

# 2015-16 COMPREHENSIVE NEEDS ASSESSMENT

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# Friendship Appreciation



## Side 1

1. Write a word, phrase or sentence on each side of your heart.
  - Side 1: Write a kind thought you want to express to a fellow DELAC member.
  - Side 2: Write what motivates you to support our English Learners through the DELAC today.
2. Make eye contact with someone across the room.
3. Partner A: Share your word, phrase or sentence with your partner.
4. Partner B: Share your word, phrase or sentence with your partner.

## Side 2

1. Partner A shares
2. Partner B shares

# *Friendship Appreciation*



Side 1

Thank you for your  
friendship and support.

Side 2

I feel excited because  
I'm here to put LAUSD  
English Learners first.

# NORMS FOR TODAY'S ACTIVITY

- Listen attentively when others speak.
- Participate in small group activities.
- Take turns contributing your ideas about the topic.
- Write down your thoughts, considerations, and suggestions on the handout, and be ready to share.
- Speak and act with positive intentions.
- Remember that learning takes cooperation.

# Learning Outcomes:

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*We will  
explore  
the  
following:*

1. What is a Comprehensive Needs Assessment?

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2. What can we learn about English Learner progress from data?

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3. What might the district do to improve the linguistic and academic achievement of English Learners?

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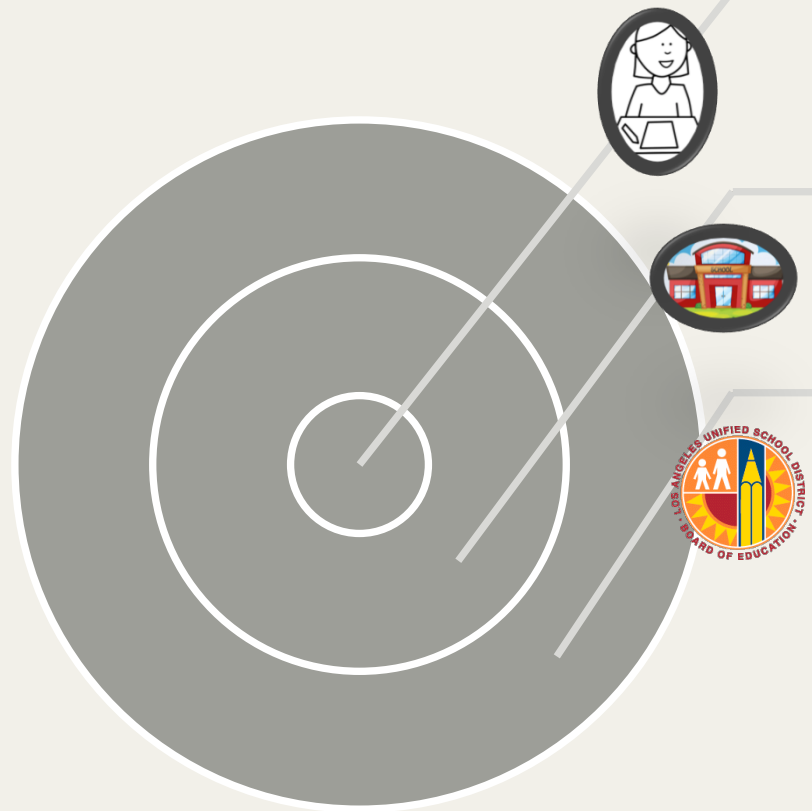
# Comprehensive Needs Assessment:

**COMPREHENSIVE:** including many, most, or all things

**NEEDS:** what is necessary

**ASSESSMENT:** the act of making a judgment about something

The purpose of the comprehensive needs assessment is to provide an opportunity to analyze English Learner data in order to make recommendations to increase student achievement.



Parent→

ELAC→

DELAC→

# Data preview:

## *Annual Measurable Achievement Objectives (AMAOs)*

*AMAO #1: What percentage of English Learners improved their California English Language Development Test (CELDT) score from one year to the next?*

### **AMAO 1 - Percentage of ELs Making Annual Progress in Learning English**

Number of 2014-15 Annual CELDT Takers	117,019
Number with Required Prior CELDT Scores	116,685
Percentage with Required Prior CELDT Scores	99.7%
Number in Cohort Meeting Annual Growth Target	62,734
Percentage Meeting AMAO 1 in LEA	53.8%
2014-15 Target	60.5%

*AMAO #2: What percentage of English Learners reached English proficiency, as measured by the CELDT?*

### **AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT**

#### **Less than 5 Years Cohort**

Number of 2014-15 English Learners in Cohort
Number in Cohort Attaining the English Proficient Level
Percentage in Cohort Attaining the English Proficient Level
2014-15 Target

#### **5 Years or More Cohort**

Number of 2014-15 English Learners in Cohort
Number in Cohort Attaining the English Proficient Level
Percentage in Cohort Attaining the English Proficient Level
2014-15 Target

# Data preview:

## Reclassification

*How many/what percentage of English Learners reclassified each year?*

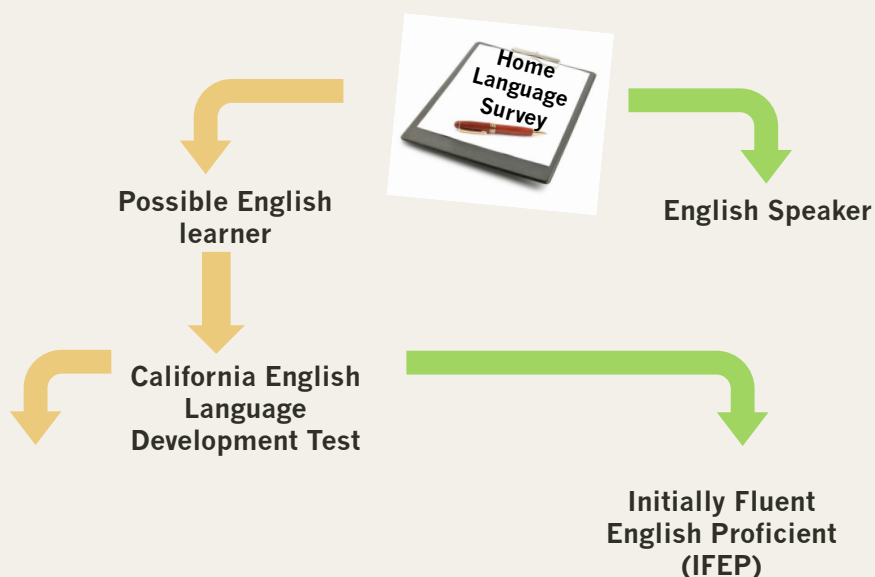
Selected District Level Data - 1964733--Los Angeles Unified  
for the year 2014-15

District	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated
Los Angeles Unified	1964733	646,683	164,349 ( 25.4 %)	225,759 ( 34.9 %)	29,694 ( 13.3 %)
<a href="#">County Total:</a>		1,539,260	349,878 ( 22.7 %)	432,585 ( 28.1 %)	51,500 ( 11.9 %)
<a href="#">State Totals:</a>		6,235,520	1,392,263 (22.3%)	1,279,865 (20.5%)	154,959 (12.1%)



# Data preview:

*How do students become English Learners and get placed in a program?*



## Placement of English Learners

–What Master Plan Instructional Programs do our English Learners participate in?  
 –How many schools have implemented the Master Plan Programs?

Master Plan Programs	# of LEP	% of LEP			
STRUCTURED ENGLISH IMMERSION	90344	63.59%			
ACCELERATED LEARNING PROGRAM FOR LTEL	27185	19.13%			
MAINSTREAM ENGLISH PROGRAM	13943	9.81%			
DUAL LANGUAGE - SPANISH	3858	2.72%			
SPANISH TRANSITIONAL BILINGUAL (GRADES K-3)	720	0.51%			
SPANISH MAINTENANCE (GRADES K-5)	550	0.39%			
NEWCOMER	362	0.25%			
DUAL LANGUAGE - KOREAN	361	0.25%			
Master Plan Program	Elementary	Secondary	Spa		
Structured English Immersion	536	250	35		
Mainstream English	494	207	30		
OTHER PROGRAMS					
Dual Korean	7		1		
Dual Spanish	56	12	4		
Dual Mandarin	2				
Transitional Spanish	18		1		
Transitional Korean	1				
Maintenance Spanish	13	1	2		
Maintenance Korean	1				
Secondary English Newcomer		51	6		
Accelerated Language LTEL	58	336	4		
Total Schools	538	339	45		

# QUESTIONS:

1. What does the data tell you?
2. Based on this data, what might our district do to improve English Learners' linguistic and academic achievement?

# Table Group Process:

At the end of the group activity, each table will share about one chart.



Review the  
data



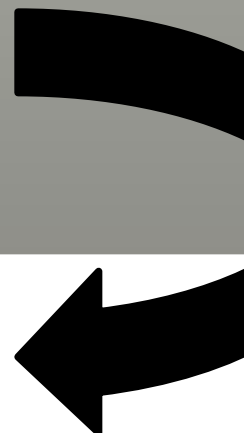
Discuss the  
data with  
your table  
(Use the  
questions  
provided.)



Write  
considerations  
or suggestions  
on your  
handout.



Repeat the  
process with  
the next item



# AMAO 1

## AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2014-15 Annual CELDT Takers	117,019
Number with Required Prior CELDT Scores	116,685
Percentage with Required Prior CELDT Scores	99.7%
Number in Cohort Meeting Annual Growth Target	62,734
Percentage Meeting AMAO 1 in LEA	53.8%
2014-15 Target	60.5%

## AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2013-14 Annual CELDT Takers	127,887
Number with Required Prior CELDT Scores	127,417
Percentage with Required Prior CELDT Scores	99.6%
Number in Cohort Meeting Annual Growth Target	71,399
Percentage Meeting AMAO 1 in LEA	56.0%
2013-14 Target	59.0%
<b>Met Target for AMAO 1</b>	<b>No</b>

# AMAO 2

## AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

### Less than 5 Years Cohort

Number of 2014-15 English Learners in Cohort  
Number in Cohort Attaining the English Proficient Level  
Percentage in Cohort Attaining the English Proficient Level  
2014-15 Target

### 5 Years or More Cohort

Number of 2014-15 English Learners in Cohort  
Number in Cohort Attaining the English Proficient Level  
Percentage in Cohort Attaining the English Proficient Level  
2014-15 Target

## AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

### Less than 5 Years Cohort

Number of 2013-14 English Learners in Cohort	105,324
Number in Cohort Attaining the English Proficient Level	29,224
Percentage in Cohort Attaining the English Proficient Level	27.7%
2013-14 Target	22.8%
Cohort Met Target	Yes

### 5 Years or More Cohort

Number of 2013-14 English Learners in Cohort	47,588
Number in Cohort Attaining the English Proficient Level	17,495
Percentage in Cohort Attaining the English Proficient Level	36.8%
2013-14 Target	49.0%
Cohort Met Target	No

### Met Targets for AMAO 2

No

Source: CDE Title III Accounta

# RECLASSIFICATION

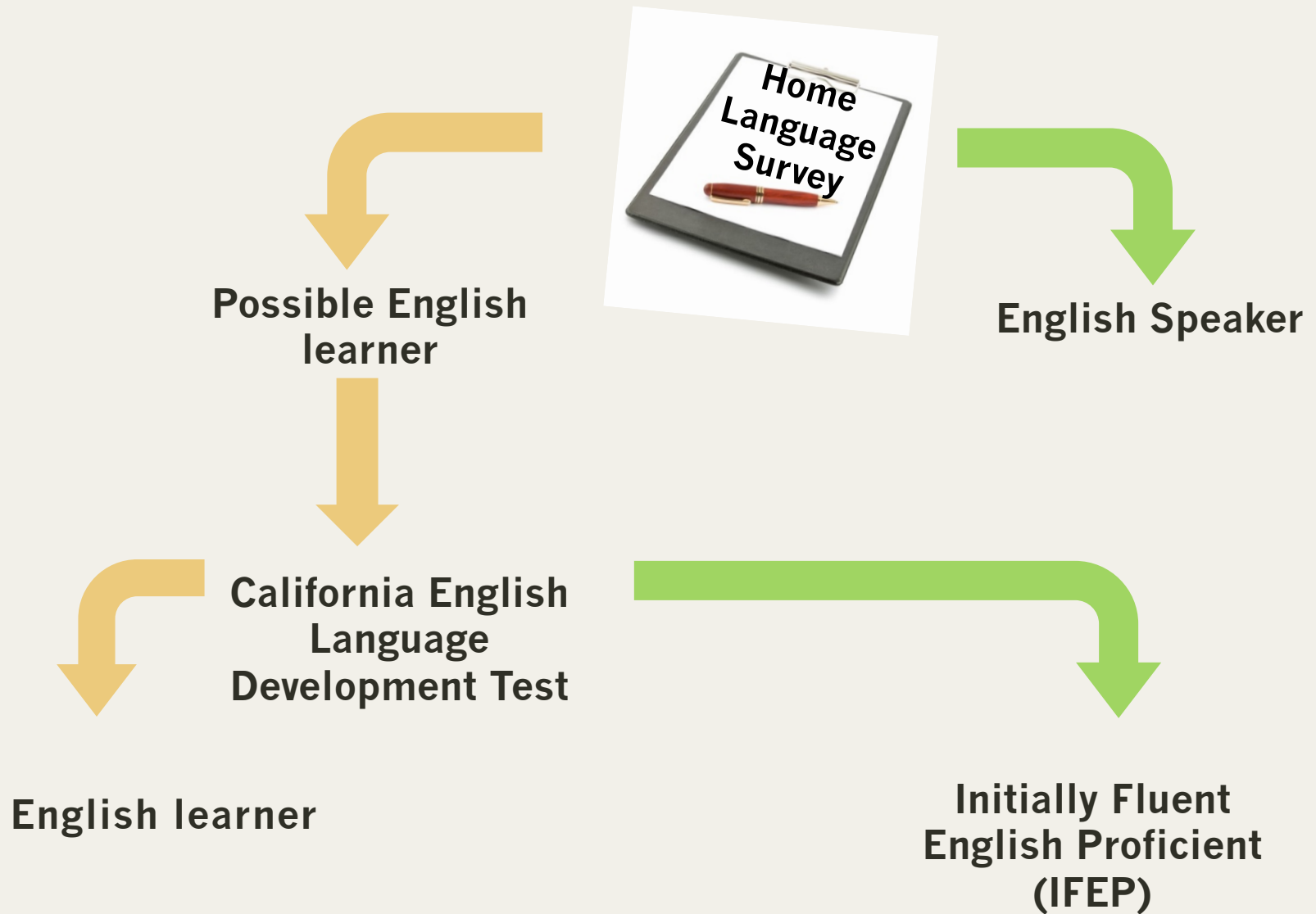
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Selected District Level Data - 1964733--Los Angeles Unified  
for the year 2013-14

District	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Los Angeles Unified	1964733	653,826	179,322 ( 27.4 %)	226,101 ( 34.6 %)	25,532 ( 13.9 %)
<a href="#">County Total:</a>		1,552,704	369,289 ( 23.8 %)	435,748 ( 28.1 %)	50,197 ( 13.2 %)
<a href="#">State Totals:</a>		6,236,672	1,413,549 (22.7%)	1,273,561 (20.4%)	169,573 (12.0%)

# Initial Language Identification



# English Learners in Master Plan Programs-Pa

Master Plan Programs	# of LEP	% of LEP
STRUCTURED ENGLISH IMMERSION	90344	63.59%
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NEWCOMER	362	0.25%
DUAL LANGUAGE - KOREAN	361	0.25%
DUAL LANGUAGE - MANDARIN	144	0.10%
KOREAN TRANSITIONAL BILINGUAL (GRADES K-3)	120	0.08%
KOREAN MAINTENANCE (GRADES K-5)	40	0.03%
OTHER PROGRAMS	4448	3.13%
<b>Grand Total</b>	<b>142075</b>	<b>100.00%</b>

Source: MiSiS 1,



# EL Master Plan Programs in Schools

Master Plan Program	Elementary	Secondary	Span
Structured English Immersion	536	250	35
Mainstream English	494	207	30
Dual Korean	7		1
Dual Spanish	56	12	4
Dual Mandarin	2		
Transitional Spanish	18		1
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Maintainance Korean	1		
Secondary English Newcomer		51	6
Accelerated Language LTEL	58	336	44
Total Schools	538	339	45

Source: MiSiS 1,

# Share out:

- *AMAO 1*
- *AMAO 2*
- *RECLASSIFICATION*
- *ELs IN MASTER PLAN PROGRAMS*
- *EL MASTER PLAN PROGRAMS IN SCHOOLS*



# Learning Outcomes:

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*We will  
explore  
the  
following:*

1. What is a Comprehensive Needs Assessment?

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2. What can we learn about English Learner progress from data?

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3. What might the district do to improve the linguistic and academic achievement of English Learners?

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# Thank you for participating!



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