

Mississippi Bend
Area Education Agency

Annual Progress Report

2011

Improving teaching and learning



Mississippi Bend
AREA EDUCATION AGENCY

Improving teaching & learning

Progress Toward Agency-Wide Goals

All Mississippi Bend Area Education Agency programs and services are focused on three goals, and all employee positions are charged to support these goals. The three goals focus on improving student reading, math and science achievement in our local districts. This, of course, is a collaborative partnership with the local districts, and also supports the challenges of their school reform efforts.

Mississippi Bend Area Education Agency has met its reading, mathematics, and science goals since their 2001 adoption by the Agency's Board of Directors. Regional student performance gains have slowed and the achievement trend lines appear to be plateauing. The new 2011–2016 Comprehensive Improvement Plan will address actions to support schools and school district efforts to accelerate improved teaching and learning.



Mississippi Bend Area Education Agency's Goals

1. Increase the percentage of low socioeconomic, minority, and individualized plan students (students with disabilities) achieving reading proficiency in grades 4, 8, and 11.
2. Increase the percentage of low socioeconomic, minority, and individualized plan students (students with disabilities) achieving mathematics proficiency in grades 4, 8, and 11.
3. Increase the percentage of low socioeconomic, minority, and individualized plan students (students with disabilities) achieving science proficiency in grades 5, 8, and 11.

Reading Performance Grades 4, 8, & 11	Baseline	2007- 2008	2008- 2009	2009- 2010
All Students	67%	74%	76%	75%
Low Socioeconomic Students	45%	59%	61%	61%
Minority Students	43%	58%	62%	61%
Students with Disabilities	22%	25%	28%	28%
Mathematics Performance Grades 4, 8, & 11	Baseline	2007- 2008	2008- 2009	2009- 2010
All Students	71%	77%	78%	77%
Low Socioeconomic Students	49%	63%	64%	63%
Minority Students	45%	61%	64%	63%
Students with Disabilities	28%	32%	34%	34%
Science Performance Grades 5, 8 & 11	Baseline	2007- 2008	2008- 2009	2009- 2010
All Students	70%	78%	80%	80%
Low Socioeconomic Students	48%	65%	68%	68%
Minority Students	43%	64%	67%	68%
Students with Disabilities	27%	40%	45%	45%

Mississippi Bend Area Education Agency (MBAEA) was fully accredited following its 2010 Iowa Department of Education Accreditation Site Visit. The Iowa State Board of Education, September 2010, approved full accreditation for the third consecutive time (2000, 2005, and 2010). MBAEA has developed, using a continuous improvement process, a 2011-2016 Comprehensive Improvement Plan. The plan's action steps will include fully implementing the Agency's Building Blocks for Success. The Building Blocks are:

- **Iowa Core**, partnering with schools and school districts to implement rigorous student learning standards and improve teaching and learning. MBAEA is committed to effective teaching and learning implementation supports. For example, MBAEA's supports include training, coaching, and expertise to implement evidenced-based teaching practices, supportive learning environment strategies, and leadership development programs.
- **Budgeting**, prioritizing and coordinating resources to provide program and service stability. MBAEA is committed to continuous leadership and support for services "making a difference" within schools. MBAEA has instituted agency-wide budgeting processes to sustain reform effort priorities within schools.
- **Reorganization**, operating within the newly organized interconnected platform structures to effectively and efficiently deliver high quality services. MBAEA is continuously improving its ability to deliver the following quality services: special education child find screening and evaluation, special education direct services, special education system supports, curriculum development, professional development, coaching, media, technology, leadership development, student activities, student services, management efficiencies, and cooperative purchasing.
- **Developing People**, providing a strong internal capacity building process for MBAEA staff to continuously maintain their high levels of expertise. MBAEA is committed to hiring the best people, transitioning people through induction and mentoring, growing people within collaborative professional development teams, giving people strong supervision and evaluation supports, and retaining its quality people.

MBAEA has developed a process for the Board of Directors to regularly analyze Building Block data and continually make decisions and adjustments to continuously improve services to schools and school districts.

Indicator of Quality: Progress with Improved Teaching

A new statewide AEA satisfaction survey was administered in spring 2010 to school and school district administrators and teachers.



AEA 9 services are meeting the professional, classroom, and student learning needs of schools and school districts based on the survey responses of reading teachers.	% of AEA 9 Educators Agreeing or Strongly Agreeing		
	Spring, 2008 (N=209)	Spring, 2009 (N=503)	Spring, 2010 (N=326)
Generally, the AEA services that I have received or participated in met my professional needs.	90	94	95
The AEA is responsive to my school's student learning needs.	78	83	86
The AEA provides leadership to meet emerging educational needs.	78	81	83
The AEA delivers current and timely services to meet my district or school's needs.	73	84	85
AEA services received and applied assist in improving instructional practices.	83	88	89
AEA services received assist in improving student achievement.	81	84	85

AEA 9 services are meeting the professional, classroom, and student learning needs of schools and school districts based on the survey responses of mathematics teachers.	% of AEA 9 Educators Agreeing or Strongly Agreeing		
	Spring, 2008 (N=209)	Spring, 2009 (N=443)	Spring, 2010 (N=275)
Generally, the AEA services that I have received or participated in met my professional needs.	89	93	95
The AEA is responsive to my school's student learning needs.	76	83	86
The AEA provides leadership to meet emerging educational needs.	76	80	84
The AEA delivers current and timely services to meet my district or school's needs.	74	82	86
AEA services received and applied assist in improving instructional practices.	84	87	89
AEA services received assist in improving student achievement.	83	81	84

AEA 9 services are meeting the professional, classroom, and student learning needs of schools and school districts based on the survey responses of science teachers.	% of AEA 9 Educators Agreeing or Strongly Agreeing		
	Spring, 2008 (N=209)	Spring, 2009 (N=413)	Spring, 2010 (N=245)
Generally, the AEA services that I have received or participated in met my professional needs.	87	95	96
The AEA is responsive to my school's student learning needs.	75	83	87
The AEA provides leadership to meet emerging educational needs.	77	81	84
The AEA delivers current and timely services to meet my district or school's needs.	71	84	87
AEA services received and applied assist in improving instructional practices.	81	88	89
AEA services received assist in improving student achievement.	78	84	85

School and School Districts Identified Teaching & Learning Needs

The HIGH PRIORITY teaching and learning needs identified by schools and school districts are: (a) planning efforts to fully implement the Iowa Core Curriculum; (b) reducing initiatives and increasing coherence around the teaching and learning priorities; (c) reaching students not actively engaged in the school's curriculum and connecting students socially and emotionally to school (developing caring learning environments i.e., learning supports); (d) focusing on improving the performance of students from poverty and low income households as well as students with disabilities; (e) improving reading/language arts, mathematics, science, and career preparation lessons and unit design (evidence-based instruction, rigor and relevance, formative assessment, and summative assessments); and (f) implementing professional development which includes data-driven collaborative teaming, lesson study, and high quality feedback.

School and district administrators and teachers support the agency's goals and allocating AEA resources to support those goals regionally.

- 96.7% responded that it was an AEA resource allocation priority to assist schools and school districts in their efforts to improve student reading performance, especially students within the low socioeconomic status, minority, and special education subgroups.
- 95.1% responded that it was an AEA resource allocation priority to assist schools and school districts in their efforts to improve student mathematics performance, especially students within the low socioeconomic status, minority, and special education subgroups.
- 90.7% responded that it was an AEA resource allocation priority to assist schools and school districts in their efforts to improve student science performance, especially students within the low socioeconomic status, minority, and special education subgroups.

Specific Student Learning Needs

Identified Needs from AEA 9 Ongoing Needs Assessment Process Prioritized List	% of Students Proficient		
	Year 07-08	Year 08-09	Year 09-10
	• Students with Disabilities Subgroup Reading Performance	25%	28%
• Students with Disabilities Subgroup Math Performance	32%	34%	34%
• Students with Disabilities Subgroup Science Performance	40%	45%	45%
• Low Socioeconomic Student Subgroup Reading Performance	58%	61%	61%
• Minority Student Subgroup Reading Performance	59%	62%	62%
• Low Socioeconomic Student Subgroup Math Performance	61%	64%	63%
• Minority Student Subgroup Math Performance	63%	64%	63%
• Minority Student Subgroup Science Performance	65%	67%	68%
• Low Socioeconomic Student Subgroup Science Performance	64%	68%	68%

Connecting Students to Their Future

Mississippi Bend Area Education Agency (MBAEA) has developed an Enhanced Service Delivery System (ESDS) to improve special education services to schools and school districts. ESDS has a focus on special education Child Find screening and evaluation, direct services to students with disabilities, and system supports to improve learning opportunities for students with disabilities within schools and school districts. MBAEA has designed this new system to address the 34 Federal Special Education Indicators and learning needs for students with disabilities. ESDS will be deployed to ensure students with disabilities have access to the educational programs outlined within the new Iowa Special Education Procedures Manual and Federal Special Education Law. ESDS was also designed to address current issues: 1) students with disabilities reading, math, and science proficiency rates are TOO low and need to be improved; and 2) 10 years of statewide special education funding cuts have impacted how AEAs provide services to schools and school districts. These issues have been addressed by ESDS through adding a case coordination role and more school level single service providers. This new system will deploy AEA Special Education staff to provide principals, teachers, parents, and students with disabilities access to services, expertise and programs. ESDS design has included adding more professional development for MBAEA staff through job embedded collaborative teaming to address quality services with fewer people. Job embedded teaming has been supported by the statewide Teacher Quality Program. Staff have been developing skills to address the growing diverse learning needs of students with disabilities.

Students Indicating POSTSECONDARY SUCCESS			
	#Taking Postsecondary Scores Measure (ACT)	#Probable Success Scores	%Probable Success
2007-2008	2,892	2,087	72.16%
2008-2009	3,121	2,238	71.71%
2009-2010	3,353	2,369	70.65%
Students Intending to Pursue POSTSECONDARY EDUCATION/TRAINING			
	# HS Seniors	# HS Seniors Pursuing	% HS Seniors Pursuing
2007-2008	3,460	2,791	80.66%
2008-2009	3,355	2,714	80.89%
2009-2010	3,476	2,917	83.92%
Students Completing a CORE PROGRAM			
	# HS Seniors	# HS Seniors Core Complete	% HS Seniors Core Complete
2007-2008	3,401	2,193	64.48%
2008-2009	3,362	2,263	67.31%
2009-2010	3,451	3,314	96.03%

DROPOUTS	2006-07	2007-08	2008-09
ALL DROPOUTS			
Total Number Dropouts	566	567	788
Total Number Students	23,506	23,373	23,638
Percent of Dropouts	2.41%	2.43%	3.33%
FEMALE			
Total Number Dropouts	236	216	324
Total Number Students	11,453	11,324	11,492
Percent of Dropouts	2.06%	1.91%	2.82%
MALE			
Total Number Dropouts	330	351	464
Total Number Students	12,053	12,049	12,146
Percent of Dropouts	2.74%	2.91%	3.82%
WHITE (not of Hispanic origin)			
Total Number Dropouts	376	413	568
Total Number Students	19,268	18,917	18,998
Percent of Dropouts	1.95%	2.18%	2.99%
BLACK (not of Hispanic origin)			
Total Number Dropouts	120	75	118
Total Number Students	1,874	1,956	2,025
Percent of Dropouts	6.40%	3.83%	5.83%
HISPANIC			
Total Number Dropouts	56	71	86
Total Number Students	1,802	1,934	1,990
Percent of Dropouts	3.11%	3.67%	4.32%
AMERICAN INDIAN OR ALASKAN NATIVE			
Total Number Dropouts	10	6	7
Total Number Students	126	116	136
Percent of Dropouts	7.94%	5.17%	5.15%
ASIAN OR PACIFIC ISLANDER			
Total Number Dropouts	4	2	9
Total Number Students	436	450	489
Percent of Dropouts	0.92%	0.44%	1.84%
DISABLED/IEP			
Total Number Dropouts	53	72	80
Total Number Students	3,057	2,901	2,779
Percent of Dropouts	1.73%	2.48%	2.88%
ENGLISH LANGUAGE LEARNERS (ELL)			
Total Number Dropouts	9	7	7
Total Number Students	367	416	441
Percent of Dropouts	2.45%	1.68%	1.59%

Partnership Agreements

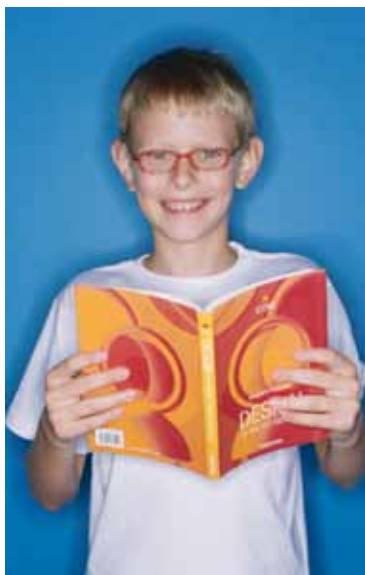
Mississippi Bend Area Education Agency (MBAEA) has been developing a Partnership Agreement process. A Partnership Agreement is a commitment of effort, time and resources by the MBAEA that explicitly describes an AEA Customization of services to a school. AEA Customization includes specialized supports aligned to specific learning needs of students in that school and targeted instructional supports to ensure fidelity to implementation that will result in improved student learning. The design of the Partnership Agreement is cost effective for MBAEA to reach economy of scale at the classroom implementation level. The Partnership Agreement process allows MBAEA to leverage its expertise and resources to school sites where these services are most needed and where school commitment to reform efforts is the most profound.

Costa and Kallick (1993) suggest schools need a “critical friend” in order to drastically accelerate upward movement of a persistently low or stagnant student performance trend line. Use of a Partnership Agreement incorporates the role of the critical friend and is designed to produce the following outcomes: improved student learning results; integrated AEA Customization of services in order to maximize resource effectiveness and efficiency; and execution of a data-driven system focused on ensuring implementation fidelity of the defined research/evidence-based teaching practices and ongoing monitoring of formative and summative student progress. Partnership Agreements are commitments to accelerate student learning gains.

A Partnership Agreement differs from a Service Plan. A Service Plan is a list of services and an allocation of those services to a building. Examples of services for which a Service Plan is written may include Media, Technology, Print, Driver Education, and Co-op Purchasing. In contrast to a Service Plan, the Partnership Agreement focuses on both the Special Education direct services as well as support for professional development to meet the learning needs of General Education and Special Education teachers and students. A Partnership Agreement is NOT a resource allocation list. It is a commitment to partner together and accelerate student learning gains and performance.

A cornerstone of a Partnership Agreement is the AEA Customization to meet each school’s teaching and learning needs at every stage in the school’s reform efforts. One example of AEA Customization may be to design coaching support for teachers in the implementation of new instructional practices and/or delivery of Special Education Child Find interventions designed to improve student performance among the Individual Education Plan (IEP) student population. A Partnership Agreement is developed to coincide with a district’s Comprehensive School Improvement Plan process (a five-year cycle) that is reviewed and updated on an annual basis.

Central Community School District, Clinton Community School District, Columbus Community School District, and Davenport Community School District have been engaged in various stages of the Partnership Agreement development process. The Agreements have three foundational commitments: 1) AEA staff, principals, and teachers are committed to implementing and sustaining practices to accelerate student learning; 2) AEA staff members are committed to “integrated” AEA services at the school level; and 3) AEA staff, principals, and teachers are committed to monitoring progress on a regular basis.



Dr. Dean Fixen

Dr. Karen Blase

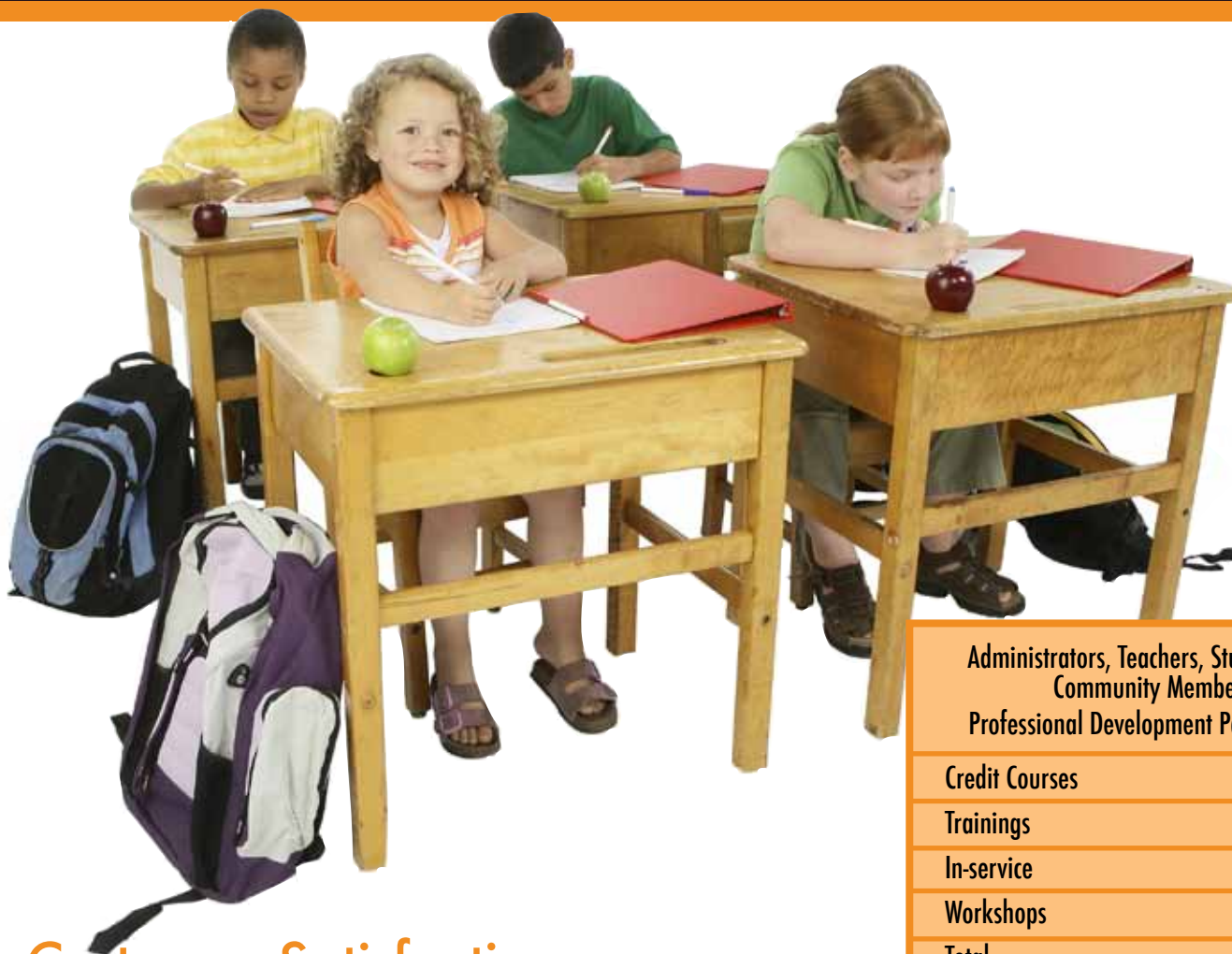
Effective intervention practices

+ Effective implementation practices

*National Implementation
Research Network (NIRN)*

= Good outcomes

Indicator of Quality: Progress of Customer Satisfaction with Services



Administrators, Teachers, Students, and Community Members Professional Development Participation	
Credit Courses	1,594
Trainings	3,750
In-service	7,469
Workshops	1,406
Total	14,219

Customer Satisfaction

95.9% of the statewide AEA survey respondents (n= 687) indicated satisfaction with AEA services received and participated as meeting their professional needs.

92.3% of the statewide AEA survey respondents (n= 633) indicated satisfaction with AEA services being responsive to their school's student learning needs.

Cost Efficiency

92.3% of the statewide AEA survey respondents (n=546 customers) indicated that AEA services are cost efficient. Iowa Educators Cooperative, an AEA statewide commodity purchasing service, generated \$376,225.83 savings for AEA 9 schools.

Participation Rates	% of AEA 9 Educators Surveyed that Utilize AEA 9 Services		
	2007-2008 (N=525)	2008-2009 (N=1,028)	2009-2010 (N=749)
AEA Standards			
School Community Planning	17	22	21
Professional Development	73	82	78
Curriculum/Instruction/Assessment	41	49	40
Diverse Learning Services	35	35	34
Media Services	66	72	65
School Technology Services	43	40	37
Leadership Services	15	18	16

Currently and/or Timely Services

90% of the 2010 statewide AEA survey respondents (n = 657 customers) indicated that AEA services are current and/or timely services.

The mission of the Mississippi Bend Area Education Agency is to improve teaching and learning for all students through active partnerships and assertive leadership in a climate of mutual respect.



**For additional information about AEA improvement strategies and performance visit the following web sites:
Iowa Department of Education at https://www.edinfo.state.ia.us/web/aea_apr_summary_staticweb_wrap.asp
Mississippi Bend Area Education Agency at http://www.aea9.k12.ia.us/en/the_agency/**

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