

Appendix B

April Dunn Act IEP Checklist for Creating Individual Performance Criteria

This document provides the thought processes, steps, and tools for use by IEP teams when creating individual performance criteria, or goals and objectives, for a student eligible for the April Dunn Act.

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 academic areas and or skill levels (for an IBC) by gathering and reviewing data from sources such as
 - 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.
- 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 course expectations.
- Collaborate with the teacher of record (in the case of an IBC, the Career Tech Education teacher) to determine the strategies and supports needed to
 - address gaps between the student's present level of performance and course standards and assessment expectations, and
 - 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. The measurable goal should include specifically designed instruction, and
 - describe the target knowledge and/or skills,
 - state the conditions under which the skills will occur,
 - clearly define the acceptable level of performance, and
 - relate to postsecondary goals for training, education, employment, and, where appropriate, independent living skills.
- Create goal-aligned objectives 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 breadth and depth, or 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 or IBC assessments on the [Jump Start Pathway](#).
- Ensure the goals and objectives, or individual performance criteria, are developed within the first 30 days of the student entering the course.