



The April Dunn Act

Emma and
the University Graduation Pathway

Objectives

Provide an overview of the April Dunn Act, via a student scenario, including the following:

- Introduction to the April Dunn Act
- Graduation Pathways and Requirements and April Dunn Act
- Determining Eligibility
- Selecting Courses for Applying April Dunn Act
- Developing and Applying Individual Performance Criteria
- Documenting Achievement of Individual Performance Criteria

Meet the Student

Meet Emma:

- a student with an exceptionality of Mild Cognitive Intellectual Disability,
- entering the 9th grade, and
- participated in statewide assessments in middle school.



Meet the Student

We will follow her IEP team as they:

- determine eligibility for the April Dunn Act,
- select the courses to apply April Dunn Act,
- develop and apply individual performance criteria for those courses within the first 30 days of Emma entering the course, and
- monitor and document her progress in achieving the performance criteria.



Introduction to the April Dunn Act



Act 833 Becomes the April Dunn Act



- In 2014, the Louisiana Legislature passed [Act 833](#).
- In June 2020, Act 833 was renamed as the [April Dunn Act](#) after April Dunn, a longtime advocate for people with disabilities instrumental in the passing of Act 833.



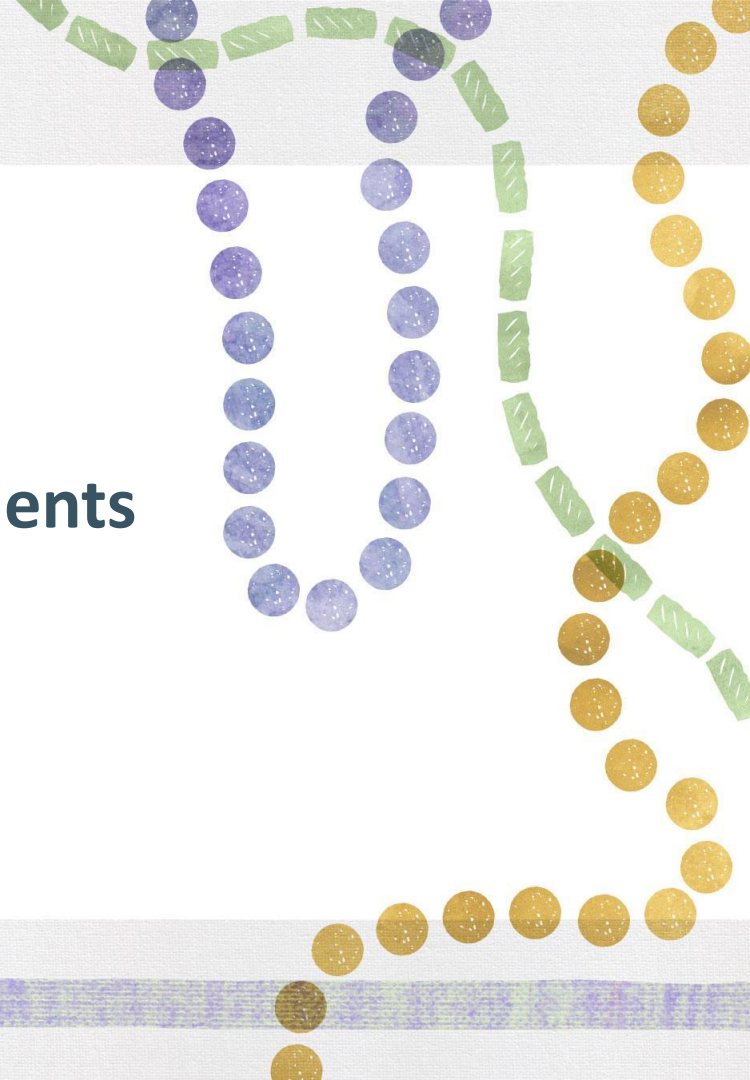
The April Dunn Act

- The April Dunn Act allows a student's Individualized Education Program (IEP) team to determine an alternate means to a diploma.
- Students with disabilities entering high school, grades 9 through 12, must first meet the graduation eligibility criteria.

The April Dunn Act

- Once eligible, students pursuing a high school diploma through the April Dunn Act must meet
 - all graduation requirements necessary to earn a diploma on one of the two graduation pathways, and
 - certain requirements related to employment.

Graduation Pathways and Requirements and April Dunn Act



Graduation Pathways and Requirements

- IEP teams must be familiar with the available graduation pathways to earn a high school diploma so they can
 - make appropriate eligibility and application determinations, and
 - facilitate a timely application of the April Dunn Act to selected high school course(s) as determined necessary.



Graduation Pathways and Requirements

TOPS University Graduation Pathway	Jump Start TOPS Tech Graduation Pathway
<p>Students:</p> <ul style="list-style-type: none">• Earn a minimum of 24 Carnegie Units• Score approaching basic or above on LEAP 2025 state assessments• Pathway prepares student to attend a 4-year college• Complete a FAFSA	<p>Students:</p> <ul style="list-style-type: none">• Earn a minimum of 23 Carnegie Units• Score approaching basic or above on the LEAP 2025 state assessments• Earn an IBC• Pathway prepares student for employment and/or a 2-year college• Complete a FAFSA

Pathway Requirements and April Dunn Act

TOPS University Graduation Pathway and April Dunn Requirements

Students:

- Earn a minimum of 24 Carnegie Units
- **Participate in the LEAP 2025 state assessments for any assessment-eligible course for which they earn credit**
- Prepare to attend a 4-year college
- Complete a FAFSA
- **Meet the requirements of the April Dunn Act**

Pathway Requirements and April Dunn Act

Jump Start TOPS Tech Graduation Pathway and April Dunn Requirements

Students:

- Earn a minimum of 23 Carnegie Units
- **Participate in the LEAP 2025 state assessments and/or IBC for any assessment-eligible course for which they earn credit**
- Prepare for employment and/or a 2-year college
- Complete a FAFSA
- **Meet the requirements of the April Dunn Act**

Pathway Requirements and April Dunn Act

Requirement 1

Students pursuing a high school diploma through the April Dunn Act **must meet all graduation requirements** necessary to earn a diploma on one of the two graduation pathways: TOPS University or Jump Start TOPS Tech.

Graduation requirements include the following key academic components:

- earn all Carnegie Credits required by the graduation pathway and statewide credential (for Jump Start),

Pathway Requirements and April Dunn Act

- complete a [Free Application for Federal Student Aid \(FAFSA\)](#),
- demonstrate proficiency in the courses assessed by the [LEAP 2025 assessments](#)
 - *If a student is unable to meet the LEAP 2025 assessment requirements by achieving the state established standard scores of Advanced, Mastery, Basic, or Approaching Basic, they are able to meet this requirement through an alternate means as determined by their IEP team.*

Pathway Requirements and April Dunn Act

Requirement 2

In addition to Requirement 1, students pursuing a high school diploma through the April Dunn Act must meet at least one of the following criteria to graduation:

- gain employment in an inclusive integrated environment.
- demonstrate mastery of specific employability skills.
- gain access to services that are not provided by the school, employment, or education options.

Graduation Pathways and Requirements

Emma is entering the 9th grade.

- For now, she has decided to pursue a diploma via the TOPS University Pathway.
- Once she is finished with the 10th grade, Emma's school will ask her to make a final decision related to her graduation pathway.
- Emma always has an option to change her mind and finish her high school experiences on the Jump Start TOPS Tech Graduation Pathway.



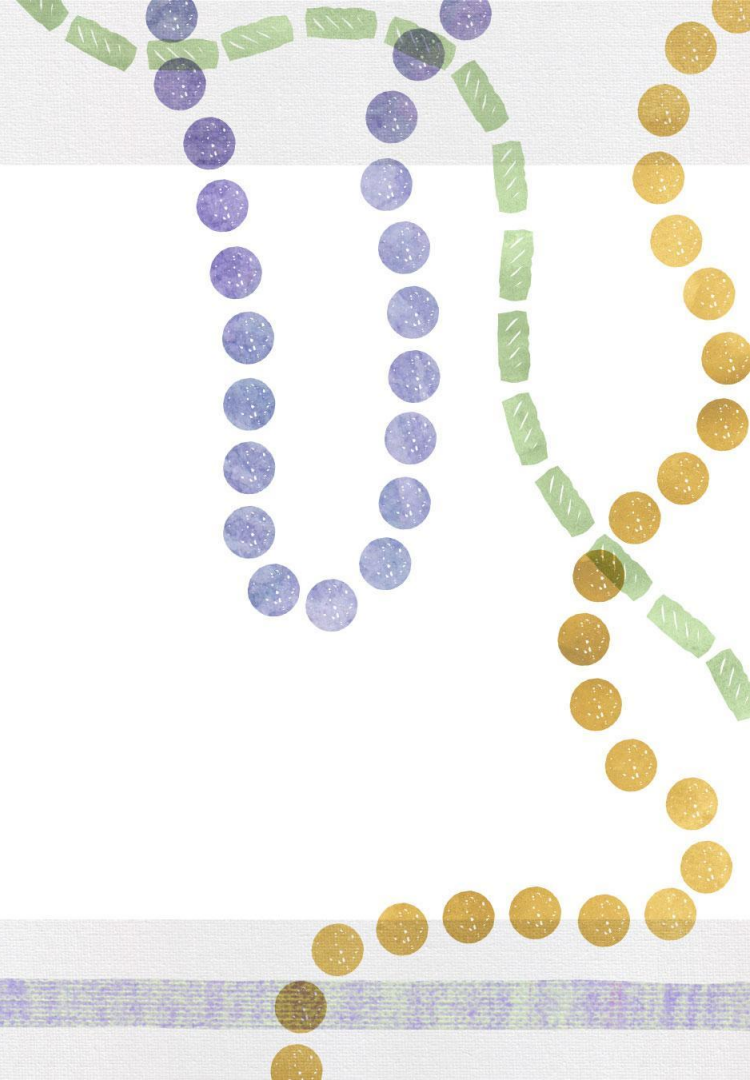
Graduation Pathways and Requirements

Emma's IEP team must determine if she is eligible for April Dunn Act. If eligible, the IEP team must

- determine which courses to apply the April Dunn Act,
- create and apply the individual performance criteria for those courses within the first 30 days of Emma entering the course.



Determining Eligibility



Determining Eligibility

Who should be examined for eligibility for the April Dunn Act?

- **Any student with a disability**, as defined in R.S. 17:1942(B), except a student identified as gifted and talented and who has no other exceptionality, **must be examined by IEP teams for eligibility** for the April Dunn Act.
- Students no longer eligible for special education services can no longer be eligible for the April Dunn Act.

Determining Eligibility

Once eligible, how often is a student's eligibility reexamined?

- In the high school setting, eligibility for the April Dunn Act only needs to be established once for a student. Once determined eligible, the student remains eligible for the remainder of their high school experiences.
- If a student, found eligible for the April Dunn Act, achieves the state established benchmark on a required state assessment, the student remains eligible.

Determining Eligibility

The IEP team will determine April Dunn Act eligibility for students with disabilities when a student:

- enters high school without achieving the state-established benchmarks on the LEAP 2025 state assessment for two of the three most recent school years, or
- does not achieve the state-established benchmarks after two attempts of the same LEAP 2025 high school assessment.
 - IEP teams should use this criteria for determining eligibility once the student has taken at least one high school state assessment.

Determining Eligibility

To be eligible for the April Dunn Act, Emma must enter high school without having achieved the state-established benchmarks on the LEAP 2025 state assessment for two of the three most recent school years.

Because Emma is entering the 9th grade, the IEP team will examine the LEAP 2025 state assessment data from the 6th, 7th, and 8th grades.



Determining Eligibility

In reviewing the data, the IEP team finds the following:

- 6th Grade: Unsatisfactory on ELA, Basic on Math, Approaching Basic on Science and Approaching Basic on Social Studies (meets eligibility for April Dunn Act)
- 7th Grade: Unsatisfactory on ELA, Approaching Basic on Math, Basic on Science and Basic on Social Studies (did not meet eligibility for April Dunn Act)
- 8th Grade: Unsatisfactory on ELA and Approaching Basic on Math (meets eligibility for April Dunn Act)



Determining Eligibility

The IEP team determines Emma is eligible for the April Dunn Act due to the following LEAP 2025 scores:

- 6th Grade: Unsatisfactory on ELA, Basic on Math, Approaching Basic on Science and Approaching Basic on Social Studies
 - Grades 3 – 7, state benchmark requires a score of Basic on at least two of four assessments administered (ELA, Math, Science, Social Studies)
 - Emma did not score Basic on two of the four assessments.
 - These 6th grade results support Emma's being made eligible for the April Dunn Act.



Determining Eligibility

- 8th Grade: Unsatisfactory on ELA and Approaching Basic on Math (meets eligibility for April Dunn Act)
 - 8th grade, state benchmarks require student to achieve at least a combination of Basic, Approaching Basic in either ELA or Math.
 - Emma did not achieve this combination of scores.
 - These 8th grade results support Emma's being made eligible for the April Dunn Act.



Determining Eligibility

Remember:

To be eligible for the April Dunn Act, Emma must enter high school without having achieved the state-established benchmarks on the LEAP 2025 state assessment for two of the three most recent school years.

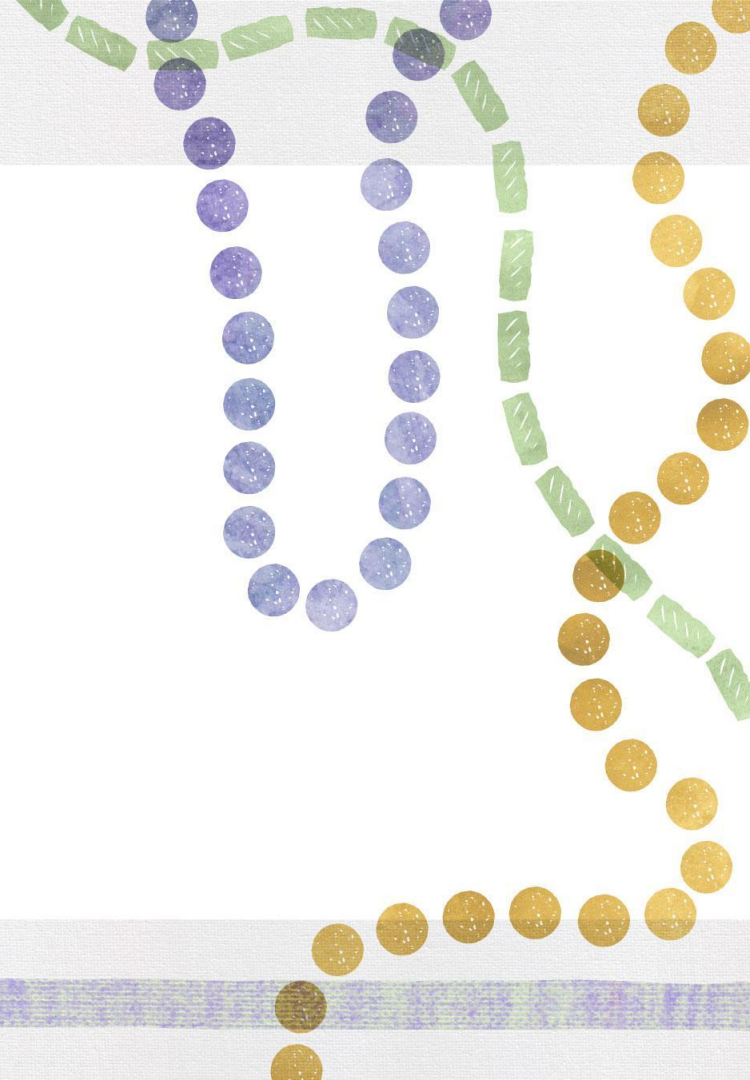


Determining Eligibility

- The IEP Team examined the data from the three most recent years.
- Data indicates that Emma did not meet the state required benchmarks on LEAP 2025 State Assessments in two of the three most recent years (6th and 8th grades).
- **Emma is eligible for the April Dunn Act.**



Selecting Courses for Applying April Dunn Act



Selecting Courses for Applying April Dunn Act

After determining Emma is eligible for the April Dunn Act, the team must decide which courses, if any, to create and apply individual performance criteria.

Note: The IEP may choose not to apply April Dunn Act to any courses.



Selecting Courses for Applying April Dunn Act

To determine which courses, if any, to apply April Dunn Act, the IEP team should complete the following actions:

- Identify the student's strengths and weaknesses relative to the student's disability.
- Review the data!
 - state assessment scores
 - performance on student learning targets
 - course grades, and
 - scores on benchmark assessments.

Selecting Courses for Applying April Dunn Act

- Identify accommodations and supports needed for the student to be successful in the course.
- Review the student's schedule/Individual Graduation Plan (IGP) to
 - determine the course(s)
 - any LEAP 2025 subject assessment requirements and/or IBC.
- With the teacher of record, determine, on a course-by-course basis, if individual performance criteria should be established/applied.

Selecting Courses for Applying April Dunn Act

After taking the actions above, Emma's IEP team decided they would apply the April Dunn Act in the following manner:

Course	Participate in LEAP 2025 Assessment	Must Meet State Benchmarks on LEAP 2025 Assessments	Individual Performance Criteria (Goals and Objectives)
English I	X		X
Algebra	X	X	

Selecting Courses for Applying April Dunn Act

Why did the IEP team make these application decisions?

- Data indicates Emma has a weakness in ELA.
- One set of data, the Unsatisfactory ELA LEAP 2025 Assessments results in grades 6-8, indicates she has had challenges with assessments in ELA.

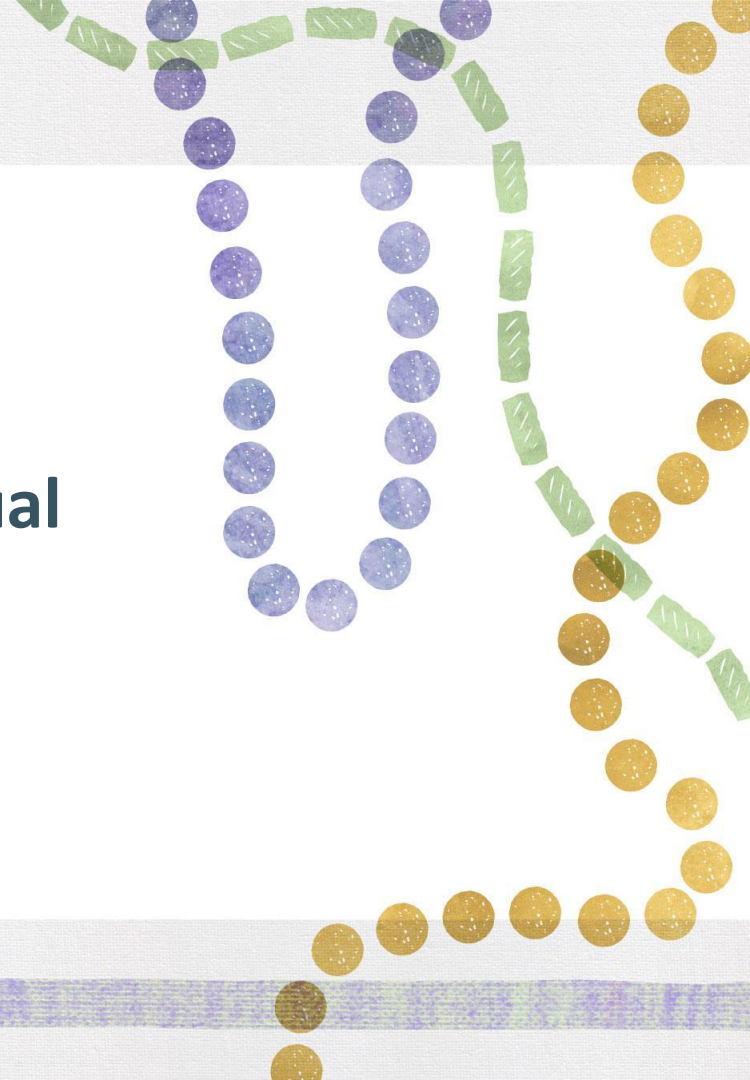
Course	Participate in LEAP 2025 Assessment	Must Meet State Benchmarks on LEAP 2025 Assessments	Individual Performance Criteria (Goals and Objectives)
English I	X		X

Selecting Courses for Applying April Dunn Act

- The IEP team identified that Emma scored Basic and Approaching Basic in Math LEAP 2025 Assessments in grades 6, 7, and 8.
- Because of these scores, and other data, the IEP team decided not to apply the April Dunn Act to Algebra. Instead, Emma will receive additional supports and strategies to be successful.

Course	Participate in LEAP 2025 Assessment	Must Meet State Benchmarks on LEAP 2025 Assessments	Individual Performance Criteria (Goals and Objectives)
Algebra		X	

Developing and Applying Individual Performance Criteria



Developing and Applying Individual Performance Criteria

Now that courses are chosen, individual performance criteria must be created and applied.

Individual performance criteria offers students the flexibility needed to successfully access and demonstrate mastery of grade-level course content.



Developing and Applying Individual Performance Criteria

IEP teams, along with the teacher of record, are responsible for

- creating individual performance criteria, and
- ensuring the criteria addresses the scope and sequence of the course standards.

When creating performance criteria, the IEP team **must**:

- maintain a rigorous standard of learning,



Developing and Applying Individual Performance Criteria

- maintain the expectations of the course, and, if applicable, the accompanying assessment or IBC,
- create and apply the individual performance criteria **within the first 30 days of Emma entering the course**, and
- express the individual performance criteria as goals and objectives on the IEP.



Developing and Applying Individual Performance Criteria

To develop individual performance criteria for selected courses, the IEP team must

- determine the student's current level of performance, including strengths and weaknesses, in the academic area and/or skill levels in the case of an IBC by reviewing
 - information in the student's IEP (present level of performance, goals and objectives, etc.)
 - past state assessment results,
 - grades, and
 - any other data related to the student's academic or skill performance.

Developing and Applying Individual Performance Criteria

- compare the data to the state-established benchmarks including
 - [grade-level course content standards](#),
 - applicable [LEAP 2025 subject assessment criteria](#),
 - or IBC information found on Louisiana Believes [Jump Start website](#),
- determine if there is a gap between the student's current performance and the benchmarks
- collaborate with the teacher of record to determine the strategies and supports needed to
 - address the gaps, and

Developing and Applying Individual Performance Criteria

- enable the student to successfully participate and progress in grade-level course content
- write a measurable goal that
 - reflects the strategies and supports discussed with the teacher of record,
 - includes specifically designed instruction,
 - targets knowledge and/or skills,
 - outlines the conditions under which the skills will occur,
 - defines the acceptable level of performance, and
 - includes postsecondary goals for training, education, employment, and, where appropriate, independent living skills,

Developing and Applying Individual Performance Criteria

- create objectives aligned with the goal that
 - describe the intermediate knowledge and skills the student will acquire, within a specified time period,
 - that collectively lead to the accomplishment of the goal,
 - align with the scope and sequence of the [grade-level course content standards](#) (**not an alternate or below grade level curriculum**), and
 - align with [achievement level descriptors](#) for applicable LEAP 2025 assessments to prioritize skills, and

Developing and Applying Individual Performance Criteria

- ensure the goals and objectives, or individual performance criteria, are developed within the first 30 days of the student entering the course.

Did I mention IEP teams MUST...

ensure the goals and objectives, or individual performance criteria, are developed within the first 30 days of the student entering the course.

Developing and Applying Individual Performance Criteria

WORD OF CAUTION:

If a student on the TOPS University Diploma pathway is eligible for the April Dunn Act, IEP teams must be vigilant when creating individual performance criteria to ensure students are prepared for success in all post-secondary endeavors, including a 4-year college setting.

Developing and Applying Individual Performance Criteria

Sample IEP goals Emma's team and other IEP teams have created for ELA and other subjects, can be found in "Appendix A" of the guidance document *"The April Dunn Act: An Alternate Means to Graduation for Students with Disabilities."*

Appendix A

Sample Individualized Performance Criteria Aligned with the breadth and depth, or the scope and sequence, of the Grade-Level, Course Content Standards (Please note: These examples are provided for instruction and guidance to IEP teams responsible for creating and writing individual performance criteria for students eligible for the Dunn Act. They are not meant to be copied or duplicated in any IEP for any student. IEP team members must always strive to ensure goals and objectives are individualized for each student across each IEP year.)

Sample 1: English I

IEP Goal	Given teacher instruction, modeling, and guided practices, the student will demonstrate mastery of the grade-level expectations by achieving 3 of 4 objectives by the end of the English I course, which will serve as evidence of proficiency in the course for the purpose of graduation and Act 833.
Objective 1	After listening to a grade-level text read aloud and then reading the text independently, the student will orally summarize the content of the text with 70% accuracy in 3 of 4 trials for each unit of study as measured by rubrics or checklists appropriate to the text.
Objective 2	After listening to a grade-level text read aloud and then reading the text independently, the student will make inferences and draw conclusions about the main details of the text with 70% accuracy in 3 out of 4 trials using at least two of the following: the grade-level passages from the DNF's diagnostic or interim tests, the IFAP 2025 practice tests, or other

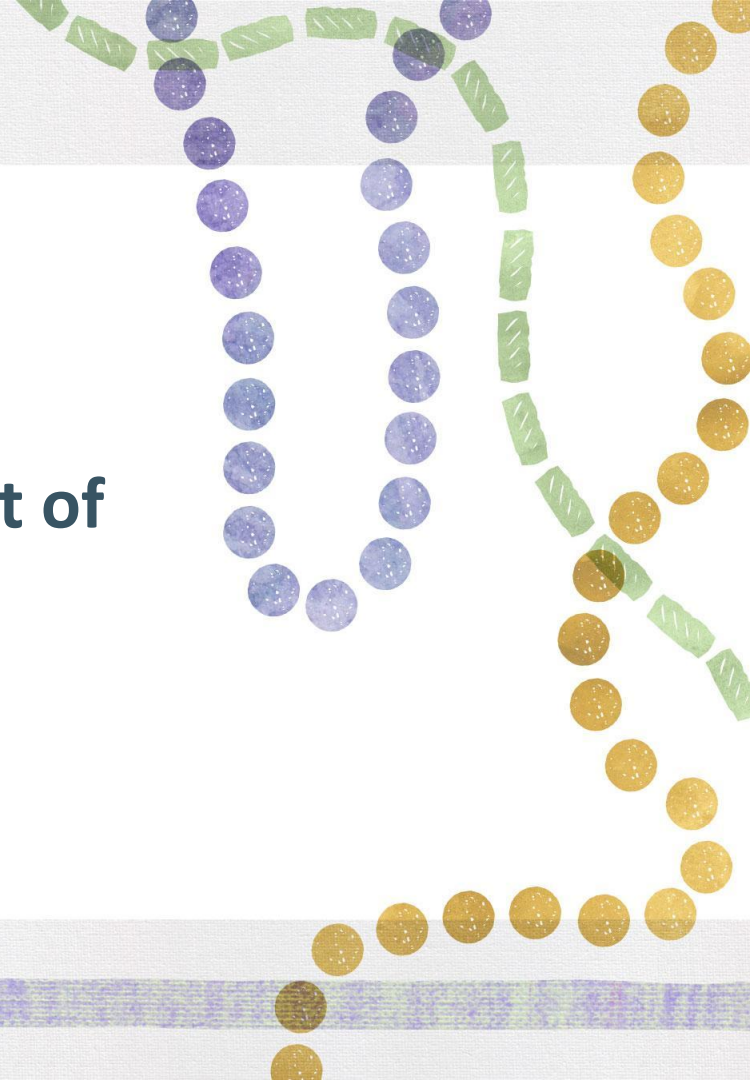
Developing and Applying Individual Performance Criteria

Once created, the individual performance criteria for the course is documented in the IEP in the form of goals and objectives.

Emma's IEP team ensured the entire process of creating and applying individual performance criteria to English II was completed within the first 30 days of Emma entering the course.



Documenting Student Achievement of Individual Performance Criteria



Documenting Student Achievement

After developing individual performance criteria, the IEP team, including the teacher of record, will track Emma's progress by recording data relative to goals and objectives across the duration of the course.



Documenting Student Achievement

The teacher of record will:

- monitor and assess student progress,
- determine whether the student has met individual performance criteria,
- determine the *final grade in the course, and
- award course credit

*Note: If the course is a LEAP 2025 assessment course, the score on the assessment will be used to determine the final grade in the course. According to Bulletin 741, the LEAP 2025 assessment score accounts for 5% of the final grade for students with disabilities.

Documenting Student Achievement

To determine progress, the teacher of record can use items such as:

- class assignments
- special projects
- observations
- benchmarks
- state assessments

Documenting Student Achievement

Additionally, the IEP team, along with the teacher of record, will

- review data to determine student progress,
- record the student's progress on the IEP progress report, and
- complete Goal Summary Form **prior** to
 - submitting a new IEP to SER, and
 - certifying a graduating student's transcript in STS.

Questions or Comments?



Contact Information:

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