

Overview of Title III: English as a Second Language

Service Requirements for Non-English Background Students

- All students registering in the district must be given a Home Language Survey (HLS) with the following 3 questions:
 1. What is the first language this child learned to speak?
 2. What language does this child speak most often outside of school?
 3. What language do people usually speak in this child's home?
- Every student who has an answer other than English on the HLS must be assessed with the Tennessee English Language Placement Assessment (TELPA)
- Students who score a 1 on the TELPA, or who scored a 1 or 2 composite on the previous year's English Language Development Assessment (ELDA) must receive a minimum of one hour of ESL services daily
- Students who score a 2 on the TELPA or who scored a 3 composite on the ELDA must receive services as needed. For many, this will be 1 hour per day.
- Students who score a 3 on the TELPA do not qualify for ESL services and are coded as Non English Language Background (NELB) in the Education Information System (EIS)
- Students who score composite 5 on the ELDA must be exited from services and coded as a 1 (Transition 1) in EIS for the first year in transition.
- Students who score a composite 4 may be exited and coded as 1. If they are not exited, their names must be submitted to the state with a reason for not exiting them.
- English Learners (ELs) may never be retained or failed based on language ability.
- All ELs (not Transition students) must be assessed annually with ELDA until exited.
- ELs must have full access to content curriculum through necessary modifications and accommodations
- ELs must take the math, language arts, social studies, and science TCAP annually with one exception: during the first year in the US, the student may be exempt from the English Language Arts Achievement test. No EL is exempt from the English Language Proficiency Assessment (ELPA)
- An ESL program may be provided through various service delivery models including: ESL pull-out programs, ESL cluster centers to which students are transported from their zone schools, resource centers/ESL laboratories, newcomer centers, push-in or inclusion models, sheltered content classes, content based ESL classes, structured immersion classes, or scheduled ESL class periods.
- ESL teachers must be fluent in all four domains (reading, writing, speaking, and listening) of English. Each district should have a plan in place for this before hiring
- ELs should be allowed to participate in all extra-curricular and special programs