

Oak Ridge Schools

Office of the Superintendent



Administrative Procedure 4.207(B) English as a Second Language District Plan



Oak Ridge Schools

English as a Second Language District Plan



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Background

Federal law defines an English Learner (EL) as an individual:

- a. Who is aged 3-21;
- b. Who is enrolled or preparing to enroll in an elementary or secondary school
- c. Who was not born in the United States or whose native language is a language other than English; or who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- d. Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- e. Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
 - i. The ability to meet the challenging State academic standards,
 - ii. The ability to successfully achieve in classrooms where the language of instruction is English, or
 - iii. The opportunity to participate fully in society

Students classified as ELs are entitled to services specifically designed to improve their English proficiency, which ELs need to access the Tennessee Academic Standards. In Tennessee, an EL is defined as a “Non-English Background (NELB) student who qualifies for English as a Second Language (ESL) services via a Department of Education-approved **English Language Proficiency screener.**” Oak Ridge Schools is mandated by state and federal law to identify all ELs, determine their English proficiency level, and provide effective ESL programs.

Effective ESL programs must be provided to all students identified as ELs to increase their English language proficiency. Under the Every Student Succeeds Act (ESSA), all ELs are expected to meet the same academic standards as their non-EL peers. Therefore, should a parent waive the EL child's right to ESL services, the district must provide services in the general education classroom.

[Tennessee State Board of Education Rule 0520-01-19](#) contains minimum standards for Tennessee LEAs in providing services to ELs. The rule requires that all teachers who provide Direct or Indirect ESL Services be annually trained on delivering ESL instruction, including the Tennessee English Language Development (ELD) standards (i.e., ELPA21 English language development standards). The rule also states that all ELs must have an



Individual Learning Plan (ILP) and outlines the intentional partnership between ESL and general education teachers.

District, School, and Teacher Roles and Responsibilities

Oak Ridge Schools provides ESL services in all schools except for Oak Ridge Preschool. These schools include Glenwood Elementary, Linden Elementary, Willow Brook Elementary, Woodland Elementary, Jefferson Middle School, Robertsville Middle School, Oak Ridge High School, and Secret City Academy (if an EL student is enrolled). Oak Ridge Schools partners with St. Mary's Catholic School to assist in identifying, assessing, and planning support for the students who require ESL services.

The district has seen a pattern of growing enrollment of EL students. Currently, eight certified ESL teachers serve the district's EL population. Oak Ridge Schools follows state guidelines in hiring teachers with valid and active teaching licenses with an ESL endorsement. If a teacher must practice on an approved waiver without an ESL certification, the teacher would receive additional training provided by the Student Services Coordinator and an assigned mentor to ensure that he/she was proficient and effective in delivering ESL instruction and administering required assessments. All Oak Ridge Schools' ESL teachers are proficient in the four English communication domains: reading, writing, speaking, and listening. We ensure our candidates are proficient in English by assessing speaking and listening skills through the interview process and reading and writing skills through the online application process.

Oak Ridge Schools is dedicated to staffing the ESL program to ensure:

- Compliance with 1:35 district ratio
- ESL class sizes shall not exceed state-mandated grade-level class size requirements
- Adequate ESL staff to implement the chosen service delivery model effectively and to meet state and federal requirements.

The ESL program is implemented with collaboration from the following stakeholders:

Student Services Coordinator (ESL Coordinator/ Title III Coordinator)

- Recommends, implements, and maintains program policies, procedures, schedules, and budgets
- Ensures that the goals and requirements of the program are met
- Ensures compliance with state and federal requirements and guidelines
- Coordinates ESL services with all other departments of the school system
- Supervises annual system-wide HLS administration for initially enrolling students



- Works with District Testing Coordinator to supervise annual English proficiency assessment (ELPA21 Dynamic Screener, Alt Screener, Summative Assessment, and Alt Summative Assessment).
 - Manages Users and Students in the TIDE platform
 - Ensures Building Testing Coordinators and Test Administrators are trained in test security and the administration of assessments.
 - Monitors test status and progress
 - Supports Building Testing Coordinators and Test Administrators with technical and practical support.
- Monitors student data entry in SIS and TN Pulse for accuracy
- Oversees the implementation of individual learning plans and progress monitoring
- Coordinates with principals and teachers to provide professional learning for ESL and general education teachers, and other staff as needed
- Coordinates interpretation and translation services
- Completes self-assessment of the program annually and sets goals for improvement

Principal (or Designee)

- Ensures student enrollment forms, including the Home Language Survey and Media Release, are completed for each student enrolling in the school and are maintained in the student's cumulative folder
- Informs the ESL teacher(s) serving the school of newly enrolled students
- Provides appropriate space for ESL services and ensures that ELs are provided with appropriate ESL services
- Ensures EL students have access to the same academic and extracurricular opportunities provided to all students.
- Ensures EL families are welcomed, provided with appropriate interpretation and translation services, and included in all school functions

ESL Teacher

- Creates and maintains an instructional climate that is conducive to learning
- Assists with the identification of ELs using the ELPA21 Dynamic Screener
- Plans and implements ESL instruction based on the diagnosed needs of each student
- Develops a student's ILP in TN Pulse
- Monitors student progress in both ESL and academic classrooms and collaborates with classroom teachers to ensure student success
- Maintains records on each EL student



- Ensures compliance with state and federal requirements
- Strives to increase knowledge of and understanding of ESL strategies and methodologies
- Provides support and/or professional development for staff on language development, ESL strategies, scaffolds, and accommodations
- Administers the Summative ELPA21 assessment annually, following all test security and administration procedures
- Supports ELs and their families in understanding American culture and school routines and procedures
- Encourages the school community to understand other cultures
- Coordinates to plan Title III family involvement events/activities for families of EL students

General Education Teacher

- Closely communicates with the ESL teacher regarding the EL's progress
- Collaborates with the ESL teacher to create, implement, and update the EL's ILP
- Provides indirect ESL services in the form of linguistically appropriate accommodations and scaffolding within the general education setting as described in the student's ILP
- Understands and implements ELPA21 standards with ELs in core classes
- Communicates student progress to parents in a manner they can understand and in a way that is equitable to all other students

Interventionists, Special Education Teachers, Specialists

- Ensure EL students are included in data team or IEP team processes, which serve to identify students in need of additional support and designate appropriate supports
- Include the ESL teacher in such processes and ensure that an EL student's language acquisition is considered as part of the data collection when making decisions
- Consider the EL student's language acquisition when developing IEP or intervention goals
- Provide linguistically appropriate accommodations and scaffolds when providing ELs with student support services

Building Testing Coordinator

- Oversees the annual administration of ELPA21 Summative assessment
- Reviews the annual Accessibility and Accommodations Manual to ensure appropriate accommodations on state tests are considered for each English Learner (L and W)



Professional Learning for Educators

On average, ELs spend 80 percent of their day in a general education classroom, so ESL and general education teachers must collaborate to support ELs. State Board of Education Rule Chapter 0502-01-19 states that districts should ensure that all teachers who provide direct or indirect ESL services are trained annually on delivering ESL instruction. At a minimum, this training shall include:

- The Tennessee English language development (ELD) standards
- Appropriate ESL instructional methods to use with grade-level academic content standards in English language arts, mathematics, science, and social studies
- English language acquisition training for general education teachers to understand the process of acquiring a second or subsequent language
- Strategies for collaboration between teachers serving EL students so that ILPs are developed and implemented by all educators
- The requirements regarding ILP development and implementation

Oak Ridge Schools delivers the required annual training to all educators each year during the first week of school. Teachers may participate in the required training asynchronously (interactive video presentation with quiz) or in person at the school leader's direction. Each educator's completion of required training is documented in Vector. Teachers hired after the first week of school are required to complete the asynchronous training, which is documented in Vector.

In addition to the required training, ongoing professional development is available to educators throughout the school year through collaborative PLCs, workshops, and optional professional development strands. ESL teachers meet monthly in a district collaborative team meeting, which includes ongoing professional learning.

ELPA21 ELD Standards

In the Spring of 2024, the Tennessee Department of Education chose ELPA21, developed by Cambium, as the new English language proficiency assessment, and the ELPA21 English language development standards were adopted as the [Tennessee English Language Development Standards](#). These standards provide guidance and support for the integration of language acquisition and content area standards.



ELPA21 ELD Standards Statements

Standard 1- construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2- participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and quotations.

Standard 3- speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 4- construct grade-appropriate oral and written claims and support them with reasoning and evidence

Standard 5- conduct research and evaluate and communicate findings to answer questions or solve problems

Standard 6- analyze and critique the arguments of others orally and in writing.

Standard 7- adapt language choices to purpose, task, and audience when speaking and writing

Standard 8- determine the meaning of words and phrases in oral presentations and literary and informational texts

Standard 9- create clear and coherent grade-appropriate speech and text

Standard 10- make accurate use of standard English to communicate in grade-appropriate speech and writing

Proficiency Level Descriptors

Proficiency Level Descriptors (PLDs) help educators plan instruction and measure student progress toward reaching the appropriate proficiency level for each language acquisition level.

Achievement Level Descriptors

Achievement Level Descriptors (ALDs) describe what students know and can do as measured and demonstrated on the assessment. They are organized by domain and grade band and can be used by educators to target instruction and provide appropriate scaffolding for grade-level instruction.

Performance Levels

1. Emerging
2. Progressing



3. Proficient

Guiding Principles:

Potential: ELs have the same potential as native speakers of English to engage in cognitively complex tasks. All ELs need access to challenging, grade-appropriate curriculum, instruction, and assessment regardless of ELP levels, and benefit from activities requiring them to create linguistic output.

Funds of Knowledge: ELs' primary languages and social, cultural, and linguistic background knowledge are useful tools to help them navigate back and forth among their schools and communities and develop effective communication in English.

Diversity in ELL Progress in Acquiring English Language Proficiency: A student's ability to demonstrate proficiency in English at a particular level will depend on context, content-area focus, and developmental factors. An English language proficiency level does not identify a student but identifies what a student knows and can do at a particular stage of English language development.

Scaffolding: ELs at all proficiency levels should be provided with scaffolding to reach the next proficiency level as grade-appropriate language capacities are developed.

Students with Limited or Interrupted Formal Education (SLIFE): ELs who have limited or interrupted formal education must be provided access to targeted language supports that allow them to develop foundational literacy skills.

Special Needs: ELs with disabilities can benefit from English language development services and services for students with disabilities.

Access Supports and Accommodations: All ELs, including ELs with disabilities, should be provided access supports and accommodations for assessments based on their individual needs to provide valid and reliable assessment results.

Multimedia, Technology, and New Literacies: Relevant, strategic, and appropriate multimedia tools and technology, which are aligned to the ELD standards, should be integrated into curriculum, instruction, and assessment for ELs.

Welcoming New Students and Families

In 1982, the U.S. Supreme Court ruled in *Plyer v. Doe* that undocumented minors have the same right as U.S. citizens and permanent residents to attend public primary and secondary schools. Therefore in compliance with this ruling and the Title VI of the Civil Rights Act of 1964, Oak Ridge Schools will enroll all students in a timely fashion and will not request information with the purpose or result of denying access to public schools



based on race, color, national origin, or the actual or perceived immigration or citizenship status of the student or that of their parents/guardians.

Interpretation/ Translation Services

Oak Ridge Schools contracts with Partners Interpreting to provide on-demand foreign language and on-demand and in-person ASL interpretation services. School administration has step-by-step instructions on how to access the on-demand interpretation services. The professional interpreter services provided by Partner's Interpreting should be utilized (not AI-powered services such as Google Translate) in all communication with families requiring interpretation.

Contact the Student Services Coordinator to schedule in-person ASL and foreign language interpretation or request document translation. Please allow 5-7 business days to arrange in-person interpretation and 7-10 business days for document translations. Do not utilize AI-powered translation services such as Google Translate for document translation.

The district and school websites and communication tool (Parent Square) allow parents to select automatic translation for critical district/school communications. Parent Square can be used to message parents for instant communication.

Steps in the Registration Process

1. Greet the parents and students warmly and obtain an appropriate interpreter to provide information in the family's home language.
2. Assist the family as needed in completing required registration forms (paper or online) and gather information about the student's language background and educational history.
3. If this is the first time a student is enrolling in a US school, a Home Language Survey (HLS) should be obtained. The HLS should be requested with student records if a student transfers from another US school. (See additional information about HLS under Identifying ELs)
4. Make copies of student records (e.g., transcripts, birth certificates, legal documents)
5. Notify the ESL teacher of the student's enrollment so that he/she can screen the student for ESL services if necessary.

Required Documents for Registration

- Document that establishes the student's age (birth certificate, passport, medical examination, immigration documents, notarized affidavit)



- Parent photo ID (driver's license, passport, state ID, foreign ID, work ID, school ID)
- Proof of Residency in district (rent receipt, lease for dwelling, utility bill, doctor's bill, notarized affidavit from neighbor or family member.
- Immunization Records

In accordance with federal and state law/rule, a student's enrollment may not be denied or delayed because he or she lacks a birth certificate or has records that indicate a foreign place of birth, such as a foreign birth certificate. Oak Ridge Schools will accept multiple methods to prove residency and ensure that this requirement would not unlawfully prevent or discourage a student who is undocumented, or whose parents are undocumented, from enrolling in or attending school. Oak Ridge Schools will work with families to provide guidance on how to obtain the required immunizations for school enrollment in a timely manner. School records from the student's home country are not required for registration.

LEAs **cannot** require:

- Birth certificate
- Social security number (or other documents related to immigration status)
- Full medical records, or
- Proof of residency to be established with their parents' state-issued documents

LEAs **can**:

- Ask for a student's birth date
- Assign a unique student identification number
- Require a student's immunization records for the state and LEA requirements
- Establish a student's residency within the district through multiple means

Families should be directed to the Director of Pupil Services and/or the Student Services Coordinator if additional assistance with registration and/or proper documentation is needed.

Age-appropriate Placement

ELs entering a US school for the first time should be placed with their age-appropriate peers, regardless of the level of schooling in their home country. High school transcripts



from foreign schools should be analyzed to determine if the credits may be transferred for US/ TN credit. Consideration of the following questions may be used when determining the necessary level of support:

- When is the student’s birthday?
- How much consistent formal schooling did the student receive in his/her home county?
- What is the student’s literacy level in his/her native language?
- What is the student’s level of English proficiency?
- Are transcripts or formal records from the home country available?

Best Practices for Welcoming New Families

- Put new students and their families at ease with welcoming smiles and appropriate communication skills (including utilizing the district’s interpretation service).
- Take the student and their family on a school tour and introduce them to the classroom teacher, ESL teacher, school administration, and guidance counselor.
- Provide the student and family with the following information:
 - Pertinent bus/transportation information
 - Meals available at the school, cost, and how to register for free and reduced lunch
 - School calendar, bell schedule, and daily start and end times
 - School attendance policies
 - Code of conduct or Student/Parent Handbook
 - Opportunities for family support or to engage in school activities.
- Assign a “peer buddy” to help the student adjust during the first few days at the new school.
- For high school students, consider providing information regarding the requirements for graduation and a pathway to graduation for the student.

Identifying ELs

Home Language Survey

The Home Language Survey (HLS) is the first step in the identification of ELs. State Board Rule 0520-01-19 requires the HLS survey to be administered ***one time*** in the student’s educational career upon initial enrollment. Therefore, Oak Ridge Schools will administer



the HLS to all incoming Kindergarten students through Parent Square. A paper HLS should be administered for students enrolling in a US school for the first time. **All** completed surveys must be filed in the student’s cumulative folder and transferred with the folder if the student transfers.

If a student is transferring to Oak Ridge Schools from another US school, the original HLS should be obtained. If the original HLS cannot be obtained after reasonable attempts have been documented, a new HLS may be completed but should be marked as “Secondary”. If the original HLS is obtained, it should replace the secondary in the student’s file.

The HLS includes three required questions:

1. What is the first language the student learned to speak?
2. What language does this student speak most often at home?
3. What language is spoken most often to the student at home?

If a HLS is determined to contain errors after the initial administration, the school should re-interview the parents or guardians. Any changes should be documented. It is best practice for parents/guardians to sign the documentation in agreement. All versions and documents related to changes should be retained in the student’s file.

Note: To ensure that responses given on the HLS are accurate, the HLS must be administered in a language and manner that the parent can understand.

Identification/Placement Screening Assessments

Once a student has been identified as a Non-English Learner Background (NELB) by the HLS, the student must be screened using the state-approved English language screening assessment (ELPA21).

For students who enroll during the first 30 days of school:

The HLS and the screener (if required) must be administered, and parents must be notified of identification within *30 days* of enrollment.

The timeline for students who enroll after the first 30 days of school is 14 days.

Within 60 days of the student’s initial enrollment, the ILP should be created and implemented by the ESL teacher and general education teachers.

ELPA21 Dynamic Screener and Alt Screener

The second step in identifying an EL student is administering the ELPA21 Dynamic Screener. The ELPA21 Dynamic Screener indicates a student’s language proficiency level



(1-5) on the ELPA21 scoring continuum, which aids in determining the appropriate level of ESL service needed.

NOTE: The ELPA21 Dynamic Screener should not be given until a student enrolls in kindergarten and should never be given during the Spring Pre-K.

The Alt ELPA21 Screener is based on the Alternate English Language Proficiency Standards, which reflect appropriate expectations for ELs with significant cognitive disabilities. The following guidance can be used to determine if the Alt screener is appropriate:

Option 1: The student is entering a TN school with an IEP where Alternate Assessments have been indicated. This student should be screened with the Alt ELPA21 screener.

Option 2: The student is entering a TN school with no IEP, and there is a preponderance of evidence that the student has or may have a significant cognitive disability, including adaptive needs. District or school-level support teams should determine if the Alt ELPA21 Screener is recommended for use with an individual student in option 2.

Use of the Alt ELPA21 Screener does not guarantee that the student will be identified as a student with a disability or will take the Alt ELPA21 Summative or TCAP Alt assessment.

Only teachers who hold Tennessee teaching licenses and are trained to administer the assessment are permitted to administer secure ESL state assessments. In addition, test administrators shall be school personnel who have professional training in education and the state testing program.

Identifying ELs with the ELPA21 Dynamic Screener

If an NELB student in their first semester of kindergarten receives a score of below 3 in any non-exempt domain, the student shall be identified as an EL student. If an NELB student is screened in their second semester of kindergarten through 12th grade and receives a score of below 4 in any non-exempt domain, the student shall be identified as an EL student.

Transfer Students

The definition of English language proficiency varies across states. Therefore, a student identified as an EL in another state may meet Tennessee's English language proficiency (ELP) criteria. State Board Rule 0520-01-29-.03(3) requires LEAs to screen all potential NELB students with the appropriate screener unless the student has documentation from



a previous state or LEA that he or she met the definition of Fluent English Proficient (FEP) and has exited from ESL services. If the student transfers from a state that also utilizes ELPA21 for screening and assessment purposes and the student has recent ELPA21 data in his or her records, then the school should apply Tennessee's screening and assessment criteria to the student's prior ELPA21 assessment results.

Foreign Exchange Students

If the HLS indicates a home language other than English for a foreign exchange student, that student should be classified as NELB and screened for ESL service eligibility.

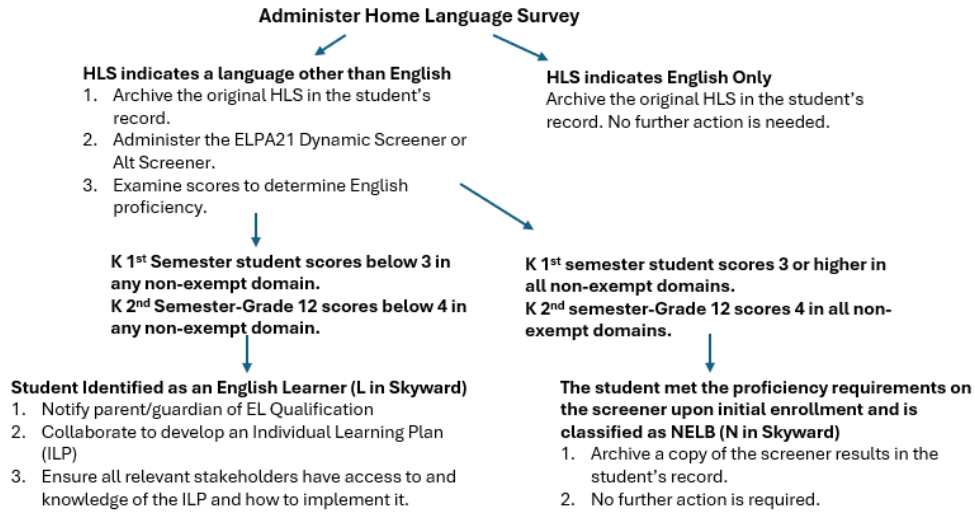
Native Language Assessments

Tennessee is an English-only state, and mandated assessments are administered only in English. That does not preclude a district from using native language assessments to determine special needs or support. If a school or district determines, on a case-by-case basis, that assessments in the native language would yield more accurate and reliable information on what an EL knows and can do, the district or school may decide to assess the student in the native language either informally or formally for the use of instructional planning.

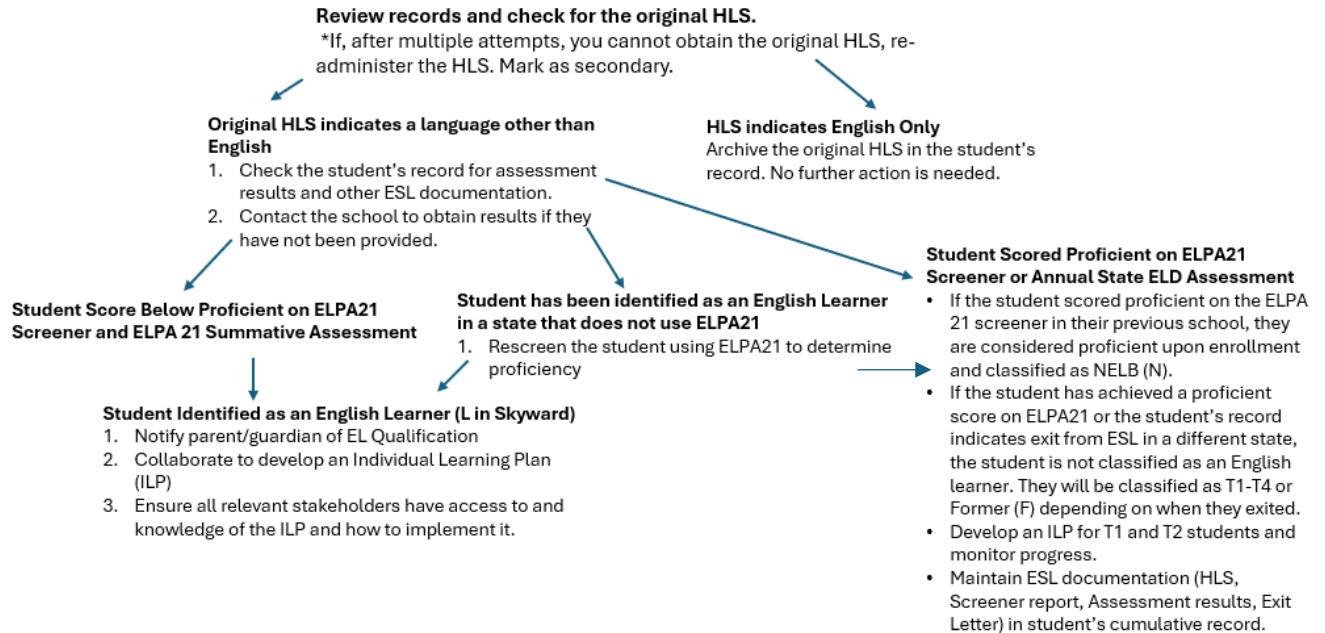
See flow charts on the following page for specific steps in the identification process.



Enrolling Kindergarten and First-Time Students (US School)



Enrolling In-State and Out-of-State Transfer Students





Parental Rights and Notification

Notification of the eligibility for initial or continued ESL services must be provided to parents of ALL EL students in their preferred language annually. This notice must be provided within 30 days of the beginning of the school year or within the first 2 weeks of a student being placed in a language instruction education program if the student enrolls or is identified after the first 30 days of school. Parents must be informed of their right to refuse the placement of their child in an ESL program, and parents should be provided with the option to waive Direct ESL services before services are provided, or at any time during the school year. To provide parents with sufficient information about the ESL program(s) offered so that parents can make an informed decision, annual notification must include:

- The reasons for identification of their child as an EL and in need of placement in a language instruction educational program
- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement
- The methods of instruction used in the program in which their child is, or will be, participating
- How the program in which their child is, or will be, participating meets their child's educational needs and strengths.
- How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- The program's specific exit requirements, the expected transition rate of ELs from ESL classrooms into general education classrooms, and the expected graduation rate for secondary students.
- In the case of a child with a disability, how the program meets the objectives on the individualized education program of the child.

As well as information pertaining to parental rights, including:

- The right of parents to immediately remove their child from ESL services upon their request
- The options available to parents to decline to enroll their child in the ESL program or to choose another program or method of instruction (if available).
- The difference between various service delivery models (if more than one program model is offered).
- The scaffolding and accommodations to be provided in the general education setting via indirect ESL services if the parent or guardian waives direct ESL services.



Oak Ridge Schools will utilize the parental communication generated in TN Pulse for initial eligibility, continuation of services, waiver of direct services, and exit, which meets the above requirements.

Responsibilities when Parents Waive Direct ESL Services

Parents have the right to waive direct ESL services for their student at any time. If a parent wishes to waive direct ESL services, a parent meeting should be conducted to explain the ESL program, the benefits of ESL, and the potential difficulties that may accompany the lack of ESL services. If the parents decide to waive services after reviewing the information, written documentation of the decision, including the parent's signature and date, must be kept in the student's green folder (cumulative record). Parents who waive direct ESL services must do so in writing annually. Parents may opt back into ESL services at any time. School and district staff shall not persuade parents or guardians to waive services for any reason.

Title VI, the Equal Educational Opportunities Act, and the English Language Acquisition, Language Enhancement and Academic Achievement Act, also known as Title III, Part A of the ESSA, requires that all ELs, including those whose parents have waived direct ESL service, are provided with English language support. EL students whose parents have waived direct ESL services will be provided with indirect ESL services in the general classroom by the general classroom teacher, which will include providing scaffolding to ensure EL students can access daily grade-level instructional materials in English.

The ESL teacher, in collaboration with the general education teacher, shall develop an ILP for students whose parents have waived direct ESL services, which identifies the student's present levels of performance, goals for English development, indirect services, and scaffolds and accommodations that must be implemented by the general education teacher in the general education classroom.

An EL student whose parents have chosen indirect ESL services is not exempt from the federally or state-mandated annual assessment of all ELs on their English language proficiency. These students will be identified and coded as ELs (W in Skyward). They will continue to be coded as such until the student reaches an English proficiency level that meets the state requirements to exit ESL services. Students whose parents waived direct services are eligible for the EL standardized test accommodations.

Student Data and Records

Cumulative Folder Checklist



A cumulative folder (green folder) should be created for EL and kept in the student's cumulative record. The green folder should include the following:

- ✓ HLS- Preferably the original, but a secondary HLS marked as “secondary” may be used if the original cannot be obtained.
- ✓ Intake data for ELS:
 - Country of birth
 - Date of arrival in a US school
 - Any available documents (e.g., birth certificate, I-94, other immigration documents)
 - ELPA 21 Dynamic Screener, ELPA 21 Summative Assessment, WIDA Access, W-APT, WIDA Model, or WIDA screener scores, scores from a non-ELPA21 state.
- ✓ English Language Proficiency (ELP) assessment scores for all years served in ESL, if applicable
- ✓ Individual Learning Plan (ILP)
- ✓ Waiver Documentation (if applicable)
- ✓ Exit Documentation/Letter (if applicable)

Student Data

Once a student has been identified as an EL, the best practice is to maintain the following information for any student identified as an EL for their student profiles:

- Assessment information (e.g., standardized tests taken, scores, dates)
- Academic information (e.g., courses taken, grades, attendance, promotion/retention)
- Entry date into U.S. schools
- Entry date into Oak Ridge Schools
- Years of schooling in the student's home language
- Educational history
- Testing for vision and hearing
- Physical or psychological conditions, including trauma, that may affect learning
- Classroom observations by teachers
- Enrollment history and criteria used for placement in special services (e.g., ESL, speech, therapy, special education, etc.)



Schools and teachers should follow Oak Ridge Schools' procedures for record keeping, including keeping information up to date in the student's cumulative record, Skyward, and TN Pulse.

SIS (Skyward) Coding

Students with a Non-English Language Background (NELB) as identified through the original Home Language Survey will be coded in SIS (Skyward) as:

N- An NELB student who demonstrated proficiency on the state-approved screener and was never placed in an ESL program

L- An NELB student who currently receives direct ESL services

W- An NELB student whose parents have waived direct ESL services

1- (T1)-An NELB in the first year following exit from ESL services.

2-(T2)- An NELB in the second year following exit from ESL services.

3- (T3)-An NELB in the third year following exit from ESL services.

4-(T4)- An NELB in the fourth year following exit from ESL services.

F- An NELB who is more than 4 years past exit from ESL services (Former ESL student)

Additional Coding for TN Pulse

EL students may also be identified as a Recently Arrived EL Student (RAEL) if they are in their first year of enrolling in a US school from another country. Kindergarten students who have not recently immigrated to the United States are not coded as RAEL. An EL student who has received direct ESL services for more than 6 years should be identified as a Long-Term EL (LTEL).

TISA Funding

Correct coding impacts district funding. Therefore, ESL teachers should ensure that students are coded in Skyward correctly by informing the Student Services Coordinator when students are enrolled in ESL, waive direct services, or exit ESL, and by maintaining accurate information in the student profile in TN Pulse. The Student Services Coordinator will monitor and reconcile student coding in Skyward and TN Pulse monthly to maintain accurate records. Although ELPA 21 scores are generally received and evaluated before the end of the school year and the district may determine that an EL has successfully met the criteria to exit the ESL program, coding in Skyward must **not** be changed for students



before July 1 to ensure that LEA data is recorded correctly for accountability and funding purposes.

Individual Learning Plans

In Tennessee, all ELs must have an Individual Learning Plan (ILP), which describes the academic and language needs of and goals for an EL. ESL teachers create it in collaboration with other teachers, leaders, counselors, administrators, parents, and/or the student (the ILP Team) utilizing the TN Pulse platform. In addition to student demographic data, including years of ESL service, RAEL or LTEL status, and additional services such as special education or RTI², each ILP will include:

Grade K-12 ELs (Direct or Indirect Services):

- ✓ Assessment data (ELPA21)
- ✓ Growth trajectories
- ✓ Short-term language goals
- ✓ Direct ESL services defined (K-12)
- ✓ Career Readiness Goals (4-12)
- ✓ Strategies, scaffolds, and accommodations
- ✓ Teacher team input

Transition year 1 and Year 2 ILP will include:

- ✓ Assessment data (classroom assessment, achievement assessment, etc)
- ✓ Short-term academic goals (K-12)
- ✓ Career Readiness Goals (4-12)
- ✓ Strategies, scaffolds, and accommodations
- ✓ Teacher team input

Recommended, but not required:

- ✓ Parent and/or guardian input
- ✓ Student input

The student's ILP team (ESL teacher, general education teacher, and other relevant stakeholders- e.g. special education, intervention, counselor, administrator, parents, student) must review and revise each student's ILP at least annually at the end of the school year after ELPA21 data is returned or within the **first 30 days** of school. The team may meet in person or provide input and feedback virtually. In collaboration with the ILP team, ESL teachers will update and finalize the ILPs of continuing ELs (including Ws), T1s,



and T2s within the **first 30 days of the school year** in TN PULSE. An ILP must be developed in TN PULSE and implemented within the **first 60 days of a new student's enrollment**. However, it is recommended that this process be completed as quickly as possible. ILPs will be provided to parents/guardians in their preferred language annually in compliance with the parent and legal guardian participation, notification requirements, and parental rights. The district's interpretation and translation services should be utilized for parental involvement in the development of the ILP.

ESL teachers will ensure that all relevant educational staff have knowledge of and access to the ILP and understand how to effectively implement the required scaffolds and/or accommodations within their classroom or educational setting. The principal (or designated administrator) shall monitor the implementation of the ESL services, scaffolds, and accommodations outlined in the ILP during teacher evaluations and walk-throughs.

ILP Oversight Plan

The Student Services Coordinator is responsible for the oversight and monitoring of ILPs within TN PULSE. This includes:

- ✓ Assigning roles to appropriate ESL staff in TN Pulse
- ✓ Request and send records within TN Pulse
- ✓ Manage student transfers and assist in obtaining records
- ✓ Monitor initial revision and development of district ILPs in TN Pulse for compliance and effectiveness within the first 60 days of each school year and then quarterly thereafter.
- ✓ Ensure schools include EL students in their data team process to identify students in need of intervention and other wrap-around services.
- ✓ Monitor the quarterly progress monitoring for ELs, T1s, and T2s

Quarterly Progress Monitoring

The ESL teacher shall monitor the progress of all ELs (including Ws) and T1s and T2s quarterly. ESL teachers will utilize a Microsoft Form or a shared Microsoft Word document to gather input from general education teachers and other appropriate stakeholders regarding the students' progress in the classroom and implementation/effectiveness of the scaffolds and accommodations in the ILP. ESL teachers will review teacher feedback, student academic benchmark data, and ESL formative assessment data to determine if the student is making adequate progress toward their language and academic goals. Quarterly progress monitoring information is maintained within the district's Microsoft



OneDrive platform, and an annual progress monitoring document is completed in TN Pulse.

If it is determined that a student is not making adequate progress toward their language and academic goals, the ILP team shall meet (either in person or virtually) to discuss revisions to the ILP and/or additional support. Revisions may include revising goals and expectations, scaffolds, accommodations, strategies, and/or a change in ESL service, including time, model, or delivery. Additional support may include increasing ESL support or adding or increasing academic support, such as intervention, small group support, tutoring, and/or wrap-around services.

ESL Program Delivery and Service Models

Provision of Direct ESL services

Students who qualify for direct ESL service must receive the minimum required service (as stated in Rule 0520-0101.03(7)) provided by a certified ESL teacher per day until the student achieves a qualifying score for exit or achieves a sufficient score to have direct or indirect ESL services modified by the ILP Team.

- Elementary- A minimum of 1 hour of Direct ESL service per school day
- Middle/High- A minimum of 1 hour of Direct ESL service per school day **or** the equivalent of 1 full class period of at least 45 minutes in duration per school day

Tailored Services

Districts and schools may provide tailored services to students in grades 1-12 who score at least a level 4 in three (3) domains, including reading, writing, and either listening or speaking. Tailoring services may include providing less than 1 hour of direct ESL service per day for elementary ELs or less than the equivalent of 1 full-class period of at least 45 minutes in duration per school day for middle and high school students.

Tailoring of services should be unique to each student who qualifies. An ILP will be created for each student who receives tailored services. The ILP team should collaborate on the type and frequency of ESL services for each student who qualifies for tailored services.

ELs who receive tailored services are considered direct service students and will be coded with an "L" in Skyward. They must have a Direct Services-Tailored Services ILP in TN PULSE.



Delivery and Service Models

In Tennessee, an ESL program may be provided through various delivery and service models, which may occur in an ESL classroom or a general education classroom.

Approved Delivery Models

- Scheduled English Language Development Courses
- Pull-Out Instruction
- Co-Teaching instruction
- Virtual instruction (only if in-person instruction is not possible)

NOTE: Co-teaching is defined as co-planning, co-instructing, and co-assessing. Regular co-planning time must be scheduled if co-teaching is implemented.

Approved Service Models

- Sheltered English Instruction
- Structured English Immersion
- Specially Designed Academic Instruction in English (SDAIE)
- Content-Based Instruction (CBI)
- Heritage Language

For a more detailed description of each Delivery and Service model, see the [TDOE English as a Second Language Manual](#).

Classroom Instruction and Support for EL Students

All students, including ELs, should receive high-quality Tier I instruction (core instruction) aligned to the Tennessee academic standards and differentiated to student strengths and needs. Differentiation through scaffolding and accommodation should be the primary response to supporting students during Tier I instruction. Strategies for scaffolding and accommodation should be outlined in the student's ILP. ESL services should be scheduled to ensure students do not miss Tier I instruction whenever possible.

RTI² and EL Students

EL students must be appropriately included in a school's Response to Instruction and Intervention (RTI²) process. An ESL teacher should be part of the school-level RTI² team if an EL student is being discussed. EL students should participate in universal screening, but the results should be considered in conjunction with a student's stage of language development. Multiple sources of data, including the student's language acquisition



progress, should be examined to make instructional decisions for the student. EL students should receive the appropriate Tier I, Tier II, and Tier III support based on their individual needs. A student receiving ESL services should not automatically be excluded from tiered interventions. If a student is determined to need Tier II or Tier III intervention, the intervention must be provided in addition to, not in place of, ESL support. Likewise, ESL support should not be considered an intervention as it is considered Tier I instruction. Intervention should be provided thoughtfully, ensuring that the student is linguistically able to access the intervention.

Evaluating ELs for Special Education and Related Services Under IDEA and Special Education and Related Aids and Services Under Section 504

ELs may also qualify for special education and related services under IDEA or special education and related aids and services under Section 504 in addition to ESL. Districts must not identify or determine that ELs are students with disabilities because of their limited English proficiency. Therefore, when an EL is referred for a special education evaluation, care must be taken to ensure that:

- The student’s difficulties are not caused by a lack of English skills alone
- Difficulties with English, including pronunciation, are not mistaken for a speech or language disorder

Points to Remember

- Interference from an EL’s home language may cause them to be unable to discriminate or produce English sounds.
- It generally takes ELs up to 18 months to 2 years to develop conversational speech and 5-7 years to develop proficiency in the academic language used in school
- Oral fluency in English may not indicate that an EL has the overall English language skills necessary for academic success.
- The culturally based behavior of ELs must be distinguished from behavior indicative of special education needs.
- Processing or testing for special education services may not be delayed beyond the adjustment period, often referred to as the preproduction period or “silent period”.

Once an EL has been determined eligible for services under IDEA or Section 504, the student will receive the special education and related services outlined in the student’s IEP or 504 Plan. An ESL professional who understands the process of second language



learning must serve on the IEP team. IEP team members must understand the process of second language learning and the characteristics exhibited by ELs at each stage of language development to distinguish between language acquisition processes, interference, and other impairments. Parents must be informed of how the ESL program will support their EL child's IEP. All special education and related services must occur in addition to, not in place of, a student's ESL services.

Assessing ELs for Intellectual Giftedness

ELs may not be excluded from gifted programs based on their limited English proficiency. Evaluating students for gifted programs should include the following:

- Assessment through a multi-modal identification process, wherein no singular mechanism, criterion, or cut-off score is used for the determination of eligibility
- Individual evaluation procedures that include appropriate use of instruments sensitive to cultural, linguistic, and environmental factors or sensory impairments.

Participation in State-Mandated Testing (TCAP and EOC)

Under ESSA, all students must participate in mandated testing. Tennessee assesses all students through its comprehensive assessment program, TCAP. Tennessee is utilizing the flexibility option in ESSA that allows states up to three years, from a student enrollment date, before fully including RAEL's achievement results on state assessments into the accountability framework. In year one, the student will participate in state testing, and the results will be excluded from accountability. In year two, the student will participate in state testing, and those results will be included only in the TVAAS growth metric for accountability. Results for all ELs in year three and beyond will be included in both achievement and growth metrics for accountability.

Determining Appropriate Assessment Accommodations

Students who are not proficient in English, as determined by ELPA 21 Summative Assessments or ELPA21 Screeners may use, as appropriate, any of the accessibility features and any of the following accommodations on TCAP/EOC: Extended Time, Word-to-Word Dictionary, Rest/Breaks, Human Reader/Human Signer (must have scored below 4 on the Reading Domain of ELPA21). Students whose parents have waived direct services are also eligible to receive accommodations for ELs. EL accommodations must be documented in the student's ILP.

Students who are in the T1-T4 years are not eligible to continue to receive EL accommodations.



In addition, any EL student with an IEP or 504 plan will receive any additional accommodations identified in those plans.

As ELs gain English proficiency, their need for support may decrease. Decisions about accommodations should be made on an individual student basis, and accommodations should not be applied globally to all ELs. The student's language proficiency should be considered when determining appropriate EL accommodations for each student.

The following guiding questions may be considered when determining accommodations:

- What support do individual students need to be able to show what they know about the content?
- Will the testing accommodation be implemented appropriately so that the construct of the test is not compromised?
- Has the student had prior experience using this accommodation?

ELs and Value-Added

Test scores from ELs **cannot** be excluded from the accountability formula or the calculation of value-added scores. The district testing coordinator will set the policy for teacher-claiming of EL students.

Special Considerations for EL Retention

ELs must not be retained in grade level because of their English language proficiency. Before considering the retention of an EL, the following should be addressed in consultation with the student's ESL teacher:

1. Has the student been enrolled in the LEA for more than one full academic year?
 - a. If not, the student may have spent more than one-half of the year in a "silent period." 2-9 months may be inadequate for meeting educational goals.
2. Are classroom accommodations being provided in the following areas?
 - a. Classroom
 - b. Assignments
 - c. Homework
 - d. Assessments
3. Are all instructional accommodations documented? Has there been a discussion with the ESL coordinator?
4. Has the student been considered as an individual and received differentiated instruction? Have instructional accommodations and differentiation been documented?



5. Does a beginning to intermediate student receive an hour of ESL daily? Is a more advanced student receiving enough ESL for instruction to be meaningful?
6. Do all teachers modify grading through a rubric or contract?

If the above points have not occurred sufficiently, retention is **not** appropriate. Retention policies should not be based on one specific piece of data or any sole criterion, especially for ELs. In most cases, retention does not help the student with academic achievement. It is associated with adverse outcomes in all areas of an EL student's achievement and social and emotional adjustment. Retained ELs are more likely to drop out of high school and less likely to graduate on time. Every effort should be made to move the child to the next level of academic work and allow the child to continue in the age-appropriate grade. The district must have abundant evidence to show that retention is not based on language factors.

ELPA21 Summative Annual Assessment

ELPA21 is used to measure and report an EL's growth. It is a standards-based, curriculum-referenced English language proficiency assessment designed to measure an EL's social and academic English proficiency and progress. All students identified as ELs- including those whose parents have waived ESL services- must be administered the ELPA21 Summative Assessment during the annual English language proficiency testing window.

The ESL teacher will administer the ELPA21 Summative Assessment in accordance with state test security and administration guidelines. The ESL teacher will participate in mandatory training annually on state test security and administration guidelines and the administration of the ELPA21 Summative Assessment.

Alternate ELPA21 for ELs

ELPA21 created the Alternate ELPA21 Summative Assessment for ELs to meet federal accountability requirements and provide educators with a measure sensitive to the English language proficiency growth of ELs with significant cognitive disabilities. Only students taking an alternate state assessment are eligible to take the Alternate ELPA21 Summative Assessment.

State-Approved EL Accommodations for ELPA21 for ELs

Tennessee does not allow the translation of test directions when administering the screener or summative assessment. Tennessee also does not allow word prediction or speech-to-text on ELPA 21. Tennessee follows all other ELPA21



Accommodation Manual sections. The district must submit a request to TDOE for a student to qualify for a domain exemption.

Seal of Biliteracy

To qualify for the seal of Biliteracy as described in State Board Rule 0520-01-03.06, students who are English Learners may demonstrate English proficiency by attaining a score of 5 on the Reading and Writing domains and a score of 4 or higher on the Listening and Speaking domains on the ELPA 21 Summative.

Oak Ridge Schools offer EL students the opportunity to be assessed in their native language (when available) to achieve the Seal of Biliteracy and/or obtain exemption or credit for their high school foreign language credit(s).

Exiting ELs

Exiting from ESL service is based on a student's proficiency in all areas of language- listening, speaking, reading, and writing. ***EL students who score 4 or higher on all non-exempt domains on the ELPA21 Summative Assessment or score 3 or above in all non-exempt modalities of the Alt ELPA21 Summative shall be exited from Direct or Indirect ESL Services.***

Exited in a Different State

If the records of a newly enrolled student indicate that they previously received ESL services in another state or a non-public school and were formally exited, the department also considers that student as exited. The exit criteria of the other state or the non-public school ***do not have to match Tennessee's criteria; the exit decision is honored.***

Transitional Years

The progress of ELs must be monitored for two calendar years after meeting exit criteria. All transition students (T1-T4) must be included as ELs in LEA and school accountability. As with any student, all ELs and former ELs should receive services and classroom accommodations to succeed in academic classes. Exited ELs will need ongoing support, such as making connections between new information and students' background knowledge, guiding the organization of information, supporting English academic vocabulary development, and accessing complex English academic language.

Monitoring of Transitional Students



A transitional ILP will be created for T1s and T2s, which will include academic goals and may include classroom scaffolds or accommodations. T1s and T2s will be formally progress-monitored through the procedure for Quarterly progress monitoring. In addition to the formal monitoring of T1s and T2s, the following are recommendations for monitoring the progress of all transitional students:

- An initial follow-up should be done within two weeks of exiting ESL services to verify that the student is achieving academically and adjusting socially and psychologically.
- Periodic review of grades
- Review of standardized test scores
- Quarterly discussion or interaction between an ESL professional and the general education teachers

Students Struggling During the Transitional Period

Some students may struggle with their content classes even though they met the criteria to exit from ESL services. If a transitional student is struggling, consultation should occur between the ESL teacher and the general education teacher to determine the source of the struggle and the best intervention method. The student should be referred to the RTI² team to consider academic interventions. The RTI² team should review the student's data and determine the next steps and appropriate interventions. After these interventions have been implemented and progress has been measured over time, the RTI² team, working with an ESL professional, should determine whether the student struggles due to a lack of content skill or knowledge, cognitive issues, disability, or English proficiency.

Reclassifying a Transitional EL

Reclassification for a transitional student should only be considered after the student has failed to make progress with academic interventions and appropriately scaffolded instruction, the possibility of a disability has been ruled out, the team has determined through a thorough review of data that the student's struggle is due to a lack of English proficiency, and that despite scaffolds and accommodations, the student is unable to experience academic success without additional direct ESL instruction.

Before considering reclassification, the following interventions should be documented, and student progress should be monitored over at least one academic semester:

- Appropriate classroom scaffolds and accommodations for instruction, content, and assessment.



- Academic support, such as previewing and frontloading, to compensate for a lack of background information.
- Linguistically accessible interventions or other targeted academic support.
- Behavioral and/or social support as needed.

The following sources of data may be gathered and considered during the intervention period:

- Oral communication skills
- Reading and fluency skills
- Benchmark data
- Teacher observations
- Attendance data
- Grades
- Portfolio assessments
- Student or parent interviews
- Progress monitoring data
- Documentation of interventions and other supports

If, after implementing a detailed support plan and documenting all interventions, scaffolds, and accommodations and reviewing adequate data sources, the team determines that the student continues to struggle due to a lack of English language proficiency, the following steps should be taken to consider whether reclassification of the student is appropriate:

1. Reassess the student's language proficiency using a recognized English Language Proficiency assessment, such as the WIDA Model, and review results, using established cut scores, such as TN's former WIDA cut scores for proficiency.
2. If the student scores proficient or borderline proficient, the team should consider additional intervention, classroom support, and/or progression toward more intense tiered intervention or evaluation for potential learning disabilities.
3. If the student scores well below proficiency, the team should meet with the parents to discuss their concerns, the interventions implemented, the results of those interventions, and the results of the language proficiency assessment.
4. If the parents agree with the team's decision to reclassify the student, written parent consent should be obtained.
5. All documentation from the reclassification process and parent consent should be maintained in the student's green folder (cumulative record).



6. Student is reclassified as “L”, an ILP will be developed including direct ESL services, and the student will be assessed annually with the ELPA21 assessment until proficiency is achieved.

Resources:

[TN English as a Second Language \(ESL Manual\)](#)

[TN State Board Rule 0520-01-19](#)

[ESL Program Policy 3.207](#)

ELPA21

- ELPA21 Assessment System: <https://www.elpa21.org/>
- ELPA21 ELD Standards: <https://elpa21.org/elp-standards/>
- ELPA21 Resources: <https://elpa21.org/resources/>
- Tennessee ELPA21: <https://elpa21.org/resources/?state=Tennessee>

Tennessee

- ePlan > [TDOE Resources](#) > ESSA Information, Guidance, PPTs, & Webinars > Title III, Part A: English Language Acquisition
- [Tennessee’s ESSA Plan](#)
- [Tennessee Department of Education - ESEA Title III](#)
- [Tennessee Department of Education – English Learners](#)
<https://www.tn.gov/education/families/student-support/english-learners.html>
- [Tennessee Department of Education – English Language Arts Standards](#)
- [Tennessee Department of Education – Rules Tennessee Teachers of English to Speakers of Other Languages \(TNTESOL\)](#)

Federal

- [Every Student Succeeds Act](#)
- [Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)](#)
- [Federal Interagency Limited English Proficiency Website](#)
- [U.S. Department of Education English Learners Data Story](#)
- [National Center for Education Statistics – English Language Learners](#)
- [National Clearinghouse for English Language Acquisition – Title III State Formula Grant](#)



- [U.S. Department of Education – English Language Acquisition State Grants](#)
- [Office for Civil Rights – Programs for English Language Learners](#)
- [Office of English Language Acquisition – English Learner Tool Kit](#)
- [U.S. Department of Education – Recursos en español](#)
- [U.S. Department of Justice – Educational Opportunities Section](#)
- [What Works Clearinghouse – English Language Learners](#)