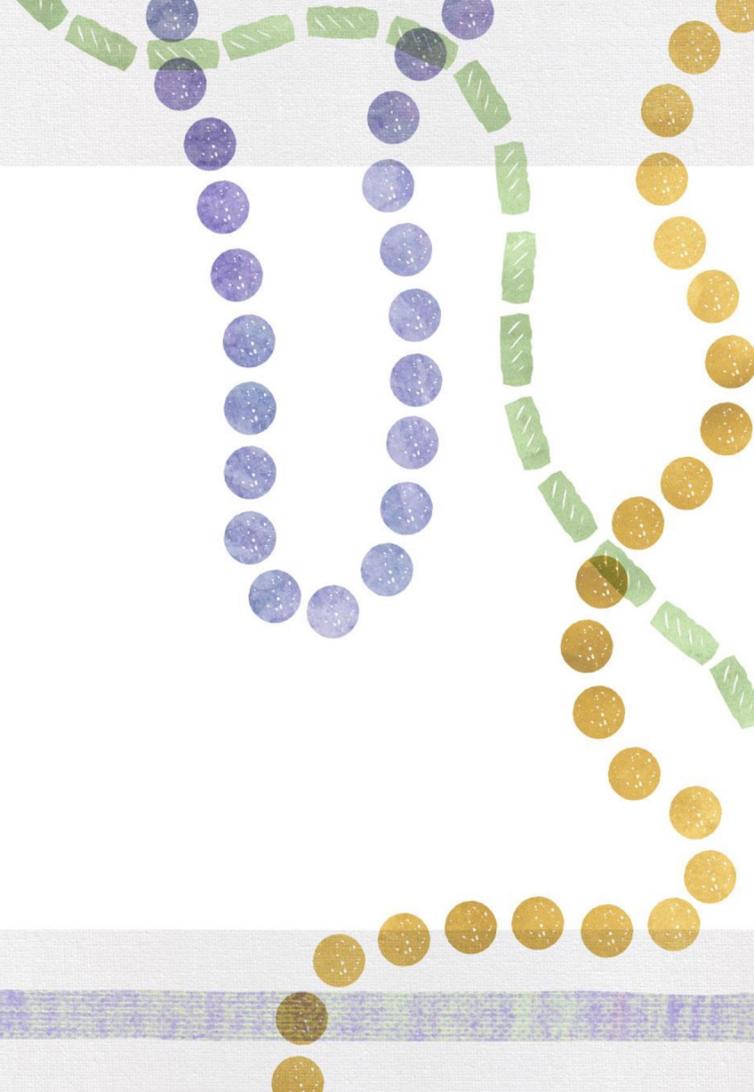
Section Two: Data Review

DR13: When compared to all diplomas earned by students with disabilities, what is the percentage of diplomas earned by students with disabilities eligible for the April Dunn Act in the two previous school years?

13a: 20__ - 20__

13b: 20__ - 20__

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.

In Section Two: Data Review, reviewers will simply enter data in the “Results of Review” column.

Section Two: Data	
Review Question	Results of Review
DR1	
DR2	
DR3	

Questions, comments, or concerns?

Contact: SpecialEducation@la.gov