

Iowa State Board of Education

Executive Summary

April 16, 2026

Agenda Item: Northwest 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 Northwest 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.

Northwest 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	2	6. Learning Environment	3	2
2. Professional Development	3	2	7. Compliance	3	2
3. Curriculum, Instruction and Assess.	3	2	8. Program Evaluation	2	2
4. Special Education Services	3	1	9. Management Services	2	5
5. Technology Planning & Services	2	2	10. Media Services	3	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 (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 (Getting Started)**
 - Assess the needs of students, build collaborative relationships with community partners and districts, create shared goals, implement actions and monitor progress toward meeting the goals
 - Continue to build offerings with community agencies
- 2. Professional Development (Getting Started)**
 - Strengthen the use of data to support ongoing decisions for external professional development
 - Collect feedback and review data to determine future external professional development needs
- 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 of students
 - Develop and implement a process to gather and use stakeholder feedback
- 4. Special Education Services and Support (Not Yet Meeting)**
 - Implement Child Find practices and on-going coaching for the Child Find professional learning
- 5. Technology Planning Services (Getting Started)**
 - Provide regular Assistive Technology (AT) and Accessible Education Materials (AEM) updates and learning
 - Engage in discussions with Early ACCESS providers regarding low to high technology tools
 - Provide the approved Access for All professional learning for internal and external partners
- 6. Learning Environment (Getting Started)**
 - Demonstrate individualized data analysis and use of specific research-based practices and interventions
- 7. Compliance (Getting Started)**
 - Provide a clear outline of how communication occurs or what is being communicated to support compliance
 - 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 (Getting Started)

- All 35 districts participated in the district service plan meetings using an established process
- AEA developed partnerships to support student success with agencies like Iowa Vocational Rehabilitation Services and Department of Health and Human Services

2. Professional Development (Getting Started)

- AEA used a significant amount of staff feedback to guide professional learning decisions
- Content for special education staff addressed needs identified in the accreditation visit and Child Find content

3. Curriculum, Instruction and Assessment (Getting Started)

- AEA has appointed a nonpublic school liaison to be the primary point of contact for districts to improve understanding of available resources
- Northwest developed a system to evaluate feedback from all stakeholders in the Every Student Succeeds Act process
- AEA developed processes to support and sustain MTSS plans

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

- All Northwest special education staff engaged in the state-approved Child Find professional learning

5. Technology Planning Services (Getting Started)

- Provided professional learning for new, Child Find and related services staff on AT and AEM
- Developed a referral process and flowchart for AEA and district staff to request support for AT-related concerns
- AEA has a team of six direct service staff available to provide services to AEA staff and districts.

6. Learning Environment (Getting Started)

- AEA provided embedded, evidence-based coaching and professional development in Social-Emotional-Behavior Health and MTSS, supported by licensed consultants and specialty teams for autism, complex behaviors and crisis response
- Districts benefitted from aligned tiered learning environment supports provided by the AEA

7. Compliance (Getting Started)

- Part B and Part C Service Delivery Plans clearly outlined how the agency ensures reports, documents and internal and external services are provided and monitored
- Narrative description indicated a strength in the area of communication across the educational cascade

8. Program Evaluation (Getting Started)

- AEA collaborated to develop a collaborative, data-driven program review process in districts
- Northwest trained five staff members to support the process and plan to support the service in district next year
- AEA 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 a variety of services designed to meet the diverse needs of districts within the region

10. Media Services (Initial Implementation)

- Strong partnerships with many local organizations and districts through the statewide network, a professional library catalog and a curriculum collection
- Determined needs through service requests, service agreements, usage data and feedback from districts
- Selection of materials was clearly identified, educationally significant and based on a high degree of usage and learner appeal

Department Annual Accreditation Performance Review Recommendation

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

Northwest 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. Northwest 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**.

Northwest 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 AEA staff 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 Northwest AEA (Northwest) 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: Two - Getting Started

Strengths

Artifacts provided by Northwest show alignment with the statewide AEA system. The AEA is following the statewide process to provide school-community planning services to districts. In addition, the AEA offered district service plan meetings using an established process. Northwest staff offered planning meetings to 35 public school districts, and all districts participated in the process. In addition, the AEA accreditation progress report indicated that the AEA has made progress in developing partnerships to support student success. For example, Northwest has expanded partnerships with Iowa Vocational Rehabilitation Services and Department of Health and Human Services staff in order to provide support to AEA staff and districts.

Required actions

There are no required actions.

Recommendations for continuous improvement

In order to show additional growth in this standard area, it is recommended that Northwest establish a process, build consistent practices and uniformed offerings for all districts and report progress toward goals in the area of school and community planning. It is also recommended that the AEA assess the needs of students, continue to build and expand collaborative relationships with community partners and districts to create a shared direction and goals, implement actions to meet goals and monitor progress toward meeting the goals. It is further recommended that the AEA continues to build offerings with community agencies like Iowa Vocational Rehabilitation Services and the Department of Health and Human Services.

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: Three - Initial Implementation

Department rating: Two - Getting Started

Strengths

The external learning plan provided evidence that the AEA is providing professional learning that is aligned to State Board goals. Evidence indicated participation by public and nonpublic districts in a variety of the AEA professional development offerings. The internal learning plan provided evidence that the AEA provided learning opportunities for staff to support improved practices. A strength of the AEA internal professional learning plan is that the AEA uses a significant amount of staff feedback to guide professional learning decisions, including regional huddles, open forums with staff, surveys, weekly Director meetings, monthly meetings with staff and feedback gathered during the AEA Agency Leadership Team meeting. Content for AEA special education staff addressed needs identified in the accreditation visit and covered Child Find content aligned across the AEA system, indicating support for statewide consistency in special education practices.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Northwest strengthen the use of data to support ongoing decisions for external professional development. It is recommended that the AEA collect participant feedback from professional learning sessions, review implementation data and analyze student outcome data to determine future external professional development needs. It is also recommended that Northwest consider the quantitative data or a needs assessment to determine professional learning opportunities for internal staff in addition to the qualitative data the AEA is currently using to determine needs. Lastly, it is recommended the AEA collect participant feedback and review implementation data to ensure the professional development delivered continues to align with the Department-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 section 256.11.

AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Two - Getting Started

Strengths

Artifacts submitted indicated that Northwest provided the opportunity for support in consultation with nonpublic schools, which includes opportunities for support in all areas of curriculum, instruction and assessment. There were opportunities for both in-person and virtual collaboration and communication. The AEA has also appointed a nonpublic school liaison to be the primary point of contact for districts to improve understanding of available resources. Artifacts also indicated that Northwest developed a system to evaluate feedback from all stakeholders in the Every Student Succeeds Act process. Lastly, evidence indicated that the AEA developed processes to support and sustain Multi-Tiered System of Supports (MTSS) plans.

Required actions

In order to demonstrate full compliance with the standards in this area, Northwest 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 Northwest continue to develop Tier 2 and Tier 3 supports across a 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 providing curriculum, instruction and assessment support for additional unique populations, such as special education, at-risk and foster care. It is further recommended that the AEA 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: Three – Initial Implementation

Department rating: One – Not Yet Meeting

Strengths

Northwest artifacts clearly outlined full-time equivalent special education staff allocation. The AEA also submitted a plan for internal professional learning for Child Find for children ages 3-5 and documentation indicated that all Northwest special education staff engaged in the state-approved Child Find professional learning. Northwest is the only AEA that began the Part B Annual Progress Report submission.

Required actions

Northwest 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

Although there was a clear outline for engaging in professional learning in the area of Child Find, there was a lack of evidence demonstrating AEA data specific to implementation support of the learning as it was found to be replicated from another AEA. Therefore, it is recommended to provide evidence that supports the implementation of Child Find practices and implementation of coaching for Child Find professional learning.

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: Two – Getting Started

Strengths

Evidence showed that Northwest enhanced programs and support for school personnel and families provided to Individualized Education Program (IEP) teams for problem-solving and consultation in this area. Northwest provided new staff and Child Find staff professional learning on Assistive Technology (AT) and Accessible Educational Materials (AEM). Topics covered in the professional learning included consideration and assessment processes, documentation and provision processes, resources, AT devices and the AT referral process. Evidence indicated AT and AEM professional learning was provided to related services staff. Northwest also developed a referral process and a flowchart for AEA and district staff to follow to request support for AT-related concerns. Evidence indicated that the Student, Environment, Tasks and Tools Framework will be future priority learning for all special education staff and Early ACCESS staff, as well as considerations regarding AT and AEM. Artifacts also indicated that the AEA has a team of six direct service staff available to provide services to AEA staff and districts.

Required actions

There are no required actions.

Recommendations for continuous improvement

It was evident that related service staff are provided ongoing updates on AT and AEM, but it is unclear if this is occurring for consultative staff. It is recommended that the AEA provide regular AT and AEM updates for all staff in special education. The AEA AT referral process is outlined in a flowchart. The flowchart needs to be updated to include the link to the AT referral form. From the artifacts the team reviewed, it appears that the Child Find staff will review AT and AEM annually. It is recommended that the AEA implement continuous learning for these staff members throughout the year to ensure students

are receiving the individualized support they need. It is recommended that the AEA engage in discussions with Early ACCESS providers regarding low technology to high technology tools to ensure there are various tools accessible to meet the needs of individual children and families. It is also recommended that the AEA use results from the statewide survey to inform future professional learning needs. When available, the approved Access for All package should be provided for internal and external partners with possible monitoring procedures for the number of IEPs with reading goals and number of IEPs with AT and AEM increasing 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: Two – Getting Started

Strengths

Evidence indicated that Northwest provides embedded, evidence-based coaching and professional development in Social-Emotional-Behavior Health and MTSS, supported by licensed consultants and specialty teams for autism, complex behaviors and crisis response. Evidence indicated that districts benefitted from aligned tiered supports, proactive crisis planning and ongoing use of research-based frameworks. The AEA is implementing beneficial services such as Positive Behavior Intervention and Supports and PREPaRE training which stands for Prevent/Prepare for psychological trauma; Reaffirm physical health, security and safety; Evaluate psychological trauma; Provide interventions (and) Respond to psychological needs; and Examine the effectiveness of prevention and intervention efforts.

Required actions

There are no required actions.

Recommendations for continuous improvement

The AEA provided evidence that demonstrated systems are in place. However, there is a lack of individualization in areas such as data analysis, research-based standards utilization and practices or interventions recommendations. It is unclear from the artifacts how data was analyzed and used, aside from using Iowa's five-step continuous improvement process. It is recommended that Northwest provides additional evidence demonstrating individualization of data analysis and articulates specific standards, practices and interventions being utilized in order to show growth in this standard area.

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

Northwest 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. Northwest provided a narrative description that suggested a strength in the area of communication across the educational cascade.

Required actions

There are no required actions.

Recommendations for continuous improvement

There are examples of calibration within the description outlining a cascade of communication. However, the AEA did not provide a clear outline of how communication occurs or what is being communicated. It is recommended that the AEA 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.

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: Two – Getting Started 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. In Northwest, five staff members are trained to support the program evaluation process in districts. The submitted artifacts indicated that the AEA will begin to support this service in districts next 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 the AEA engaged in using the internal program review framework. In order to show growth in this standard area, it is recommended that Northwest 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: Two – Getting Started

Department rating: Five - Sustaining/Optimizing

Strengths

Artifacts demonstrated a written process that Northwest follows in order to provide management services. The process addresses all required components of the standard. Evidence was provided showing alignment between the budget and the management services offered. In addition, the AEA identified a variety of services designed to meet the diverse needs of districts within the region.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Northwest 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: Three - Initial Implementation

Department rating: Three - Initial Implementation

Strengths

Artifacts demonstrated that Northwest has strong partnerships with many local organizations and districts through the statewide network, a professional library catalog and a curriculum collection. Northwest provided high quality instructional materials to districts through the lending library. Evidence indicated that the AEA determined district needs through service requests and service agreements and that usage data is shared with districts. In addition, Northwest utilized a feedback form to gather needs from districts. Lastly, the artifacts also supported that AEA criteria for selection of materials were clearly identified, educationally significant and based on a high degree of usage and learner appeal.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Northwest gather qualitative feedback through surveys and networking opportunities to identify potential needs related to media services and use this information in the media services plan. Although the AEA has developed a needs assessment protocol, there was no evidence provided to demonstrate consistent implementation of this protocol. It is recommended that Northwest strengthen its media program evaluation processes by using the AEA-developed internal program review framework to evaluate the services delivered, determine if or how the collection should be expanded and determine the impact of media services on student learning outcomes. Providing this information in the media services plan would strengthen the plan and support continuous improvement of media service delivery.

Conclusion

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

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

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