
English as a Second Language (ESL) Program Policy 3.207

The Background:

The English as a Second Language (ESL) Program Policy is designed to set minimum standards for Tennessee school districts in providing services to non-English language background students who are also limited English proficient. These students are referred to as English learners (ELs).

This item presents several changes to the ESL Program Policy to reflect clarifications on providing more meaningful instruction to English learners (ELs). These clarifications will provide better support for students who are receiving ESL services and will help align the policy with the implementation guide for ESSA.

Below is a brief summary of the changes (page numbers reflect the tracked changes document):

Page 2: Outlines entrance criteria for ELs which must be used by all districts.

Page 3: Clarifies the service delivery models that districts may use.

Page 3: Requires a growth trajectory and individualized learning plan for each EL beginning in the 2018-19 school year.

Page 3: Outlines exit criteria for ELs which must be used by all districts. Updates the exit scores on the WIDA Access for the spring 2017 administration.

Page 8: Adds definition of Transitional ELs (T3 and T4).

The Fiscal Analysis Impact:

Tenn. Code Ann. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

The Recommendation:

The Department of Education recommends adoption of this item on final reading. The SBE staff concurs with this recommendation.