

# Iowa State Board of Education

## Executive Summary

April 16, 2026

**Agenda Item:** Grant Wood 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 Grant Wood Area Education Agency full accreditation status. The AEA is required to complete an annual performance review and provide yearly updates of progress on towards required and recommended actions to the State Board.

## Grant Wood 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	4	4
2. Professional Development	4	3	7. Compliance	4	4
3. Curriculum, Instruction and Assess.	4	2	8. Program Evaluation	3	3
4. Special Education Services	4	3	9. Management Services	4	5
5. Technology Planning & Services	4	2	10. Media Services	4	3

### Required Improvement Actions

#### 3. Curriculum, Instruction, and Assessment (Getting Started)

- 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 (Initial Implementation)

- 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)

- Continue to build and grow relationships with the charter schools
- Evaluate and communicate the impact of Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act-Differentiated Accountability (IDEA-DA) services

#### 2. Professional Development (Initial Implementation)

- Consider ways to gather information about public, nonpublic and charter schools professional learning needs in order to identify needs, guide offerings and increase engagement levels

#### 3. Curriculum, Instruction and Assessment (Getting Started)

- Continue to develop and implement Multi-Tiered System of Supports (MTSS), including a process to monitor implementation of tiered instruction and student outcomes
- Provide additional support for other unique populations
- Develop and implement a process to gather and use stakeholder feedback

#### 4. Special Education Services and Support (Initial Implementation)

- Strategically include Part C to Part B and children who are three to five years old in the sample when conducting the Educational Evaluation Report self-reflections as part of the agency evaluation process
- Expand the professional learning for IEP development, individualization and service delivery to consultative staff
- Continue to provide on-going coaching support for Child Find practices in order to support implementation fidelity

#### 5. Technology Planning Services (Getting Started)

- Provide on-going learning on Assistive Technology (AT) and Accessible Educational Materials (AEM), technology integration and implementation support for all staff
- Provide the approved Access for All professional learning for internal and external partners

#### 6. Learning Environment (Implementation)

- Establish a consistent process to review district data to determine the effectiveness of services
- Implement a communication plan to ensure districts understand the vast array of services available

#### 7. Compliance (Implementation)

- 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
- Consider communication with external partners about AEA service delivery and the general supervision plan

#### 8. Program Evaluation (Initial Implementation)

- 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)

- All districts participated the district service plan process with the AEA and one district completed the AEA's comprehensive school-community planning process, including an analysis of data and developing a strategic plan
- AEA community partnerships supported students in districts and the AEA

### 2. Professional Development (Initial Implementation)

- Internal professional development was developed and provided based upon staff self-assessment survey data
- AEA added the Accessibility Toolkit to ensure access in professional learning opportunities

### 3. Curriculum, Instruction and Assessment (Getting Started)

- Clarified process for public and nonpublic schools to access services through multiple communication methods
- Used demographic and achievement data to identify priorities and develop customized Title III plans

### 4. Special Education Services and Support (Initial Implementation)

- Allocated resources in a systematic manner with equitable distribution of personnel in regions and districts
- Demonstrated improvement in Early ACCESS and improved results in meeting compliance indicators in Part C
- Provided professional learning and integrated coaching in Child Find and added 0.2 FTE Early Childhood/C to B Transition Coach to support staff completing evaluations in this area

### 5. Technology Planning Services (Getting Started)

- Embedded AT and AEM professional learning in new staff orientation
- AT team supports staff with AT, Augmentative and Alternative Communication, AEM and accessibility
- Referral process for districts to request support to address individual students

### 6. Learning Environment (Implementation)

- Committed to evidence-based practices aligned with ESSA tiers of evidence and research-validated frameworks
- Analyzed quantitative student data and qualitative feedback to identify district needs, develop targeted improvement strategies and monitor progress toward improved learning conditions and student outcomes

### 7. Compliance (Implementation)

- Part B and Part C Service Delivery Plans outlined how the AEA ensures reports, documents, and internal and external services are provided and monitored
- Allowed staff to identify barriers to compliant practice and addressed barriers with additional learning

### 8. Program Evaluation (Initial Implementation)

- AEA's collaborated to develop a collaborative, data-driven program review process in districts
- Grant Wood trained six staff members to support the process and completed the program evaluation process with three districts this year
- AEA's 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
- AEA worked closely with district leaders to identify priorities and offered a wide range of services to meet needs

### 10. Media Services (Initial Implementation)

- Media specialist works with content consultants to identify and curate materials aligned to instructional priorities
- Criteria for selection of materials is clearly identified, educationally significant and based on a high degree of usage and learner appeal

## Department Annual Accreditation Performance Review Recommendation

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

Grant Wood 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. Grant Wood 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**.

# Grant Wood Area Education Agency

Annual Accreditation Performance Review

April 2026



Department of Education

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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 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 Grant Wood AEA (Grant Wood) 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**

Grant Wood had high engagement in the district service planning process with all 32 districts participating. Additionally, evidence indicated that one district participated in the AEA's comprehensive school-community planning process, including the development of a district strategic plan grounded in a deep analysis of existing data sources. Grant Wood also provided evidence of multiple collaborative partnerships within the community like the AEA partnerships with the Childcare Alliance Response Team (CART), Head Start, Iowa Vocational Rehabilitation Services (IVRS), Health and Human Services (HHS), ARC of Iowa and Kirkwood College. Grant Wood is using these partnerships to strengthen support for students in the AEA and in districts.

#### **Required actions**

There are no required actions.

#### **Recommendations for continuous improvement**

There is no evidence that charter schools participated in district service planning meetings with Grant Wood. It is recommended that the AEA continue to build and grow relationships with the charter schools. Limited evidence was provided to show how the AEA reports progress toward goals. It is recommended that Grant Wood create a plan to communicate progress toward goals with constituents. In addition, the artifacts provided limited evidence of a process to evaluate the impact of Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act-Differentiated Accountability (IDEA-DA) services or implementation efforts in districts. There was also no evidence of sharing or communicating ESSA or IDEA-DA data sets with districts or community partners. Engaging in these efforts is one way in which the AEA would show growth in this standard area.

## 2. 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.

*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: Four - Implementation      Department rating: Three - Initial Implementation

### Strengths

Grant Wood is offering professional development that is aligned with the approved list from the Department. Based on the self-assessment survey data, professional development for internal staff is developed and provided. The evidence indicated that the AEA provided support for staff development and adult learning 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. Grant Wood has also added the Accessibility Toolkit to ensure equity of access to professional learning.

### Required actions

There are no required actions.

### Recommendations for continuous improvement

According to the participation data, no charter schools are engaging in professional learning, and there is minimal nonpublic school participation in external professional learning opportunities offered by Grant Wood. It is recommended that the AEA consider ways in which it might gather additional information about public, nonpublic and charter schools learning needs. This information should then be used to proactively determine the professional development sessions the AEA should offer and to identify the professional learning that AEA staff should develop in order to meet forthcoming needs.

## 3. 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.

*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: Four - Implementation      Department rating: Two - Getting Started

## Strengths

Grant Wood added the Accessibility Toolkit to ensure equity of access to professional learning in the areas of curriculum, instruction and assessment in districts. Evidence revealed that the AEA worked to clarify the process for public and nonpublic schools to access services in this standard area. In addition, Grant Wood provided evidence that it utilizes multiple methods to communicate with districts about curriculum, instruction and assessment services and supports including superintendent network meetings, statewide and local networks and targeted email listservs. The AEA also utilized a needs assessment to gather demographic and achievement data in order to identify priorities and develop customized Title III professional development plans. Lastly, Grant Wood provided clear evidence of support in the content areas of language arts and mathematics.

## Required actions

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

## Recommendations for continuous improvement

It is recommended that Grant Wood continue to develop and implement support across a Multi-Tiered System of Supports (MTSS). Limited evidence was provided regarding the provision of MTSS Tier 2 and Tier 3 support for districts. It is recommended that Grant Wood develop and provide this support for districts or provide evidence of providing this service for districts. It is also recommended that the AEA develop a formalized process to track and monitor the implementation of tiered instruction to ensure consistency of implementation and sustained impact on student outcomes.

In addition, there was limited documentation that Grant Wood addressed the curriculum, instruction and assessment standards through the lens of unique populations beyond English learner, talented and gifted and Section 504 plans. It is recommended that the AEA include special education (academic, functional and/or behavioral), at-risk, homeless students and students in foster care in curriculum, instruction and assessment processes and decisions. It is also recommended that Grant Wood develop and implement a process to gather and utilize stakeholder feedback across the curriculum, instruction and assessment system to support informed decision-making.

## 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: Four - Implementation      Department rating: Three – Initial Implementation

## Strengths

Grant Wood is allocating resources in a systematic manner with equitable distribution of personnel in

Grant Wood is allocating resources in a systematic manner with equitable distribution of personnel in regions and districts. The AEA has improved in the area of Early ACCESS, and results indicate the AEA is meeting compliance indicators C1 (timely services), C4c (family involvement), C7 (45-day timeline) and C8a, b and c (transition services). The AEA outlined detailed activities and strategies in its Part C plan specific to Family Guided Routines Based Intervention practices to address AEA capacity, fidelity of implementation and providing coaching support. Grant Wood also outlined specific actions to address staff understanding of Child Find process and to support consistent implementation of practices across all staff through an integrated coaching model. This included adding 0.2 full-time equivalent (FTE) Early Childhood/C to B Transition Coach to support staff completing evaluations in this area.

## Required actions

Grant Wood is required to complete the IDEA Part B Annual Performance Report data review and analysis artifact in the next review cycle.

## Recommendations for continuous improvement

The AEA provided professional learning for Child Find, C to B transition and Child Find for learners ages three to five years old, including a plan for coaching support for staff implementation. The AEA is having staff complete Educational Evaluation Report (EER) self-reflections. It is recommended that the AEA have staff complete self-reflections EERs in order to include C to B and students who are three to 5 years old in the self-reflections. In addition, the review team did not see evidence of training for school psychologists, social workers and special education consultants on Individualized Education Program (IEP) development, individualization and service delivery. It is recommended the AEA provide evidence of this training in order to strengthen support for this standard area. It is also recommended that Grant Wood continue to provide on-going coaching support for Child Find practices in order to support implementation fidelity.

## 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: Four - Implementation      Department rating: Two - Getting Started

## Strengths

Grant Wood embeds Assistive Technology (AT) and Accessible Educational Materials (AEM) professional learning in new staff orientation which includes assessment processes, documentation procedures, available resources, AEA devices and the referral process. An AT team has been put in place to support Grant Wood staff in the consideration of and uses of AT, Augmentative and Alternative Communication (AAC), AEM and accessibility to support learner needs. Grant Wood has created a strong communication system with staff in this area. It includes monthly meetings with support and related service providers that includes a standing agenda item around AT that includes content on relevant updates, resources and targeted professional learning. In addition, the AEA also provides a quarterly newsletter around AT and AEM. A referral process is in place for districts to request support

for considering and determining individual student needs. Lastly, the AEA provided examples of AT documentation across disciplines.

## Required actions

There are no required actions.

## Recommendations for continuous improvement

It is recommended that Grant Wood provide stronger evidence to show that it is providing comprehensive staff development, coaching and technology integration across all disciplines for AEA staff, districts and families. It is recommended that the AEA provide continuous learning around AT and AEM to consultants, psychologists and social workers as well as other service providers and clarify this action within the AEA AT Support Plan. It is recommended that the Department-provided Access to All learning package be provided, when available, internally and externally to increase the comprehensiveness of staff development, coaching and technology integration across all disciplines for AEA staff, districts and families. There is limited evidence that Grant Wood has a clear feedback loop process for technology planning and services. It is recommended that the AEA clarify feedback loops and utilize data collected to ensure that Grant Wood FTEs is appropriately configured to support the AEA and district needs.

## 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 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.*

## AEA accreditation standard innovation configuration rating

AEA self-rating: Four - Implementation

Department rating: Four - Implementation

## Strengths

Artifacts provided in this standard area demonstrated a strong commitment to evidence-based practices. Professional learning and coaching the AEA provided aligned with ESSA tiers of evidence and research-validated frameworks such as MTSS and Positive Behavior Intervention and Supports. This alignment ensures districts are implementing strategies that are grounded in research and have demonstrated impact on student learning and behavioral outcomes. The artifacts indicated that Grant Wood consistently utilizes Iowa's continuous improvement process to analyze quantitative student data and qualitative stakeholder feedback. This structured approach allows Grant Wood to collaboratively work with districts to identify needs, develop targeted improvement strategies and monitor progress toward improved learning conditions and student outcomes.

## Required actions

There are no required actions.

## Recommendations for continuous improvement

It is recommended Grant Wood establish a consistent process for reviewing district-level outcome data annually to determine the effectiveness of implemented practices. The evidence provided also lacked

documentation of a communication plan with districts to ensure awareness of available services. Therefore, it is recommended that Grant Wood implement a communication plan to ensure districts understand the vast array of services available to them.

## 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: Four - Implementation      Department rating: Four - Implementation

### **Strengths**

Grant Wood completed all expected submissions to the Department in a timely manner. 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. Grant Wood provided an opportunity for internal staff to express barriers to compliant practice and provided additional learning to remediate those barriers. This strength highlights the AEA's intentionality in addressing prior recommended accreditation actions. The AEA also demonstrated that it maintains compliance with relevant federal and state laws in special education and it provides support for districts to ensure compliance with rules related to special education.

### **Required actions**

There are no required actions.

### **Recommendations for continuous improvement**

It is recommended that Grant Wood 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. Grant Wood has engaged in some of this work with internal staff and should expand the scope of this work to districts and other community partners. This continuous improvement and evaluation process would lead to prioritized action steps matched and adapted to AEA needs in the area of compliance. Furthermore, to enhance practices related to supporting districts, the AEA should consider how it communicates to external partners about its service delivery and general supervision plan. In addition, Grant Wood should continue to monitor the implementation fidelity and impact of special education service delivery and AEA general supervision, including responses to the data.

## 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: Three - Initial Implementation

### **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. Grant Wood trained six staff members to support the program evaluation process in districts. The submitted artifacts demonstrated that the AEA used the program evaluation process with three districts 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 Grant Wood has engaged in using the internal program review framework. In order to show growth in this standard area, it is recommended that Grant Wood include artifacts that demonstrate how the AEA is using the internal program review to engage in the continuous improvement cycle. In addition, the AEA 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. Artifacts indicated that Grant Wood works closely with district leaders to identify priorities and offers a wide range of management services using internal staff and strategic partnerships. These varied services are designed to meet the unique needs of districts across the AEA region. The budget also showed alignment to the management services

provided, indicating intentionality in allocating monetary support for the services. Clear communication and defined service agreements help ensure districts receive reliable and consistent support.

## Required actions

There are no required actions.

## Recommendations for continuous improvement

It is recommended that Grant Wood 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 Grant Wood provide 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: Four - Implementation

Department rating: Three - Initial Implementation

## Strengths

Grant Wood artifacts revealed that the AEA provides instructional media services that support districts through a professional media library, lending of high-quality instructional materials and collaboration with statewide AEA networks to ensure coordinated access to resources. The media specialist works closely with content consultants to identify and curate materials aligned to instructional priorities, and service agreements and usage data help inform district access to resources. Qualitative feedback from districts and ongoing partnerships with regional organizations contribute to responsive service delivery. Criteria for selection of materials is clearly identified, educationally significant and based on a high degree of usage and learner appeal. Grant Wood utilizes a feedback form to gather district needs to guide decision-making.

## Required actions

There are no required actions.

## Recommendations for continuous improvement

The team found that Grant Wood lacks a formalized needs assessment and program evaluation process for media services across districts. It is recommended that the AEA develop structures for documenting the use of the statewide AEA needs assessment protocol, systematically collecting both quantitative and qualitative media usage data and establishing a regular review cycle to analyze service impact on instructional practices and student learning.

## Conclusion

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

Grant Wood 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. Grant Wood must also continue to complete all required actions in its 2025 Accreditation Decision.

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