

Las Vegas Downtown Achieves Round 2 Data

Priority Areas and Data Comparisons

The second round of the Las Vegas Downtown Achieves (LVDA) needs assessment for the seven elementary schools was conducted throughout the spring and into the early summer of 2015. Surveys were distributed to community members, teachers, and staff at each school site, and parents and guardians at each school site via Qualtrics - an online survey platform. Surveys were also distributed to parents and guardians in paper format on each school site. In total, 542 individuals participated in the LVDA needs assessment survey. Data related to the demographics of survey participants are listed below.

	Community Members	Teachers and Staff	Parents and Guardians
GENDER			
Male	34	38	44
Female	98	213	114
RACE/ETHNICITY			
African American	6	17	11
Asian American	6	21	7
Latino	26	46	117
White	83	154	17
Other	11	13	9
TOTAL	132	251	158

The top five academic and well-being priority areas for each stakeholder group were identified. A summary of these priorities by stakeholder group are included below.

○ Academic Priority Areas ○ Well-Being Priority Areas

	Community	Teachers and Staff	Parents and Guardians
Priority 1	Effective and Engaging Teachers (61)	Smaller Classes and More Individualized Instruction (123)	Effective and Engaging Teachers (59)
Priority 2	Smaller Classes and More Individualized Instruction (50)	Engaging and Quality Curriculum and Instruction (72)	After-School Programming (50)
Priority 3	Engaging and Quality Curriculum and Instruction (32)	Learning Materials and Supplies (69)	Access to Updated Technology (41)
Priority 4	Opportunities for Parent and Family Involvement (29)	Access to Updated Technology (68)	Smaller Classes and More Individualized Instruction (37)
Priority 5	Resources for Food, Clothing, and Other Living Supports (28)	Language Supports for Speakers of a Language Other than English (61)	Learning Materials and Supplies (27)
			Tutoring and Homework Supports (27)

Data are extrapolated to delineate the number of people who identified each area as a priority, the mean response of participants related to the importance and availability of each priority area, and the percentage of participants who rated each priority area at a specific level.

Community Member Priority Areas

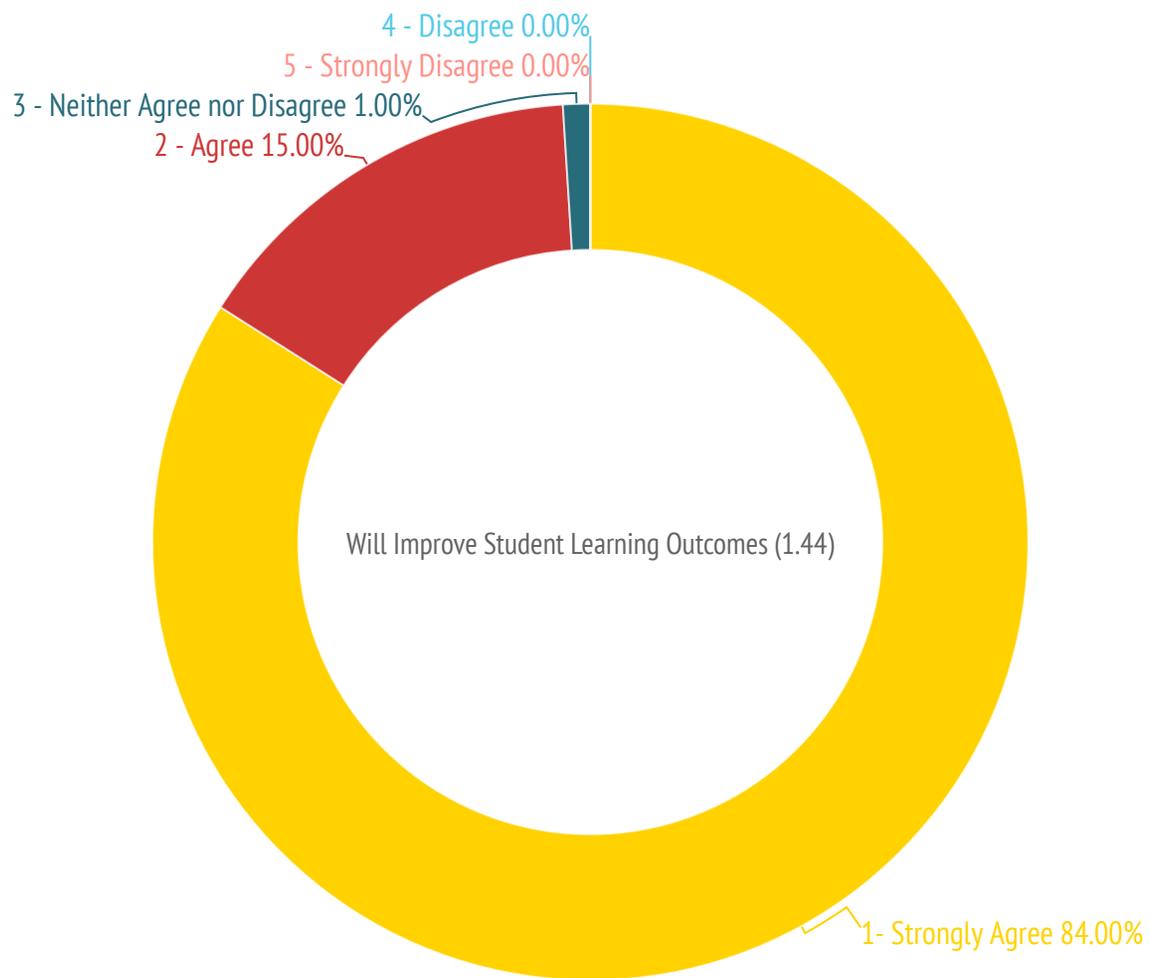
Academic Priorities

Priority 1: Effective and Engaging Teachers (61)

Priority 1: Effective and Engaging Teachers (61)

(e.g., those that are passionate, knowledgeable about differentiation, able to hold high standards)

Will Improve Student Learning Outcomes (1.44) There are Effective Teachers (2.64)

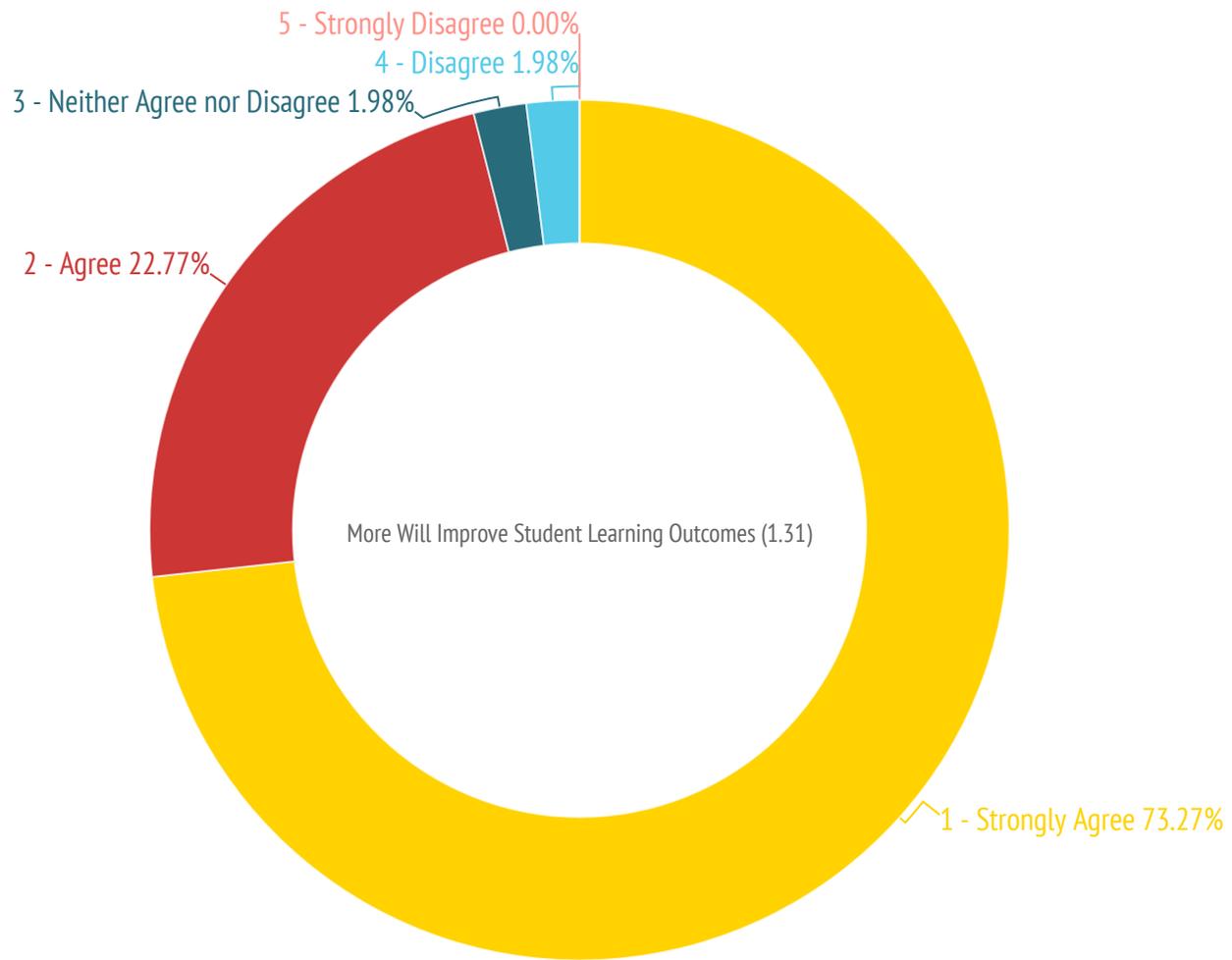


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 2: Smaller Classes and More Individualized Instruction (50)

(e.g., targeted interventions to meet student needs)

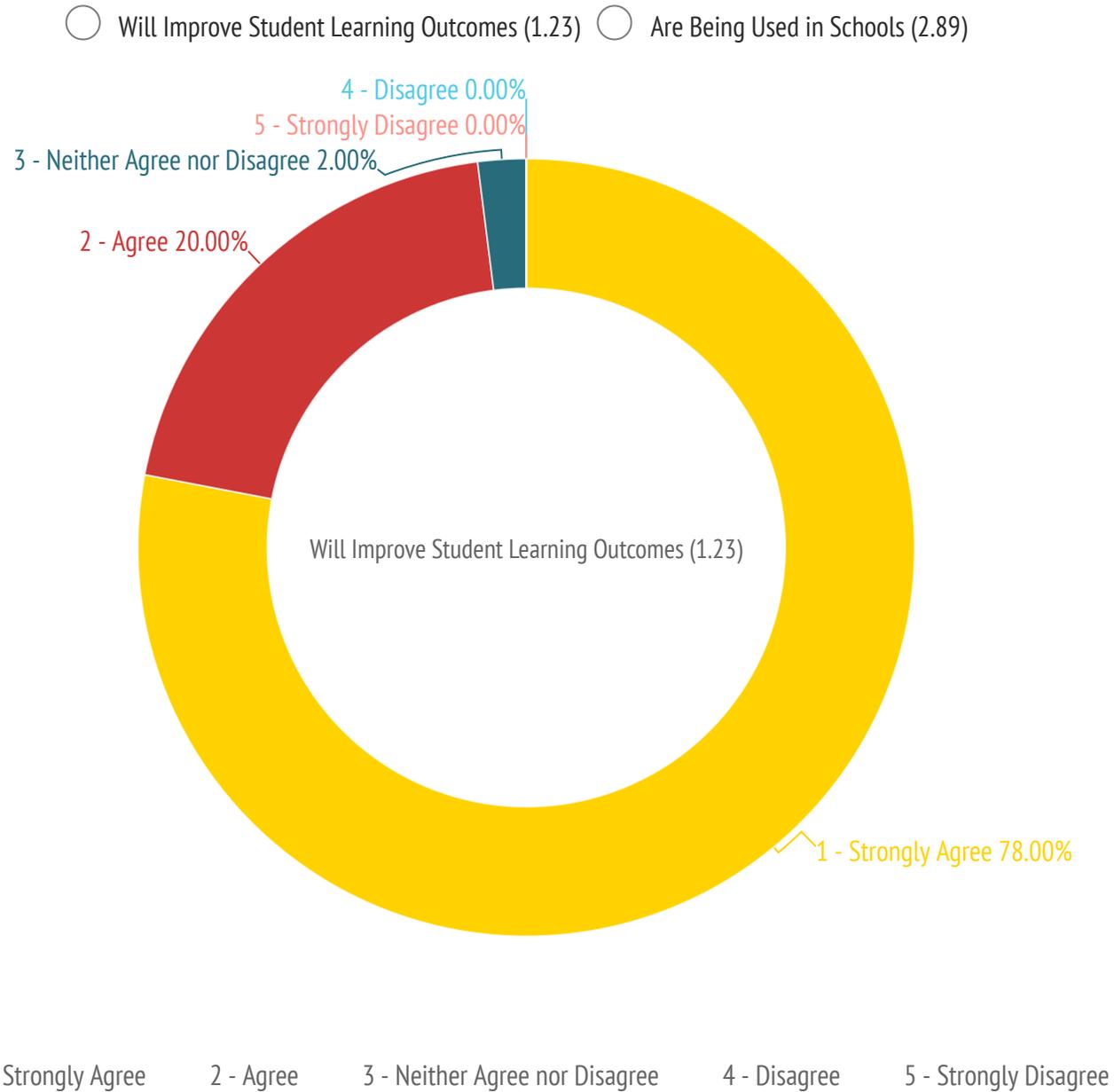
○ More Will Improve Student Learning Outcomes (1.31) ○ Students Have Adequate Access (3.74)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 3: Engaging and Quality Curriculum and Instruction (32)

(e.g., inquiry-based activities, hands-on application, direct instruction, and support of deficit areas)

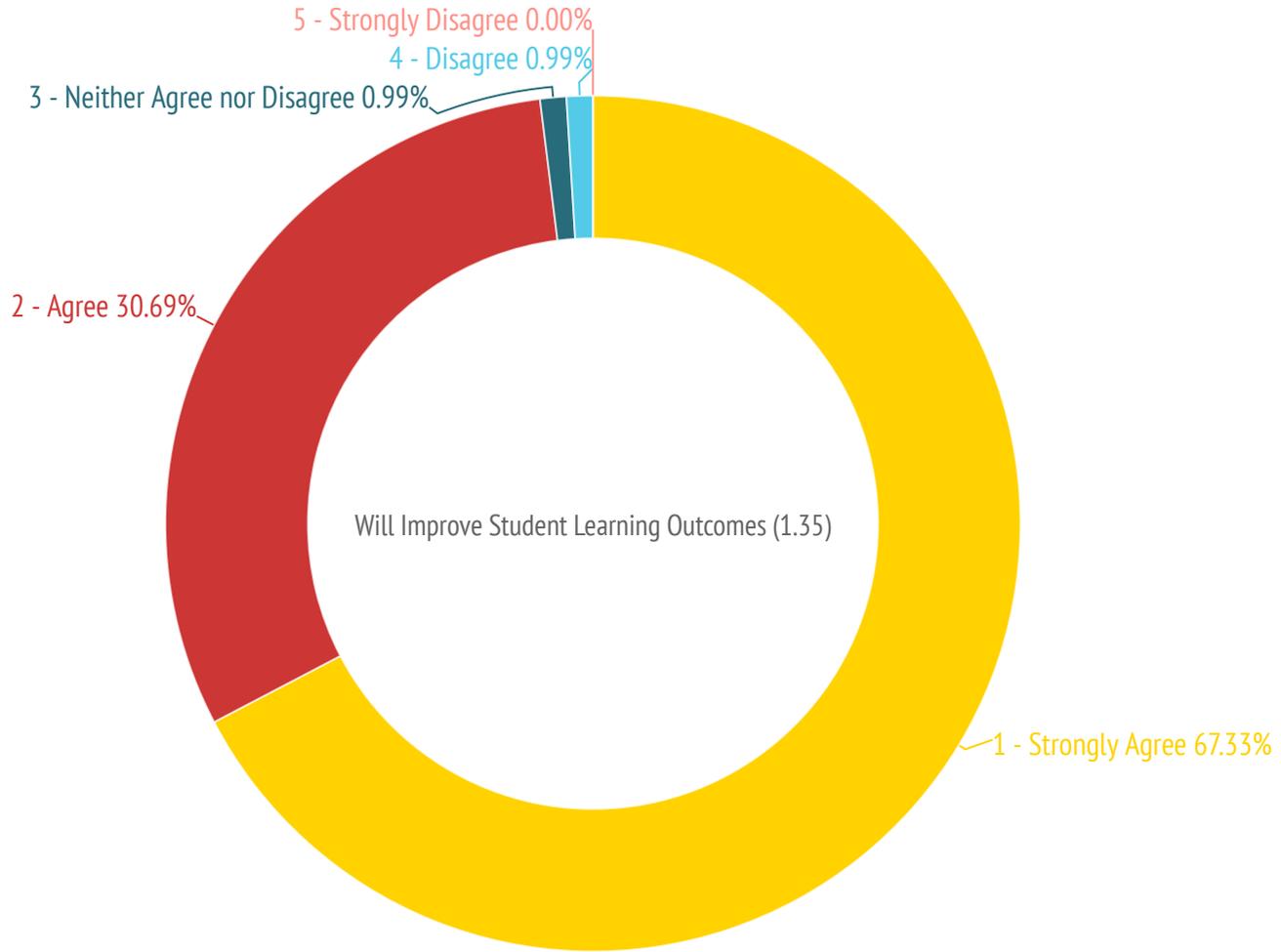


Priority 4: Opportunities for Parent and Family Involvement (29)

(e.g., parent and family centers, workshops for families, events for families)

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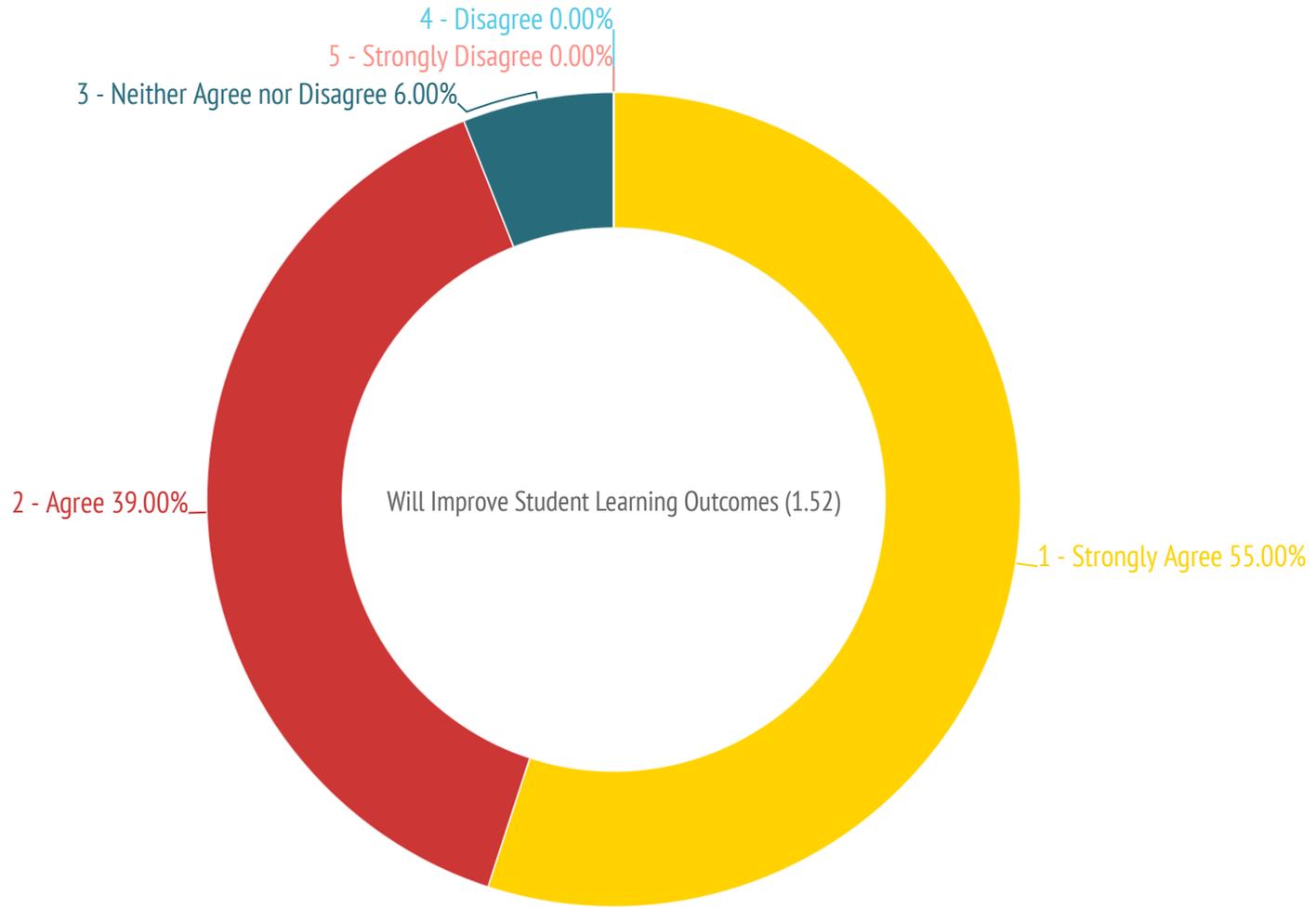
○ Will Improve Student Learning Outcomes (1.35) ○ Are Adequately Provided (3.15)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 5: Resources for Food, Clothing, and Other Living Supports (28)

○ Will Improve Student Learning Outcomes (1.52) ○ Are Adequately Provided (3.24)



1 - Strongly Agree

2 - Agree

3 - Neither Agree nor Disagree

4 - Disagree

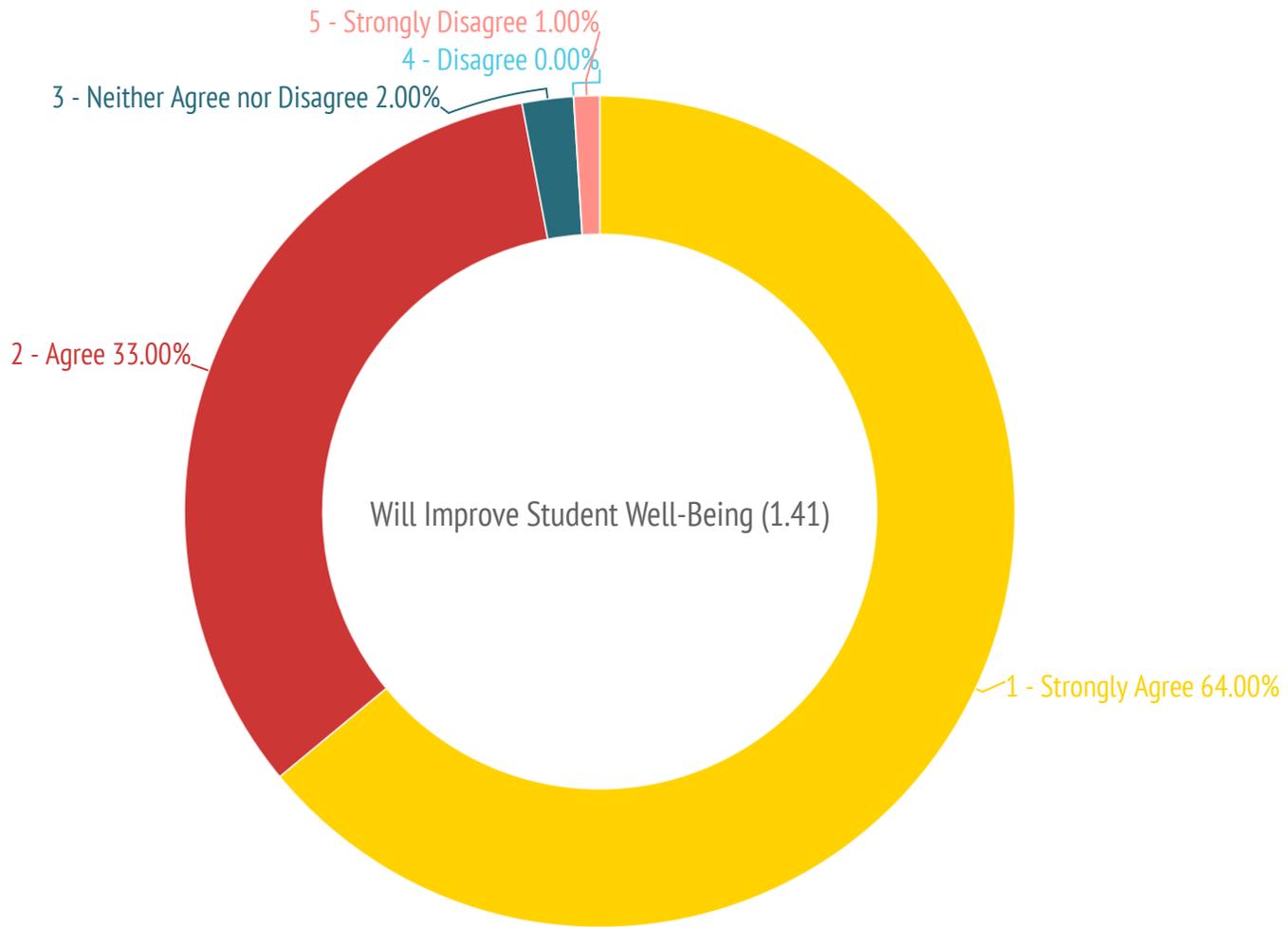
5 - Strongly Disagree

Well-Being Priorities

Priority 1: Access to Food and Food Services (54)

(e.g., healthy food options, access to food through food pantries or grocers)

○ Will Improve Student Well-Being (1.41) ○ Students and Families Have Adequate Access (3.31)

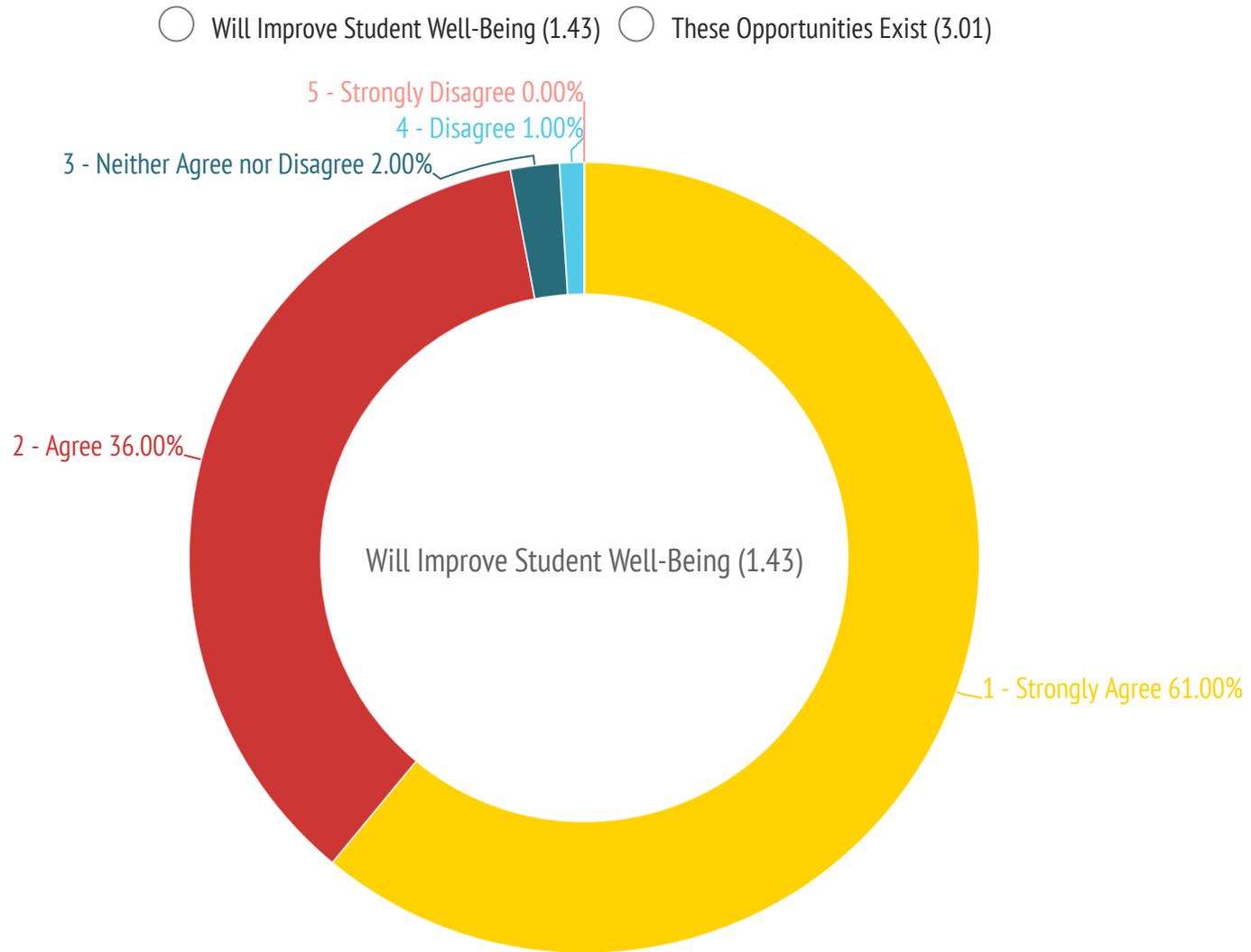


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 2: Parent Involvement and Support (46)

(e.g., parent and family center, parent workshops, family events)

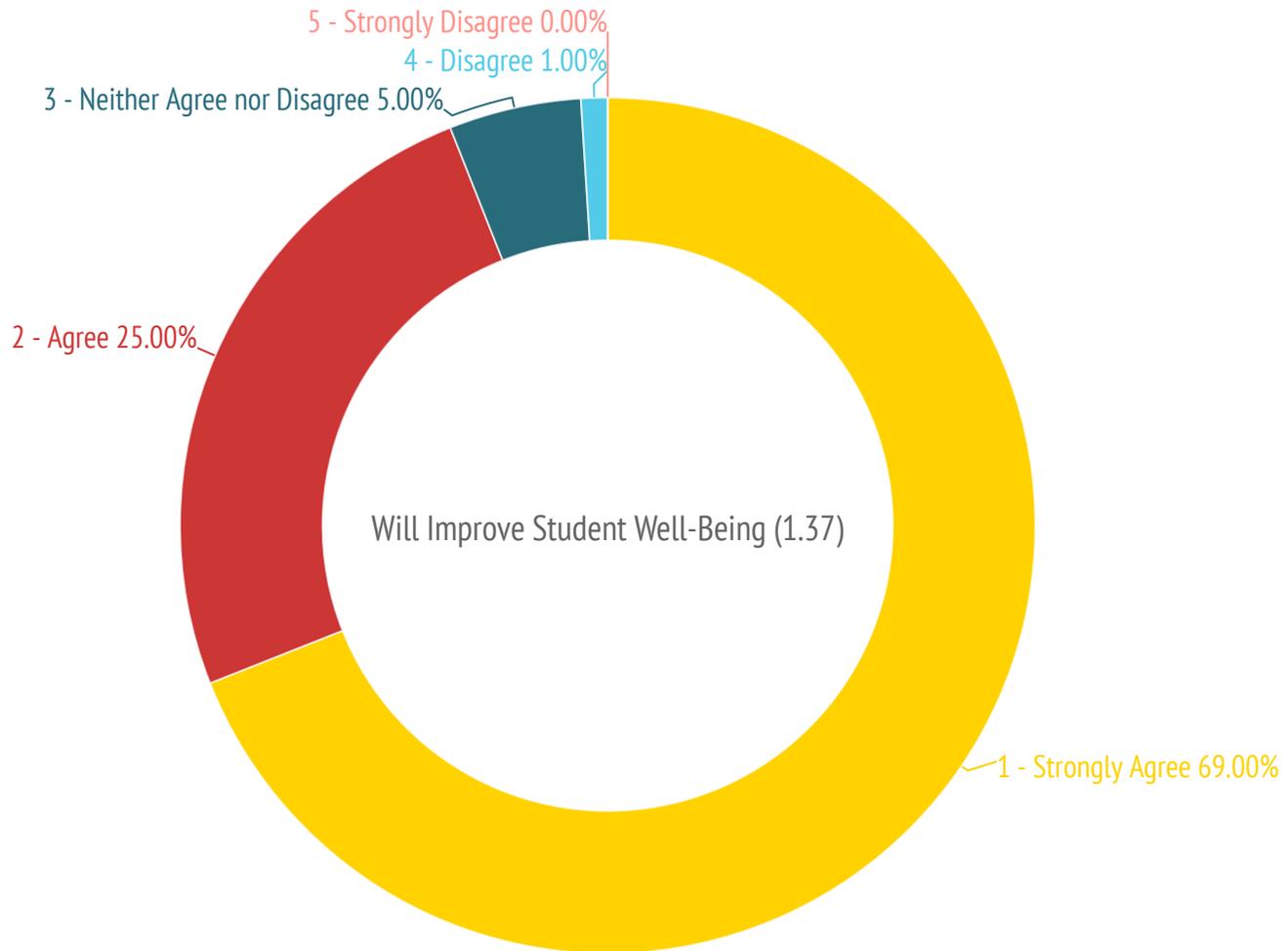
(e.g., parent and family center, parent workshops, family events)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 3: Access to Health Care (41)
(e.g., medical care, medicine, vision services, dental)

○ Will Improve Student Well-Being (1.37) ○ Students and Families Have Adequate Access (3.43)

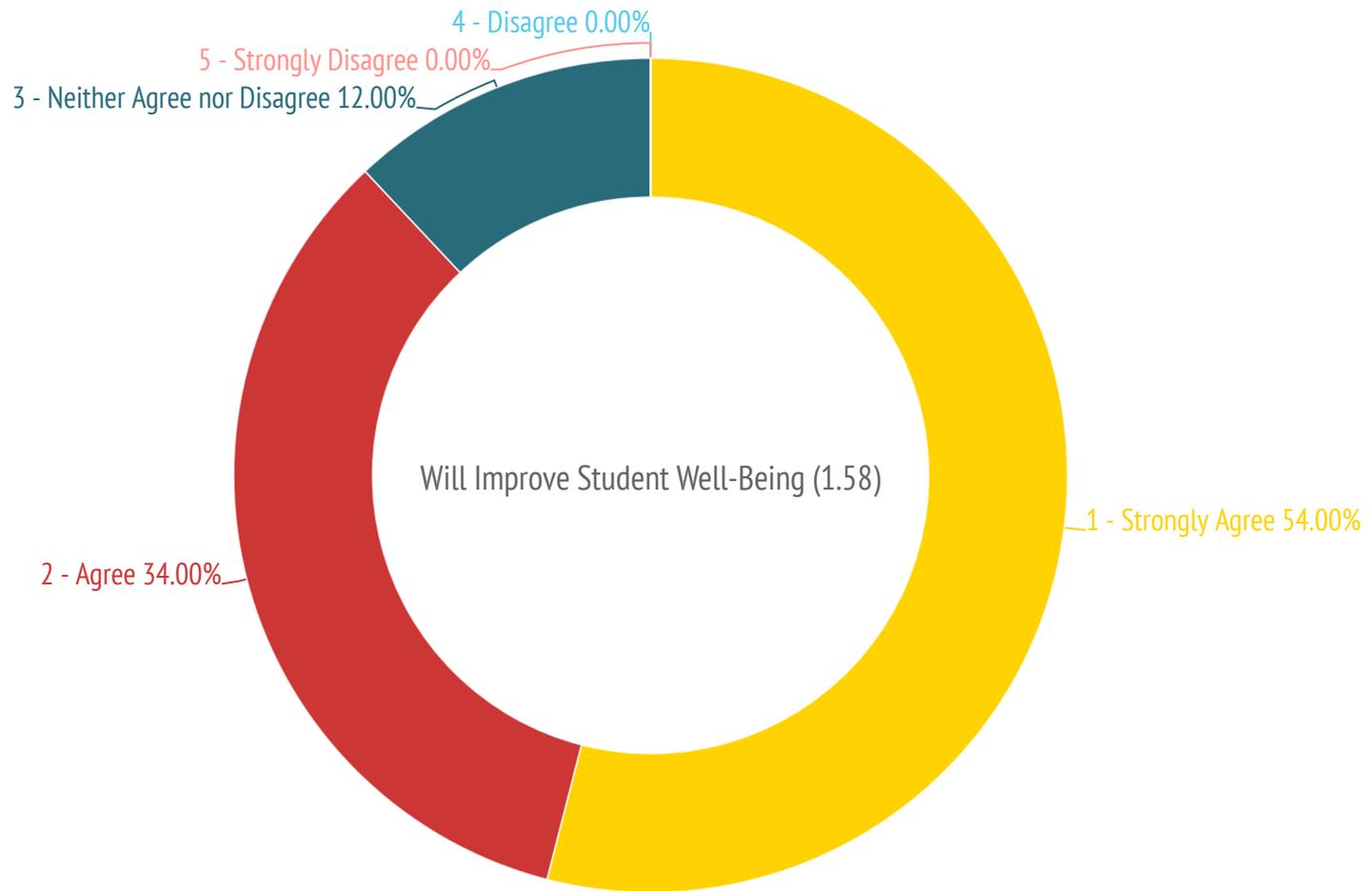


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 4: Schoolwide Behavior and Discipline Supports (26)

(e.g., consistent rules and procedures, positive reinforcement of students, relationships with students and families)

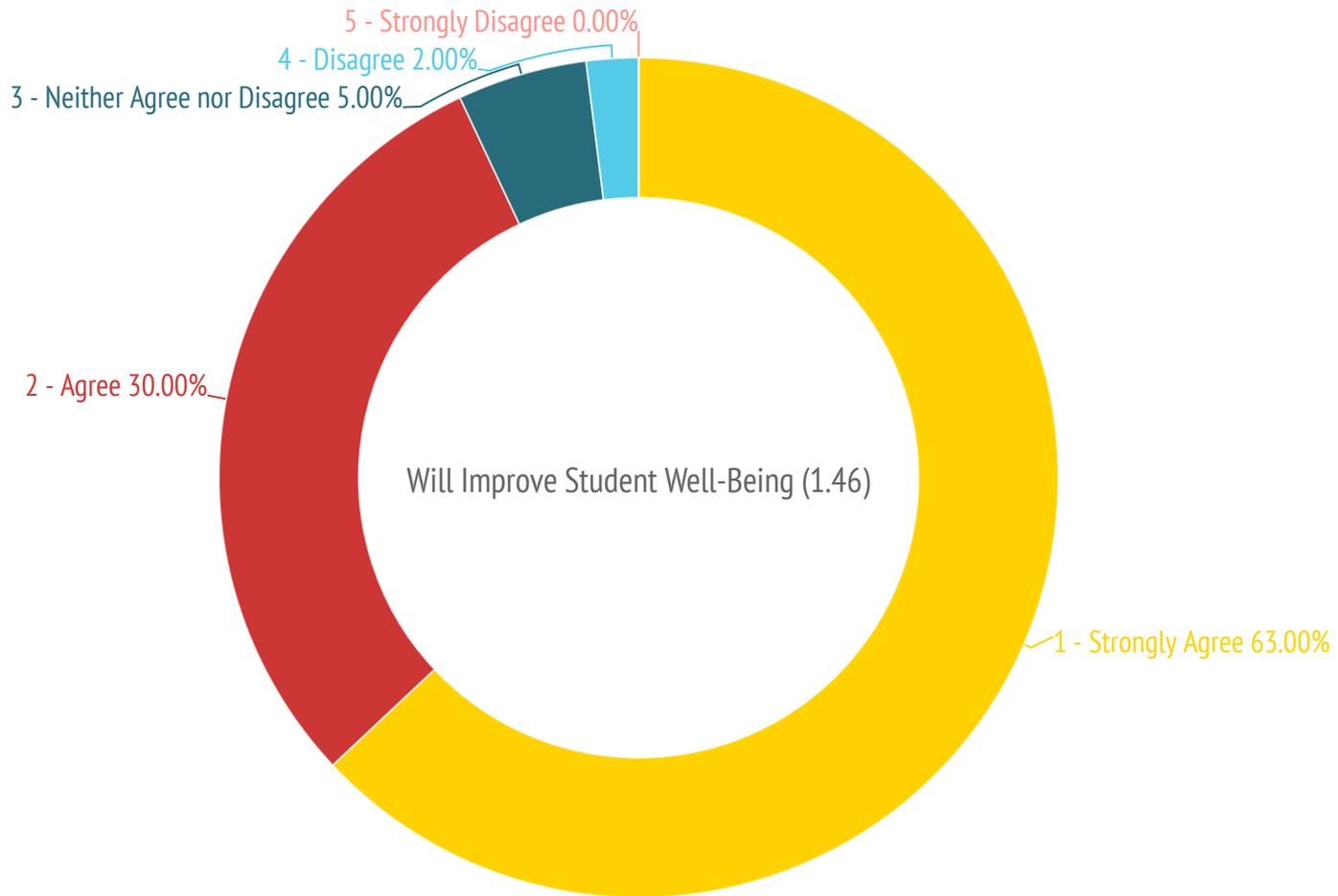
○ Will Improve Student Well-Being (1.58) ○ Are Being Implemented (3.02)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 5: Mental Health Services (23)
(e.g., screening, therapy, follow-up care)

○ Will Improve Student Well-Being (1.46) ○ Students and Families Have Adequate Access (3.57)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

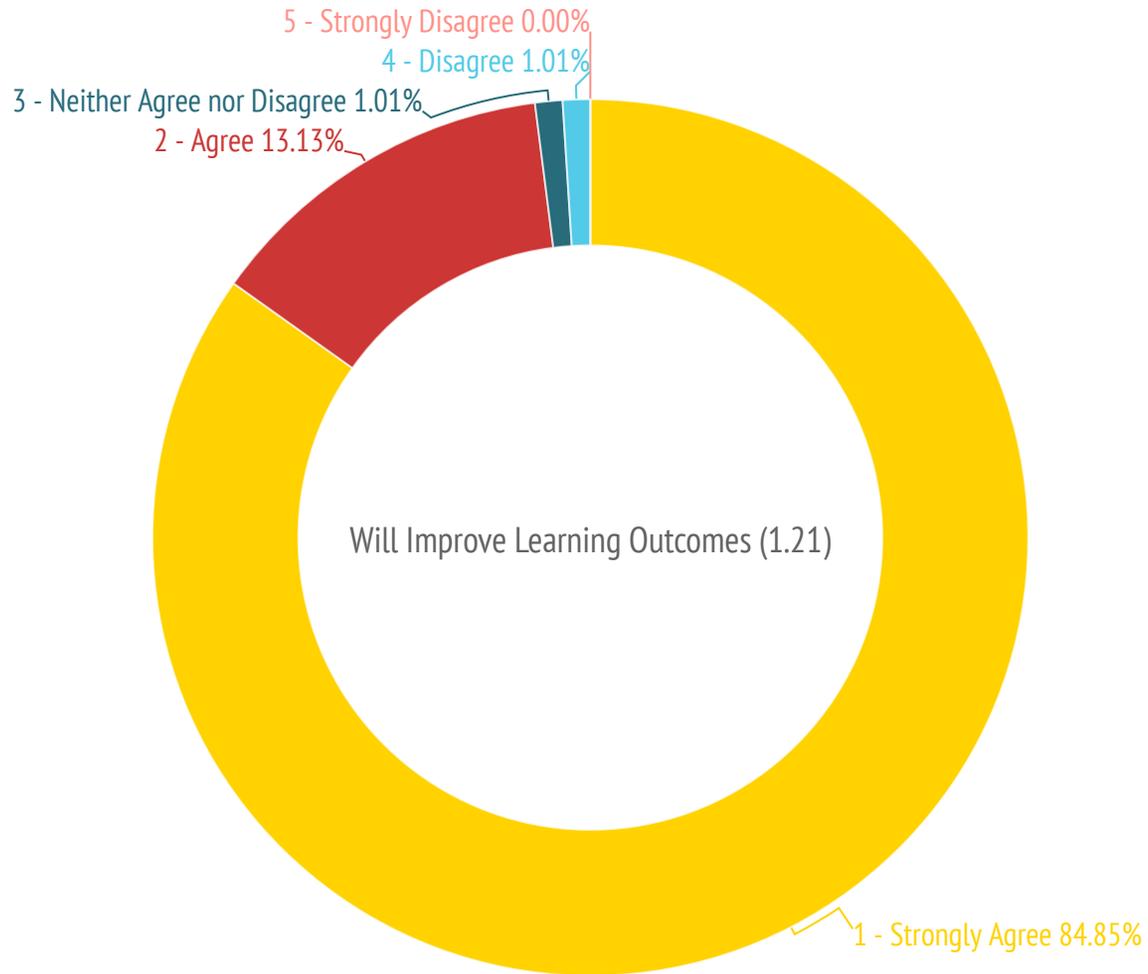
Teacher and Staff Priority Areas

Academic Priorities

Priority 1: Smaller Class and More Individualized Instruction (123)

(e.g., targeted interventions to meet student needs)

- Will Improve Learning Outcomes (1.21)
- Students Have Adequate Access (3.17)

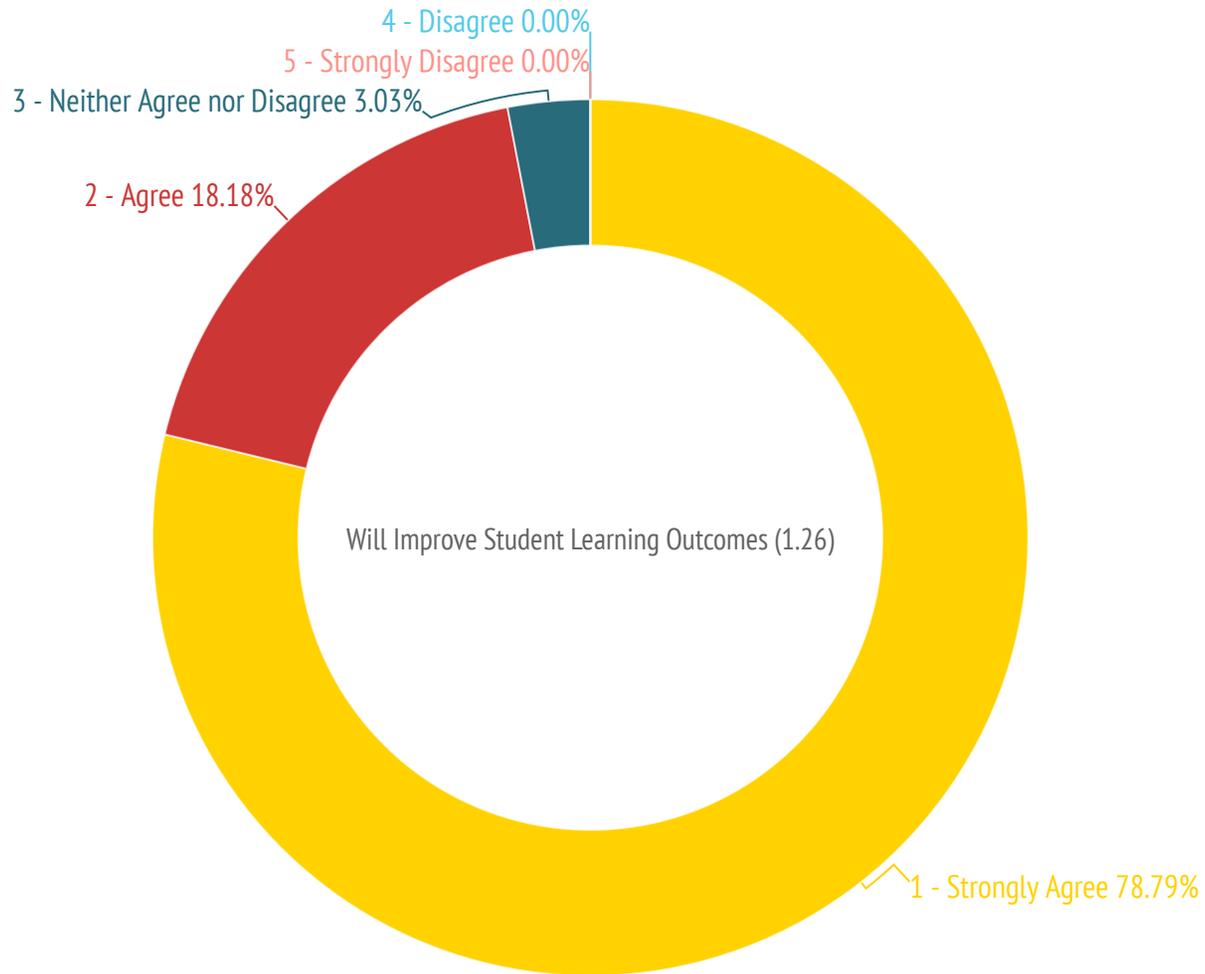


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 2: Engaging and Quality Curriculum and Instruction (72)

(e.g., inquiry-based activities, hands-on application, direct instruction and support of deficit areas)

Will Improve Student Learning Outcomes (1.26) Are Being Used (2.24)

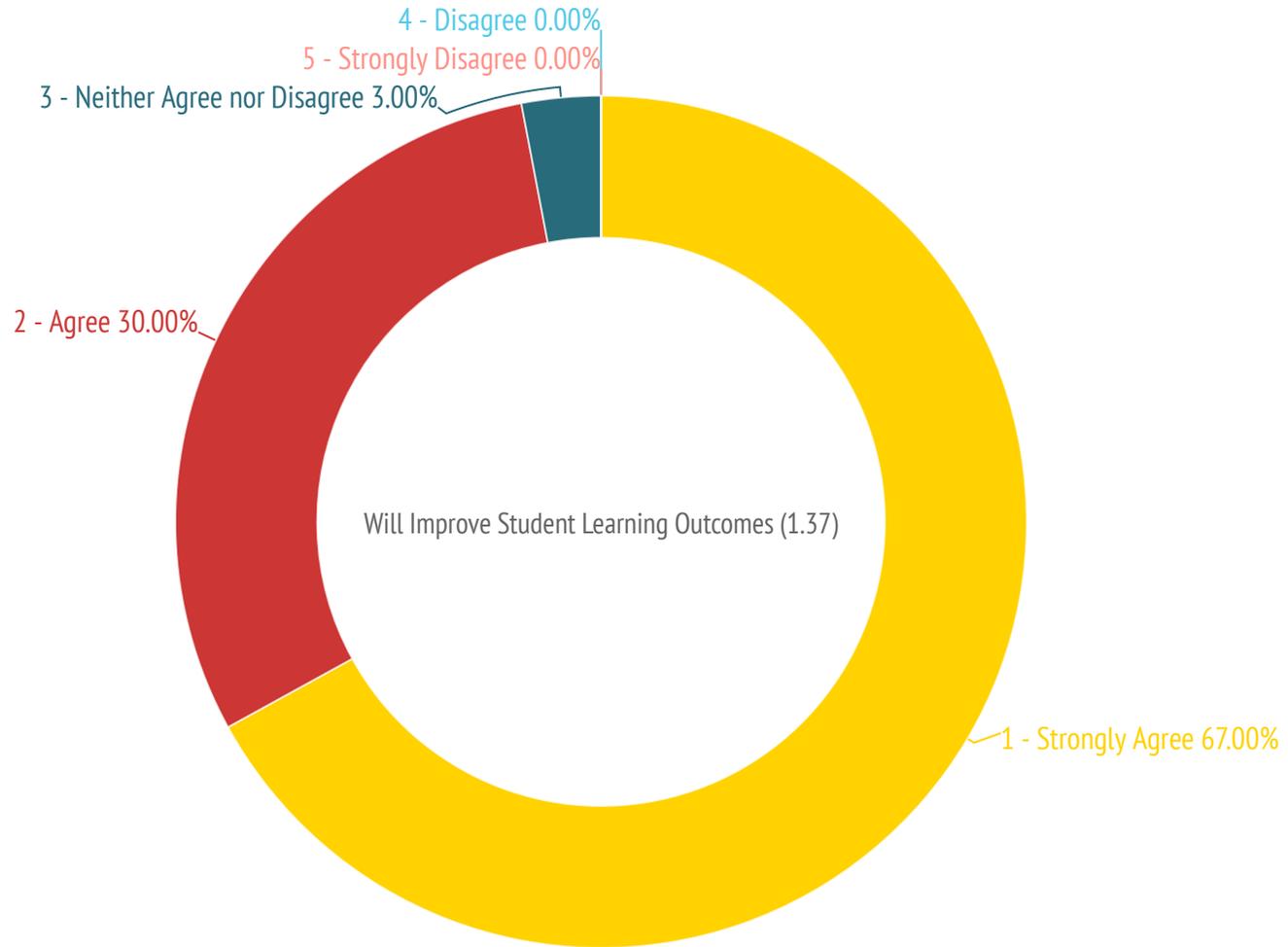


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 3: Learning Materials and Supplies (69)
(e.g., school supplies, software for teachers, manipulative devices)

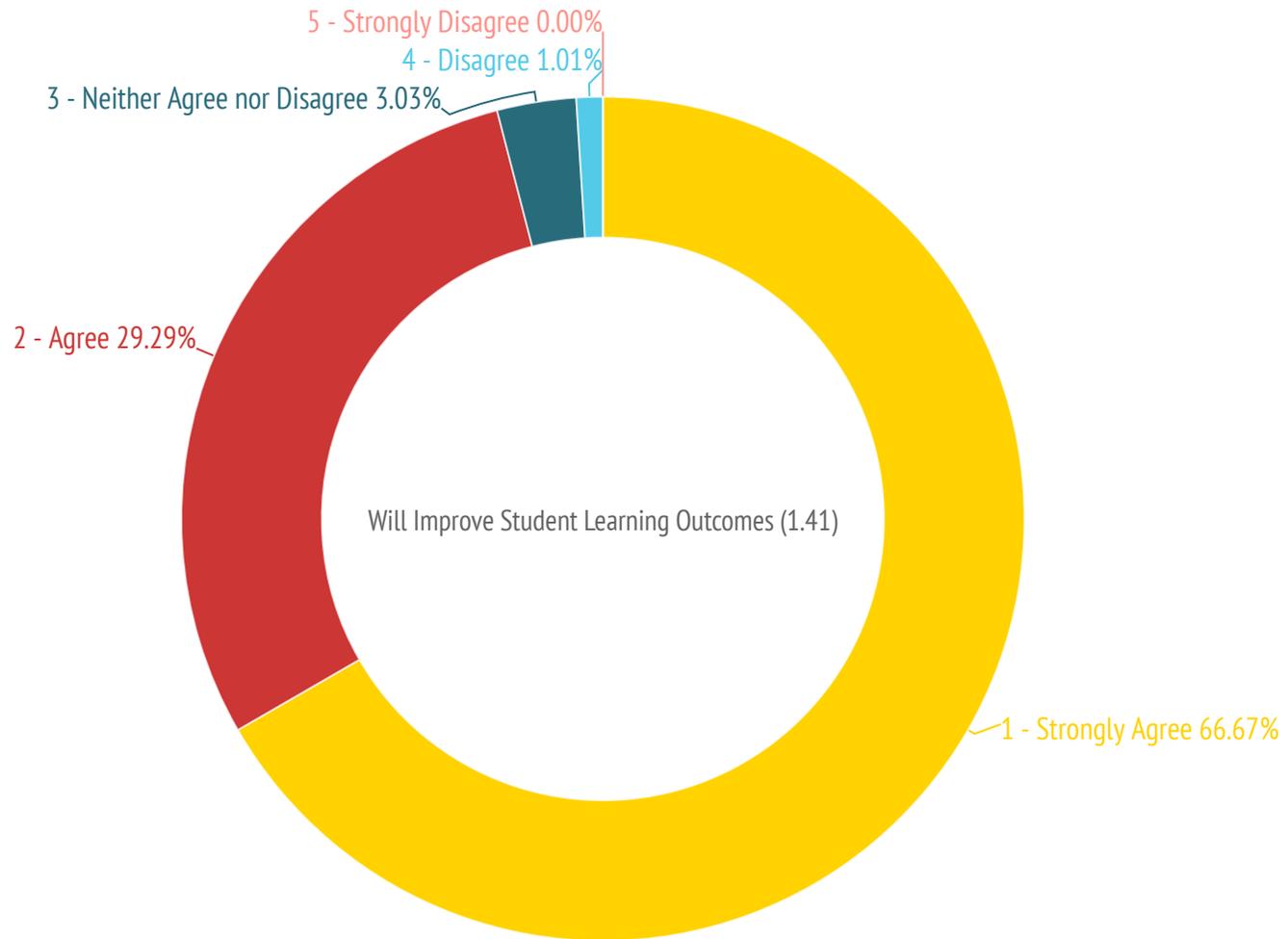
Will Improve Student Learning Outcomes (1.37) Students and Teachers Have Adequate Access (2.99)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

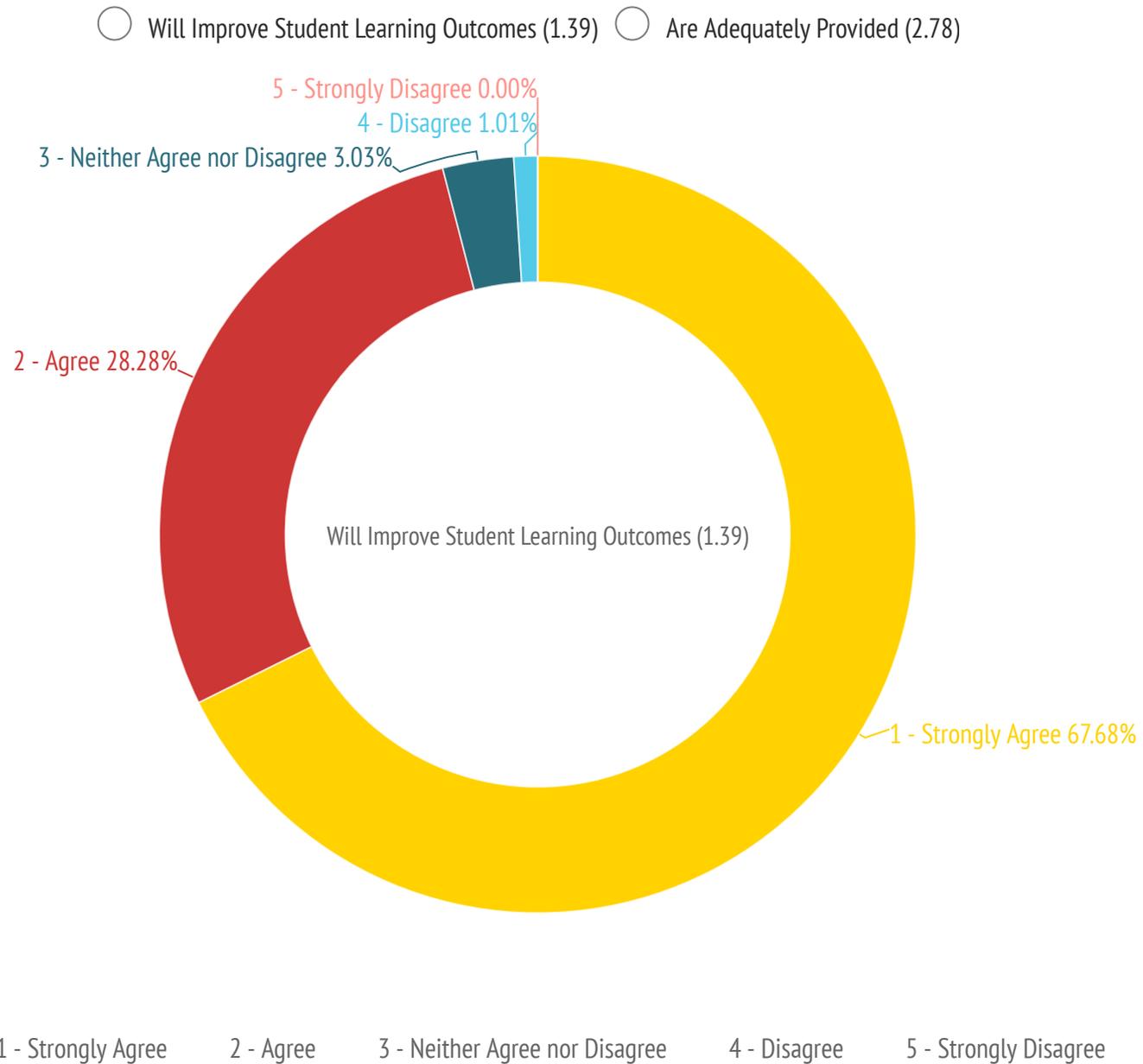
Priority 4: Access to Updated Technology (68)
(e.g., computers, iPads, software to support learning)

○ Will Improve Student Learning Outcomes (1.41) ○ Students Have Adequate Access (2.89)



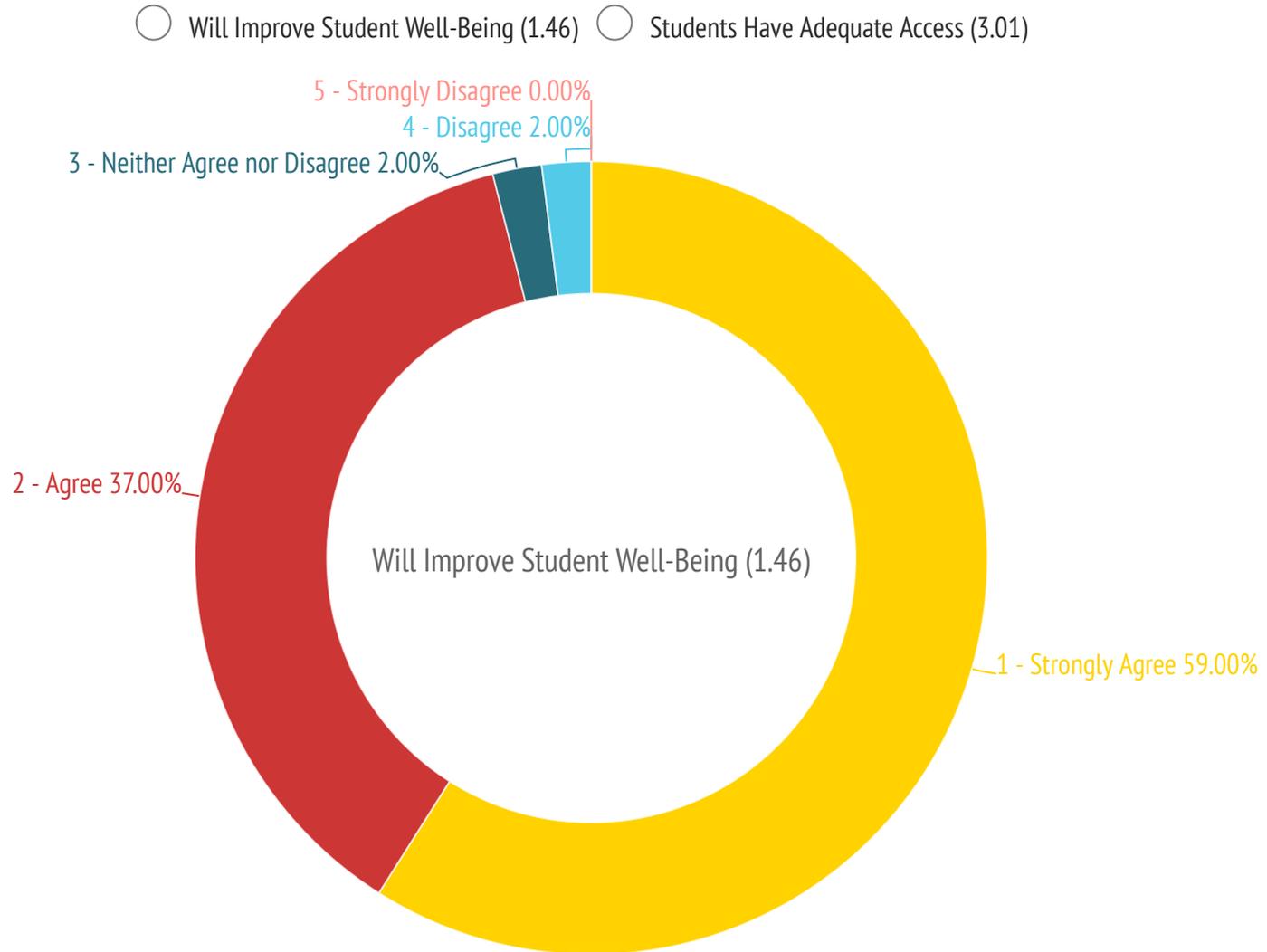
1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 5: Language Supports for Speakers of a Language Other than English (61)
(e.g., translation services, English classes for students and families, ELL supports in schools)



Well-Being Priorities

Priority 1: Tutoring Opportunities (75)



1 - Strongly Agree

2 - Agree

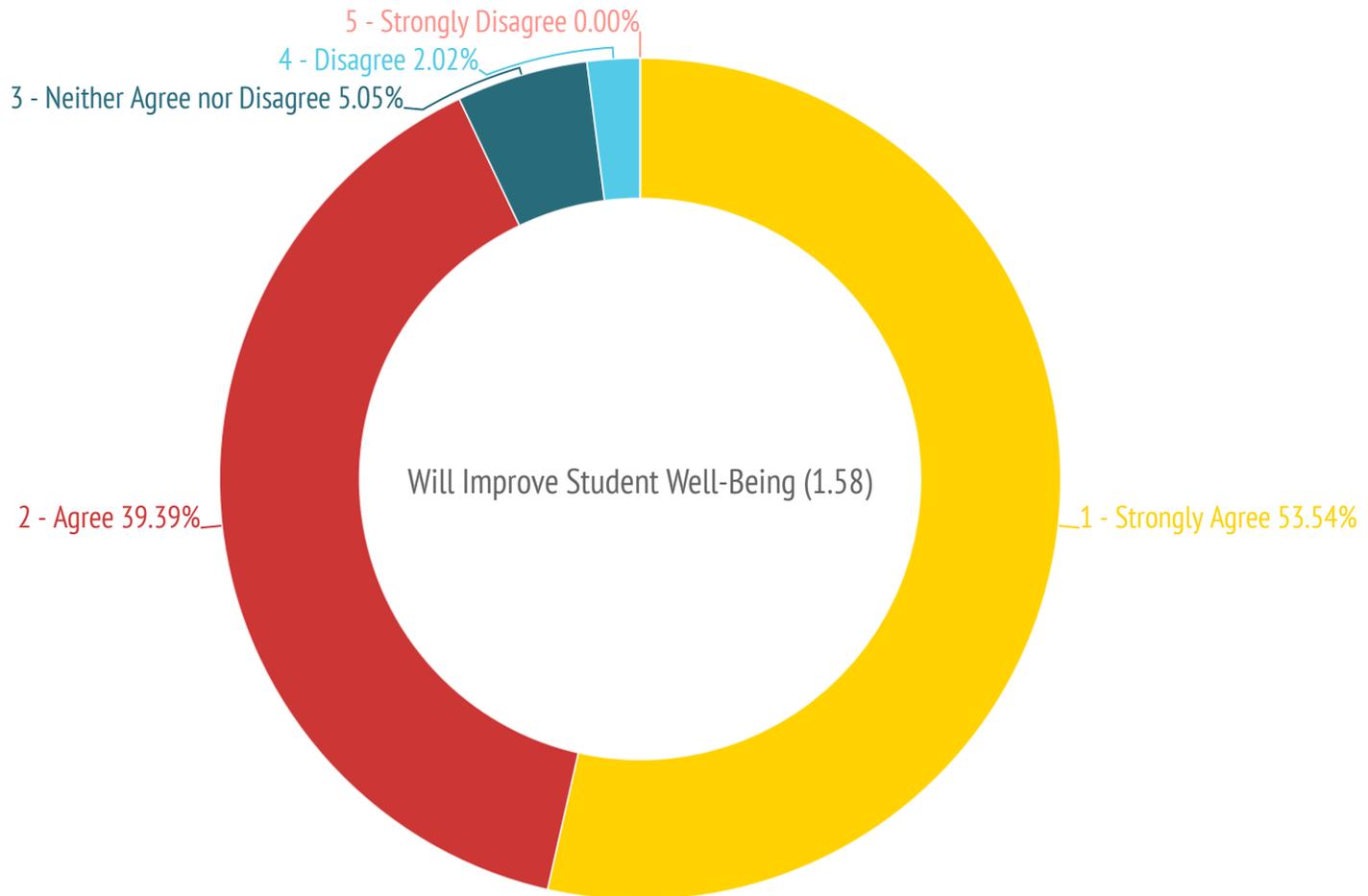
3 - Neither Agree nor Disagree

4 - Disagree

5 - Strongly Disagree

Priority 2: Additional Learning or School Supplies and Resources (73)
(e.g., books to be used at home, materials to support learning in school)

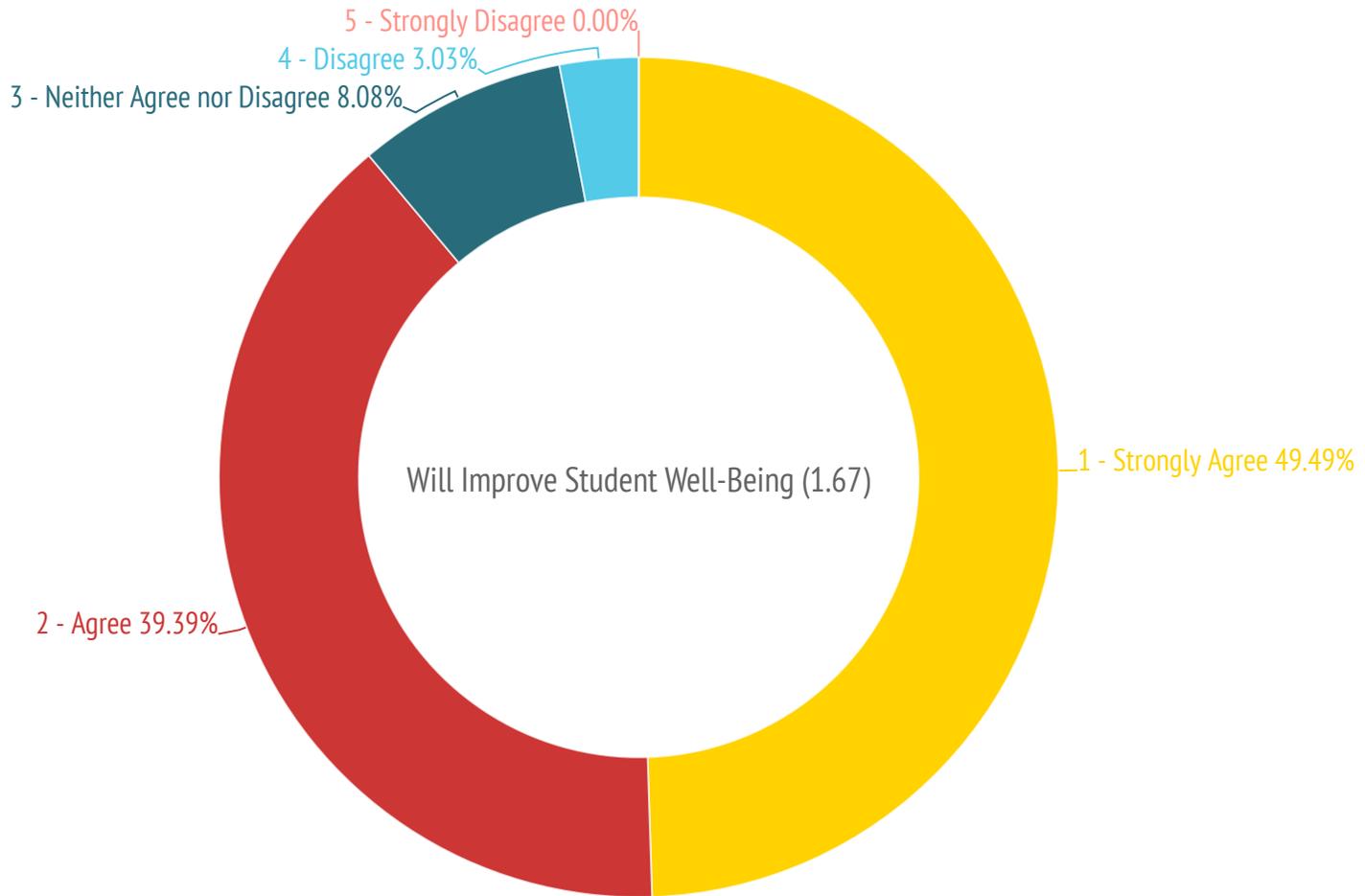
○ Will Improve Student Well-Being (1.58) ○ Students Have Access (3.01)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 3: Before- and After-School Programming (68)

○ Will Improve Student Well-Being (1.67) ○ Students Have Adequate Access (3.25)

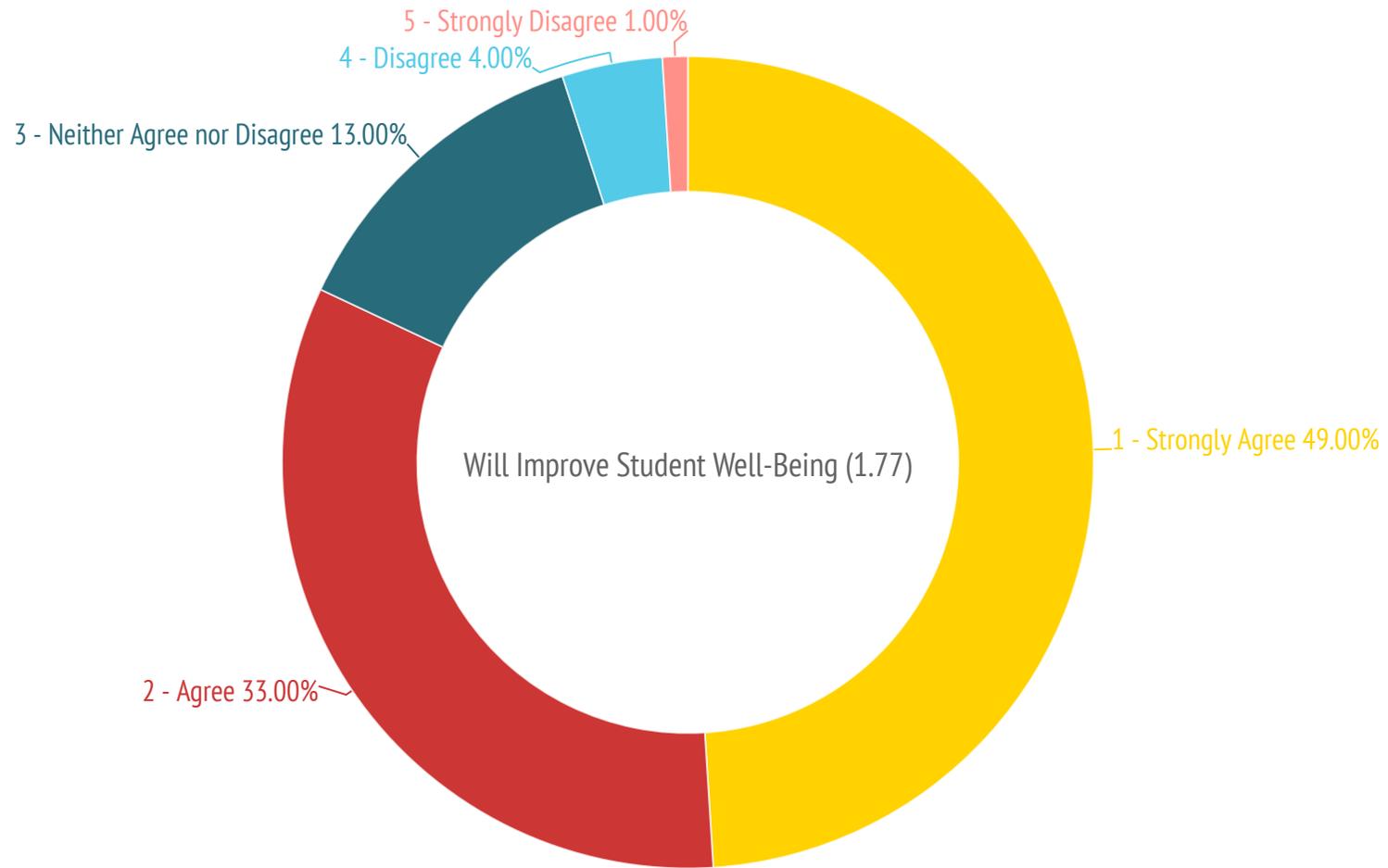


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 4: Additional Non-Academic Time for Students in the School Day (58)

(e.g., recess, inquiry-based learning, play, social time)

○ Will Improve Student Well-Being (1.77) ○ Students Have Access (3.33)

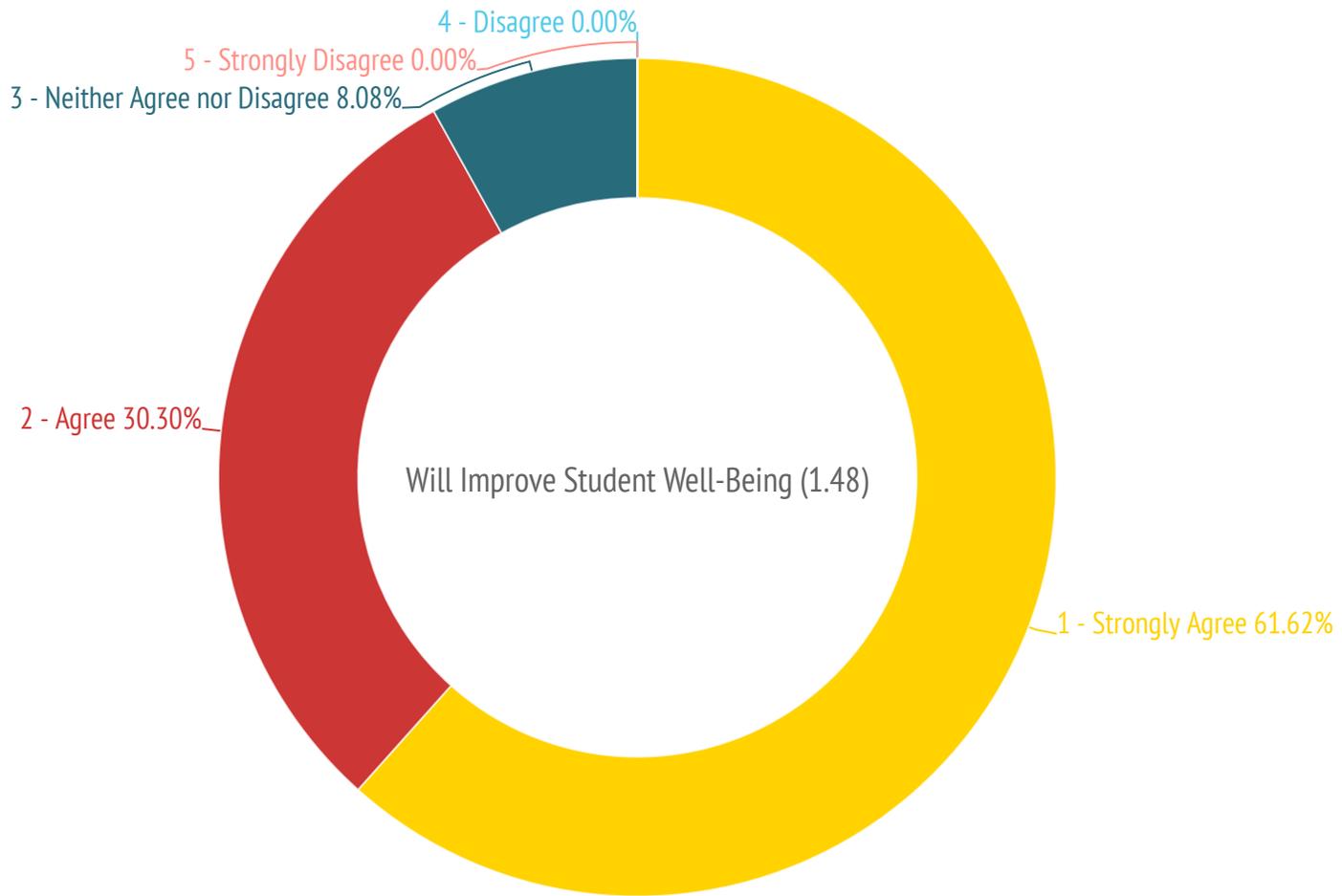


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 5: Schoolwide Behavior and Discipline Supports (56)

(e.g., consistent rules and procedures, positive reinforcement of students, relationships with students and families)

○ Will Improve Student Well-Being (1.48) ○ Are Being Implemented (2.29)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

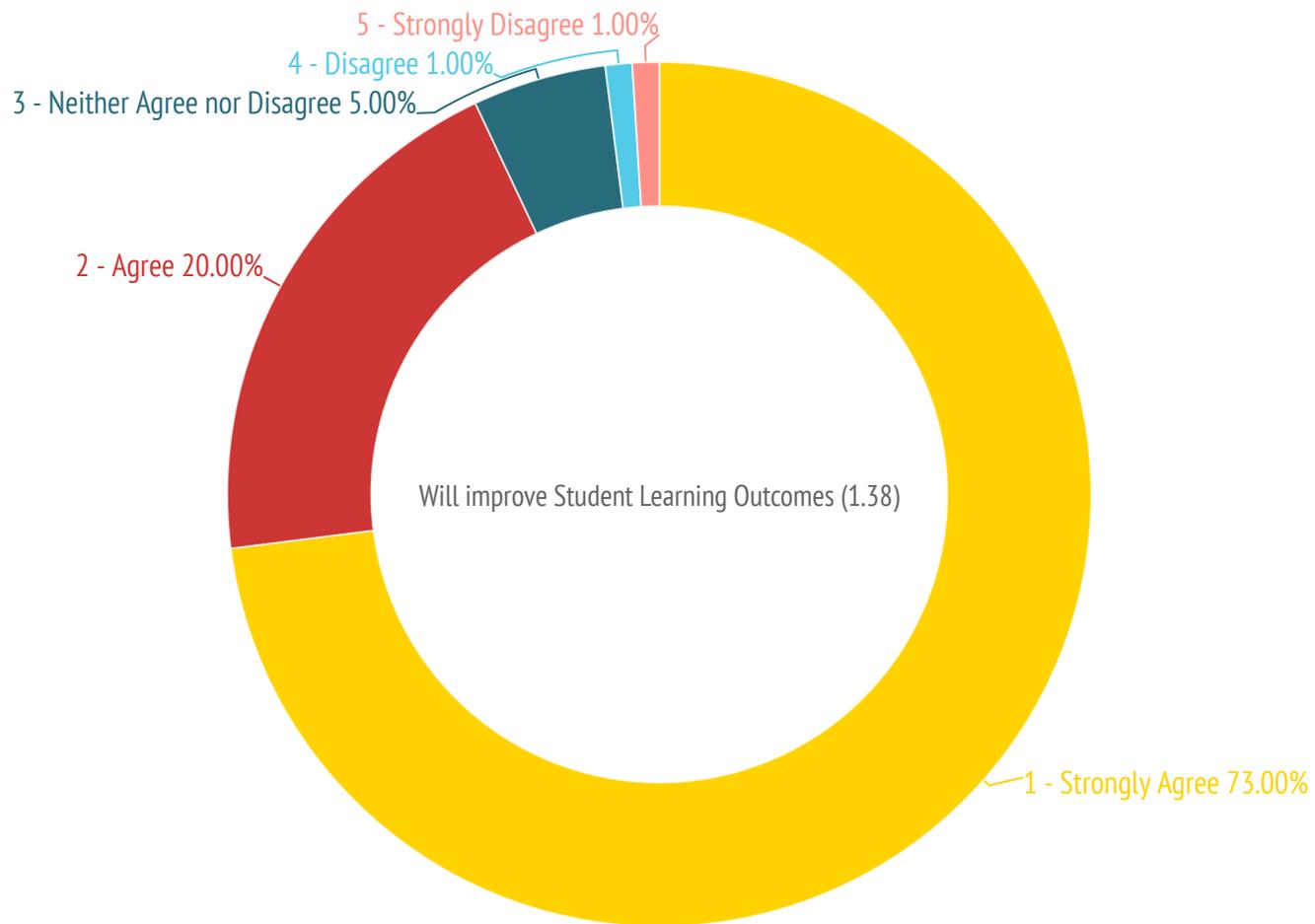
Parent and Family Priority Areas

Academic Priorities

Priority 1: Effective and Engaging Teachers (59)

(e.g., those that are passionate, knowledgeable about differentiation, able to hold high standards)

Will improve Student Learning Outcomes (1.38) Are Present in Schools (1.59)



1 - Strongly Agree

2 - Agree

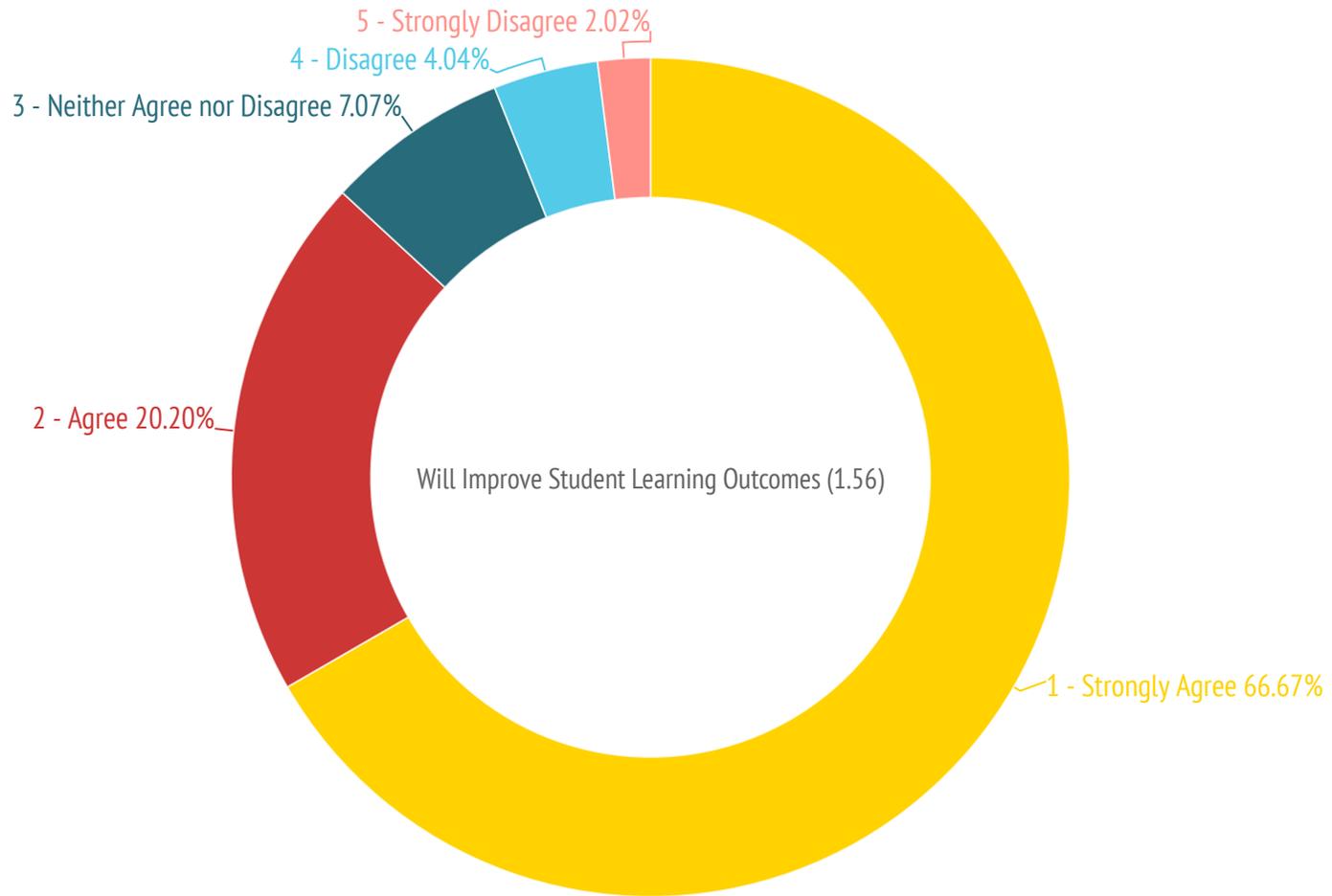
3 - Neither Agree nor Disagree

4 - Disagree

5 - Strongly Disagree

Priority 2: After-School Programming (50)

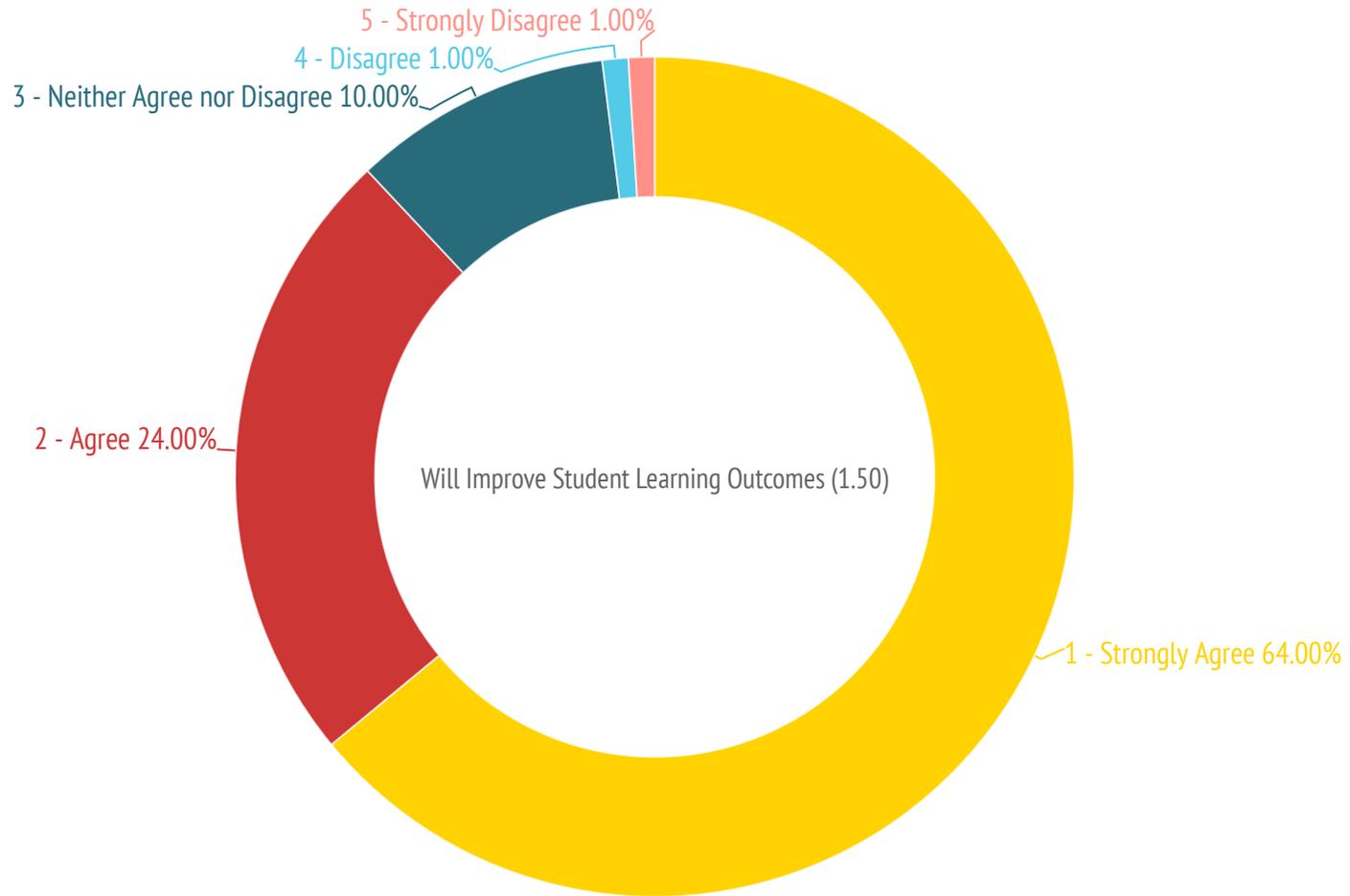
○ Will Improve Student Learning Outcomes (1.56) ○ Students Have Adequate Access (1.80)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 3: Access to Updated Technology (41)
(e.g., computers, iPads, software to support learning)

Will Improve Student Learning Outcomes (1.50) Students Have Adequate Access (1.57)

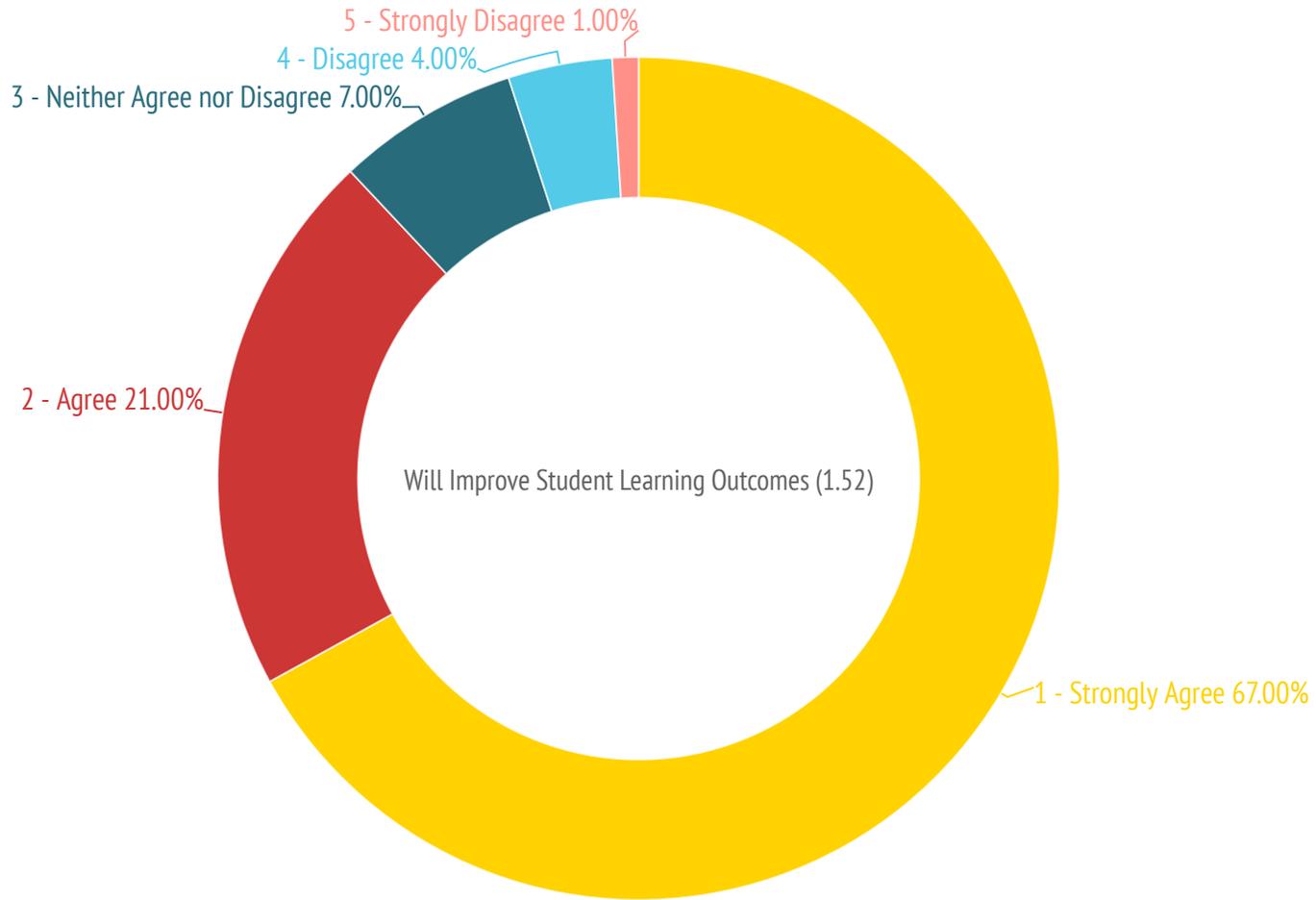


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 4: Smaller Classes and More Individualized Instruction (37)
(e.g., targeted interventions to meet student needs)

Will Improve Student Learning Outcomes (1.52) Students Have Adequate Access (1.74)



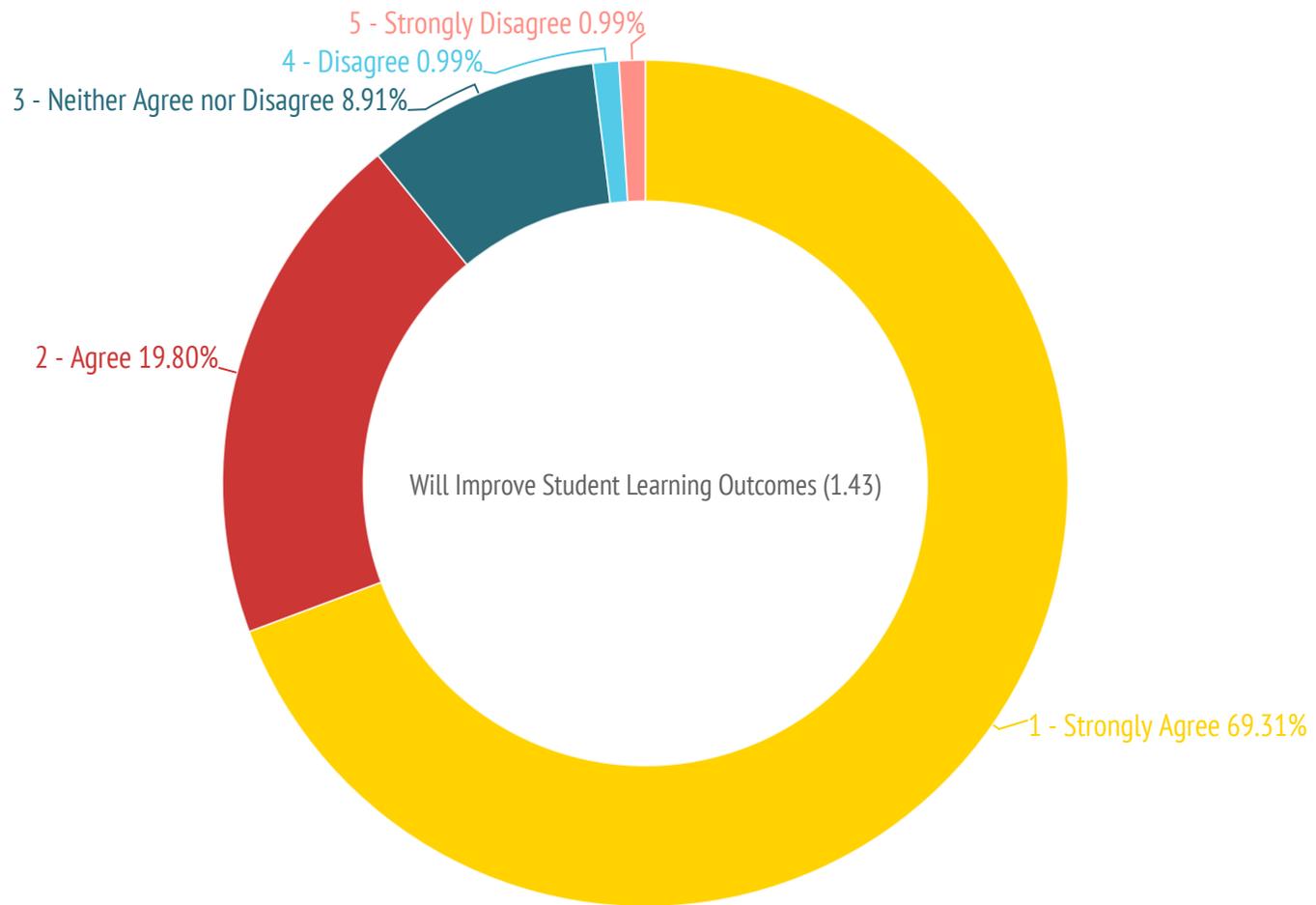
1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 5: Tutoring and Homework Supports (27)

Priority 5: Learning Materials and Supplies (27)

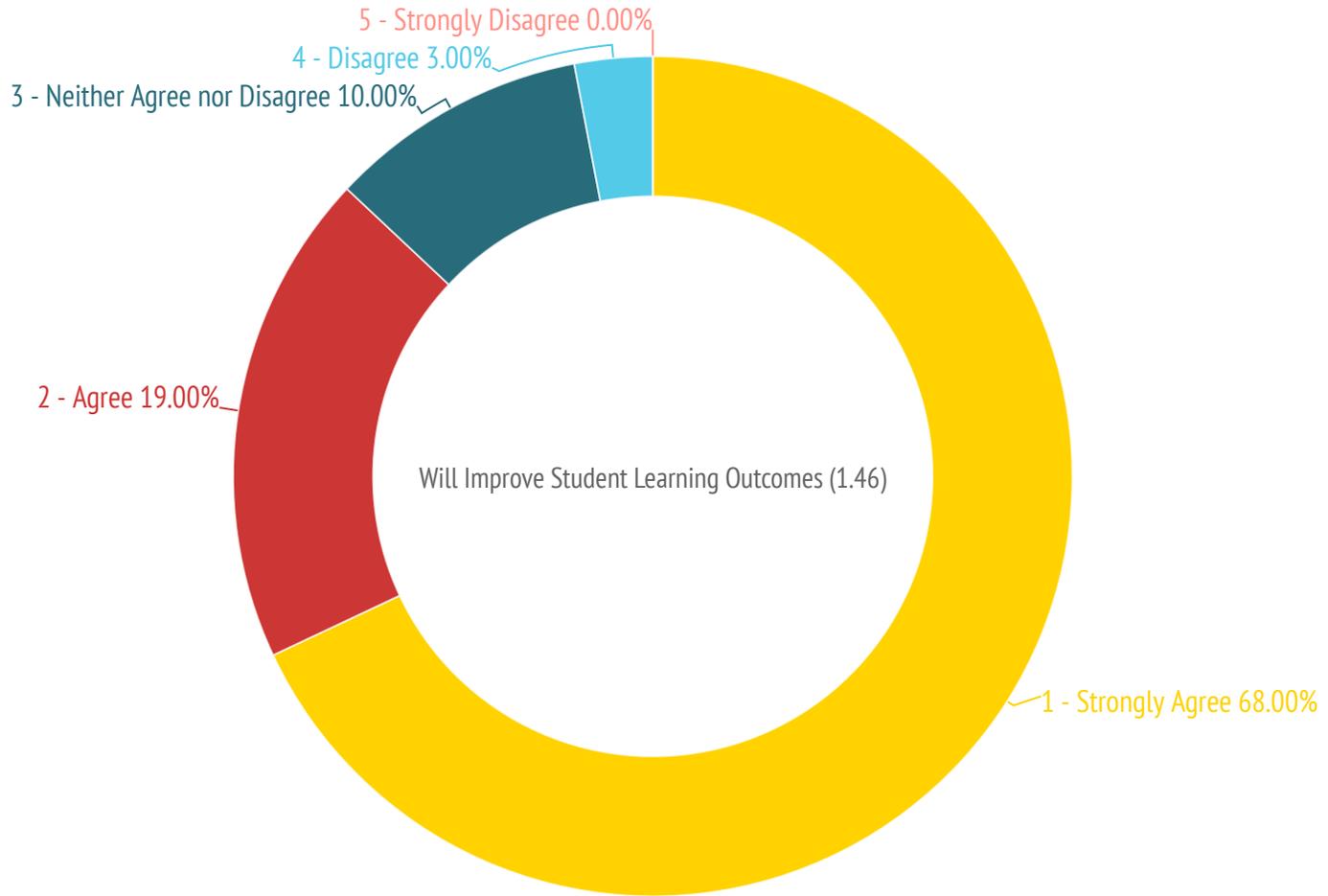
(e.g., school supplies, software for teachers, manipulative devices)

- Will Improve Student Learning Outcomes (1.43)
- Students and Teachers Have Adequate Access (1.73)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

○ Will Improve Student Learning Outcomes (1.46) ○ Students Have Adequate Access (1.68)



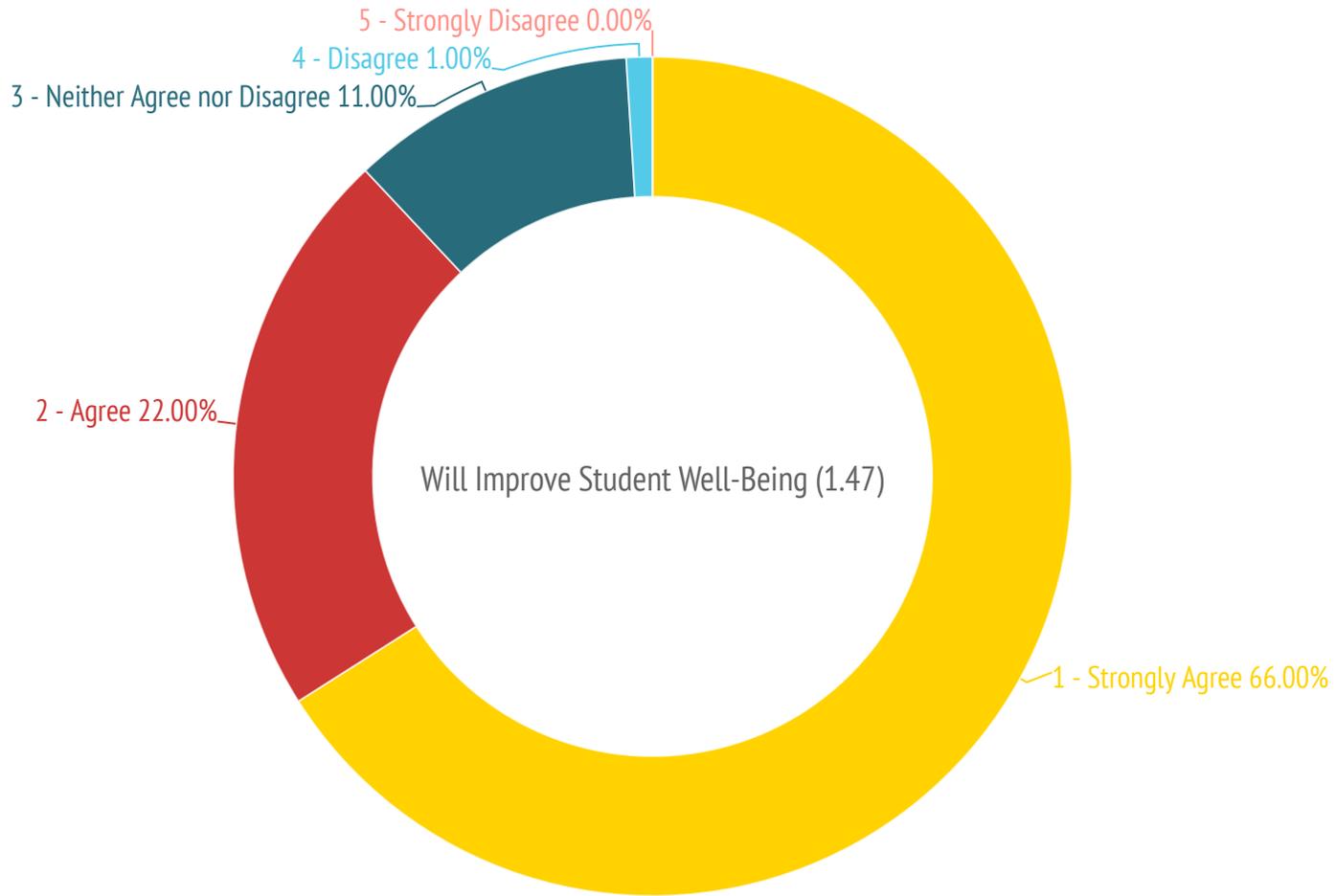
1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Well-Being Priorities

WELL-BEING PRIORITIES

Priority 1: Additional Learning of School Supplies and Resources (53)
(e.g., books to be used at home, materials to support learning in school)

○ Will Improve Student Well-Being (1.47) ○ Students Have Access (1.83)

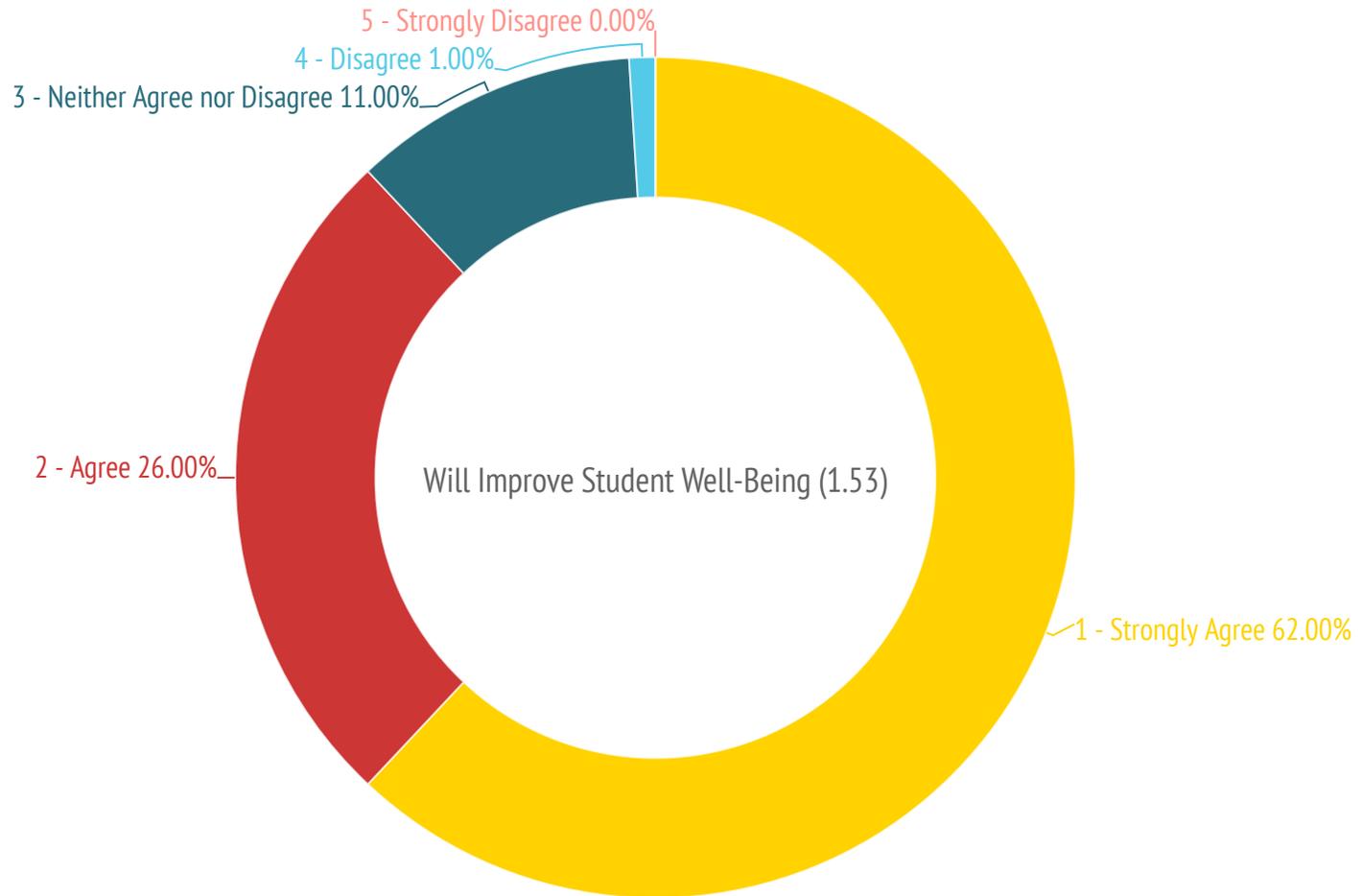


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 2: Access to Food and Food Services (44)

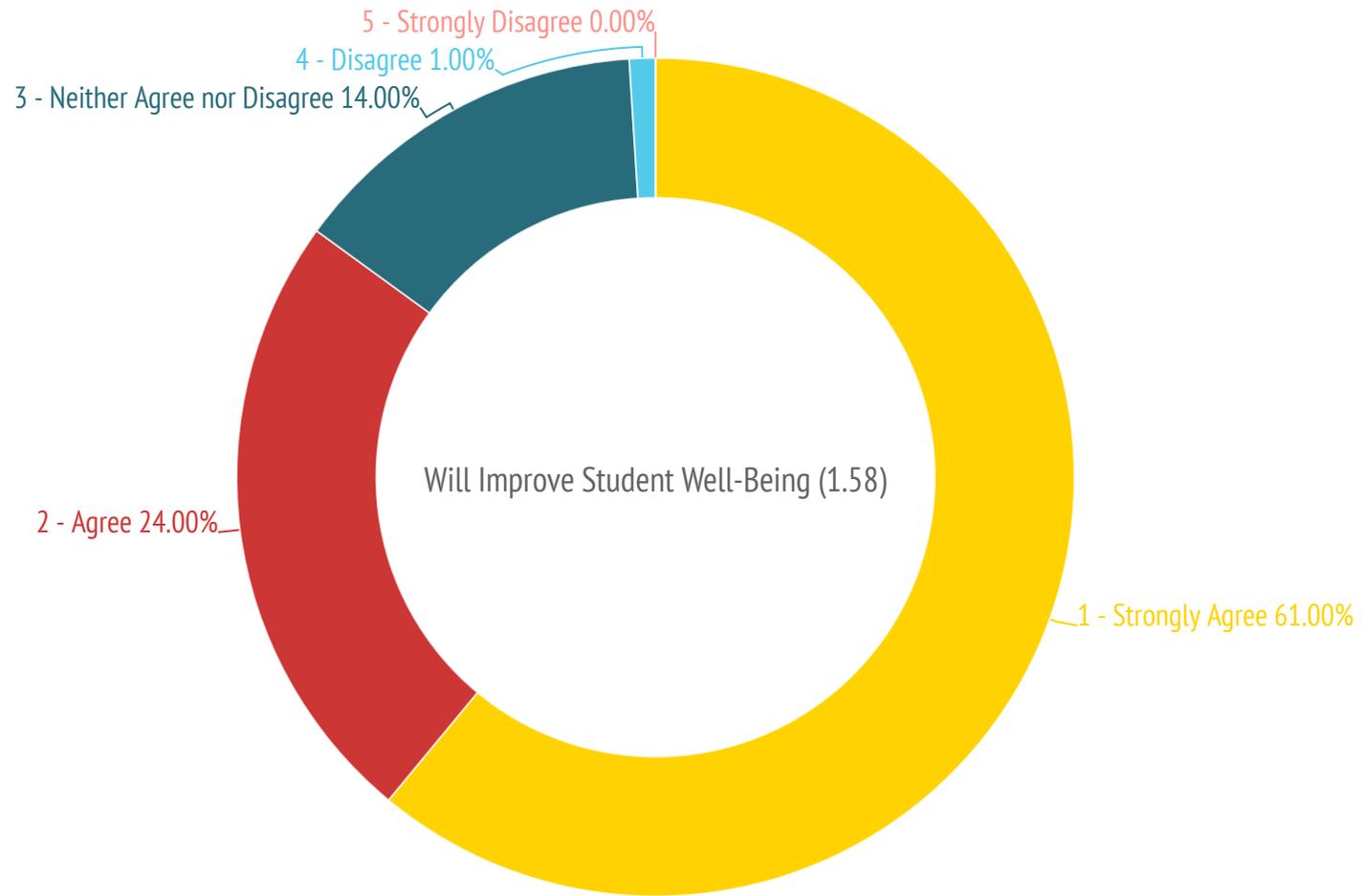
○ Will Improve Student Well-Being (1.53) ○ Students and Families Have Adequate Access (1.83)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 3: Access to Health Care (34)
(e.g., medical care, medicine, vision services, dental)

Will Improve Student Well-Being (1.58) Students and Families Have Adequate Access (1.87)

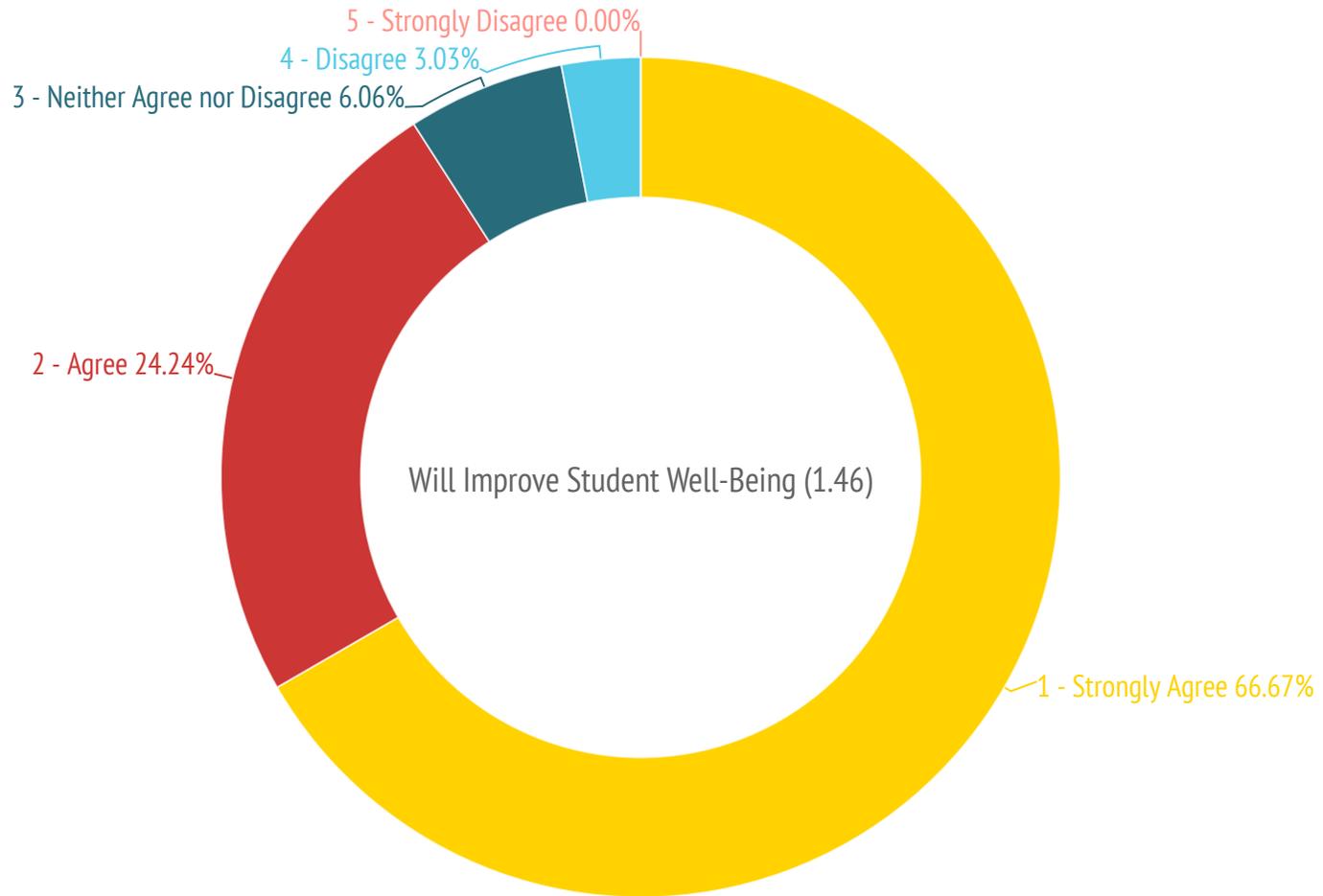


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority Access 3: Physical Activities and Supports (34)

(e.g., sports activities, physical education opportunities, outdoor activities)

○ Will Improve Student Well-Being (1.46) ○ Students Have Adequate Access (1.90)

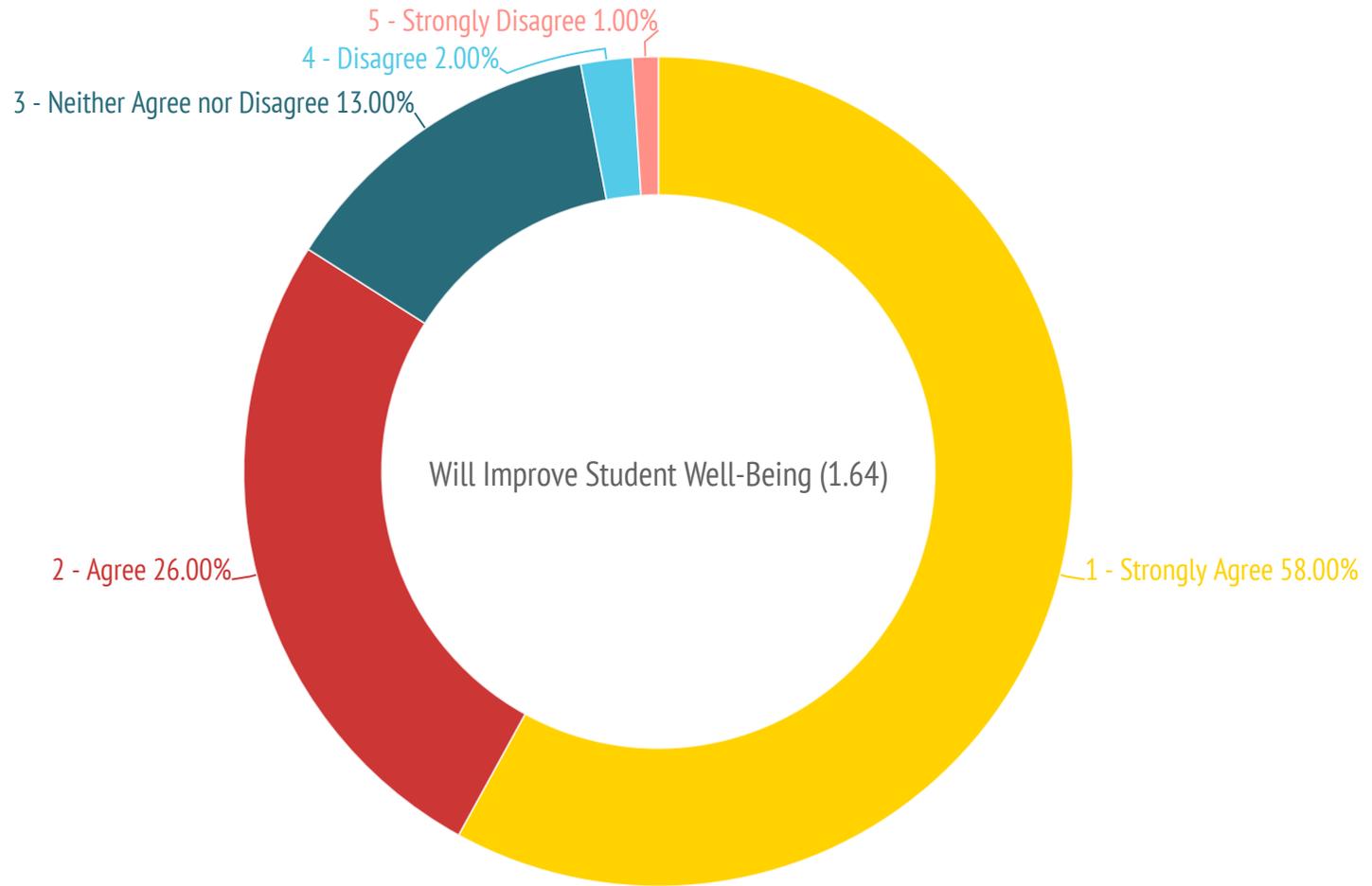


1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

Priority 5: Extracurricular Activities (30)

(e.g., clubs, events)

○ Will Improve Student Well-Being (1.64) ○ Students Have Adequate Access (2.13)



1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

