

**Mississippi Bend AEA 9  
Continuous Improvement and Accreditation  
Agency Self-Study  
2014-2015**

**Section I**

Describe any slippage or progress on agency-wide goals since 2009-2010 and what occurred within the agency to address that slippage or progress.

**Mississippi Bend Area Education Agency Goals:**

- **Increase the percentage of low socioeconomic, minority, and individualized plan students achieving reading proficiency in grades 3-8 and 11.**
- **Increase the percentage of low socioeconomic, minority, and individualized plan students achieving mathematics proficiency in grades 3-8 and 11.**
- **Increase the percentage of low socioeconomic, minority, and individualized plan students achieving science proficiency in grades 5, 8 and 11.**

**Goal Progress:** Targeted student subgroups in reading, mathematics, and science have had a slight performance increase during the past four years. The Iowa Assessments were aligned to the Iowa Core; thus, the state's accountability test recently increased its rigor. A performance dip occurred and recent student performance indicates gains have been made.

**Goal Slippage:** The alignment of the Iowa Tests to the Iowa Core produced a dip in student performance. The Agency has responded with increasing resources to support school and school district implementation of curriculum aligned to the Iowa Core and training teachers to use effective instruction also aligned to the Iowa Core.

**AEA Services Supporting Agency Goals:** The Agency has restructured its service delivery system to assist all public schools, accredited non-public schools, and school districts with comprehensive school improvement and effective implementation of the following areas of focus: literacy, numeracy, student engagement, and multi-tiered system of supports (MTSS). The Agency is building partnerships using school-based teams to deliver school improvement assistance, content-area supports, child find responsibilities, and learning supports.

**Link to the AEA Comprehensive Improvement Plan and Annual Progress**

**Reports:** <https://www.mbaea.org/index.cfm?nodeID=80845&audienceID=1>

## Section II

**Follow the specific instructions listed for each of the Standards below:**

### School/Community Planning

The AEA shall deliver services for school-community planning that assist school and school districts in:

- SCP 1 – Assessing needs of all students;
- SCP 2 – Developing collaborative relationships among community agencies;
- SCP 3 – Establishing shared direction;
- SCP 4 – Implementing actions to meet goals; and
- SCP 5 – Reporting progress toward goals.

Describe how the agency addresses the given standard and each descriptor as it structures its service design and delivery.

***AEA Standard for Service Introduction:*** *Mississippi Bend Area Education Agency has integrated School and Community Planning, Standards for Service §281—72.4(1), an accreditation expectation into its programs and services. The link below provides an introductory statement regarding AEA services supporting School and Community Planning. Additional links have also been embedded within the examples.*

[https://www.mbaea.org/en/about\\_us/aea\\_standards\\_for\\_service/goals/school\\_and\\_community\\_planning/](https://www.mbaea.org/en/about_us/aea_standards_for_service/goals/school_and_community_planning/)

Examples of Services that support the Standard and Descriptors	Descriptor that the service supports (Ex SCP3)	Agency-wide goals supported by each service
<p><b>01. Collaborative Partnerships</b> – AEA staff (approximately 185 employees, a 55% allocation of human resources) are assigned to assist and provide services to ALL public schools and accredited non-public schools. These staff members are currently being trained to: [a] assist schools with the new statewide “differentiated accountability” comprehensive school improvement procedures; and [b] provide services that meet the school’s teaching and learning priorities in literacy, numeracy, student engagement, MTSS, child find, and learning supports.</p>	<p>SCP 1 SCP 3 SCP 4 SCP 5</p>	<p>Reading Mathematics Science</p>
<p>The links below provide additional detail regarding Collaborative Partnerships and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/index.cfm?nodeID=81954&amp;audienceID=1">https://www.mbaea.org/index.cfm?nodeID=81954&amp;audienceID=1</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/1_Align_Std_Collaborative_Partnership_1DE02B1E8BC4A.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/1_Align_Std_Collaborative_Partnership_1DE02B1E8BC4A.pdf</a></p>		

<p><b>03. Early Childhood</b> – Early Childhood Coordinator facilitates and participates (early childhood staff also participates) in regional early childhood networks that include private and public preschools, school districts, community agencies, and other governmental agencies. Early Childhood Coordinator and staff are involved in needs assessment, community goal setting, and coordinating planning and implementation of early childhood programs.</p> <p>A sample of groups/agencies include: Early Childhood Coordinating Council, Quad City Early Childhood Conference, Iowa Department of Human Services, United Way, and empowerment boards.</p>	<p>SCP 1 SCP 2 SCP 3 SCP 4 SCP 5</p>	<p>Reading Mathematics Science</p>
<p>The links below provide additional detail regarding Early Childhood and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/early_childhood_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/early_childhood_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/3_Align_Std_517440C3_8B226.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/3_Align_Std_517440C3_8B226.pdf</a></p>		
<p><b>04. Executive Leadership</b> – The Chief Administrator facilitates a monthly (September to May) Superintendents’ meeting (includes accredited non-public representation). The Iowa Department of Education, Eastern Iowa Community College District and other invited guests participate in the strategic planning processes within the meeting structure.</p>	<p>SCP 1 SCP 2 SCP 3 SCP 4 SCP 5</p>	<p>Reading Mathematics Science</p>
<p>The links below provide additional detail regarding Executive Leadership and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/executive_leadership_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/executive_leadership_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/4_Align_Std_Executive_Leadership_42F180D3CDB84.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/4_Align_Std_Executive_Leadership_42F180D3CDB84.pdf</a></p>		
<p><b>08. Management</b> – AEA Coordinator of Information Technology facilitates a school and school district technology coordinators’ network to address technology needs assessment, use, training needs, and exploration of new technologies. The network supports technology coordination within the AEA region and statewide.</p>	<p>SCP 1 SCP 2 SCP 3 SCP 4 SCP 5</p>	<p>Reading Mathematics Science</p>
<p>The links below provide additional detail regarding Management Services and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/management_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/management_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/8_Align_Std_Management_7CCAF566B4BEE.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/8_Align_Std_Management_7CCAF566B4BEE.pdf</a></p>		

## Professional Development

The AEA shall deliver professional development services for schools, school districts and AEA instructional, administrative and support personnel that:

- PD1 – Anticipates and responds to schools’ and school districts’ needs;
- PD2 – Supports proven and emerging education practices;
- PD3 – Aligns with school and school district comprehensive long-range and annual improvement goals;
- PD4 – Uses adult learning theory;
- PD5 – Supports improved teaching;
- PD6 – Uses theory, demonstration, practice, feedback, and coaching; and
- PD7 – Addresses professional development activities as required by the Iowa Code or administrative rules.

Describe how the agency addresses the given standard and each descriptor as it structures its service design and delivery.

**AEA Standard for Service Introduction:** *Mississippi Bend Area Education Agency has integrated Professional Development, Standards for Service §281—72.4(2), an accreditation expectation into its programs and services. The link below provides an introductory statement regarding AEA services supporting Professional Development. Additional links have also been embedded within the examples.*

[https://www.mbaea.org/en/about\\_us/aea\\_standards\\_for\\_service/goals/professional\\_development/](https://www.mbaea.org/en/about_us/aea_standards_for_service/goals/professional_development/)

Examples of Services that support the Standard and Descriptors	Descriptor that the service supports (Ex PD2)	Agency-wide goals supported by each service
<p><b>05. Focus Areas</b> – Focus Area Numeracy Team has 3 elementary mathematics consultants and 3 secondary mathematics consultants. The consultants are supporting Iowa Core implementation. Consultants provide the following training and coaching:</p> <p><b><u>Transitioning to Iowa Core Mathematics Grades K-5</u></b></p> <ul style="list-style-type: none"> <li>• 19/21 [90%] school districts participating</li> <li>• 299 public school teachers</li> <li>• 71 accredited non-public school teachers</li> </ul> <p><b><u>Transitioning to Iowa Core Mathematics Grades 6-12</u></b></p> <ul style="list-style-type: none"> <li>• 17/21 [81%] school districts participating</li> <li>• 431 public school teachers</li> <li>• 26 accredited non-public school teachers</li> </ul> <p><b><u>Best Practices in Mathematics K-5</u></b></p> <ul style="list-style-type: none"> <li>• 8/21 [38%] school districts participating</li> <li>• 89 public school teachers</li> <li>• 6 accredited non-public school teachers</li> </ul>	<p>PD1, PD2, PD3, PD4, PD5, PD6, PD7</p>	<p>Mathematics</p>

<p><b><u>Best Practices in Mathematics 6-12</u></b></p> <ul style="list-style-type: none"> <li>• 10/21 [48%] school districts participating</li> <li>• 114 public school teachers</li> <li>• 12 accredited non-public school teachers</li> </ul> <p><b><u>Team’s Coaching Strategy – “Studio Day”</u></b></p> <ul style="list-style-type: none"> <li>• “Studio Day” – teachers, coaches, and principals meet in the studio teacher’s classroom</li> <li>• Design a plan that involves “live” rehearsal of one or more “<i>mathematically productive teaching routines</i>”</li> <li>• Observe the enacted plan</li> <li>• Gather student data</li> <li>• Analyze the data as evidence about the impact of instructional decisions and lesson design</li> <li>• Set action steps</li> </ul> <p>©2010 Teachers Development Group v.3.0</p>	<p>PD1, PD2, PD3, PD4, PD5, PD6, PD7</p>	<p>Mathematics</p>
<p>The links below provide additional detail regarding Focus Areas and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/focus_area_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/focus_area_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/5_Align_Std_Focus_Areas_0EEDA6D6E1A62.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/5_Align_Std_Focus_Areas_0EEDA6D6E1A62.pdf</a></p>		
<p><b>06. Leadership</b> – The Agency is partnering with schools and school districts to develop the skills and abilities for the new teacher leaders. The Agency is participating with the <i>Iowa Department of Education, School Administrators of Iowa</i>, and school districts to develop and implement effective professional development for the new teacher leaders. MBAEA is developing collaborative relationships with the new teacher leaders and principals so that the new teacher leaders and principals may effectively collaborate to support classroom teachers and address complex teaching and learning needs of students. Teacher leadership implementation is a collaborative effort and the professional development below provides an example of the statewide partnership.</p> <p><b>MBAEA Support for New Teacher Leaders (TLC)</b></p> <p><u>Professional Development Offerings</u></p> <ul style="list-style-type: none"> <li>• Systems Thinking, Organizational Leadership</li> <li>• Collaborative Culture, Organizational Leadership</li> <li>• Adult Learning, Culture, Communication</li> <li>• Operationalizing the Teacher Leadership System</li> <li>• Instructional Coaching, Jim Knight’s Model</li> <li>• Professional Learning Opportunities</li> <li>• Teacher Leadership Networking</li> <li>• Launching Teacher Leadership</li> </ul> <p><u>Cooperative Mentoring Program</u></p> <ul style="list-style-type: none"> <li>• New Teacher Center (Andrew, Central, &amp; Delwood)</li> </ul>	<p>PD1, PD2, PD3, PD4, PD5, PD6, PD7</p>	<p>Reading Mathematics Science</p>

<p><u>District Participation</u></p> <ul style="list-style-type: none"> <li>• 2014-15 = 4 districts, estimated 25,000 students</li> <li>• 2015-16 = 6 districts, estimated 14,000 students</li> <li>• 2016-17 = 3 districts, estimated 1,600 students</li> <li>• 65% of districts have been approved.</li> <li>• 90% of AEA students are within approved districts.</li> </ul>	<p>PD1, PD2, PD3, PD4, PD5, PD6, PD7</p>	<p>Reading Mathematics Science</p>																								
<p>The links below provide additional detail regarding Leadership and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/leadership_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/leadership_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/6_Align_Std_Leadership_E51B3E721F3E5.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/6_Align_Std_Leadership_E51B3E721F3E5.pdf</a></p>																										
<p><b>07. Quality Learning</b> – The Agency has a Renewal Center that conducts needs assessment and partners with schools and school districts to deliver required trainings, license renewal courses, and graduate credit classes. The Renewal Center partners with schools to deliver opportunities at a school and/or district. The AEA staff and school leaders plan together so that professional development delivered within a school may include license renewal and/or graduate credit options.</p> <table border="1" data-bbox="285 947 930 1230"> <thead> <tr> <th>Staff Development Courses</th> <th>2012-2013</th> <th>2013-2014</th> <th>*2014-2015</th> </tr> </thead> <tbody> <tr> <td>Number of Courses</td> <td>413</td> <td>401</td> <td>234</td> </tr> <tr> <td>Number of Participants</td> <td>5,140</td> <td>4,977</td> <td>3,421</td> </tr> <tr> <td>Literacy Courses Participation</td> <td>70 1,676</td> <td>43 1,019</td> <td>36 623</td> </tr> <tr> <td>Numeracy Courses Participation</td> <td>6 216</td> <td>16 353</td> <td>6 207</td> </tr> <tr> <td>Science Courses Participation</td> <td>4 73</td> <td>6 29</td> <td>3 12</td> </tr> </tbody> </table> <p>*2014-2015 numbers are July 2014 to January 2015 and represent less than a full school year.</p>	Staff Development Courses	2012-2013	2013-2014	*2014-2015	Number of Courses	413	401	234	Number of Participants	5,140	4,977	3,421	Literacy Courses Participation	70 1,676	43 1,019	36 623	Numeracy Courses Participation	6 216	16 353	6 207	Science Courses Participation	4 73	6 29	3 12	<p>PD1, PD2, PD3, PD4, PD5, PD6, PD7</p>	<p>Reading Mathematics Science</p>
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<p>The links below provide additional detail regarding Quality Learning and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/quality_learning_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/quality_learning_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/7_Align_Std_Quality_Learning_0293652D93C77.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/7_Align_Std_Quality_Learning_0293652D93C77.pdf</a></p>																										

## Curriculum, Instruction, and Assessment

The AEA shall deliver curriculum, instruction and assessment services that address the areas of:

- CIA 1 – Reading,
- CIA 2 – Language Arts,
- CIA 3 – Mathematics,
- CIA 4 – Science,
- CIA 5 – Other curriculum areas.

These services support the development, implementation, and assessment of rigorous content standards in, but not limited to reading, mathematics, and science

The AEA assists schools and school districts in

- CIA 6 – Gathering and analyzing student achievement data as well as data about the learning environment,
- CIA 7 – Comparing those data to external knowledge base;
- CIA 8 – Using that information to guide school and school district goal setting, and;
- CIA 9 – Implementation of actions to improve student learning.

Describe how the agency addresses the given standard and each descriptor as it structures its service design and delivery.

**AEA Standard for Service Introduction:** *Mississippi Bend Area Education Agency has integrated Curriculum, Instruction, and Assessment, Standards for Service §281—72.4(3), an accreditation expectation into its programs and services. The link below provides an introductory statement regarding AEA services supporting Curriculum, Instruction, and Assessment. Additional links have also been embedded within the examples.*

[https://www.mbaea.org/en/about\\_us/aea\\_standards\\_for\\_service/goals/curriculum\\_instruction\\_assessment/](https://www.mbaea.org/en/about_us/aea_standards_for_service/goals/curriculum_instruction_assessment/)

Examples of Services that support the Standard and Descriptors	Descriptor that the service supports (Ex CIA4)	Agency-wide goals supported by each service
<p><b>01. Collaborative Partnerships &amp; 05. Focus Area</b></p> <p>MBAEA’s <b>C4K-ELI Support Team</b> will assist all schools with interpreting and implementing the recently enacted §279.68 law regarding early literacy progression. (50 AEA staff members) 33% of the staff assigned to deliver school-based assistance will have literacy responsibilities.</p> <p><b><u>Sector Staff with School-Based Responsibilities</u></b>            Sector I = 5 AEA BCT Staff Members            Sector II = 7 AEA BCT Staff Members            Sector III = 6 AEA BCT Staff Members            Sector IV = 8 AEA BCT Staff Members            Literacy Supports = 24 AEA Staff Members</p> <p>BCT is a <b>b</b>uilding <b>c</b>ollaboration <b>t</b>eam member.</p> <p><b><u>Internal AEA Training Dates</u></b>            March 24, 2015            March 31, 2015            April 21, 2015            April 28, 2015            May 20, 2015</p>	<p>CIA 1, CIA 6, CIA 7, CIA 8, CIA 9</p>	<p>Reading</p>

<p><b><u>School-Based Deliverables</u></b></p> <ul style="list-style-type: none"> <li>• §279.68 Interpretation Support</li> <li>• C4K Support</li> <li>• MTSS Development Assistance</li> <li>• Benchmark Assessment Assistance</li> <li>• Data-Based Decision-Making Coaching             <ul style="list-style-type: none"> <li>○ Collaborative Inquiry Questions Assistance</li> <li>○ D1 Protocol Assistance</li> </ul> </li> <li>• Universal Tier – D2 (Seven Step) Coaching</li> <li>• FAST/TIER             <ul style="list-style-type: none"> <li>○ User Role &amp; Technical Assistance</li> <li>○ Progress Monitoring Coaching</li> <li>○ Intervention Coaching</li> <li>○ Knowledge Base Coaching</li> </ul> </li> </ul>	<p>CIA1, CIA6, CIA7, CIA8, CIA9</p>	<p>Reading</p>
<p>The links below provide additional detail regarding Collaborative Partnerships and Focus Areas and alignment to AEA standards for service.</p> <p>Collaborative Partnerships:  <a href="https://www.mbaea.org/index.cfm?nodeID=81954&amp;audienceID=1">https://www.mbaea.org/index.cfm?nodeID=81954&amp;audienceID=1</a>  <a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/1_Align_Std_Collaborative_Partnership_1DE02B1E8BC4A.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/1_Align_Std_Collaborative_Partnership_1DE02B1E8BC4A.pdf</a></p> <p>Focus Areas:  <a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/focus_area_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/focus_area_program/</a>  <a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/5_Align_Std_Focus_Areas_0EEDA6D6E1A62.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/5_Align_Std_Focus_Areas_0EEDA6D6E1A62.pdf</a></p>		
<p><b>02. Diverse Learners</b> – AEA staff (approximately 152 staff members) facilitate child find responsibilities to assist teachers with identifying curriculum and instructional interventions to meet a student’s learning needs.</p> <p><b><u>Diverse Learner – Special Education Populations</u></b>          October 2012 = 5,412          October 2013 = 5,323          October 2014 = 5,313</p>	<p>CIA 1, CIA 2, CIA 3, CIA 4, CIA 5</p>	<p>Reading Mathematics Science</p>
<p>The links below provide additional detail regarding Diverse Learners and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/diverse_learner_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/diverse_learner_program/</a>  <a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/2_Align_Std_Diverse_Learners_041556784DA83.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/2_Align_Std_Diverse_Learners_041556784DA83.pdf</a></p>		
<p><b>05. Focus Areas</b> – MTSS Coordinator is working with middle school and high school teachers and principals to implement effective MTSS processes. The outcome is to improve reading, language arts, mathematics, and science performance plus reduce dropouts and the percentage of students with failing grades. The following schools are involved:</p>	<p>CIA 1, CIA 2, CIA 3, CIA 4, CIA 6, CIA 7, CIA 8, CIA 9</p>	<p>Reading Mathematics Science</p>



<p><b><u>Secondary MTSS Cohort</u></b>          Bettendorf High School          Camanche          Davenport Central High School          Davenport West High School          Muscatine Central Middle School          Muscatine West Middle School          North Scott Junior High          North School High School          Pleasant Valley High School</p> <p>These schools represent over 10,000 students and nearly 20% of the student population served by MBAEA.</p>	<p>CIA1, CIA2, CIA3, CIA4, CIA5, CIA6, CIA7, CIA8, CIA9</p>	<p>Reading Mathematics Science</p>
<p>The links below provide additional detail regarding Focus Areas and alignment to AEA standards for service.</p> <p>Focus Areas:  <a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/focus_area_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/focus_area_program/</a>  <a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/5_Align_Std_Focus_Areas_0EEDA6D6E1A62.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/5_Align_Std_Focus_Areas_0EEDA6D6E1A62.pdf</a></p>		
<p><b>07. Quality Learning</b> – AEA facilitates professional learning for talented and gifted educators and English Language Learner programs. AEA coordinates networks for other content areas such as talented and gifted, global education, guidance counselors, health education, music education, career and technical education, social studies, and English Language Learners.</p> <p><b><u>Title III – English Language Learners</u></b>          LAU Plan, Chapter 280, Section 280.4</p> <ul style="list-style-type: none"> <li>• Title III Consortium Workshop September 2014</li> <li>• Title III Consortium Workshop October 2014</li> <li>• Title III Consortium Workshop February 2015</li> </ul> <p><b><u>Talented &amp; Gifted</u></b> – Provided assistance to support program development within area schools.</p> <p><b><u>Content Area Networks</u></b></p> <ul style="list-style-type: none"> <li>• Talented &amp; Gifted</li> <li>• Global Education</li> <li>• Guidance Counselors</li> <li>• Health Education</li> <li>• Music Education</li> <li>• Career &amp; Technical Education</li> <li>• Social Studies</li> </ul> <p><b><u>Staff Development Classes</u></b></p> <ul style="list-style-type: none"> <li>• Art Education - 11 workshops and 225 participants</li> <li>• Physical Education – 4 workshops and 14 participants</li> </ul>	<p>CIA 5, CIA 6, CIA 7, CIA 8, CIA 9</p>	<p>Reading Mathematics Science</p>

<ul style="list-style-type: none"> <li>• Social Studies/Global Education – 9 workshops and 161 participants</li> </ul>		
<p>The links below provide additional detail regarding Quality Learning and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/quality_learning_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/quality_learning_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/7_Align_Std_Quality_Learning_0293652D93C77.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/7_Align_Std_Quality_Learning_0293652D93C77.pdf</a></p>		

## Diverse Learner Needs

The AEA shall address the diverse learning needs of all children and youth, including **but not limited to** services that address gifted and talented students, and meet the unique needs of students with disabilities who require special education.

DL1 – Gifted and talented students;

DL2 –Students with disabilities who require special education;

DL3 –Students with other diverse learner needs;

Diverse Learner Services:

DL4 –provide support to schools and school districts and

DL5 –include special education compliance with 2007 Iowa Special Education Rules.

Describe how the agency addresses the given standard and each descriptor as it structures its service design and delivery.

***AEA Standard for Service Introduction:*** *Mississippi Bend Area Education Agency has integrated Diverse Learner Needs, Standards for Service §281—72.4(4), an accreditation expectation into its programs and services. The link below provides an introductory statement regarding AEA services supporting Diverse Learner Needs. Additional links have also been embedded within the examples.*

[https://www.mbaea.org/en/about\\_us/aea\\_standards\\_for\\_service/goals/diverse\\_learners/](https://www.mbaea.org/en/about_us/aea_standards_for_service/goals/diverse_learners/)

Examples of Services that support the Standard and Descriptors	Descriptor that the service supports (Ex DL4)	Agency-wide goals supported by each service
<p><b>02. Diverse Learners</b> – AEA staff provides an array of services to diverse learners such as:</p> <p><b><u>Hearing Services</u></b> Audiological Services Interpreters (Management Service) Itinerant Hearing Services</p> <p><b><u>Intervention Services</u></b> Access Program Assistive Technology Team</p>	DL2, DL3, DL4, DL5	Reading Mathematics Science



<ul style="list-style-type: none"> <li>• Title III Consortium Workshop October 2014</li> <li>• Title III Consortium Workshop February 2015</li> </ul>		Science
<p>The links below provide additional detail regarding Quality Learning and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/quality_learning_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/quality_learning_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/7_Align_Std_Quality_Learning_0293652D93C77.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/7_Align_Std_Quality_Learning_0293652D93C77.pdf</a></p>		

## Multicultural Gender Fair

The AEA shall provide services that support multicultural, gender-fair approaches to the educational programs pursuant to Iowa Code section 256.11

These services assist schools and school districts to:

- MCGF1 – Take actions that ensure all students are free from discriminatory acts and practices;
- MCGF2 – Establish policies and take actions that ensure all students are free from harassment;
- MCGF3 – Incorporate into the educational program instructional strategies and student activities related to responsibilities, rights and the respect for diversity which are necessary for successful citizenship in a diverse community and a global economy; and
- MCGF4 – Incorporate on an ongoing basis activities within professional development that prepare and assist all employees to work effectively with diverse learners.

Provide a general description of how the agency addresses each criterion (ex. MCGF1) as it structures its service design and delivery.

***AEA Standard for Service Introduction:*** *Mississippi Bend Area Education Agency has integrated Multicultural Gender Fair, Standards for Service §281—72.4(5), an accreditation expectation into its programs and services. The link below provides an introductory statement regarding AEA services supporting Multicultural Gender Fair. Additional links have also been embedded within the examples.*

[https://www.mbaea.org/en/about\\_us/aea\\_standards\\_for\\_service/goals/multicultural\\_gender\\_fair/](https://www.mbaea.org/en/about_us/aea_standards_for_service/goals/multicultural_gender_fair/)

Examples of Services that support the Standard and Descriptors	Descriptor that the service supports (Ex MCGF1)	Agency-wide goals supported by each service
<b>01. Collaborative Partnerships</b> – The AEA provides supports for teachers and principals to create and sustain positive school environments free of discrimination, harassment, and bullying. The professional development provides training to teach adults and students about their	MCGF 1 MCGF 2	Reading Mathematics

<p>responsibilities, rights, and respect for diversity.</p> <p><b><u>Counselor Academy (2014-2015)</u></b></p> <p>69 Participants 13 School Districts (includes Davenport) 2 Accredited Non-Public Schools</p> <p>Content:</p> <ul style="list-style-type: none"> <li>• Addresses multicultural issues</li> <li>• Addresses gender-fair issues</li> <li>• Addresses socio-economic issues</li> </ul> <p>Dates:</p> <ul style="list-style-type: none"> <li>• September 16, 2014</li> <li>• December 9, 2014</li> <li>• February 10, 2015</li> <li>• April 16, 2015</li> </ul> <p><b><u>School-Wide PBIS</u></b></p> <p>58 Participants &amp; 5 School Districts</p> <p><b><u>Olweus (Bullying)</u></b> - October 21, 2014 Training</p>	<p>MCGF 3 MCGF 4</p>	<p>Science</p>
<p>The links below provide additional detail regarding Collaborative Partnerships and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/index.cfm?nodeID=81954&amp;audienceID=1">https://www.mbaea.org/index.cfm?nodeID=81954&amp;audienceID=1</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/1_Align_Std_Collaborative_Partnersh_1DE02B1E8BC4A.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/1_Align_Std_Collaborative_Partnersh_1DE02B1E8BC4A.pdf</a></p>		
<p><b>07. Quality Learning</b> – Iowa Department of Education Summit September 30, 2014, the following work sessions were available to area administrators:</p> <ul style="list-style-type: none"> <li>• Bullying and Harassment &amp; Iowa Youth Survey – Molly Hammer, Barb Anderson, and Cindy Erikson [DE]</li> <li>• Equity – Margaret Jensen-Connet [DE]</li> <li>• Civil Rights Data Collection – Marlene Dorenkamp [DE]</li> <li>• Homeless – Sandy Johnson [DE]</li> </ul>	<p>MCGF 1 MCGF 2 MCGF 3 MCGF 4</p>	<p>Reading Mathematics Science</p>
<p><b>07. Quality Learning</b> – The staff development course syllabus development process includes an equity requirement. The following areas are components of the staff development course syllabus development process:</p> <p><b><u>Renewal Center – Syllabus Requirement</u></b></p> <ul style="list-style-type: none"> <li>• Multicultural Issues</li> <li>• Gender Fair Issues</li> <li>• Socio-economic Issues</li> <li>• English Language Learners</li> <li>• Other Diverse Learners</li> </ul>	<p>MCGF 1 MCGF 2 MCGF 3 MCGF 4</p>	<p>Reading Mathematics Science</p>

The links below provide additional detail regarding Quality Learning and alignment to AEA standards for service.

[https://www.mbaea.org/en/about\\_us/aea\\_standards\\_for\\_service/programs\\_services/quality\\_learning\\_program/](https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/quality_learning_program/)

[https://www.mbaea.org/documents/filelibrary/aea\\_standards\\_of\\_service/goal\\_alignment/7\\_Align\\_Std\\_Quality\\_Learning\\_0293652D93C77.pdf](https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/7_Align_Std_Quality_Learning_0293652D93C77.pdf)

## Media & School Technology Services

The AEA shall deliver media services that:

- MS1 – Align with school and school district needs;
- MS2 – Support effective instruction;
- MS3 – Provide consultation, research and information services, instructional resources and materials preparation and dissemination to assist schools and school districts to meet the learning needs of all students and support local district media services;
- MS4 – Support the implementation of content standards in, but not limited to, reading, mathematics, and science; and
- MS5 – Support and integrate emerging technology

The AEA shall supplement and support effective instruction for all students through school technology services by providing:

- ST1 – Technology planning;
- ST2 – Technical assistance; and
- ST3 – Professional development.

School Technology Services will support:

- ST4 – The incorporation of instructional technologies to improve student achievement; and
- ST5 – The implementation of content standards in, but not limited to, reading, mathematics, and science.
- ST6 – School Technology services shall support and integrate emerging technology.

Describe how the agency addresses the given standards and each descriptor as it structures its service design and delivery.

***AEA Standard for Service Introduction:*** *Mississippi Bend Area Education Agency has integrated Media and School Technology Services, Standards for Service §281—72.4(6-7), accreditation expectation into its programs and services. The links below provide an introductory statement regarding AEA services supporting Media and School Technology Services. Additional links have also been embedded within the examples.*

[https://www.mbaea.org/en/about\\_us/aea\\_standards\\_for\\_service/goals/media\\_services/](https://www.mbaea.org/en/about_us/aea_standards_for_service/goals/media_services/)

[https://www.mbaea.org/en/about\\_us/aea\\_standards\\_for\\_service/goals/school\\_technology/](https://www.mbaea.org/en/about_us/aea_standards_for_service/goals/school_technology/)

Examples of Services that support the Standards and Descriptors	Descriptor that the service supports (Ex MS2 or ST3)	Agency-wide goals supported by each service
<p><b>07. Quality Learning</b> - The Iowa AEA Online Resources and the databases being piloted are examples of high quality, authoritative resources.</p> <p>The AEA Digital Library offers many resources on disabilities, physical science, life science, earth science, and financial literacy.</p> <ul style="list-style-type: none"> <li>• <b>CultureGrams</b> provides an insider's perspective on daily life and culture, including history, customs, and lifestyles of the world's people.</li> <li>• <b>TeachingBooks.net</b> provides teachers examples of how to use books to address cultural diversity.</li> <li>• <b>Teen Health and Wellness</b> provides students information on sensitive topics like obesity, mental health, suicide, etc. and provides hotlines to national experts.</li> <li>• <b>TrueFlix</b> combines content with reading supports to a diverse collection of related videos, images, and weblinks.</li> <li>• <b>BookFLIX</b> pairs fictional video storybooks with related nonfiction which offers primary teachers to honor key individuals who have made significant contributions to society.</li> <li>• <b>NetTrekker</b> is a new resource that has a comprehensive digital library that curates, tags, organizes and aligns standards to educational content. Our teachers love this resource to search by specific standard and find lessons they can use immediately in the classroom</li> </ul> <p><i>Mind Research's ST Math</i> is a partnership with school districts, John Deere Foundation, and AEA to support Bettendorf and Pleasant Valley elementary schools.</p>	<p>MS1, MS2, MS3, MS4, MS5</p> <p>ST4, ST5, ST6</p>	<p>Reading Mathematics Science</p>
<p><b>07. Quality Learning</b> - Media materials are selected based on AEA Board Policy 600.5. Materials are to be selected that will:</p> <ul style="list-style-type: none"> <li>• Enrich and support the local schools' curricula, taking into consideration the varied interests, abilities, and maturity levels of the pupils served;</li> <li>• Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;</li> <li>• Provide a background of information which will enable pupils to make intelligent judgments in their daily life;</li> </ul>	<p>MS1, MS2, MS3, MS4, MS5</p>	<p>Reading Mathematics Science</p>

<ul style="list-style-type: none"> <li>• Provide information on opposing sides of issues so that students may develop, with guidance, critical thinking skills with which to analyze all media;</li> <li>• Represent the many races, colors, creeds, genders, sexes, socioeconomic statuses, marital statuses, sexual orientations, national origins, religious, age groups, or disabilities, and their contributions to our American heritage; and</li> <li>• Place the principle of freedom to read above personal opinion and reason above prejudice in the selection of materials of the highest quality.</li> </ul>																																										
<p><b>07. Quality Learning</b> – Media Academy is a professional development and networking opportunity to address media and school technology integration.</p> <p><b><u>Academy Participation</u></b></p> <table border="1"> <thead> <tr> <th><b>Participating Districts</b></th> <th><b>Sum of Teachers</b></th> </tr> </thead> <tbody> <tr><td>Bellevue</td><td>1</td></tr> <tr><td>Bennett</td><td>2</td></tr> <tr><td>Bettendorf</td><td>25</td></tr> <tr><td>Calamus-Wheatland</td><td>4</td></tr> <tr><td>Camanche</td><td>2</td></tr> <tr><td>Clinton</td><td>10</td></tr> <tr><td>Davenport</td><td>40</td></tr> <tr><td>Delwood</td><td>3</td></tr> <tr><td>Durant</td><td>11</td></tr> <tr><td>Easton Valley</td><td>1</td></tr> <tr><td>Maquoketa</td><td>5</td></tr> <tr><td>Muscatine</td><td>11</td></tr> <tr><td>Non-Public</td><td>3</td></tr> <tr><td>North Scott</td><td>18</td></tr> <tr><td>Pleasant Valley</td><td>16</td></tr> <tr><td>West Liberty</td><td>1</td></tr> <tr><td>Wilton</td><td>6</td></tr> <tr><td>Andrew</td><td>1</td></tr> <tr> <td><b>Grand Total</b></td> <td><b>160</b></td> </tr> </tbody> </table> <p><b><u>Academy Learning</u></b></p> <ul style="list-style-type: none"> <li>• Iowa Core &amp; 21<sup>st</sup> Century Skills</li> <li>• Cross Walk of Core &amp; AASL Standards</li> <li>• Follett User Group</li> <li>• Favorite Tech Tools</li> <li>• TeachingBooks.net Webinar</li> <li>• Book Talks</li> <li>• Google Chrome &amp; Chrome Books</li> <li>• Web 2.0 in the Library &amp; Classroom</li> <li>• Google Doc/Forms/Drive</li> <li>• Libraries in the Cloud</li> <li>• Social Networking &amp; School Libraries</li> <li>• Using Technology to Organize and Share Info</li> </ul>	<b>Participating Districts</b>	<b>Sum of Teachers</b>	Bellevue	1	Bennett	2	Bettendorf	25	Calamus-Wheatland	4	Camanche	2	Clinton	10	Davenport	40	Delwood	3	Durant	11	Easton Valley	1	Maquoketa	5	Muscatine	11	Non-Public	3	North Scott	18	Pleasant Valley	16	West Liberty	1	Wilton	6	Andrew	1	<b>Grand Total</b>	<b>160</b>	<p>MS1, MS2, MS3, MS4, MS5</p> <p>ST1, ST2, ST3, ST 4, ST5, ST6</p>	<p>Reading Mathematics Science</p>
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<ul style="list-style-type: none"> <li>• Ed Camp</li> <li>• Flipped Classrooms</li> <li>• Differentiation in the Classroom</li> <li>• Media Literacy Skills</li> </ul>		
<p>The links below provide additional detail regarding Quality Learning and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/quality_learning_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/quality_learning_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/7_Align_Std_Quality_Learning_0293652D93C77.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/7_Align_Std_Quality_Learning_0293652D93C77.pdf</a></p>		
<p><b>08. Management</b> – AEA Coordinator of Information Technology facilitates the Technology Coordinators’ Network. All schools and school districts participate in the networking opportunity. A sample of network issues are:</p> <ul style="list-style-type: none"> <li>• Planning to meet school and school district needs.</li> <li>• AEA internet services to 18 of the 21 school districts.</li> <li>• Coordinating school technology integration.</li> <li>• Collaboration to i</li> </ul>	<p>ST1, ST2, ST3, ST 4, ST5, ST6</p>	<p>Reading Mathematics Science</p>
<p>The links below provide additional detail regarding Management Services and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/management_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/management_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/8_Align_Std_Management_7CCAF566B4BEE.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/8_Align_Std_Management_7CCAF566B4BEE.pdf</a></p>		

## Leadership

The AEA shall deliver services that develop leadership based upon the Iowa Standards for School Administrators as adopted by the Board of Educational Examiners.

AEA Leadership services assist with:

- L1 – Recruitment;
- L2 – Induction;
- L3 – Retention; and
- L4 – Professional development of educational leaders.

AEAs develop and deliver leadership programs based on:

- L5 – Local educational needs;
- L6 – State educational needs; and
- L7 – Best practices.

Describe how the agency addresses the given standard and each descriptor as it structures its service design and delivery.

***AEA Standard for Service Introduction:*** *Mississippi Bend Area Education Agency has integrated Leadership, Standards for Service §281—72.4(8), an accreditation expectation into its*

programs and services. The link below provides an introductory statement regarding AEA services supporting Leadership. Additional links have also been embedded within the examples.

[https://www.mbaea.org/en/about\\_us/aea\\_standards\\_for\\_service/goals/leadership/](https://www.mbaea.org/en/about_us/aea_standards_for_service/goals/leadership/)

Examples of Services that support the Standard and Descriptors	Descriptor that the service supports (Ex. L3)	Agency-wide goals supported by each service
<p><b>04. Executive Leadership</b> – Chief Administrator and Executive Director facilitate networking opportunities for superintendents to engage in strategic planning and professional development to improve their leadership skills. Three examples of networking and professional development are:</p> <ul style="list-style-type: none"> <li>• <b>Superintendents’ Meetings</b>, superintendents meet monthly (September – May) to network, strategically plan, and engage in leadership skill building.</li> <li>• <b>Superintendents’ Retreat</b>, superintendents, once or twice a school year, have sessions to strategically plan and learn leadership skills together.</li> <li>• <b>Superintendents’ Network</b>, superintendents engage in leadership learning, 2-4 times a year, using <i>Instructional Rounds</i> (Richard Elmore) to improve student learning supported by SAI and AEAs.</li> <li>• <b>Superintendents’ Regional Networking</b>, chief administrators meets regionally with the northern, central, and southern superintendents to network and coordinate regional strategic planning efforts.</li> </ul>	<p>L1, L2, L3, L4, L5, L6 L7</p>	<p>Reading Mathematics Science</p>
<p>The links below provide additional detail regarding Executive Leadership and alignment to AEA standards for service.</p> <p><a href="https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/executive_leadership_program/">https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/executive_leadership_program/</a></p> <p><a href="https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/4_Align_Std_Executive_Leadership_42F180D3CDB84.pdf">https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/4_Align_Std_Executive_Leadership_42F180D3CDB84.pdf</a></p>		
<p><b>06. Leadership</b> – AEA facilitates a curriculum directors’ network that meets monthly (September to May) to address the curriculum, instruction, and assessment needs of schools and school districts. The AEA facilitates this network to facilitate networking and support access to AEA services. The meetings also support needs assessment to identify future teaching and learning needs and feedback regarding the quality of AEA services. The curriculum directors meet on the same day and time as the superintendents’ meeting; therefore, the groups are combined occasionally for presentations and important educational topics.</p>	<p>L1, L2, L3, L4, L5, L6 L7</p>	<p>Reading Mathematics Science</p>

The links below provide additional detail regarding Leadership and alignment to AEA standards for service.

[https://www.mbaea.org/en/about\\_us/aea\\_standards\\_for\\_service/programs\\_services/leadership\\_program/](https://www.mbaea.org/en/about_us/aea_standards_for_service/programs_services/leadership_program/)

[https://www.mbaea.org/documents/filelibrary/aea\\_standards\\_of\\_service/goal\\_alignment/6\\_Align\\_Std\\_Leadership\\_E51B3E721F3E5.pdf](https://www.mbaea.org/documents/filelibrary/aea_standards_of_service/goal_alignment/6_Align_Std_Leadership_E51B3E721F3E5.pdf)

<p><b>06. Leadership</b> – AEA facilitates a principals’ advisory group to identify and provide leadership professional development. The link below has the principals’ advisory minutes:</p> <p><a href="https://www.mbaea.org/index.cfm?nodeID=80862&amp;audiencID=1">https://www.mbaea.org/index.cfm?nodeID=80862&amp;audiencID=1</a></p>	<p>L1, L2, L3, L4, L5, L6 L7</p>	<p>Reading Mathematics Science</p>
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## Management

The AEA shall deliver management services if requested.  
If the AEA provides management services to school districts, the services shall conform to the provisions of Iowa Code section 273.7A

Describe how the agency addresses the given standard as it structures its service design and delivery.

Examples of Services that support the Standard
<p><b>Driver Education</b> – MBAEA provides driver education services for 15 of 21 school districts and this management service creates efficiencies through common management such as educator hiring, program supervision, student enrollment activities, and more. The program had 1,660 students served during 2013-2014 at a cost of \$580,216.</p>
<p><b>Home School Assistance Program</b> – MBAEA provides home school assistance program service to nine school districts. The following districts use the service: Bettendorf, Cal-Wheat, Central, Delwood, Maquoketa, North Scott, Northeast, Pleasant Valley and Wilton. The program has 106 students participating during 2014-2015. The program delivers a minimum of 16 student participant visits per school year with a licensed teacher. The participating students and families have access to: a lending library with technology and learning materials available; additional learning opportunities such as STEM, literacy, and art classes; a learning fair; participant student outings; and collaborative time for students to work on projects.</p>
<p><b>Interpreter Services</b> – MBAEA provides hearing interpreter services to Davenport and North Scott. All school districts are invited to participate. The Agency provides a revenue neutral service (program does not use AEA general fund revenues) to Davenport and North Scott. The service generates cost efficiencies and management coordination for the districts. The hearing interpreters provide the following services:</p> <ul style="list-style-type: none"> <li>• Hearing interpreters are the communication systems for students who are deaf/hard of hearing where manual sign is either the primary or critical element for both receptive and expressive language. Interpreters provide both the hearing and the voice for a hearing impaired student.</li> <li>• Hearing interpreters make sure all student IEP accommodations are being met in the classroom. These accommodations could be both academic and environmental.</li> </ul>

- Hearing interpreters make sure all student technology is working correctly. This could include hearing aids, cochlear implants and classroom FM systems. Hearing interpreters would also be in contact with audiologists in the event they need guidance with the technology.

MBAEA currently employs 12 hearing interpreters and provide all districts with hearing interpreter assistance as needed. The 2013-2014 program cost is \$578,327.

**Internet Services** – MBAEA provides redundant connections and network equipment for a stable and secure internet connection for 18 of the 21 school districts. The non-participating school districts have agreements with local providers that are preferred by their local school board. The current cost is \$775,745 per year and the AEA service generates an estimated \$22 per pupil efficiency savings per year for the participating districts. If 18 school districts had their own individual internet service the accumulated cost would most likely exceed \$1.3 million.

**Iowa Educators Cooperative** – MBAEA provides access for all school districts to a statewide commodity purchasing cooperative. The cooperative is a statewide AEA organization. School district participation in the cooperative generated the following cost savings for area school districts.

- 2011-2012 = \$354,825 savings
- 2012-2013 = \$472,806 savings
- 2013-2014 = \$246,296 savings

The links below provide additional detail regarding Management Services and alignment to AEA standards for service.

<https://www.mbaea.org/en/about-us/aea-standards-for-service/programs-services/management-program/>

[https://www.mbaea.org/documents/filelibrary/aea-standards-of-service/goal-alignment/8\\_Align\\_Std\\_Management\\_7CCAF566B4BEE.pdf](https://www.mbaea.org/documents/filelibrary/aea-standards-of-service/goal-alignment/8_Align_Std_Management_7CCAF566B4BEE.pdf)

### Section III

**The following items/systems must be addressed by the AEA**

**AEA services are supported by aligned agency resources.**

Provide examples of how agency resources are aligned to support the Chapter 72 services related to these standards.

- a. The following chart provides an example of the alignment of AEA services to the AEA standard for service (Chapter 72), allocation of AEA staff resources, and the percent of human resources allocated to each program.

AEA Programs	SC P	PD	CIA	DL	MC GF	MS	ST	L	FTE	%
Collaborative Partnerships	X	X	X	X	X	X	X	X	154	44
Diverse Learners		X	X	X	X	X	X	X	30	10
Early Childhood	X	X	X	X	X	X	X	X	40	13
Executive Leadership	X	X	X	X	X	X	X	X	15	5
Focus Area	X	X	X	X	X	X	X	X	33	10
Leadership	X	X	X	X	X	X	X	X	3	1
Quality Learning	X	X	X	X	X	X	X	X	16	7
Management Services	X	X	X	X	X		X	X	44	10

FTE calculations and percentages are estimates. Staff numbers fluctuate due to resignations and retirements.

- b. MBAEA has adopted the AEA Compact goal: students entering post-secondary opportunities with the skills and attitude they need to succeed. MBAEA plan to achieve the Compact goal is to provide services to all public, accredited non-public schools, and school districts through the following interconnected/collaborative program structure.



- Collaborative Partnerships is the key AEA service delivery structure for all schools.
- Diverse Learners provides the technical specialties, low incidence interventions, and expertise to deliver high quality special education services.
- Early Childhood addresses the learning needs of children before they enter school so that they are ready to learn.
- Executive Leadership is collaborative strategic planning among the region's educational leaders.
- Focus Areas bring Iowa Core and content expertise to the AEA service delivery system.
- Leadership is the support system for central office administrators, principals, and new teacher leaders.
- Media & Technology supports bringing robust resources to the classroom to support differentiated and personal learning for all students.

AEA staff members have multiple roles and responsibilities and their assignments are often interconnecting. For example, staff may have a school-based Collaborative Partnership assignment and, also, participate on a Focus Area delivery team to deliver literacy, numeracy, student engagement, or MTSS coaching within the same school.

Therefore, Iowa Code §281—72.4(1-8) standards for service are an embedded expectation within the service delivery structure of MBAEA.

For example, licensed staff members have the following embedded responsibilities that represent the standards for service expectations:

- SCP – Have we deployed sufficient planning and goal setting to be successful?
- PD – Have we provided everyone with the capacity building needed?
- CIA – Are we delivering high quality evidence-based strategies?
- DL – Are we delivering interventions within a system of success for all learners?
- MCGF – Are we creating a climate where all learners can succeed?
- MS & ST – Are we personalizing student learning through robust resources?
- L – Have we built leadership supports to sustain implementation?

### **AEA services are equitably available.**

Provide examples of how the services that support all Chapter 72 standards are equitably available throughout the agency

- a. **Literacy Services**, Early Literacy Implementation - §279.68, AEA staff are supporting the statewide roll-out within K-3 elementary sites. AEA staff are providing workshops and school-based coaching to implement §279.68. The AEA is expanding its “Pilot School” coaching capacity so that **all schools** have access to highly trained §279.68 coaches. The Agency’s support also includes: [a] ensuring students have access to diverse reading content; [b] offering schools additional reading content through media; and [c] assisting with technology issues to support access to web-content and FAST assessment usage issues. All K-3 public and accredited non-public schools are in the communication network and are invited to participate in all AEA service activities.  
**AEA Standards for Service Alignment: SCP, PD, CIA, DL, MCGF, MS, ST, & L.**
- b. **Media Services – All public and accredited non-public school sites** have van delivery to access media and technology resources from the AEA as well as access to many media online resources. Media services are expanding to **community-based preschools**. Media has a needs assessment process to respond to educator needs and provide assistance to train educators how to effectively utilize these media and technology resources. A protocol is in place to screen and purchase resources so that selected materials meet a quality standard. The AEA facilitates a Teacher Librarian Academy to provide leadership and professional development training and improve media processes within area schools. **AEA Standards for Service Alignment: SCP, PD, CIA, DL, MCGF, MS, ST, & L.**
- c. **Special Education Services**, Child Find, 2007 Iowa Special Education Rules – Licensed AEA special education staff are assigned to **public schools, accredited non-public schools, and public school districts** to deliver child find supports and services. Early childhood extends special education supports to birth to preschool aged children. The AEA staff are engaged in special education needs assessment and planning, professional development, media/technology supports, and leadership to implement effective curriculum, instruction, and assessment at the classroom level.  
**AEA Standards for Service Alignment: SCP, PD, CIA, DL, MCGF, MS, ST, & L.**

**AEA services include a process to monitor the implementation of the service.**

Provide examples of how the implementation of the services that support the Chapter 72 standards are monitored by the agency.

a. Example #1: Collaborative Partnership Program

**Outcomes (Effectiveness)**

The Collaborative Partnership Program is monitored and evaluated through its program outcomes, program data, participant surveys and evaluation feedback, and regional needs assessment feedback. The school-based consultants and administrators, in partnership with school-based participants, use data-driven decision-making teaming techniques to sustain a strong service delivery partnership. The program is also evaluated by ongoing data collection and advisory needs assessment such as the Profile of Services, Statewide AEA Satisfaction Survey, and specific educator advisory groups.

Outcomes aligned to Iowa Code §281—72.4(1-8)								
Collaborative Partnerships Outcomes	Standards for Service							
	SCP	PD	CIA	DL	MC GF	MS	ST	L
All schools and school districts have assistance to meet and/or exceed Iowa's Chapter 12 comprehensive school improvement expectations.	X	X	X	X	X	X	X	X
All schools have embedded educational supports, content expertise assistance, and professional learning activities (training, modelling, and coaching) so that all students are learning within effective teaching and learning environments that meet their specific learning needs.		X	X	X		X	X	X
All schools and school districts have AEA services that meet their priority teaching and learning needs.	X	X	X					X
All schools and school districts have effective special education child find systems meeting and exceeding federal and state expectations.	X	X	X	X	X	X	X	X
All schools and school districts have multicultural gender fair and equity assistance to meet the needs of all children and students.	X	X			X			X

**Program Feedback & Monitoring:**

- Program data collected, analyzed, and evaluated by AEA consultants and administrators with data-driven decision-making and participation by school-based educators.
- School administrators complete annual special education service surveys providing feedback regarding AEA staff effectiveness.
- Teachers participate in annual advisory meetings providing specific AEA service feedback.
- Profile of services data are gathered and monitored annually to ensure schools and school districts have equitable availability of AEA services.
- Administrators and teachers complete evaluation surveys, respond through advisory processes, and have an opportunity to complete the annual Iowa AEA

Satisfaction Survey. These data points are used to continuously provide feedback to improve AEA services to children, families, schools and school districts. The following are general data points used to inform AEA service effectiveness.

- AEA services meet the professional needs of educators
- AEA services assist educators with Federal and/or state mandates
- AEA services had a positive impact on schools (continuous school improvement)
- AEA services assisted in improving instruction and/or job related practices
- AEA staff created and maintained a good working relationship
- AEA staff are responsive to student learning needs
- AEA staff assisted in improving student achievement
- AEA staff provided leadership to meet emerging educational needs

b. Example #2: Diverse Learner Program

**Outcomes (Effectiveness)**

The Diverse Learner Program is monitored and evaluated through its program outcomes, program data, participant surveys and evaluation feedback, and regional needs assessment feedback. The consultants and administrators, in partnership with participants receiving services, use multiple data points to ensure delivery of high quality services. The program is also evaluated by ongoing data collection and advisory needs assessment such as the Profile of Services, Statewide AEA Satisfaction Survey, and specific educator advisory groups.

Outcomes aligned to Iowa Code §281—72.4(1-8)								
Diverse Learner Outcomes	Standards for Service							
	SCP	PD	CIA	DL	MC GF	MS	ST	L
All diverse learners have supports to learn at high levels.	X	X	X	X	X	X	X	X
All schools and school districts have special education child find services and supports that comply with federal and state special education compliance and/or procedures.	X	X	X	X	X	X	X	X
All diverse learners have the appropriate access to specialized learning and services that meets their identified unique learning needs according to federal and state law.		X	X	X		X	X	
Children, families, and educators have access to quality low incidence services and specialized intervention teams that meet the unique teaching and learning needs of diverse learners.		X	X	X		X	X	

**Program Feedback & Monitoring:**

- Program data collected, analyzed, and evaluated by AEA consultants and administrators with the involvement of school-based educators.
- School administrators complete annual special education service surveys providing feedback regarding AEA staff effectiveness.
- Teachers participate in annual advisory meetings providing specific AEA service feedback.
- Profile of Services data are gathered and monitored annually to ensure schools and school districts have equitable availability of AEA services.



- Administrators and teachers complete evaluation surveys, respond through advisory processes, and have an opportunity to complete the annual Iowa AEA Satisfaction Survey. These data points are used to continuously provide feedback to improve AEA services to children, families, schools and school districts. The following are general data points used to inform AEA service effectiveness.
  - AEA services meet the professional needs of educators
  - AEA services assist educators with Federal and/or state mandates
  - AEA services had a positive impact on schools (continuous school improvement)
  - AEA services assisted in improving instruction and/or job related practices
  - AEA staff created and maintained a good working relationship
  - AEA staff are responsive to student learning needs
  - AEA staff assisted in improving student achievement
  - AEA staff provided leadership to meet emerging educational needs

c. Example #3: Focus Area Program

**Outcomes (Effectiveness)**

The Focus Area Program is monitored and evaluated through its program outcomes, program data, participant surveys and evaluation feedback, and regional needs assessment feedback. The school-based consultants and administrators, in partnership with school-based participants, use data-driven decision-making teaming techniques to sustain a strong service delivery partnership. The program is also evaluated by ongoing data collection and advisory needs assessment such as the Profile of Services, Statewide AEA Satisfaction Survey, and specific educator advisory groups.

Outcomes aligned to Iowa Code §281—72.4(1-8)								
Collaborative Partnerships Outcomes	Standards for Service							
	SCP	PD	CIA	DL	MC GF	MS	ST	L
Iowa AEA Compact Outcomes <ul style="list-style-type: none"> <li>• Every Iowa child is proficient in reading by the end of third grade.</li> <li>• Every child has the math skills needed to succeed.</li> <li>• Learning gaps between students with disabilities and those without are reduced by at least half.</li> <li>• That students enter post-secondary opportunities with the skills and attitude they need to succeed.</li> </ul>	X	X	X	X	X	X	X	X
Collaborative Partnerships Outcomes	Standards for Service							
	SCP	PD	CIA	DL	MC GF	MS	ST	L
All elementary schools are fully compliant with Iowa's Early Literacy Initiative (Iowa Code §279.68).	X	X	X	X	X	X	X	X
Students complete advanced mathematics coursework.	X	X	X	X	X	X	X	X
Students have learning environments that address their personal learning needs and accelerate student access to rigorous and relevant content at their level.	X	X	X	X	X	X	X	X
Students have tiered instructional environments that successfully prepare	X	X	X	X	X	X	X	X

students for postsecondary success.								
All schools and school districts have multicultural gender fair and equity assistance to meet the needs of all children and students.	X	X	X	X	X	X	X	X

**Program Feedback & Monitoring:**

- Program data collected, analyzed, and evaluated by AEA consultants and administrators with data-driven decision-making and participation by school-based educators.
- Teachers participate in annual advisory meetings providing specific AEA service feedback.
- Profile of services data are gathered and monitored annually to ensure schools and school districts have equitable availability of AEA services.
- Administrators and teachers complete evaluation surveys, respond through advisory processes, and have an opportunity to complete the annual Iowa AEA Satisfaction Survey. These data points are used to continuously provide feedback to improve AEA services to children, families, schools and school districts. The following are general data points used to inform AEA service effectiveness.
  - Met the professional needs of educators
  - Assist educators with Federal and/or state mandates
  - Had a positive impact on schools (continuous school improvement)
  - Assisted in improving instruction and/or job related practices
  - Created and maintained a good working relationship
  - Is responsive to student learning needs
  - Assisted in improving student achievement
  - Provided leadership to meet emerging educational needs

**AEA services include a system for measuring the effectiveness of services provided.**

Provide examples of how the effectiveness of services supporting Chapter 72 standards are measured. Indicate where effectiveness data can be found during the Document Review.

Effectiveness data can be found within the Agency’s annual progress reports. The links to the Agency’s Annual Progress Reports (APR) are found in multiple locations within the accreditation documentation site. You may use the link below:

<https://www.mbaea.org/index.cfm?nodeID=80845&audienceID=1>

The annual progress report has the following effectiveness data presented:

- Progress toward agency-wide goals
- Progress toward improved teaching in reading, mathematics, and science (Agency Goals)
- Progress with teacher, school and school district needs
- Progress with cost efficiency
- Progress with current and/or timely services
- Progress with the level of customer participation
- Progress with customer satisfaction
- Progress with Chapter 72 dropout rate (Iowa Compact Goal)
- Progress with Chapter 72 indicators of post-secondary success (Iowa Compact Goal)

## **AEA services include a system for measuring the efficiency of services provided**

Provide examples of how the efficiency of the services supporting Chapter 72 standards are measured.

### **a. Early Childhood**

Efficiency: An expectation of area education agencies is to support and provide educational efficiencies within a statewide education system. AEAs, in Iowa, were established, in 1974, to provide such resource efficiencies. Early childhood services provide the following education system efficiencies:

- Access to educational supports for birth to three-year-old children.
- Access to diverse learner supports for preschool aged children.
- Access to professional development learning opportunities.
- Access to coordination of early childhood supports by the AEA partnering with community and government agencies and schools and school districts.

### **b. Executive Leadership**

Efficiency: An expectation of intermediate service units is to support and provide educational efficiencies within a statewide education system. AEAs, in Iowa, were established, in 1974, to provide such resource efficiencies. Executive Leaders Program provides the following education system efficiencies:

- Access to a regional planning structure so that schools and school districts may investigate options to:
  - Reduce operational costs and human resource time commitments.
  - Leverage access to online resources, software, and additional human resources.
- Access to time efficiencies that organize and support common learning among executive leaders.
- Access to resource efficiencies through collaboration to provide financial benefits to local schools and school districts.

### **c. Quality Learning**

Efficiency: An expectation of area education agencies is to support and provide educational efficiencies within a statewide education system. AEAs, in Iowa, were established, in 1974, to provide such resource efficiencies. Media services provide the following education system efficiencies:

- Access to high quality media and libraries (including online resources)
- Access to high quality professional development
- Access to networking opportunities for all content area teachers