



**Why do an EL Needs Assessment?**

The needs assessment provides a comprehensive view of the current reality of the programs and services that support English learners in your LEA.

It presents baseline data to ensure decisions are based on data rather than personal agendas and preferences.



**Components of the EL Needs Assessment**

Quantitative Data:

- Achievement data
- Attendance data
- A-G completion rates
- Participation in Special Education Services
- Specific Special Education Placement
- Course placement



### Components of the EL Needs Assessment

#### Qualitative Data

- Holistic classroom observations
- Teacher and administrator interviews
- Parent focus groups
- Classified staff focus groups
- Job-alike focus groups with staff that serve ELs
  - TOSAs or Specialists
  - Resource Teachers
  - Coordinators



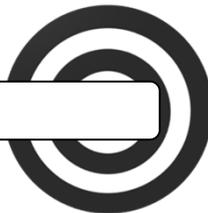
### Data is Analyzed

The results of the examination of the qualitative and quantitative data lead to findings and recommendations.

The recommendations will be used to create an improvement plan.



ELSSA



### Purpose of ELSSA

The ELSSA is a required tool for Local Education Agencies (LEAs) that have not met Annual Measurable Achievement Objectives (AMAOs) in Title III for two or four consecutive years.

It is also required for LEAs in Title I Program Improvement due to their English learner (EL) subgroup.



### The Purpose of ELSSA

It may be used by LEAs that wish to examine their programs and services for ELs.

Helps identify key challenge areas, explore root causes for English learners not meeting the AMAOs.

Assists LEAs with plan creation.



### ELSSA helps LEAs formulate key questions...

How well are ELs progressing on California English Language Development Test (CELDT)?

How many reach English proficient in reasonable time?

How do ELs *meeting CELDT criterion* (proficient) perform on CST?



### More questions...

How do Redesignated Fluent English Proficient (RFEP) perform on California Standardized Testing (CST)?

How do ELs and RFEPs perform on California High School Exit Exam (CAHSEE)?

How well are we implementing relevant program components?



### What ELSSA Does

Assembles data from CELDT, CST and CAHSEE that relate to AMAOs 1, 2, and 3.

Disaggregates the data by years in U.S. schools and by language proficiency.



### What ELSSA Does

Helps identify areas of challenge that can be addressed to improve EL achievement.

Provides guiding questions to facilitate conversations around what the data shows.



### ELSSA Guides Plan Development

Must be completed and uploaded/attached to:

- Title III Year 2 Improvement Plan Addendum
- Title III Year 4 LEA Action Plan
- Title I Program Improvement Plan related to the English learner subgroup



### What ELSSA does NOT do:

- Give school level information
- Analyze data
- Address Highly Qualified Teachers or other aspects of NCLB not directly related to English learners
- Evaluate the programs and services for English learners



### What's new on the revised ELSSA?

The tool will have the same data tables as the original version, but in a different order based on feedback. As well as new AMAO 2 tables to reflect changes SBE approved in May 2010.



### Table Functionality

The revised ELSSA has one worksheet for LEAs to input data and a separate worksheet for staff to view the data and respond to guiding questions and survey items related to EL programs and services.



### Table Functionality

Once the data is added, it cannot be accidentally altered by staff facilitating the data analysis and survey item administration.



### Table Functionality

- Tables are color coded in yellow to indicate where LEA staff need to supply data or respond to questions and survey items.
- Notes to guide the preparer are clickable, italicized and shaded green.



### The Survey Items

The Survey Items have been moved from a separate worksheet of the tool and placed directly below the data table that best relates to each respective item.



### The Survey Items

The Survey Items on the ELSSA are rated on a Likert-scale using the same ratings as are used in the APS.

All items must receive **at least a rating of 3** for the school or LEA to be considered as performing that objective at an acceptable level.



### The Survey Items

The 3 rating indicates a substantial level of implementation. The chart on the next slide describes the criteria of each objective per rating level.



### ELSSA and APS Rating Scale

<b>1</b> Minimal level of Implementation	Few = Less than 50% of students	Rarely = Less than 50% of the time
<b>2</b> Partial level of Implementation	Some = 50% of students	Inconsistently = 50% of the time
<b>3</b> Substantial level of Implementation	Most = 75% of students	Consistently = 75% of the time
<b>4</b> Full level of Implementation	All = 100% of students	Uniformly = 100% of the time

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### Who Should Complete the Survey?

- District Office Administrators
- Site Administrators
- Title III Director/Coordinator
- Teacher Leaders



### Tabulation

The responses to the survey items will be tabulated by each table and will be aggregated into a table in a separate worksheet by EL program and service categories.

The categories are:

1. ELD
2. Access/Opportunity to learn
  - a. ELA
  - b. Mathematics
  - c. Intervention
  - d. Placement
3. Professional Development
4. Assessment
5. Accountability



### Administration of the ELSSA

•The ELSSA Toolkit provides instructions for the administration of the survey items after the tables have been completed.

•Alternate options are also described for the administration of the tool and additional data an LEA might want to examine.



### Live Demo

