

The Annual Progress Report by Iowa code is submitted in writing to the Iowa Department of Education, school districts and accredited non-public schools. The public may access the Annual Progress Report and Annual Progress Report Appendix by visiting the Mississippi Bend AEA website, www.aea9.k12.ia.us.

Mississippi Bend Area Education Agency

2007 ANNUAL PROGRESS REPORT

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.



Working together...improving teaching & learning.



CHIEF ADMINISTRATOR
Glenn M. Pelecky, Ed.D.
563-344-6401
1-800-947-2329 ext. 6401
gpelecky@aea9.k12.ia.us

ADMINISTRATIVE SERVICES DIRECTOR
Tom Wirtz, Ed.D.
563-344-6410
1-800-947-2329 ext. 6410
twirtz@aea9.k12.ia.us

RESEARCH, DEVELOPMENT
& EVALUATION DIRECTOR
Edward Gronlund, Ph.D.
563-344-6315
1-800-947-2329 ext. 6315
egronlund@aea9.k12.ia.us

SPECIAL EDUCATION DIRECTOR
David Quinn, Ph.D.
563-344-6201
1-800-947-2329 ext. 6201
dquinn@aea9.k12.ia.us

GENERAL EDUCATION DIRECTOR
Kristine Wolzen, Ph.D.
563-344-6501
1-800-947-2329 ext. 6501
kwolzen@aea9.k12.ia.us

The Mississippi Bend Area Education Agency does not discriminate on the basis of race, color, creed, gender, marital status, sexual orientation, national origin, religion, age, or disability in its educational programs, services, or employment practices. Inquiries concerning this statement should be addressed to: Tom Wirtz, Equity Coordinator, 729-21st Street, Bettendorf, IA 52722 Phone: 563-344-6410



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 the No Child Left Behind Act.

Statistics show that Mississippi Bend AEA efforts are providing a successful framework for change. Steady improvement is being made. In fact, students in Area 9 have made at least a five percent increase in all three areas.

Reading Goal

Increase the percentage of low socioeconomic, minority, and individualized plan students achieving reading proficiency in grades 4, 8, and 11.

Aggregate student performance in reading for grades 4, 8, and 11 increased based on the comparison between the baseline year (2000-2001) and current year (2005-2006) using Iowa Testing statewide accountability data.

- Low socioeconomic student proficiency rate **INCREASED** 12.8 percentage points.
- Minority student proficiency rate **INCREASED** 11.9 percentage points.
- Individual education plan student proficiency rate **INCREASED** 5.4 percentage points.

Mathematics Goal

Increase the percentage of low socioeconomic, minority, and individualized plan students achieving mathematics proficiency in grades 4, 8, and 11.

Aggregate student performance in mathematics for grades 4, 8, and 11 increased based on the comparison between the baseline year (2000-2001) and current year (2005-2006) using Iowa Testing statewide accountability data.

- Low socioeconomic student proficiency rate **INCREASED** 11.3 percentage points.
- Minority student proficiency rate **INCREASED** 12.9 percentage points.
- Individual education plan student proficiency rate **INCREASED** 3.3 percentage points.

Science Goal

Increase the percentage of low socioeconomic, minority, and individualized plan students achieving science proficiency in grades 5, 8, and 11.

Aggregate student performance in science for grades 8 and 11 increased based on the comparison between the baseline year (2000-2001) and current year (2005-2006) using Iowa Testing statewide accountability data.

- Low socioeconomic student proficiency rate **INCREASED** 13.1 percentage points.
- Minority student proficiency rate **INCREASED** 15.7 percentage points.
- Individual education plan student proficiency rate **INCREASED** 8.6 percentage points.

Reading Performance Grades 4, 8, & 11	Baseline	2003- 2004	2004- 2005	2005- 2006
All Students	67%	73%	74%	74.2%
Low Socioeconomic Students	45%	53%	58%	57.8%
Minority Students	43%	54%	57%	55.3%
Students with Disabilities	22%	24%	25%	27.4%
Mathematics Performance Grades 4, 8, & 11	Baseline	2003- 2004	2004- 2005	2005- 2006
All Students	71%	73%	76%	76.2%
Low Socioeconomic Students	49%	54%	61%	60.7%
Minority Students	45%	53%	58%	57.6%
Students with Disabilities	28%	27%	35%	31.0%
Science Performance Grades 8 & 11	Baseline	2003- 2004	2004- 2005	2005- 2006
All Students	70%	74%	78%	76.7%
Low Socioeconomic Students	48%	53%	61%	61.3%
Minority Students	43%	55%	59%	58.5%
Students with Disabilities	27%	33%	37%	35.6%

Continuous Improvement

The Mississippi Bend AEA continuous improvement process is a dynamic process involving Agency-wide commitment of time, talent and resources.

Our Guiding Behaviors are the thrust behind services:

- We will offer only programs and services that promote the mission of the Agency.
- We will always strive for commitment rather than compliance.
- We will never make decisions without considering the needs of all students served by the agency.
- We will never make decisions without considering the needs of all the school districts served by the agency.
- We will never usurp the authority of the local school district

The purpose of the educational system is to develop confident students who will seek high levels of academic achievement and graduates that are able to pursue their dreams through post-secondary training and/or education. This will take commitment from all levels of the system.

Teachers and administrators have always given Mississippi Bend AEA top marks in satisfaction, but high levels of satisfaction are not enough. The focus is on change in order to increase student achievement.

Mississippi Bend AEA realizes that increased efforts to change may have an adverse affect on customer satisfaction rates. Change is difficult. System-wide change is very difficult. But the commitment has been made, and improved student achievement is the only reasonable goal.

Customer Satisfaction			
% of AEA 9 Educators SATISFIED with AEA 9 Services	2004-2005 (N=294)	2005-2006 (N=756)	2006-2007 (N=885)
School Community Planning	93.3	95.4	95
Professional Development	91.7	92.7	92
Curriculum/Instruction/Assessment	91.6	92.7	92
Diverse Learning Services	89.3	90.8	90
Multicultural, Gender-Fair Services	91.0	92.9	91
Media Services	95.8	96.8	96
School Technology Services	91.5	91.3	92
Leadership Services	93.1	90.7	91

Participation Rates			
% of AEA 9 Educators Surveyed that Utilize AEA 9 Services	2004-2005 (N=294)	2005-2006 (N=756)	2006-2007 (N=885)
School Community Planning	48.0	49.5	50
Professional Development	54.1	54.5	59
Curriculum/Instruction/Assessment	47.3	46.4	47
Diverse Learning Services	40.9	42.2	36
Multicultural, Gender-Fair Services	16.1	17.0	14
Media Services	46.2	47.2	44
School Technology Services	41.8	37.2	39
Leadership Services	22.2	21.7	21



Indicator of Quality: Progress with Improved Teaching

Comprehensive Improvement Plan to Reach Agency-wide Goals



Reading, mathematics, and science teachers have said that Mississippi Bend Area Education Agency is an effective partner in the school improvement process. *The Agency's efforts are focused on improving Agency impact on teachers with new effective instructional practices and, ultimately, improving student performance.*

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		
	Fall, 2004 (N=193)	Fall, 2005 (N=248)	Fall, 2006 (N=125)
Generally, the AEA services that I have received or participated in met my professional needs.	92	93	93
The AEA is responsive to my school's student learning needs.	88	87	90
The AEA provides leadership to meet emerging educational needs.	81	84	84
The AEA delivers current and timely services to meet my district or school's needs.	85	84	86
To what extent do the AEA services received and applied assist in improving instructional practices.	77	84	79
To what extent do the AEA services received assist in improving student achievement.	73	81	73

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		
	Fall, 2004 (N=162)	Fall, 2005 (N=213)	Fall, 2006 (N=119)
Generally, the AEA services that I have received or participated in met my professional needs.	85	93	93
The AEA is responsive to my school's student learning needs.	83	86	88
The AEA provides leadership to meet emerging educational needs.	82	86	83
The AEA delivers current and timely services to meet my district or school's needs.	80	84	84
To what extent do the AEA services received and applied assist in improving instructional practices.	76	83	78
To what extent do the AEA services received assist in improving student achievement.	72	80	76

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		
	Fall, 2004 (N=94)	Fall, 2005 (N=144)	Fall, 2006 (N=79)
Generally, the AEA services that I have received or participated in met my professional needs.	87	91	95
The AEA is responsive to my school's student learning needs.	82	87	91
The AEA provides leadership to meet emerging educational needs.	76	83	87
The AEA delivers current and timely services to meet my district or school's needs.	77	85	89
To what extent do the AEA services received and applied assist in improving instructional practices?	77	81	83
To what extent do the AEA services received assist in improving student achievement.	73	78	79



Mississippi Bend Area Education Agency's (AEA) Guiding Beliefs further sustain the commitment to student achievement:

- We believe the student is our first priority.
- We believe each individual has potential to grow.
- We believe in the dignity and uniqueness of each individual.
- We believe that students differ in their abilities and recognize they have diverse talents that should be discovered and developed.
- We believe in equity.
- We believe in accountability.
- We believe in the importance of life-long learning.
- We believe in the power of partnerships.
- We believe in the power of personal commitment.

Mississippi Bend AEA continually exceeds the standards set by the Iowa Legislature for Area Education Agencies. Exceptional performance is evidenced by the Annual Progress Reports which are submitted annually to the Iowa Department of Education (DE).

Accreditation is another measure of excellence set by the DE, and Mississippi Bend AEA has been given full accreditation without exceptions for more than eight years.

A comprehensive improvement process has guided the Mississippi Bend AEA through these successes by developing and directing the implementation of programs and services that are aligned with the teaching and learning needs of local school districts, and designed to meet Agency goals.

The No Child Left Behind Act has dictated that schools tighten their focus on improving student achievement, and the Mississippi Bend AEA is also working toward this end. Three strategies have been developed to meet this challenge:

- 1) Agency-wide service delivery process focused on building level school improvement
- 2) Agency-wide coordination of services to improve the learning outcomes of students with disabilities
- 3) Agency-wide monitoring to ensure improved student learning

Mississippi Bend Area Education Agency Comprehensive Improvement Plan

AGENCY-WIDE DELIVERY SYSTEM

- Timely delivery of AEA services
- High quality, value-added AEA services
- Monitor impact of AEA services

FOCUS ON SPECIAL EDUCATION ACCOUNTABILITY

- Agency-wide coordination
- Meeting school needs
- Collecting formative data

DELIVER RESEARCH-BASED SERVICES

- Efficient delivery
- School level needs
- Conduct fidelity studies

School and School Districts' Identified Teaching & Learning Needs

Additional Needs Assessment Data



Mississippi Bend AEA continually gathers needs assessment information from a multitude of sources to identify school and school district teaching and learning needs. The Agency utilizes the information to ensure its services are aligned to the needs of schools and school districts. The broad theme identified by schools and school districts regarding teaching and learning needs is reconnecting students to the pursuit of high academic achievement in grades 6-12. Student cohort achievement declines after grade 3 and 4. The achievement gap has decreased in recent years; however, students with disabilities, minorities, and low socioeconomic students achievement rates continue to lag their non-subgroup peers. Mississippi Bend AEA services are targeted to meet the teaching and learning needs listed below.

The following teaching and learning **PRIORITIES** were identified by area schools in 2006:

- reforming middle and high schools thus improving student academic performance;
- reaching students not actively engaged in the school's curriculum (a system of learning supports);
- focusing on improving the performance of students from poverty and low income households as well as students with disabilities;
- connecting students socially and emotionally to school (developing caring learning environments);
- improving reading/language arts, mathematics, science, and school-to-work lesson and unit design (evidence-based instruction, rigor and relevance);
- implementing professional development which includes collaborative teaming and teaching; and
- utilizing formative assessments and measurements to evaluate the impact of school improvement interventions on student performance.

Specific Student Learning Needs			
Identified Needs from AEA 9 Ongoing Needs Assessment Process Prioritized List from Highest to Lowest	% of Students Proficient		
	Year 03-04	Year 04-05	Year 05-06
• Students with Disabilities Subgroup Reading Performance	24%	25%	27%
• Students with Disabilities Subgroup Math Performance	27%	35%	31%
• Students with Disabilities Subgroup Science Performance	33%	37%	36%
• Minority Student Subgroup Reading Performance	54%	57%	55%
• Low Socioeconomic Student Subgroup Reading Performance	53%	58%	58%
• Minority Student Subgroup Math Performance	53%	58%	58%
• Minority Student Subgroup Science Performance	55%	59%	59%
• Low Socioeconomic Student Subgroup Math Performance	54%	61%	61%
• Low Socioeconomic Student Subgroup Science Performance	53%	61%	61%



DROPOUTS	2002-03	2003-04	2004-05
ALL DROPOUTS			
Total Number Dropouts	267	470	533
Total Number Students	22,468	23,136	24,126
Percent of Dropouts	1.19%	2.03%	2.21%
FEMALE			
Total Number Dropouts	121	215	253
Total Number Students	11,123	11,322	11,830
Percent of Dropouts	1.09%	1.90%	2.14%
MALE			
Total Number Dropouts	146	255	280
Total Number Students	11,345	11,814	12,296
Percent of Dropouts	1.29%	2.16%	2.28%
WHITE (not of Hispanic origin)			
Total Number Dropouts	207	359	360
Total Number Students	19,497	19,720	20,278
Percent of Dropouts	1.06%	1.82%	1.78%
BLACK (not of Hispanic origin)			
Total Number Dropouts	27	72	101
Total Number Students	1,183	1,467	1,701
Percent of Dropouts	2.28%	4.91%	5.94%
HISPANIC			
Total Number Dropouts	31	32	49
Total Number Students	1,280	1,436	1,620
Percent of Dropouts	2.42%	2.23%	3.02%
AMERICAN INDIAN OR ALASKAN NATIVE			
Total Number Dropouts	0	7	16
Total Number Students	157	157	134
Percent of Dropouts	0.00%	4.46%	11.94%
ASIAN OR PACIFIC ISLANDER			
Total Number Dropouts	2	0	7
Total Number Students	351	356	393
Percent of Dropouts	0.57%	0.00%	1.78%
DISABLED/IEP			
Total Number Dropouts	0	0	116
Total Number Students	0	0	3,169
Percent of Dropouts	NA	NA	3.66%

Students Indicating POSTSECONDARY SUCCESS			
	#Taking Postsecondary Measure (ACT)	#Probable Success Scores	% Probable Success Scores
2003-2004	1,962	1,378	70.23
2004-2005	2,010	1,351	67.2
2005-2006	2,557	1,779	69.57
Students Intending to Pursue POSTSECONDARY EDUCATION/TRAINING			
	# HS Seniors	# HS Seniors Pursuing	% HS Seniors Pursuing
2003-2004	3,390	2,724	80.4
2004-2005	3,397	2,662	78.4
2005-2006	3,395	2,844	83.77
Students Completing a CORE PROGRAM			
	# HS Seniors	# HS Seniors Core Complete	% HS Seniors Core Complete
2003-2004	3,216	1,655	51.5
2004-2005	3,243	1,792	55.3
2005-2006	3,373	1,902	56.39

Connecting Students to Their Future

Engaging middle and high school students in rigorous and relevant curriculum increases the likelihood they will remain connected to their school. Mississippi Bend AEA is assisting schools with interventions and curriculum development to improve academic achievement, drop-out rates, post secondary readiness, and core program completion numbers. A variety of strategies are being implemented including *High Schools that Work* and *Smaller Learning Communities* to meet the challenges and prepare students for a competitive world economy.

