AMSP District Needs Study

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Purpose

• Assess Professional Development Needs
• Understand Barriers to High-Quality Instruction
• Compare Appalachian Region to the Nation In Regards to the Role of Instructional Standards
• Determine the Sources of Information that Shape Views
Instruments

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### Needs Analysis Survey

#### Step I
Take the degree of need that exists in your district for each of the following:

<table>
<thead>
<tr>
<th>Need</th>
<th>District</th>
<th>State</th>
<th>Region</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>G.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>H.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>J.</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>K.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>L.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>O.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Step II
Choose the top three needs from Step I. Rank the three needs from highest to lowest priority. Choose from the categories below each column and place the corresponding letter in the box. Place your check in the box to the right of each letter. Do not rank your responses to needs you think will not be able to address.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Need/District/Region/Category</th>
<th>What will you do to address this need?</th>
<th>What information or assistance would you need at this stage?</th>
<th>How will you prioritize the need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>A.</td>
<td>Try to get additional training in the content area.</td>
<td>The supporting team can provide additional support and resources.</td>
<td>A.</td>
</tr>
<tr>
<td></td>
<td>B.</td>
<td>Explore additional resources and materials.</td>
<td>The supporting team can provide additional support and resources.</td>
<td>B.</td>
</tr>
<tr>
<td></td>
<td>C.</td>
<td>Consider additional resources and materials.</td>
<td>The supporting team can provide additional support and resources.</td>
<td>C.</td>
</tr>
</tbody>
</table>

### AMSP 2006-07 District Needs Survey (v. II)

2. Your school district (you may have to scroll down to find yours):
   - [ ] Please select one ...

3. Your position:
   - [ ] Teacher
   - [ ] School Administrator
   - [ ] Other ______

4. Subject(s) that you work in:
   - [ ] Mathematics
   - [ ] Science
   - [ ] Mathematics and Science
   - [ ] NA
   - [ ] Other ______

5. Level that you work in:
   - [ ] Elementary (grades 1-5)
   - [ ] Middle (grades 6-8)
   - [ ] High (grades 9-12)
   - [ ] K-12

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Caveats

• Validity – Multiple Revisions with Survey Grounded in Focus Group Process and Feedback

• Reliability – Not Performed

• Assumptions – Responses Represent the Views of Those Surveyed

• Self-selected Participants for Focus Groups and Online Survey

• Survey Format is Multiple Choice, including Likert Scale Response Types
### Respondents

<table>
<thead>
<tr>
<th></th>
<th>Completed</th>
<th>Surveyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Administrators</td>
<td>63 (50%)</td>
<td>126</td>
</tr>
<tr>
<td>Non BIS School Administrators</td>
<td>48 (28.9%)</td>
<td>166</td>
</tr>
<tr>
<td>BIS School Administrators</td>
<td>46 (28.8%)</td>
<td>160 326</td>
</tr>
<tr>
<td>Non BIS Teachers</td>
<td>222 (24.2%)</td>
<td>917</td>
</tr>
<tr>
<td>BIS Teachers</td>
<td>257 (31.9%)</td>
<td>806 1,723</td>
</tr>
<tr>
<td>TOTAL</td>
<td>636 (29.2%)</td>
<td>2,175</td>
</tr>
</tbody>
</table>
Responses – Work Role

Key
DA - District Administrator
SA - School Administrator
T - Teacher

Scale
5 - Major Need - Highest Priority
4 - High Need - High Priority
3 - Somewhat of a Need - Medium Priority
2 - Minor Need - Low Priority
1 - No Need - Not a Priority
0 - Not Applicable - No Opinion

Eliminating academic gaps based on subgroup achievement
Using differentiation strategies in the classroom
Using instructional strategies that are consistent with standards based practices
Designing and implementing standards based assessment strategies
Using technology in instruction
Increasing higher level course enrollment
Improving math and science school leadership
Increasing parent involvement
Aligning curriculum to standards
Improving content knowledge
Responses - Grade Level

The image represents a graph titled "Responses - Grade Level." The graph shows a scale ranging from 0 to 5, with labels for each level:
- 5: Major Need - Highest Priority
- 4: High Need - High Priority
- 3: Somewhat of a Need - Medium Priority
- 2: Minor Need - Low Priority
- 1: No Need - Not a Priority
- 0: Not Applicable - No Opinion

The graph uses symbols to indicate responses, with keys indicating:
- E: Elementary
- M: Middle
- H: High

There are categories listed horizontally at the bottom of the graph, including:
- Eliminating academic gaps based on subgroup achievement
- Using differentiation strategies in the classroom
- Using instructional strategies that are consistent with standards based practices
- Designing and implementing standards based assessment strategies
- Using technology in instruction
- Increasing higher level course enrollment
- Improving math and or science school leadership
- Increasing parent involvement
- Aligning curriculum to standards
- Improving content knowledge

The scale and categories suggest a framework for assessing and prioritizing needs across different grade levels.
Outcomes

- Discussion Opportunity, Deepening of Partnerships Among K-12 and Higher Education
- Effective Two-Stage Model, Focus Groups Followed By On-line Survey
- Valuable Information Collected Concerning The Four Purposes