

April Dunn Act

Self-Assessment Guide

February 2025



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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 in the Students with Disabilities Resources on the LDOE website. This self-assessment process offers a thorough evaluation of the implementation aspects that local education agencies (LEAs) need to address, including reviewing procedures, data, and Individualized Education Plans (IEPs) to draw valid and comprehensive conclusions. The LDOE encourages self-assessment as an activity for all LEAs. The primary goal of this self-assessment process is the identification of areas where

- implementation is lacking, non-compliant, or not in line with best practices, and
- technical assistance is needed.

This self-assessment will also reveal the strengths and weaknesses of local special education programs by evaluating the April Dunn Act's impact on student achievement. When completed with fidelity, this activity will help identify any root causes of performance and implementation challenges in the LEA.

COMPONENTS

There are three components in the self-assessment process related to the implementation of the April Dunn Act:

- Procedures Review
- Data Review
- IEP Review

A set of questions, known as Best Practices, is utilized to evaluate whether the LEA has established and executed effective procedures for implementing the April Dunn Act. There is also a collection of questions and compliance topics designed to assess if the LEA is executing the April Dunn Act in adherence to legal requirements. The LEA must review both formal and informal procedures, analyze sample student files for evidence of implementing best practices and compliance, and scrutinize data about the implementation of the April Dunn Act. LDOE has established the following components as the priority areas for this review:

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

The outcomes of this self-assessment will help Special Education Leaders and local education agencies (LEAs) in pinpointing systemic implementation challenges, assessing the impact on student performance, and formulating an intervention plan.

PLANNING AND PREPARATION

The LEA should identify key staff to serve on the self-assessment team. 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
- other staff responsible for implementing the April Dunn Act.

The following resources may help with implementing this review process:

- Special Education Reporting System (SER)
 - Student Profile Report
 - April Dunn Act Application Report
- Student Information System (SIS) (i.e., JCampus, PowerSchool)
- LEAP 2025 Data file (remediation flag indicates students that did not meet the benchmark for grade)
- Prior test history from EdLink
- Post Data Certification Cohort Graduation data file

IDENTIFYING A SAMPLE

For completing Section 3, LEAs will select a targeted sample of student IEPs. Use the “Monitoring Sample Size Chart” below to determine the number of student 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

STUDENT FILE SELECTION

When choosing student IEP files for Section 3, 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. 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.
- All IEPs should be for students determined eligible for the April Dunn Act, except when selecting IEPs for students in the 9th grade. When selecting IEPs for students in the 9th grade,
 - 50% of the IEPs must be IEPs wherein the students were determined eligible for the 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.

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. 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. 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 provided on the Results Summary Form.

Recording Findings

- A score sheet is provided within each section of the Self-Assessment Guide for reviewers to record their findings.
- Findings from each section are transferred from the score sheets to the Self-Assessments Results Summary Form.
- In Section Three, LEAs will use a separate score sheet and Summary Form for each IEP reviewed.
- In Section One, 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. Best practices are also indicated under the "Evidence Indicates Best Practice" column. 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 before making a final determination of Best Practice.
- In Section Two, click on the data box under the "Results of Review" tab and enter data related to the topic in the "Data Review" column.
- In Section Three,
 - reviewers will use a separate score sheet and Results Summary Form for each IEP reviewed.
 - on the score sheet, select the button or check the circle next to each item to indicate whether the LEA found
 - "Evidence Indicating Best Practices" or "Evidence Does Not Indicate Best Practices" or
 - "Evidence Indicates Compliance" or Evidence Indicates Non-Compliance.
- Note: LEAs will have to print and manually fill out the score sheets and Summary Forms if they are not available as fillable forms at the time of review.

Addressing Findings 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 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,
- 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 instance of lack of implementing best practices and non-compliance was corrected, and other systemic issues do not exist,
- immediately correct any additional issues of lack of implementing best practices and non-compliance that are identified, and
- complete all Plan of Correction items before the last business day of the February submission deadline.

Note: In Section Three, reviewers will use a separate Results Summary Form for each IEP reviewed.

MAINTAINING RESULTS ON FILE

The self-assessment results score sheets for each section 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 beginning in 2024. Questions may be emailed directly to specialeducation@la.gov.

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 procedures and data.**

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

<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 • 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>
<p>3. Complete required self-assessment</p>	<p>Using the review questions or prompts in Sections One, Two, and Three</p> <ul style="list-style-type: none"> • review procedures for the self-assessment review, • review data, and • review IEPs.
<p>4. Convene a review team meeting to discuss the findings</p>	<p>Meet to discuss findings.</p> <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)
<p>5. Compile results</p>	<p>Assign a person to</p> <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.
<p>6. Correct findings of inadequacies</p>	<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.
<p>7. Maintain documentation in a self-assessment review file</p>	<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.

Section One: Procedures Review (P)

In this section, LEAs will 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.

Determining Eligibility (DE) Score Sheet:

Reviewers completing this section should use:

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

Items contained in this section are based on the best practices outlined in the guidance document "April Dunn Act - Developing Policies and Procedures for Effective Implementation".

Review Question	Results of Review	
	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
PDE1: Does the LEA have written procedures for determining eligibility for all students with disabilities for the April Dunn Act?	<ul style="list-style-type: none"> o The LEA has written procedures for determining eligibility for the April Dunn Act. 	<ul style="list-style-type: none"> o The LEA does not have written procedures for determining eligibility for the April Dunn Act.
PDE2: Does the LEA have procedures for determining eligibility for all students with disabilities entering high school?	<ul style="list-style-type: none"> o Procedures outline a process for determining eligibility for all students with disabilities entering high school. 	<ul style="list-style-type: none"> o Procedures do not outline a process 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?	<ul style="list-style-type: none"> o Procedures outline personnel or staff positions responsible for ensuring all students with disabilities are examined for eligibility. 	<ul style="list-style-type: none"> o Procedures do not outline personnel or staff positions responsible for ensuring all students with disabilities are examined for eligibility.
PDE4: Do the LEA's procedures outline when eligibility will be examined for students with disabilities?	<ul style="list-style-type: none"> o Procedures outline when eligibility will be examined for students with disabilities. 	<ul style="list-style-type: none"> o Procedures do not outline when eligibility will be examined for students with disabilities.

<p>PDE5: Do procedures outline the graduation criteria IEP teams will use for determining eligibility for students entering the 9th grade?</p>	<ul style="list-style-type: none"> o Procedures outline the graduation criteria IEP teams will use for determining eligibility for students entering the 9th grade. 	<ul style="list-style-type: none"> o Procedures do not outline the graduation criteria IEP teams will use for determining eligibility for students entering the 9th grade.
<p>PDE6: Do procedures outline the graduation criteria for use in determining eligibility for students who entered the 9th grade ineligible but have now taken at least one state assessment?</p>	<ul style="list-style-type: none"> o Procedures outline the graduation criteria used to determine eligibility for students who entered the 9th grade ineligible but have now taken at least one state assessment. 	<ul style="list-style-type: none"> o Procedures do not outline the graduation criteria used to determine eligibility for students who entered the 9th grade ineligible but have now taken at least one state assessment.
<p>PDE7: Does the LEA have a process in place for ensuring students are being examined for eligibility at appropriate times in their high school experiences?</p>	<ul style="list-style-type: none"> o There is a process in place for ensuring students are being examined for eligibility at appropriate times in their high school experiences. 	<ul style="list-style-type: none"> o There is no process to ensure students are being examined for eligibility at appropriate times in their high school experiences.

Developing and Applying Individual Performance Criteria (IPC) Score Sheet:

In this section, LEAs will examine procedures related to the effective implementation of the April Dunn Act. Reviewers completing this section should use:

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

Items contained in this section are based on the best practices outlined in the guidance document "April Dunn Act - Developing Policies and Procedures for Effective Implementation".

Review Question	Results of Review	
	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
PIPC1: Does the LEA have written procedures related to developing and applying individual performance criteria?	<ul style="list-style-type: none"> ○ Procedures are written. 	<ul style="list-style-type: none"> ○ Procedures are not written.
PIPC2: Does the LEA have procedures outlining the processes for developing and applying individual performance criteria?	<ul style="list-style-type: none"> ○ There are procedures outlining a process for developing and applying individual performance criteria. 	<ul style="list-style-type: none"> ○ There are no procedures outlining a process for developing or applying individual performance criteria. ○ There are procedures for developing but not applying individual performance criteria. ○ There are procedures for applying but not developing 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.	<ul style="list-style-type: none"> ○ Procedures provide guidance that IEP teams and staff consider a student's current level of performance, including strengths and weaknesses, 	<ul style="list-style-type: none"> ○ Procedures do not provide guidance that IEP teams and staff consider a student's current level of performance, including strengths and weaknesses, when developing individual performance criteria.

	when developing individual performance criteria.	
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.	<ul style="list-style-type: none"> o Procedures provide guidance that IEP teams and staff consider strategies and support 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 courses when developing individual performance criteria. 	<ul style="list-style-type: none"> o Procedures do not provide guidance that IEP teams and staff consider strategies and support 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 courses when developing individual performance criteria.
3c: writing measurable goals that reflect the strategies and supports proven successful with the student in the past.	<ul style="list-style-type: none"> o Procedures provide guidance that IEP teams and staff must write measurable goals that reflect the strategies and supports proven successful with the student in the past. 	<ul style="list-style-type: none"> o Procedures do not provide guidance that IEP teams and staff must write 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.	<ul style="list-style-type: none"> o Procedures provide guidance that IEP teams and staff create measurable goal-aligned objectives that, when accomplished, achieve the overall goal. 	<ul style="list-style-type: none"> o Procedures do not provide guidance that IEP teams and staff create measurable goal-aligned objectives that, when accomplished, achieve the overall goal.
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	<ul style="list-style-type: none"> o Procedures provide guidance for using 	<ul style="list-style-type: none"> o Procedures do not provide guidance for using the

choosing courses to apply the April Dunn Act.	the student's Individualized Graduation Plan when choosing courses to apply the April Dunn Act.	student's Individualized Graduation Plan when choosing courses to apply the April Dunn Act.
4b. current schedule when choosing courses to apply the April Dunn Act.	<ul style="list-style-type: none"> o Procedures provide guidance for using the student's current schedule when choosing courses to apply the April Dunn Act. 	<ul style="list-style-type: none"> o Procedures do not provide guidance for using the student's 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.	<ul style="list-style-type: none"> o Procedures provide guidance for using the student's assessment history and present levels of academic performance information when choosing courses to apply the April Dunn Act. 	<ul style="list-style-type: none"> o Procedures do not provide guidance for using the student's assessment history and present levels of academic performance information when choosing courses to apply the April Dunn Act.
PIPC5: Do procedures indicate that individual performance criteria are applied within the first 30 days of the student entering the course?	<ul style="list-style-type: none"> o Procedures indicate that individual performance criteria are applied within the first 30 days of the student entering the course. 	<ul style="list-style-type: none"> o Procedures do not 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.	<ul style="list-style-type: none"> o Procedures provide clear expectations that individual performance criteria will maintain rigorous learning expectations. 	<ul style="list-style-type: none"> o Procedures do not provide clear expectations that individual performance criteria will maintain rigorous learning expectations.
6b: are aligned with the scope and	<ul style="list-style-type: none"> o Procedures provide clear expectations 	<ul style="list-style-type: none"> o Procedures do not provide clear expectations that

sequence of the course standards.	that individual performance criteria are aligned with the scope and sequence of the course standards.	individual performance criteria 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.	<ul style="list-style-type: none"> o Procedures provide clear expectations that individual performance criteria are developed within the first 30 days of the student entering the course. 	<ul style="list-style-type: none"> o Procedures do not provide clear expectations that individual performance criteria are developed within the first 30 days of the student entering the course.
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?	<ul style="list-style-type: none"> o Procedures clearly define the names or positions of required personnel that will comprise the IEP team responsible for developing and applying individual performance criteria related to the April Dunn Act. 	<ul style="list-style-type: none"> o Procedures do not define the names or positions of required personnel that will 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 who will be trained on developing and applying individual performance criteria related to the April Dunn Act?	<ul style="list-style-type: none"> o Procedures clearly define the names or positions of staff members who will be trained on developing and applying individual performance criteria related to the April Dunn Act. 	<ul style="list-style-type: none"> o Procedures do not define the names or positions of staff members who 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?	<ul style="list-style-type: none"> o Procedures clearly define a timeline for when staff will be trained on developing and applying individual performance criteria related to the April Dunn Act. 	<ul style="list-style-type: none"> o Procedures do not define a timeline for when staff will be trained on developing and applying individual performance criteria related to the April Dunn Act.

<p>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?</p>	<ul style="list-style-type: none"> o 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. 	<ul style="list-style-type: none"> o Procedures do not 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.
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Documenting Achievement of Individual Performance Criteria (DA) Score Sheet:

In this section, LEAs will review established procedures for documenting the achievement of individual performance criteria (DA), or goals and objectives, associated with the April Dunn Act. Reviewers completing this section can use:

- the LEA's written policies and procedures manual,
- forms used for DA, and/or
- evidence of activities supporting practices related to DA.

Items contained in this section are based on the best practices outlined in the guidance document “April Dunn Act - Developing Policies and Procedures for Effective Implementation.”

Review Question	Results of Review	
	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
PDA1: Do procedures outline the staff member(s) or position of the person(s) responsible for		
1a: tracking student progress toward achieving the individual performance criteria throughout the school year?	<ul style="list-style-type: none"> ○ Procedures outline the staff member(s) or position of the person(s) responsible for tracking student progress toward achieving the individual performance criteria throughout the school year. 	<ul style="list-style-type: none"> ○ Procedures do not outline the staff member(s) or position of the person(s) responsible for tracking student progress toward achieving the individual performance criteria throughout the school year.
1b: determining if a student has met the individual performance criteria?	<ul style="list-style-type: none"> ○ Procedures outline the staff member(s) or position of the person(s) responsible for determining if a student has met the individual performance criteria. 	<ul style="list-style-type: none"> ○ Procedures do not outline the staff member(s) or position of the person(s) responsible for determining if a student has met the individual performance criteria.
1c: awarding course credit?	<ul style="list-style-type: none"> ○ Procedures outline the teacher of record as the person responsible for 	<ul style="list-style-type: none"> ○ Procedures do not outline the teacher of record as the person responsible for awarding course credit.

	awarding course credit.	
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?	<ul style="list-style-type: none"> o Procedures outline the role the IEP team and/or staff will play in reviewing data to confirm student progress and achievement. 	<ul style="list-style-type: none"> o Procedures do not outline the role the IEP team and/or staff will play in reviewing data to confirm student progress and achievement.
2b: recording student progress and achievement on IEP?	<ul style="list-style-type: none"> o Procedures outline the role the IEP team and/or staff will play in recording student progress and achievement on IEP. 	<ul style="list-style-type: none"> o Procedures do not outline the role the IEP team and/or staff will play in recording student progress and achievement on IEP.
2c: completing the Goal Summary Form?	<ul style="list-style-type: none"> o Procedures outline the role the IEP team and/or staff will play in completing the Goal Summary Form. 	<ul style="list-style-type: none"> o Procedures do not outline the role the IEP team and/or staff will play in completing the Goal Summary Form.

Section Two: Data Review (DR) Score Sheet

In this section, LEAs will examine different data systems for information related to the implementation of the April Dunn Act. LEAs will use multiple sources for determining data results. For example, teams may use information from SER and data pulled from the LEAP 2025 Data file. The LEAP 2025 Data file is an Excel file that must be sorted. To identify students eligible for the April Dunn Act, sort the data on the special education flag and filter on the remediation flag. This should produce the list of students with disabilities eligible for the April Dunn Act.

Sources for pulling data include but are not limited to

- Special Education Reporting System (SER)
 - Student Profile Report
 - April Dunn Act Application Report
- Student Information System (SIS) i.e., J-Campus, PowerSchool
- LEAP 2025 Data file (remediation flag indicates students that did not meet the benchmark for grade)
- Prior test history from EdLink
- Post Data Certification Cohort Graduation data file

Note: Data related to students who graduated on the LEAP Connect Diploma Pathway (L1) should **not** be included in any of the data points.

Data Review	Results of Review
DR1: List the total number of students eligible for the April Dunn Act in the current school year.	
1a: number of students	
1b: current school year	
1c: name of data source (i.e., J-Campus, SER, etc.)	
1d: date data was collected	
DR2: List the total number of students with Individual Performance Criteria applied to their high school experiences in the current school year.	
2a: number of students	
2b: current school year	
2c: name of data source (i.e., J-Campus, SER, etc.)	
2d: date data was collected	
DR3: Using data pulled from SER , list the total number of students eligible for the April Dunn Act in the current school year by grade level.	
3a: 9th	

3b: 10th	
3c: 11th	
3d: 12th	
DR4: Using the LEAP 2025 data file or prior test history from EdLink , list the total number of students eligible for the April Dunn Act in the current school year listed by grade level.	
4a: 9th	
4b: 10th	
4c: 11th	
4d: 12th	
DR5: Using the most recent available Post Data Certification Cohort Graduation data file , list the total number of diplomas earned by all students, including both general and special education.	
5a: number of diplomas	
5b. school year	
DR6: Using the most recent available Post Data Certification Cohort Graduation data file , list the total number of diplomas earned by students with disabilities.	
6a: number of diplomas	
6b. school year	
DR7: Using the most recent available Post Data Certification Cohort Graduation data file , list the total number of diplomas earned by students with disabilities eligible for the April Dunn Act.	
7a: number of diplomas	
7b. school year	
DR8: When compared to all diplomas, what percentage of diplomas were earned by students with disabilities eligible for the April Dunn Act in the previous school year? <i>(Note: This will require a comparison of data found in DR5 to DR7.)</i>	
8a: % of diplomas	
8b. school year	
DR9: Using last year's Self-Assessment results, calculate the difference in diploma attainment percentages between this year's and last year's Section Two DR8 results to identify trends or changes. <i>(Note: If this is the first time completing Section Two, LEAs will not have previous year data)</i>	

<i>for comparison and thus will be unable to perform this comparative analysis.)</i>	
9a: % of diplomas from last year's review DR8	
9b: difference in %'s (this year's percentage minus last year's percentage)	
DR10: When compared to all diplomas earned by students with disabilities, what percentage of diplomas were earned by students with disabilities eligible for the April Dunn Act in the previous school year? <i>(Note: This will require a comparison of data found in DR6 to DR7.)</i>	
10a: % of diplomas	
10b. school year	
DR11: Using last year's Self-Assessment results, calculate the difference in diploma attainment percentages between this year's and last year's Section Two DR10 results to identify trends or changes. <i>(Note: If this is the first time completing Section Two, LEAs will not have previous year data for comparison and thus will be unable to perform this comparative analysis.)</i>	
11a: % of diplomas from last year's review DR10	
11b: difference in %'s (this year's percentage minus last year's percentage)	

Section Three: IEP Review (IEP) Score Sheet

In this section, LEAs will examine student IEPs for evidence of effective and 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.

Teams completing this section should choose IEPs 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.

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		
1a: determining eligibility?	<ul style="list-style-type: none"> The IEP includes the assessment scores used for determining eligibility. 	<ul style="list-style-type: none"> The IEP does not include the assessment scores used for determining eligibility.
1b: determining ineligibility?	<ul style="list-style-type: none"> The IEP includes the assessment scores used for determining ineligibility. 	<ul style="list-style-type: none"> The IEP does not include the assessment scores used for determining 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.
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>

<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>
<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.
<p>IEP6: Is the "April Dunn Act Applied" box checked on all courses wherein April Dunn was applied?</p>	<ul style="list-style-type: none"> o The "April Dunn Act Applied" box is checked on all courses wherein April Dunn was applied. 	<ul style="list-style-type: none"> o Some of the "April Dunn Act Applied" boxes are checked on courses wherein April Dunn is applied.

		<ul style="list-style-type: none"> 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.
IEP7: For courses where April Dunn is applied, does each goal have multiple objectives?	<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.
IEP8: Are the goals, wherein the April Dunn Act is applied, measurable?	<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.
IEP9: Are the goals, wherein the April Dunn Act is applied, specific to the student?	<ul style="list-style-type: none"> o All the goals, wherein the April Dunn Act is applied, are student specific. 	<ul style="list-style-type: none"> o Some of the goals, wherein the April Dunn Act is applied, are student specific. o None of the goals, wherein the April Dunn Act is applied, are student specific.
IEP10: Are the objectives, wherein the April Dunn Act is applied, measurable?	<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.
IEP11: Do the 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 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.
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.
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.
IEP16: Are the objectives:		
16a: based on a particular time frame?	<ul style="list-style-type: none"> o All objectives are based on a particular time frame. 	<ul style="list-style-type: none"> o Some of the objectives are based on a particular time frame. o None of the objectives are based on a particular time frame.
16b: based on the student's strengths and needs?	<ul style="list-style-type: none"> o All objectives are based on the student's strengths and needs. 	<ul style="list-style-type: none"> o Some of the objectives are based on the student's strengths and needs. o None of the objectives are based on the student's strengths and needs.
16c: inclusive of strategies that have proven successful in the student's past?	<ul style="list-style-type: none"> o All objectives are inclusive of strategies that have proven successful in the student's past. 	<ul style="list-style-type: none"> o Some of the objectives are inclusive of strategies that have proven successful in the student's past. o None of the objectives are

		inclusive of strategies that have proven successful in the student's past.
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Louisiana Department of Education

LOCAL EDUCATION AGENCY SELF-ASSESSMENT RESULTS SUMMARY FORM

Instructions

The Self-Assessment Results Summary must be completed and stored by LEAs according to the instructions outlined in the section titled “Maintaining Results on File” section above. This 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 non-compliance, and indicate the dates those items have been or will be corrected. Below are specific instructions for documenting and/or addressing the lack of best practices and non-compliance and data for Sections One, Two, and Three. If assistance is needed with addressing inadequacies, please reach out to specialeducation@la.gov.

Section One: Procedure Review

Indicate whether the LEA found “Evidence Indicating Best Practices” or “Evidence Does Not Indicate Best Practices” by selecting the button next to each item. LDOE strongly recommends that for any instances wherein the LEA found “Evidence Does Not Indicate Best Practices”, a plan for correcting the inadequacies is created. Indicate the plan for correcting the inadequacies. Indicate the date the inadequacies have been or will be completed.

Section Two: Data Review

Next to each item, enter the data found in the review.

Section Three: IEP Review

Indicate whether the LEA found “Evidence Indicating Best Practices” or “Evidence Does Not Indicate Best Practices” by selecting the button next to each item. For any instances wherein, the LEA found “Evidence Does Not Indicate Best Practices” a plan of correction is required. Indicate whether the LEA is compliant or non-compliant by selecting the button next to each item. For any instances wherein, the LEA found “Non-Compliance”, a plan of correction is required. Additionally, all plans for correction must be completed before the February submission deadline.

Section One: Procedure Review Summary Form

Please complete a summary form for each IEP reviewed by transferring information from the Score Sheet and addressing the Plan for Correcting Inadequacies found during the monitoring phase. If assistance is needed with addressing inadequacies, please reach out to specialeducation@la.gov.

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				
PDE4				
PDE5				
PDE6				
PDE7				
PDE8				
PIPC1				
PIPC2				
PIPC3a				
PIPC3b				
PIPC3c				
PIPC3d				
PIPC4a				
PIPC4b				
PIPC4c				
PIPC5				
PIPC6a				

PIPC6b				
PIPC6c				
PIPC7				
PIPC8				
PIPC9				
PIPC10				
PDA1a				
PDA1b				
PDA1c				
PDA2a				
PDA2b				
PDA2c				

Section Two: Data Review Summary Form

Please transfer the information from Section Two: Data Review Score Sheet.

Section Two: Data	
Review Question	Results of Review
DR1a	
DR1b	
DR1c	
DR1d	
DR2a	
DR2b	
DR2c	
DR2d	
DR3a	
DR3b	
DR3c	
DR3d	
DR4a	
DR4b	
DR4c	
DR4d	
DR5a	
DR5b	
DR6a	
DR6b	
DR7a	

DR7b	
DR8a	
DR8b	
DR9a	
DR9b	
DR10a	
DR10b	
DR11a	
DR11b	

Section Three: IEP Review Summary Form

Please complete a Summary Form for each IEP reviewed by transferring information from the Score Sheet and addressing the Plan for Correcting Inadequacies found during the monitoring phase. If assistance is needed with addressing inadequacies, please reach out to specialeducation@la.gov.

Section Three: IEP Review				
Review Question	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practice	Plan for Correcting Inadequacies	Date Completed
IEP1a				
IEP1b				

Section Three: IEP Review				
Compliance Topic/Review Question	Evidence Indicates Compliance	Evidence Indicates Non-Compliance	Plan for Correcting Inadequacies	Date Completed
IEP2				
IEP3				
IEP4				
IEP4a				
IEP5a				
IE5b				
IEP6				
IEP7				
IEP8				
IEP9				
IEP10				
IEP11				
IEP12				

IEP13				
IEP14				
IEP15				
IEP16a				
IEP16b				
IEP16c				

RESOURCES

- April Dunn Act Resources found in the [Students with Disabilities Resources](#) on the [LDOE website](#) includes the following April Dunn Act guidance documents.
 - April Dunn Act: - An Alternate Means to Graduation for Students with Disabilities
 - April Dunn Act - Developing Policies and Procedures for Effective Implementation
 - April Dunn Act - Sample Individual Performance Criteria
 - April Dunn Act - Frequently Asked Questions (FAQ)
 - April Dunn Act - IEP Checklist
 - April Dunn Act - Goal Summary Form Instructions
 - April Dunn Act - Malik and the Jump Start Graduation Pathway
 - April Dunn Act - Emma and the University Graduation Pathway