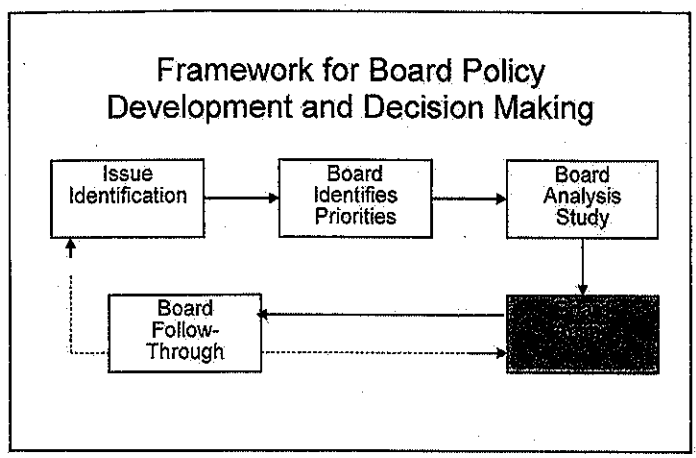
Iowa State Board of Education

Executive Summary

September 9, 2009



Agenda Item: Area Education Agency (AEA) Accreditation

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: Each AEA is required to address and support agency standards on multicultural gender-fair approaches and meeting the diverse educational needs of students in their agency's Comprehensive Improvement Plan and in the services provided to the local education agencies.

Presenters: Tom Cooley, School Improvement Consultant and AEA Site Visit Team Co-leader
Bureau of Accreditation and Improvement Services

Sharon Hawthorne, Special Education Consultant and AEA Site Visit Team Co-leader
Bureau of Student and Family Support Services

Attachments: 2

Recommendation: It is recommended that the State Board approve the recommendations for AEA accreditation submitted by the Director.

Background: Chapter 273.9 of the Code of Iowa provides authority for the State Board of Education to set standards and procedures for the accreditation of AEAs. These standards and procedures are contained in Chapter 72 of Iowa Administrative Code.

This report will focus on the findings provided by the visitation teams for the AEAs that received on-site visitations during spring 2009 (Prairie Lakes AEA 8 and AEA 267).

Fields of Opportunities

STATE OF IOWA

CHESTER J. CULVER, GOVERNOR
PATTY JUDGE, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A. JEFFREY, DIRECTOR

Prairie Lakes Area Education Agency 8 Accreditation Summary 2009

Site Visit Focus

The central purpose of the accreditation visit is to help Area Education Agencies (AEAs) improve the quality and focus of their services, which will in turn assist schools and school districts to improve learning for students. Iowa's AEAs are a critical part of the support structure for schools and ultimately for children. With so much at stake, maintaining high standards or quality in programs and services is a top priority.

Onsite visits are an essential part of the AEA accreditation process. AEA site visits conducted during the school year reflect the requirements outlined in 281—IAC Chapter 72. As a result, the following procedures were applied:

- Assessment of the eight accreditation standards through review of their associated descriptors:
    1) School-Community Planning,
    2) Professional Development,
    3) Curriculum, Instruction, and Assessment,
    4) Diverse Learner Needs,
    5) Media,
    6) School Technology,
    7) Multicultural, Gender Fair, and
    8) Leadership
- Assessment of common criteria that apply to each standard:
    1) AEA services are equitably available.
    2) AEA services include a process to monitor the implementation of the service.
    3) AEA services include a system of measuring the effectiveness of services provided.
    4) AEA services include a system for measuring the efficiency of services provided.
- Assessment of the services provided for established agency-wide goals.

Site Visit Desired Results

- The agency can address accreditation expectations.
- The agency can consistently deliver services that, in aggregate, meet the eight accreditation standards.
- The agency can use the site visit findings to continuously improve the quality of services to positively impact student learning.

Levels of Accreditation Pursuant to 281—IAC 72.11(4)

Accreditation applies to the entire agency, not to individual programs, services, or actions. 281—IAC Chapter 72 designates two accreditation options:

- **The State Board of Education grants Continuation of Accreditation** if the agency meets all standards and other requirements.
- **The State Board of Education grants Conditional Accreditation** if the agency has not met all standards and other requirements.

Prairie Lakes AEA 8 Summary of Findings

AEA Accreditation Standards	Met or Not Met
School-Community Planning	**Met**
Professional Development	**Met**
Curriculum, Instruction, and Assessment	**Met**
Diverse Learner Needs	**Met**
Multicultural/Gender Fair	**Met**
Media	**Met**
School Technology	**Met**
Leadership	**Met**

Note: The Forest Ridge Youth Shelter Care and the Fort Dodge Youth Shelter Care programs were reviewed as a part of the AEA accreditation visit. Review of self-assessment data provided to the site visit team prior to the visit indicated compliance with all the program requirements of 281—IAC Chapter 63.

Agency-Wide Areas of Strength

1. Agency personnel frequently serve as members of Local Education Agency (LEA) leadership teams. Interviewees noted agency staff become a "part of the culture" of the schools and district in which they serve. Agency school improvement or building representatives are part of LEA leadership committees, such as School Improvement Advisory Committees (SIACs) and District Leadership Teams (DLTs). In some cases, agency staff members are also included within LEA Professional Learning Communities (PLCs).

2. Agency interviewees indicated the agency staff is responsive to needs of LEAs. LEA interviews affirmed this view. Agency and LEA representatives meet to develop Individual District/AEA Service Plans (IDASPs). This includes review of school/district data, development of goals, and joint planning to meet these goals.

Agency-wide Suggested Areas of Improvement

1. Although agency staff identified the agency's Zone structure as a means of providing equitable service, LEA interviewees questioned whether all services of the agency were equitably available. The agency is encouraged to develop a system of internal monitoring that includes documentation of to whom services were offered and who participated, as well as examining how the options to participate were communicated to LEAs.

2. LEA interviewees shared differing views regarding service provided to the schools by the agency. Interviewees noted for some schools there is "high turnover" of agency staff assigned to the school, which results in lack of consistency in services. Interview participants also stated dependability of the building representative varies from district to district. Consider developing a system that offers LEA staff receiving the agency's services opportunities to provide feedback on agency staff.

3. According to interviewees, the agency's building representative model causes the representatives to be "spread thin" and put into roles which may not be connected to their particular area of expertise. The agency is encouraged to continue communication with LEAs regarding resource allocation and its relationship to the level of services that may be provided.

4. Interviews with agency staff indicated not all staff may be familiar with the goals established within the agency's Comprehensive Improvement Plan (CIP). When developing and implementing the agency's next CIP, agency leadership is encouraged to be proactive in keeping agency staff updated regarding the plan, the new agency wide goals, and progress toward achieving those goals.

5. Interviewees noted a primary means through which implementation of agency services is monitored is through feedback collected by agency consultants. The agency is encouraged to formalize its monitoring process through ongoing collection of specific data regarding implementation of services. For example, criteria related to instructional strategies learned through professional development (e.g., reading, mathematics, and science initiatives) could be identified to determine whether a teacher was a high, moderate, or low implementer in his/her classroom. This could be accomplished through setting performance benchmarks for each initiative, then monitoring and documenting progress toward meeting those benchmarks. Adopting a consistent approach to evaluate the degree to which LEAs are implementing the strategies provided through the agency's various services could provide a more structured means to determine the services' effectiveness in helping increase student achievement.

Standard I – School-Community Planning

Noted Strengths

1. The agency assists in development of collaborative relationships among LEAs and community agencies, especially those associated with early childhood education. This includes providing support for the statewide voluntary preschool program for 4 year olds (e.g., assisting with grant application, training for paraeducators, and assistance with Creative Curriculum and Quality Preschool Program Standards), coordinating the child find process, and assisting with Special Education transition requirements.

2. LEAs also noted the partnership between LEAs and the agency to improve access to "wrap-around" support services. This has included efforts to connect LEAs with services and supports such as mental health, empowerment, counseling, human services, and other family resources.

3. The agency assists parents of students receiving special education services to understand the Individualized Education Program (IEP) process. Zone coordinators assist in resolving conflicts between parents and districts regarding services. The agency's Parent Advocate has been proactive regarding closing of the Exceptional Opportunities facility and addressing the transition of the students served.

4. The agency applied for and received a STEP grant, which focuses on 21st century learning skills for all students with emphasis on students with special needs. This grant has allowed schools and businesses to form a partnership for supporting students in developing career goals.

5. Agency personnel provide leadership for LEA reorganization and whole grade sharing efforts. This includes the chief administrator's facilitation of public forums.

6. A member of the Storm Lake Community School District staff visits the Tyson plant each month to talk with new employees about the importance of education. Agency personnel have recently joined this effort in order to provide information about agency services.

7. Interviewees highlighted the Beacon Project, which is a joint effort to establish an automated school and public library cataloging and interlibrary loan system. This project is designed to expand access to media resources.

8. The agency provides assistance and support for the Iowa Association of School Board's Lighthouse Project to those districts within the agency which choose to participate.

Areas of Recommendation

1. According to the agency's analysis of LEA site visit reports from the previous school year, one hundred percent of the LEAs had suggestions for improvement in the area of school and community planning. Approximately 45% included areas of non-compliance in this area. The agency is encouraged to explore how it might better assist schools and districts in addressing this identified area of need. This might include offering research-based practices related to increasing parent/community involvement, such as the tools provided through IowaParents.org.

2. Based on comments from LEA interviewees, there appears to be a positive correlation between the number of years agency personnel are assigned to a school or district and LEA staff perceptions of how well these agency personnel fit into the culture of the buildings. The agency might consider this aspect as turnover of staff occurs and assignments are made.

Standard II – Professional Development

Noted Strengths

1. Interviewees consistently noted the Iowa Professional Development Model (IPDM) forms the structure for professional development offerings delivered through the agency. Implementation of Individual District AEA Service Plans (IDASPs) has allowed the agency and LEAs to collaboratively plan professional development based on data. Interviewees identified a variety of ways through which professional development is delivered by the agency. These included job-embedded learning through Professional Learning Communities (PLCs) and learning teams, site based delivery, regional delivery, and academies. Use of electronic mediums such as iPods, webinars, and Polycom were also mentioned. Professional development offered through the agency requires evidence of implementation prior to awarding of grades and/or credit.

2. Interviewees from schools and districts involved with Positive Behavior Supports (PBS) expressed satisfaction with ongoing professional development received from the agency. This includes agency staff serving as "external coaches" and assistance provided with collection and analysis of data. Program-wide PBS was identified as an emerging practice (e.g., extending PBS to the early childhood level).

3. Schools involved with Instructional Decision Making (IDM) are provided opportunity to interact with each other. LEA interviewees expressed appreciation for these opportunities. An IDM peer review process was developed for participants to use to assist in monitoring implementation of practices.

4. The agency has implemented a three-year cycle of focused professional development for its internal staff. Topics currently include facilitation skills, coaching, and differentiation of instruction.

5. The agency has assisted in developing a culture of lifelong learning both within the agency and within the LEAs it serves. Interviewees identified the Counselor Academy, Talented and Gifted (TAG) Academy, Principal Leadership Academy, and PLCs as contributing to ongoing professional growth.

6. LEA interviewees spoke positively about supports provided by the agency for Schools in Need of Assistance (SINA) and Districts in Need of Assistance (DINA). In addition to the schools and districts identified through the state's SINA/DINA criteria, LEAs who self-identify participate in the agency's SINA/DINA audit process.

7. Agency representatives often partner with district teams in trainings provided outside of the agency. Examples included Iowa Core Curriculum and Reading First (e.g., Picture Word Inductive Model (PWIM) training). The agency also brings external experts to the agency to support individual initiatives (e.g., Marilyn Friend for Co-teaching) through the Northwest Iowa Leadership Academy and the Technology Conference.

Areas of Recommendation

1. Members of the visiting team noted confusion among internal and external interviewees regarding General Education Interventions (GEI), Response to Intervention (RtI), and IDM. The agency is encouraged to clarify the similarities and differences between these frameworks/processes to increase agency and LEA staff understanding. This might help avoid duplication of efforts and inefficiencies in use of resources.

2. LEAs noted there has been a focus on use of differentiated instruction for students; however, the related strategies are not consistently modeled by the agency through its professional development delivery. The agency is encouraged to consider how it might differentiate instruction for LEA teachers by providing options in consideration of how teachers learn differently.

Standard III – Curriculum, Instruction, and Assessment

Noted Strengths

1. Evidence reviewed by the visiting team showed a reduction in requests in IDASPs for assistance in the area of data analysis from approximately 92% in 2007-08 to 38% in 2008-09. Agency representatives assist districts with use of the Heartland Educational Assessment Resource Toolbox (HEART) database, provided through an agreement with Heartland AEA 11, and School-wide Information System (SWIS) data. They assist with input of data, data analysis, and applying the data at the district and individual student levels. Data analysis occurs frequently, as often as four times per year. Results are connected to information used for development of the IDASP and inform discussions on continuous improvement.

2. Documentation and information from interviewees indicated the agency provides supports in the area of curriculum, instruction, and assessment across all age and grade spans, from preschool through high school.

3. Interviewees indicated the agency provides strong support to LEAs in the area of reading. Examples included:
    - Reading First
    - Second Chance Reading
    - Use of Literacy Teams to provide professional development
    - Agency staff participation on district reading leadership teams
    - Modeling of strategies for teachers and follow up coaching provided by the agency's Reading Team
    - Adolescent Literacy Team
    - Employment of a Reading Recovery Coordinator
    - Assistance in collection and analysis of reading assessment data (e.g., Phonological Awareness Test (PAT), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Basic Reading Inventory (BRI))
    - Assistance in selecting reading curriculum

4. Interviewees indicated the agency provides assistance to LEAs in development of safe and secure learning environments. Examples included:
    - PBS
    - Conducting Functional Behavior Assessments to design Behavioral Intervention Plans
    - Development of a school climate survey
    - Training to use the eWalk system to assess learning environment
    - Love and Logic training
    - Olweus bullying prevention training
    - Counselors Academy
    - Understanding the Framework of Poverty training (i.e., Ruby Payne)
    - Instructional Practices Inventory (i.e., Jerry Valentine)
    - Trainings via the Iowa Communications Network (ICN) regarding cyberbullying, bus behavior, and documenting harassment
    - Assistance and support during crisis situations (e.g., natural disasters and student deaths)

Areas of Recommendation

None noted

Standard IV – Diverse Learner Needs

Noted Strengths

1. Interviewees noted the ongoing support for teachers of gifted and talented (G/T) students provided through quarterly G/T Academies.

2. There has been strong support in the area of English as a Second Language (ESL) for districts with high populations of students identified as English Language Learners (ELL). Examples provided include ongoing training (four times per year) for administrators, grant for teachers to earn an ESL endorsement, and a template for developing Title III plans.

3. The agency supports LEA use of co-teaching. Supports include the following:
   - Marilyn Friend's co-teaching training for teachers and administrators
   - Classroom observation, demonstration, and feedback regarding district implementation of co-teaching
   - Two years of dedicated study of co-teaching by the Curriculum Leadership Network (CLN)
   - Assistance in planning and finding collaboration time for special education and general education teachers
   - Providing media resources (e.g., Power of 2)

4. Media Services provides a variety of resources to support diverse learners. This includes multimedia and authentic learning kits, books, and DVDs.

5. The special education interviewees reported the agency has taken a proactive role with secondary transition. Agency staff members have started discussing strategies using graduation rates and post-high school data. A flowchart showing the transition process has been developed. The agency representative assigned to each building does IEP reviews to ensure transition requirements are being followed. Two of the larger districts within the agency had 100% compliance with the secondary transition indicators as a result of these efforts.

6. Special education interviewees reported that they "live and breathe" State Performance Plan (SPP) data. These data have been used to make decisions regarding professional development, resource allocations, and agency initiatives. The Agency Coordinating Team identifies key SPP indicators to study and takes the information to the Comprehensive Improvement Team (CIT). The CIT drills down the information and generates reports about practices to support LEAs. The Literacy and Math/Science Teams develop actions plans to improve the proficiency of student with IEPs. SPP data are shared and discussed with agency staff during zone meetings. Zone coordinators and staff have targeted their assistance to schools on the watch list and in need of assistance if performance of students with IEPs contributed to the LEA's identification. Agency special education administrators visit all zones to meet with district administrators and agency staff to discuss SPP data.

7. The agency provides an internal listserv to help staff deal with unique special education situations.

8. Interviewees reported that SPP data drove the development of a structured systematic process to assure compliance with SPP indicator B11 (60 day evaluation timeline). This process is proactive and involves zone coordinators and special education administrators. Presently one person is responsible for the flow of this information through emails sent as reminders of the 60 day deadline. The agency anticipates this process will result in meeting the state target of 100% compliance with SPP Indicator B11.

9. Part C interviewees noted the current practice of using data to drive services and supports for staff and families is a strength for this region. Data are used proactively to deal with issues that are time sensitive with regards to implementation of Part C services. Agency staff reported studying data and making adjustments accordingly.

10. Part C interviewees reported professional development and training opportunities support internal staff as well as partner organizations' staff in their work with families and young children. These trainings include:
    - Ongoing training to support those that write early childhood outcomes
    - ABC matrix training
    - Targeted diversity training

11. Part C Interviewees stated that building relationships with other people and organizations is crucial to the success of Early ACCESS. The agency's partnership with two Child Health Specialty Clinics was provided as an example.

12. Part C interviewees noted there are special challenges to working in a rural area which is "sparse and spread out." Interviewees attributed the success for providing services in this region to the flexibility and adaptability of agency staff.

Areas of Recommendation

1. Information reviewed by the accreditation team through documents and comments received from interviewees indicated a need to strengthen overall agency support for LEAs in the area of ESL. The population of students identified as ELL within the agency comprises 6% of the overall student population as compared the statewide average of 4%. While there are supports in place for districts with moderate to large ELL populations, supports for those with small populations are limited (e.g., ELL emergency kits). The agency may benefit from a review of the job description for the agency's ESL Coordinator as well as the resource allocation for support of this program area. The agency's ESL coordinator currently provides services and support for 27 school districts within the agency. The agency is encouraged to build the capacity of building representatives to provide timely, initial support for ELL students and their teachers.

2. Interviewees reported a concern regarding the increase in children and families receiving Early ACCESS services with no increase in staff. Consider the following:
    - Continue to implement use of real-time data to make decisions regarding services and professional development, especially around issues where bound by time restrictions.
    - Examine financial supports available for Early ACCESS.
    - Monitor implementation of the web-based Individualized Family Service Plan during the 2009-2010 school year to determine effectiveness and efficiencies.

Standard V – Multicultural, Gender Fair

Noted Strengths

1. There have been a series of presentations for guidance counselors delivered via the Iowa Communications Network (ICN) regarding bullying, cyber bullying, bus behaviors, and documentation of harassment issues. The agency also provided training for superintendents in the areas of cyber bullying, other bullying and harassment issues, and "Safe Schools" legislation.

2. The agency employs a translator/interpreter to assist with translation of documents and improve communication with non-English speaking families.

3. Media Services assists LEAs in textbook and material selection to ensure materials are sensitive to multicultural, gender fair (MCGF) issues.

Areas of Recommendation

1. Review of enrollment data showed the racial diversity of students served by LEAs within the agency boundaries is increasing. To better reflect the changing population, the agency is encouraged to continue efforts to recruit diverse employees. The agency is also encouraged to review the membership of its advisory committees (e.g., Equity Advisory Committee) to ensure membership is reflective of the agency's changing demographics.

2. The agency could benefit from ongoing discussion to create common understanding of MCGF concepts and development of procedures for monitoring implementation to assure these are imbedded within all initiatives. Discussions might include purposeful reflection on how the agency is assisting LEAs to meet Chapter 12 MCGF requirements and identification of internal staff training that might be needed to improve the agency capacity to provide this assistance.

Standard VI – Media

Noted Strengths

1. Agency and LEA interviewees consistently identified Media Services as a strength of the agency. Media Services serves as a "hub" for connecting agency and LEA staffs to materials and research tied to agency initiatives. Interviewees noted materials can be ordered "24/7" through the online media catalog. They also noted "you can count on materials being on time." Media services staff meet with LEA teacher librarians to help integrate media into the curriculum and are assigned to agency content teams to align media services to initiatives. Examples of media supports identified by interviewees included:
    - support of and access to Iowa AEA Online
    - materials to support agency initiatives (e.g., Marilyn Burns materials, Full Option Science System [FOSS] kits, PWIM posters, and Every Child Reads DVDs)
    - United Streaming
    - Links to external resources provided on the agency's website, (e.g., EBSCO)
    - Access to NWAEA media resources

2. Agency interviewees noted use of circulation data and surveys to evaluate effectiveness of the agency's Media Services and inform changes.

Areas of Recommendation

1. Review of media holding information indicated many of the MCGF-related materials for the junior high level and above, including those for adults, were published 15 or more years ago. Materials for elementary grades were more recent, with many being less than three years old. The agency is encouraged to update the MCGF-related holdings intended for use in the junior high level and above.

Standard VII – School Technology

Noted Strengths

1. Interviewees identified a variety of supports provided by the agency in the area of school technology. These included:
    - Annual Technology Conference, which includes local and national speakers
    - Assistance and support for LEA technology coordinators (i.e., monthly meetings)
    - Hosting email servers for LEAs
    - Training and access to online data tools, such as HEART and Key Survey
    - Online 8th grade technology assessment
    - Assistance to districts in hiring technology support staff
    - Modeling and encouraging use of emerging technology to enhance instruction and professional development (e.g., audio books and e-Walk)
    - Enhancing Education Through Technology (E2T2) program support

2. Agency and LEA interviewees identified the agency's video suite services as a unique strength of the agency. These services are used for the following:
    - Development of DVDs to support agency initiatives (e.g., Question/Answer/ Relationship [QAR])
    - Assisting with student developed videos for both classroom projects and co-curricular activities
    - Creation of agency staff recruitment videos, which are uploaded to the YouTube video sharing website (http://www.youtube.com/results?search_query=prairie+lakes+aea&search_type=&aq=f)

Areas of Recommendation

None noted

Standard VIII – Leadership

Noted Strengths

1. The agency provides numerous supports for the development of LEA leadership. For example:
    - Monthly superintendent meetings
    - Iowa Principal Leadership Academy
    - Balanced Leadership training
    - School budget training
    - Professional Learning Communities
    - Curriculum Leadership Network
    - Administrator Evaluator training

Areas of Recommendation

1. Interviewees noted the Curriculum Leadership Network was discontinued this year due to the statewide focus on the Iowa Core Curriculum. LEA interviewees indicated interest in reinstating the Network. The agency is encouraged to consider this recommendation as it plans services for the upcoming years.

Accreditation Status: Prairie Lakes AEA 8

Prairie Lakes Area Education Agency is recommended for **continued accreditation** pursuant to 281—IAC Chapter 72.

Fields of Opportunities

STATE OF IOWA

CHESTER J. CULVER, GOVERNOR
PATTY JUDGE, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A. JEFFREY, DIRECTOR

Area Education Agency 267 Accreditation Summary 2009

Site Visit Focus

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    3) AEA services include a system of measuring the effectiveness of services provided.
    4) AEA services include a system for measuring the efficiency of services provided.
- Assessment of the services provided for established agency-wide goals.

Site Visit Desired Results

- The agency can address accreditation expectations.
- The agency can consistently deliver services that, in aggregate, meet the eight accreditation standards.
- The agency can use the site visit findings to continuously improve the quality of services to positively impact student learning.

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- **The State Board of Education grants Conditional Accreditation** if the agency has not met all standards and other requirements.

AEA 267 Summary of Findings

AEA Accreditation Standards	Met or Not Met
School-Community Planning	**Met**
Professional Development	**Met**
Curriculum, Instruction, and Assessment	**Met**
Diverse Learner Needs	**Met**
Multicultural/Gender Fair	**Met**
Media	**Met**
School Technology	**Met**
Leadership	**Met**

Note: The Allen Medical Center Adolescent Substance Abuse Program, Blackhawk County Youth Shelter, Central Iowa Juvenile Detention Center, Covenant Medical Center Adolescent Substance Abuse Program, Four Oaks Youth Shelter, Francis Lauer Youth Services, North Iowa Juvenile Detention Center – Classrooms A and B, and Woodhaven Youth Shelter were reviewed as a part of the AEA accreditation visit. Review of self-assessment data provided to the site visit team prior to the visit indicated compliance with all the program requirements of 281—IAC Chapter 63.

Agency-Wide Areas of Strength

1. Numerous interviewees stated appreciation for discretionary services offered through the agency. These include boiler, copier, and computer repair, student contests, and science summer enrichment program.

Agency-wide Suggested Areas of Improvement

1. Local Education Agency (LEA) interviewees noted some agency staff may be "spread thin." Others mentioned services being "person dependent." Agency interviewees identified areas for which limited staff member time is available (e.g., English as a Second Language [ESL], school improvement, special education Team Representatives, and gifted and talented). Some question existed among LEA interviewees whether there is sufficient support given the number of LEAs served by the agency. The agency is encouraged to consider the following suggestions:
    - Review the number of services provided by the agency in relation to the staff available to provide ongoing support for these services.
    - Prioritize services based on evidence of effectiveness (develop criteria for review first then apply these criteria to the services). This would include establishment of baseline data and formative measures to monitor progress.
    - Practice "selective abandonment" of services that lack evidence of effectiveness or show a decreasing level of need.
    - Provide a system of capacity building for internal agency staff to ensure quality services are provided by each employee. This includes ensuring staff have the necessary skill sets, knowledge, and background for their assigned job responsibilities.
    - Continue to be sensitive to the perception held by LEAs that inconsistency in services exists across the agency's three service areas.

- Explore use of a variety of service delivery options to help ensure proximity to service centers and the size of LEAs do not negatively impact agency service delivery, including opportunities for interagency collaboration.

2. LEA interviewees reported lingering concerns regarding the 2003 merger of former AEAs 2, 6, and 7. Examples included:
   - Lack of identity as a single merged agency. The current name references the three former agencies and the current service sectors (e.g., North, South, and Central) are reflective of the former agencies.
   - Size of the area covered by the agency, which raised concerns about meeting and service locations
   - Perception that the southern districts, are not being served equitably in special education because there is no special school located in that part of the agency
   - Leadership is encouraged to continue addressing merger-related issues
   - Perception that useful services previously provided within former agencies have been eliminated

   Consider the following recommendations:
   - Adopt an agency name that would send a consistent message that the agency is unified
   - Look at delivery of agency programs and services systemically rather than how "we have done it this way in the past." For example, do any of the existing service sectors break the old boundaries?
   - Have someone from outside the agency provide recommendations regarding issues such as reconfiguration of special education zones
   - Involve LEAs served by the agency in identifying what the agency can do to build a unified agency.

3. LEA interviewees were unable to articulate measures used by the agency to determine efficiency or effectiveness of its services. The agency is encouraged to continue discussions with its LEAs to develop shared understanding of agency efficiency and effectiveness. Although there may never be total satisfaction among all entities due to differing perspectives, purposeful conversation regarding these topics might be helpful in developing shared understanding. It is also suggested that measures of efficiency and effectiveness be identified as agency initiatives are introduced to provide baseline data and a means of monitoring progress.

Standard I – School-Community Planning

Noted Strengths

1. The agency provides many tools and resources regarding school and community planning on the agency website. One example is the School Improvement link, which contains a series of questions to guide the continuous improvement process.

2. Numerous internal interviewees noted the agency's involvement in a pilot project (i.e., collaborative transition protocol) related to transitioning special education students. This project, which is in conjunction with the Regional Transitional Advisory Boards, community colleges, and Vocational Rehabilitation (Voc Rehab), works to ensure information collected by the LEAs and agency is consistent with the requirements of Voc Rehab to meet eligibility requirements for adult services.

3. Agency staff and most LEA interviewees indicated the school and community planning standard is embedded within the agency's services. The following examples were provided:
    - data gathering and analysis (e.g., Key Survey, Swift Knowledge, Heartland Educational Assessment Resource Toolbox (HEART) database, and Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment)
    - encouragement and coordination of community collaboration (e.g., providing guidance to school liaisons to support English language learner (ELL) students, assistance with statewide voluntary preschool program, dropout prevention task force, and Crisis Response Team)
    - facilitation of community meetings (e.g., LEA facility planning discussions)
    - facilitation of Perkins consortium meetings, including oversight of implementation requirements and documentation
    - support for schools/districts designated as a School in Need of Assistance (SINA) or District in Need of Assistance (DINA) as well as for those who self-identify

    The agency also offers an array of school and community planning tools and documents to LEAs via its website and/or electronically.

4. LEA interviewees involved with Positive Behavior Supports (PBS) mentioned the agency's support of LEAs to implement PBS as a strength of the agency. Interviewees stated PBS has been embraced by agency and that assistance is provided to any LEA wishing to participate (interviewees indicated approximately fifteen schools were included as of the time of the visit). Assistance includes training regarding the program, data collection and analysis (i.e., School-Wide Information System [SWIS]), and reporting data to parents and communities.

5. Interviewees indicated the agency has a strong Autism Resource Team. The agency has been proactive in identifying this area of support as a growing need for LEAs and families. The team assists with identification of children with autism and provides assistance to parents in seeking available community resources. The agency has also provided training to internal staff, teachers, and paraprofessionals regarding appropriate strategies to use when working with children with autism.

6. Agency staff noted the Middle School Leadership Teams project in Waterloo. The agency is gathering information through student focus groups on how student achievement can be improved within the Waterloo district.

Areas of Recommendation

1. During LEA interviews, members of the visiting team noted inconsistent awareness of agency services among interviewees (e.g., Authentic Intellectual Work [AIW] and PBS). The agency might benefit from development of a communication plan/strategy to increase the awareness of agency programs and services among its LEAs. This could include information regarding the nature and scope of services available and provided. In addition, LEA interviewees indicated they are not always informed of the results of survey data (e.g., professional development evaluations) or how these data are used by the agency. The agency is encouraged to purposefully share this information with the LEAs.

2. LEA interviewees indicated it was difficult for them to plan for participation in professional development opportunities due to late notice regarding agency offerings. The agency is encouraged to create and publish a calendar of agency offerings for the upcoming year in the spring. This would assist LEAs with planning for substitutes, tying to district initiatives, and addressing student achievement needs. For this to be most effective, the agency will need to ensure district contacts hold meetings with LEAs to identify professional development needs in early spring versus the fall as is current practice.

Standard II – Professional Development

Noted Strengths

1. The agency has moved from "sit and get" approach to professional development to close alignment with the Iowa Professional Development Model (IPDM). This change has included the following:
    - course offerings must follow all IPDM components
    - agency presenters receive training in adult learning theory
    - a required implementation/application component

2. LEA interviewees made positive comments regarding services provided by the agency's School Contacts including participation in district leadership teams, assisting with data analysis, and membership on School Improvement Advisory Committees (SIACs). Some School Contacts are viewed as a critical friend to the LEA and others considered part of the "district family."

3. Media services and school technology support agency initiatives and professional development. These two areas were consistently described as strengths of the agency by LEA interviewees. Example of supports highlighted during interviews included mediagraphies, use of the Iowa Communications Network (ICN), Polycom, Play-a-Ways, e-Walks, digital white boards, student response systems, Key Survey, e-rate, and podcasts.

Areas of Recommendation

1. The team noted agency efforts to build capacity of both internal and LEA staffs to effectively deliver professional development within the context of increasingly limited resources. These efforts include maintaining a website for professional development (online catalog and registration), Professional Development Advisory Committee, and using data to determine professional development needs of districts. In spite of these efforts, concerns were raised by LEA interviewees regarding the consistency in the quality of presenters, location and scheduling of professional development offerings, and the agency's need to prioritize what professional development will be offered. Consider the following suggestions:
    - Use data from the Predictive Index and end of course/workshop evaluations to identify staff strengths and match them with assignments.
    - Provide ongoing communication to inform LEA and agency staff of the rationale used to determine what delivery services will be used to provide professional development.
    - Explore different ways to present professional development to assist with determining locations and schedules (e.g., online courses, podcasts, wikis, Iowa Communications Network [ICN], use of Polycom, and grouping districts with common training needs).
    - Develop and implement a systemic approach to match data based district needs to professional development, determine how those needs will be met collaboratively by LEA and agency staff though identifying priorities and necessary resources, and sustain agency initiatives.
    - Continue to be sensitive that LEAs pull teachers and administrators out of classrooms and buildings to attend professional development offerings and the obligation to ensure professional development is of high quality.

2. Agency special education staff provides Level I, II, and III programming in districts belonging to a special education pool. In addition, the agency operates and/or provides oversight of several separate schools for students needing extensive special education services. Continue building the capacities of all districts to minimize the need for more restrictive programs. Build district capacity to address:
    - the behavioral needs of students
    - professional development needs in the area of multicultural, gender fair (MCGF) approaches to enable districts to effectively serve students from various backgrounds
    - disproportional representation in special education identification, placement, and discipline
    - Individualized Education Program (IEP) team decisions regarding least restrictive environment (LRE)

3. Findings from equity and accreditation team members indicated a need for the agency to build capacity of agency and LEA staffs to address equity and diversity issues. The following actions are recommended:
    - Ensure professional development explicitly addresses multicultural, gender fair (MCGF) approaches, either through stand alone trainings or by purposefully incorporating/reflecting MCGF approaches into all agency offerings.
    - Address the changing demographics of the LEAs served by the agency within content and delivery of the agency's professional development offerings.
    - Ensure membership of agency-wide advisory committees reflects the diversity of the agency population.

Standard III – Curriculum, Instruction, and Assessment

Noted Strengths

1. Interviewees described support for meeting the needs of ELL students provided by the agency's English as a Second Language (ESL) coordinator as "top notch." The agency provides support for the development of district ESL plans, administration of the English Language Development Assessment (ELDA), and locating instructional materials. The agency has also assisted with coordination and promotion of the ELL Cultural Festival in Waterloo.

2. The agency provides data organization and data warehouse tools for district use. Examples included Swift Knowledge and the HEART database for data gathering and analysis. Agency technology staff members have also been involved in discussions regarding development of Iowa Department of Education's Data Warehouse.

3. Interviewees reported the agency provided leadership and support for development and implementation of Voluntary Preschool Grants. The agency also provides support to preschool programs implementing Creative Curriculum and Quality Preschool Program Standards (QPPS).

4. The agency approach for School in Need of Assistance (SINA) and District in Need of Assistance (DINA) processes is a model for district and AEA collaboration. This process groups LEAs and provides opportunity for sharing. The agency is working to build LEA capacity so they can do their own (self) audits.

5. Interviewees reported that the agency provides tools and strategies that support their curriculum, instruction, and assessment needs. Some examples include:
    - Picture Word Induction Model (PWIM)
    - Kansas University (KU)/Strategic Instruction Model (SIM)
    - PBS evaluation tools, such as the school-wide evaluation tool (SET)
    - Literacy Excellence

Areas of Recommendation

1. LEA interviewees reported the agency's educational services tend to be more reactive than proactive. Interviewees stated "the agency is only as good as what we ask them to do," which suggested to the accreditation team that a "services by request" approach is in place. The agency is encouraged to continue working proactively with LEAs to identify the highest leverage curriculum, instruction, and assessment strategies, invest in those identified, and selectively abandon others.

2. Interviewees identified a number of available tools for collection and analysis of summative data. As formative assessment needs grow, more technology and support for gathering, collecting, and analyzing data from the classroom level and additional supports for formative assessment may be needed. The agency is encouraged to begin investigating what training and technological tools might be necessary to support teachers in implementing formative assessment.

3. Although the agency has begun to build the capacity to collect, analyze and utilize data in decision-making, it was unclear whether staff use the disaggregated data collected in a consistent way. Interviews with agency staff showed they were not always familiar with disaggregated data trends and could not speak specifically about what data were showing regarding achievement gaps or use of these data to inform decisions regarding delivery of services. The agency might consider internal professional development on data based decision-making and the use of disaggregated data.

4. Interviewees reported Curriculum, Instruction, and Assessment (CIA) meetings used to be well attended in each of the agency's three regional areas. These meetings provided opportunity for district curriculum coordinators and administrators to stay ahead of upcoming initiatives. Consider the value of these meetings to determine whether it would be beneficial to reinstitute them agency-wide.

Standard IV – Diverse Learner Needs

Noted Strengths

1. The agency identified "13 key behaviors" of special education Team Representatives. This was an attempt to reduce discrepancies in services across the sectors.

2. LEA interviewees identified the General Education Intervention (GEI) process and training as helpful in addressing the needs of diverse learners. They also noted the Team Representative model allows agency staff to be an integral part of the GEI process. Agency interviewees stated GEI training they have received has provided support for differentiated instruction, data collection, and assessment.

3. Interviewees highlighted several special education supports provided through the agency. Examples included:
    - assistance with manifestation determinations and functional behavioral assessments/behavioral intervention plans
    - support teams for low incidence disabilities
    - close work with LEAs by Team Representatives regarding compliance issues
    - training for completion of Corrective Action Plans (CAPs) following the compliance visit
    - assistance with re-writing Special Education Service Delivery Plans
    - Early Childhood Special Education (ECSE)
    - support for co-teaching, including emphasis on the benefit for all students
    - transition support for secondary students with special needs
    - access to assistive technology, such as Board Maker and Kurzweil
    - employment of a least restrictive environment (LRE) reviewer, who analyzes placement decisions to identify patterns and assure compliance with eligibility guidelines

4. LEA interviewees stated appreciation for access to the special schools for students with intensive needs in place within agency boundaries. These include Four Oaks, Devonshire, Castle Hill, River Hills, and Bremwood.

5. The agency has hired a Re-integration Specialist to work with students who are exiting Devonshire. Exit criteria are determined when students are staffed into Devonshire. When these criteria have been met, the Re-integration Specialist works with the student and resident district to provide a smooth transition back to school.

6. LEA interviewees appreciated the level of assistance provided by the agency in planning and implementation of Perkins (Career and Technical Education [CTE]) programs. This includes addressing the vocational needs of special populations, assuring district compliance with requirements, including templates and completion of documentation, preparation for DE site visits, and assisting with CTE advisory committees.

6. Interviewees reported Special Education services are an area of strength of the agency. There is strong internal staff awareness of district and agency special education State Performance Plan (SPP) indicator data. Individualized Education Program (IEP) teams are aware of the importance of aligning IEPs to the general education curriculum. The agency has provided training and support for areas such as co-teaching initiatives, awareness of LRE, use of Web IEP, and meeting Secondary Transition requirements.

7. LEA interviewees reported the agency supports multiple resource teams for students with special education needs and expressed appreciation for these teams. These teams provide specific expertise and in depth assistance to staff and parents, support for new students, and ongoing support for identified students through timely services. Teams mentioned included the following:
    - Autism
    - Behavior Resources
    - Brain Injury
    - Assistive Technology
    - Crisis Intervention
    - Early Childhood Education

8. The agency has mobilized a task force of 70 people to assist in reducing the high school dropout rate. This task force has collected and analyzed data, developed initiatives, and learned about strategies used successfully with at-risk students.

9. Special Education interviewees reported the agency has taken "an aggressive stand" with districts on providing teacher training about the secondary special education transition process. The agency also provided information about this process for district guidance counselors during the two Counselor Academies. Agency support service providers serving secondary special education students have also been trained. A component for the parents of secondary special education students to learn about transition planning is also in place.

10. The special education personnel from the agency have worked with districts that have student numbers too small to allow the data to become public. The districts were encouraged to analyze and use that data to make instructional decisions.

11. Sue Etscheidt from the University of Northern Iowa spoke with administrators throughout the agency about positive behavior supports and interventions and facilitated discussions regarding successful behavior strategies that can be implemented by districts.

12. The agency has in place a process to assure districts have tried multiple interventions with students with special education needs prior to making a separate school placement. This process requires completion of a Functional Behavior Assessment, implementation of a Behavior Intervention Plan, and collection and analysis of intervention data. Each IEP is examined by an outside reviewer who provides feedback to the IEP team. This process was developed in response to the agency's high percentage (4.91%, state target is <3.70%) of special education students placed in separate schools, residential placements, or homebound or hospital placements as shown on SPP Indicator B5C.

13. The agency has designated a person to serve as coordinator for the AEA Resolution Facilitator process. The agency seeks to support families by encouraging parties to use a format that allows dispute resolution at the earliest and lowest level possible without the involvement of a state process, such as a pre-appeal or due process complaint (hearing). The agency collected data and can show by using an AEA Resolution Facilitator, positive and effective results can occur.

14. The agency, through its Early ACCESS and Parent-Educator Connection (PEC) leaders, developed and implemented a highly effective *Transition Toolbox* to assist parents as their children transition from family-centered (Individualized Family Service Plan – Part C) to student-centered services (Individualized Education Program – Part B). This toolbox was developed to assure that parents understand the differences between the two types of services. State Early ACCESS leaders replicated the toolbox for statewide use in August 2008 and it is now an integral part of the Early ACCESS Procedures Manual used by all AEAs.

15. AEA 267 is the IDEA Part C Regional Grantee for an interagency system of early intervention services, known as Region 7. This region had the best overall performance in the state on the 2007-08 Part C SPP indicators. They met 6 of 7 compliance indicators showing high implementation of the federal IDEA Part C requirements and met or exceeded the targets for 7 of 7 performance indicators related to outcomes for children and families.

16. The agency has a communication and operational system that facilitates good communication and data-based change efforts among administrators and Early ACCESS leadership. Early ACCESS professional development, ongoing support to service coordinators and early intervention service providers, and a relatively stable workforce are strengths in AEA 267. These three structures, 1) data-based change efforts and good communication among the leadership, 2) timely and ongoing professional development, and 3) experienced providers and leaders, provide an effective structure that produces quality services and outstanding performance.

Areas of Recommendation

1. The agency has identified "13 key behaviors" of special education Team Representatives; however, no LEA interviewees expressed awareness of these characteristics. To help emphasize the importance of these characteristics, the agency is encouraged to share this list with the LEAs. Since development of this list was an attempt to reduce discrepancies in services across the sectors, the agency is encouraged to collect data to show whether or not this has occurred. In addition, the agency might also consider how these behaviors might be tied to its internal staff performance evaluations.

2. Continue work to expand understanding of the breadth of "diverse learners" among agency and LEA staff. Comments received regarding diverse learners were generally focused on students who are receiving special education services. Diverse learners also include gifted and talented learners, students from different cultures, and students of poverty. Given the demographic changes occurring within the agency's service area, the visiting team recommends the agency implement ongoing diversity training for all staff. This might be done through stand alone trainings or by infusing a diversity component into all trainings. Doing so would raise the capacity of staff to provide leadership for LEAs regarding diversity issues, including developing learning environments that are welcoming, inclusive, respectful, and effective for all students.

3. Agency interviewees reported Part C caseloads have risen to a level that is making it difficult for providers to implement best practices while maintaining increasing accountability for legal requirements. The one compliance indicator that is still a challenge is the 45-day timeline for the initial evaluation that determines eligibility for new referrals. The agency is encouraged to consider the following:
    - Explore the impact of high caseloads on the agency's ability to meet the 45-day timeline.
    - Continue to implement the timeline alert system.
    - Examine financial supports available for Early ACCESS.
    - Monitor implementation of the web-based Individualized Family Service Plan during 2009-2010 to identify effectiveness and efficiencies.

Standard V – Multicultural, Gender Fair

Noted Strengths

1. Agency and LEA interviewees reported the agency provides leadership and supports that allow LEAs to meet Iowa Code requirements for bullying and harassment prevention. Examples cited include:
    - Building Tomorrow Survey and Bully/Victim Questionnaire to help provide comparison to external knowledge base
    - Review of district policies and procedures to ensure compliance with Iowa Code requirements
    - Training on cyber-bullying and harassment prevention
    - Olweus training
    - Positive Behavior Supports (PBS) training
    - Crisis Prevention Intervention (CPI) training
    - Implementing an afterschool program in one district for girls exhibiting bully behavior

2. Interviewees and documentation provided several examples of supports available through the agency to address multicultural, gender fair needs of LEAs. These included, but are not limited to the following:
    - specialized courses (e.g., Gay, Lesbian, Bisexual, Transgender (GLBT) Youth Course)
    - Poverty I and Poverty II training
    - PBS
    - Olweus
    - Cultural Competence book kits available through Media Services; online databases available in Spanish and English
    - Building Tomorrow survey (locally developed survey which mirrors the Iowa Youth Survey)
    - review of district policy/procedures prior to site visits
    - inservices for bus drivers, paraeducators, and food service workers regarding responding appropriately to diverse populations
    - assistance with instructional materials selection in regard to MCGF issues
    - conducting Welcoming Walk-throughs as requested (e.g., looking at signage and accessibility)
    - focused programs provided in metro schools (e.g., Study Circles to discuss equity issues, Youth Empowerment, and Student Ambassadors, and Cultural Competency training)

Areas of Recommendation

1. Interviewees did not mention supports provided by the agency to assist LEA equity coordinators in meeting their responsibilities. The agency is encouraged to expand its support into this area. This should include guidance beyond materials selection, such as how to address classroom environments, instructional delivery, inclusion of MCGF concepts into curriculum, and review of LEA data to identify possible disparate impact of local policies and practices.

2. Although the agency's board has adopted a policy supportive of MCGF education, the policy is focused on instructional materials and media services, with little reference to instruction, curriculum content, and the learning environment. This tends to narrow the focus of the agency's MCGF-related activities. For example, there was little evidence of agency assistance to school districts in developing and implementing curriculum activities for students related to diversity or for maintaining instructional programs that reflect, respect, and celebrate diversity. There was also minimal evidence the agency provides on-going technical assistance to school districts in implementing MCGF approaches to instruction (e.g., cultural competency) or including MCGF concepts in the local curriculum. The agency is encouraged to be more proactive in modeling the infusion of multicultural, gender fair (MCGF) aspects into existing practices. This would help provide LEA staff examples, experiences, and processes for inclusion of these concepts at the local level. Consider the following actions:
    - Include discussions of MCGF practices during development of the LEAs' contract for services.
    - Actively assist LEAs in seeking community partners to provide role models and help identify contributions of individuals from diverse backgrounds.
    - Assist LEAs in updating the multicultural, gender fair education goals contained within their Comprehensive School Improvement Plans (CSIPs).
    - Purposefully model MCGF approaches into delivery of professional development offerings.
    - Develop understanding among LEA and agency staff that MCGF approaches include more than the use of inclusive instructional materials; they should be reflected in, written curriculum, instructional delivery, and the classroom learning environment.

- Assist LEAs in review and revision of equity and affirmative action plans (e.g., develop templates, similar to what is done for special education, ESL, and Perkins/Tech Prep).
- Develop a verification process (i.e., procedures for monitoring implementation) to ensure MCGF concepts are imbedded within all agency initiatives.

Standard VI – Media

Noted Strengths

1. Agency Media Services was described as responsive to LEA needs and was identified as an "area of the agency where they have truly become 'one'." Interviewees noted the following as beneficial to LEA work:
    - materials organized through mediagraphies, which are also available via email updates (i.e., RSS feed)
    - timely support
    - twice weekly van delivery service
    - books identified by Lexile level
    - material acquisition based on usage and request data
    - print and production services, including access to a graphic artist and DVD creation
    - access to instructional technologies, such as Play-a-Ways, GPS systems, FOSS and GEMS kits, calculators, student response systems ("clickers"), and digital and flip cameras
    - routing of professional journals

2. Media Services staff members meet with LEA teacher librarians twice per year. These meetings have provided information regarding copyright information, library curriculum, and other emerging issues. Training is also provided to library paraprofessionals.

3. Agency and LEA interviewees identified the agency's website as a strength. The website includes access to a variety of online databases via Iowa AEA Online, online systems for materials checkout from Media Services and registration for professional development offerings, and a digital resources portal. The agency is also beginning to develop RSS feeds to provide additional depth of support.

Areas of Recommendation

None noted

Standard VII – School Technology

Noted Strengths

1. All interviewees expressed appreciation for the hard work and dedication of the agency school technology staff and the services they provide. The agency attempts to be "ahead of the curve" regarding technology.

2. Interviewees reported that the agency technology staff partner with LEA technology staff to develop LEA technology plans, conduct technology infrastructure audits, provide instruction in pedagogy associated with technology, and install and configure technology infrastructure. The following agency supports in the area of school technology were specifically mentioned:
    - Support with assistive technology in the home setting as well as school setting
    - E-rate Support
    - Technology Advisory Committee
    - Allowing districts to check out new products prior to major purchases
    - Voice activation software
    - Web IEP training
    - Microsoft Settlement support
    - Technology Coordinators Network

Areas of Recommendation

None noted

Standard VIII – Leadership

Noted Strengths

1. Interviewees noted several examples of services provided by the agency to develop leadership based upon the Iowa Standards for School Administrators including, but not limited to, the following:
    - Evaluator training
    - Annual budget workshops
    - Superintendents' Network (i.e., Elmore project)
    - e-Walk training
    - Iowa Core Curriculum modules
    - Balanced Leadership training

2. The agency encourages development of teacher leaders through involvement in initiatives such as Every Learner Inquires (ELI), Literacy Excellence, Instructional Decision Making (IDM), Reading Recovery, and KU-SIM.

Areas of Recommendation

1. Team members identified a general theme that occurred across a number of leadership-related initiatives within the agency: LEAs' commitment to participating tends to decline over time. Interviewees indicated "networks" (e.g., principals and curriculum directors) are not offered consistently across each service area. Agency staff stated the rationale for not providing these opportunities in all service areas was low participation. LEA interviewees mentioned lack of relevant content contributed to lack of participation. Similar comments were heard regarding attendance at monthly superintendent meetings. Well established networks would provide additional avenues to communicate agency services, discuss emerging trends, identify regional priorities/needs, and deliver common leadership professional development. The agency is encouraged to conduct a formal review to identify why participation is low and develop a plan for addressing the findings. Consider having a stakeholder group validate the proposed plan prior to implementing changes.

2. The teacher mentoring and induction program provided through the agency was described as "broken" by LEA interviewees. Interviewees indicated the practice of separating mentors from mentees is "fundamentally flawed" and that greater support is provided for mentors than for mentees. Travel was also mentioned as a barrier to participation in the program. The agency is encouraged to review research related to mentoring and induction programs and select a program and approach that will be consistently used over a period of years. Consult with Mary Beth Schroeder-Fracek at the Iowa Department of Education (marybeth.schroederfracek@iowa.gov or 515-281-3160) for additional support.

Accreditation Status: AEA 267

Area Education Agency 267 is recommended for **continued accreditation** pursuant to 281—IAC Chapter 72.