

Iowa State Board of Education

Executive Summary

April 16, 2026

Agenda Item: Green Hills 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 Green Hills 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.

Green Hills 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	3	3
2. Professional Development	4	2	7. Compliance	3	2
3. Curriculum, Instruction and Assess.	3	1	8. Program Evaluation	3	3
4. Special Education Services	3	1	9. Management Services	4	5
5. Technology Planning & Services	2	4	10. Media Services	3	3

Required Improvement Actions

3. Curriculum, Instruction, and Assessment (Not Yet Meeting)

- 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 (Not Yet Meeting)

- 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)

- Describe the communication process and how data is used in district service plans
- Plan for comprehensive implementation across all components of school-community planning
- Document and highlight examples of active district and community agency partnerships

2. Professional Development (Getting Started)

- Provide the Assistive Technology (AT) and Accessible Educational Materials (AEM) professional learning
- Strengthen the use of evidence to support ongoing data-driven decisions for external professional development

3. Curriculum, Instruction and Assessment (Not Yet Meeting)

- Continue to implement Multi-Tiered System of Supports (MTSS), including a process to monitor the implementation of tiered instruction and the impact on students
- Provide additional support for other unique populations of students
- Document support provided to address behavioral and functional needs of students

4. Special Education Services and Support (Not Yet Meeting)

- Complete a root cause analysis and develop a plan to address Family Guided Routines Based Intervention implementation
- Fully implement all Child Find professional learning and provide on-going coaching for staff

5. Technology Planning Services (Implementation)

- Provide learning on AT and AEM for all service providers with ongoing learning throughout the year
- Provide the approved Access for All professional learning for internal and external partners
- Expand the current technology plan to include a vision statement, action steps, and an evaluation plan

6. Learning Environment (Initial Implementation)

- Strengthen systems to monitor and then communicate learning environment data
- Monitor and share data related to removals with districts to support 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 (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 and one charter school participated in the five-step district service plan process with the AEA
- AEA used district and student data to assess needs and develop a shared direction for service plan meetings

2. Professional Development (Getting Started)

- Green Hills learning plan addresses the needs of internal staff and external partners and is aligned to State Board of Education goals and AEA system priorities
- AEA learning plan provides flexibility in learning opportunities and modes of learning to meet the needs of staff

3. Curriculum, Instruction and Assessment (Not Yet Meeting)

- The AEA used the centralized Title III consortium for English learner services and supports
- The AEA provided professional learning opportunities to support the unique populations districts encounter

4. Special Education Services and Support (Not Yet Meeting)

- Clear and concise allocation process for supporting districts and Early ACCESS assignments
- Plan is identified for staff to improve the Child Find process and the agency is beginning to implement learning

5. Technology Planning Services (Implementation)

- Comprehensive AT plan addresses both Part B and Part C learning needs
- AEA supports procedures to identify learner needs and align technology supports to individual student needs
- AEA provided Early ACCESS staff with information to ensure access to AT equipment and devices for families

6. Learning Environment (Initial Implementation)

- AEA implemented a comprehensive, social-emotional-behavioral health continuum aligned with MTSS
- Assisted districts to implement evidence-based practices to improve student engagement and outcomes

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
- Green Hills is beginning to track and analyze general supervision data

8. Program Evaluation (Initial Implementation)

- AEAs collaborated to develop a collaborative, data-driven program review process in districts
- Green Hills trained program review leads to support the process and staff completed the program evaluation process with three 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
- LEA Leader Services hub is an additional source of communication for districts that is unique to Green Hills

10. Media Services (Initial Implementation)

- Displayed strong partnerships with many local organizations, along with a comprehensive professional library catalog and a curriculum collection
- AEA provided high-quality instructional materials to districts through a lending library and collaborates with districts through the statewide network.
- Used a strong, organized, well-thought-out process to select and reconsider materials in their library

Department Annual Accreditation Performance Review Recommendation

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

Green Hills 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. Green Hills 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**.



Green Hills 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 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 AEA accreditation annual 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 Green Hills AEA (Green Hills) 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

Green Hills has an established process for school districts to engage in the district service plan process with a five-step framework. Data indicated that all of the districts in the AEA and one charter school participated in the district service plan process. To support planning, evidence indicated that the AEA used district data to assess the needs of the districts and students in order to develop a shared direction for the upcoming academic year. The AEA then provided plans and support to develop next steps in carrying out the shared direction.

Required actions

There are no required actions.

Recommendations for continuous improvement

Although the AEA is using the statewide process to support district service plans, it is unclear from the evidence provided how communication is occurring or the data used to support the conversations with districts. The AEA could show growth in this standard area by providing additional evidence of consistent implementation of the district service plan process, including the use of data in the planning process and evidence of communication with districts. In addition, the AEA self-reported that they do not consistently document how outcomes are formally reported to community partners and that their implementation is structured, but not yet comprehensive, across all components of school-community planning. It is recommended that the AEA consistently document and report outcomes to community partners as well as plan for comprehensive implementation across all components of school-community planning. Given the AEA's self-identified next step, it is recommended the AEA intentionally document and highlight examples of active district and community AEA partnerships within planning and implementation activities.

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: Two – Getting Started

Strengths

Green Hills submitted evidence that the professional development plan had been outlined for internal staff and external partners. The submitted 2025–2026 professional learning plan connects to Iowa State Board of Education goals and AEA system priorities. Statewide required modules and leadership networks promote consistency in content and expectations across disciplines. The Green Hills learning plan provides flexibility in the professional learning opportunities and modes of learning in order to meet the needs of their staff.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended the Green Hills provide professional learning on Assistive Technology (AT) and Accessible Educational Materials (AEM). This was a recommendation provided after the 2024-2025 accreditation visit, and no evidence was provided that this professional learning has occurred. It is also recommended that the AEA strengthen the use of evidence to support ongoing data-driven decisions for external professional development. It is recommended Green Hills collect participant feedback from professional learning sessions and review implementation documentation to ensure the professional development delivered aligns with the approved professional learning offerings.

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: Three - Initial Implementation Department rating: One - Not Yet Meeting

Strengths

Evidence indicated that Green Hills has utilized and participated in the centralized Title III consortium for English learner services and supports. Sessions were offered to focus on data analysis and implementation planning. The sessions were noted to be flexible, allowing multiple opportunities for districts to receive support as needed. Artifacts indicated that the AEA provided professional learning opportunities to support the unique populations districts encounter and need to support. It is noted that Green Hills used multiple methods to communicate with districts.

Required actions

In order to demonstrate full compliance with the standards in this area, Green Hills 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 Green Hills develop support for a Multi-Tiered System of Supports (MTSS) in districts. The AEA should also develop a formalized process to track and monitor the implementation of tiered instruction to ensure consistency of implementation and sustained impact on student outcomes. Further, when outlining curriculum, instruction and assessment services the AEA provides, the AEA needs to consider the impact upon a wider variety of unique populations such as special education, at-risk, homeless students and students in foster care. Evidence of addressing functional and behavioral needs of students and districts would also be beneficial.

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: Three – Initial Implementation

Department rating: One – Not Yet Meeting

Strengths

Evidence provided a clear and concise allocation process for supporting districts and Early ACCESS assignments. Artifacts indicated that Green Hills has identified a plan for staff to improve the Child Find process and the AEA is beginning to implement learning for these practices. Professional learning and coaching support for Child Find are evident, and the AEA has continuous improvement plans to encourage sustainability in this area. Artifacts included strategies and activities in Part C Early ACCESS in order to build capacity, evaluate implementation fidelity, support coaches and have the capacity to implement Family Guided Routines Based Intervention (FGRBI) services and coding of videos.

Required actions

The AEA 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

Data provided indicated that FGRBI implementation fidelity data has decreased over the past six years. It is recommended that Green Hills Early ACCESS Implementation team engage in a root cause analysis to determine the reason for the decreased fidelity ratings and develop a plan to address the lack of growth within this area. It is recommended that the AEA fully implement all Child Find professional learning and provide on-going coaching for staff to ensure that staff are reliably implementing child find practices for learners ages who many be eligible for special education services in the region

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: Two - Getting Started

Department rating: Four - Implementation

Strengths

Green Hills has partnered with Heartland AEA in the development of the AT Center of Excellence. The AEA has developed a comprehensive AT plan that addresses both Part B and Part C learning needs. The AEA plan also supports internal and external partners in order to meet individual student needs. The plan includes processes and procedures to identify learner needs and align technology supports and services to individual student needs. Artifacts indicated that Green Hills has developed and provided robust professional learning in the areas of AT and AEM for new staff. Evidence indicates that the AEA provided Early ACCESS staff with information regarding the responsibility to ensure access to AT equipment and devices and staff are discussing with parents how to secure devices through Medicaid and/or private insurance for home devices. Evidence also indicated that Early ACCESS providers have been recommended a wide range of tools, from low to high tech, based on student need.

Required actions

There are no required actions.

Recommendations for continuous improvement

Green Hills is currently providing ongoing updates on AT and AEM to speech language pathologists. It is recommended that the AEA provide professional learning on AT and AEM for all direct and indirect service providers. Green Hills completed the Quality Indicators for Assistive Technology (QIAT) survey but has not yet used the results. It is recommended Green Hills use the results and provide evidence of such in next year's annual performance review. 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. It is also recommended that the AEA monitor the number of Individualized Education Programs (IEPs) with reading goals and number of IEPs with AT and AEM to monitor the impact of the AEA's work over time.

Green Hills is providing ongoing updates to some related service providers. However, it is not clear what ongoing professional learning is being provided to consultative staff on AT and AEM. Green Hills should consider the learning needs of all staff in this area. In addition, while AT and AEM is being reviewed annually with Child Find staff, the AEA should consider how to implement continuous learning for staff throughout the year in order to keep it at the forefront to support students with disabilities. AEA staff statewide completed QIAT, but there is no evidence provided by Green Hills of the data collected or how the feedback will be used to plan for upcoming learning or to develop or adjust future professional learning. Green Hills should consider expanding the current technology plan to include a vision statement, action steps, progress and implementation fidelity monitoring procedures and an evaluation plan. Learning on the internal evaluation plan created by the AEA system might be beneficial. 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. It is also recommended that Green Hills monitor the number of IEPs with reading goals and number of IEPs with AT and AEM to monitor the impact of the AEA's work over time.

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: Three – Initial Implementation

Department rating: Three – Initial Implementation

Strengths

Artifacts indicated strong implementation of a comprehensive, social-emotional-behavioral health (SEBH) continuum aligned with the MTSS framework. The continuum included universal prevention practices, targeted interventions and intensive individualized supports designed to address the full range of student needs. Green Hills supports districts through services such as Positive Behavior Interventions and Supports (PBIS), implementation support, embedded coaching, functional behavior assessment (FBA), behavior intervention plan (BIP) development, crisis response and specialized autism and behavioral consultation. Green Hills provided evidence that indicated AEA services assist districts to implement evidence-based practices that strengthen learning environments and improve student engagement and outcomes for all students, including students with disabilities.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Green Hills strengthen systems to monitor and then communicate learning environment data. The AEA should further develop and implement a systematic process to monitor data related to removals, especially removals for learners with disabilities like suspension, expulsion and chronic absenteeism data, to ensure the data sets are shared with AEA and district leaders to support consistent understanding of implementation and continued collaboration between the AEA and district leaders.

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: Three – Initial Implementation Department rating: Two – Getting Started

Strengths

Green Hills 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. The previous on-site visit accreditation resulted in a recommendation for Green Hills to track and analyze general supervision data. Submitted artifacts indicate that the AEA is beginning to address the recommendations.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Green Hills 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 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. Green Hills should also consider how it will intentionally and systematically gather and analyze multiple data sources, construct action steps to support general supervision practices and compliance in the AEA and facilitate learning or coaching opportunities for internal and external partners.

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-drive 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. Green Hills trained program review leads to support the program evaluation process in districts. The submitted artifacts indicated that the AEA has three districts engaging in the program review process in the 2025-2026 academic 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 Green Hills 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, Green Hills 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 provided by Green Hills demonstrated a written process the AEA follows in order to provide management services. The process addresses all required components of the standard. Artifacts show that the AEA has an LEA Leader Services hub as an additional source of communication for districts that is unique to Green Hills. The budget also showed alignment to the management services provided and a plan to address upcoming budget needs if they arise. The management services list identified a

variety of services provided throughout the region in order to meet the identified needs. Lastly, the Management Services Plan and budget provided an overview of collaboration with methods of communication and services for internal and external partners.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Green Hills 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 Green Hills 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: Three - Initial Implementation

Department rating: Three - Initial Implementation

Strengths

Artifacts demonstrated strong partnerships with many local organizations. There is an established comprehensive professional library catalog and a curriculum collection. Green Hills artifacts indicated that the AEA provides high-quality instructional materials to districts through a lending library and collaborates with districts through the statewide network. Evidence indicated that the AEA determines district needs via service agreements and recorded district data. Green Hills showed evidence of using a strong, organized, well-thought-out process for selecting materials and reconsidering materials in their library.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Green Hills add quantitative data and strengthen the qualitative data within the media plan to indicate the impact of services provided on student outcomes. It is recommended that Green Hills use the AEA-developed internal program review framework and formalize the needs assessment and evaluation of media services, including a focus on student outcomes.

Conclusion

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

Green Hills 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. Green Hills must also continue to complete all required actions in its 2025 Accreditation Decision.

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