



GRANT WOOD AREA EDUCATION AGENCY

Annual Progress Report

February 1, 2002



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<u>INTRODUCTION</u>	3
<u>INDICATORS OF QUALITY</u>	4
<u>AEA 10 PERCENT PROFICIENT IN MATH - DISAGGREGATED</u>	5
<u>AEA 10 PERCENT PROFICIENT IN READING - DISAGGREGATED</u>	6
<u>SCIENCE RESULTS</u>	7
<u>DROP-OUT LEVELS IN AEA 10</u>	8
<u>INTENTION OF POST-SECONDARY STUDIES GRADUATING CLASS OF 2001</u>	9
<u>ANNUAL PROGRESS REPORT EVALUATIONS</u>	10
<u>PROGRESS IN IMPROVED TEACHING</u>	12
<u>STAFF DEVELOPMENT PROGRAM OVERVIEW</u>	13
<u>PROGRESS TOWARD IMPROVING TEACHING IN MATH</u>	17
<u>PROGRESS TOWARD IMPROVED TEACHING OF READING</u>	18
<u>READING RECOVERY PROGRAM DATA</u>	21
<u>PROGRESS TOWARD IMPROVING TEACHING IN SCIENCE</u>	23
<u>PROGRESS IN CUSTOMER SATISFACTION WITH SERVICES</u>	26
<u>STATEWIDE SURVEY BY DEPARTMENT OF EDUCATION</u>	26
<u>GRANT WOOD AEA CUSTOMER SURVEY RESULTS</u>	28

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Introduction

This Annual Progress Report for Grant Wood Area Education Agency is published by the communications office and media production center at Grant Wood Area Education Agency, 4401 Sixth Street, SW, Cedar Rapids, IA 52404-4499 and submitted annually to the Iowa Department of Education.

Four printed copies of this report are being provided to the Iowa State Department of Education, along with several CD-ROMs containing this document in Word. It also has been placed as a PDF document on the agency's Web site.

Printed copies of this report are being distributed to all school superintendents. Principals in each attendance center in AEA 10 will receive an e-mail containing the document in both Word and Rich Text Format. A shortened version of this report highlighting student progress and customer satisfaction will be distributed to the Chambers of Commerce in all of the cities served by Grant Wood AEA and to the Iowa Department of Education.

Several copies of this paper document are available in the lobbies of the agency's three facilities located at 4401 Sixth Street SW and 1120 33rd Avenue SW in Cedar Rapids, and in our Coralville office at 200 Holiday Road.

Grant Wood Area Education Agency serves 33 public school districts and 22 approved private schools in Benton, Cedar, Iowa, Johnson, Jones, Linn and Washington Counties.

For further information about Grant Wood AEA, please visit us on the Internet at:

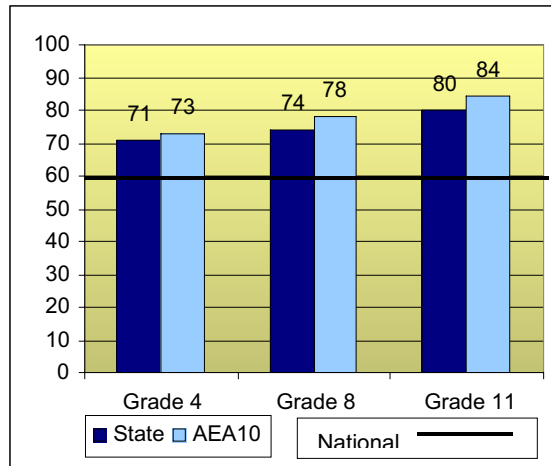
<http://www.AEA 10.k12.ia.us/>



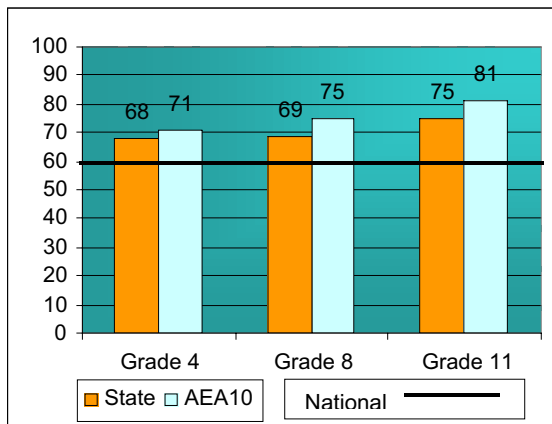
Indicators of Quality

Ultimately, the progress of student learning in any classroom is the result of excellent communication by the teacher and willing effort by the learner. Grant Wood AEA makes every effort to support learning in the classrooms within its service area. From professional development, to curriculum consulting, to assistance with students with disabilities, Grant Wood AEA provides many services, which impact the learning that occurs in the classroom. Below are the results for students tested in grades 4, 8, and 11 in AEA 10 during the 2000-2001 school year. Source: Iowa Test of Basic Skills.

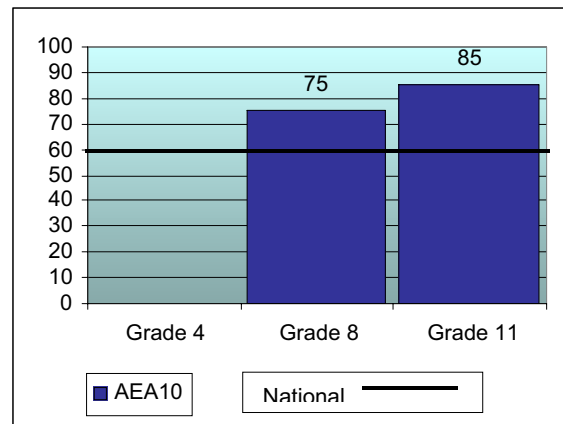
Percent Proficient in Mathematics in AEA 10, State, and Nation



Percent Proficient in Reading in AEA 10, State, and Nation

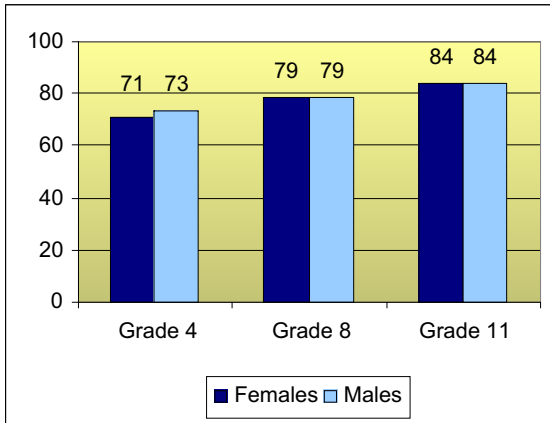


Percent Proficient in Science in AEA 10 and Nation

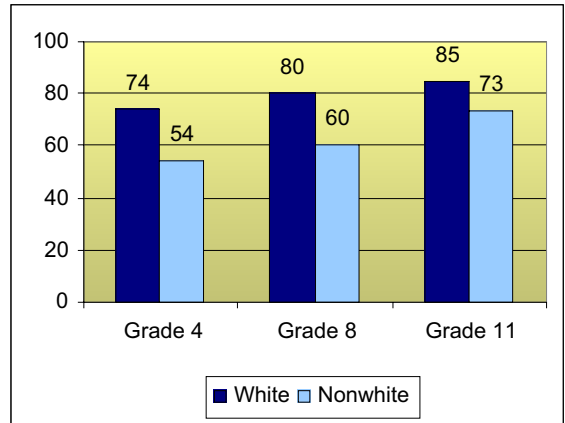


AEA 10 Percent Proficient in Math - Disaggregated

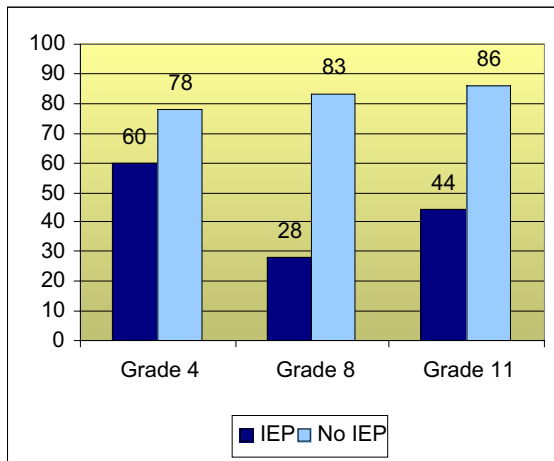
Math Scores by Gender



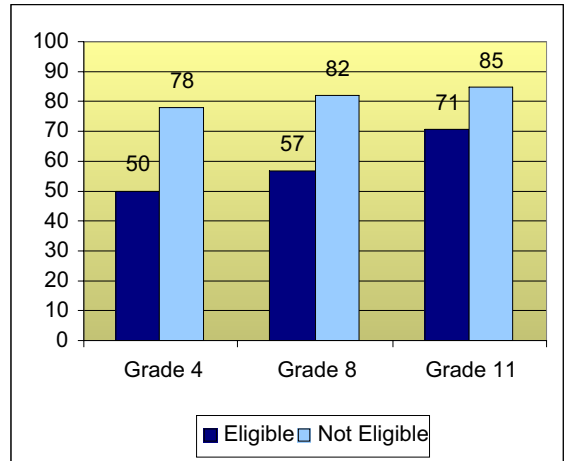
Math Scores by Ethnicity



Math Scores by IEP Status

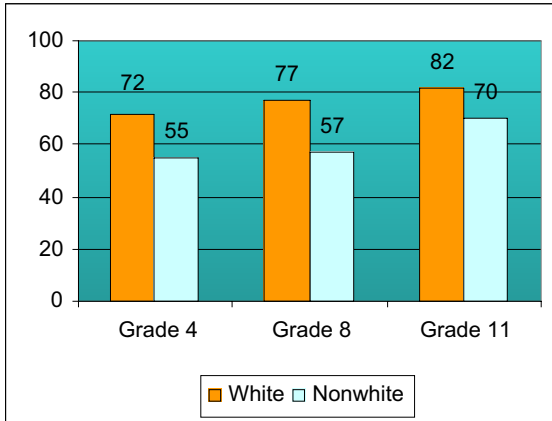


Math Scores by Eligibility for Free/Reduced-Price Meals

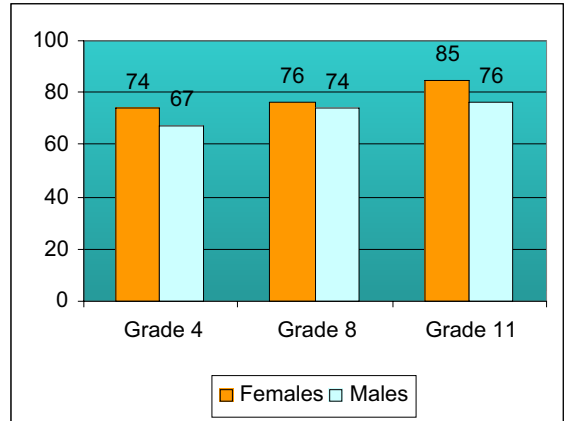


AEA 10 Percent Proficient in Reading - Disaggregated

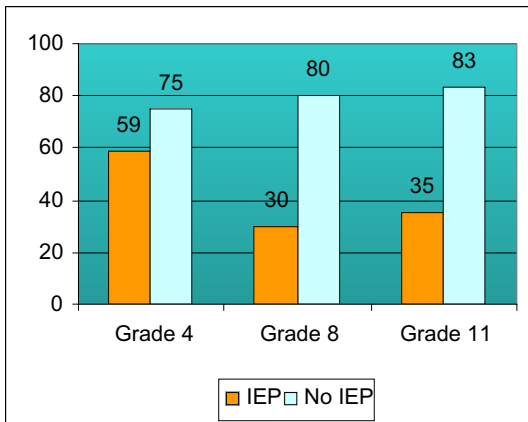
Reading by Ethnicity



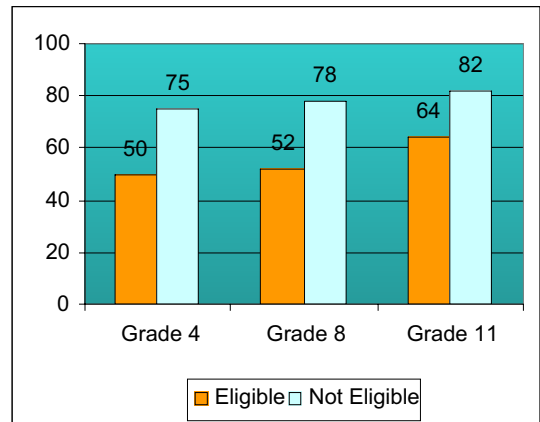
Reading by Gender



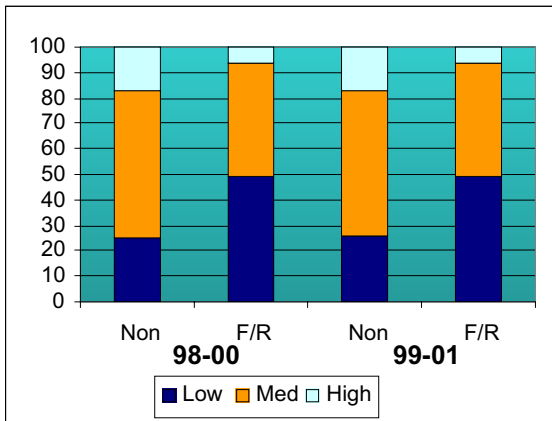
Reading by IEP Status



Reading by Eligibility for Free/Reduced-Price Meals



Reading Comprehension by Eligibility for Free/Reduced-Price Meals

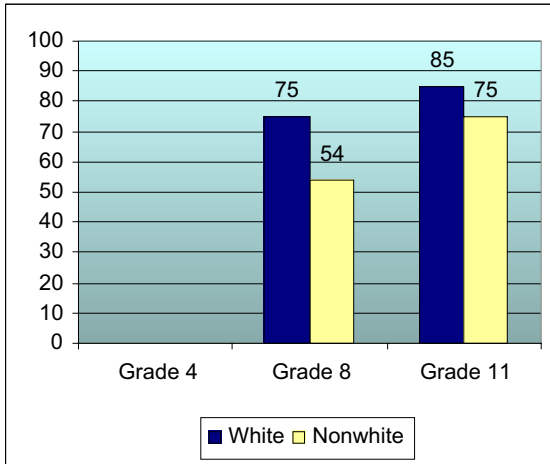


The table at left shows the difference in scores for students who do not qualify for free/reduced price meals (Non) versus those who do (F/R).

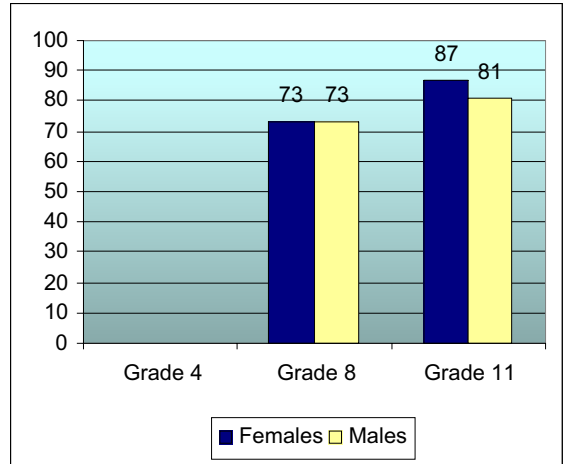
As you can see from these two comparison years, students with lower socio-economic status tend to have fewer test scores in the high range and a larger number in the low range. This is a common problem nationwide. Efforts to reduce this gap in performance will be a focus for several local districts and the agency in years to come.

Science Results

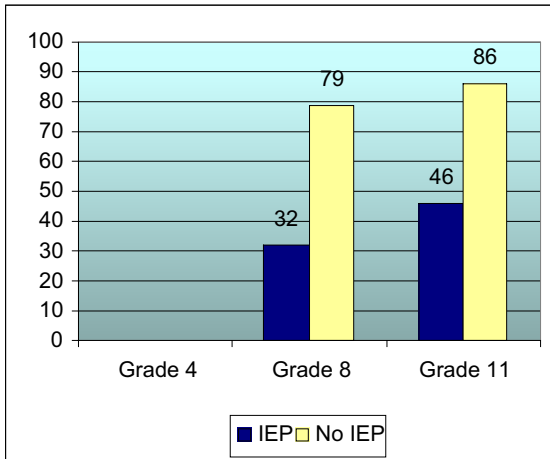
Science by Ethnicity



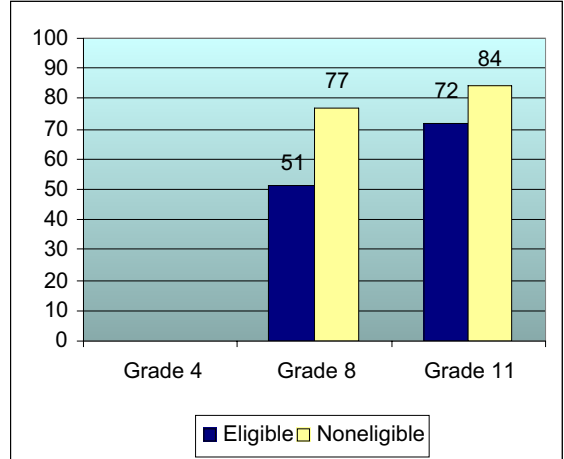
Science by Gender



Science by IEP Status



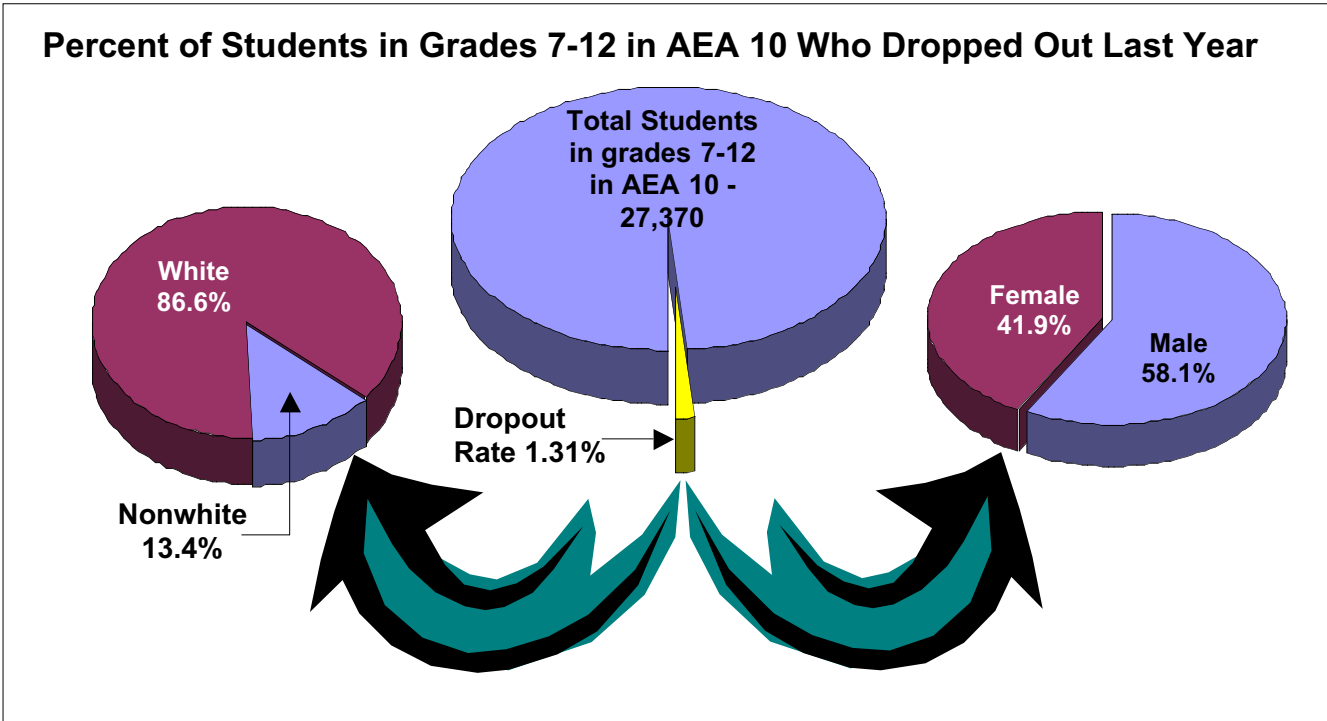
Science by Eligibility for Free/Reduced-Price Meals



Drop-Out Levels in AEA 10

One measure of the quality of education in AEA 10 is the dropout levels. The Iowa Department of Education has provided the numbers shown below for students in grades 7 through 12 as reported by districts in the BEDS (Basic Educational Data Survey):

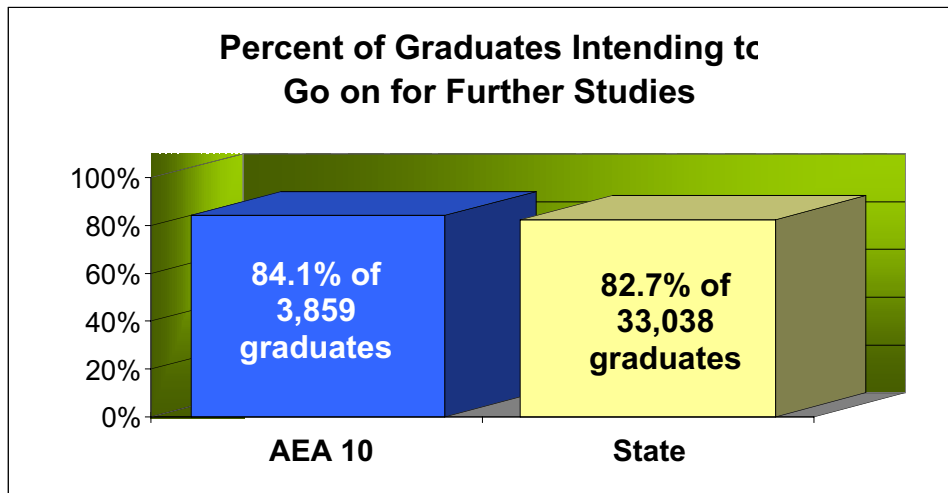
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Intention of Post-Secondary Studies Graduating Class of 2001

Another measure of student learning success is the number of students who report that they intend to pursue post-graduation educations or training. Students who have exhibited a proficiency in the classroom generally will pursue further educational opportunities whether in community colleges, technical schools or universities and colleges. The graph below reflects the number of graduates from districts in AEA 10 and statewide and the percent of these graduates who have indicated an intention to go on for further education.

Students Intending to Pursue Post-secondary Educations or Training



Baseline Data on Students Completing a Core Program

An average of 75% of all students complete a core program in 32 of the 33 districts served by AEA 10. Note: One of the 33 districts has no high school. Source: Iowa Department of Education.



Annual Progress Report Evaluations

The agency has worked with each of the 33 school districts it serves, helping the schools to assemble their Comprehensive School Improvement Plans (CSIPs) and Annual Progress Reports. The following tables combine the results of the districts' reports.

DE Feedback on Local Districts' Annual Progress Report Goals			
	Reading	Math	Science
Setting Achievable Goals	18%	15%	3%
Establishing Measurable Goals	12%	15%	3%
Connecting Annual Improvement Goals to Longer Range Goals	9%	9%	6%
Other	27%	33%	36%

Percent of districts receiving technical assistance suggestions from the Department of Education.
Source: Department of Education reports

The chart below and continued on the next page shows priority areas identified by school districts in their comprehensive school improvement action plans. Numbers reflect the percent of school districts reporting planned activity by category.

Data from Analysis of Local Districts' Comprehensive School Improvement Plans (CSIPs)				
AEA Accreditation Areas	Reading	Math	Science	Other
School & Community Planning	48%	36%	30%	73%
Professional Development Services	42%	85%	79%	52%
Curriculum Instruction Assessment	97%	97%	94%	64%
Diverse Learning Needs	73%	70%	55%	58%
Multi-Cultural / Gender Fair	45%	39%	36%	45%
Media Services	33%	24%	21%	21%
School Technology	61%	58%	48%	61%



Leadership Services	21%	18%	12%	27%
Management Services	12%	12%	12%	21%

Grant Wood Area Education Agency values the opportunity to operate in partnership with area schools. To that end, agency representatives annually negotiate District Service Plans with area schools. District needs vary annually and District Service Plans represent areas of strategic priority. These plans outline mutual expectations from the agency and the local school district.

Data from Districts' Service Plans				
Percent of districts that identified specific services as strategic priorities				
AEA Accreditation Areas	Reading	Math	Science	Other
School & Community Planning	33%	33%	30%	91%
Professional Development Services	61%	58%	61%	82%
Curriculum Instruction Assessment	79%	79%	76%	70%
Diverse Learning Needs	45%	39%	39%	82%
Multi-Cultural / Gender Fair	33%	27%	24%	61%
Media Services	45%	39%	36%	67%
School Technology	45%	45%	45%	79%
Leadership Services	30%	27%	27%	58%
Management Services	24%	18%	21%	42%

Progress in Improved Teaching

The data contained here reflect four key sources: professional development program, staff development program, content area initiatives conducted by reading, math and science consultants, and Reading Recovery.

Grant Wood AEA uses the term “professional development” to indicate individual workshops, and the term “staff development” for credit courses. Content area initiatives are typically a series of long-term, intensive teacher development seminars.

License renewal and graduate credit are available for qualifying courses and several degree and/or endorsement programs are offered through agreements with colleges and universities. In its efforts to pass on the best teaching techniques and ideas to educators in this area, the agency brings in a wide array of presenters from all across the United States.

Most of these workshops, courses and seminars are held at the agency’s conference center at 4401 Sixth Street SW in Cedar Rapids.

Grant Wood AEA has long provided opportunities for educators to enhance their teaching performance through workshops, professional and staff development. Teachers consistently take part in these workshops. As illustrated in the table below, participation in professional development workshops has increased by 189 percent since 1996-97.

1996-97 through 2000-01

LEA Participation in Professional Development

School Year	Number of LEA Participants
1996 – 97	1,188
1997 – 98	1,544
1998 – 99	1,137
1999 – 00	1,899
2000 – 01	2,250

The practical measure of any class is whether the ideas learned in such an exercise will be taken back to the classroom and used in the education of students. Clearly, the response from participants over the years has been overwhelmingly positive



in response to the workshops offered at Grant Wood AEA. The table below represents evaluation responses to this question:

“Will you incorporate the new knowledge and skills into practice?”

Year	Yes	Somewhat	Total Responses	Percentage
1996 – 97	859	246	1,114	99.2%
1997 – 98	1,396	292	1,716	98.4%
1998 – 99	1,216	191	1,432	98.3%
1999 – 00	1,831	422	2,274	99.1%
2000 – 01	1,858	399	2,295	98.3%
Total	7,160	1,550	8,831	98.6%

Staff Development Program Overview

The Grant Wood AEA Staff Development program provides teacher and administrative license renewal courses and the Evaluator Approval initial course and updates. During 2000-2001, the program had 3,119 registrations for credit resulting in 4,174 semester hours of credit earned during 62,610 contact hours in courses.

Participants over the last two years were employed by 33 school districts in AEA 10, 99 districts outside of AEA 10, staff of 4 other AEAs, and staff of two colleges. 354 registrations accounting for 509 credits were from licensed educators who were not presently employed by an educational organization but who were earning license renewal credits. This data includes registrations from master’s degree programs in teaching and special education offered on-site through Marycrest International University and Morningside College.

In addition, other on-site graduate programs included those through Drake University leading to degrees and endorsements in counseling, and degrees and administrative endorsements for principals and superintendents. Registrations and credits from these programs are not included in the data for registrations through GWAEA.

2000-2001 Summary of Teacher Participant Evaluations for Staff Development Program Courses at Grant Wood Area Education Agency

Last year (2000-2001), 2,631 participants responded to the agency's standard course evaluation questionnaires. The following is a summary of those responses during the period of 10/1/00 through 9/30/01. All of the courses included teacher participants.

How would you compare this Grant Wood AEA Staff Development course to courses taken at a college or university?

- Of Less Value2%
- Of Equal Value40%
- Of Greater Value .54%

Will this course have a practical effect on my becoming a better teacher or administrator?

- Yes 94%
- Uncertain ... 3%
- No..... 0%

Did the scheduling of this course represent a valuable service in terms of location, convenience, and cost?

- Yes 95 %
- Uncertain .. 2 %
- No..... 1 %

Why were you enrolled in this course? You may check more than one.

To meet a personal growth goal	77 %
To earn credits for relicensure	73 %
To meet a building or district identified goal or need	29 %
Requested/required by administrator/district	8 %

Was the instructional style of the course student-centered?

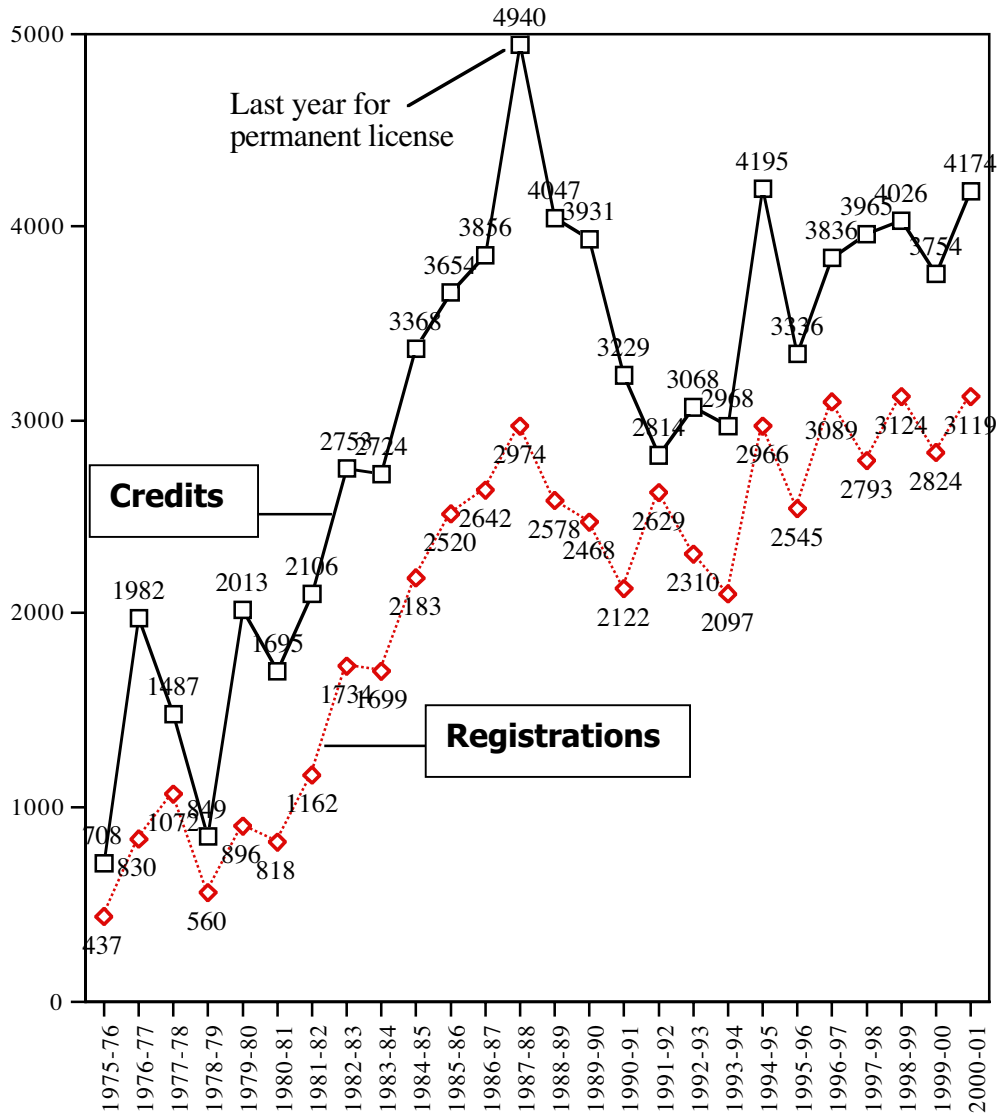
- Yes 93 %

Would you recommend this staff development course to others?

- Yes 91 %

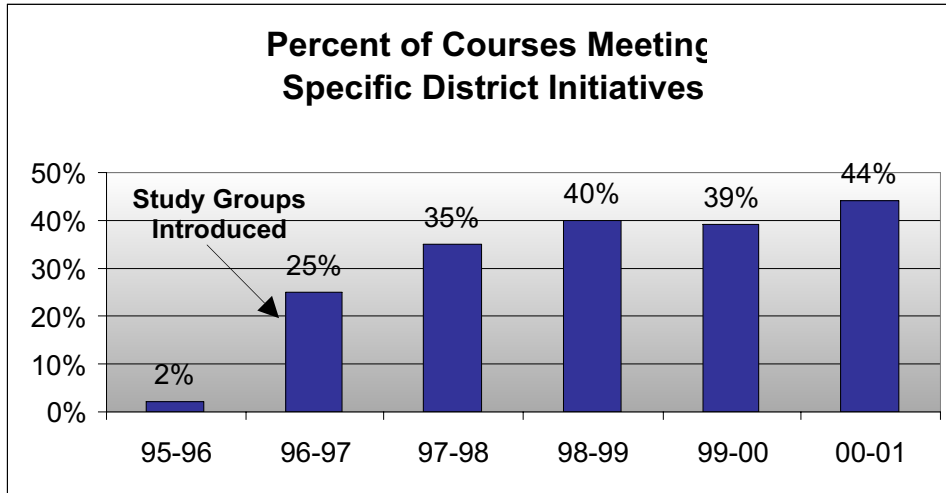


Registrations and Credits Earned 1975 through 2001



Grant Wood AEA has been recording registrations and credit hours offered by the agency since 1975. As you can see from the chart above, activity in staff development reached an all-time high of 4,940 credits earned in the mid-eighties, which was the last year that permanent licensure could be earned. After that, coursework declined for several years; but in the late 1990s, activity once again began to climb with credits reaching approximately 84 percent of the previous high in 2000-01, and actual registrations reached an all-time high this past year at 3,119 participants.

Percent of Completed Courses that Were District Initiatives



In response to district requests, Grant Wood AEA has created a number of study groups and initiatives that meet building and districts' goals and needs. These are courses that are not advertised in the agency's promotional paper, *The Linker*. As shown in this graph, the number of courses offered specifically in response to schools' needs increased substantially after 1995-96.



Progress Toward Improving Teaching in Math

The **Math Advocate Team (MAT)** Initiative is a collaborative project involving Grant Wood Area Education Agency and local school districts in building the capacity to implement and sustain the most effective practices in mathematics (K-12), thus increasing student learning.

2000-2001

- Twelve out of 33 school districts served by GWAEA (36 percent) sent teams to be part of the MAT program. These district teams were made up of at least three teachers and an administrator.
- MAT teams met for seven days during the 2000-2001 school year, with subsequent MAT meetings in their districts.
- Team members submitted logs demonstrating implementation of best practices in teaching mathematics along with student work samples. Mean number of logs submitted was four per teacher/administrator (213 logs submitted by 54 teachers).

2001-2002

- 22 out of 33 school districts served by GWAEA (67 percent) sent teams to be part of the MAT program- twelve are continuing from the previous year. The 10 new teams are made up of four teachers and an administrator. The total number of teachers/administrators involved is 107.
- MAT teams are meeting at Grant Wood AEA five times during the 2001-2002 school year with subsequent MAT meetings in their districts.
- Team members are submitting logs demonstrating implementation of best practices in teaching mathematics along with samples of student work. Mean number of logs submitted to date is 1.7 per teacher (107 teachers have submitted a total of 186 logs).
- All twelve of the second-year teams are conducting school-wide action research, identifying needs in mathematics instruction, collecting data, and creating and assessing a professional development plan.
- Each member of the second-year teams is conducting at least one professional development activity in his/her district.
- **To date, teachers in the second-year MAT teams have documented 2,911 uses of eight specific questioning strategies designed to promote thinking in their mathematics classrooms.**



Progress Toward Improved Teaching of Reading

Data from Reading Seminars*

The Grant Wood AEA Reading Team has created a series of workshops entitled “Literacy Learning Teams: K-6.” The purpose of these workshops is to increase elementary students’ reading comprehension of informational text. The Reading Team designed the workshops around Joyce and Showers’ professional development of theory, demonstration, practice (with feedback), and coaching. The information is presented to participants around the framework of the school-wide action research matrix.

When districts registered for these workshops, they were asked to sign-up for all three workshops in the series and to sign-up as a literacy learning team. The literacy learning teams consist of a central office administrator, the building principal, approximately three teachers, and one AEA consultant (other than a Reading Team member). 25 teachers from eight districts are participating in the workshop series.

Workshop sessions involve the presentation of information, large group discussions, and team work time (with support from Reading Team members). Teams are also assigned homework in-between sessions to aid and encourage implementation. The first session covered school-wide action research, analysis and interpretation of general school data and student achievement data, and quality nonfiction materials. The second session (for which implementation data is reported below) covered a continuation of analysis and interpretation of student achievement data, an introduction to peer coaching as part of the professional development model, and an introduction to the Read-aloud strategy. The third session (which will be held this spring) will continue demonstrations of and practice with the Read-aloud strategy and the introduction of the “Just Read!” program (a program designed to encourage children to read at home).

Baseline data:

96 percent of teachers (n=25) indicated that participation in workshops conducted by the AEA in the area of reading will enable them to improve instructional practices in at least one of four areas. *

64 percent of teachers (n=25) indicated that participation in workshops conducted by the AEA in the area of reading will enable them to improve instructional practices in all four of the areas addressed. *

** We have just begun to collect this type of quantitative data and this only reflects information from one workshop. In the past, we have only collected qualitative comments about our workshops. Recently, representatives from the Department of Education shared with us the template of the evaluation form used at DE symposiums. We have just begun to adapt this format for our own workshops so that the evaluation form is aligned with our workshop objectives. We will continue to use this type of format and this will be the information we collect for baseline and trend data.*



Five of eight districts (62.5 percent) participating in a series of workshops are receiving follow-up services supporting their implementation of instructional practices.

District Specific Data:**

The following are examples of pilot projects the agency is exploring in reading.

District A:

After receiving training by Grant Wood AEA:

- 73 percent (n=26) of K-2 staff are implementing a new reading comprehension strategy at a minimum of once every 12 weeks
- 73 percent (n=26) of K-2 staff are implementing a second new reading comprehension strategy at a minimum of once every 12 weeks
- 65 percent (n=26) of K-2 staff are implementing a third new reading comprehension strategy at a minimum of once every 12 weeks

*** In the future, this type of data will be collected and monitored for more districts.*

Baseline* data:**

- During a one week period at the beginning of the year teachers spent the following total amount of time reading to their students. Part of the goal in this was to increase the amount of time devoted to reading of nonfiction items:

Items Read	Minutes of Reading
198 Fictional Items	1,910
107 Nonfiction Items	1,085

- During a one week period at the beginning of the year, the break down of books available to children in classroom libraries was as follows:
 - Fiction 77 percent (n=5,107)
 - Nonfiction 23 percent (n=5,107)

**** 65 percent (n=26) of K-2 staff reporting K-2 staff includes classroom teachers, building principals, support teachers (e.g., Title 1, Basic Skills, etc.), special education staff, counselors, specials teachers (e.g., art, music, P.E., etc.)*

District B:

After receiving training by Grant Wood AEA:

- 97 percent (n=114) of K-5 staff are implementing a new reading comprehension strategy at a minimum of twice every 3 weeks

Baseline data:

- During a one week period at the beginning of the year with 98 percent (n=114) of K-5 staff reporting, teachers spent the following total amount of time reading to their students. Part of the goal in this was to increase the amount of time devoted to reading of nonfiction items:

Items Read	Minutes of Reading
746 Fictional Items	14,413
385 Nonfiction Items	3,954

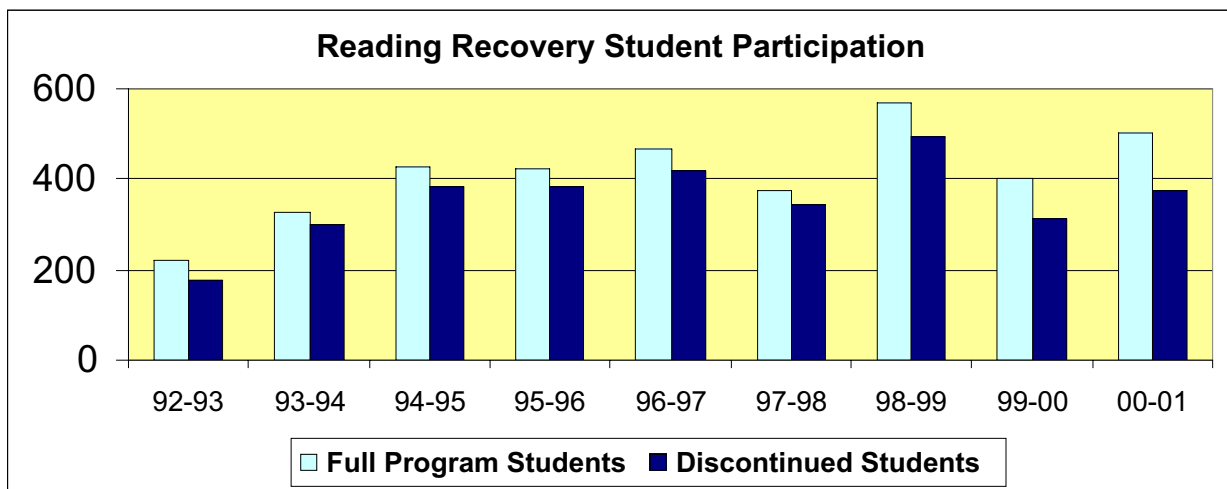
- During a one week period at the beginning of the year with 99 percent (n=114) of K-5 staff reporting, the break down of books available to children in classroom libraries was as follows:
 - Fiction 84 percent (n=32,096)
 - Nonfiction 16 percent (n=32,096)

Note: K-5 staff includes classroom teachers, building principals, support teachers (e.g., Title 1, Basic Skills, etc.), special education staff, counselors, specials teachers (e.g., art, music, P.E., etc.)



Reading Recovery Program Data

Reading Recovery is a one-to-one tutoring program for the lowest-achieving first graders who are having extreme difficulty learning to read and write. It provides intervention to students at a critical time with 30 minutes of daily extra instruction in reading, writing, and attention to letters, sounds, and words. The opportunity for accelerated progress provides children the chance to become independent readers and writers. At the end of a full program (20 weeks), a student either discontinues once he/she reaches the average ability of other first grade students or is recommended for further special services. Even children who continue with Reading Recovery instruction make important gains in reading and writing.



Full Program Students (as shown in the graph above) are defined as students receiving 20 weeks of Reading Recovery Instruction with a trained Reading Recovery teacher.

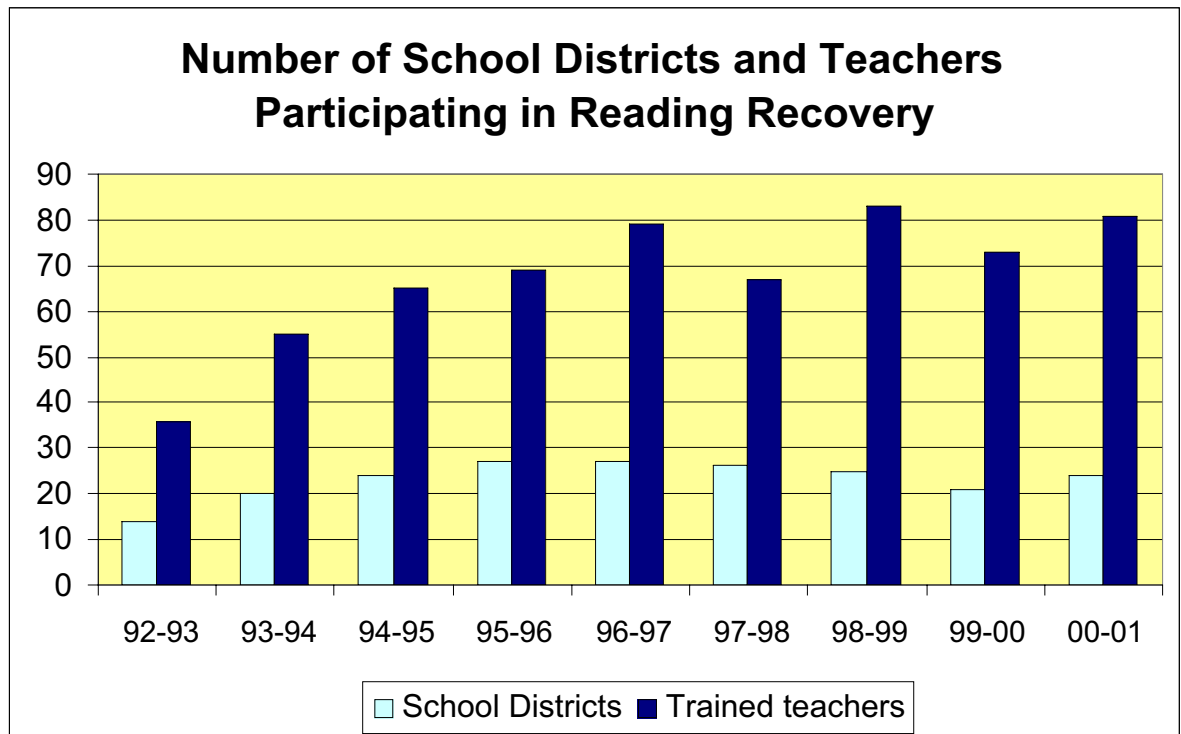
Discontinued Students (as graphed above) are Full Program Students who have completed 20 weeks of Reading Recovery Instruction and have achieved the average ability of other first grade students.

The difference between the two lines indicates the number of students who continue to receive Reading Recovery assistance beyond the 20-week timeframe.



Reading Recovery provides an intensive, yearlong teacher education program that involves analysis of behavior and teaching for expert decision-making. Reading Recovery also provides ongoing professional development for trained teachers. Implementation of specific reading strategies is inherent in Reading Recovery design.

The graph below refers to the number of teachers in AEA 10 who have received the intensive yearlong teacher training and continue to receive the ongoing professional development in Reading Recovery. These teachers provide the Reading Recovery program for the students revealed in the graph on the previous page. The Grant Wood Reading Recovery site has been highly successful for nearly a decade in providing intervention and opportunity for struggling readers and writers in first grade.



Progress Toward Improving Teaching in Science

The science team is focusing on two critical goals. One deals with curriculum development and planning. The other provides students with a rich learning environment through the development of hands-on learning activities kits.

I. Science Curriculum Collaborative

A. Goal statement: Through participation in this collaborative process, a comprehensive science curriculum improvement plan, including a district science assessment plan will be developed.

- Plans developed through a multi-year process include the following activities:

- Data collection and analysis
- Review of research on best practice
- Identification of strengths and limitations
- Development of an improvement plan to address limitations.

Participation Rate	
2000-2001	12 districts
2001-2002	12 districts
Total	24 districts

B. Customer Feedback: The following are first-year AEA customer survey questions, showing the extent to which teachers believed their participation in or use of AEA 10's services enabled them to improve instruction or job-related practices. Ratings listed below are expressed in percentages, reflecting the percent of participants who selected "Strongly Agrees" or "Agrees" with these statements:

Objectives of the Science Curriculum Collaborative 2000-2001*	%
Network with colleagues.	78%
Gain understanding of the constructivist learning process and the implications for curriculum and instruction.	75%
GWAEA science consultants provide assistance to districts with their improvement efforts.	70%
Develop awareness and increase understanding of the National Science Education Standards (NSES).	61%
Develop assessment literacy.	55%
Learn and practice an alignment strategy to assist in district assessment planning.	55%

*Percentages represent participants who agreed or strongly agreed with the statements in this table.



Reflect on district's science program in light of NSES to inform local goal setting.	54
Review or develop district science assessment standards and benchmarks that will reflect the goals of the NSES.	54
Provide strategies and direction for science improvement efforts at the district level.	54
Assist district teams with requirements of Comprehensive School Improvement Plan including the Annual Improvement Goal (goal-planning) and assessment planning.	49

C. Ten districts used GWAEA Science Curriculum Consultants for assistance with in-depth, on-site support services. This included on-going professional development with district teams to work on student achievement and assessment.

II. Curriculum and Materials Support:

A. Goal: To help districts establish and maintain an exemplary learning environment in the area of science by providing curriculum that is centered around programs which have been validated through research to prove effectiveness in creating meaningful long-term student learning and by delivering complete, ready-to-use, hands-on teaching and learning science materials to classrooms.

The hands-on “Kids Kits” have been provided to area schools since 1992-93. Through the program, children in grades K-6 have had the opportunity to learn scientific principles and understand the nature of scientific inquiry.

Demand for Center services has steadily increased over the past decade:

- From 10 districts in 1992 to 25 in 2002
- From 150 teachers served to over 500
- From 400 kits distributed to over 1,400
- From 4,000 students served to over 14,000

B. Participation Information for 2001-02

	# Of districts	# Of buildings	# Of teachers	# Of science classes	# Of students	# Of kits circulated	# Of teachers taught
Total Numbers	23	67	545	628	14,100	1,432	294

C. Customer satisfaction information is continually collected. AEA customer survey questions, which indicate the extent to which teachers believe that



participation in the AEA Kit In-services, enabled them to improve instruction or job-related practices.

Kit In-services provide the needed training to use the GWAEA Science Kits. These in-services are dedicated to providing teachers with a background in inquiry-based science teaching, student misconceptions, questioning, and preparation for teaching the specific units at the instructors' grade levels. Teachers who lead the unit-specific sessions have been teaching the unit for several years, and normally share a lot of good ideas with the participants.

Grant Wood AEA uses these data to evaluate the extent to which teachers believe that their participation enabled them to improve instruction or job-related practices. The chart below represents responses to the participant questionnaire for the percent of people who "Strongly Agree" and "Agree" with the following statement:

The information I received in this session will help me as a science teacher.

Activity	Percent
K-6 "New to the Kit or Grade Level" Standards and Inquiry	83%
K-6 "New to the Kit or Grade Level Teachers" Kit Training	91%
Grades 3-6 "Transition to Commercial Kits" Kit Training	94%
K-6 "New to the Kit or Grade Level" Constructivist Teaching and Questioning	89%
K-6 "New to the Kit or Grade Level" Kit Training	97%

D. Teacher Leadership Training for Kit Facilitators.

In 2001, 30 teachers representing 11 districts participated in Teacher Cadre Training.

III. Use of GWAEA Science Consultant Services as mentioned in District Comprehensive School Improvement Plans.

Number of districts that referenced GWAEA Science Consultant Services in their CSIPs: 75 percent

Progress in Customer Satisfaction with Services

Statewide Survey by Department of Education

The Department of Education conducted an extensive statewide satisfaction survey in the spring of 2001. The results show that customer satisfaction in AEA 10 is very similar to the average customer satisfaction level reported in all Iowa AEAs. In all cases, the numbers reflect positively on the AEA system and on AEA 10.

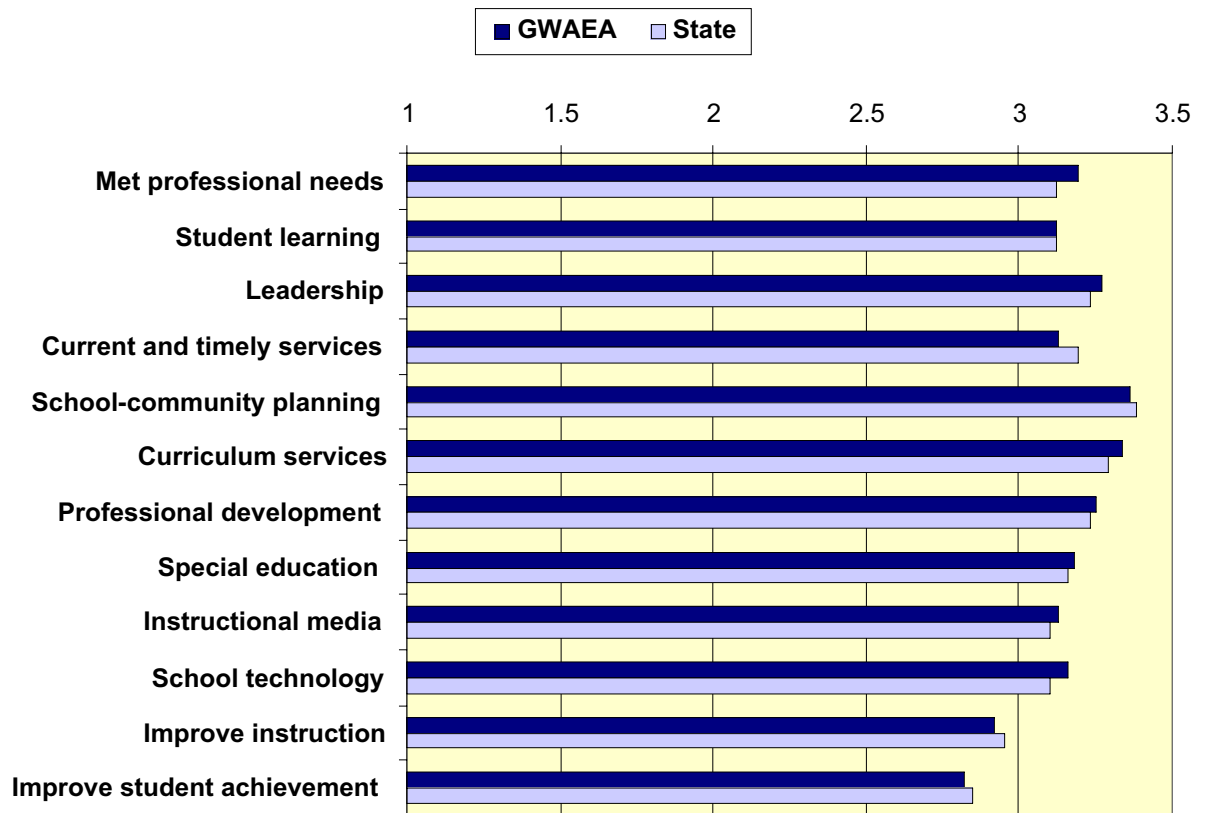
The survey asked respondents from local school districts to rate their level of agreement with a variety of key statements. The numbered items below are the statements used in the survey. Respondents were given options ranging from “Strongly Disagree” (1) to “Strongly Agree” (4). On all of the statements except the last two, the AEA system and Grant Wood AEA both scored a three or higher in satisfaction. The statements were as follows:

11. Generally, the AEA services that I have received or participated in met my professional needs.
12. The AEA is responsive to my school's student learning needs.
13. The AEA provides the leadership to meet emerging educational needs.
14. The AEA delivers current and timely services to meet my district or school's needs.
16. The school-community planning services I receive from the AEA are of high quality.
19. The curriculum services I receive from the AEA are of high quality.
22. The professional development services I receive from the AEA are of high quality.
25. The special education services I receive from the AEA are of high quality.
28. The instructional media services I receive from the AEA are of high quality.
31. The school technology services I receive from the AEA are of high quality.
33. To what extent did the AEA services you receive and apply assist you to improve instruction or job-related practices?
34. To what extent did the AEA services you receive and apply assist you to improve student achievement?



The survey received 2,144 total statewide respondents. AEA 10 had 239 respondents – or 11.1 percent of all surveys returned statewide. A graph showing the responses is shown below.

Customer Response to Services of Grant Wood AEA & Iowa's AEA System

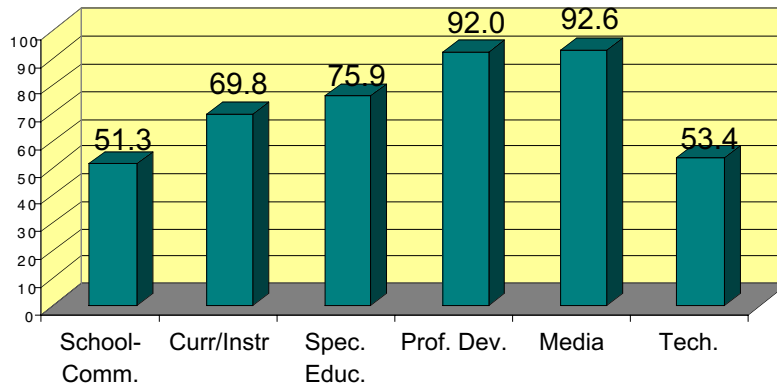


Grant Wood AEA Customer Survey Results

In October 1999, AEA 10 conducted its own satisfaction survey. The results are reflected below. We sent 5,000 surveys and received 657 responses back – a 13.1 percent return, which is generally considered a good response to a mail survey.

The majority of respondents were elementary staff. Middle/junior high and senior high staff were 22.1 and 21.9 percent respectively. District and building administrators made up 12.6 percent of the respondents. We asked them about their use of the agency's various services. (See graph below.) Clearly, the largest area of service-usage is the Media Center with 92.6 percent of the staff indicating they used the service. The *least* used services (at least perceptually) were School-Community Planning and Technology. Since these are services that are somewhat transparent to the classroom teachers, it's not surprising that educators didn't check these services as ones they use.

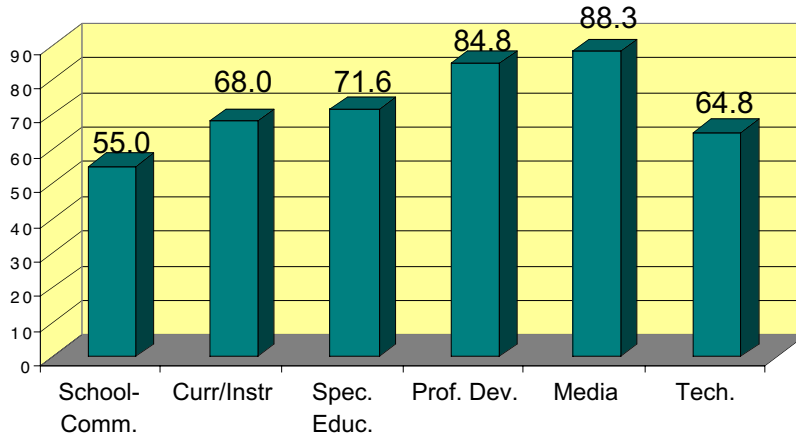
Usage of Services
Percent of Respondents Using AEA 10 Services



The agency also asked respondents "How well do we meet your expectations in providing services." Respondents could choose from five options: "Remarkably Exceed; Exceed; Meet; Approach, but Below; and Significantly Below." Clearly, a correlation exists between usage of services and meeting expectations, as is visible by the similarity of the chart above the one atop the next page.

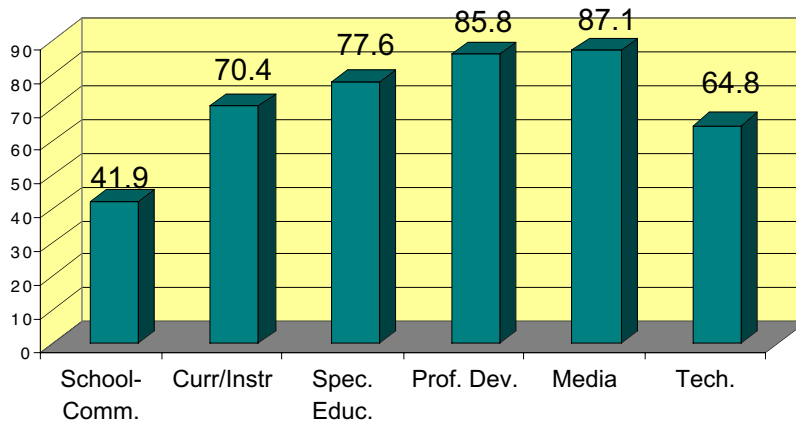


Meeting Customer Expectations
Percent of Respondents Indicating AEA 1C
Met or Exceeded Expectations



Respondents ranked the importance of services from the AEA. A total of 87 percent of the respondents ranked Media Services as either “Very Important” or “Important.” Not surprisingly, the respondents also indicated a higher level of importance to Technology-related services – an area of concern to many individuals in this high-tech age.

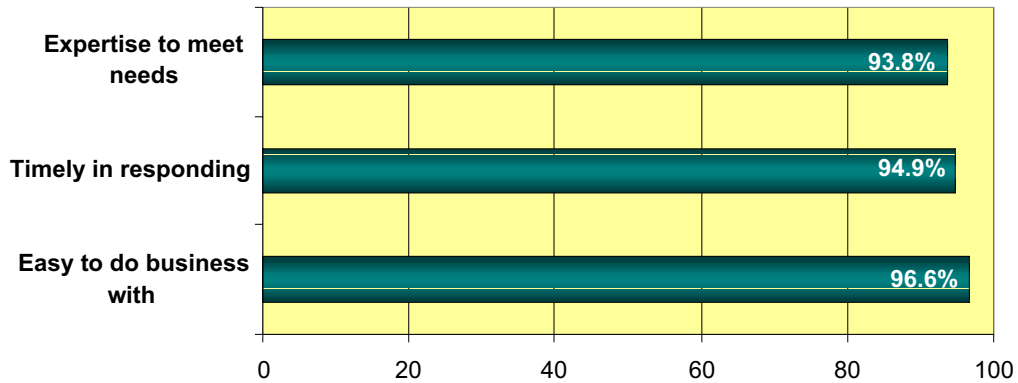
Importance of Core Areas
Percent of Respondents Ranking These Core Areas
as Important or Very Important



Respondents were asked three questions: “Are we easy to do business with?” “Are we timely in responding to your needs?” and “Do we have the expertise to meet your needs?” In all three instances, the respondents (over 90 percent in all cases) rated these as “Always” or “Usually.” (See graph on the next page.) The agency’s goal, of

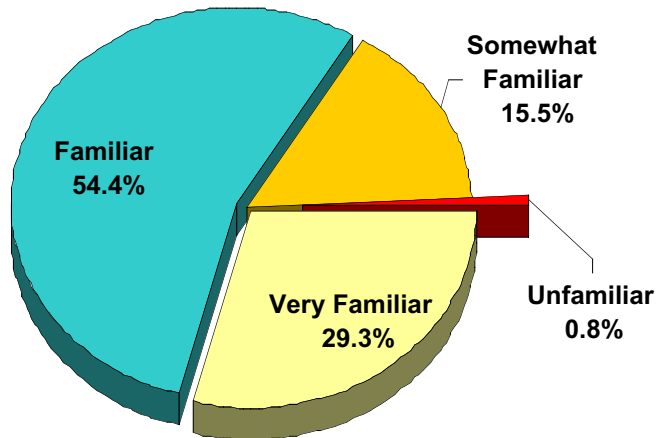
course, is to reduce the “Rarely” and “Never” responses to zero; however, we recognize we will occasionally have unhappy customers for a variety of reasons, some of which are beyond our control.

Ease, Timeliness & Expertise Percent Responding Always or Usual



Another aspect of the agency’s business is keeping our customers apprised of the services we offer. In this survey, less than one percent of our customers were unfamiliar with the services offered by Grant Wood AEA. Our goal as an agency will be to raise awareness of all the agency’s services to those who are only somewhat familiar or unfamiliar.

Familiarity with Services



For more information about Grant Wood AEA, please visit our Web site at:
<http://www.AEA 10.k12.ia.us/>