



ACAP Testing, Literacy Portfolios, and Student Reading Improvement Plans Q & A Regarding: *Individualized Education Plan (IEP), Section 504 Plan, and Individualized-English Learner Plan (I-ELP)* The Alabama Literacy Act

Do students who already have an IEP, 504, or I-ELP still need a Student Reading Improvement Plan (SRIP) and / or a Literacy Portfolio?

While ALL students who show a consistent deficiency in reading MUST have a plan with all the components of a SRIP, as outlined in the *Alabama Literacy Act (ALA)*, those components MAY be embedded in an IEP, if the specific reading deficiency is addressed in an annual goal and an approved and aligned intervention supports the goal. This is also true for students being taught alternate standards. Monthly progress monitoring and parental updates on students' progress is a requirement of the ALA. Caution: An IEP is a federally mandated document. The Individuals with Disabilities Education Act (IDEA) has requirements regarding parental involvement, reporting progress, and revising an IEP. IEPs will need to be amended as SRIP goals are met if the SRIP components are embedded within an IEP.

Collecting Literacy Portfolio evidence for all third-grade students is recommended.

Do EL students and students with disabilities (IEP/504 Plans) take the ACAP Summative?

Yes, this pertains to ALL students, including students with disabilities, ELs and ELs with disabilities. (Accessibility Support and Accommodations Policy {ASAP} Manual.) One who meets the definition of a student with a significant cognitive disability and is being taught alternate achievement standards and whose IEP indicates that participation in the statewide assessment program is not appropriate, is exempt from taking the ACAP Summative. (2022 Amended ALA.) A student may take the Alabama Comprehensive Assessment Program (ACAP) Alternate if doing so has been predetermined by the IEP Team and is written into the student's IEP. Additionally, English Learners who have been enrolled in a United States school for less than 12 months are exempt from taking the reading or ELA portion of the state-approved assessment. (Please see your Test Coordinator regarding information in the ASAP Manual.)

Who can receive accessibility supports and/or accommodations on the ACAP Summative?

The accessibility support and/or accommodation must be something the student routinely uses in the classroom and has proven to be successful for the student. At no time should a support or accommodation be provided to a student for the first time on ACAP test day. (ASAP Manual page 3.) These supports should be documented in a SRIP, IEP, 504, I-ELP, or some other classroom plan. (See page 15 in the ASAP Manual for the supports table.) These supports must be entered into the DRC Insight Portal by your District or Building Test Coordinator during specified date windows.



Students with an IEP, 504, or I-ELP are included in the Alabama Literacy Act.



Federal legislation and Alabama law require the inclusion of every student in Alabama on the ACAP Summative.



Students may be eligible to receive accessibility supports and/or accommodations on the ACAP Summative.



Can students receive extended time on the ACAP Summative or ACAP Supplemental?

Extended time is considered a testing accommodation and must be documented as a need in an IEP, 504, or I-ELP. Please see your Test Coordinator for more information on testing accommodations and accessibility supports.

What if a student with an IEP, 504, or I-ELP does not earn a sufficient score on the Third Grade ACAP Summative or ACAP Supplemental? Is the student automatically promoted on a good cause exemption?

IEP/504 (students with disabilities) - Students with disabilities who participate in the statewide ELA reading assessment and who have an IEP or Section 504 Plan that reflects that the student has received intensive reading intervention for more than two years (academic years as documented) and who still demonstrate a deficiency in reading or was previously retained in grades K, 1, 2, or 3 will be given a good cause exemption. (2022 Amended ALA.)

EL - Students identified as English language learners who have had less than three years of cumulative instruction in English as a second language may be given a good cause exemption and promoted to fourth grade. (Amended 2022 Alabama Literacy Act.) Three years refers to calendar years, not academic years. The date of the EL Program entry date in the Student Information System (SIS) PowerSchool under Special Programs in the student profile will be considered the start of their EL status. Students whose parents decline EL Services are still eligible for this good cause exemption because these students have been receiving academic instruction in English in their regular classes. EL Services are considered Supplemental Tier III Services. These students still take the ACCESS for ELLs test, and the outcome of their reading, writing, speaking, and listening skills are monitored. Documented instruction in English as a second language in another state or LEA would be part of the three years of said instruction relevant to the good cause exemption.

Students may also be considered a **NOMPHLOTE (National Origin Minority Student Whose Primary Home Language is Other Than English)**. These students have a non-English language background but are fluent in English and do not require EL services. When parents fill out the Home Language Survey and indicates that a language other than English is spoken at home, the student is flagged in PowerSchool until he/she takes the WIDA screener and is assigned the appropriate English Learner status. However, these students are still considered EL students and would be given a good-cause exemption if they had not received instruction in English for at least three years.

Ultimately, we want all students to have the opportunities that support attainment of grade level standards and the building of foundational skills that will lead to lifelong learning.

“Better tomorrow than we are today” is the goal for all students and all educators!

Scan for Resources



SCAN ME



Implementing appropriate language assistance strategies is a key component in ensuring that EL students can participate meaningfully in instruction of the core curriculum as they acquire English

