

MISSISSIPPI BEND

AREA EDUCATION AGENCY

**IMPROVING
TEACHING &
LEARNING.**

2010 Annual Progress Report



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 the No Child Left Behind Act. Statistics show that Mississippi Bend AEA's efforts are providing a successful framework for change. Steady improvement is being made.

Reading Performance Grades 4, 8, & 11	Baseline	2006- 2007	2007- 2008	2008- 2009
All Students	67%	75.9%	78.9%	
Low Socioeconomic Students	45%	60.1%	58.3%	
Minority Students	43%	62.6%	59.4%	
Students with Disabilities	22%	25.1%	25.4%	
Mathematics Performance Grades 4, 8, & 11	Baseline	2006- 2007	2007- 2008	2008- 2009
All Students	71%	77.6%	77.2%	
Low Socioeconomic Students	49%	62.4%	61.0%	
Minority Students	45%	63.6%	63.4%	
Students with Disabilities	28%	33.5%	33.5%	
Science Performance Grades 5, 8 & 11	Baseline	2006- 2007	2007- 2008	2008- 2009
All Students	70%	78.7%	78.4%	
Low Socioeconomic Students	48%	63.3%	63.8%	
Minority Students	43%	65.3%	64.7%	
Students with Disabilities	27%	37.2%	40.3%	

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.

Regional school improvement efforts have resulted in improved teaching and learning. A continuous improvement process is used to modify and refine services to improve student learning impact. Current improvement efforts being implemented regionally in partnership with schools and school districts to improve teaching and learning are:



- Provide researched-based instructional strategies and/or interventions through effective professional development services to schools and school districts. Examples of AEA services are: Reading First Strategies, Reading Comprehension Strategies, Kansas University Strategies, Read Naturally, Second Chance Reading, Reading Recovery, Every Student Counts, Every Learner Inquires, Differentiated Instruction, and Six Trait Writing Strategies.
- Partner with schools and school districts to address the 34 federal IDEA special education indicators. The strategies to achieve the state targets are: a) write effective IEP goals; b) use progress monitoring techniques to develop IEP goals and graph student performance to measure the impact of evidenced-based instruction; c) use collaborative teaching so that more special education students are receiving their instruction within general education classrooms; d) alternatives to suspension/expulsion; and e) transition efforts to enable special education students to meet post-secondary goals.
- Facilitate the leadership development efforts to implement the Iowa Core Curriculum. The agency has established an AEA leadership team to provide leadership training for school and school district teams. The leadership team is also providing leadership training for the AEA CIP content team members to ensure AEA programs and services are aligned to the Iowa Core and AEA professional development services fully assist schools and school districts with Iowa Core implementation efforts.

Indicator of Quality: Progress with Improved Teaching



A new statewide AEA satisfaction survey was administered in spring 2008 to school and school district administrators and teachers. A fall 2007 survey was not administered during the redesign of a new 2008 survey. The fall 2005 and 2006 data below are from a prior survey format.

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, 2006 (N=125)	Spring, 2008 (N=209)
Generally, the AEA services that I have received or participated in met my professional needs.	93	90
The AEA is responsive to my school's student learning needs.	90	78
The AEA provides leadership to meet emerging educational needs.	84	78
The AEA delivers current and timely services to meet my district or school's needs.	86	73
AEA services received and applied assist in improving instructional practices.	79	83
AEA services received assist in improving student achievement.	73	81

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, 2006 (N=119)	Spring, 2008 (N=173)	Spring, 2008
Generally, the AEA services that I have received or participated in met my professional needs.	93	89	
The AEA is responsive to my school's student learning needs.	88	76	
The AEA provides leadership to meet emerging educational needs.	83	76	
The AEA delivers current and timely services to meet my district or school's needs.	84	74	
AEA services received and applied assist in improving instructional practices.	78	84	
AEA services received assist in improving student achievement.	76	83	

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, 2006 (N=79)	Spring, 2008 (N=173)	Spring, 2008
Generally, the AEA services that I have received or participated in met my professional needs.	95	87	
The AEA is responsive to my school's student learning needs.	91	75	
The AEA provides leadership to meet emerging educational needs.	87	77	
The AEA delivers current and timely services to meet my district or school's needs.	89	71	
AEA services received and applied assist in improving instructional practices.	83	81	
AEA services received assist in improving student achievement.	79	78	

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.

- 94.4% 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.
- 94.1% 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.
- 90.5% 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 06-07	Year 07-08	Year 08-09
	• Students with Disabilities Subgroup Reading Performance	25%	25%
• Students with Disabilities Subgroup Math Performance	34%	32%	
• Students with Disabilities Subgroup Science Performance	37%	40%	
• Low Socioeconomic Student Subgroup Reading Performance	60%	58%	
• Minority Student Subgroup Reading Performance	63%	59%	
• Low Socioeconomic Student Subgroup Math Performance	62%	61%	
• Minority Student Subgroup Math Performance	64%	63%	
• Low Socioeconomic Student Subgroup Science Performance	63%	64%	
• Minority Student Subgroup Science Performance	65%	65%	



Connecting Students to Their Future

The new Iowa Core Curriculum is essential to improving student achievement. AEA consultants are facilitating Iowa Core implementation planning for school and school district leadership teams. This capacity building effort is key to successful Iowa Core implementation. Mississippi Bend Area Education Agency has made the Iowa Core Curriculum the umbrella initiative for all future service delivery to schools, districts, administrators, and teachers. The Iowa Core Curriculum represents the essential academic K-12 concepts and skills all students in Iowa need to possess. The Iowa Core also includes the research-based and instructional innovations necessary so that all students are successful in school. The statewide effort includes launching professional development so that all teachers have the formative assessment knowledge and skills to ensure instruction is effective and all students are becoming highly skilled. Another aspect of the Iowa Core Curriculum is the 21st Century Skills which provide students with the knowledge and skills needed to be competitive in the global economy.

Successful implementation of the Iowa Core (curriculum, instruction, and assessment) will result in more students staying in and graduating from high school, completing rigorous high school coursework, and pursuing and being ready for postsecondary education.



Students Indicating POSTSECONDARY SUCCESS			
	#Taking Postsecondary Scores Measure (ACT)	#Probable Success Scores	%Probable Success
2005–2006	2,557	1,779	69.57
2006–2007	2,870	2,091	72.86
2007–2008	2,892	2,087	72.16
2008–2009			
Students Intending to Pursue POSTSECONDARY EDUCATION/TRAINING			
	# HS Seniors	# HS Seniors Pursuing	% HS Seniors Pursuing
2005–2006	3,395	2,844	83.77
2006-2007	3,532	2,952	83.58
2007-2008	3,460	2,791	80.66
2008–2009			
Students Completing a CORE PROGRAM			
	# HS Seniors	# HS Seniors Core Complete	% HS Seniors Core Complete
2005–2006	3,373	1,902	56.39
2006-2007	3,489	2,046	58.64
2007–2008	3,401	2,193	64.48
2008–2009			

DROPOUTS	2004–05	2005–06	2006–07	2007-08
ALL DROPOUTS				
Total Number Dropouts	533	588	566	
Total Number Students	24,126	24,696	23,506	
Percent of Dropouts	2.21%	2.38%	2.41%	
FEMALE				
Total Number Dropouts	253	268	236	
Total Number Students	11,830	12,089	11,453	
Percent of Dropouts	2.14%	2.22%	2.06%	
MALE				
Total Number Dropouts	280	320	330	
Total Number Students	12,296	12,607	12,053	
Percent of Dropouts	2.28%	2.54%	2.74%	
WHITE (not of Hispanic origin)				
Total Number Dropouts	360	360	376	
Total Number Students	20,278	20,577	19,268	
Percent of Dropouts	1.78%	1.75%	1.95%	
BLACK (not of Hispanic origin)				
Total Number Dropouts	101	131	120	
Total Number Students	1,701	1,815	1,874	
Percent of Dropouts	5.94%	7.22%	6.40%	
HISPANIC				
Total Number Dropouts	49	85	56	
Total Number Students	1,620	1,741	1,802	
Percent of Dropouts	3.02%	4.88%	3.11%	
AMERICAN INDIAN OR ALASKAN NATIVE				
Total Number Dropouts	16	10	10	
Total Number Students	134	135	126	
Percent of Dropouts	11.94%	7.41%	7.94%	
ASIAN OR PACIFIC ISLANDER				
Total Number Dropouts	7	1	4	
Total Number Students	393	428	436	
Percent of Dropouts	1.78%	0.23%	0.092%	
DISABLED/IEP				
Total Number Dropouts	116	124	53	
Total Number Students	3,169	3,065	3,057	
Percent of Dropouts	3.66%	4.05%	1.73%	
ENGLISH LANGUAGE LEARNERS (ELL)				
Total Number Dropouts	N/A	12	9	
Total Number Students		317	367	
Percent of Dropouts		3.79%	2.45%	

Accelerating Student Achievement Pilot (ASAP)

ASAP is celebrating continued success in year-two implementation. ASAP is a partnership strategy aligning AEA resources to the school's efforts to improve teaching and learning. ASAP conceptually is aligned AEA services delivered through the Iowa Professional Development Model within a structured instructional decision-making environment supplemented by a system of learning supports. The initial indicators that are being used to measure the success of the pilot are: a) alignment of AEA resources; b) effective professional development; c) organized instructional decision-making; and d) system of learning supports. The ultimate measure of success is valid student performance gains.

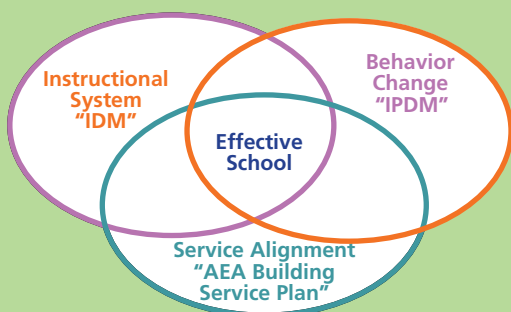
The year-one ASAP evidence indicated a positive impact on student performance. All sites were involved in projects that combined professional development, instructional decision-making, research-based practices, and learning supports. The partnership between teachers and AEA staff proved to have a positive impact on all students. The principals stated the ASAP concept of targeting AEA service support made a difference. The year-one sites were: Bettendorf High School, Durant Elementary, McKinley Elementary (Davenport), North Scott Junior High School, Wilton High School, and Wood Intermediate School (Davenport).

Bellevue Middle School, Clinton High School, Delwood Elementary School, J. B. Young Intermediate School (Davenport), and Northeast Elementary School joined ASAP this year. Lessons learned from year-one created an improved ASAP orientation process for these new sites. Thus, the new principals conceptually understood the power of ASAP and were able to identify projects involving more teachers.

The next step is to expand ASAP as a building-wide AEA service delivery system and test its ability to impact larger-scale improvement efforts. ASAP scale-up within each site faces the challenge of involving more teachers, additional AEA staff, and a multitude of school improvement initiatives. Therefore, the ASAP scale-up involves four key components: commitment to a coherent school improvement plan; effective professional development changing classroom practice; organized instructional decision-making; and a system of learning supports.

The AEA continues to develop internal capacity to deliver ASAP and accelerate improved teaching and learning. A pivotal design construct within ASAP is a school level commitment to a long-term effort. School level commitment to 3 or 5 years of intensive professional development dedicated to fidelity and sustainable process infrastructure are rare in K-12 education. A key ASAP assumption is that a strong partnership has the ability to assist schools in sustaining long-term improvement efforts.

Principals and AEA staff have provided evidence that the initial ASAP efforts were successful. The positive student performance evidence supports an initial finding that the ASAP structure has merit.



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Indicator of Quality: Progress with Customer Satisfaction with Services



More than 2,800 teachers participating in AEA delivered reading, mathematics, and science related professional development and intervention implementation programs responded overwhelmingly that high quality professional development was delivered, the program assisted in improving instruction, they gained useful student learning knowledge and skills, and they implemented their new learning. All feedback indicators from teachers were 93% or higher regarding AEA programs.

The agency had 2,060 participants involved in credit courses, 5,092 participants involved in trainings, 5,192 participants involved in inservice activities, and 2,778 participants involved in workshops. The participants included administrators, teachers, other school staff, parents, students, and community members.

Seventy-one percent of the administrators and teachers (N=525) from the statewide AEA customer satisfaction survey indicated AEA services are cost efficient. The Iowa Educators Cooperative saved AEA 9 schools \$304,085 through cooperative purchasing agreements. Statewide cost efficiencies are also realized at the school and district level through cooperative AEA media purchasing providing free access to online resources for all public and accredited non-public educators and students in Iowa. The AEA provides a “point of contact” for educators to be involved in statewide Iowa Department of Education initiatives. The “point of contact” also provides easy and immediate access to highly trained professionals able to support local school teaching and learning needs.

Seventy-seven percent of the administrators and teachers (N=525) from the statewide AEA customer satisfaction survey indicated AEA services are current and/or timely. The AEA provides timely access and cost efficiencies for educators to engage professionally with national and international experts. AEA 9 has facilitated partnerships with Dr. Richard Elmore, Dr. Douglas Reeves and the Lead and Learn organization, Dr. Michael Fullan, Dr. Howard Adelman, Dr. Linda Taylor, and Dr. Cindy Strickland. These partnerships with experts are capacity building efforts so that: a) AEA consultants effectively lead change and innovation; and b) area educators have high quality training to reach their student learning goals.

Participation Rates	% of AEA 9 Educators Surveyed that Utilize AEA 9 Services		
	2006-2007 (N=885)	2007-2008 (N=525)	2008-2009
AEA Standards			
School Community Planning	50	17	
Professional Development	59	73	
Curriculum/Instruction/Assessment	47	41	
Diverse Learning Services	36	35	
Media Services	44	66	
School Technology Services	39	43	
Leadership Services	21	15	



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.



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.

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