

Appendix: McREL Intermediate Service Agency Questionnaire

Intermediate Service Agency name _____

State: _____

Contact Person: _____

I want to thank you for talking with me today. As I explained, McREL is in the process of collecting data about the types of services that intermediate service agencies orchestrate for schools and districts in the central region and nationwide. We are most interested in the type of assistance organizations like yours provide to low-performing schools, ways that you organize or assist schools and districts with professional development, and any changes to or additional services you might provide given the No Child Left Behind Act.

Our goal is to analyze this information to determine effective models of support for assistance to schools, particularly those that are identified as low-performing. We intend to share our findings with you and other intermediate service agencies within the central region as well as at the national level.

I estimate that our discussion will last for thirty minutes. Do you have any questions before we begin?

1. Please give us a brief description of your region.

Number of school districts _____

Number of support staff at ISA _____

Student Enrollment _____

Ethnic breakdown of students (%):

Asian _____

African American _____

White _____

Hispanic _____

Other _____

Native American _____

2. How is your agency funded?

State funds _____ (%) Dollar amount _____

Local member districts _____ (%)

Fee for service _____ (%)

Federal grants _____ (%)

Other grants _____ (%) Source(s) _____

Other _____ (%)

3. For each of the following activities, please answer both questions in the space below:
 -How often did you engage in the following activities during the past 12 months?
 -To what extent did you engage in these services for low-performing schools (LPS) and non low-performing schools?

Using a scale of 1 to 5: 1 = not at all, no assistance; 3 = moderate, engaged but not meeting frequently; 5 = extensively, highly engaged giving constant assistance.

School Improvement Activities	How Often?					Extent to which you engaged in these services for:	
	Never	As needed	Once or twice a year	Monthly	Weekly	Low-performing schools	Non low-performing schools
a. Review or analyze test data with staff						(circle one) not at all extensively 1 2 3 4 5	(circle one) not at all extensively 1 2 3 4 5
b. Explain how test data can drive instruction						1 2 3 4 5	1 2 3 4 5
c. Observe classroom instruction and offer feedback						1 2 3 4 5	1 2 3 4 5
d. Assist with school improvement planning						1 2 3 4 5	1 2 3 4 5
e. Assist with curriculum alignment						1 2 3 4 5	1 2 3 4 5
f. Offer subject-matter professional development						1 2 3 4 5	1 2 3 4 5
g. Develop or analyze district-level assessments						1 2 3 4 5	1 2 3 4 5
h. Assist with grant writing						1 2 3 4 5	1 2 3 4 5
i. Guide lesson planning						1 2 3 4 5	1 2 3 4 5
j. Other (please specify)						1 2 3 4 5	1 2 3 4 5

4. Indicate the extent to which you agree or disagree with the following statements about the challenges you might face when assisting low-performing schools.

Challenges	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. We have sufficient financial resources to provide adequate assistance to our low-performing schools.				
b. We have sufficient staff resources to provide adequate assistance to our low-performing schools.				
c. We find that the distance between schools and districts makes it difficult for us to visit them in a timely fashion.				
d. We find the teachers to be receptive to your assistance.				
e. We find that the parents are supportive of our efforts.				
f. Other (please specify)				

5. For each of the following ways of structuring professional development, indicate how often you provide this type of assistance to schools or districts.

Activity	How Often?				
	Never	As Needed	Once or twice a year	Monthly	Weekly
a. Organize short-term workshops					
b. Pay for school or district personnel to attend short-term workshops					
c. Organize conferences					
d. Pay for staff to attend local and national conferences					
e. Organize long-term learning opportunities (e.g., year-long Reading Recovery class)					
f. Pay for staff to attend long-term learning opportunities					
g. Invite nationally-known trainers					
h. Train in-school trainers (coaches)					
i. Offer classes through local universities or colleges					
j. Coordinate classes or workshops with other intermediate service agencies					
k. Coordinate distance learning opportunities (e.g., via interactive television)					
l. Design distance learning opportunities					
m. Maintain a professional lending library					
n. Mentor beginning teachers					
o. Other (please specify)					

6a. Indicate how often the services you provide are evaluated using the following methods:

Method	How often?					
	Never	As Needed	Once or twice a year	Monthly	Following each session	Weekly
a. Survey participants (please specify who you surveyed)						
b. Interview participants (please specify who you interviewed)						
c. Analyze student-assessment data						
d. Make classroom observations						
e. Hire external evaluators						
f. State conducts evaluation studies						
g. Other (please specify)						

6b. Indicate the extent to which the following outcomes are evaluated using the methods listed above:

Outcomes	Extent to which outcomes are evaluated				
	(circle one)				
	not at all				extensively
	1	2	3	4	5
a. Student performance based on formal assessments					
b. Student performance based on informal assessments					
c. Teacher attitudes toward students					
d. Teacher attitudes about their own learning					
e. Change in teacher instructional practice					
f. Change in the use of assessment data					
g. Other (please specify)					

7. **Indicate the extent to which you have considered adding or increasing the following services given the *No Child Left Behind* Act. Please answer in either the adding or the increasing column.**

Services	Extent to which you have considered adding	Extent to which you have considered increasing
	(circle one) not at all extensively 1 2 3 4 5	(circle one) not at all extensively 1 2 3 4 5
a. Grant writing assistance		
b. Developing instruction for paraprofessionals	1 2 3 4 5	1 2 3 4 5
c. Providing leadership training for teachers and principals	1 2 3 4 5	1 2 3 4 5
d. Organizing and offering family literacy programs	1 2 3 4 5	1 2 3 4 5
e. Initiate (maintain) partnerships with community-based programs	1 2 3 4 5	1 2 3 4 5
f. Facilitate assistance for eligible private school children	1 2 3 4 5	1 2 3 4 5
g. Other (please specify)	1 2 3 4 5	1 2 3 4 5

If you have any questions, please contact:

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