

Unique Learning Needs Crosswalk

The chart (below) reflects a crosswalk between Unique Learning Needs (ULN) in the proposed Tennessee Investment in Student Achievement (TISA) the Special Education Option Codes in the current Basic Education Program Formula (BEP). Please note that in the current TISA proposal, **this would need to go through a rule-making process between the Tennessee Department of Education and the General Assembly Government Operations Committee.**

ULN	Weight	Current Special Education Option Code	English Learners (EL) and Characteristics of Dyslexia
1	15%	Option 1 Consultation: Minimum of 2 contacts/month, except OT/PT (minimum of 3 contacts/year). Time must be reported. Direct Services equal less than 1 hour/week. Related Services equal less than 1 hour/week. Related Services include: <i>Psychological, School Social Work, Speech/Language, School Health, Counseling, Vision, Hearing, Occupational and Physical Therapy</i> . NOTE: Recreation Therapy and Other Related Services are EXCLUDED.	
2	20%	Option 2 Direct Services: Direct Services more than or equal to 1, but less than 4 hours/week; or, any one Related Service more than or equal to 1, but less than 4 hours/week. Includes/Excludes same as Option 1.	Characteristics of Dyslexia English Learner Tier I
3	40%	Option 3 Direct Services: Direct Services more than or equal to 4, but less than 9 hours/week; or, any one Related Service more than or equal to 4, but less than 9 hours/week. Includes/Excludes same as Option 1.	
4	60%	N/A	English Learner Tier II
5	70%	N/A	English Learner Tier III
6	75%	Option 4 Direct Services: Direct Services more than or equal to 9, but less than 14 hours/week; or, any one Related Service more than or equal to 9, but less than 14 hours/week. Includes/Excludes same as Option 1.	
7	80%	Option 5 Direct Services: Direct Services more than or equal to 14, but less than 23 hours/week; or, any one Related Service more than or equal to 14, but less than 23 hours/week. Includes/Excludes same as Option 1.	
8	100%	Option 6 Ancillary Services: Attendant provided so that the student can have at least 4 hours/day in less restrictive and general education settings.	
9	125%	Option 7 Direct Services: Special Education services 23 or more hours/week; or, any one Related Service 23 or more hours/week. Includes/Excludes same as Option 1. Option 8 Self-Contained or CDC: The sum of all direct services plus related services listed below plus up to 10 hours/week of special education educational assistant in the general program equals 32.5 or more hours/week. In addition, at least two Related Services from those specified below must be received for at least the minimum times listed. <div style="display: flex; justify-content: space-between;"> <div> 1 Hour/Week • Psychological Services • Counseling Services 3 contacts/year, <i>with time span reported</i> </div> <div> • Speech/Language Services • Vision Services • Hearing Services • Occupational Therapy • Physical Therapy </div> </div>	
10	150%	Option 9 Residential Services: Provided at least 24 hours/day. Option 10 Hospital / Homebound: Provided 3 or more hours/week.	

***Note:** For LEA projection purposes, English Learner students coded as Transition 1 or 2 (T1 or T2) were coded as English Learner Tier I; students coded as Waived (W) were coded as English Learner Tier II; and students coded as served (L) were coded to English Learner Tier III. For Characteristics of Dyslexia, the projections assume 5% of the student population in each school may display these characteristics and not already be covered under an IEP.¹

English Learners

The chart below reflects an approach to creating tiers for English learners. The federal government has certain requirements, which are considered here as well. English learners are typically given up to six years to develop English proficiency.² The proposal below reflects subcommittee feedback to scaffold funding in a way that meets the needs of the learner, as opposed to a one-size-fits-all approach. The length of time reflected ensures guardrails are in place.

Please note that in the current TISA proposal, **this would need to go through a rule-making process between the Tennessee Department of Education and the General Assembly Government Operations Committee.**

Weight Category	Path 1 No English proficiency and no formal schooling for the last 2 years.		Path 2 No English proficiency, with minimal literacy in the student's first language.	Individual Learning Plan?	Assessment?
Tier III: Language Focused Supports (ULN 5)	Up to 4 years	OR	Up to 3 years	YES	WIDA
Tier II: Academic and Career Readiness Focused Supports (ULN 4)	Up to 2 years		Up to 3 years	YES	WIDA and/or TCAP and/or Industry Credential
Tier I: Transition Supports (ULN 2)*	Long-term English Learner (LTEL): Students in year seven of school attendance who have not exited EL status by passing the WIDA assessment. Students who have earned a passing score on the WIDA assessment and are transitioning. (Years 1 and 2 after testing out, as outlined in federal law).			YES	WIDA/TCAP

* This tier also captures supports for students who have waived services – ensuring districts have resources to support students for a two-year period.

¹ <https://www.tn.gov/content/dam/tn/education/special-education/dys/2019-2020%20DAC%20REPORT.pdf>;
<https://www.mtsu.edu/dyslexia/faq.php>

² <https://wida.wisc.edu/sites/default/files/resource/Brief-TIIINationalEvaluationSupplementalReport.pdf>;
<https://www.edweek.org/teaching-learning/how-long-does-it-take-ells-to-develop-english-proficiency/2015/08>;
<https://eric.ed.gov/?id=ED443275>;