

# Iowa State Board of Education

## Executive Summary

April 16, 2026

**Agenda Item:** Mississippi Bend 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 Mississippi Bend 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.

## Mississippi Bend 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           | 4   | 2  | 6. Learning Environment | 4   | 5  |
| 2. Professional Development            | 4   | 3  | 7. Compliance           | 5   | 2  |
| 3. Curriculum, Instruction and Assess. | 4   | 3  | 8. Program Evaluation   | 5   | 4  |
| 4. Special Education Services          | 4   | 3  | 9. Management Services  | 5   | 5  |
| 5. Technology Planning and Services    | 4   | 2  | 10. Media Services      | 4   | 3  |

### Required Improvement Actions

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

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

#### 4. Special Education Services and Supports (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 (Getting Started)

- Provide evidence of how the AEA is implementing a consistent school-community planning process
- Provide evidence of the qualitative and quantitative data used to support the district support plan process
- Clarify how the AEA addressed placement options for preschool learners with staff and built partnerships

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

- Establish a process to identify professional development needs of internal employees
- Establish a process to collect feedback to inform future needs for continued professional development

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

- Continue to implement Multi-Tiered System of Supports (MTSS), including a process to monitor the implementation of tiered instruction and the impact on students
- 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)

- Carry out the planned implementation support for Child Find

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

- Implement Assistive Technology (AT) and Accessible Education Materials (AEM) professional learning for all staff, provide regular reminders throughout the year and use data to evaluate learning and inform future needs
- Engage the Early ACCESS team in discussion of low- to high-tech tools to meet individual family needs
- Provide the approved Access for All professional learning for internal and external partners

#### 6. Learning Environment (Sustaining/Optimizing)

- Embed evaluation practices into district continuous improvement cycles to adjustments to services in real time
- Expand Tier 1 and Tier 2 capacity across districts through targeted coaching, learning and mentoring

#### 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 (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 (Getting Started)

- All districts completed the district support planning process with AEA staff members
- On-going collaboration occurs with districts to ensure the AEA is responsive to district needs

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

- Coaching and ongoing implementation support provided by the AEA had a strong impact on the stakeholders
- AEA provided learning opportunities for staff to improve practices, including Child Find content

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

- Demonstrated curriculum adoption and a support process used for the core areas of language arts and mathematics, as well as work with a certified talented and gifted consultant
- Supported districts to implement Every Student Succeeds Act requirements and continuous improvement efforts

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

- Provided professional development in the area of Child Find, which resulted in an average increase of approximately 20 percentage points from pre- to post-assessment, moving from moderate baseline understanding to consistently high levels of accuracy
- High performance levels in Early ACCESS related to implementing Family Guided Routines Based Intervention coaching strategies with families and for families reporting that services helped them support their child

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

- Provided new staff orientation and annual Child Find staff training that included AT and AEM content
- Referral process includes an AT help request form available for staff and districts
- Early ACCESS staff received support for AT, including content on responsibilities and devices

#### 6. Learning Environment (Sustaining/Optimizing)

- Highly effective MTSS for Social-Emotional-Behavioral Health (SEBH) system supported by licensed professionals embedded in each district
- Evidence-based professional development, data-driven collaboration with leaders, coaching and specialty team support have strengthened consistent implementation, resulting in measurable improvements in SEBH outcomes and safe, welcoming learning environments

#### 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
- AEA staff received the same Child Find training as in other AEAs, which promoted a common process and consistent implementation of practices statewide

#### 8. Program Evaluation (Implementation)

- AEAs collaborated to develop a collaborative, data-driven program review process in districts
- Mississippi Bend trained three staff members to support the process and completed the program evaluation process with four 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
- AEA identified a variety of services designed to meet the diverse needs of districts within the region

#### 10. Media Services (Initial Implementation)

- AEA engaged in data collection and analysis to further investigate how digital and media resources were accessed and used and how they supported learning
- AEA combined expert consultation with curated resources to ensure meaningful classroom integration

### Department Annual Accreditation Performance Review Recommendation

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

Mississippi Bend 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. Mississippi Bend 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**.



# Mississippi Bend 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 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 Mississippi Bend AEA (Mississippi Bend) 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: Four - Implementation

Department rating: Two - Getting Started

### Strengths

Artifacts show that Mississippi Bend has established a process for initiating the district support planning process and AEA staff completed this process with every district in the area. According to the AEA's artifact, the district support planning process is initiated and monitored by the AEA's Chief Administrator and Director of District Supports. The AEA team meets individually with each superintendent to complete the process. Mississippi Bend staff then engage in ongoing collaboration with districts, ensuring the AEA is responsive to district needs.

### Required actions

There are no required actions.

### Recommendations for continuous improvement

Although the AEA provided the school-community planning process developed for statewide use, no evidence was provided for how this process is being used in the AEA. In order to show growth in this standard area, providing evidence of AEA implementation of school-community planning services would be beneficial. In addition, the AEA is using the statewide process to support district service plans, but it is unclear from the evidence provided the data that is used to support the conversations with districts, to proactively identify district needs or to support community partnerships. Mississippi Bend could show growth in this standard area by providing additional evidence of the qualitative and quantitative data used to support the district support plan process. Lastly, although the accreditation progress report indicates the actions were completed, it is unclear how the AEA addressed preschool placement options and supporting partnerships. It would be beneficial to provide evidence of how placement options for preschool learners were addressed with staff and partnerships built with Head Start and Shared Vision programs.

## 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

The external learning plan provided evidence that the AEA is providing professional learning aligned to State Board goals. The AEA provided extensive information about external professional development opportunities with details and quantification around engagement for public, nonpublic and charter schools. Included in the artifacts was information about coaching and specific examples of ongoing professional development implementation support provided to the districts. It was clear from the examples provided that coaching had a strong impact on the stakeholders. The internal learning plan provided evidence that the AEA provided learning opportunities for staff to support improved practices. Content for special education staff addressed needs identified in the accreditation visit and covered Child Find content aligned with 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 Mississippi Bend establish a process to identify professional development needs of internal employees. Additionally, the AEA should consider establishing a process to collect feedback to inform future needs for continued professional development. It is also recommended that the AEA 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: Four - Implementation      Department rating: Three - Initial Implementation

### Strengths

The high-quality instructional materials implementation artifact demonstrated curriculum adoption and a supported process used for the core area of mathematics. The AEA highlighted work with a certified talented and gifted (TAG) consultant as a support in the area of instruction. Evidence also highlighted support for multiple districts to implement Every Student Succeeds Act requirements and continuous improvement efforts. Another artifact demonstrated how the AEA supports nonpublic schools to implement high-quality curriculum, instruction and assessment materials. Mississippi Bend also submitted clear evidence of curriculum, instruction and assessment support in the content areas of language arts and mathematics.

### Required actions

In order to demonstrate full compliance with the standards in this area, Mississippi Bend 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 the AEA continue to develop Tier 2 and Tier 3 supports across Multi-Tiered System of Supports (MTSS), including developing a formalized process to track and monitor the implementation of tiered instruction to ensure consistency of implementation and sustained impact on student outcomes. The AEA should consider providing additional curriculum, instruction and assessment support for other unique populations beyond English learners, TAG, and students with Section 504 plans such as those identified as at-risk, students receiving special education services, students experiencing homelessness and students in foster care. It is further recommended that Mississippi Bend 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: Four – Implementing      Department rating: Three - Initial Implementation

### Strengths

The AEA provided an outline detailing personnel assignments which included data showing allocation of personnel for districts and other provided supports. The professional development provided in the area of Child Find included a feedback form where staff demonstrated an average increase of

approximately 20 percentage points from pre- to post-assessment, moving from moderate baseline understanding to consistently high levels of accuracy. Strong data evidence was provided to show the AEA's proficiency in meeting the Family Guided Routines Based Intervention statewide goal as well as the fidelity rating and detailed coaching. Mississippi Bend also provided data that showed that the AEA exceeded the state target and state average for families reporting that early intervention services helped them support their child's development and learning and that the early intervention services they received assisted them in effectively communicating their child's needs.

## Required actions

Mississippi Bend 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

It is recommended that the AEA provide evidence that supports the implementation of coaching for Child Find practices.

## 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

Artifacts indicate that Mississippi Bend is providing new staff orientation and annual Child Find staff training around Assistive Technology (AT) and Accessible Educational Materials (AEM). The learning covers consideration of services, provision and assessment processes, documentation, resources and AT devices and referral processes. Evidence indicated that staff attend related services department meetings to provide ongoing updates on AT and AEM. In addition, the AEA is providing individualized training for Individualized Education Program (IEP) teams to support problem-solving and consultation processes for AT and AEM. According to the artifacts provided, it seems that a referral process is in place that includes an AT help request form available for staff and districts. The AEA has five dedicated staff for AT support. Evidence indicates the AEA is providing Early ACCESS providers a strong level of support surrounding technology. The AEA is providing service providers with information regarding the responsibility to ensure access to AT. Early ACCESS teams are also supporting parents with securing devices through Medicaid and private insurance. Early ACCESS providers are provided a wide range of tools, from low to high tech, based upon student need. Lastly, the artifacts indicated that AEA staff completed the Quality Indicators for Assistive Technology survey to determine needs.

## Required actions

There are no required actions.

## Recommendations for continuous improvement

While the AEA is providing ongoing AT updates to related service providers, it is unclear what ongoing professional learning opportunities around AT and AEM are being provided to consultative staff. It is recommended Mississippi Bend implement AT and AEM professional learning for all staff and provide regular reminders throughout the year, as well as collect data to assess the efficacy and inform upcoming professional learning. It is recommended the AEA provide evidence of low- to high-tech tools that are considered and discussed by Early ACCESS teams to ensure the variety is meeting the individual child and family needs. Additionally, the AEA indicated they have an extensive loan library for districts to utilize; however, there was a lack of evidence provided to support this statement. 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 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: Four - Implementation      Department rating: Five – Sustaining/Optimizing

### Strengths

Evidence indicated that Mississippi Bend has established a highly effective MTSS for Social-Emotional-Behavioral Health (SEBH) system supported by licensed professionals embedded in each district. Data-driven collaboration with district leadership ensures goals are aligned to research-based frameworks, including Positive Behavioral Interventions and Supports and Iowa's continuous improvement cycle, with fidelity monitored across all three tiers. Evidence-based professional development, coaching and specialty team support have strengthened consistent implementation, resulting in measurable improvements in SEBH outcomes and safe, welcoming learning environments.

### Required actions

There are no required actions.

## Recommendations for continuous improvement

It is recommended that the AEA sustain the level 5 rating on this standard by systematically embedding implementation and outcome evaluation into district continuous improvement cycles in order to ensure fidelity is monitored and adjustments to services are made in real time. Additionally, it is recommended that the AEA continue to expand Tier 1 and Tier 2 capacity across all districts through targeted coaching, professional development and mentoring and also document successes to provide evidence of lasting, system-wide impact.

## 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: Five – Sustaining/Optimizing

Department rating: Two – Getting Started

### Strengths

Mississippi Bend 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. The AEA internal professional learning plan indicated that staff received the same Child Find training as in other AEAs, which promotes a common process and consistent implementation of practices statewide.

### Required actions

There are no required actions.

### Recommendations for continuous improvement

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 Mississippi Bend 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: Five – Sustaining/Optimizing

Department rating: Four - 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. In Mississippi Bend, three staff members are trained to support the program evaluation process in districts. The submitted artifacts indicated that the AEA supported four districts through the program review process 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 Mississippi Bend 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, Mississippi Bend 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: Five - Sustaining/Optimizing

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. 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 Mississippi Bend 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 Mississippi Bend 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 I – 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

Submitted artifacts indicated that the AEA engaged in data collection and analysis to further investigate how digital and media resources were accessed and used and how they supported learning. In addition, the AEA sent a feedback survey to districts and analyzed trends. This resulted in identifying successes and opportunities for improvement. Artifacts also demonstrated that the AEA combined expert consultation with curated resources to ensure meaningful classroom integration.

### Required actions

There are no required actions.

### Recommendations for continuous improvement

The review of artifacts indicated that the AEA gathered qualitative feedback through surveys and networking opportunities to identify potential needs related to media services. Limited quantitative data was provided regarding the impact of these services on student learning outcomes. It is recommended that Mississippi Bend 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

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

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

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