

English as a Second Language Tailored Services Guidance

[Tennessee State Board Rule 0520-01-19-.03\(9\)](#) establishes the option for Local Education Agencies (LEAs) to tailor English as a Second Language (ESL) services for English Learners (ELs)ⁱ.

Tailoring of Services Criteria

LEAs may provide tailored services to students in grades 1–12 to ELs who score at least a level four (4) in three (3) domains which shall include reading, writing, and either listening or speaking on the ELPA21 Summative Assessmentⁱⁱ. Tailoring of services may include providing less than one (1) hour of Direct ESL Service per day for elementary ELs or less than the equivalent of one (1) full-class period of at least 45 minutes in duration per school day for middle school and high school ELs.

Students who were assessed using the WIDA ACCESS in Tennessee in the 2023-24 school year may receive tailored services if the following criteria are met:

- EL students who were assessed in the 2023-24 school year using the Kindergarten ACCESS for ELLs and scored a 3.5 or higher on any domain may have tailored services.
- EL students who were assessed in Tennessee in the 2023-24 school year using the WIDA ACCESS and scored a 3.5 or higher on reading, and a 3.5 or higher on writing, and a 3.5 or higher on either the speaking or listening domains may have tailored services.

Tailoring of Services Best Practices

Tailoring of services should be unique to each student who qualifies. Some students who qualify for tailored services may still need full ESL services while others may need specific areas of language instruction. For example, a student who qualifies for tailored services by scoring a four (4) in reading, a four (4) in writing, and a four (4) in listening on the ELPA21 Summative Assessment may need some time each week for speaking activities.

Individualized Learning Plan (ILP) teams should collaborate on the type and frequency of ESL services for each student who qualifies for tailored services.

ELs who qualify for tailored services must have an ILP which includes:

- Assessment data from the department-adopted English language proficiency assessment (ELPA). This includes screener data, the most recent ELPA data, and historical ELPA data as applicable for each domain.
- Relevant demographic data, including, but not limited to, years of ESL service, Long Term English Learner (LTEL) status, Recently Arrived English Learner (RAEL) status, Student with Limited or Interrupted Formal Education (SLIFE) status, and additional services the student receives such as special education, Response to Instruction and Intervention (RTI²), ILP-D for Characteristics of Dyslexia, and 504 plans. Student birthdate, birth country, age, native language, grade, and the date the student first entered a U.S. school are also included in relevant demographic data.

- Data from other assessments may be included as available. This includes data from achievement assessments, relevant benchmark data, universal screener data, and Tennessee Comprehensive Assessment Program (TCAP) data. Relevant additional data would be any data that helps inform the instructional planning, scaffolds, or goals for the student.
- Language focused supports that provide access to classroom instruction aligned to grade-level academic standards for ELs in grades Kindergarten through three (K-3).
- Language, academic, and career-readiness supports that provide access to classroom instruction aligned to grade-level academic standards for EL students in grades four through twelve (4-12).
- Strategies, scaffolds, and accommodations used in the general education classroom in order to provide access to instruction. These are decided by the student's ILP Team and should never be determined by one individual.
- Short-term language goals that support the student in proceeding to the next proficiency level in the four domains of language (listening, speaking, reading, and writing).
- Growth trajectories for English language proficiency based on individual student data.

ELs who receive tailored services are still considered Direct Service students and will still be coded with an "L" in the LEA's Student Information System (SIS) and must have a Direct Service-Tailored Services ILP in TN PULSE.

If the ILP team determines that tailored services are not appropriate, the student should continue to receive the full required ESL service time.

ⁱ Tenn.R. & Regs. 0520-01-19-.03(9)

ⁱⁱ English as a Second Language Program Policy 3.207