



MBAEA Customer Satisfaction

Fall 2015 Statewide AEA Satisfaction Survey Feedback for MBAEA



Respondent Demographics

Return Rates by District	Percent of Total Respondents
Davenport	23.5%
Muscatine	14.0%
North Scott	9.3%
Bettendorf	8.5%
Pleasant Valley	7.6%
Clinton	7.1%
All other Districts	29.9%



Respondent Demographics

Return Rates by School Type	Percent of Total Respondents
PreK & Elementary	47.0%
Middle School	18.0%
High School	28.0%
Central Office	6.0%

Return Rates by Classification	Percent of Total Respondents
Administrator	7.6%
General Education Teacher	59.6%
Special Education Teacher	20.3%



MBAEA Satisfaction

AEA Satisfaction Survey Questions	% Strongly Agree & Agree*	% Strongly Disagree & Disagree*	# Providing Feedback	% No Opinion
a. Generally the AEA services that I have received or participated in met my professional needs.	89.0%	11.0%	536	2.5%
b. The AEA helps me meet the needs of students in special education (students who have IEPs).	78.1%	21.9%	401	27.1%
c. The AEA helps me meet the needs of students who are not in special education, but are struggling or have diverse learning needs.	65.3%	34.7%	386	29.8%
d. The AEA helps me review and understand data for a variety of purposes (student, classroom, building, district).	65.3%	34.7%	441	19.8%
e. The AEA helps me plan for and/or implement practices to ensure that all students have access to the Iowa Core.	67.5%	32.5%	425	22.7%
f. The AEA helps me meet the literacy needs of students.	68.5%	31.5%	422	23.3%
g. The AEA helps me meet the math needs of students.	63.5%	36.5%	353	35.8%
h. The AEA helps me use technology to improve teaching and learning in my classroom.	57.2%	42.8%	411	25.3%
i. The AEA helps me prepare my students to experience success as citizens, in post-secondary education, and in the workplace.	56.9%	43.1%	360	34.5%
550 respondents participated in Satisfaction Section *Respdnent % with "No Opinion" excluded				



Aligning MBAEA Services

Aligning to School Teaching & Learning Needs	% Strongly Agree & Agree*	% Strongly Disagree & Disagree*	# Providing Feedback	No Opinion Percent
A. Iowa Core instructional English/language arts and literacy strategies and/or interventions.	79.2%	20.8%	501	9.6%
B. Iowa Core instructional numeracy and/or mathematics strategies and/or interventions.	78.8%	21.2%	482	13.0%
C. Student engagement instructional strategies and/or interventions to increase student learning ownership and/or empowerment.	78.9%	21.1%	525	5.2%
D. MTSS to ensure core instruction is effective as well as the tiered intervention processes.	75.5%	24.5%	515	7.0%
E. Cultural competency and/or equity protocols to ensure every student feels connected to school and supported by their school community.	57.0%	43.0%	505	8.8%
F. Technology integration to support various interactive/personalized learning experiences.	68.3%	31.7%	523	5.6%
G. Embedded professional development processes to meet individual educator and school needs.	71.0%	29.0%	521	6.0%
H. Planning and/or implementation processes that include root-cause analysis, needs assessment tools, and data-driven decision-making protocols.	64.9%	35.1%	516	6.9%
I. Leadership knowledge and skills to facilitate a quality system which includes valuable coaching support, ongoing collaboration, and formative assessment.	67.9%	32.1%	520	6.1%

554 respondents participated in Satisfaction Section
***Respondent % with "No Opinion" excluded**



Professional Needs Trend

