

Iowa State Board of Education

Executive Summary

April 16, 2026

Agenda Item: Central Rivers 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 Central Rivers 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.

Central Rivers 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	2	2	6. Learning Environment	3	3
2. Professional Development	3	3	7. Compliance	3	3
3. Curriculum, Instruction and Assess.	3	3	8. Program Evaluation	3	3
4. Special Education Services	5	2	9. Management Services	5	5
5. Technology Planning & Services	3	3	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 (Getting Started)**
 - Complete and submit the IDEA Part B Annual Performance Report data review and analysis artifact

Recommended Continuous Improvement Actions

- 1. School-Community Planning (Getting Started)**
 - Assess needs, build collaborative relationships to create a shared direction and goals, implement actions and monitor progress toward meeting the goals
 - Continue to build consistent practices, uniform offerings for all districts and offerings with community agencies
- 2. Professional Development (Initial Implementation)**
 - Strengthen the use of evidence to support ongoing data-driven decisions for external professional development
- 3. Curriculum, Instruction and Assessment (Initial Implementation)**
 - Continue to develop and implement Multi-Tiered Systems of Supports (MTSS), including a process to monitor implementation of tiered instruction and student outcomes
 - Provide additional support for other unique populations of students
 - Document support provided to address behavioral and functional needs of students
 - Develop and implement a process to gather and use stakeholder feedback
- 4. Special Education Services and Support (Getting Started)**
 - Formalize the evaluation of River Hills and the AEA work-based learning program
 - Provide evidence of the coaching supports for Child Find practices
- 5. Technology Planning Services (Initial Implementation)**
 - Clarify the data that will be used to ensure professional learning and staff allocation are aligned to needs
 - Provide the approved Access for All professional learning for internal and external partners
 - Review and provide reminders around Assistive Technology (AT) for Early ACCESS staff more frequently
 - Add specificity to the AT Support Plan to address Accessible Educational Materials (AEM) for each tier of support
 - Consider how the AEA will support district implementation of AEM and understand the difference from AT
- 6. Learning Environment (Initial Implementation)**
 - Implement an evaluation process to monitor the implementation and impact of learning environment work
 - Use data to inform coaching, refine interventions and guide continuous improvement efforts
- 7. Compliance (Initial Implementation)**
 - Have clear communication structures outlined and documented within the Part B and C Service Delivery Plans
 - Determine an evaluation plan the AEA will use to assess its general supervision and compliance processes
- 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)

- Gather qualitative feedback to identify potential needs related to media services
- Use the internal program review framework to determine the impact of media services on student outcomes

Strengths

1. School-Community Planning (Getting Started)

- Created tools and processes for school-community planning
- All but one district and one charter school engaged in the district service plan process with the AEA
- AEA provided services matched to district needs and fulfilled requests for specialty positions

2. Professional Development (Initial Implementation)

- Extended learning available for veteran staff and personalized learning opportunities deepen practice

3. Curriculum, Instruction and Assessment (Initial Implementation)

- Structured process to assist schools with the Self-Assessment of Multi-Tiered System of Supports (MTSS)
- Supported districts to analyze data and identify appropriate supports for English learners, talented and gifted students, and students served under Section 504 plans

4. Special Education Services and Support (Getting Started)

- Part C Annual Progress Report included strengths and strategies to improve practices and results
- Professional development provided to staff and school districts covered a broad range of topics
- Child Find professional learning included coaching and fidelity checks to ensure implementation

5. Technology Planning Services (Initial Implementation)

- Assistive Technology (AT) Support Plan addressed needs through three tiers of support
- Early ACCESS plan has learning, technical assistance, implementation support and annual reminders
- Referral process includes an AT leadership team and the potential for consultation with an AT specialist

6. Learning Environment (Initial Implementation)

- Provided evidence-based professional development and coaching to implement MTSS and Positive Behavioral Interventions and Supports
- Supported schools to analyze data, identify priorities and expand access to mental health supports interventions
- Enhanced targeted support for students with special education needs with the Learning Support Specialist role

7. Compliance (Initial Implementation)

- Part B and Part C Service Delivery Plans outlined how the AEA ensures reports, documents, and internal and external services are provided and monitored
- All staff received the statewide Child Find training, promoting consistency of practices

8. Program Evaluation (Initial Implementation)

- AEAs collaborated to develop a collaborative, data-driven program review process in districts
- Central Rivers AEA trained four staff members to support the process and 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
- Evidence of budget alignment and a variety of management services provided to meet needs in the AEA

10. Media Services (Initial Implementation)

- Professional library catalog, well-developed curriculum collection and access to high-quality instructional materials support educators and effective instruction
- Participation in the statewide network expanded access to materials and services beyond the local collection

Department Annual Accreditation Performance Review Recommendation

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

Central Rivers 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. Central Rivers AEA 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**.



Central Rivers 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 Central Rivers AEA (Central Rivers) 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: Two - Getting Started

Department rating: Two - Getting Started

Strengths

Central Rivers demonstrated strengths in the area of school-community planning. Artifacts demonstrated that the AEA has established tools and processes for school-community planning. School districts engaged in the district service plan process with 51 out of 52 districts and one charter school participating. This provides evidence of positive relationships with districts. Provided artifacts show there is evidence of matching services and supports to districts' needs and goals by fulfilling district requests for a Work-Based Learning coordinator, a literacy consultant for Language Essentials for Teachers of Reading and Spelling and a mathematics consultant.

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 Central Rivers continue to build consistent practices and uniformed offerings for all districts in the area of school-community planning. It is also recommended that the AEA assess the needs of students, build 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 Head Start as stated in the Central Rivers School-Community Planning document.

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: Three - Initial Implementation

Strengths

The external learning plan provided evidence that the AEA is providing professional learning that is aligned to State Board goals with opportunities for modeling, coaching and feedback. The internal learning plan provided evidence that the AEA developed extended learning opportunities for veteran staff. Personalized learning opportunities are available for AEA staff to deepen their practice through the Individual Professional Development Plan process. The internal professional learning plan also included evidence that the AEA provided required professional development and learning aligned to the AEA system for all staff which indicates attempts to provide consistency statewide. In addition, the AEA provided learning unique to Central Rivers like Inspired Leadership.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Central Rivers strengthen the use of evidence to support ongoing data-driven decisions for external professional development. It is recommended that Central Rivers collect participant feedback from professional learning 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: Three - Initial Implementation

Strengths

Artifacts submitted demonstrated clear communication and collaboration between nonpublic schools, public school districts and the AEA. Support for districts included a planned and structured process for assisting schools with the Self-Assessment of Multi-Tiered System of Supports (MTSS) implementation and related implementation planning. Evidence indicated that the AEA also uses collaborative networks to address public school district needs in curriculum, instruction, and assessment. Additionally, the evidence indicated a clear process is in place for working with districts to analyze data and identify appropriate supports for English learners (EL), talented and gifted students (TAG), and students served under Section 504 plans. Shared curriculum directors are made available to further strengthen support, and artifacts clearly document delivery plans to ensure that all areas receive the needed assistance. Central Rivers 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, Central Rivers 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 Central Rivers 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 additional curriculum, instruction and assessment support for other unique populations beyond EL, TAG, and Section 504 plans by including other populations, such as special education, at-risk and foster care. The AEA should consider documenting the curriculum, instruction and assessment support provided to address behavioral and functional needs of students. 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: Five - Sustaining/Optimizing

Department rating: Two - Getting Started

Strengths

Central Rivers artifacts identified the full-time equivalent (FTE) staff identified to support districts in the areas of special education services and instructional services. The Part C Annual Progress Report captured strengths and also included strategies and activities to improve AEA practices. Professional

development provided to staff and school districts covered a broad range of topics. Implementation of coaching and fidelity checks for understanding of Child Find were used. Artifacts demonstrated retraining of staff to ensure consistent implementation of Child Find practices.

Required actions

Central Rivers 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 Central Rivers continue the evaluation of River Hills and the AEA work-based learning program and document these efforts to formalize the evaluation process. Additionally, Central Rivers might want to consider the AEA-developed internal program review framework to evaluate these services. It is also recommended that the AEA provide evidence that supports the implementation of coaching supports 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: Three - Initial Implementation

Department rating: Three - Initial Implementation

Strengths

Central Rivers has an Assistive Technology (AT) Support Plan in partnership with Keystone AEA. The plan addressed AT concerns through three tiers of support: universal supports, targeted supports and intensive supports. Evidence was provided that they are using the Student, Environments, Tasks and Tools (SETT) Framework to help determine appropriate AT needs for individual students and the AEA has begun training special education staff on the SETT Framework. It was noted that Central Rivers developed an individual support plan for AT in Early ACCESS that includes professional learning for providers to address documentation of AT, a plan for technical assistance and implementation support from the Department and the AEA Center of Excellence for AT when available and providing annual reminders about AT to staff. Central Rivers provided evidence of the AEA's referral process which includes an AT leadership team with a variety of provider roles and discipline-specific training by department. Artifacts also showed evidence of consultation with AT specialists to improve their access and implementation of AT supports across the AEA and in collaboration with an adjacent AEA along with districts.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that the AEA clarify feedback loops and identify the data that will be collected to ensure professional learning and FTE is appropriate to the needs of staff and the school districts. When available, the approved Access for All package should be provided for internal and external partners with possible monitoring procedures for the number of Individualized Education Programs (IEPs) with reading goals and number of IEPs with AT and AEM increasing over time. It is also recommended that Central Rivers review and provide reminders around AT for Early ACCESS staff more frequently than at least once per year as currently written in the plan. The AEA AT plan details support that is being provided, which includes both AT and Accessible Educational Materials (AEM). However, the Central Rivers AT Support Plan does not include specifics for each of the three tiers to provide support and guidance around AEM. It is recommended that the AEA consider how it will support districts in implementing AEM across the three tiers and support districts to understand the difference between and importance of both AT and AEM.

6. Learning Environment

This section provides evidence of support for districts in analyzing data related to the learning environment and in guiding districts in continuous improvement efforts toward improving the learning environment and social-emotional-behavioral outcomes for all students, including students with disabilities.

Standard 1 - Support for schools and school districts in analyzing student achievement data related to the learning environment, comparing data to the external knowledge base, and using that information to guide schools and school districts in setting goals and implementing actions to improve student learning for all students, including students with disabilities.

AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Three - Initial Implementation

Strengths

Central Rivers provides approved, evidence-based professional development paired with ongoing coaching to help districts implement MTSS frameworks and Positive Behavioral Interventions and Supports practices effectively. Artifacts show that the AEA actively partners with schools to analyze student data, identify priorities and expand access to mental health supports in order to ensure consistent application of tiered interventions. The Learning Support Specialist role in the AEA has enhanced targeted support for students with special education needs within the learning environment.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that the AEA implement a systematic evaluation process to monitor the implementation fidelity of MTSS and Social Emotional Behavioral Health (SEBH) professional development and assess its impact on educator practices and student outcomes. This data should be used to inform coaching, refine interventions and guide continuous improvement efforts.

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: Three - Initial Implementation

Strengths

Central Rivers artifacts indicated timely submission of required documentation to the Department. The Part B and Part C Service Delivery Plans clearly outlined how Central Rivers ensures reports, documents, and internal and external services are provided and monitored. The Part B Service Delivery Plan thoroughly described the continuum of services and used examples to illustrate. The Part C Service Delivery Plan reflected data-based decision making and the implementation of evidence-based practices. Part C also distinguishes processes from team-based decisions. All staff have received the same Child Find training, which promotes a common process and consistent implementation of practices.

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 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: 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. In Central Rivers, four staff members are trained to support the program evaluation process in districts. The submitted artifacts indicated that Central Rivers supported three 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 the AEA engaged in using the internal program review framework. In order to show growth in this standard area, it is recommended that Central Rivers 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: Five - Sustaining/Optimizing

Department rating: Five - Sustaining/Optimizing

Strengths

Artifacts demonstrated a written process that Central Rivers 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, indicating thoughtful allocation of resources to support regional priorities. In addition, the AEA identified a variety of services designed to meet the diverse needs of districts within the region. The AEA shared an overview of how requests are reviewed and how opportunities for collaboration with districts are identified, which reflects a responsive and collaborative approach to service delivery.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Central Rivers 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 Central Rivers maintains a professional library catalog and a well-developed curriculum collection that supports educators across the region. Through its lending library, the AEA provides districts with access to high-quality instructional materials, ensuring that educators have the resources needed to support effective instruction. The AEA also collaborates with districts through the statewide AEA network, thus expanding access to materials and services beyond the local collection. Artifacts indicated that district needs were determined through service requests and service agreements.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Central Rivers 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 Central Rivers 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

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

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

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