

Iowa State Board of Education

Executive Summary

April 16, 2026

Agenda Item: Great Prairie Area Education Agency Annual Accreditation Performance Review

State Board Goal(s): Goal 2

State Board Role/Authority: Iowa Code section 273.10 and Iowa Administrative Code chapter 281-72 requires the Iowa Department of Education to conduct an accreditation process of the AEA. This is the annual update on the progress since the accreditation on-site visit was completed in the spring 2025.

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Attachment(s): Two

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: On July 16, 2025, the State Board of Education granted Great Prairie Area Education Agency full accreditation status. The AEA is required to complete an annual performance review and provide yearly updates of progress towards required and recommended actions to the State Board.

Great Prairie AEA Annual Accreditation Performance Review Summary

Standard Area Scores

(Rating Key: 5: Sustaining/Optimizing; 4: Implementation; 3: Initial Implementation; 2: Getting Started; 1: Not Yet Meeting)

Standard Area	AEA	DE	Standard Area	AEA	DE
1. School-Community Planning	3	3	6. Learning Environment	2	4
2. Professional Development	3	4	7. Compliance	2	2
3. Curriculum, Instruction and Assess.	2	3	8. Program Evaluation	3	2
4. Special Education Services	2	2	9. Management Services	4	5
5. Technology Planning & Services	3	4	10. Media Services	2	3

Required Improvement Actions

3. Curriculum, Instruction, and Assessment (Initial Implementation)

- Demonstrate the AEA is providing services and supports in all the content areas of reading, language arts, mathematics and science

4. Special Education Services and Supports (Getting Started)

- Complete and submit the IDEA Part B Annual Performance Report data review and analysis artifact

Recommended Continuous Improvement Actions

1. School-Community Planning (Initial Implementation)

- Create a clear communication plan to share data with district and community partners
- Develop a structured continuous improvement process to evaluate and refine school-community services
- Conduct an in-depth analysis of Early ACCESS referrals

2. Professional Development (Implementation)

- Expand district opportunities for professional learning in order to engage more public and nonpublic schools
- Mimic the internal data-based process to determine needs for external professional development

3. Curriculum, Instruction and Assessment (Initial Implementation)

- Continue to implement Multi-Tiered System of Supports (MTSS), including a process to monitor the implementation of tiered instruction and the impact on students
- Document support provided to address behavioral and functional needs of students
- Develop and implement a process to gather and use stakeholder feedback

4. Special Education Services and Support (Getting Started)

- Provide professional learning and implementation support for additional diverse learner groups
- Provide the planned implementation support for Child Find

5. Technology Planning Services (Implementation)

- Provide details on what "regular virtual training" looks like for all special education staff in the area of technology
- Provide support to staff to ensure proper documentation and alignment of services
- Address the change in staff allocated to support assistive technology in the agency
- Review Assistive Technology (AT) service information for Early ACCESS staff more than once a year
- Use caution separating a single module from an approved professional learning package to ensure integrity

6. Learning Environment (Implementation)

- Strengthen systems to monitor and then communicate learning environment data
- Implement a process to monitor learning environment data and use it to guide continuous improvement efforts

7. Compliance (Getting Started)

- Have clear communication structures outlined and documented within the Part B and C Service Delivery Plans
- Determine an evaluation plan the AEA will use to assess its general supervision and compliance processes

8. Program Evaluation (Getting Started)

- Demonstrate how the AEA is using the internal program review process to engage in continuous improvement
- Develop a plan to support all districts in the program evaluation process across all standard areas

9. Management Services (Sustaining/Optimizing)

- Implement the AEA program review and evaluation process to measure progress and evaluate services
- Provide evidence of the application of the six-step management services process in the next annual review

10. Media Services (Initial Implementation)

- Use the internal program review framework to determine the impact of media services on student outcomes

Strengths

1. School-Community Planning (Initial Implementation)

- Used consistent process to develop service delivery plans using multiple sources of data and defined outcomes
- Used an ongoing, collaborative planning cycle to respond to district-identified needs

2. Professional Development (Implementation)

- Analyzed agency-wide data to inform and respond to internal and external professional development needs

3. Curriculum, Instruction and Assessment (Initial Implementation)

- Implemented learning and on-going support using curriculum materials from the University of Florida Literacy Institute that resulted in student growth
- Consultation with nonpublic schools identified services offered, selected and how the agency used feedback
- AEA provided information and data that highlighted their impact on the progress of students with disabilities

4. Special Education Services and Support (Getting Started)

- Used data to identify strengths, needs and assess growth in Early ACCESS and the AEA has a plan to meet Family Guided Routines Based Intervention statewide goals
- Provided a Child Find professional learning plan with implementation support and follow-up planned for staff

5. Technology Planning Services (Implementation)

- Provided regular virtual training on AT practices and products for staff and IEP teams
- Used feedback and data to evaluate technology decisions and to make refinements for effective instruction
- AT Expo provided the approved Access for All content as well as learning on devices and accessibility supports
- Embedded Early ACCESS professional learning in staff meeting

6. Learning Environment (Implementation)

- Analyzed district and regional data related to learning conditions and student engagement
- Used data to identify district needs and align individualized services and supports matched to needs
- Provided a broad continuum of universal, targeted and specialized services to assist districts to implement actions to improve student learning and engagement

7. Compliance (Getting Started)

- Part B and Part C Service Delivery Plans outlined how the AEA ensures reports, documents and internal and external services are provided and monitored
- AEA is building capacity for general supervision practices and supporting districts with general supervision

8. Program Evaluation (Getting Started)

- AEAs collaborated to develop a collaborative, data-driven program review process in districts
- Great Prairie trained two staff members to support the process and completed the program evaluation process with two districts this year
- AEAs developed an internal program review framework to evaluate fee-based AEA services

9. Management Services (Sustaining/Optimizing)

- Written process to provide management services that addresses all components of the standard
- Provided varied, high-quality list of management services including specialized instruction, media and technology support which effectively met the diverse needs of the region

10. Media Services (Initial Implementation)

- Supported districts through partnerships, collaborative network, high-quality professional library and curriculum collections

Department Annual Accreditation Performance Review Recommendation

Great Prairie AEA is **fully accredited** until the Department completes the next on-site accreditation visit and presents its findings to the State Board of Education.

Great Prairie AEA must complete the two **required actions** (Curriculum, Instruction and Assessment; Special Education Services) in the Annual Accreditation Performance Review within 30 days of the updated Part B Annual Performance Review data being shared or by June 30, whichever is sooner. Great Prairie must also continue to complete all **required actions** in its 2025 Accreditation Decision.

As part of AEA continuous improvement efforts, it is recommended that the AEA advance all identified **recommended actions** as appropriate and continue to build upon its identified **strengths**.

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Great Prairie Area Education Agency

Annual Accreditation Performance Review

April 2026



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AEA Annual Accreditation Performance Review

Introduction

Iowa Code section 273.10 and Iowa Administrative Code chapter 281-72 requires the Iowa Department of Education (Department) to conduct an area education agency (AEA) accreditation process to determine if the AEA is meeting accreditation standards. AEA statutory accreditation standards established in Iowa Code section 273.11 were revised by 2024 Iowa Acts, chapter 1002 (House File 2612). Specifically, AEA accreditation standards were revised to include an intensified focus on learners with disabilities' services, supports and outcomes. These modifications resulted in clarification regarding the AEA services that must be provided to districts, as well as the AEA services that may be provided to districts when requested, needed or purchased by a district.

All AEAs in the state must provide special education services to districts receiving such services from the AEA. An AEA providing special education services must demonstrate that it is meeting the AEA accreditation standards in the areas of special education services and compliance, and all standards pertaining to learners with disabilities. In addition, the AEA must meet all of the federal statutory requirements of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq.) and the federal regulations for Part B for school-aged children (34 C.F.R. Part 300) and for Part C Early ACCESS for infants and toddlers (34 C.F.R. Part 303). In addition, the AEA must demonstrate compliance with all relevant special education state law including, but not limited to, Iowa Code chapters 256B and 273 and Iowa Administrative Code chapters 72, 41 and 63.

If the AEA elects to provide the additional general education services to districts in educational and media service areas, the AEA must meet the state law and Iowa Administrative Code requirements. The AEA must also meet accreditation standards in the relevant standard area in order to be able to provide the services to districts. Examples of these standard areas include professional development, media services, management services and program evaluation.

The AEA accreditation process is cyclical. It begins with an on-site visit with the purpose of determining if the AEA meets the AEA accreditation standards. It results in a recommendation to the State Board of Education (State Board) that the AEA is accredited, conditionally accredited or not accredited. The on-site visit also results in the identification of strengths, as well as required and recommended actions to support continuous improvement action plans within the AEA.

In subsequent years, the AEA participated in the Annual Accreditation Performance Review process. The purpose of the Annual Accreditation Performance Review is to further the continuous improvement process within the AEA in partnership with the Department. The Annual Accreditation Performance Review results in a review of progress from the prior year(s) to current year, identification of strengths, required actions the AEA must implement and recommended actions the AEA may implement in order to progress toward optimizing implementation of the AEA accreditation standards.

AEA Annual Accreditation Performance Review Process

The Annual Accreditation Performance Review consisted entirely of a permanent product review. The Department determined a set of standard-aligned, required artifacts that each AEA was required to submit. The AEA was able to submit additional artifacts in each standard area to demonstrate current performance or progress in the standard area from the prior year(s). The AEA also completed a self-reflection in which the AEA identified strengths, continuous improvement needs, and an AEA score in each standard area using the provided AEA accreditation standard innovation configuration.

A three-person team was assigned to each standard area. Each person reviewed the submitted documents, the AEA's self-reflection information and the AEA-submitted score. Each person identified strengths, areas for growth and a score for the assigned standard area. The three members of the standard area team then collaborated to determine the final score for the AEA using the AEA accreditation standard innovation configuration. The scoring team also collaboratively identified strengths, required actions and recommendations for continuous improvement in each standard area. The following are the results for Great Prairie AEA (Great Prairie) for academic year 2025-2026.

AEA Annual Accreditation Performance Review Results

1. 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.

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.

AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Three - Initial Implementation

Strengths

Great Prairie demonstrated strengths in the area of school-community planning. Artifacts demonstrated a consistent process for working with districts to develop a service delivery plan that utilized multiple sources of data and clearly defined outcomes. Evidence demonstrated that the AEA engaged in an ongoing, collaborative planning cycle in order to respond to district-identified needs by reviewing student outcome data, identifying priority goals aligned to district strategic plans, addressing community partnerships and collaborative relationships that support student outcomes and aligning AEA services to identified needs. The established process demonstrates clear timelines, responsibilities and progress monitoring of district needs. Great Prairie also created district data profiles to support the AEA's process.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Great Prairie create a clear communication plan to share data with district and community partners. This communication plan should include sharing progress toward goals. It is also recommended that the AEA complete an in-depth analysis of Early ACCESS referrals. Lastly, it is recommended that the AEA develop a structured continuous improvement process to evaluate and refine Great Prairie's school-community services based on qualitative and quantitative data.

2. Professional Development

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

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.

AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Four - Implementation

Strengths

Great Prairie demonstrated strengths in this standard area. Artifacts demonstrated dedication to maintaining full-time equivalent (FTE) staff levels needed to deliver professional development on the approved and available courses. Courses provided by Great Prairie are aligned to State Board goals with opportunities for modeling and feedback available to participants. Great Prairie worked toward system efforts to analyze AEA-wide data to inform and respond to professional development needs internally and externally. Artifacts demonstrated the use of multiple data sources to determine internal professional learning needs including baseline data and end-of-year data.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that the AEA continue the proactive planning process for professional development in order to expand district professional learning opportunities so that the AEA might be able to engage more public and nonpublic schools in professional learning. In addition, the data-based process the AEA uses to determine internal professional development should be utilized to determine external professional development.

3. Curriculum, Instruction and Assessment

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

Standard C - Support for curriculum development, instruction and assessment services that address the areas of reading, language arts, mathematics 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 Iowa Code section 256.11.

AEA accreditation standard innovation configuration rating

AEA self-rating: Two - Getting Started

Department-rating: Three - Initial Implementation

Strengths

Great Prairie demonstrated strengths in the standard area of curriculum, instruction and assessment. The AEA provided training and implementation support for districts using curriculum materials from the University of Florida Literacy Institute which resulted in student growth. The AEA also provided evidence of consultation with nonpublic schools that clearly identified services offered and selected by the nonpublic schools. In addition, Great Prairie gathered and used feedback from the nonpublic schools regarding the services provided. Artifacts indicated that school districts have contracted for additional school improvement consultant support. Student data was provided to demonstrate the effectiveness of using a cycle of identifying a need, providing aligned professional learning, supporting implementation through walkthroughs and coaching and analyzing student outcome data. Data demonstrated progress for students with disabilities, which highlighted the impact of the work. Great Prairie also provided clear evidence of AEA support in the content area of language arts.

Required actions

In order to demonstrate full compliance with the standards in this area, Great Prairie is required to demonstrate that the AEA is providing services in all content areas specified in the curriculum, instruction and assessment standards. Great Prairie must provide evidence by June 30 and in the next review cycle.

Recommendations for continuous improvement

It is recommended that Great Prairie continue to develop and implement support across Multi-Tiered System of Supports (MTSS), including developing a formalized process to track and monitor the implementation of tiered instruction to ensure consistency of implementation and sustained impact on student outcomes. The AEA should consider documenting the support provided to address behavioral and functional needs of students. It is also recommended that Great Prairie develop and implement a process to gather and utilize stakeholder feedback across the curriculum, instruction and assessment system.

4. 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.

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.

AEA accreditation standard innovation configuration rating

AEA self-rating: Two - Getting Started

Department rating: Two - Getting Started

Strengths

Great Prairie demonstrated strengths in special education services and support. Artifacts demonstrated alignment between district needs and the allocation of staff. Early ACCESS Part C documentation clearly outlined strengths, needs and the use of data to assess growth and determine needs. Artifacts identified a clear plan in the AEA for Child Find professional learning implementation and follow-up. Artifact data demonstrated that Great Prairie is on track to meet Family Guided Routines Based Intervention statewide goals with clearly outlined action steps for learning and implementation.

Required actions

Great Prairie is required to complete the IDEA Part B Annual Performance Report data review and analysis artifact within 30 days of the updated Part B Annual Performance Review data being shared or by June 30, whichever is sooner and in the next review cycle.

Recommendations for continuous improvement

In order for Great Prairie to make progress in this standard area, it would be beneficial for the AEA to consider including artifacts that provide evidence of professional learning and implementation support for additional diverse learner groups. Additional documentation that supports the planned implementation of coaching supports for Child Find practices would be beneficial evidence to include in the next annual submission.

5. 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.

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.

AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Four - Implementation

Strengths

Great Prairie demonstrated several strengths in technology planning services. Great Prairie provided regular virtual training on Assistive Technology (AT) practices and products to support students with disabilities, while also including individualized training for specific Individualized Education Program (IEP) teams as part of problem-solving and consultation processes. The AEA provided evidence that it utilized the Quality Indicators for Assistive Technology and the Student, Environment, Tasks and Tools (SETT) Framework to support the consideration and identification of AT and Accessible Educational Materials (AEM) needs for individual students. Further evidence indicated use of feedback and data to evaluate technology decisions and to make refinements for effective instruction. Great Prairie used the Access for All approved professional learning during the AT Expo to provide sessions on uPar and Read & Write. The expo also included sessions on Clickers, Alternative Access/Alternative Pencil and accessibility on the iPadOS26. Artifacts also revealed AT professional learning opportunities for Early ACCESS intentionally embedded in staff meetings, with feedback surveys being used to plan future learning sessions. Further evidence indicated AT work around mindset and skill building in Early ACCESS is ongoing. Great Prairie also has a plan for the instructional technology specialists to engage in learning around implementation science in order for the AEA to focus on scaling these AT and AEM technology services to provide more consistent, high-quality support across all partner districts. Lastly, evidence indicated that Great Prairie collaborates with other AEAs to efficiently deploy technology supports and support student needs and that community partnerships were evident through collaboration with company representatives who support AT and AEM.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Great Prairie provide more specific details and data around what "regular virtual training" looks like for all special education staff in the area of technology. Given the difference in the rate of documentation for AT and AEM in IEP development, it is recommended that Great Prairie provide more coaching and learning around proper documentation and alignment of services within IEPs. While there is collaboration with other AEAs for technology staff, the AEA currently plans to reduce the allocated FTE to zero staff for the fiscal year 2027, which will make it difficult to support districts and families in this area. The AEA should thoughtfully consider a plan to address this change in FTE. It is also recommended that Great Prairie consider providing reviews or reminders about AT and AEM services and how to correctly document services in the Individualized Family Service Plan and in the IEP more frequently than annually. Lastly, while use of the SETT Framework is beneficial for staff training, the AEA should use caution in separating single modules out of approved specially designed instruction professional learning packages in order to ensure that the integrity of the approved learning is maintained.

6. 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 toward improving the learning environment and social-emotional-behavioral outcomes for all students, including students with disabilities.

Standard 1 - 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.

AEA accreditation standard innovation configuration rating

AEA self-rating: Two - Getting Started Department rating: Four - Implementation

Strengths

Artifacts demonstrated strong implementation of processes to analyze district and regional data related to learning conditions and student engagement in Great Prairie. The AEA reviewed data related to chronic absenteeism, disciplinary outcomes, restraint and seclusion data and district data profiles. The artifacts also provided evidence that the AEA used data to identify district needs and then aligned individualized services and supports provided. The evidence revealed that Great Prairie provides a broad continuum of universal, targeted and specialized services that assist districts in implementing actions to improve student learning and engagement. The broad range of services demonstrated Great Prairie's ability to assist districts in implementing evidence-based practices and system-level improvement efforts aligned to the learning environment standard. Services identified included MTSS for Social-Emotional-Behavioral Health consultation, behavior and autism team support, shared social worker services, alternative programs and external partnerships.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Great Prairie strengthen systems to monitor and then communicate learning environment data. The AEA should further develop and implement a systematic process to monitor learning environment data. It would be beneficial for the AEA to monitor data sets related to learning environment and removals from academic instruction, such as suspension and expulsion data and

chronic absenteeism data. This would allow Great Prairie to use the data to guide district goal setting and continuous improvement efforts focused on improving student engagement, reducing exclusionary discipline practices and strengthening learning environments for all students.

7. 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.

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.

AEA accreditation standard innovation configuration rating

AEA self-rating: Two - Getting Started

Department rating: Two - Getting Started

Strengths

Great Prairie artifacts indicated timely submission of required documentation to the Department. The Part B and Part C Service Delivery Plans clearly outlined how the AEA ensures reports, documents and internal and external services are provided and monitored. Artifacts demonstrated progress toward building internal systems and capacity for general supervision practices, along with support provided to build district capacity for general supervision.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Great Prairie have clear communication structures outlined and documented within the service delivery plans, including evidence of communication with internal and external partners. It is also recommended that the AEA determine an evaluation plan that identifies the qualitative and quantitative data that will be used to measure the initiatives related to compliance in order to determine the AEA's baseline data, assess AEA progress and measure implementation fidelity. This continuous improvement and evaluation process would lead to prioritized action steps matched and adapted to AEA needs in the area of compliance.

8. Program Evaluation

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

Standard H - A program and services evaluation and reporting system that includes information related to special education.

AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Two - Getting Started

Strengths

As an AEA system, the nine AEAs collaborated to develop a program review process that can be consistently implemented in districts. The AEA program review is a collaborative, data-driven process designed to help districts identify what is working, where improvements are needed and how to strengthen outcomes for students with disabilities. The review focuses on continuous improvement, equity and alignment with IDEA and district priorities. It examines seven core areas, including equitable representation and access; professional learning and teaching capacity; compliance with IDEA; family, student and community engagement; student performance and postsecondary achievement; general supervision and leadership; and continuum and delivery of services and programs in the district. Great Prairie trained two staff members to support the program evaluation process in districts. The submitted artifacts demonstrated that AEA staff held collaborative discussions with administrators to inform them about program review process and staff completed two district special education program evaluations this year.

The AEA system has also developed an internal program review framework. The internal program review process is to be used to evaluate any fee-based AEA service and is intended to evaluate the “quality, consistency, equity and impact” of services provided to districts. The internal program review framework aligns with the continuous improvement process.

Required actions

There are no required actions.

Recommendations for continuous improvement

No artifacts were included to indicate whether or not Great Prairie has engaged in using the internal program review framework. In order to show growth in this standard area, it is recommended that the AEA include artifacts that demonstrate how the AEA is using the internal program review to engage in the continuous improvement cycle. In addition, Great Prairie should develop a plan to support all districts in the program evaluation process across all standard areas.

9. Management Services

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

Standard E – Management services, including financial reporting and purchasing as requested and funded by local districts.

AEA accreditation standard innovation configuration rating

AEA self-rating: Four - Implementation

Department rating: Five - Sustaining/Optimizing

Strengths

Artifacts demonstrated a written process the AEA follows in order to provide management services. The process addresses all required components of the standard. The budget also showed alignment to the management services provided. Lastly, the management services list showed a variety of services being provided to districts in order to meet the identified needs.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Great Prairie provide clear evidence of procedures the AEA is using to assess current baseline performance of management services, measure progress and demonstrate growth in services over time. It would also be beneficial for the AEA to identify how it will use quantitative and qualitative data to refine services and also proactively improve and define services through a continuous feedback process with stakeholders. In addition, it is recommended that the AEA provides evidence of application of the six-step management services process at a deeper level in the next annual review.

10. Media Services

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

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 Iowa Code section 273.2, subsection 4.

AEA accreditation standard innovation configuration rating

AEA self-rating: Two - Getting Started

Department rating: Three - Initial Implementation

Strengths

Artifacts demonstrated strong partnerships with many local organizations. Great Prairie has a professional library catalog with a curriculum collection, providing high-quality instructional materials to districts. Artifacts indicated collaboration with districts through the statewide network. District needs were determined through service requests and service agreements. Media services usage data was shared with districts.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Great Prairie identify and gather data to determine the impact of the media services on student outcomes using the AEA-developed internal program review framework. Growth could be shown in this area if the AEA provided evidence of implementing a consistent needs assessment protocol to identify needs and prioritize services and a consistent evaluation process to determine the impact on student outcomes.

Conclusion

Great Prairie is fully accredited until the Department completes the next on-site accreditation visit and presents its findings to the State Board of Education.

Great Prairie must complete the two required actions (Curriculum, Instruction and Assessment; Special Education Services) in the Annual Accreditation Performance Review within 30 days of the updated Part B Annual Performance Review data being shared or by June 30, whichever is sooner. Great Prairie must also continue to complete all required actions in its 2025 Accreditation Decision.

It is recommended that Great Prairie continue to build upon its identified strengths and engage in improvement efforts in the standard areas as part of AEA continuous improvement efforts.