

Great Prairie Area Education Agency

Annual Progress Report (APR) 2007-2008 School Year

Public view of the entire Great Prairie 2007-2008 School Year Annual Progress Report (APR) will be available through the Department of Education (DE) web site following state certification in the weeks following February 1 at the following web site:
https://www.edinfo.state.ia.us/web/aea_apr_summary_staticweb.asp

First Year of New Agency

- Customers Served.** The 2007-2008 school year was the first year of service delivery for the new Great Prairie Area Education Agency (GPAEA), formerly AEA 15 and AEA 16. During 2007-2008, over 300 GPAEA employees served 36 school districts and 20 accredited nonpublic schools and alternative educational settings.
- Services Delivered.** During 2007-2008, GPAEA provided instructional and support services in the following areas: Assessment, Autism, Brain Injury, Differentiated Instruction & Diverse Learners, Focus on High Schools, Hearing/Audiology, Hospital/Homebound Instruction, Leadership, Learning Supports, Mathematics, Media/Library Resources, Occupational/Physical Therapy, Parent-Educator Connection, Print/Production, Professional Development, Reading/Writing Literacy, School Psychology, School Social Work, Science Literacy, Schools in Need of Assistance, Secondary Transition Education Program (STEP), Special Education Consulting, Speech-Language Pathology, Technology. *Source: GPAEA Directory Yellow Pages 2007-2008*

Agency-Wide Goal #1: All students will improve their performance.

This goal was established by a Merger Council (representatives from former AEA 15 and AEA 16) in spring of pre-merger year (2007).

Long-Term Performance Target

100% of students in grades 4, 8, and 11 will be proficient in reading, math, and science.

Annual Improvement Goal

All students in grades 4, 8, and 11 will increase proficiency in reading, math, and science.

Long-Term Performance Target

100% of IEP students in grades 4, 8, and 11 will be proficient in reading, math, and science.

Annual Improvement Goal

All IEP students in grades 4, 8, and 11 will increase proficiency in reading, math, and science.

Long-Term Performance Target

100% of F/R students in grades 4, 8, and 11 will be proficient in reading, math, and science.

Annual Improvement Goal

All F/R students in grades 4, 8, and 11 will increase proficiency in reading, math, and science.



Great Prairie AEA Student Achievement Data All Students % of Students Proficient in Reading, Mathematics, and Science

Iowa Average, All Students, IEP Students, F/R Lunch Students

Data Source: Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED)

Data Tables Provided Directly to AEA by Iowa Testing Program (ITP) *

2006-2007 (Pre-Merger Year) & 2007-2008 (First Year of Merger)

	Reading Grade 4		Reading Grade 8		Reading Grade 11		Math Grade 4		Math Grade 8		Math Grade 11		Science Grade 8		Science Grade 11	
	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08
Iowa Average	79.5 %	76.7 %	72.5 %	70.4 %	75.6 %	76.5 %	80.8 %	79.0 %	75.3 %	74.4 %	77.8 %	76.8 %	80.8 %	79.2 %	80.3 %	79.9 %
All GPAEA Students	79.7 %	78.8 %	72.8 %	69.9 %	72.4 %	72.5 %	80.5 %	79.1 %	74.1 %	73.2 %	74.5 %	73.1 %	82.6 %	78.8 %	78.6 %	78.8 %
GPAEA Students with IEPs	39.7 %	47.5 %	27.6 %	25.3 %	24.4 %	27.2 %	47.4 %	47.8 %	33.2 %	31.9 %	31.2 %	29.4 %	55.4 %	48.3 %	44.7 %	42.9 %
GPAEA Students F/R Lunch	71.8 %	70.2 %	61.2 %	55.4 %	58.1 %	60.3 %	72.8 %	68.7 %	61.8 %	60.4 %	59.5 %	60.4 %	74.0 %	68.6 %	67.1 %	68.2 %

*The achievement data include scores for all students in Great Prairie AEA who not only took the Iowa tests but their scores were also processed by Iowa Testing prior to individual schools' data certifications in the DE web site. Scores represent results for public school districts, accredited nonpublic schools, and alternative school settings. *Contact Person: Jeanette McGreevy, PhD, Jeanette.mcgreevy@gpaea.k12.ia.us*

Student Results Compared with State Averages. How do all students in GPAEA perform on the ITBS and the ITED in grades 4, 8, and 11 in reading, math, and science compared with other students in Iowa?

- **The % of GPAEA students scoring proficient in reading (78.8%) in grade 4 in 2007-2008 was higher than the state average (76.7%).**
- **The % of GPAEA students scoring proficient in math (79.1%) in grade 4 in 2007-2008 was higher than the state average (79.0%).**
- The % of GPAEA students scoring proficient in reading (grades 8, 11), math (grades 8, 11), and science in grades (8, 11) in 2007-2008 was lower than state averages.

It is important to remember . . .

“Everyone who studies educational achievement knows that the differences in scores arise in substantial part from non-educational factors. . . The reason to acknowledge their influence is not to let anyone off the hook but to get the right answer. Certainly, low scores are a sign that something is amiss . . . *Daniel Koretz (2008). Measuring Up: What Educational Testing Really Tells Us*

What is “amiss” might require getting to the root causes (over which you have some measure of control) of *why* students are scoring at certain levels. Then actions and resources can be appropriately targeted at causes, rather than symptoms (test scores).

Great Prairie AEA Agency-Wide Goal #1 Progress

% of All Students Proficient in Reading, Mathematics, and Science

*Data Source: Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED)
Data Tables Provided Directly to AEA by Iowa Testing Program (ITP)*

Long-Term Performance Target:

100% of students in grades 4, 8, and 11 will be proficient in reading, math, and science.

Annual Improvement Goal:

All students in grades 4, 8, and 11 will increase proficiency in reading, math, and science.

	2006-2007 (Pre-Merger Year) % Proficient	2007-2008 (First Year of Merger) % Proficient	All Students % Proficient Increase or Decrease	Agency-Wide Goal Met or Not Met
Reading				
Grade 4	79.7%	78.8%	-0.9%	Not Met
Grade 8	72.8%	69.9%	-2.9%	Not Met
Grade 11	72.4%	72.5%	+0.1%	Met
Mathematics				
Grade 4	80.5%	79.1%	-1.4%	Not Met
Grade 8	74.1%	73.2%	-0.9%	Not Met
Grade 11	74.5%	73.1%	-1.4%	Not Met
Science				
Grade 8	82.6%	78.8%	-3.8%	Not Met
Grade 11	78.6%	78.8%	+0.2%	Met

It is important to remember . . .

“. . . use test scores cautiously, for example, by looking at multiple sources of information about performance and paying little heed to modest differences in scores.” *Daniel Koretz (2008). Measuring Up: What Educational Testing Really Tells Us*

Great Prairie AEA Agency-Wide Goal #1 Progress Students with Disabilities (IEPs)

Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) % of Students with Disabilities Proficient in Reading, Mathematics, and Science

Data Source: Data Tables Provided Directly to AEA by Iowa Testing Program (ITP)

Long-Term Performance Target

100% of IEP students in grades 4, 8, and 11 will be proficient in reading, math, and science.

Annual Improvement Goal

All IEP students in grades 4, 8, and 11 will increase proficiency in reading, math, and science.

	2006-2007 Students with Disabilities % Proficient	2007-2008 Students with Disabilities % Proficient	Students with Disabilities % Proficient Increase or Decrease	Agency-Wide Goal Met or Not Met
Reading				
Grade 4	39.7%	47.5%	+7.8%	Met
Grade 8	27.6%	25.3%	-2.3%	Not Met
Grade 11	24.4%	27.2%	+2.8%	Met
Mathematics				
Grade 4	47.4%	47.8%	+0.4%	Met
Grade 8	33.2%	31.9%	-1.3%	Not Met
Grade 11	31.2%	29.4%	-1.8%	Not Met
Science				
Grade 8	55.4%	48.3%	-7.1%	Not Met
Grade 11	44.7%	42.9%	-1.8%	Not Met

During the 2007-2008 school year, the percentage of GPAEA students with IEPs proficient in grades 4, 8, and 11 increased in grades 4 and 11 (reading) and in grade 4 (math) compared with results in the 2006-2007 school year. The percentage of IEP students proficient decreased in grades 8 (reading), in grades 8 and 11 (math), and in grades 8 and 11 (science).

Great Prairie AEA Agency-Wide Goal #1 Progress Students Eligible for Free/Reduced Lunch

Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) % of Low SES Students Proficient in Reading, Mathematics, and Science

Data Source: Data Tables Provided Directly to AEA by Iowa Testing Program (ITP)

Long-Term Performance Target

100% of F/R students in grades 4, 8, and 11 will be proficient in reading, math, and science.

Annual Improvement Goal

All F/R students in grades 4, 8, and 11 will increase proficiency in reading, math, and science.

	2006-2007 Low SES Students % Proficient	2007-2008 Low SES Students % Proficient	Low SES Students % Proficient Increase or Decrease	Agency-Wide Goal Met or Not Met
Reading				
Grade 4	71.8%	70.2%	-1.6%	Not Met
Grade 8	61.2%	55.4%	-5.8%	Not Met
Grade 11	58.1%	60.3%	+2.2%	Met
Mathematics				
Grade 4	72.8%	68.7%	-4.1%	Not Met
Grade 8	61.8%	60.4%	-1.4%	Not Met
Grade 11	59.5%	60.4%	+0.9%	Met
Science				
Grade 8	74.0%	68.6%	-5.4%	Not Met
Grade 11	67.1%	68.2%	+1.1%	Met

During the 2007-2008 school year, the percentage of GPAEA students eligible for F/R lunch proficient in grades 4, 8, and 11 increased in grade 11 (reading), in grade 11 (math), and in grade 11 (science) compared with results in 2006-2007 school year. The percentage of F/R students proficient decreased in grades 4 and 8 (reading), in grades 4 and 8 (math), and in grade 8 (science).

GPAEA Service Area "Visions Defined" for Expected Customer Performance

During the 2007-2008 school year, 13 GPAEA service area teams began developing their "visions defined" to identify the expected level of customer performance as a result of participating in their services through their Year #1 participation in the agency's Comprehensive Improvement System (CIS). Below is an example of a "vision defined" from Great Prairie's Reading/Writing Services for the performance of LEA customers participating in Great Prairie's Reading/Writing Services.

Assessment and Use of Data

- a. All educators are consistently collecting data only if there is a question that needs to be answered or a problem that needs to be solved.
- b. All educators consistently collect data that is aligned to clearly identified needs supporting instruction of students.
- c. All educators are regularly and purposefully gathering, analyzing, sharing and using data efficiently and effectively at multiple levels (i.e., district, building, department, and classroom).
- d. All educators have and consistently use a repertoire of formative assessment tools to determine immediate instructional needs of students.
- e. All educators are consistently making instructional decisions using multiple assessments and/or data points.
- f. All educators will regularly use technology to increase the efficiency, effectiveness and timeliness of data use.
- g. All educators always use assessment that is tightly aligned with curriculum and instruction.

Curriculum

- a. Each district will always have literacy strands infused throughout K-12 and all content areas.
- b. Each district will always have a guaranteed and viable literacy curriculum that includes reading, writing, speaking, listening and viewing. (A curriculum is guaranteed when it is taught the way it was intended to be taught. A viable curriculum insures that the articulated curriculum content for a given course or grade level can be adequately addressed in the time available. IDM)
- c. Each district will always insure that all students have access to curriculum that is rigorous/challenging and relevant/meaningful to students.
- d. Each district will regularly use technology to enhance curriculum.
- e. Each district will always insure that curriculum is tightly aligned with standards and benchmarks/understandings and essential questions rather than based on a single text for any content area.
- f. Each district will always insure that curriculum is tightly aligned with assessments and instruction.

Delivery of Instruction

- a. All educators will always insure that a variety of instructional approaches are regularly used in all PK -12 classrooms (i.e., explicit instruction, inquiry).
- b. All educators will consistently insure that delivery of instruction will take into consideration the rigor/relevance framework which includes opportunities for students to engage in a range of higher levels of thinking and learning (i.e. acquisition, application, assimilation, and adaptation).
- c. All educators will regularly insure that instruction is differentiated to meet the diverse needs of individual students and is delivered through the collaborative efforts of all educators.
- d. All educators regularly use technology efficiently and effectively to enhance the delivery of instruction.
- e. All educators consistently insure that all classrooms will have a high degree of instructional density with content integrated into literacy and literacy integrated into content.
- f. All educators will continually insure multiple grouping practices are routinely used across all grade levels and in all content areas.
- g. All educators always have a clear understanding of what is important for all students to know, understand and be able to do.
- h. All educators will continually insure that instruction is tightly aligned with curriculum and assessment.
- i. All educators will continually insure that quality print materials are evident and accessible to students in all classrooms.

Relationships

- a. All educators will consistently demonstrate professional and ethical behavior with students, colleagues, and community.
- b. All educators will always view diversity in student population as an asset to education rather than a challenge.
- c. All educators will regularly work collaboratively as an educational community to meet the needs of all students.
- d. All educators will consistently communicate effectively with families and community members.

Agency-Wide Goal #2: All agency services will improve their quality.

This goal was established by a Merger Council (representatives from former AEA 15 and AEA 16) in spring of pre-merger year (2007).

Long-Term Performance Target

100% of GPAEA service areas will perform at Level 5 on a five-five point scale (1=lowest, 5=highest) in each of the agency's guiding principles and standards.

Annual Improvement Goal

GPAEA services will increase their levels of performance in each of the agency's guiding principles and standards.

Long-Term Performance Target

100% of GPAEA customers agree or strongly agree that AEA staff have the knowledge and skills needed to have a positive impact on their schools.

Annual Improvement Goal

The percentage of GPAEA customers who agree or strongly agree that AEA staff have the knowledge and skills needed to have a positive impact on their schools will increase.

Long-Term Performance Target

100% of GPAEA customers agree or strongly agree that AEA staff maintain good working relationships with them.

Annual Improvement Goal

The percentage of GPAEA customers who agree or strongly agree that AEA staff maintain good working relationships with them will increase.

During the 2007-2008 school year, the following 13 GPAEA service area teams completed self-assessments to determine baseline data in the level of performance in the agency's Guiding Principles and Standards through their Year #1 participation in the agency's Comprehensive Improvement System (CIS).	
1. Early Childhood Services	8. School Psychology Services
2. Hearing/Audiology Services	9. School Social Worker Services
3. Mathematics Services	10. Science Literacy Services
4. Media/Library Services	11. Special Education Consulting Services
5. Occupational Therapy/Physical Therapy	12. Speech-Language Pathology Services
6. Print/Production Services	13. Transition Services—Special Education
7. Reading/Writing Literacy Services	Secondary Students

**GPAEA Guiding Principles and Standards Performance
Goal #2 Service Quality Baseline Data**

**13 GPAEA Service Area Teams Self-Assessment Scale 1 (Lowest) through 5 (Highest)
2007-2008 School Year**

Long-Term Performance Target

100% of GPAEA service areas will perform at Level 5 in the agency's guiding principles and standards.

Annual Improvement Goal

GPAEA services will increase their levels of performance in the agency's guiding principles and standards.

1.	Services respond to needs of schools and school districts.	3.6
2.	Services are data-based.	3.3
3.	Services are research-based.	3.8
4.	Services demonstrate proactive leadership.	3.7
5.	Services are supported by agency resources.	3.3
6.	Services are equitably available.	3.7
7.	Services are aligned with agency-wide goals.	3.9
8.	Services include a process to monitor its implementation.	3.1
9.	Services include a system for measuring its effectiveness.	3.1
10.	Services include a system for measuring its efficiency.	3.4
11.	AEA staff make connections/collaborate with and/or align information from other service areas/initiatives.	3.2
12.	AEA staff use clear lines of communication.	3.1
13.	AEA staff demonstrate professional, ethical behavior.	3.7
14.	AEA staff care about customers' learning success.	3.8
15.	AEA staff align this service with the Iowa Professional Development Model. <i>(only applies to</i>	3.0

	<i>reading, math, and science services)</i>	
16.	School/Community Planning Standard	2.8
17.	Professional Development Standard	3.2
18.	Curriculum, Instruction, and Assessment Standard	2.4
19.	Diverse Learner Needs Standard	3.2
20.	Multi-Cultural, Gender Fair Approaches Standard	2.4
21.	Media Standard	2.8
22.	School Technology Standard	2.5
23.	Leadership Standard	1.7

AEA Statewide Survey Spring 2008*

Goal #2 Service Quality Baseline Data

GPAEA Staff Knowledge, Skills, and Customer Relationships of respondents with an opinion . . . 2007-2008 School Year

Long-Term Performance Target

100% of GPAEA customers agree or strongly agree that AEA staff have the knowledge and skills needed to have a positive impact on their schools.

Annual Improvement Goal

The percentage of GPAEA customers who agree or strongly agree that AEA staff have the knowledge and skills needed to have a positive impact on their schools will increase.

Long-Term Performance Target

100% of GPAEA customers agree or strongly agree that AEA staff maintain good working relationships with them.

Annual Improvement Goal

The percentage of GPAEA customers who agree or strongly agree that AEA staff maintain good working relationships with them will increase.

*In the spring of 2008, all area education agencies participated in the same customer survey based upon a 4-point scale.
Since the return rate for GPAEA was only 18%, no valid inferences about agency service quality can be made from these results.

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
The AEA staff I have contact with have the knowledge and skills needed to have a positive impact on our school(s).	24.9%	56.8%	8.6%	2.6%	7.2%
	88.0% (of those with an opinion) N=724				
The AEA staff I have contact with create and maintain good working relationships with people in my schools and/or district.	26.5%	53.8%	9.5%	3.2%	6.9%
	86.4% (of those with an opinion) N=726				

GPAEA Service Area Visions for Expected Service Provider Quality

During the 2007-2008 school year, 13 GPAEA service area teams began developing their “visions defined” to identify the expected level of agency service provider quality through their Year #1 participation in the agency’s Comprehensive Improvement System (CIS). Below is an example of a “vision defined” by Great Prairie’s Reading/Writing Services providers for their own provider quality:

Assessment and Use of Data

Every GPAEA Reading Specialist will consistently use the Iowa Professional Development Model to provide professional development and technical assistance to educators in the area of assessment that include:

- a. matching assessments to specific questions or purpose
- b. analyzing, sharing, and using data effectively and efficiently
- c. making instructional decisions based on multiple data points
- d. selecting valid and reliable formative and/or summative assessment tools
- e. developing skills in observing literacy behaviors of students (kid watching) to determine instructional needs of students
- f. aligning assessments with curriculum and instruction

Curriculum

Every GPAEA Reading Specialist will consistently use the Iowa Professional Development Model to provide professional development and technical assistance to support educators in the area of curriculum that includes:

- a. infusing literacy strands throughout K-12 and all content areas
- b. supporting a guaranteed and viable literacy curriculum for all students
- c. supporting districts in their effort to make rigorous/challenging and relevant/meaningful literacy curriculum accessible to all students
- d. supporting districts in the appropriate use of technology to enhance literacy curriculum
- e. aligning standards and benchmarks/understandings and essential questions with literacy curriculum based on multiple texts across all content areas aligning literacy curriculum with assessment and instruction

Delivery of Instruction

Every GPAEA Reading Specialist will consistently use the Iowa Professional Development Model to provide professional development and technical assistance to support educators in the area of delivery of instruction that includes:

- a. using a variety of instructional approaches
- b. consideration of the rigor/relevance framework including opportunities for all students to engage in a range of higher levels of thinking and learning
- c. the collaborative efforts of all educators to differentiate instruction to meet the diverse needs of all students
- d. supporting the use of technology to enhance the delivery of instruction
- e. integrating content and literacy with a high degree of instructional density
- f. routinely using multiple grouping practices across all grade levels and content areas
- g. increasing understanding of what is important for all students to know, understand, and be able to do supporting access to and use of quality print materials in all classrooms
- h. aligning instruction with literacy curriculum and assessment

Relationships

Every GPAEA Reading Specialist will continually support:

- a. professional and ethical behavior with students, colleagues, and community
- b. a view of diversity in student populations as an asset rather than a challenge
- c. consistent collaborative work by educational communities to meet the needs of all students
- d. effective communication with families and community members

Progress with Teacher, School, and School District Needs

Teacher, School, and School District Priority Needs 2007-2008 (Data sources: LEA CSIPs, APRs, other)

Note: Over 25 GPAEA schools listed the first two items below as continuing areas of focus in their comprehensive improvement efforts in the Comprehensive Improvement Plans (CSIPs).

1. **The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results.**
2. **The consistent implementation of strategies that are research-based and/or have contributed to gains in student achievement.**
3. Vocabulary/reading comprehension instructional strategies
4. Mathematics problem-solving instructional strategies
5. Inquiry-based science instructional strategies
6. Student learning supports (social, emotional, and behavioral)
7. Program implementation monitoring
8. Incorporation of instructional technology
9. Assessments in reading, math, language arts



GPAEA Actions to Address Teacher, School, and School District Needs 2007-2008

1. **Assessment Services** (needs assessment, data analysis, program evaluation, root cause analysis, Key Survey capacity building: survey literacy, data gathering, analysis, & use—needs assessment & program monitoring, HEART student achievement web-based data management system capacity building—data sorting, analysis, & use, summative assessments, formative assessments, APR—assessment reporting, CSIP—assessment planning, research/literature base, testing policy/practice, NCLB/Accountability guidance)
2. **Differentiated Instruction Services** (agency three-day training sessions, co-teacher planning, collaborative instruction, school on-site professional development, technical assistance, & follow-up, LRE)

3. **Early Childhood Services** (referrals, service coordination, work with families, community collaboration, Early ACCESS, Child Find, preschool, Empowerment Boards, research/literature base)
4. **Focus on High Schools Services** (high school leadership teams, high school principals' network, focus on high schools, technical assistance for the International Center for Leadership & Education (ICLE) Rigor/Relevance Framework, technical assistance for the Iowa Model Core Curriculum (9-12), systems approach to high school redesign, Breaking Ranks II, and mini High School Summits)
5. **Hearing/Audiology Services** (assessment of hearing loss; language needs; communication needs; academic needs; education & support of parents, students, general education teachers, and other professionals; team approach to develop & implement appropriate educational program, research/literature base)
6. **Mathematics Services** (Every Student Counts, agency large-group training sessions, school on-site professional development, technical assistance, & follow-up, classroom visits, meeting with building teams, modeling lessons in classroom, problem-based instructional tasks, meaningful distributed practice, models & manipulatives, teaching for understanding, formative assessments)
7. **Media/Library Services** (agency large-group training sessions, school on-site training, technical assistance, & follow-up, research/literature base, books, VHS tapes CD/DVD discs, equipment, digital video, professional journals, audio books, big books, boxed books, media/educator website, WebMax, van delivery, PWIM posters, instructional kits)
8. **Occupational Therapy/Physical Therapy Services** (therapy services, consultation for teachers & parents, screening, IEP & IFSP development, strategies for students to be successful in all learning environments)
9. **Print/Production Services** (black/white & color copying, offset printing, collating, numbering, cutting, padding, graphic design, consulting, laminating, high speed scanning, CD/DVD duplication, photo IDs, Ellison Bulletin Board, color poster printer, bindery)
10. **Professional Development Services** (technology-based classes, behavior management-based classes, study teams/learning teams, Mentoring, Balanced Leadership [any leadership training], ELDA, TEACH, Partnering for Improvement, and Non-violent Crisis Management)
11. **Reading/Writing Literacy Services** (Reading Recovery, agency large-group training sessions, school on-site professional development, technical assistance, & follow-up, use of data, aligning instruction with assessment, Six Traits + 1, writing process & instruction, Writing Across the Curriculum, research-based interventions, Informal/Basic Reading Inventory (BRI), Non-Fiction Read Alouds, QAR, Vocabulary, Think Alouds, Talk Alouds, Read Alouds, Picture Word Inductive Model (PWIM), Explicit Instruction, research/literature base, access to print, motivation, quality nonfiction, developing reading/literacy professional learning communities, collecting/analyzing teacher implementation data & student performance data)
12. **School Psychology Services** (evaluation/assessment of student academic and behavioral needs; consultation with teachers, administrators, parents, & community service providers; professional development for staff, teachers, administrators, and parents; designing interventions to meet student academic and behavioral needs; crisis response; counseling.)
13. **School Social Worker Services** (evaluation/assessment; special education eligibility determination; collaboration/linkages; advocacy; consultation with teachers, administrators, parents, & community service providers; interventions to meet student academic & behavioral needs; SAT meeting; IEP meetings; student functional behavioral assessments; student behavior intervention plans; crisis response; professional development for teachers, administrators, & parents; progress monitoring, positive behavioral supports—PBS; TeenScreen; Ruby Payne)
14. **Science Literacy Services** (inquiry science professional development, Every Learner Inquires Leadership Team, school-site instructional strategies assistance, & follow-up, kit-based science instruction, classroom visits, research/literature base)
15. **Schools in Need of Assistance—SINA Services** (audit, diagnosis, design, implementation, & evaluation technical assistance; helping teachers & administrators design & implement research-based professional development activities; partnering for improvement presentations—3 domains & 13 elements; research/literature base)
16. **Special Education Consulting Services** (meet with teachers to prepare for student re-evaluation process, address progress, & schedule meetings; complete classroom observations & file reviews; monitor quality of IEPs; OK final IEPs; monitor timeframe requirements & overdue IEPs, attend SAT meetings, assist in development & monitoring of I-Plans; train LEA staff in Solution-Focused Model; consultation, assistance)
17. **Speech-Language Pathology Services** (individual speech interventions, small group speech interventions, classroom speech interventions, articulation, assistive technology devices, voice, fluency, skill building, integrated co-teaching, consultative, 45 day trial out, evaluation and identification of student eligibility, formal tests, observation, interview, record review, curriculum based evaluation, teacher collaboration, student assistant team meetings for students with communication delays or concerns, schedule development, research based strategies, data collection and analysis, child-find activities, and distribution of brochures and handouts.)
18. **Technology Services** (E2T2, AEA Online, technology coordinator meetings, school district staff e-mail, Internet & content filtering, anti-virus, anti-spam, web IEP tech support, Key Survey tech administration, & support, HEART student data management administration & tech support, assistive technology tech support, video conferencing, CMS— content management system, computer lab, Curriculum Mapper)
19. **Visual Impairment Services** (specialized instruction in Braille, assistive technology, instruction in critical areas, orientation services, mobility services, consultation services to teachers & paraprofessionals)
20. **Work Experience Coordination Services for Special Education** (provide work experience for special education students in grade 12, assessment, job placement, monitoring of job sites, transition services provided for special education students in grades 9-12, work with adult service providers, professional development for teachers in the areas of work readiness & transition)

Progress with Student Needs

Student Learning Priority Needs—Source: LEA Comprehensive Improvement Plans (CSIPs)

Note: The first five student learning priority needs listed below were the “most frequent” priorities identified in school Comprehensive School Improvement Plans (CSIPs).

1. **Improve test scores.**
2. **Improve reading comprehension.**
3. **Improve mathematics skills (e.g., concepts, estimation, problem solving).**
4. **Decrease student sub-group learning gaps.**
5. **Improve attendance rates.**
6. Increase numbers of students taking the core curriculum
7. Improve the learning environment.
8. Improve inquiry-based instructional approaches.
9. Improve communication between school and home.
10. Improve graduation rates.
11. Decrease student substance abuse rates.
12. Improve reading fluency.
13. Expand technology use/skills.
14. Improve vocabulary skills.



Student Performance Priority Needs—Source: ITBS/ITED Student Scores Sent Directly to AEA

The achievement data include scores for all students in Great Prairie AEA who not only took the Iowa tests but their scores were also processed by Iowa Testing prior to individual schools' data certifications in the DE web site. Scores represent results for public school districts, accredited school, non-public schools, and alternative school settings.

% Students Not Scoring Proficient ITBS/ITED Results 2006-2007 Baseline (Pre-Merger School Year, AEA 15 & AEA 16 Data Merged for Baseline)			
	2006-2007 All Students % Not Proficient	2006-2007 Students with Disabilities % Not Proficient	2006-2007 Students F/R Lunch % Not Proficient
Reading			
Grade 4	20.3%	62.1%	28.2%
Grade 8	27.2%	72.4%	38.8%
Grade 11	27.6%	75.6%	41.9%
Mathematics			
Grade 4	19.5%	52.6%	27.2%
Grade 8	25.9%	66.8%	38.2%
Grade 11	25.5%	68.8%	40.5%
Science			
Grade 8	17.4%	44.6%	26.0%
Grade 11	21.4%	55.3%	32.9%



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GPAEA Actions to Address Student Needs (Non-Proficiency, Achievement Gaps) 2007-2008

During the 2007-2008 school year, the following actions are some examples of the agency's efforts to address student achievement gaps for individual students with IEPs and students who qualify for free/reduced lunch. Special education funds and staff comprise 75% of the agency's budget. Through those funds and other resources, GPAEA delivered the following services intended to contribute to the reduction of academic achievement gaps and improve the performance of students with disabilities:

- **Differentiated instruction professional development** focused on helping teachers meet the needs of diverse learners in their classrooms through more modeling of DI strategies and techniques during training sessions. Differentiated instructional strategies were incorporated into reading and mathematics initiatives. The agency also added an additional FTE to provide services in 2007-2008.
- **Media services** focused on providing high-quality reading, math, and science resources as well as assistive tech devices to improve the academic performance of students with disabilities.
- **Early childhood services** focused on helping individual families prepare their children to be more "school ready."
- **Hearing/audiology services** focused on helping students disabled with hearing loss be better equipped for success in the general education setting.
- **KU learning strategies** were available for teaching individual or a small group of students specific strategies to strengthen/improve learning in an area of weakness.
- **Mathematics services** focused on providing teachers research-based instructional strategies through Every Student Counts. AEA staff monitoring teacher implementation through classroom visits, building-level teams, and individual implementation logs.
- **Occupational/physical therapy services** focused on helping students with IEPs better access the general education setting.
- **Reading/writing services** focused on at-risk and IEP students through Second Chance Reading teacher professional development.
- **School psychology, school social worker, and special education consulting services** offered consultation to students, parents, teachers, administrators, and community service providers that was focused on student success in the school setting.
- **Speech-language pathology services** focused on helping students be more successful communicators and learners in the general education setting.
- **Visual impairment services** helped students successfully access the general education setting.

All learners deserve a helping hand.



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Progress with Improved Teaching—Reading

AEA Statewide Survey Spring 2008 Baseline Data*
Respondents with Primary Teaching Focus in READING

Progress with improved teaching in READING of respondents with an opinion . . .
2007-2008 School Year

Long-Term Performance Target

100% of GPAEA customers with the primary focus of direct classroom instruction in the area of reading agree or strongly agree that they have AEA services have assisted them in improving their instruction or job-related practices.

Annual Improvement Goal

The percentage of GPAEA customers with the primary focus of direct classroom instruction in the area of reading who agree or strongly agree that they have AEA services have assisted them in improving their instruction or job-related practices will increase.

Long-Term Performance Target

100% of GPAEA customers with the primary focus of direct classroom instruction in the area of reading agree or strongly agree that AEA services have assisted them in improving their students' achievement.

Annual Improvement Goal

The percentage of GPAEA customers with the primary focus of direct classroom instruction in the area of reading who agree or strongly agree that AEA services have assisted them in improving their students' achievement will increase.

Long-Term Performance Target

100% of GPAEA customers with the primary focus of direct classroom instruction in the area of reading agree or strongly agree that AEA services that they have received or participated in met their professional needs.

Annual Improvement Goal

The percentage of GPAEA customers with the primary focus of direct classroom instruction in the area of reading who agree or strongly agree that AEA services that they have received or participated in met their professional needs will increase.

*In the spring of 2008, all area education agencies participated in the same customer survey based upon a 4-point scale. Since the total return rate for GPAEA was only 18%, no valid inferences about agency service quality can be made from these results.

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
The AEA services I have received have assisted in improving my instruction or job-related practices [reading].	29.0%	60.0%	7.1%	1.9%	1.9%
	90.2% n=138 (of those with an opinion)				
The AEA services that I have received assisted in improving my students' achievement [reading].	24.5%	60.0%	9.0%	3.2%	3.2%
	87.3% n=131 (of those with an opinion)				
Generally, the AEA services that I have received or participated in met my professional needs [reading].	27.1%	67.1%	2.6%	1.9%	1.3%
	95.4% n=146 (of those with an opinion)				
About the 155 respondents with a primary assignment in reading during 2007-2008 . . . <ul style="list-style-type: none"> They represent 28 school districts and 1 accredited nonpublic school. 58.7% were general education teachers. 	<ul style="list-style-type: none"> 41.3% were special education teachers. 6.5% worked primarily at the PK-K level. 67.1% worked primarily at the elementary level. 18.1% worked primarily at the middle/junior high school level. 8.4% worked primarily at the high school level. 				

Reading Instructional Strategies Implementation/Effectiveness Data

During the 2007-2008 school year, the first year of newly-merged Great Prairie, the Reading/Writing Literacy Services Team, as a year-one Comprehensive Improvement System (CIS) team, developed its program vision and completed team self-assessments in the agency guiding principles and standards. During the 2008-2009 school year, the Reading/Writing Literacy Services Team will do the following:

- Complete root cause analysis to identify the real causes of student reading performance problems, causes over which Reading/Writing Literacy Services has some measure of control and leverage.
- Develop long-term formative performance targets and indicators
- Develop long-term formative performance targets and indicators which will provide the basis for monitoring the implementation and effectiveness of GPAEA reading initiatives.

Formative and summative baseline data for Prairie Great LEA teacher implementation of reading instructional strategies will be reported for the first time in the 2009-2010 school year.

Progress with Improved Teaching—Mathematics

AEA Statewide Survey Spring 2008 Baseline Data*
Respondents with Primary Teaching Focus in MATHEMATICS

Progress with improved teaching in MATHEMATICS of respondents with an opinion . . .
2007-2008 School Year

Long-Term Performance Target

100% of GPAEA customers with the primary focus of direct classroom instruction in the area of mathematics agree or strongly agree that they have AEA services have assisted them in improving their instruction or job-related practices.

Annual Improvement Goal

The percentage of GPAEA customers with the primary focus of direct classroom instruction in the area of mathematics who agree or strongly agree that they have AEA services have assisted them in improving their instruction or job-related practices will increase.

Long-Term Performance Target

100% of GPAEA customers with the primary focus of direct classroom instruction in the area of mathematics agree or strongly agree that AEA services have assisted them in improving their students' achievement.

Annual Improvement Goal

The percentage of GPAEA customers with the primary focus of direct classroom instruction in the area of mathematics who agree or strongly agree that AEA services have assisted them in improving their students' achievement will increase.

Long-Term Performance Target

100% of GPAEA customers with the primary focus of direct classroom instruction in the area of mathematics agree or strongly agree that AEA services that they have received or participated in met their professional needs.

Annual Improvement Goal

The percentage of GPAEA customers with the primary focus of direct classroom instruction in the area of mathematics who agree or strongly agree that AEA services that they have received or participated in met their professional needs will increase.

*In the spring of 2008, all area education agencies participated in the same customer survey based upon a 4-point scale. Since the total return rate for GPAEA was only 18%, no valid inferences about agency service quality can be made from these results.

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
The AEA services I have received have assisted in improving my instruction or job-related practices [mathematics].	24.8%	54.1%	11.5%	2.5%	7.0%
	84.9% n=124 (of those with an opinion)				
The AEA services that I have received assisted in improving my students' achievement [mathematics].	22.9%	51.6%	12.1%	5.1%	8.3%
	81.3% n=117 (of those with an opinion)				
Generally, the AEA services that I have received or participated in met my professional needs [mathematics].	22.9%	66.9%	5.7%	3.2%	1.3%
	90.1% n=141 (of those with an opinion)				

About the 157 respondents with a primary assignment in science during 2007-2008 . . .

- They represent 28 school districts and 3 accredited nonpublic school.
- 65.0% were general education teachers.
- 35.0% were special education teachers.
- 4.5% worked primarily at the PK-K level.
- 49.7% worked primarily at the elementary level.
- 23.6% worked primarily at the middle/junior high school level.
- 22.3% worked primarily at the high school level

Mathematics Instructional Strategies Implementation/Effectiveness Data

During the 2007-2008 school year, the first year of newly-merged Great Prairie, the Mathematics Services Team, as a year-one Comprehensive Improvement System (CIS) team, developed its program vision and completed team self-assessments in the agency guiding principles and standards. During the 2008-2009 school year, the Mathematics Services Team will do the following:

- Complete root cause analysis to identify the real causes of student mathematics performance problems, causes over which Mathematics Services has some measure of control and leverage.
- Develop long-term formative performance targets and indicators
- Develop long-term formative performance targets and indicators which will provide the basis for monitoring the implementation and effectiveness of GPAEA mathematics initiatives.

Formative and summative baseline data for Great Prairie LEA teacher implementation of mathematics instructional strategies will be reported for the first time in the 2009-2010 school year.

Progress with Improved Teaching—Science

AEA Statewide Survey Spring 2008 Baseline Data* Respondents with Primary Teaching Focus in SCIENCE

Progress with improved teaching in SCIENCE of respondents with an opinion . . . 2007-2008 School Year

Long-Term Performance Target

100% of GPAEA customers with the primary focus of direct classroom instruction in the area of science agree or strongly agree that they have AEA services have assisted them in improving their instruction or job-related practices.

Annual Improvement Goal

The percentage of GPAEA customers with the primary focus of direct classroom instruction in the area of science who agree or strongly agree that they have AEA services have assisted them in improving their instruction or job-related practices will increase.

Long-Term Performance Target

100% of GPAEA customers with the primary focus of direct classroom instruction in the area of science agree or strongly agree that AEA services have assisted them in improving their students' achievement.

Annual Improvement Goal

The percentage of GPAEA customers with the primary focus of direct classroom instruction in the area of science who agree or strongly agree that AEA services have assisted them in improving their students' achievement will increase.

Long-Term Performance Target

100% of GPAEA customers with the primary focus of direct classroom instruction in the area of science agree or strongly agree that AEA services that they have received or participated in met their professional needs.

Annual Improvement Goal

The percentage of GPAEA customers with the primary focus of direct classroom instruction in the area of science who agree or strongly agree that AEA services that they have received or participated in met their professional needs will increase.

*In the spring of 2008, all area education agencies participated in the same customer survey based upon a 4-point scale.
Since the total return rate for GPAEA was only 18%, no valid inferences about agency service quality can be made from these results.

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
The AEA services I have received have assisted in improving my instruction or job-related practices [science].	24.8%	60.4%	9.9%	3.0%	2.0%
	86.7% n=86 (of those with an opinion)				
The AEA services that I have received assisted in improving my students' achievement [science].	23.8%	54.5%	6.9%	6.9%	7.9%
	84.9% n=86 (of those with an opinion)				
Generally, the AEA services that I have received or participated in met my professional needs [science].	25.7%	63.4%	3.0%	5.9%	2.0%
	90.1% n=90 (of those with an opinion)				
About the 101 respondents with a primary assignment in science during 2007-2008 . . . <ul style="list-style-type: none"> • They represent 23 school districts and 2 accredited nonpublic school. • 83.2% were general education teachers. 		<ul style="list-style-type: none"> • 16.8% were special education teachers.5.9% worked primarily at the PK-K level. • 36.6% worked primarily at the elementary level. • 26.7% worked primarily at the middle/junior high school level. • 30.7% worked primarily at the high school level 			

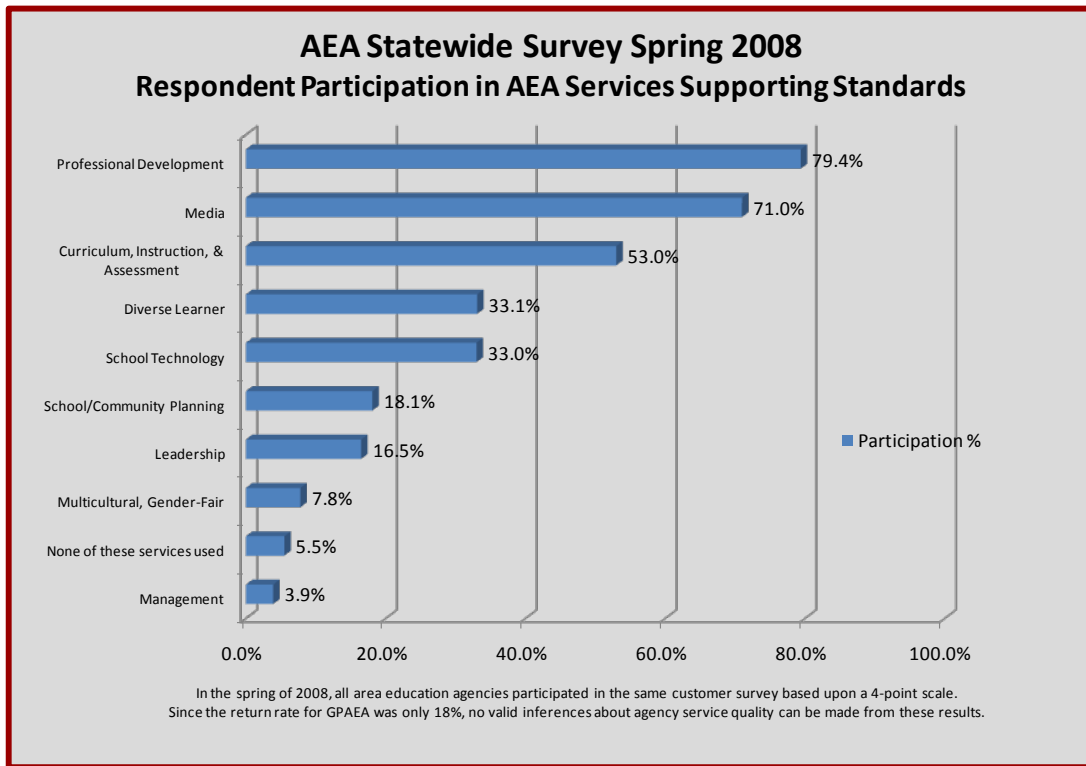
Science Instructional Strategies Implementation/Effectiveness Data

During the 2007-2008 school year, the first year of newly-merged Great Prairie, the Science Literacy Services team, as a year-one Comprehensive Improvement System (CIS) team, developed its program vision and completed team self-assessments in the agency guiding principles and standards. During the 2008-2009 school year, the Science Literacy Services Team will do the following:

- Complete root cause analysis to identify the real causes of student science performance problems, causes over which Science Literacy Services has some measure of control and leverage.
- Develop long-term formative performance targets and indicators
- Develop long-term formative performance targets and indicators which will provide the basis for monitoring the implementation and effectiveness of GPAEA science initiatives.

Formative and summative baseline data for Great Prairie LEA teacher implementation of science instructional strategies will be reported for the first time in the 2009-2010 school year.

Progress with Customer Participation in Agency Services



All learners deserve the best services.



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Progress with Customer Satisfaction

Long-Term Performance Target

100% of GPAEA customers agree or strongly agree with each of the 10 Iowa AEA Statewide Customer Survey satisfaction areas.

Annual Improvement Goal

The percentage of GPAEA customers who agree or strongly agree with each of the 10 Iowa AEA Statewide Customer Survey satisfaction areas will increase.

Annual Improvement Goal

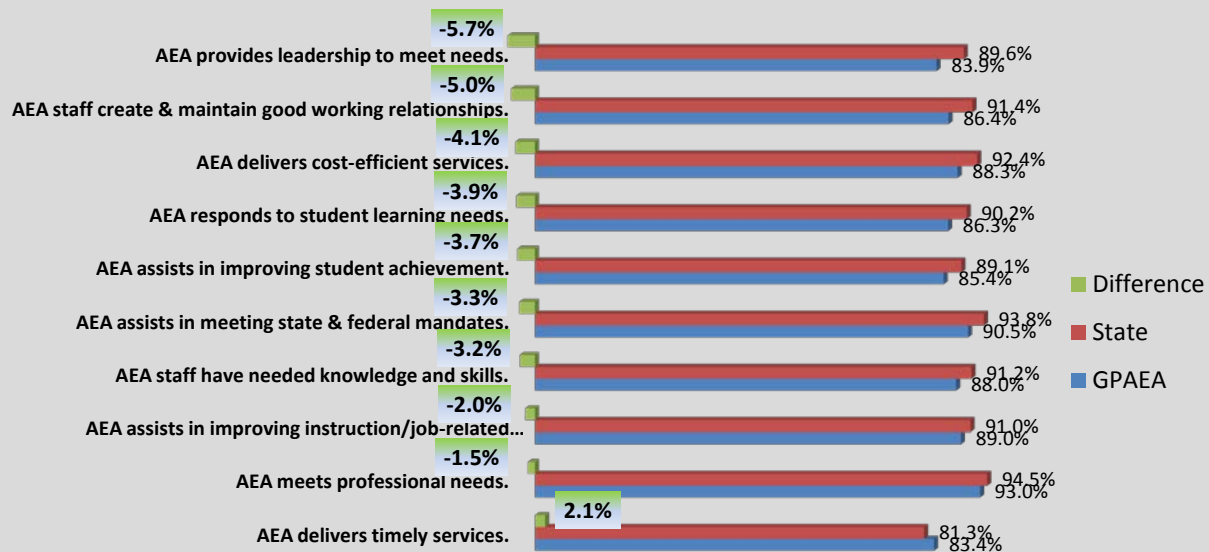
The percentage of GPAEA customers who agree or strongly agree with each of the 10 Iowa AEA Statewide Customer Survey satisfaction areas exceeds the state average.

Iowa AEA Statewide Customer Survey Spring 2008

GPAEA & State Comparison Satisfaction Results

% Who Agree or Strongly Agree

Of Those Respondents With An Opinion . . .



In the spring of 2008, all area education agencies participated in the same customer survey based upon a 4-point rating scale. Since the total return rate for GPAEA as only 18%, no valid inferences about agency service quality can be made from these results.

Statewide Survey Items—% Respondents with “No Opinion”	GPAEA n=780	State n=10,875
AEA delivers timely services.	6.3%	7.4%
AEA meets professional needs.	1.7%	1.9%
AEA assists in improving instruction/job-related practices.	6.5%	7.5%
AEA staff have needed knowledge and skills.	7.2%	6.5%
AEA assists in meeting state & federal mandates.	15%	19.2%
AEA assists in improving student achievement.	10.1%	11.9%
AEA responds to student learning needs.	6.7%	9.1%
AEA delivers cost-efficient services.	16.7%	20.5%
AEA staff create & maintain good working relationships.	6.9%	6.7%
AEA provides leadership to meet needs.	10.1%	12.7%

Note: The data for IAC Chapter 72 for Indicators of Post-Secondary Success and Chapter 72 Dropout data are based upon the public districts and nonpublic schools that certified their 2007-2008 Annual Progress Report (APR) data by February 1, 2009.

Student Measure of Probable Post-Secondary Success

Measure of Probable Post-Secondary Success 281—IAC 72.10(2)(b)(2)(8)		2007-2008	2006-2007	2005-2006
Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.				
<p>This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution.</p> <p><small>If available, ACT data is automatically provided to the public districts and non-public systems and can be adjusted up or down by them. These data are from the last available Spring B.E.D.S.</small></p>	Total number of students achieving a score or status on a measure indicating probable post-secondary success. <small>The measure displayed for the AEA is the ACT, the cut score for probable post-secondary success is 20.</small>	1213	1390	1223
	Total number of students who took the test.	1719	1943	1787
	Total percentage of students achieving a score or status on a measure indicating probable post-secondary success. <small>The percentage is the number of students who took the ACT and scored 20 or higher, divided by the number of students who took the ACT.</small>	70.56%	71.54%	68.44%

Student Post-Secondary Education/Training Intentions

Post-Secondary Education/Training Intentions 281—IAC 72.10(2)(b)(2)(8)		2007-2008	2006-2007	2005-2006
All high school seniors who intend to pursue post-secondary education or training.				
<p><small>Senior Post-Secondary Education/Training Intentions data are provided to public districts and are for review only.</small></p> <p><small>If available, Senior Post-Secondary Education/Training Intentions data are provided to non-public systems and can be adjusted up or down.</small></p> <p><small>Provided data are from the last available Spring B.E.D.S.</small></p>	Total number of seniors who intend to pursue post-secondary education/training.	2019	2244	2144
	Total number of seniors who have graduated.	2612	2803	2603
	Total percentage of seniors intending to pursue post-secondary education/training. <small>The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.</small>	77.30%	80.06%	82.37%

Student Core Program Completers

Core Program Completers 281—IAC 72.10(2)(b)(2)(9)		2007-2008	2006-2007	2005-2006
All high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies.				
<p><small>Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.</small></p>	Total number of high school graduates who completed a core program.	1532	1499	1538
	Total number of high school graduates.	2619	2747	2686
	Total percentage of high school graduates who completed a core program.	58.50%	54.57%	57.26%

Student Drop Out Data

Dropout Definitions

Students who satisfy one or more of the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before) and
3. Has not graduated from high school or completed a state or district-approved educational program; and
4. Does not meet any of the following exclusionary conditions:
 - a. transfer to another public school district, private school, or state or district-approved educational program,
 - b. temporary school-recognized absence due to suspension or illness,
 - c. or death.
5. A student who is in a program designed to earn a GED is considered a dropout.

All Dropouts Grades 7-12	Total number of Dropouts Total number of Students Percent of Dropouts	2006-2007	2005-2006	2004-2005
		Public and non-public data 325 18762 1.73%	Public and non-public data 340 19349 1.76%	Public and non-public data 316 19202 1.65%

Percent arrived at by dividing the number of Dropouts by the total number of Students.

DROPOUT SUBGROUPS GRADES 7-12

Female	Total number of Dropouts Total number of Students Percent of Dropouts	2006-2007	2005-2006	2004-2005
		123 9232 1.33%	151 9539 1.58%	152 9526 1.60%
Male	Total number of Dropouts Total number of Students Percent of Dropouts	202 9530 2.12%	189 9810 1.93%	164 9676 1.69%

White (not of Hispanic origin)	Total number of Dropouts Total number of Students Percent of Dropouts	2006-2007 271 17199 1.58%	2005-2006 285 17828 1.60%	2004-2005 280 17881 1.57%
Black (not of Hispanic origin)	Total number of Dropouts Total number of Students Percent of Dropouts	2006-2007 22 580 3.79%	2005-2006 23 561 4.10%	2004-2005 10 502 1.99%
Hispanic	Total number of Dropouts Total number of Students Percent of Dropouts	2006-2007 31 704 4.40%	2005-2006 26 671 3.87%	2004-2005 23 550 4.18%
American Indian or Alaskan Native	Total number of Dropouts Total number of Students Percent of Dropouts	2006-2007 1 45 2.22%	2005-2006 3 63 4.76%	2004-2005 1 66 1.52%
Asian or Pacific Islander	Total number of Dropouts Total number of Students Percent of Dropouts	2006-2007 0 234 0.00%	2005-2006 3 226 1.33%	2004-2005 2 200 1.00%
Disabled/IEP	Total number of Dropouts Total number of Students Percent of Dropouts	2006-2007 62 2929 2.12%	2005-2006 40 2905 1.38%	2004-2005 58 2875 2.02%
English Language Learners (ELL) <small>This subgroup includes only public schools</small>	Total number of Dropouts Total number of Students Percent of Dropouts	2006-2007 13 256 5.08%	2005-2006 10 244 4.10%	2004-2005 0 0 NA%