# Iowa State Board of Education

## Executive Summary

**July 16, 2025**

**Agenda Item:** Area Education Agency (AEA) Accreditation Report - Great Prairie

**State Board Goal:** Goal 2

**State Board Role/Authority:** Iowa Code 273.10 and Iowa Administrative Code chapter 281 – 72 requires the Iowa Department of Education to conduct an AEA accreditation process for AEA and for the State Board to determine whether a program of an AEA shall receive initial accreditation or shall remain accredited.

**Presenter(s):** Nathan Wood, Chief Administrator
Great Prairie AEA

**Attachment(s):** Two

**Recommendation:** It is recommended that the State Board grant continued accreditation to Great Prairie AEA through the next review period.

**Background:** On March 27, 2024, HF2612 was enacted, which modified the current accreditation standards to add and focus on learners with disabilities, add standards for special education compliance and learning environment, and add instructional practice requirements for media and technology. The Department of Education piloted an accreditation process this year using the updated and expanded set of statutory accreditation standards applicable for each AEA. The process resulted in a report identifying AEA required actions, recommended actions for continuous improvement and strengths upon which to build for each standard area.

# Great Prairie AEA Accreditation Report Summary

## Agency Mission and Goals

**Great Prairie AEA creates a partnership with learners, families and educators to support success.**
- Increase the success of all learners through every state of development from birth through high school completion.
- Decrease the achievement gap between students in underperforming groups and all students.
- Provide opportunities to increase educator capacity to implement a sustained system of continuous school improvement.

## Service Area Data

- 32 public school districts
- 11 accredited nonpublic schools
- 34,578 PK-12 students
- 226 total AEA staff members
- Covers 6,360 square miles

- 6 IDEA-DA Level 3 districts
- 7 IDEA-DA Level 2 districts
- 3 ESSA CSI
- 31 ESSA TSI
- Center of Excellence: Language and Literacy

## Required Improvement Actions

There are no required actions that Great Prairie AEA must implement in the 2025-26 school year.

## Recommended Continuous Improvement Actions

### School-Community Planning
- Conduct an analysis of Early ACCESS referrals to understand why referrals aren't resulting in services.
- Work with DHHS to improve the Best Interest Determination process for students at the shelter.
- Develop an intentional approach to assessing needs in district, providing support, and evaluating the implementation of services provided.
- Partner with the Department of Education and AEAs to define and implement consistent school-community planning processes and procedures.

### Professional Development
- Provide professional learning for Early ACCESS AEA providers to increase awareness, consideration and use of Assistive Technology (AT).
- Analyze agency-wide data to identify internal and external professional learning needs, proactively provide services, and implement a systemic evaluation of professional development services provided.

### Curriculum, Instruction and Assessment
- Ensure SDI Coaches complete the Coaching Self-Assessment (CSA) and use the data to guide professional learning and support.
- Develop a systemic approach for supporting curriculum implementation, instruction and assessment services in all curricular areas.

### Special Education Services and Support
- Establish a routine to review district identification rates and the AEA's Child Find practices in "high risk" districts.
- Provide support to districts to understand Child Find and exclusionary factors.

### Technology Planning Services
- Implement an intentional approach to analyzing AEA-wide data, assessing needs and providing support in districts for AT, Accessible Educational Materials (AEM), and uPAR rather than relying on district or AEA staff requests.
- Address the mindset around the use of AT for Early ACCESS providers and the skillset needed to use AT.
- Develop a systemic approach for supporting instructional technology that includes a district needs assessment, goal setting, monitoring implementation and on-going evaluation.

### Learning Environment
- Create a formalized process that includes agency-wide needs assessment, the development of a plan to address agency and districts' needs, monitoring implementation and an evaluation of learning environment supports provided. Use the agency-wide data to proactively address needs.
- Develop a plan to monitor data on the removal of students with an IEP.

### Compliance
- Review and refine existing general supervision procedures to ensure consistent application of general supervision practices across the AEA and school districts.

### Program Evaluation
- Develop a plan to support all districts through program evaluation across all standards.

### Management Services
- Create a formalized process that includes a needs assessment and an evaluation of management services.

### Media Services
- Create a formalized process for monitoring and evaluating media services.

## Strengths

### School-Community Planning
- Early ACCESS Service Coordinators connected families to resources and used community partners to support children and families.
- The partnership between the Shelter Education Program and DHHS supported timely delivery of services.

### Professional Development
- The AEA offered evidence-based professional learning for several content areas and audiences.
- District leaders and AEA staff reported professional development and support provided by the AEA is well-aligned with and tailored to meet requested district needs.

### Curriculum, Instruction and Assessment
- The Fidelity Implementation Tool (FIT) data showed growth in the number of teachers completing the assessment.

### Special Education Services and Support
- Observed professional learning was aligned to the SDI Framework, focused on student data and included the use of adult learning practices.
- Early ACCESS professional learning has strengthened providers' knowledge and understanding of transitions as evidenced by the improvement in the AEA APR data.

### Technology Planning Services
- Multiple groups reported that the AT supports are strong and provided expertise in determining need, understanding options and exploring resources.

### Learning Environment
- The agency committed resources to ensure quality services were provided at the shelter program, which resulted in improvement in the learning environment.
- The agency dedicated resources to supporting learners with behavior and autism needs, which was well-received by districts.
- Staff collaborated with multiple districts to provide support for mental health and trauma-related needs.
- Staff supported school improvement work in two districts that impacted the learning environment and chronic absenteeism.

### Compliance
- Part C Determinations for Early ACCESS improved from the category of Needs Assistance in 2022-23 to Meets Requirements in 2023-24.

### Program Evaluation
- The agency started a process of assigning AEA staff to schools and aligning staff strengths to school needs.
- District leaders reported collaboration with AEA administrators to respond to district requests.

### Management Services
- The AEA provided a variety of managed services like teacher librarian, EL teacher and superintendency.

### Media Services
- The Media Integration specialist worked closely with content consultants to determine HQIM and materials needed for the media library.
- Great Prairie AEA partnered with the statewide AEA system to address media needs and coordinate services.

## Department Accreditation Recommendation

It is recommended that the State Board of Education grant continued accreditation to Great Prairie AEA through the next review period.

# Great Prairie Area Education Agency
# 2025 Accreditation Report

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# Contents

# Purpose

Iowa Code 273.10 defines the purpose of this report as determining if standards have been met and making a recommendation to the Iowa State Board of Education (State Board) as to whether the programs of the area education agency (AEA) should receive initial accreditation or remain accredited.

This recommendation is based on a program audit review of documents, a clarification call with the AEA team, an on-site visit and a final verification process.

# Great Prairie AEA Service Area Data

Great Prairie AEA encompasses

- 32 public school districts
- 11 accredited nonpublic schools
- 34,5780students, preschool through grade 12
- 226 total AEA staff members
- Covers 6,360 square miles
- 6 IDEA-DA Level 3 districts
- 7 IDEA-DA Level 2 districts
- 3 ESSA comprehensive schools and 2 extended comprehensive schools
- 31 ESSA targeted schools
- Center of Excellence: Language and Literacy for Learners with Disabilities

# AEA Accreditation Process

Iowa Code 273.10 and Iowa Administrative Code chapter 281-72 requires the Iowa Department of Education (Department) to conduct an AEA accreditation process to determine if the AEA is meeting accreditation standards. Accreditation standards for the AEA were revised during the 2024 legislative session, with the new standards taking effect July 1, 2025. Therefore, the Department developed and piloted a new AEA accreditation process during the 2024-25 academic year that encompassed the existing standards that were expanded to include learners with disabilities and the new standards that were added to the expectations. The accreditation process used during the 2024-25 year included a program audit which is a review of Department collected and AEA provided data. It also included a clarification call with the AEA team, an on-site visit, and a final verification process.

For the purposes of the AEA accreditation pilot, similar standards were grouped together and reviewed collectively as a whole. The standards will become a part of Iowa Code after they become effective and the Iowa Administrative Code is updated.

Standards were grouped together as follows:

- School – Community Planning
    - Standard a – Support for school-community planning, including a means of assessing needs, developing collaborative relationships among community agencies, establishing shared direction, and implementing program plans and reporting progress toward goals for all students, including students with disabilities.
- Professional Development
    - Standard b - Evidence-based professional development programs that respond to current needs.
    - Standard q - Support for staff development and adult learners utilizing evidence-based professional development in a manner that meets the professional needs of staff and adult learners consistent with standards adopted by the state board of education.

- Curriculum, Instruction, and Assessment
    - Standard c - Support for curriculum development, instruction, and assessment services that address the areas of reading, language arts, math, and science, using research-based methodologies, for all students, including students with disabilities.
    - Standard p - Support for students using educational programs and services in a manner that is consistent with the educational standards established pursuant to section 256.11.
- Special Education Services and Support
    - Standard d - Special education support.
    - Standard j - Support for early childhood service coordination for families and children, age birth through three years, to meet health, safety, and learning needs, including service coordination.
    - Standard m - Support for addressing the diverse learning needs of all children and youths, including children and youths who are eligible for special education through services that include direct services to students with disabilities.
- Technology Planning and Services
    - Standard g - Support for school technology planning and staff development for implementing instructional technologies.
    - Standard o - Support necessary to implement effective instruction for all students, including students with disabilities, through school technology services.
- Learning Environment
    - Standard l - Support for schools and school districts in analyzing student achievement data related to the learning environment, comparing data to the external knowledge base, and using that information to guide schools and school districts in setting goals and implementing actions to improve student learning for all students, including students with disabilities.
- Compliance
    - Standard k - Timely submission of required reports and documents to the state board of education, the department of education, and the division of special education of the department of education.
    - Standard n - Support for schools and school districts to ensure compliance with rules adopted by the state board of education related to special education.
    - Standard r - Compliance with all relevant federal and state laws in the provision of services and supports to students with disabilities.
- Program Evaluation
    - Standard h - A program and services evaluation and reporting system that includes information related to special education.
- Management Services
    - Standard e – Management services, including financial reporting and purchasing as requested and funded by local districts.
- Media Services
    - Standard f – support for instructional media services that supplement and support local district media centers and services.
    - Standard l – Support for school district libraries in accordance with section 273.2, subsection 4.

# AEA Accreditation Standards and Results

The on-site visit at Great Prairie AEA included several interviews, an observation of shelter instruction and an observation of the Teacher of the Deaf and Hard of Hearing team and Audiology team joint discipline meeting and professional learning session. The following are the results for each standard area reviewed during the accreditation process.

# School-Community Planning

This section includes how the AEA provides support for school-community planning, including a means of assessing needs, establishing shared direction and implementing program plans and reporting progress toward goals for all students, including students with disabilities.

## Strengths

Interviews and a review of the data indicated that Early ACCESS Service Coordinators are aware of community programs and make concerted efforts to use and connect families to available resources which support families' needs and priorities. For example, staff complete the PEACH nutrition assessment to inform decisions regarding the involvement of Child Health Specialty Clinics (CHSC).

Interviews and observations indicated Great Prairie Shelter Education Program staff have an effective and collaborative intake process with the shelter, district, and Department of Health and Human Services (HHS) staff which supports timely and individualized development and delivery of educational services for students living in the shelter.

## Required Actions

There are no required actions for this standard area.

## Recommendations for Continuous Improvement

Based on a review of permanent products provided by the AEA, a review of data and interviews with AEA staff members, the identification rate of children ages birth to one for Early ACCESS has been below the state average. The percentage of referrals from community agencies and providers for children ages birth to three has been above the state average. However, referrals have ended for various reasons like family circumstances, ending during the Early ACCESS referral or during intake or ending during the initial evaluation and assessment process. It is recommended that Great Prairie AEA consider conducting an in-depth data analysis of Early ACCESS referrals to better understand the reasons that referrals are ending. The analysis could support the implementation of strategies to address the decline in the percent of children receiving Early ACCESS services.

Although partnerships are established at the Great Prairie Shelter Education Program, interviewees reported that continued work is needed to improve the timeliness of the Best Interest Determination process with HHS staff.  The current practice relies on AEA staff initiating the process and does not consistently support a smooth transition of service delivery for students placed in the shelter.

A review of permanent products provided by the AEA, data analysis and interviews with multiple staff members indicated that the agency, when requested, provided support to districts in assessing needs and planning. It is recommended the agency develop an intentional approach to assessing needs in districts, providing support to district and evaluating the overall implementation of services provided.

There are inconsistent school-community processes and procedures being used across the AEAs to support school-community planning. In addition, what is available is not uniformly being offered or provided to all districts and nonpublic schools in the AEA. It is recommended that the AEA partner with the Department and the other AEAs in the state to define the expectations for school-community planning and identify common statewide processes and procedures that may be uniformly offered to districts and accredited nonpublic schools.

## Standard Met/Not Met

The accreditation standard is met.

## Professional Development

This section provides evidence that explains how evidence-based professional development programs offered by the AEA respond to current needs and are consistent with the standards adopted by the State Board.

### Strengths

A review of the permanent products provided, data, interviews and observations identified evidence-based professional learning offerings for several content areas, including but not limited to:

- IDEA-DA: Secondary Transition Specially Designed Instruction (SDI)
- Additional secondary transition trainings and support
- High Leverage Practices for the Teacher of the Deaf and Hard of Hearing and the Audiology teams
- Early ACCESS Transition procedures
- SDI K-6 Literacy
- Coaching Networks included regularly scheduled meetings to provide professional learning and supports for AEA and LEA SDI practice coaches
- Regularly scheduled meetings/professional learning to provide coaching supports for district instructional coaches
- Coaching supports to sustain Family Guided Routines Based Intervention (FGRBI) fidelity of implementation in Early ACCESS/early intervention services

Interviewees from district leaders and AEA staff reported professional development and support provided by the AEA is well-aligned with and tailored to meet requested district needs.

### Required Actions

There are no required actions for this standard area.

### Recommendations for Continuous Improvement

A review of permanent products provided by the AEA, data analysis and interviews with multiple staff members indicate a need for an intentional approach to providing internal professional learning for Early ACCESS AEA providers to support the use of Assistive Technology (AT). Currently, it appears Early ACCESS AEA providers receive individualized support when they ask for it; however, the data and the interviewees indicated an AEA-wide need to support the understanding and use of AT.

While interviews from multiple groups reported strengths in individual support aligned with data-informed needs, there was no evidence of systemic efforts to analyze agency-wide data to inform and respond to professional development needs which may be impacting multiple stakeholders (for example, high eligibility rates, inclusive practices, or improved learning environments). It is recommended that the agency analyze agency-wide data to identify internal and external professional learning needs, proactively provide services to meet those needs, and implement a systemic evaluation of professional learning services provided to AEA staff and to districts.

### Standard Met/Not Met

The accreditation standards are met.

## Curriculum, Instruction and Assessment

This section provides evidence of how the AEA supports curriculum development, instruction and assessment for reading, language arts, mathematics and science using research-based methodologies for all students, including students with disabilities.

**Strengths**

A review of Framework Implementation Tool (FIT) data shows growth in the number of teachers completing the assessment from fall to spring 2023-24.  Critical Feature 7 (deliver the instruction as designed and monitor instructional fidelity) seems to be the greatest area of need for teachers while implementing the model and this aligns to state data.

**Required Actions**

There are no required actions for this standard area.

**Recommendations for Continuous Improvement**

A review of the Coaching Skills Assessment (CSA) data indicates that coaches have not yet reached proficiency/mastery on expected skills. Additionally, fall and spring CSAs were not completed in 2023-24. It is recommended that CSAs are completed and data are used to inform support related to the implementation of professional development for coaches in the area of SDI.

Evidence of content area support was limited. It is recommended that a systemic approach for supporting curriculum development, instruction, and assessment services that address the areas of reading, language arts, mathematics, and science, using research-based methodologies, be developed. This plan should include needs assessments, goal setting with schools, regular monitoring through implementation support, and ongoing evaluation of the impact on student achievement.

**Standard Met/Not Met**

The accreditation standards are met.

# Special Education Services and Support

This section provides evidence of support for special education services, early childhood services for families and children and support for addressing the diverse learning needs of all children and youth.

**Strengths**

Observations of professional learning demonstrated alignment of content with the SDI Framework and a focus on using student assessment data to inform instructional practices and make necessary adjustments. Evidence of using adult learning practices was also observed, with opportunities for identifying practical application of content to practice.

Interviews indicated Great Prairie AEA Early ACCESS professional learning and support has strengthened providers' knowledge and understanding of Early ACCESS transitions. The analysis of IDEA Part C Annual Performance Report (APR) data for 2022-23 to 2023-24 indicated a significant improvement of Early ACCESS transition by meeting the 100% target for the following indicators:

- Children exiting Early ACCESS received timely transition planning which included steps and services to support families and children;
- Children potentially eligible for special education exiting Early ACCESS received timely transition meetings with special education staff.

**Required Actions**

There are no required actions for this standard area.

**Recommendations for Continuous Improvement**

Review of data indicated some districts have high identification rates (17.5% to 21.5%).  Interviews indicated the agency does not regularly review identification rates of districts. It is recommended the AEA establish a routine practice of reviewing district identification rates and establish a practice for determining whether high (or low) identification rates are accurate.  For the current districts with high identification rates, the AEA should review their evaluation and eligibility practices in these high-risk

areas to ensure exclusionary factors are appropriately identified and addressed in the eligibility determination process. The AEA may want to consider providing districts support to address issues related to exclusionary factors and any potential concerns regarding their understanding of the Child Find process.

### Standard Met/Not Met

The accreditation standards are met.

## Technology Planning and Services

This section provides evidence of support for school technology planning, staff development for implementing instructional technologies and support for implementing effective instruction through the use of technology, including for students with disabilities.

### Strengths

From multiple interview groups, interviewees reported Great Prairie Assistive Technology (AT) supports are strong, providing expertise in determining need, understanding options, and looking at various resources to meet assistive technology needs to those who receive the support. Support was described as knowledgeable and responsive to needs in the schools when requested by districts. Evidence of this was observed in practice during an AEA led training for superintendents on the use of technology to support reading.

### Required Actions

There are no required actions for this standard area.

### Recommendations for Continuous Improvement

While it is evident the AT supports provided are a strength, a review of permanent products provided by the AEA, data and interviews indicated a need for an intentional approach to assessing needs in districts and providing support around Accessible Educational Materials (AEM) and AT, including administration of the uPAR. Currently, it appears that this support is provided intermittently, when districts request it or when a staff member sees a need. There is no process for analyzing AEA-wide data around AT and AEM to drive the supports provided. It is recommended the agency consider a more intentional approach to assessing needs in districts and providing support for AEM and AT agency-wide.

In addition to districts, it is also recommended the agency consider a more intentional approach to assessing needs for Early ACCESS providers support for AT. Currently, it appears Early ACCESS staff receive some support for AT; however, the data and the interviewees clearly stated an AEA-wide need to support understanding and shifting mindsets around AT for young children. It is recommended that Great Prairie consider how to address both the mindset around the use of technology as well as the skillset needed in its professional learning plan.

It is recommended that the agency develop a systemic approach for supporting instructional technology. This plan should include a district needs assessment, goal setting with schools, regular monitoring through implementation support, and ongoing evaluation of the impact on student achievement.

### Standard Met/Not Met

The accreditation standards are met.

## Learning Environment

This section provides evidence of support for districts in analyzing data related to the learning environment and in guiding districts in continuous improvement efforts towards improving the learning

environment and social-emotional-behavioral outcomes for all students, including students with disabilities.

## Strengths

Observation, interviews and data review indicate that Great Prairie AEA has committed resources to ensure quality services are provided at the shelter program.  Administrator oversight has been consistent across multiple years (seven).  Recent changes in staffing resulted in a positive philosophical shift to focus on student engagement, which created an improvement in the learning environment.

Interviews with AEA staff and district leaders, as well as the review of data indicated that Great Prairie AEA has dedicated resources to supporting learners with behavior and autism needs, which is well received by district leadership. This included both individual student supports and staff professional learning to improve learning environments. The relationship between AEA administration and building administration was highlighted as a strength by interviewees in support of improved learning environments.

Multiple interviews and the document review indicated throughout the 2023-2024 school year, Great Prairie AEA staff collaborated with multiple districts to enhance understanding and provide support for students with mental health and trauma-related needs, including those receiving special education services. This support included operational function sharing of social workers, which was highlighted as a strength by district representatives.

Great Prairie AEA staff supported school improvement work at Grimes Elementary School, including data analysis, needs assessment, school improvement action planning and implementation monitoring related to the building's comprehensive status. Part of this work focused on classroom management and the learning environment. The agency also included evidence of support provided to Fairfield Community School district in data analysis and action planning related to post-secondary needs with a focus on chronic absenteeism.

## Required Actions

There are no required actions for this standard area.

## Recommendations for Continuous Improvement

According to the B4 data reviewed, Great Prairie AEA has a higher percent of students with an IEP removed more than 10 days relative to the state average for the following years:

- 2021-22: 1.77%; state average 0.82
- 2022-23: 2.01%; state average 0.71
- 2023-24; 0.81%; state average 0.41

Additionally, relative to other AEAs, Great Prairie AEA has had the same or more districts identified for policy, procedure, and practice reviews related to the removal of students with an IEP for more than 10 days. One district has been identified all three years. Removals are above the state average for 2022-23.

Interviewees did not indicate the use of a systematic process for identifying and supporting the enhancement of learning environments or inclusive practices across schools within the agency. Moreover, collaborative efforts among educational services and special education teams in support of improving learning environments were reported to occur in isolated situations. It is recommended the agency create a formalized process that includes an agency-wide needs assessment, the development of a plan to address agency and districts needs, monitoring implementation and an evaluation of the learning environment supports provided. The plan should include an emphasis on the removal of students with IEPs.  In addition, the plan should be intentional in proactively identifying and addressing needs systemically rather than relying on district requests or staff referrals.

**Standard Met/Not Met**

The accreditation standard is met.

## Compliance

This section provides evidence of timely submission of required reports and documents, compliance with relevant federal and state laws in special education and support for schools to ensure compliance with rules related to special education.

### Strengths

The Great Prairie AEA IDEA Part C AEA Determinations for Early ACCESS improved from the category of Needs Assistance in 2022-23 (FFY2022) to Meets Requirements in 2023-24 (FFY2023). The AEA has submitted required reports on time.

### Required Actions

There are no required actions for this standard area.

### Recommendations for Continuous Improvement

It is recommended that Great Prairie AEA review and refine or improve existing general supervision procedures to ensure consistent application across the AEA and all LEAs and to ensure the early identification of potential noncompliance issues.

### Standard Met/Not Met

The accreditation standards are met.

## Program Evaluation

This section provides evidence of a program and services evaluation and reporting system that includes information related to special education.

### Strengths

Interviewees indicated Great Prairie AEA has started a process for assigning AEA staff teams, aligning staff strengths with school needs, to schools in support of implementing building-level continuous improvement plans.

Interviews with district leaders highlighted collaboration with AEA administrators and school leaders to respond to district requests for support related to special education program improvement. Evidence was provided by AEA staff of special education program evaluation efforts with a few districts.

### Required Actions

There are no required actions for this standard area.

### Recommendations for Continuous Improvement

It is recommended the AEA develop a plan to support all districts through program evaluation across all standards. The program evaluation process should include a review of data (e.g., identification rates, suspension and expulsion data and disproportionate representation), needs assessment and analysis to plan support for both district and agency-wide needs, implementation support, fidelity monitoring and plan evaluation.

### Standard Met/Not Met

The accreditation standard is met.

## Management Services

This section provides evidence of support for management services, including financial reporting and purchasing as requested and funded by local districts.

### Strengths

The document review indicated Great Prairie AEA provided shared management services with school districts for a variety of specialized positions such as the superintendency, teacher librarian and English Learner teacher. Management services are readily available to districts in situations such as late resignations or when districts have difficulties in filling positions due to a shortage of qualified individuals in rural parts of the state. The agency frequently informed district leadership about the management services the agency could provide during regularly scheduled meetings, such as the monthly superintendent meetings, so leaders knew and understood how to access services.

### Required Actions

There are no required actions for this standard area.

### Recommendations for Continuous Improvement

Great Prairie AEA's current process for requesting services is via request from the AEA Chief and annual surveys inquiring districts about possible needs for the upcoming school year. While the agency documents the services provided through contracts and spreadsheets, there is not a formalized process for needs assessment justifying the need for services or a formal means of evaluating services after they have been provided to monitor, adjust as necessary or leverage how these services benefit the larger community as a whole. It is recommended the agency create a formalized process for services, including a needs assessment, and an evaluation of management services delivered to provide transparency to stakeholders regarding services which utilize shared operational dollars allocated by the state.

### Standard Met/Not Met

The accreditation standard is met.

## Media Services

This section provides evidence of support for instructional media services that supplement and support local districts.

### Strengths

Interviews and the document review indicated that the Media Integration specialist works closely with the content consultants to determine High-Quality Instruction Materials (HQIM), as well as the materials and resources necessary to purchase for the media library.

Great Prairie AEA has begun working more as a statewide system to address media needs and coordinate services along with Grant Wood AEA, Mississippi Bend AEA, Heartland AEA and Central Rivers AEA.  This partnership should strengthen the services the agency is able to deliver to districts and staff.

### Required Actions

There are no required actions for this standard area.

### Recommendations for Continuous Improvement

It is recommended the agency create a formalized process for monitoring and evaluating media services. This should include a needs assessment and an evaluation of services delivered to provide transparency to stakeholders regarding the provision of media services and the use of funds.

**Standard Met/Not Met**

The accreditation standard is met.

# Conclusion

The team determined the following standards have been met based upon the program audit, clarification call, on-site visit and final verification process:

- School – Community Planning
  - Standard a – Support for school-community planning, including a means of assessing needs, developing collaborative relationships among community agencies, establishing shared direction, and implementing program plans and reporting progress toward goals for all students, including students with disabilities.
- Professional Development
  - Standard b - Evidence-based professional development programs that respond to current needs.
  - Standard q - Support for staff development and adult learners utilizing evidence-based professional development in a manner that meets the professional needs of staff and adult learners consistent with standards adopted by the state board of education.
- Curriculum, Instruction, and Assessment
  - Standard c - Support for curriculum development, instruction, and assessment services that address the areas of reading, language arts, math, and science, using research-based methodologies, for all students, including students with disabilities.
  - Standard p - Support for students using educational programs and services in a manner that is consistent with the educational standards established pursuant to section 256.11.
- Special Education Services and Support
  - Standard d - Special education support.
  - Standard j - Support for early childhood service coordination for families and children, age birth through three years, to meet health, safety, and learning needs, including service coordination.
  - Standard m - Support for addressing the diverse learning needs of all children and youths, including children and youths who are eligible for special education through services that include direct services to students with disabilities.
- Technology Planning and Services
  - Standard g - Support for school technology planning and staff development for implementing instructional technologies.
  - Standard o - Support necessary to implement effective instruction for all students, including students with disabilities, through school technology services.
- Learning Environment
  - Standard l - Support for schools and school districts in analyzing student achievement data related to the learning environment, comparing data to the external knowledge base, and using that information to guide schools and school districts in setting goals and implementing actions to improve student learning for all students, including students with disabilities.
- Compliance
  - Standard k - Timely submission of required reports and documents to the state board of education, the department of education, and the division of special education of the department of education.
  - Standard n - Support for schools and school districts to ensure compliance with rules adopted by the state board of education related to special education.
  - Standard r - Compliance with all relevant federal and state laws in the provision of services and supports to students with disabilities.

- Program Evaluation
    - Standard h - A program and services evaluation and reporting system that includes information related to special education.
- Management Services
    - Standard e – Management services, including financial reporting and purchasing as requested and funded by local districts.
- Media Services
    - Standard f – support for instructional media services that supplement and support local district media centers and services.
    - Standard l – Support for school district libraries in accordance with section 273.2, subsection 4.

## Recommendation

It is recommended that the State Board grant continued accreditation to Great Prairie AEA through the next review period.