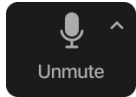


The April Dunn Act: Understanding the Self-Assessment Guide Section Three

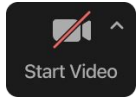


November 2023

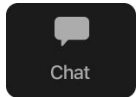
Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
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- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



Objectives

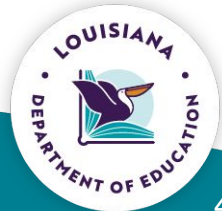
Provide an overview of

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



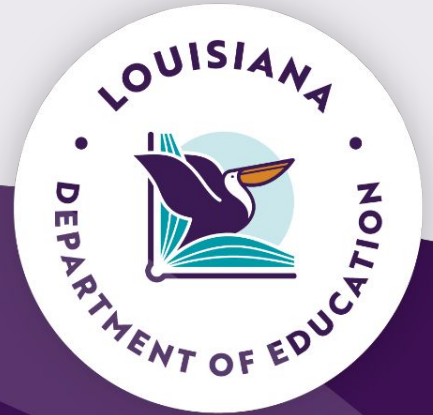
Objectives

- Section Three: IEP Review
 - Review Questions
 - Compliance Topic/Review Questions
- Self-Assessment Results Summary Form
 - Section Three: IEP 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 three sections in this portion of the Self Assessment Guide
 - Section One: Procedures Review
 - Section Two: Data Review
 - Section Three: IEP Review
- This training module addresses Section Three: IEP Review of the April Dunn Act: Self-Assessment Guide.



Self Assessment Guide: Components

- Section Three contains a bank of questions or topics, referred to as Review Question and Compliance Topic/Review Questions.
- These questions and compliance topics should be used to analyze if the LEA is implementing the April Dunn Act in compliance with the requirements of the law.
- Part of the review process in Section Three will include the LEA examining sample student IEP files for evidence of implementing best practices and achieving compliance.



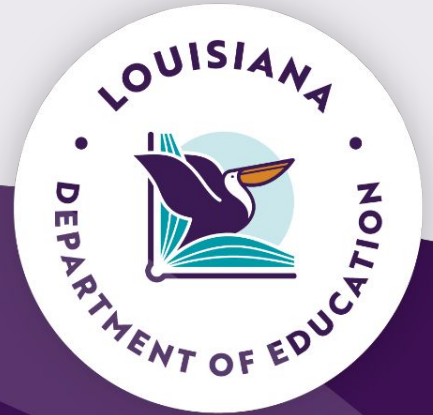
Self Assessment Guide: Components

- 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.



Self Assessment Guide: Planning and Preparation

- For completing Section Three, LEAs will select a targeted sample of student IEPs.
- LEAs will use the “Monitoring Sample Size Chart” to determine the number of IEPs for reviewing.

MONITORING SAMPLE SIZE CHART	
Students with Disabilities Population	Files to be Sampled
1 – 10	All files
11 – 50	10
51 – 100	15
101 – 300	30
301 – 600	40
601 – 1,000	45
1,001 and above	55



Self Assessment Guide: Planning and Preparation

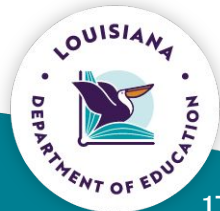
Student File Selection -When choosing student IEP files for Section Three, the following rules apply:

- All high school grade levels must be represented. An equal portion of IEPs will be chosen for each grade level. For example, if an LEA must sample 40 student files:
 - 10 IEPs should be chosen from students in the 9th grade,
 - 10 from the 10th grade,
 - 10 from the 11th grade, and
 - 10 from the 12th grade.



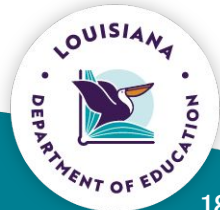
Self Assessment Guide: Planning and Preparation

- If the number of files to be sampled is not equally divisible by 4, choose a larger number of files from students in the 9th grade and an equal amount in grades 10-12. For example, if an LEA must sample 10 files:
 - 4 IEPs should be chosen from students in the 9th grade,
 - 2 from the 10th grade,
 - 2 from the 11th grade, and
 - 2 from the 12th grade.



Self Assessment Guide: Planning and Preparation

- All IEPs chosen should be students determined eligible for April Dunn Act except when choosing IEPs for students in the 9th grade. When choosing IEPs for students in the 9th grade,
 - 50% of the IEPs must be IEPs wherein the students were determined eligible for April Dunn Act, and
 - 50% of the IEPs must be IEPs wherein the students were determined ineligible for the April Dunn Act.
 - If the total number of 9th-grade IEPs is not equally divisible by two, the number of IEPs for students determined eligible for the April Dunn Act should be larger.



Self Assessment Guide: Planning and Preparation

- The following sources may be helpful in addressing the areas of Section Three related to determining if a student was properly determined eligible/ineligible:
 - Special Education Reporting System (SER)
 - April Dunn Act Report
 - April Dunn Act Application Report
 - LEAP 2025 Data file (remediation flag indicates students that did not meet benchmark for grade)
 - Prior test history from EdLink.



The Self-Assessment Guide

Understanding the Self-Assessment Review



Understanding the Self-Assessment Review

Documentation and Evidence:

- For each component of the self-assessment, reviewers are provided lists of useful resources for completing the review such as a list of documents, or reports to examine, and evidence to look for in the documents.
- 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.
- This information is provided as a guide for locating the information that may assist in substantiating best practices.



Understanding the Self-Assessment Review

- The LEA may use additional reports or evidence when needed to support the self-review 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. This information can be documented on the Results Summary Form.
- Although the LDOE strongly recommends that LEAs have written April Dunn Act procedures, implementation procedures or practices that are examined during the review may be in place but not necessarily written.



Understanding the Self-Assessment Review

Recording Findings:

- In Section Three, LEA reviewers will select the button or check the circle next to each item on the score sheet to indicate whether the LEA found
 - Evidence Indicating Best Practices,
 - Evidence Does Not Indicate Best Practices,
 - Evidence Indicates Compliance, or
 - Evidence Indicates Non-Compliance.



Understanding the Self-Assessment Review

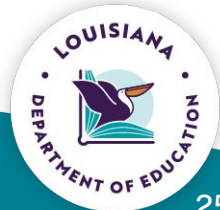
Addressing Finding of Inadequacies

- For instances of findings supporting “Evidence Does Not Indicate Best Practices” or “Evidence Indicates Non-Compliance” the LDOE strongly recommends LEAs:
 - document issues of lack of implementing best practices or non-compliance on the Self-Assessments Results Summary form provided,
 - identify the steps the LEA will take to correct findings of lack of implementing best practices or non-compliance by developing a plan for correction on the Self-Assessments Results Summary form,



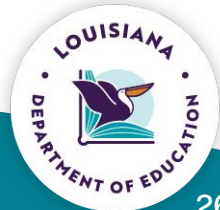
Understanding the Self-Assessment Review

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



Understanding the Self-Assessment Review

- immediately correct any additional issues of lack of implementing best practices and non-compliance that are identified, and
- complete all Plan of Correction items prior to the last business day of the February submission deadline.



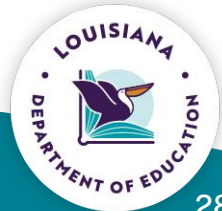
The Self-Assessment Guide

Maintaining Results on File



Maintaining Results on File

- The results recorded on the self-assessment score sheets along with the Self-Assessments Results Summary forms 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 beginning in 2024.



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.



The Self-Assessment Guide

Self-Assessment Team Checklist



Self-Assessment Team Checklist

Required Activity	Recommendations and Action Steps
1. Special Education Leader selects team members to participate in the self-assessment process	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: <ul style="list-style-type: none"> • Special education teachers • Guidance counselors • General education teachers • Special education personnel such as IEP Facilitators
2. Conduct an initial meeting with team members to discuss process timelines and assign responsibilities	Assign team members to <ul style="list-style-type: none"> • review procedures • review data • review IEPs • 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>
3. Complete required self-assessment	Using the review questions or prompts in Sections One, Two, and Three <ul style="list-style-type: none"> • review procedures for the self-assessment review, • review data, and • review IEPs.



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 and non-compliance,• maintain documentation to validate that the LEA has corrected all issues of inadequacies in local self-assessment files, and• 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 beginning in 2024.



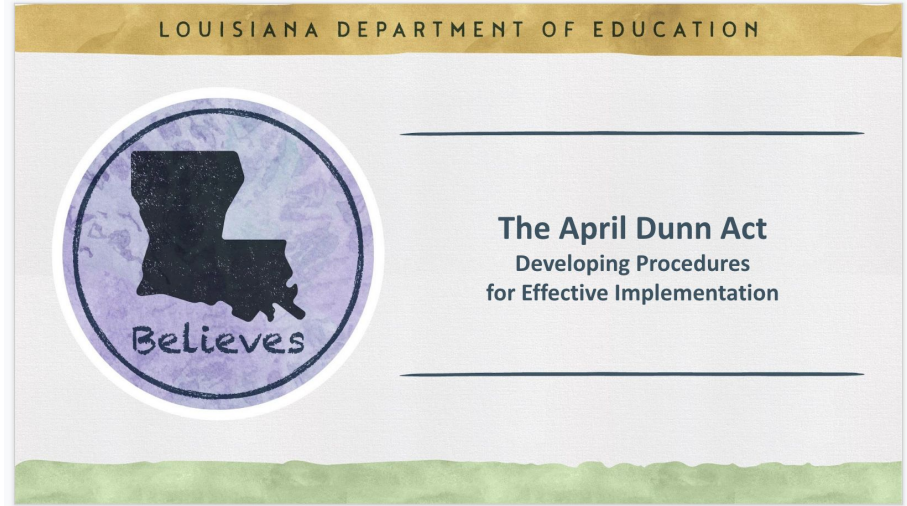
The Self-Assessment Guide

Section Three: IEP Review



Section Three: IEP Review

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



Section Three: IEP Review

- In Section Three, LEAs will examine student IEPs for evidence of effective and/or compliant implementation of the April Dunn Act.
- LEAs will review portions of the IEP related to documenting eligibility, developing individual performance criteria, and applying individual performance criteria for the April Dunn Act.



Section Three: IEP Review

- Teams completing this section should use IEPs that have been chosen based on the criteria outlined in the “Identifying a Sample” and “Student File Selection” sections.
- LEAs will complete a separate Section Three: IEP Review score sheet for each IEP.



Section Three: IEP Review

- Section Three follows the format of presenting a “Review Question” or a “Compliance Topic/Review Question”.

Review Question	Results of Review	
	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
IEP1: Does the IEP include the assessment scores used for determining eligibility/ineligibility?	<ul style="list-style-type: none"> The IEP includes the assessment scores used for determining eligibility/ineligibility. 	<ul style="list-style-type: none"> The IEP does not include the assessment scores used for determining eligibility/ineligibility.

Compliance Topic/Review Question	Results of Review	
	Evidence Indicates Compliance	Evidence Indicates Non-Compliance
IEP2: Does the IEP include the date the student was determined eligible/ineligible for the April Dunn Act?	<ul style="list-style-type: none"> The IEP includes the date the student was determined eligible/ineligible for the April Dunn Act. 	<ul style="list-style-type: none"> The IEP does not include the date the student was determined eligible/ineligible for the April Dunn Act.



Section Three: IEP Review

- Next, in the “Results of Review” area, reviewers will indicate the findings of their review as
 - Evidence Indicates Best Practice,
 - Evidence Indicates Compliance,
 - Evidence Does Not Indicate Best Practice, or
 - Evidence Indicates Non-Compliance

Results of Review	
Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
<ul style="list-style-type: none">○ The IEP includes the assessment scores used for determining eligibility/ineligibility.	<ul style="list-style-type: none">○ The IEP does not include the assessment scores used for determining eligibility/ineligibility.

Results of Review	
Evidence Indicates Compliance	Evidence Indicates Non-Compliance
<ul style="list-style-type: none">○ The IEP includes the date the student was determined eligible/ineligible for the April Dunn Act.	<ul style="list-style-type: none">○ The IEP does not include the date the student was determined eligible/ineligible for the April Dunn Act.

Section Three: IEP Review

Review Questions/Compliance Topics



Section Three: IEP Review

“Review Questions” or “Compliance Topics” found in Section Three.

Review Question	Results of Review	
	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
IEP1: Does the IEP include the assessment scores used for determining eligibility/ineligibility?	<ul style="list-style-type: none">o The IEP includes the assessment scores used for determining eligibility/ineligibility.	<ul style="list-style-type: none">o The IEP does not include the assessment scores used for determining eligibility/ineligibility.

Section Three: IEP Review

Compliance Topic/Review Question	Results of Review	
	Evidence Indicates Compliance	Evidence Indicates Non-Compliance
IEP2: Does the IEP include the date the student was determined eligible/ineligible for the April Dunn Act?	<ul style="list-style-type: none"> The IEP includes the date the student was determined eligible/ineligible for the April Dunn Act. 	<ul style="list-style-type: none"> The IEP does not include the date the student was determined eligible/ineligible for the April Dunn Act.
IEP3: If the IEP indicates the student is ineligible, confirm the student is ineligible for the April Dunn Act by reviewing the assessment data. Is the decision of ineligible correct?	<ul style="list-style-type: none"> The assessment data indicates the student is ineligible for the April Dunn Act, therefore the ineligible decision is correct. <p><i>If the answer to this question is "Evidence Indicates Compliance", you are finished with "Section Three Review."</i></p>	<ul style="list-style-type: none"> The assessment data indicates the student was eligible for the April Dunn Act, therefore the ineligible decision was incorrect. <p><i>If the answer to this question is "Evidence Indicates Non-Compliance", please explain on the Summary Form how you addressed this issue.</i></p>



Section Three: IEP Review

<p>IEP4: If the IEP indicates the student is eligible, confirm the student is eligible for the April Dunn Act by reviewing the assessment data. Is the decision of eligibility correct?</p>	<ul style="list-style-type: none"> o The assessment data indicates the student is eligible for April Dunn, therefore the eligible decision is correct. <p><i>If the student is eligible, go to IEP5.</i></p>	<ul style="list-style-type: none"> o The assessment data indicates the student is not eligible for April Dunn, therefore the eligible decision is incorrect. <p><i>If the student is not eligible, go to IEP4a.</i></p>
<p>4a: If the student was incorrectly determined eligible and should have been ineligible, does the student have the provisions of April Dunn applied to their high school experiences?</p>	<ul style="list-style-type: none"> o The student does not have the provisions of April Dunn applied to their high school experiences. <p><i>If the answer to this question is "Evidence Indicates Compliance", you are finished with "Section Three Review."</i></p>	<ul style="list-style-type: none"> o The student has the provisions of April Dunn applied to their high school experiences. <p><i>If the answer to this question is "Evidence Indicates Non-Compliance", please explain on the Summary Form how you addressed this issue.</i></p>



Section Three: IEP Review

<p>IEP5: On the Instructional Plan Page where April Dunn is applied, does the IEP contain information in the Present Level of Academic Achievement</p>		
<p>5a: related to the student's current level of performance, including strengths and weaknesses, and</p>	<ul style="list-style-type: none"> o Information in the Present Level of Academic Achievement is related to the student's current level of performance, including strengths and weaknesses. 	<ul style="list-style-type: none"> o Information in the Present Level of Academic Achievement is not related to the student's current level of performance, including strengths and weaknesses.
<p>5b: is the information in the Present Level of Academic Achievement related to the Educational Need Area?</p>	<ul style="list-style-type: none"> o Information in the Present Level of Academics is related to the Educational Need Area. 	<ul style="list-style-type: none"> o Information in the Present Level of Academics is not related to the Educational Need Area.

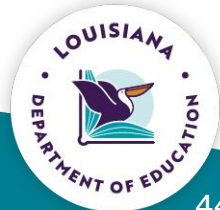


Section Three: IEP Review

IEP6: Is the “April Dunn Act Applied” box checked on all courses wherein April Dunn was applied?

- o The “April Dunn Act Applied” box is checked on all courses wherein April Dunn was applied.

- o Some of the “April Dunn Act Applied” boxes are checked on courses wherein April Dunn is applied.
- o None of the “April Dunn Act Applied” boxes are checked on the courses wherein April Dunn is applied.
- o None of the “April Dunn Act Applied” boxes are checked on any courses because April Dunn is not applied to any courses.



Section Three: IEP Review

<p>IEP7: For courses where April Dunn is applied, does each goal have multiple objectives?</p>	<ul style="list-style-type: none">o Where April Dunn is applied, every goal has multiple objectives.	<ul style="list-style-type: none">o Where April Dunn is applied, some goals have multiple objectives.o Where April Dunn is applied, some goals have only one objective.o Where April Dunn is applied, some goals have no objectives.
<p>IEP8: Are the goals, wherein the April Dunn Act is applied, measurable?</p>	<ul style="list-style-type: none">o All the goals, wherein the April Dunn Act is applied, are measurable.	<ul style="list-style-type: none">o Some of the goals, wherein the April Dunn Act is applied, are measurable.o None of the goals, wherein the April Dunn Act is applied, are measurable.

Section Three: IEP Review

<p>IEP9: Do the goals, wherein the April Dunn Act is applied, reflect individualized strategies, and supports?</p>	<ul style="list-style-type: none">o All the goals, wherein the April Dunn Act is applied, reflect individualized strategies, and supports.	<ul style="list-style-type: none">o Some of the goals, wherein the April Dunn Act is applied, reflect individualized strategies, and supports.o None of the goals, wherein the April Dunn Act is applied, reflect individualized strategies, and supports.
<p>IEP10: Are the objectives, wherein the April Dunn Act is applied, measurable?</p>	<ul style="list-style-type: none">o All objectives, wherein the April Dunn Act is applied, are measurable.	<ul style="list-style-type: none">o Some of the objectives, wherein the April Dunn Act is applied, are measurable.o None of the objectives, wherein the April Dunn Act is applied, are measurable.

Section Three: IEP Review

<p>IEP11: Do the objectives, wherein the April Dunn Act is applied, align to the goal so that, when accomplished, the overall goal is achieved?</p>	<ul style="list-style-type: none">o All objectives, wherein the April Dunn Act is applied, align to the goal so that, when accomplished, the overall goal is achieved.	<ul style="list-style-type: none">o Some objectives, wherein the April Dunn Act is applied, align to the goal so that, when accomplished, the overall goal is not achieved.o None of the objectives, wherein the April Dunn Act is applied, align to the goal so that, when accomplished, the overall goal is not achieved.
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Section Three: IEP Review

IEP12: Do the goals maintain rigorous learning expectations?	<ul style="list-style-type: none">o All the goals maintain rigorous learning expectations.	<ul style="list-style-type: none">o Some of the goals maintain rigorous learning expectations.o None of the goals maintain rigorous learning expectations.
IEP13: Do the objectives maintain rigorous learning expectations?	<ul style="list-style-type: none">o All the objectives maintain rigorous learning expectations.	<ul style="list-style-type: none">o Some of the objectives maintain rigorous learning expectations.o None of the objectives maintain rigorous learning expectations.

Section Three: IEP Review

IEP14: Do the goals and objectives address the scope and sequence of the entire course?	<ul style="list-style-type: none">o All goals and objectives address the scope and sequence of the entire course.	<ul style="list-style-type: none">o Some goals and objectives address the scope and sequence of the entire course.o None of the goals or objectives address the scope and sequence of the entire course.
IEP15: Were individual performance criteria developed within the first 30 days of the student entering the course?	<ul style="list-style-type: none">o Individual performance criteria were developed either before or within the first 30 days of the student entering the course.	<ul style="list-style-type: none">o Individual performance criteria were developed after the first 30 days of the student entering the course.

Section Three: IEP Review

IEP16: Are the goals and objectives:		
16a: clearly written with skills that will be addressed?	<ul style="list-style-type: none">o The goals and objectives are clearly written with skills that will be addressed.	<ul style="list-style-type: none">o Some of the goals are unclear as to which skills will be addressed.o Some of the objectives are unclear as to which skills will be addressed.o None of the goals or objectives are clear as to which skills will be addressed.



Section Three: IEP Review

16b: measurable?	<ul style="list-style-type: none">o All the goals and objectives are measurable.	<ul style="list-style-type: none">o Some of the goals are measurable.o Some of the objectives are measurable.o None of the goals are measurable.o None of the objectives are measurable.
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Section Three: IEP Review

<p>16c: based on a particular time frame?</p>	<ul style="list-style-type: none">o All the goals and objectives are based on a particular time frame.	<ul style="list-style-type: none">o Some of the goals are based on a particular time frame.o Some of the objectives are based on a particular time frame.o None of the goals are based on a particular time frame.o None of the objectives are based on a particular time frame.
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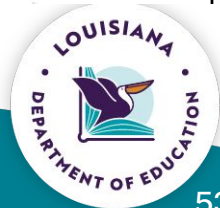


Section Three: IEP Review

16d: based on the student's strengths and needs?

- o All the goals and objectives are based on the student's strengths and needs.

- o Some of the goals are based on the student's strengths and needs.
- o Some of the objectives are based on the student's strengths and needs.
- o None of the goals are based on the student's strengths and needs.
- o None of the objectives are based on the student's strengths and needs.



Section Three: IEP Review

<p>16e: inclusive of strategies that have proven successful in the student's past?</p>	<ul style="list-style-type: none">o All the goals and objectives are inclusive of strategies that have proven successful in the student's past.	<ul style="list-style-type: none">o Some of the goals and objectives are inclusive of strategies that have proven successful in the student's past.o None of the goals and objectives are inclusive of strategies that have proven successful in the student's past.
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The Self-Assessment Guide

Results Summary Form



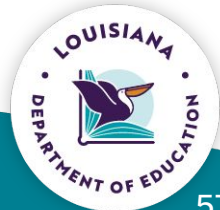
Self Assessment Guide: Results Summary Form

- 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/or non-compliant, and
 - indicate the dates those items have been or will be corrected.



Self Assessment Guide: Results Summary Form

- When documenting and/or addressing the results of the review of Section Three on the Self-Assessment Summary Form, the LEA must indicate
 - the type of evidence found from the review, “Evidence Indicating Best Practices”, “Evidence Does Not Indicate Best Practices”, “Evidence Indicates Compliance”, “Evidence Indicates Non-Compliance”,
 - a plan for correcting the results wherein the “Evidence Does Not Indicate Best Practices” or “Evidence Indicates Non-Compliance”, and
 - the date the inadequacies have been or will be completed.



Self Assessment Guide: 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 Three: IEP Review				
Review Question	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practice	Plan for Correcting Inadequacies	Date Completed
IEP1				

Section Three: IEP Review				
Compliance Topic/Review Question	Evidence Indicates Compliance	Evidence Indicates Non-Compliance	Plan for Correcting Inadequacies	Date Completed
IEP2				
IEP3				
IEP4				

Questions, Comments, or Concerns

Contact: SpecialEducation@la.gov

