August 22, 2014

Roark Horn, Administrator
AEA 267
3712 Cedar Heights Drive
Cedar Falls, IA 50613-6290

Dear Administrator Horn:

Enclosed is a copy of the accreditation summary report for your agency.  Accreditation status was determined by evaluating the eight standards and related criteria pursuant to 281—IAC Chapter 72.  This report contains the following information:

- Overview of Accreditation Process
- Chapter 72 Standards – Met or Not Met
- Overall Agency Strengths
- Overall Agency Recommendations
- Strengths and Recommendations for each Chapter 72 Standard reviewed
- Recommended accreditation status

The areas of strength and suggested areas of improvement/recommendations included within the report should be used by the agency as it prepares its new Comprehensive Improvement Plan (CIP).  Within the continuous improvement process, the agency should view this report as part of its needs assessment information.  The CIP should be submitted to the Department of Education (DE) by April 1, 2015.  Additional information and guidance regarding the CIP will be provided at a later date.

The final page of the accreditation summary report contains the accreditation recommendation from the site visit team that will be presented to the State Board of Education. The DE will present this recommendation to the State Board of Education for formal action at the September 18, 2014 meeting.  According to 281—IAC 72.11(3), an AEA has an opportunity to respond to this recommendation. **If you have any questions or concerns about the report, please contact me via phone (515-281-3436) or email (Brad.Buck@iowa.gov) by Friday, September 5, 2014**. Upon action by the Board, the agency will receive formal notice of its accreditation status.

Thank you for the courtesies extended by your agency to the site visit team. The Department appreciates the commitment and diligence of AEA 267 to assist Iowa schools and school districts in their efforts to increase achievement for all students.

Sincerely,

Brad Buck
Director

# AEA 267 Accreditation Report

**Purpose**  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.

**On-Site Visit**  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:
    o School-Community Planning
    o Professional Development
    o Curriculum, Instruction, and Assessment
    o Diverse Learner Needs
    o Multicultural, Gender Fair
    o Media
    o School Technology
    o Leadership
- Assessment of common criteria that apply to each standard:
    o Agency services are equitably available.
    o The agency includes a process to monitor implementation of the services.
    o The agency has a process to measure the effectiveness of services provided.
    o The agency has a process to measure the efficiency of services provided.
    o Assessment of the services provided for established agency-wide goals.

**Site Visit –**  The agency can:
**Desired Results**
- address accreditation expectations
- consistently deliver services that, in aggregate, meet the eight accreditation standards
- use the site visit findings to continuously improve the quality of services to positively impact student learning

**Levels of Accreditation**

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.

**Standards Met or Not Met**

AEA Accreditation Standards
- 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**

# Overall Strengths of the Agency

**Accomplish-ing the Work Framework**

Agency interviewees spoke of the agency's framework for "Accomplishing the Work" of the agency. This framework allows districts to ask hard questions of agency staff, expects agency staff to listen to what districts are saying, and allows the agency to "say no" to requests that are outside the scope of the agency's core works, are not supported by data, or have limited impact on districts.

District interviewees spoke positively of the work of their district's Collaborative Team. The Collaborative Team agenda and minutes are a positive template for preparing for and facilitating Collaborative Team Meetings. These teams are having a positive impact on agency/district relationships.

**Organiza-tional Effectiveness Framework**

Agency administration presented information to the site visit team about their Organizational Effectiveness Framework (OEF), which is used by agency staff to make data-based decisions. The framework includes clear definitions of each framework component.

This framework is utilized by the Chief Administrator and his cabinet and the agency's Continuous Improvement Committee to make decisions regarding the agency.

Agency interviewees also reported that the application of the agency's OEF has allowed the agency to narrow its service focus to be more aligned to the needs of Local Education Agencies (LEAs). Three areas of focus have been identified:
- Early literacy
- Support for implementation of district initiatives
- Learning Supports for all students

**Communi-cation**

LEA interviewees report communication from the agency as a strength. This includes emails and resources on the website. Collaborative Team Meetings have also played a role with improving the two-way flow of information.

The Chief Administrator expressed that an outcome for the agency is to be a "connector of information vs. a holder of information."

**One AEA vs. Three AEAs**

During the agency overview and agency interviews, it appeared that the agency has merged into one AEA versus the three separate AEAs observed in the last site visit. This is an area of growth for the agency.

One example of this shift is that the agency has realigned and reduced the number of agency regions.

**Flexibility**  LEA interviewees expressed appreciation for the changes the agency has made to be flexible in meeting the needs of LEAs in spite of decreasing resources. This includes:
- staffing
- professional development being offered in various locations across the agency
- collaboration with other AEAs

# Overall Recommendations for the Agency

**Cultural Competence Training**

Agency interviewees reported that there has not been any Cultural Competence training for agency staff.

Agency staff feels that the agency demographics are rapidly changing and they are not prepared to assist and support districts with demographic shifts.

It is recommended that all agency staff receive comprehensive cultural competency training that meets the changing demographic needs of the LEAs they serve and positively impacts educational practice across the area. This training should include issues around equity and diversity.

The agency may also consider conducting a self-study of the agency's diverse demographics to better understand the needs of underrepresented groups in the agency.

For further information on cultural competence contact Margaret Jensen-Connet (515-281-6947 or Margaret.jensenconnet@iowa.gov ) or Isbelia Arzola (515-281-3954 or isbelia.arzola@iowa.gov ) at the Department of Education.

**Independent Nonpublic Schools**

The agency overview discussed the organization of agency leadership and goals. LEA interviews indicated the current leadership created a customer service focus which has improved response to LEA needs and equity of services throughout the agency.

The collaborative team structure and chief administrator meetings with district superintendents are effective and efficient ways to deliver meaningful connections and services.

Agency interviewees indicated independent accredited nonpublic schools (not part of a nonpublic system) have not been visited annually by agency administration.

The agency needs to consider conducting agency administrators' visits with principals and/or superintendents of independent nonpublic schools as they do with the administrators of public school districts and nonpublic school systems.

**Separation of Three Service Areas**

During agency and LEA interviews it became clear to the site visit team that there is a separation of the three agency service divisions. The agency should continue to work toward the integration of the Special Education,

Media/School Technology and Education Service Divisions.

# School/Community Planning (S/CP) Standard

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| **Expectations IAC 281—72.4(1)** | The AEA shall deliver services for school-community planning.<br><br>The AEA assists schools and school districts in:<br>• Assessing needs of all students<br>• Developing collaborative relationships among community agencies<br>• Establishing shared direction<br>• Implementing actions to meet goals<br>• Reporting progress towards goals |
| **Strength: Agency Committee Represen-tation** | The Chief Administrator reports that 75-90% of agency committee representation is from LEAs.<br><br>As a result of this representation the agency's Advisory Committees (e.g. Special Education Advisory Committee, Educational Services Advisory Committee, and Superintendent Advisory Committee) will provide advice to make agency decisions that support both the agency and LEAs. |
| **Strength: Collaborative Teams** | The ongoing continuous improvement conversations between the agency and LEA have led to the creation of LEA Collaborative Teams.<br><br>The agency overview and interviews with LEA and agency staff indicated the Collaborative Teams have created a collaborative relationship between the agency and LEA that is focused on student needs. |
| **Recommen-dation: Empowering LEAs to Use Data to Inform Changes** | Agency and LEA interviewees spoke to the development and use of district profiles as a way to look at district data. The agency is encouraged to continue utilizing the district profiles to drill down into student performance data, including the analysis of disaggregated data for subgroups, to inform services and enhance instruction.<br><br>Continue agency efforts to empower LEAs to analyze and use their own data to make instructional improvements. Consider how the agency can support a process, based on continuous improvement and best practice theories, for identifying and replicating successful instructional practices and effective use of data among LEAs to improve student achievement. |
| **Recommen-dation: Moving Beyond** | LEA interviewees report appreciation for support during the DE School Improvement Site Visits and Special Education Compliance Reviews. |

**Compliance**     Although LEAs appreciate the help with compliance the agency is encouraged to continue to focus their supports on continuous improvement.

# Professional Development (PD) Standard

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| **Expectations IAC 281—72.4(2)** | The AEA shall deliver professional development services for schools, school districts and AEA instructional, administrative, and support personnel.<br><br>The AEA:<br>• Anticipates and responds to schools' and school districts' needs<br>• Supports proven and emerging education practices<br>• Aligns with school and school district comprehensive long-range and annual improvement goals<br>• Uses adult learning theory<br>• Supports improved teaching<br>• Uses theory, demonstration, practice, feedback, and coaching<br>• Addresses professional development activities as required by the Iowa Code or administrative rules |
| **Strength: PD that meets needs of LEAs** | Agency and LEA interviewees report that over the last couple years, the agency has been more responsive to LEA needs through the provision of professional development aligned with those needs.<br><br>The agency has:<br>• offered credit for courses based on LEA needs<br>• provided support for state initiatives (e.g. Statewide Voluntary Preschool Programs [SWVPP], Multi-Tiered System of Support of [MTSS], and Teacher Leadership and Compensation System [TLC])<br>• developed trainings for larger districts and bring experts to smaller districts<br>• allowed LEA staff to cross AEA boundaries to receive professional development/training<br>• used PD Survey data to review and revise the next iteration of a course/class. |
| **Strength: CBAM supporting MTSS** | Agency interviewees report Concerns-Based Adoption Model (CBAM) training as being relevant and helpful during the Phase I implementation of MTSS. Each agency staff member trained in CBAM has been assigned to provide support to one of the AEA 267 LEAs implementing Phase I of MTSS.<br><br>LEA interviewees from schools implementing Phase I of MTSS saw benefit in having a CBAM trained AEA staff member supporting their MTSS efforts. |
| **Strength: PD** | The Document Review including searches on the agency website found |

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| **Proposal Template** | professional development resources for instructors and participants. These resources are helpful and easily accessed in the professional development area of the agency website. In particular, the agency's course proposal template reinforces the best practice of supporting implementation of professional learning. |
| **Recommendation: Implementation of PD** | Some LEA interviewees report experiencing more support and follow up to PD at the district level than in the past. |
| | The agency is encouraged to continue and expand the practice of supporting PD participants to ensure fidelity of implementation along with monitoring the effectiveness of professional development across the agency. |
| **Recommendation: Building Capacity within LEAs** | Agency interviewees report that the agency is working to build professional capacity within LEAs. The agency is working to shift from LEAs viewing the agency as the holder of information to being the connector of information. This shift has resulted in the agency building the capacity of the district and building leaders. |
| | Examples of capacity building for leaders include providing support to leaders through Superintendent's Network and the Principal Learning Network. |
| | Interviews with LEAs indicated there is some confusion about this shift. The agency should work to be sure districts clearly understand this change in philosophy and how it will impact services. |
| **Recommendation: Options for PD Delivery** | LEA interviewees mentioned the challenge of participating in professional development offered during the school day. |
| | AEA and LEA interviewees report the AEA has added technology components so that PD can be taken from a distance, including webinars and self-paced courses. The agency is encouraged to continue investigating further strategies and options for PD outside of the school day. |

# Curriculum, Instruction and Assessment (CIA) Standard

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| **Expectations IAC 281—72.4(3)** | The AEA shall deliver curriculum, instruction and assessment services that address the areas of reading, language arts, mathematics, and science but may also be applied to other curriculum areas.<br><br>These services support the development, implementation, and assessment of rigorous content standards in, but not limited to, reading, mathematics, and science.<br><br>The AEA assists schools and school districts in:<br>• Gathering and analyzing student achievement data as well as data about the learning environment<br>• Comparing those data to the external knowledge base<br>• Using that information to guide school and school district goal setting and implementation of actions to improve student learning |
| **Strength: Data Support** | LEA and agency interviewees commented on the amount and quality of data and support provided to LEAs. This included:<br>• Process for collecting and analyzing goals<br>• Decision Making Matrix<br>• Setting Goals<br>• Program Evaluation |
| **Strength: Collaborative Teams** | Agency and LEA interviewees indicated the AEA has made a strong effort to develop a Collaborative Team environment which has focused on math and reading. This is a great building block to develop communication lines and relationships with LEAs.<br><br>Collaborative efforts include:<br>• Designation of a team rep for each district.<br>• Collaborative teams meeting with district administrators to discuss math and reading assessment data and solutions that may be provided.<br>• The agency sends follow-up emails to the superintendents asking for feedback about the collaborative team process. |
| **Strength: Measuring Impact of Initiatives** | LEA interviewees appreciated the work of the agency to measure the impact of the implementation of initiatives.<br><br>Specifically interviewees commented on the provision of follow-up. This included a data profile of each district. The profile encourages districts to explore assessment data to adjust instruction. |

In addition, document review and agency interviews indicated the agency has trained approximately seventy agency staff on Concerns-Based Adoption Model (CBAM) to measure the impact of initiatives. The agency was intentional about who was trained and where they are located to ensure equitable access to CBAM training across the agency.

**Recommendation: Other Content Areas**

Based on LEA interviews, the team noted that the agency has focused on math and reading content areas.

The agency is encouraged to duplicate the process used in working with LEAs in the areas of math and reading to other content areas, such as science, social studies and early childhood.

**Recommendation: Agency Supports to LEAs**

LEA interviewees report that the agency provides many valuable digital resources for them to use with students, and many of which are found on the agency website. The site visit team heard less about agency services designed to provide specific supports for instruction that can be implemented at the classroom level.

Consider how the agency communicates about the wide variety of instructional services it provides, including opportunities to recognize and celebrate instructional practices that are improving outcomes for students. The 1:1 Technology Fair is an example of how the agency has tried to share instructional practices that are working in the field.

# Diverse Learner Needs (DL) Standard

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| **Expectations IAC 281—72.4(4)** | The AEA shall address the diverse learning needs of all children and youth, including but not limited to services which address gifted and talented students and meet the unique needs of students with disabilities who require special education.<br><br>Services provide support to schools and school districts and include special education compliance with Iowa Administrative Rules of Special Education. |
| **Strength: Iowa Core** | Agency interviewees reported that the agency has developed and held training on the Iowa Core for special education teachers. This includes a rubric to assist special education teachers in aligning their specially designed instruction to the core. |
| **Strength: Early Childhood PD** | Agency and LEA interviews reported that there are many PD offerings for teachers and paraeducators in the area of Early Childhood. These include, but are not limited to:<br>• Creative Curriculum<br>• GOLD<br>• Digging Deeper into Instruction<br>• GOLD Interrater Reliability Training<br>• Every Child Reads 3 to 5<br>• Creative Curriculum and Creative Curriculum Studies<br>• Early Childhood – Positive Behavior Interventions and Supports<br>• Quality Preschool Program Standards (QPPS) Overview, Implementation and Review |
| **Strength: ELL Consultants** | Agency and LEA interviewees had high praises for the English Language Learners (ELL) consultants.<br><br>Examples of support included:<br>• ELL packet for new ELL students<br>• Information on agency website around ELL for districts, parents, teachers, and students.<br>• Focus of the agency to help districts understand that just because a student doesn't speak English does not indicate a need for special education services. |
| **Recommen-** | Agency interviewees reported that team representatives are trained in |

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| **dation: Team Representatives** | numerous areas (e.g. challenging behavior, secondary transition, preschool). These trainings allow team representatives to respond to various district needs. LEA interviewees reported team reps as being knowledgeable, helpful, and part of the school team. In some districts team representatives help facilitate work placements for students of secondary transition age.<br><br>The agency needs to ensure that team reps are given adequate support and training if they are expected to support districts in many different areas. |
| **Recommendation: G/T Services** | Agency and LEA interviewees spoke about events for students who are gifted and talented (G/T) such as Battle of the Books, National History Day, Future Problem Solvers, Invention Convention, but not about strategies for serving G/T students.<br><br>The agency should consider using its G/T consultant(s) as a resource when professional development is being developed to ensure that strategies for students who are G/T are included in each PD offering. It would also be beneficial to revitalize the dissolving G/T network. The DE G/T consultant, Roseann Malik, may also be a resource for the agency. She can be contacted at 515-281-3199 or roseann.malik@iowa.gov |
| **Recommendation: Other Diverse Learners** | During agency and LEA interviews little was heard about diverse learners outside of students with special education needs and gifted/talented students.<br><br>The agency should consider how services are being provided to students such as those who are at risk, of low socio-economic status, minority students, and students from different cultures. |
| **Recommendation: Services for Preschoolers with IEPs** | Agency interviewees indicated that there has been improvement in serving preschoolers with IEPs in general education settings. They expressed a continued need for supporting districts in serving children in Least Restrictive Environments.<br><br>Further data analysis indicated an increase in the percent of children receiving special education services outside of the general education setting.<br><br>It is recommended that the agency continue to work with IEP teams and LEA staff when determining placement of preschool children with IEPs so that it is based on individual student needs and not on availability of service. |
| **Recommendation:** | Agency and LEA interviewees expressed appreciation for the agency's Resource Teams (e.g. Brain injury, Autism, Crisis Intervention). While |

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| **Resource Teams** | interviewees stated that specialty teams were knowledgeable and helpful, some interviewees reported that it is hard to get these teams out to their districts. Interviewees reported there is a long-waiting list and expressed concerns about follow-up. |
| | Consider reviewing the structure, content and processes in place for the design, delivery and evaluation of the services provided by the agency's specialty resource teams. |
| **Recommendation: Family Educator Connection** | Although the Family Educator Connection (FEC) is on the agency website, parents of students with disabilities ages 3 and above interviewed had limited awareness of services provided by FEC. |
| | It is recommended that the agency consider other means, aside from the agency website, to make parents aware of the resources that are available to them through the FEC. It may be that agency staff are not aware of the services that can be provided by the FEC. Consider conducting an informal survey of agency staff to measure their awareness of the FEC and the services it provides. Once staff are knowledgeable about the FEC they may be more likely to encourage parents to take advantage of the resources and services the FEC has to offer. |

# Multi-Cultural Gender Fair (MCGF) Standard

**Expectations IAC 281—72.4(5)**

The AEA shall provide services that support multicultural, gender-fair approaches to the educational programs pursuant to Iowa Code section 256.11.

These services assist schools and school districts to:
- Take actions that ensure all students are free from discriminatory acts and practices
- Establish policies and take actions that ensure all students are free from harassment
- Incorporate into the educational program instructional strategies and student activities related to responsibilities, rights, and the respect for diversity which are necessary for successful citizenship in a diverse community and a global economy
- Incorporate, on an ongoing basis, activities within professional development that prepare and assist all employees to work effectively with diverse learners

**Strength: MCGF Resources**

Agency and LEA staff reported the following:
- the agency provides PD regarding Olweus, PBIS, Digital Citizenship, and Poverty
- the lending library is a very helpful resource that includes a wide variety of culturally diverse materials and resources
- agency staff are a great resource for LEAs when preparing for site visits in regards to reviewing documentation, policies, and procedures.

**Recommendation: ELL Coordinators**

LEA and agency interviews appreciated the work of the English Language Learners (ELL) coordinators. However, they are concerned they may be stretched.

The agency should consider using its ELL consultants as a resource when professional development is being developed to ensure that strategies for ELL are included in each PD offering. The DE ELL consultant, Jobi Lawrence, may also be a resource for the agency. She can be contacted at 515-281-3805 or jobi.lawrence@iowa.gov

**Recommendation: Over-representation of non-white students in**

LEA interviewees reported that the agency is aware of the overrepresentation of ELL students identified as eligible for special education services.

While interviewees agreed that the agency is aware of this overrepresentation, they were not aware of a plan to reduce the number of ELL students

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| **special education** | misidentified for special education services and develop proactive steps to stop any further overrepresentation.

The agency is encouraged to review the special education identification process with all staff to ensure ELL students are being identified properly and receiving appropriate services. |
| **Recommendation: Instructional Strategies Related to Diversity** | Several LEA interviewees expressed that they do not receive any direct services around incorporating instructional strategies related to responsibilities, rights, and respect for diversity into educational programs.

It is recommended the agency work with LEAs to intentionally review disaggregated data by subgroups to determine and analyze where gaps exist and support LEAs as they formulate strategies to address those gaps. |
| **Recommendation: Equity Conference** | Agency and LEA interviewees expressed a need for the agency reestablish the practice of holding an annual Equity Conference.

It is recommended that the agency bring back the Equity Conference as a key professional development to increase awareness and cultural competency within agency and LEA staff.

As the agency makes preparation to reinstate an Equity Conference it is encouraged to consider conducting a needs assessment to develop the content of the conference. If an Equity Conference is scheduled it will be important to not only promote the conference but ensure valid implementation as well as assessment of the impact on teaching and learning. |
| **Recommendation: Equity Self-Study** | Agency staff expressed the need to conduct a self study in the area of equity. This self-study should address the following:
• the diversity of people who live in the LEAs supported by the agency
• changes to be made so hiring practices reflect the diversity of the area
• provision and analysis of disaggregated data with agency and LEA leaders and the community.

The agency should consider developing a self-study in the area of equity in order to identify areas that must be improved. Margaret Jensen-Connet at the Department of Education can be of assistance for this. Her contact information is margaret.jensenconnet@iowa.gov or 515-281-3769. |
| **Recommendation:** | Agency policies need to be updated as they have become "policies on shelf" as reported by agency staff. It was unclear how policies are monitored. |

The agency is encouraged to develop a plan to review policies in a timely fashion and update the agency's equity statement to ensure the revised statement replaces statements in agency documents.

# Media/School Technology (M/ST) Standard

**Expectations IAC 281—72.4(6)**

The AEA shall deliver media services.

These services:
- Align with school and school district needs
- Support effective instruction
- Provide consultation, research and information services, instructional resources, and materials preparation and dissemination to assist schools and school districts to meet the learning needs of all students and support local district media services
- Support the implementation of content standards in, but not limited to, reading, mathematics, and science
- Support and integrate emerging technology

**Expectations IAC 281—72.4(7)**

The AEA shall supplement and support effective instruction for all students through school technology services.

These services provide:
- Technology planning
- Technical assistance
- Professional development

These services support:
- The incorporation of instructional technologies to improve student achievement
- The implementation of content standards in, but not limited to, reading, mathematics, and science
- Integrate emerging technology.

**Strength: Media/ School Technology Services**

LEA interviewees reported high satisfaction with agency media and school technology services.

Examples of services include:
- supports from the school technology department, including the repair shop
- supports for the implementation of 1:1 laptops
- helpful and easy access to printing and production services through the agency website
- skilled graphic designers
- instructional and digital resources
- training one person from each building to use EdInsight.

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| **Strength: Clarity Survey** | Implementation of Clarity survey has been well received by participating LEAs. |
| | LEA interviewees report that the review of Clarity survey data has been seen as a new opportunity to work with the agency. Data indicated that more work needs to be done in the area of Digital Citizenship. The agency responded by offering Cybersmarts and Teen Cybersmarts. |
| **Recommen- dation: Assistive Technology Resource Team** | LEA interviewees appreciate the Assistive Technology (AT) Resource Team, which includes the resources available on the website that provide information about how to access AT services as well as the ability to test devices before making purchases. |
| | LEA interviewees did report a delay in receiving AT services. They expressed that their perception regarding this delay is that agency staff members are stretched too thin. |
| | Consider reviewing the structure, content and processes in place for the design, delivery and evaluation of AT services. |

# Leadership (LD) Standard

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| **Expectations IAC 281—72.4(8)** | The AEA shall deliver services that develop leadership based upon the Iowa Standards for School Administrators as adopted by the board of educational examiners. |

Leadership services assist with:
- Recruitment
- Induction
- Retention
- Professional development of educational leaders

AEAs develop and deliver leadership programs based on:
- Local educational needs
- State educational needs
- Best practices

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| **Strength: Leadership Philosophy** | Agency overview and interviews indicated leadership has promoted a collaborative and distributive leadership philosophy in the system. |

Collaborative teams are a tool to promote customer service focused on the needs of the LEAs. Examples include:
- Sector Leadership Teams
- LEA Collaborative Teams
- Agency Leadership Team
- Integrated Service Leadership Team
- School Improvement Team
- Continuous Improvement Team

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| **Strength: Agency Leadership** | LEA interviews appreciated the LEA experience of the Chief Administrator and Assistant Chief Administrator/Director of Human Resources. Their experience has strong credibility with LEAs because they understand what it is like to be in an LEA. Specific examples included: |

- Data collection and analysis
- Calendar: hours vs days
- Elmore training
- Professional Learning Communities
- Continuous Improvement
- Mini Summit with Department of Education staff, such as the one in April

During LEA interviews several members of the agency's leadership team have been mentioned by name for their exemplary leadership and support to

the LEAs.

**Recommen-dation: Clarify Core Works**

Agency staff stated there is a need for the agency to continue to build agency and LEA staff's understanding of the agency's core works. There needs to be an awareness of what the agency identifies as core works and what the LEAs identify as core works.

It would be beneficial to address how information regarding the agency's core works pass from the agency's collaborative teams to the LEAs.  For example, how clear are core works for LEAs asking for specific services?  As the agency continues to review core works, be deliberate on how these are communicated to agency staff and LEAs. One means of sharing the core works with LEAs could include deliberate conversations around the agency's core works with superintendents both during district visits and at the monthly superintendent meetings.

**Recommen-dation: Assignment of Agency Staff**

LEA and agency interviews indicated the agency has worked to realign or reassign agency staff to meet the needs of LEAs.

Interviewees indicated there is not a formal process to ensure agency staff experience meets the needs of the LEA. The agency is encouraged to develop a formal process that looks at the needs of an LEA and assigns agency staff who have the capacity to meet those needs.

# Accreditation Status – AEA 267

**Team Recommen-dation**

Area Education Agency 267 is recommended for <u>continued accreditation</u> pursuant to 281—IAC Chapter 72.