



The April Dunn Act

GRADUATION PATHWAY

Who we are:



Agenda



Graduation Pathways



Eligibility



Graduation Requirements



Role of IEP Team



Implementation



Traditional Graduation Pathways

In Louisiana we now have various pathways for all students with disabilities to pursue a high school diploma, including:

- ▶ Students eligible under the April Dunn Act can pursue a standard high school diploma by meeting standard graduation requirements through alternate means.
- ▶ Students who take the LAA 1 assessment can pursue a diploma pathway by meeting alternate requirements.

TOPS University Diploma

- ▶ Exit high school prepared to attend a 4-year college with opportunities to earn TOPS
- ▶ Students must earn 24 Carnegie Units and meet the required benchmarks on the End of Course tests (EOC).
 - ▶ Students must score Fair, Good, or Excellent on one EOC test in each of the following three categories: English II or English, Algebra I or Geometry, Biology or U.S. History

Jump Start TOPS Tech Career Diploma

- ▶ Students must earn 23 Carnegie Units and meet the required benchmarks on the EOC tests.
- ▶ Students must score Fair, Good, or Excellent on one EOC test in each of the following three categories: English II or English III, Algebra I or Geometry, Biology or U.S. History.

The April Dunn Act

- ▶ The April Dunn Act is a Louisiana law that provides an alternate pathway to graduation for certain students with disabilities who meet eligibility requirements. Passage of the April Dunn Act has removed barriers for students with disabilities that once seemed impossible to overcome.
- ▶ The April Dunn Act has been a great benefit to students with disabilities. This alternate means to graduation has allowed many students to earn a high school diploma instead of a certificate of completion, and to do so without having to repeat as many classes and assessments.

Eligibility

Students may become eligible for the April Dunn Act performance criteria if:

- ▶ They enter high school having not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th, and 8th grades) -or-
- ▶ They do not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test in High School.
- ▶ When and how to appropriately apply the alternate performance criteria option is made on at least an annual basis by the IEP team.

Student Example: April

Student: April is a student with Autism who is entering the 9th grade. She participated in general statewide assessments throughout her elementary and middle school years.

Eligibility: April's assessment results from the previous three years are as follows:

- ▶ 6th grade: Unsatisfactory on ELA and Basic on Math
- ▶ 7th grade: Unsatisfactory on ELA and Basic on Math
- ▶ 8th grade: Unsatisfactory on ELA and Approaching Basic on Math
- ▶ ***She does meet eligibility.***

Student Example: Matthew

Matthew is an 10th grade student with a disability who receives special education services. He participated in the general statewide assessment throughout elementary and middle school, and he was not eligible when he entered high school.

- ▶ The IEP team reviewed Matthew's recent assessment results and found that he scored Needs Improvement on two attempts of the English II End of Course (ELA II EOC) assessment.
- ▶ Because of this, **he is eligible** for the alternative pathway to a diploma for the remainder of his high school experience.

High School Graduation Requirements: April Dunn Act : TOPS University

- ▶ 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
 - ▶ Meet the requirements of the April Dunn Act in their IEP

High School Graduation Requirements: April Dunn Act: Jump Start TOPS Tech

- ▶ 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
 - ▶ Meet the requirements of the April Dunn Act in their IEP

Additional Requirement

In addition to meeting IEP goals and objectives, students pursuing the standard high school diploma through the April Dunn Act MUST meet at least one of the following criteria to graduate:

- ▶ Employment in inclusive integrated environments
- ▶ Demonstrating mastery of specific employability skills
- ▶ Access to services that are not provided by the school, employment, or education options

Role of the IEP Team

- ▶ The April Dunn Act empowers IEP teams to play a role in determining how students will demonstrate proficiency on the standards assessed by the EOC test
 - ▶ The EOC teacher of record remains responsible for determining if the student is proficient in the standards.

Implementation

- ▶ The IEP team should: Determine if it is appropriate for the student to demonstrate proficiency of the standards through alternate means in the specific course of enrollment.
- ▶ If an IEP team determines that pursuing a diploma through alternate means is an appropriate option for a student, then:
 - ▶ Within 30 days of enrollment in a course, the IEP team **MUST** set performance criteria for a course based on grade-level standards, including any applicable End-of-Course tests or Industry Based Certification (IBC) tests (teacher of record must be involved in this discussion)

During the IEP Meeting

- ▶ Identify the student's strengths and weaknesses relative to the student's disability.
- ▶ Review the student's schedule to determine what course(s) and End of Course tests may be impacted by the student's disability.
- ▶ In conjunction with the teacher of record for the courses where Act 833 is being applied, review the state standards and determine the appropriate performance criteria for the student that outlines what the student needs to learn and how they will demonstrate achievement of grade level expectations as demonstrated on benchmark assessments.
- ▶ Develop annual goals, objectives, and a plan for monitoring and assessing student progress throughout the duration of the course that will be incorporated when the teacher of record awards course credit.

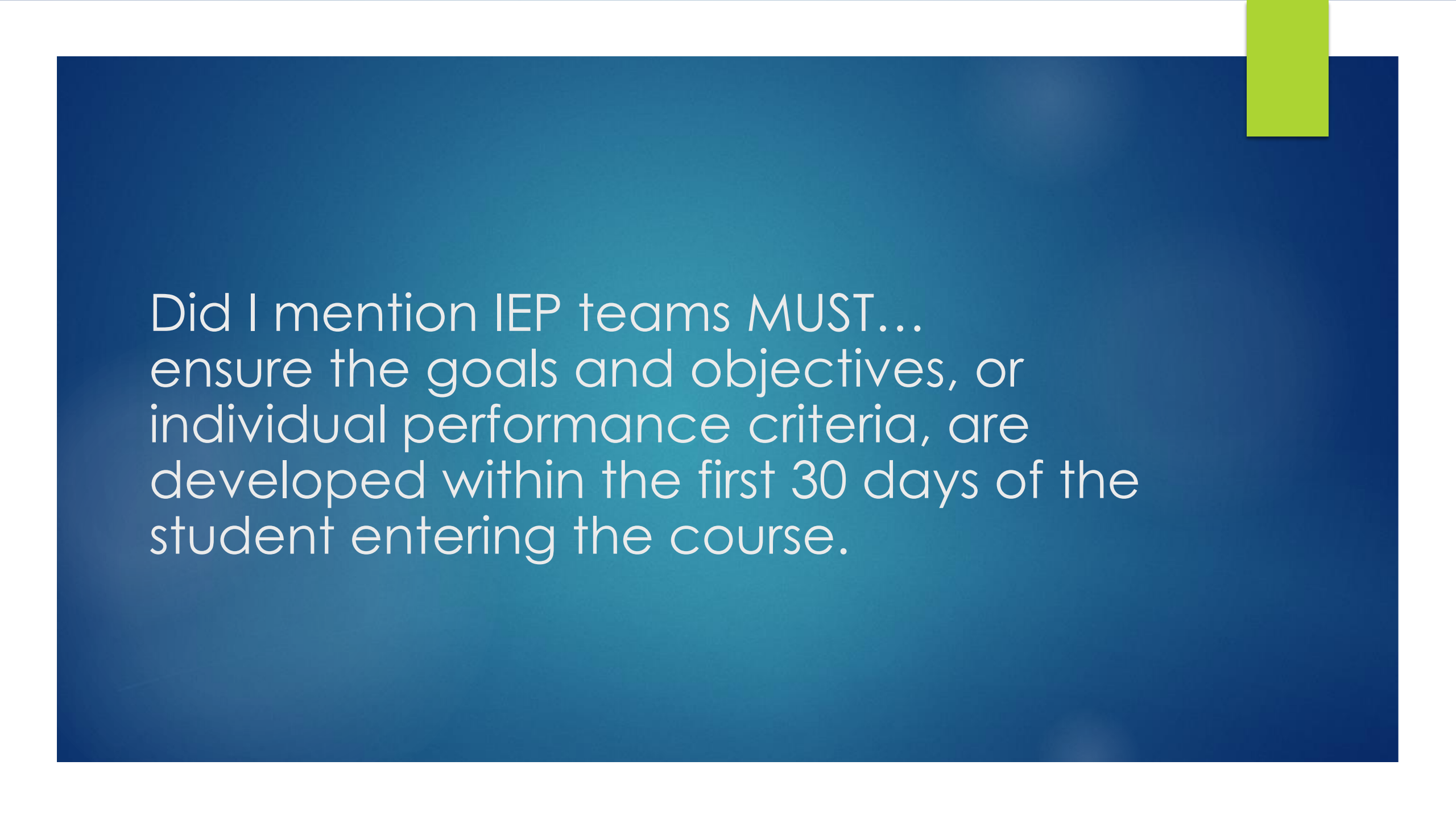
Selecting Courses for Applying April Dunn Act

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- ▶ 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 graduation pathway of the student, the courses the student is currently registered for, and 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.

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,
 - ▶ 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 Malik entering the course, and
 - ▶ express the individual performance criteria as goals and objectives on the IEP.



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.

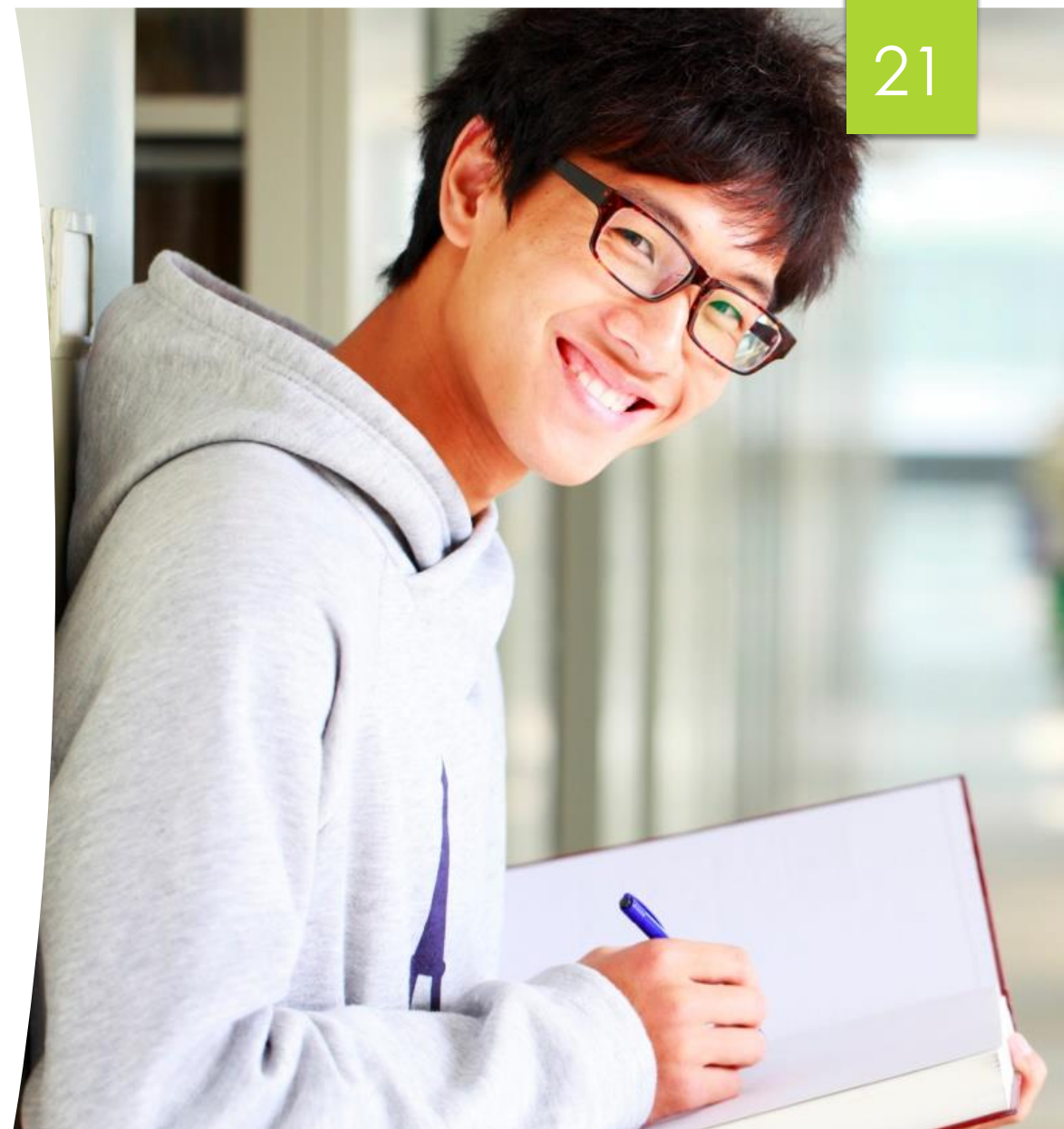
Questions?

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Thank you
for
attending!