

Alief Independent School District

Liestman Elementary

2020-2021 Comprehensive Needs Assessment

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020
Public Presentation Date: September 23, 2020

Mission Statement

Liestman believes that success in the 21st century requires that students receive training in: effective communication techniques, teamwork skills, and identifying real life problems and solutions.

Vision

Liestman Elementary promotes an innovative learning environment that prepares students to be college, career, and military ready.

Value Statement

As a professional learning community, we value integrity, positive communication, accountability, differences, and relationships.

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2020

Demographics

Demographics Summary

Liestman is one of twenty-four elementary schools in Alief ISD, located in Houston, Texas. Liestman is in the southwestern region of the district and is located at 7610 Synott Road. She celebrates 42 years of service during the 20-21 school year and is proud to serve the students and families of 691 students. Families represented at Liestman reflect **14** different countries of origin. There are **17** different languages spoken at home. As of September 1, 2020, Liestman's student population is 64% LEP. Student demographics is as follows as of September 2020:

Student Demographic by Ethnicity						
	African American	Asian	Hispanic	White	Hawaiian	Indian
PK	25	17	35	1	0	0
K	31	24	84	3	0	0
1st	44	29	89	4	0	0
2nd	25	17	58	9	1	2
3rd	36	16	74	2	0	1
4th	39	16	67	1	0	0
Total	200	119	407	20	1	3

Student Demographic by Gender (9.1)			
	Male	Female	Total
PK	43	35	78
K	84	58	142
1st	80	86	166
2nd	63	49	112
3rd	65	64	129
4th	77	46	123
Total			750

Special Population: Gifted and Talented				
Kinder-still testing	1st- 2	2nd-None	3rd-6	4th-10

Special Population: Special Education	
Eligibility	Total Number of Students
Intellectual Disability	11
Other Health Impairment	12
Orthopedically Handicapped	3
Autistic	30
Speech Handicapped	67
Emotionally Disturbed	12
Learning Disabled	11
Total	146

Special Populations: Intervention

	PK	K	1st	2nd	3rd	4th
Tier 2	3	23	13	17	13	23
Tier 3	5	15	63	38	61	29
Behavior	1	4	4	2	2	6
504			1	7	6	13
Dyslexia/504			5	2	6	2

Special Population: Bilingual

	PK	K	1st	2nd	3rd	4th	Total
Beginners	25	41	52	11	6	3	138
Intermediate	0	0	5	24	14	7	50
Advanced	0	0	0	1	14	17	32
Adv. High	0	0	0	0	6	9	15
Total	25	41	57	36	40	36	235

Special Population: ESL

	PK	K	1st	2nd	3rd	4th	Total
Beginners	29	43	45	4	4	0	125
Intermediate	0	0	9	24	10	7	50

	PK	K	1st	2nd	3rd	4th	Total
Advanced	0	0	0	6	23	14	43
Advanced High	0	0	0	2	10	7	19
Total	29	43	54	36	47	28	237

Special Population: Dual Language

	K	1st	2nd	3rd	4th	Total
LEP	30	34	25	21	17	127
Non-LEP	12	10	5	6	3	36

Demographics Strengths

Liestman's multi-cultural and multi-linguistic demographic (students and families) brings together a scholastic community which recognizes and values the differences found in it's community's languages, customs, and backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Analysis of enrollment data shows that several of our 1st, 2nd, and 4th classes have exceeded the state's ratio of 22:1. There are implications for the quality of instruction.

Problem Statement 2: Analysis of enrollment data shows that Liestman has more male students (368) than female (334) students. There are implications for learning environment and the selection of instructional materials (reflection of student population and and potential micro-inequities).

Problem Statement 3: Analysis of student ethnicity data shows that Liestman has a diverse student population. Hispanic (402), Afrcian-American (189), and Asian (110) are the largest ethnicities. There are implications for multi-cultural education and family support.

Problem Statement 4: Analysis of LPAC data shows that 63% of Liestman's student population is limited English proficient. There are implications for Teacher training (SIOP).

Problem Statement 5: Analysis of academic intervention data shows a student population that requiries a wide range of academic intervention. In particular, the data shows that we have 81 students that require Tier 3 reading intervention and 68 students that require math intervention. There are implications for first line instruction and targeted small group instruction.