



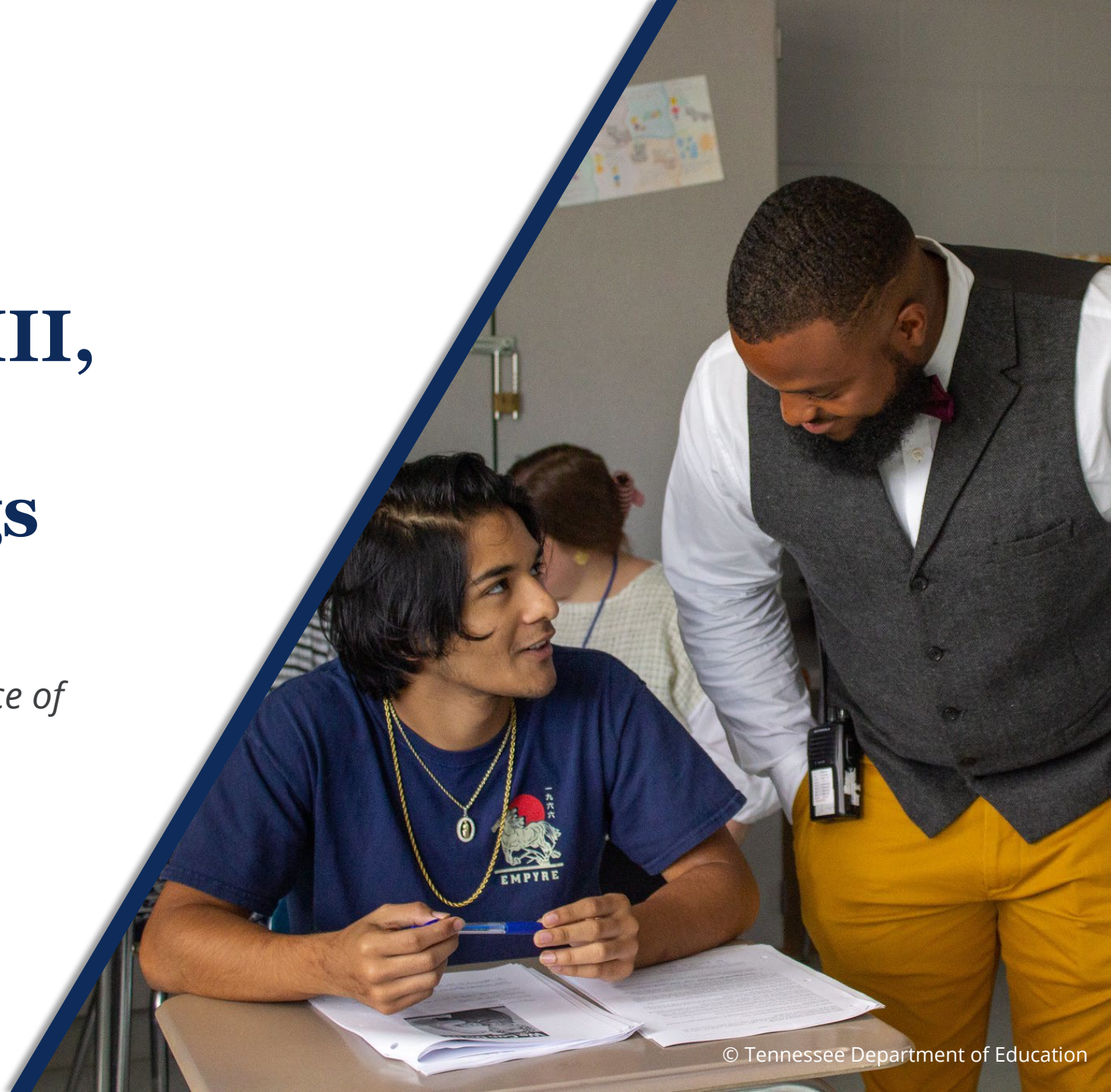
# ESL Rule and Title III, Part A Common Monitoring Findings

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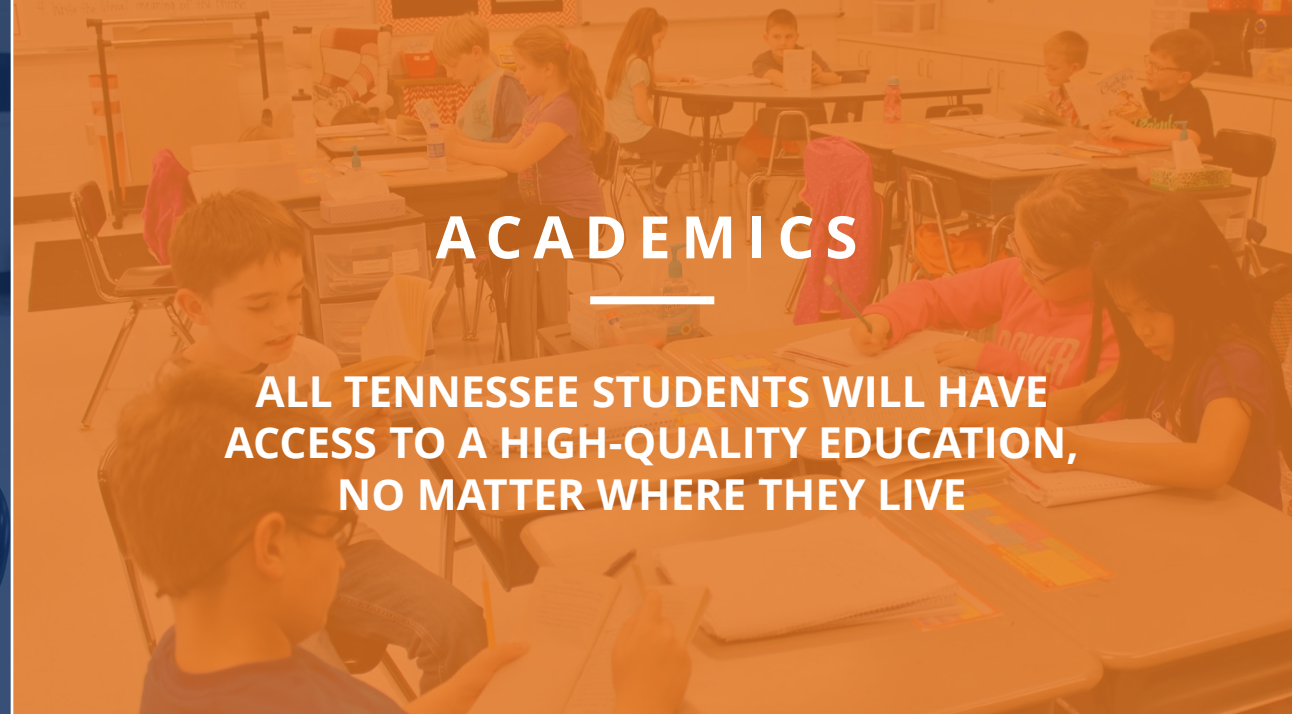






**BEST** FOR  
**ALL**

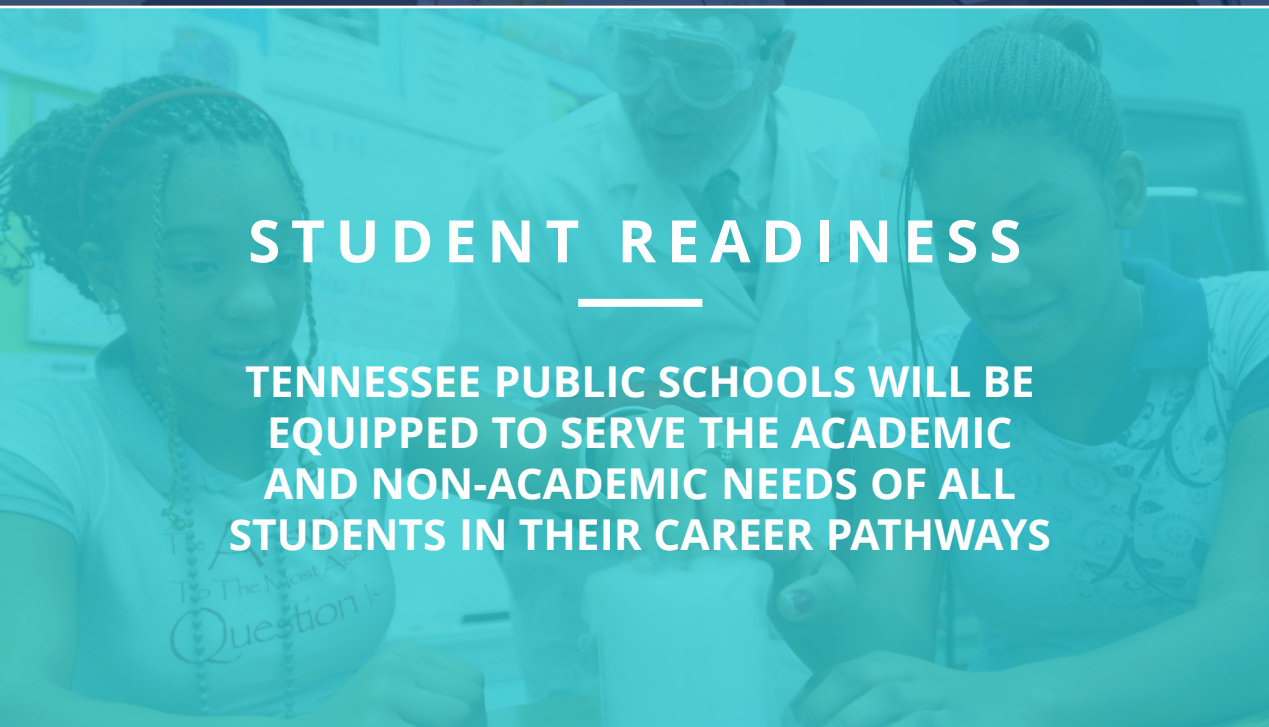
We will set all students on a path to success.



## ACADEMICS

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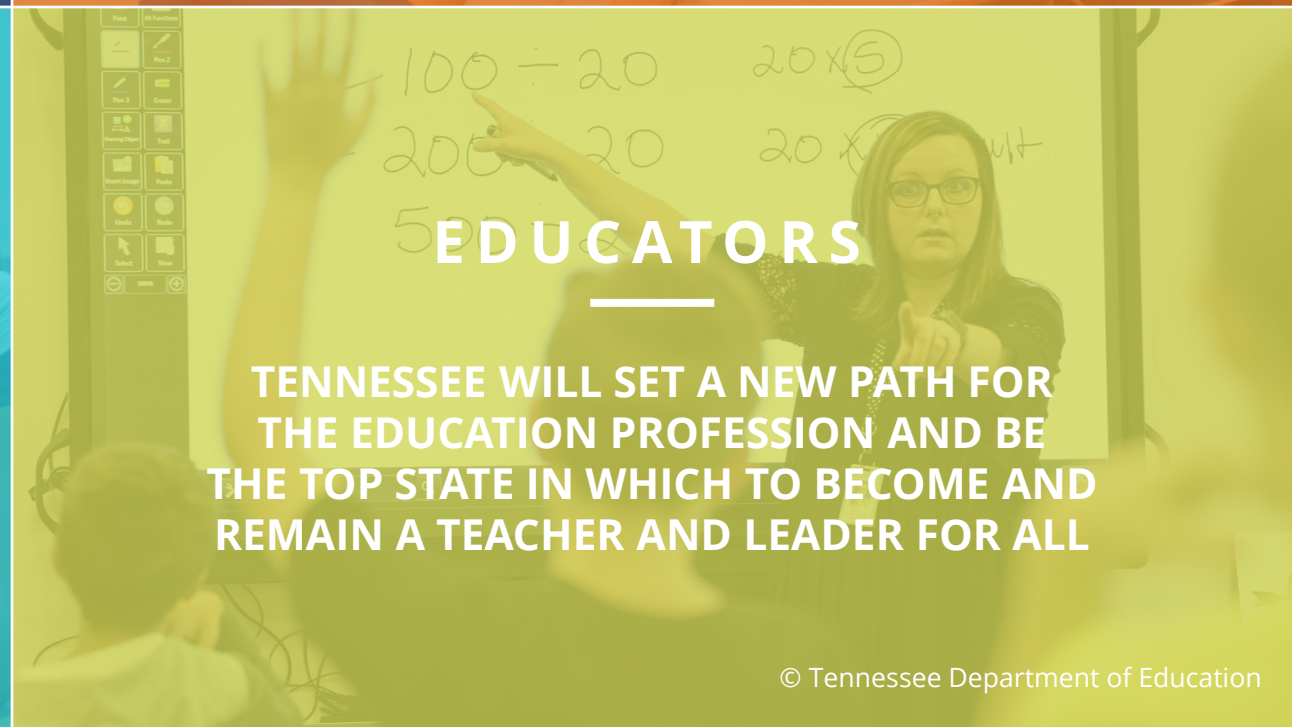
**ALL TENNESSEE STUDENTS WILL HAVE  
ACCESS TO A HIGH-QUALITY EDUCATION,  
NO MATTER WHERE THEY LIVE**



## STUDENT READINESS

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**TENNESSEE PUBLIC SCHOOLS WILL BE  
EQUIPPED TO SERVE THE ACADEMIC  
AND NON-ACADEMIC NEEDS OF ALL  
STUDENTS IN THEIR CAREER PATHWAYS**



## EDUCATORS

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**TENNESSEE WILL SET A NEW PATH FOR  
THE EDUCATION PROFESSION AND BE  
THE TOP STATE IN WHICH TO BECOME AND  
REMAIN A TEACHER AND LEADER FOR ALL**



# Agenda

- TN State Board Rule 0520-01-19
- FY23 Results-based Monitoring
  - Common federal findings
  - Corrections needed
  - Mitigating risk
- Closing



# TN State Board Rule 0520-01-19





# English as a Second Language (ESL) Rule, Chapter 0520-01-19

ESL Policy 3.207 was converted into the English as a Second Language Rule Chapter 0520-01-19.

This rule became effective on July 6, 2021.

Rules carry the force of law.

The requirements within the ESL Rule will be monitored annually by the department for compliance through the Results-based Monitoring (RBM) process.





# Changes for FY24

**Service Hours**



**Elementary students shall receive a minimum of one (1) hour of Direct ESL Services per school day.**



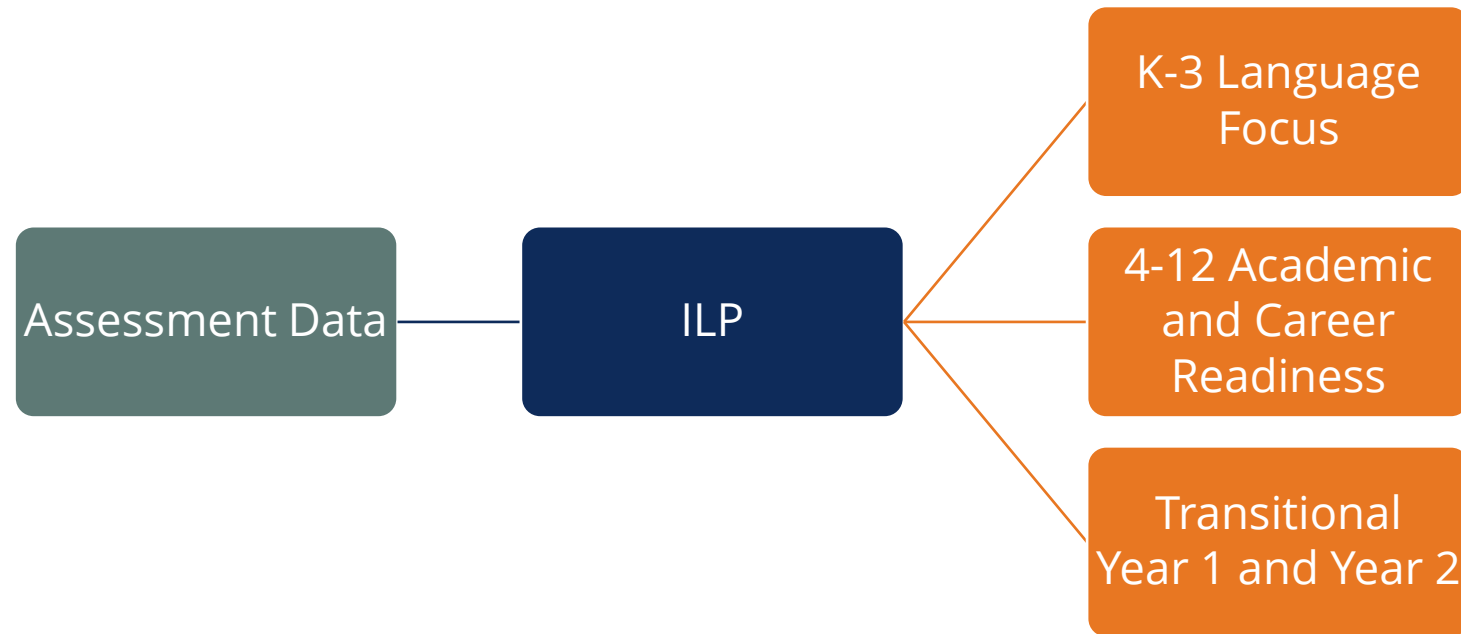
**EL students in middle and high school shall receive a minimum of one (1) hour of Direct ESL Service per school day or the equivalent of one (1) full class period of at least 45 minutes in duration.**





# Changes for FY24

- These changes will begin implementation in FY24 (2023-24). In addition to short-term goals, strategies, accommodations, scaffolding, and growth trajectories, Individual Learning Plans (ILPs) for English Learners (ELs) must include:





# Teacher Training Required by ESL Rule, Chapter 0520-01-19

LEAs shall ensure that all teachers who provide Direct or Indirect ESL Services are annually trained on delivering ESL instruction. At a minimum, this training shall include, but not be limited to:

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.





# Most Common Findings, Corrections, and Recommendations

# Title III A Findings of Non-compliance

- Assessment Accommodations unallowable (6 on ACCESS getting read aloud, Transition students getting read aloud)
- Transporting a student for so long that they are not receiving adequate instruction time in other areas
- Google Translate, Microsoft Translate, students, siblings, friends, or untrained school staff providing translations (ESSA § 1112)





# Title III, Part A Corrections Needed: Identification and Screening

- Outdated information regarding eligibility [e.g., WIDA ACCESS Placement T (WAPT), incorrect cut scores, ESL Policy] within local education agency (LEA) identification procedures
- Home language survey (HLS) forms- multiple
- Rescreening issues (non-WIDA state)
- Not screening within 30 days
- Parent notifications not containing all required elements



# Title III, Part A Corrections Needed: ESL Services

## ▪ Scheduling

- Tailoring of services (summative assessment scores, WIDA Screener, within schedules)
- Service times (not enough travel time, no transition times, students with IEP not getting adequate service times, students not receiving RTI due to ESL service, weekly service times vs. daily service)
- ESL teachers not receiving adequate planning or duty-free lunch (with no compensation)

## ▪ Non-certified people providing services







# **Title III, Part A Corrections Needed: Processes and Professional Development**

- Training for teachers providing Direct or Indirect Services
- Process when an EL is suspected to have a disability
- No oversight plan for the development, implementation, and monitoring of ILPs
- ILPs not containing all required elements
- ILPs not monitored in a timely manner and not monitoring T1/T2 ELs





# Title III, Part A Recommendations

- Recommended that ILPs be developed in collaboration between classroom teachers and ESL teachers
- Recommended that the LEA develop a written reclassification process
- Recommended that all lesson plans include ELD and content standards
- Recommended that lesson plans go deeper into the WIDA standards to the Language Functions and Features instead of the broad standard statements





# Thank You!

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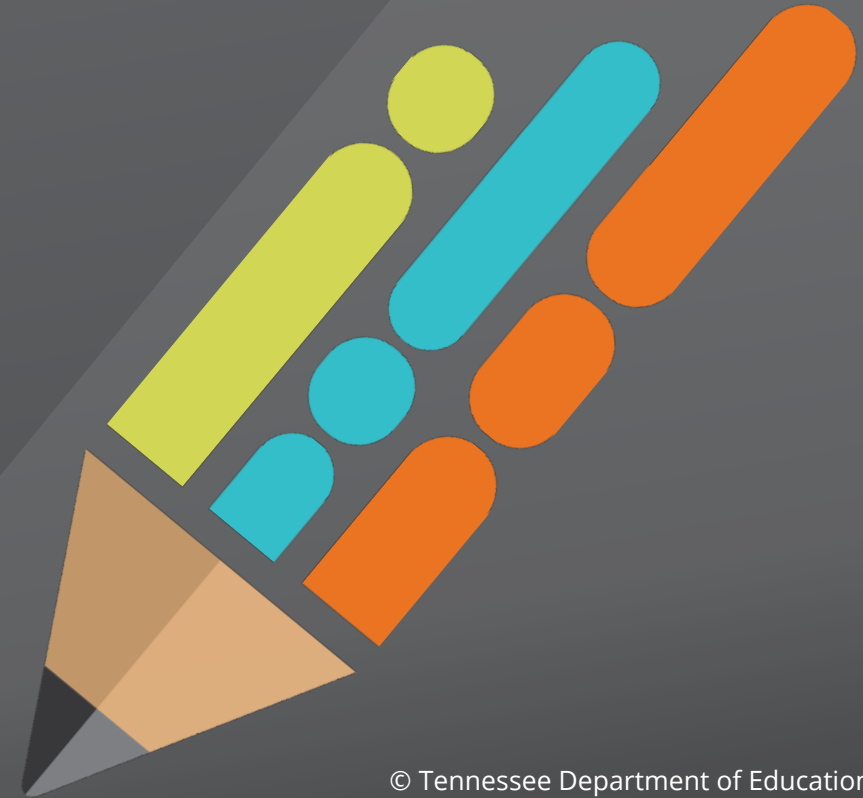
**Hannah Gribble** | Title III and Migrant Education Program Grant Manager, Division of Federal Programs & Oversight  
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# Tuesday-Thursday Please Share Your Feedback:

You may access the PD by navigating here:

[https://stateoftennessee.formstack.com/forms/2023fpi\\_pd\\_survey](https://stateoftennessee.formstack.com/forms/2023fpi_pd_survey)





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