

FY24 Tennessee English Language LEA Self-Assessment Overview and Instructions

Overview

The FY24 Tennessee English Language LEA Self-Assessment (TELLSA) will tentatively open on March 15 and is due **June 30, 2024**. The self-assessment will be entered directly into ePlan. All local educational agencies (LEAs) must submit a TELLSA, even if the LEA does not have English Learners (ELs). The TELLSA allows an LEA to indicate if this is the case.

Purpose

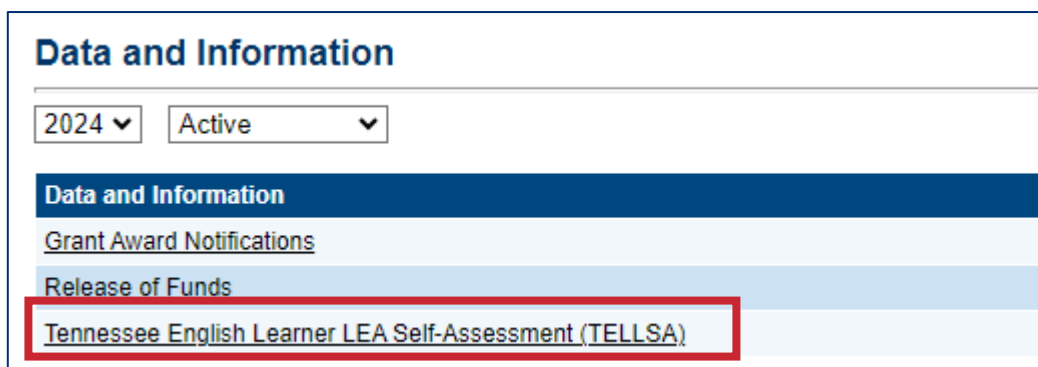
The purpose of the TELLSA is to guide the LEA's staff to make informed judgments about the status of the LEA's English as a Second Language (ESL) program and use data effectively to drive change and make the program more effective.

The TELLSA process will assist LEAs in meeting the legal requirements established by the *Castañeda v. Pickard* court case. On June 23, 1981, the Fifth Circuit Court issued a decision that requires a three-part test to evaluate the adequacy of a LEA's program for EL students:

- Is the program based on an educational theory recognized as sound by some experts in the field or is it considered by experts as a legitimate experimental strategy?
- Are the programs and practices, including resources and personnel, calculated to implement this theory effectively?
- Does the LEA evaluate its programs and adjust where needed to ensure language barriers are being overcome? [648 F.2d 989 (5th Cir., 1981)]

TELLSA Location and Completion

TELLSA is located in ePlan under *Data and Information*. Select 2024 as the year. When completing the self-assessment, please ensure all selections match and are correct prior to submission.

A screenshot of the ePlan system's 'Data and Information' menu. At the top, there are two dropdown menus: the first is set to '2024' and the second is set to 'Active'. Below these are several menu items: 'Data and Information' (highlighted in dark blue), 'Grant Award Notifications', 'Release of Funds', and 'Tennessee English Learner LEA Self-Assessment (TELLSA)'. The 'TELLSA' item is highlighted in light blue and is enclosed in a red rectangular box.

TELLSA Completion Steps

1. Access the TELLSA under Data and Information and set the status to **Draft Started**. The LEA Tennessee English Language LEA Self-Assessment (TELLSA) Director can change this status. This role was grandfathered to LEA Title III contacts in ePlan in March 2024.

Page 1: Cover Page

1. For LEAs with No English Language Learners: LEAs with no EL students **must** complete the instrument. To complete the instrument, check the box at the top of the page that states, *“The LEA certifies that no English language learners were enrolled in the LEA during the 2023-2024 school year.”* Once this box is checked, navigate back to the [Sections](#) page.
2. For LEAs with English Learners: Input stakeholder names and roles: Stakeholders must include at least one ESL teacher in addition to the Title III Director. Other potential stakeholders may include school level administrators, content teachers, and family liaisons.
3. Answer how stakeholder feedback was collected: This can be through surveys (upload an example), meetings (upload a sign-in sheet), or virtual meetings (upload a sign-in sheet).
4. The percentage of students in the LEA making growth on WIDA ACCESS and the percentage of students in the LEA exiting categories will be uploaded by the Tennessee Department of Education (department).

Page 2: Reflection Ratings and Responses

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2. For LEAs with English Learners: Read the prompt in the first column, then the three rating statements. Assign a number between one (1) and five (5) for each prompt. Please reference the [Reflection Ratings and Responses Guidance](#) to prepare for this page.
3. For short response questions, answer the question in the box provided. If the question is not applicable, enter “N/A.”

Page 3: Additional Short Answer Responses

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2. For LEAs with English Language Learners: Choose two areas of focus for the LEA.
3. For each area of focus, describe the changes needed and the plan for making those changes, including the timeline, procedural and program modifications, and responsibilities.
4. Answer how the LEA will measure the effectiveness of the changes, including how often the changes will be monitored.
5. Describe the resources and training necessary to implement the changes.
6. Add a description of how the LEA will notify all stakeholders of program changes.

Completing and Submitting the Instrument

Once all pages are complete, navigate back to the [Sections](#) page. Click **Draft Completed** at the top of the page to submit for TDOE Director review.

Data and information needed by the LEA include the following:

- Number of Long-Term English Learners (LTELs)
- Total Number of ELs
- Graduation rate of ELs (including Waived, Transition Year 1, Transition Year 2, Transition Year 3, Transition Year 4, and Former)
- Graduation rate of all students
- Percentage of ELs (including W, T1, T2, T3, T4) proficient/advanced on TCAP and EOC
- Percentage of all students proficient/advanced on TCAP and EOC
- Number of ELs (including W, T1, T2, T3, T4) retained last year
- Percentage of gifted and talented students who are EL (including W, T1, T2, T3, T4, F)
- Percentage of all students who are gifted and talented
- Percentage of students with an individualized education program (IEP) (excluding gifted and talented) who are EL (including W, T1, T2, T3, T4, F)
- Percentage of all students with IEP (excluding gifted and talented)
- Percentage of students in advanced courses (honors, Advanced Placement, etc) who are EL (including W, T1, T2, T3, T4, F)
- Percentage of all students in advanced courses (honors, Advanced Placement, etc)
- Number of languages spoken in the LEA

Contact

For questions related to the TELLSA, please contact Hannah.Gribble@tn.gov.