2024-2025 Annual Progress Report

In accordance with Iowa Code 281-72.10(2), the following information has been collected to showcase data from Prairie Lakes AEA for the 2024-2025 year.

System and Individual AEA Goal Statements and Progress

Statewide AEA Playbook Goals

- Accelerate learning
- Inspire educators to sustain superior learning outcomes
- Innovate with school to maximize system effectiveness and resources

Prairie Lakes AEA Goals (approved March 2024)

A. Contribute to a safe, supportive and collaborative environment
B. Build capacity of staff, educational partners, and families to provide high quality learning experiences
C. Promote fiscal and resource sharing opportunities with and among our partners
D. Market the services and resources offered through Prairie Lakes AEA

Progress on Prairie Lakes AEA Goals

In March 2024 The Prairie Lakes Board of Education adopted the aforementioned goals for the agency. These goals were developed with consideration of pending legislation at the time and reviewing the agency's purpose.

Goal 1: Contribute to a safe, supportive, and collaborative environment.

Throughout the legislative session, we prioritized supporting our staff by providing timely updates and resources in response to key legislative developments. As significant bills were introduced and ultimately passed, we held weekly Zoom sessions to share the latest information and offer opportunities for staff to ask questions and engage directly. In addition, we provided regular email updates to ensure all team members remained informed and supported during this critical period.

Across the agency, we provided Crisis Prevention Institute (CPI), Positive Behavioral Interventions and Supports (PBIS), and other SEBH Professional Development (PD), along with implementation support. These efforts are designed to build capacity to manage challenging behaviors safely, promote positive school climates, and address the growing behavioral health needs of students, thereby contributing to safer and more supportive learning environments across our districts.

For PLAEA Special Education Reps, Weekly Wednesday Representative Meetings provided opportunities to foster consistent collaboration and mutual support among agency special education staff. These regular check-ins ensure alignment on critical initiatives, provide a forum for sharing best practices and challenges, and enhance the collective problem-solving capacity necessary to effectively support our schools and build a more collaborative internal culture.

Prairie Lakes AEA offers networking opportunities across various stakeholder groups. These events bring together diverse groups to share knowledge, build relationships, and coordinate resources. Some networks are within Prairie Lakes (e.g. Superintendent Network, Principal Network, Curriculum Network, Special Education Network, EL Network, Teacher Librarian Network) and some are part of the statewide AEA system (e.g. School Counselor Network, Gifted & Talented Network).

Goal 2: Building capacity of staff, educational partners, and families to provide high quality learning experiences.

During the 2024-25 school year, 85 courses were offered by PLAEA staff either virtually or in-house to an estimated 1223 participants. Additionally, another 29 courses were offered in public districts or non-public schools with an estimated participation number of 125.

To support this commitment, we held quarterly professional learning opportunities where PLAEA staff engaged in collaborative learning, received resources, and participated in discussions focused on enhancing their skills and practices. These ongoing opportunities have strengthened our collective ability to deliver impactful and effective learning experiences. Additionally, for PLAEA Special Education Reps, Weekly Wednesday Representative Meetings fostered consistent collaboration and mutual support among agency special education staff. These regular check-ins ensured alignment on critical initiatives, provided a forum for sharing best practices and challenges, and enhanced the collective problem-solving capacity necessary to effectively support our schools and build a more collaborative internal culture.

All Early ACCESS staff from all disciplines were trained with the state developed child development modules (birth-36 months) as well as the pivotal skills tool. Additional staff were also trained in the new AEPS-3 with almost all EA department staff now trained in the new assessment.

Supporting Providers in Family Guided Routines Based Interventions (FGRBI) practices to reach or sustain fidelity
- 50% or more of the Early ACCESS providers using FGRBI with fidelity and achieving good outcomes.
- Increased percentage of families reporting Early ACCESS has helped them help their child develop and learn

The number of children and families served through Early ACCESS in May 2025 was 127. This is within our typical range of 120-160 families. .

Goal 3: Promote fiscal and resource sharing opportunities with and among our partners

We continue to promote fiscal and resource-sharing opportunities with and among our partners to enhance efficiency and collaboration. We support 10 districts (17 buildings) by serving as the Teacher Librarian of record and provide School Technology Technician services to 8 districts.

Prairie Lakes AEA and Northwest AEA operate a joint media library, which is housed at Northwest AEA. Through a joint media center partnership between Prairie Lakes AEA and Northwest AEA, we maintain regular transportation between agencies to efficiently meet media needs. Furthermore, Prairie Lakes AEA operates the Creative Services (print shop) for both agencies, offering high-quality printing and design services to support all staff and districts.

Prairie Lakes AEA offers networking opportunities across various stakeholder groups. To foster collaboration and support, these events bring together diverse groups to share knowledge, build relationships, and coordinate resources. Some networks are within Prairie Lakes (e.g. Superintendent Network, Principal Network, Curriculum Network, Special Education Network, EL Network, Teacher Librarian Network) and some are part of the statewide AEA system (e.g. School Counselor Network, Gifted & Talented Network)

Goal 4: Market the services and resources offered through Prairie Lakes AEA

The final two goals blended together as a result of the passage of HF2612. With 60% of educational and media service dollars flowing directly to our public school district partners, the agency transitioned to a fee-for-service provider. To effectively market the services and resources offered by Iowa AEAs,

including Prairie Lakes AEA, a comprehensive [portfolio of services](#) was created. This initial document not only highlighted available products and services but also gauged partner awareness of fiscal and resource-sharing opportunities.

Prairie Lakes AEA proactively meets with each public district and accredited non-public school in early Spring for Service Plan meetings to collaboratively identify essential in-house supports for each building and district. The diverse services offered include professional development, implementation support, media resources, data dashboards, and partial FTE staff. Additionally, we provide districts with trial access to Occupational Therapy (OT), Physical Therapy (PT), and Assistive Technology (AT) equipment.

Indicators of Quality

Prairie Lakes AEA reviews formative and summative data and is attentive to trends over time. Some examples of frequently reviewed data include:
- Iowa Department of Education Annual Condition of Education Report
- Attendance
- School Performance - ISASP and ISPP
- Formative Assessments - FAST data
- Discipline - Suspensions, Expulsions
- Special Education - Placement, Discipline, Identification Rates, Disproportionality
- Post-Secondary - Graduation Rates, ACT Trends, Planning and Success

2024-2025 Student Enrollment

	PK-12 Percentages			PK-12 Counts		
	All	Public	Non-Public	All	Public	Non-Public
Asian	1.81%	1.82%	1.73%	608	564	44
Black	1.81%	1.84%	1.42%	607	571	36
Hispanic	17.90%	18.61%	9.24%	6,004	5,769	235
Multi-Race	3.50%	3.51%	3.38%	1,174	1,088	86
Native American	0.19%	0.21%	0.00%	64	64	0
Pacific Islander	1.49%	1.60%	0.16%	501	497	4
White	73.30%	72.41%	84.07%	24,587	22,449	2138
TOTAL PK-12	100%	100%	100%	33,545	31,002	2,543

Iowa Statewide Assessment of Student Progress (ISASP)

Five Year Literacy Trends (ISASP)

ELA	2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced
03	53%	42%	5%	38%	56%	7%	36%	56%	7%	41%	53%	6%	37%	56%	7%
04	27%	64%	9%	27%	65%	8%	31%	63%	7%	30%	62%	7%	30%	62%	8%
05	40%	56%	4%	36%	60%	4%	37%	58%	5%	36%	57%	6%	37%	58%	5%
06	26%	66%	7%	33%	62%	5%	29%	64%	6%	28%	66%	6%	32%	63%	5%
07	38%	58%	3%	26%	67%	7%	27%	64%	9%	24%	67%	9%	28%	66%	6%
08	25%	67%	8%	25%	68%	7%	23%	69%	8%	24%	69%	7%	21%	70%	9%
09	31%	62%	7%	32%	62%	6%	32%	63%	5%	27%	65%	8%	27%	66%	7%
10	28%	64%	8%	32%	61%	7%	29%	61%	10%	29%	61%	11%	28%	61%	10%
11	27%	61%	12%	34%	57%	9%	35%	56%	9%	31%	60%	9%	33%	56%	11%

Five Year Math Trends (ISASP)

Math	2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced
03	29%	55%	16%	28%	54%	18%	26%	59%	15%	28%	56%	16%	27%	59%	13%
04	34%	56%	10%	34%	56%	10%	33%	56%	11%	32%	55%	12%	32%	57%	12%
05	44%	49%	8%	42%	47%	10%	34%	58%	8%	37%	54%	9%	34%	56%	10%
06	34%	56%	10%	36%	54%	10%	33%	57%	10%	31%	57%	12%	33%	56%	11%
07	37%	58%	5%	36%	58%	6%	33%	60%	7%	31%	60%	9%	30%	61%	9%
08	31%	62%	7%	33%	61%	6%	27%	63%	10%	28%	63%	9%	26%	64%	10%
09	43%	50%	6%	45%	48%	7%	41%	50%	9%	39%	51%	10%	39%	52%	9%
10	42%	51%	7%	43%	51%	6%	37%	55%	8%	37%	56%	7%	35%	57%	8%
11	40%	52%	8%	45%	47%	8%	36%	53%	11%	38%	51%	11%	37%	52%	11%

Five Year Science Trends (ISASP)

Science	2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced
05	51%	45%	5%	41%	57%	2%	41%	57%	2%	45%	53%	2%	39%	59%	2%
08	37%	48%	15%	34%	60%	6%	33%	61%	5%	36%	58%	6%	30%	62%	8%
10	41%	54%	5%	41%	51%	8%	44%	48%	9%	44%	47%	9%	36%	52%	12%

Comparison to Statewide ISASP Scores (2024-25)

Math	Not Yet Proficient		Proficient		Advanced	
Grade	Prairie Lakes AEA	Iowa	Prairie Lakes AEA	Iowa	Prairie Lakes AEA	Iowa
3	27%	24%	59%	57%	13%	19%
4	32%	26%	57%	56%	12%	18%
5	34%	29%	56%	56%	10%	15%
6	33%	28%	56%	55%	11%	17%
7	30%	29%	61%	59%	9%	13%
8	26%	26%	64%	60%	10%	14%
9	39%	36%	52%	50%	9%	14%
10	35%	33%	57%	56%	8%	11%
11	37%	35%	52%	51%	11%	14%

ELA	Not Yet Proficient		Proficient		Advanced	
Grade	Prairie Lakes AEA	Iowa	Prairie Lakes AEA	Iowa	Prairie Lakes AEA	Iowa
3	37%	32%	56%	57%	7%	11%
4	30%	25%	62%	62%	8%	14%
5	37%	31%	58%	60%	5%	10%
6	32%	27%	63%	62%	6%	10%
7	28%	26%	66%	65%	6%	9%
8	21%	20%	70%	67%	9%	13%
9	27%	25%	66%	65%	7%	10%
10	28%	26%	61%	62%	10%	12%
11	33%	31%	56%	55%	11%	14%

Science	Not Yet Proficient		Proficient		Advanced	
Grade	Prairie Lakes AEA	Iowa	Prairie Lakes AEA	Iowa	Prairie Lakes AEA	Iowa
5	39%	36%	59%	61%	2%	3%
8	30%	30%	62%	59%	8%	11%
11	36%	34%	52%	52%	12%	14%

Free and Reduced Lunch at Benchmark / Non-Free and Reduced Lunch at Benchmark (FastBridge)

K-6 Healthy Indicator #3 - Percent of learners meeting benchmark

Reading	Fall 2018	Winter 2019	Spring 2019	Fall 2019	Winter 2020	Spring 2020	Fall 2020	Winter 2021	Spring 2021	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025
PLAEA	66%	66%	63%	67%	67%	NA	58%	60%	57%	59%	61%	59%	60%	61%	59%	59%	58%	57%	58%	59%	56%
PLAEA - FRL	58%	58%	54%	59%	57%	NA	49%	49%	47%	49%	50%	48%	50%	50%	48%	49%	48%	46%	47%	48%	*
PLAEA - Non FRL	76%	76%	73%	77%	77%	NA	68%	71%	68%	69%	70%	69%	72%	72%	70%	69%	69%	68%	69%	70%	*
State - FRL	55%	57%	57%	57%	59%	NA	47%	49%	50%	50%	53%	54%	50%	54%	53%	51%	52%	52%	51%	53%	*

Math	Fall 2020	Winter 2021	Spring 2021	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025
PLAEA	63%	64%	63%	66%	67%	65%	69%	67%	66%	68%	66%	65%	64%	64%	61%
PLAEA - FRL	53%	54%	52%	56%	55%	55%	57%	55%	54%	57%	55%	54%	54%	53%	*
PLAEA - Non FRL	73%	73%	72%	76%	75%	74%	79%	78%	76%	78%	77%	76%	76%	75%	*
State Data-FRL	30%	50%	49%	50%	52%	53%	56%	54%	53%	54%	55%	55%	56%	55%	*

*Data not available

IEP at Benchmark / Non-IEP at Benchmark (FastBridge)

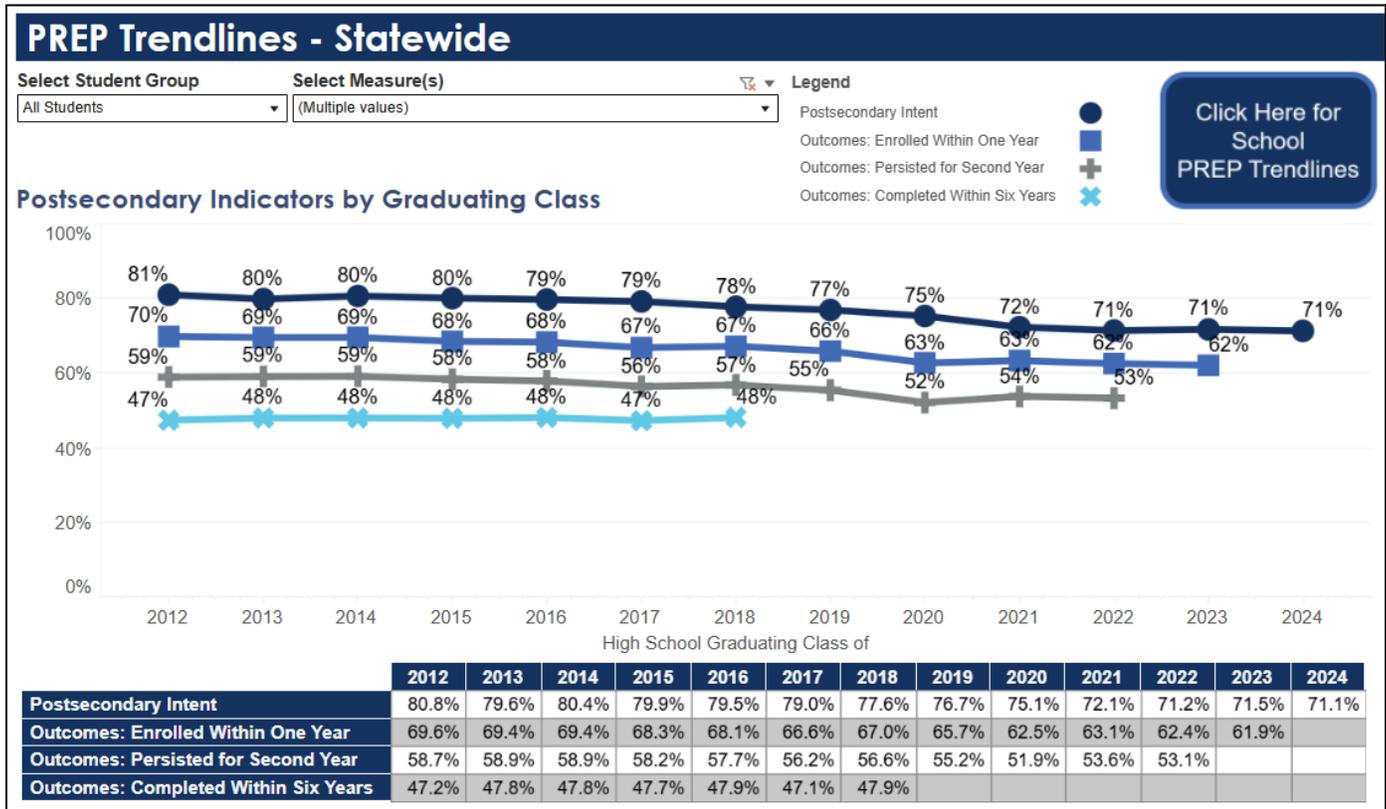K-6 Healthy Indicator #3 - Percent of learners meeting benchmark

Reading	Fall 2018	Winter 2019	Spring 2019	Fall 2019	Winter 2020	Spring 2020	Fall 2020	Winter 2021	Spring 2021	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025
PLAEA	66%	66%	63%	67%	67%	NA	58%	60%	57%	59%	61%	59%	60%	61%	59%	59%	58%	57%	58%	59%	56%
PLAEA - IEP	28%	28%	25%	31%	30%	NA	30%	28%	26%	29%	28%	25%	28%	27%	26%	28%	26%	25%	29%	27%	23%
PLAEA - Non-IEP	73%	73%	69%	72%	72%	NA	62%	64%	63%	63%	66%	64%	65%	66%	64%	63%	63%	62%	62%	64%	61%
State - IEP	27%	26%	26%	31%	31%	NA	26%	25%	24%	27%	27%	26%	28%	27%	26%	28%	27%	26%	28%	28%	*

Math	Fall 2020	Winter 2021	Spring 2021	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025
PLAEA	63%	64%	63%	66%	67%	65%	69%	67%	66%	68%	66%	65%	64%	64%	61%
PLAEA - IEP	34%	35%	34%	39%	39%	36%	38%	37%	36%	37%	39%	36%	37%	36%	34%
PLAEA Non-IEP	67%	69%	68%	71%	71%	70%	73%	72%	70%	72%	71%	70%	69%	69%	66%
State Data-IEP	32%	32%	31%	36%	35%	34%	37%	35%	33%	35%	36%	36%	37%	37%	*

*Data not available

EL at Benchmark / Non-EL at Benchmark (FastBridge)

K-6 Healthy Indicator #3 - Percent of learners meeting benchmark

Reading	Fall 2018	Winter 2019	Spring 2019	Fall 2019	Winter 2020	Spring 2020	Fall 2020	Winter 2021	Spring 2021	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025
PLAEA	66%	66%	63%	67%	67%	NA	58%	60%	57%	59%	61%	59%	60%	61%	59%	59%	58%	57%	58%	59%	56%
PLAEA - EL	34%	34%	30%	37%	35%	NA	26%	25%	22%	23%	25%	21%	27%	28%	24%	22%	21%	19%	21%	22%	20%
PLAEA - Non EL	69%	69%	66%	70%	70%	NA	61%	63%	61%	63%	65%	63%	64%	65%	63%	64%	63%	62%	62%	64%	61%
State - EL	34%	38%	41%	37%	42%	NA	28%	31%	34%	30%	36%	38%	30%	36%	36%	29%	32%	32%	27%	32%	*

Math	Fall 2020	Winter 2021	Spring 2021	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025
PLAEA	63%	64%	63%	66%	67%	65%	69%	67%	66%	68%	66%	65%	64%	64%	61%
PLAEA - EL	23%	25%	25%	25%	28%	28%	30%	30%	33%	27%	28%	28%	29%	32%	31%
PLAEA - Non-EL	66%	67%	66%	69%	69%	68%	71%	69%	68%	71%	70%	68%	69%	69%	66%
State - EL	30%	32%	32%	33%	36%	38%	35%	36%	38%	34%	36%	34%	34%	36%	*

*Data not available

PREP Trendline data no longer available by AEA
Statewide data:

PREP Trendlines - Statewide

Select Student Group
All Students

Select Measure(s)
(Multiple values)

Legend
- ● Postsecondary Intent
- ■ Outcomes: Enrolled Within One Year
- ✛ Outcomes: Persisted for Second Year
- ✖ Outcomes: Completed Within Six Years

Click Here for School PREP Trendlines

Postsecondary Indicators by Graduating Class

High School Graduating Class of

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Postsecondary Intent	80.8%	79.6%	80.4%	79.9%	79.5%	79.0%	77.6%	76.7%	75.1%	72.1%	71.2%	71.5%	71.1%
Outcomes: Enrolled Within One Year	69.6%	69.4%	69.4%	68.3%	68.1%	66.6%	67.0%	65.7%	62.5%	63.1%	62.4%	61.9%	
Outcomes: Persisted for Second Year	58.7%	58.9%	58.9%	58.2%	57.7%	56.2%	56.6%	55.2%	51.9%	53.6%	53.1%		
Outcomes: Completed Within Six Years	47.2%	47.8%	47.8%	47.7%	47.9%	47.1%	47.9%						

Four & Five Year Graduation Rates

Prairie Lakes AEA compared to State of Iowa

- ■ PLAEA Four Year Graduation Rate
- ■ PLAEA Five Year Graduation Rate
- ■ State Four Year Graduation Rate
- ■ State Five Year Graduation Rate

School Year
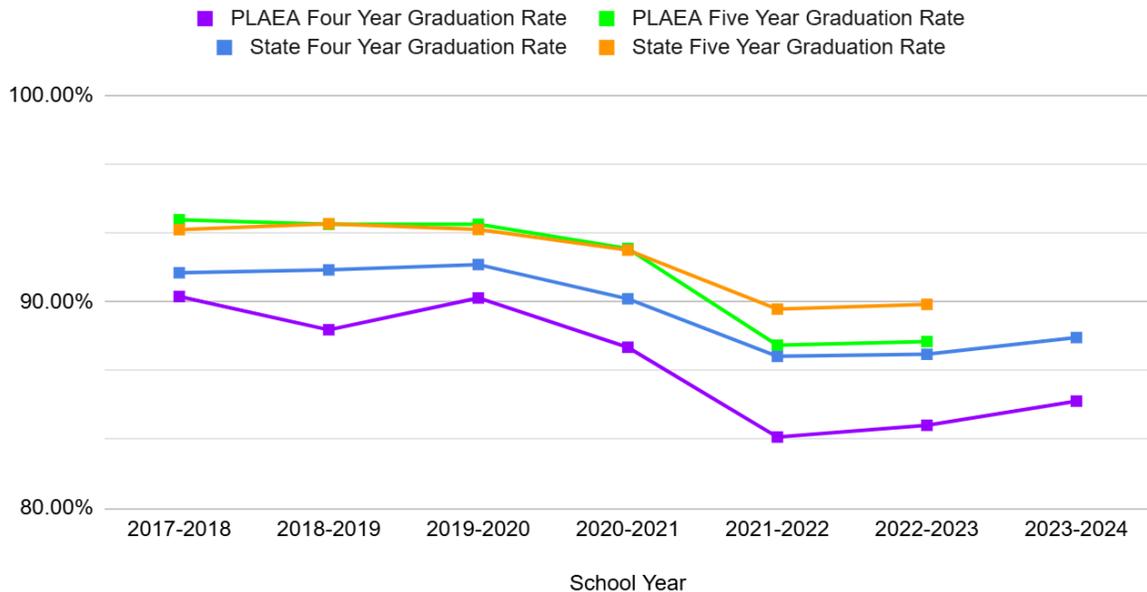
Federal Designations

Every Student Succeeds Act (ESSA) Targeted Assistance (Fall 2024 Designations)

Under the **Every Student Succeeds Act (ESSA)**, Iowa identifies schools for additional support through its federal accountability system based on student performance and subgroup outcomes. Schools identified for Targeted or Comprehensive support develop and implement improvement plans designed to address identified needs and improve outcomes for all students.

Iowa's Area Education Agencies (AEAs) play an important role in supporting these efforts by providing technical assistance, professional learning, and consultation aligned with school improvement priorities. AEAs provide direct support to Year 1 Title I Targeted schools and collaborate with the Iowa Department of Education to review school improvement plans, identify trends across identified schools, and coordinate supports intended to strengthen implementation and improve student outcomes.

The list below includes all buildings within Prairie Lakes with ESSA designations. Highlighted buildings indicate those receiving direct AEA support during the current reporting year.

Designation	Title I funds	District	School
Targeted Year 1	NO	Algona CSD	Algona High School
Targeted Year 1	NO	Clarion Goldfield Dows CSD	Clarion Goldfield Dows High School
Targeted Year 1	NO	Eagle Grove CSD	Eagle Grove High School
Targeted Year 1	NO	East Sac County CSD	East Sac County High School
Targeted Year 1	YES	Emmetsburg CSD	Emmetsburg Middle School
Targeted Year 1	NO	Estherville Lincoln Central CSD	Estherville Lincoln Central Middle School
Targeted Year 1	NO	Estherville Lincoln Central CSD	Estherville Lincoln Central High School
Targeted Year 1	YES	Fort Dodge CSD	Fort Dodge Butler
Targeted Year 1	YES	Fort Dodge CSD	Fort Dodge Duncombe
Targeted Year 1	NO	Fort Dodge CSD	Fort Dodge Middle School
Targeted Year 1	NO	Fort Dodge CSD	Fort Dodge High School
Targeted Year 1	YES	Greene County CSD	Greene County Middle School
Targeted Year 1	NO	Greene County CSD	Greene County High School
Comprehensive Year 1	YES	Laurens-Marathon CSD	Laurens-Marathon Elementary
Targeted Year 1	NO	Manson Northwest Webster CSD	Manson Northwest Webster JH/HS
Targeted Year 1	NO	Okoboji CSD	Okoboji High School
Targeted Year 1	YES	Pocahontas CSD	Pocahontas Elementary
Targeted Year 1	YES	Pocahontas CSD	Pocahontas MS/HS
Comprehensive Year 1	YES	Ruthven-Ayrshire CSD	Ruthven-Ayrshire Elementary
Targeted Year 1	NO	South Central Calhoun CSD	South Central Calhoun Middle School
Targeted Year 1	NO	South Hamilton CSD	South Hamilton Middle/High School
Targeted Year 1	NO	Southeast Valley CSD	Southeast Valley High School
Targeted Year 1	NO	Spencer CSD	Lincoln Elementary
Targeted Year 1	NO	Spencer CSD	Spencer Middle School
Targeted Year 1	NO	Spirit Lake CSD	Spirit Lake High School
Targeted Year 1	YES	Storm Lake CSD	Storm Lake Elementary
Targeted Year 1	YES	Storm Lake CSD	Storm Lake Middle School
Targeted Year 1	NO	Storm Lake CSD	Storm Lake High School
Targeted Year 1	NO	Webster City CSD	Webster City Middle School
Targeted Year 1	NO	Webster City CSD	Webster City High School

IDEA-Differentiated Accountability (IDEA-DA) is Iowa's continuous monitoring process for special education programs, focusing on both compliance and improving outcomes for students with disabilities. Data are collected, verified, and reviewed annually (FIT, CSA and progress reports) for each LEA, with follow-up provided for districts that fall below state targets. Prairie Lakes AEA provides targeted support and technical assistance with IDEA-DA action plans to strengthen program management, implementation, and student outcomes, aligned with areas identified through monitoring data.

The table below lists each district within Prairie Lakes, their IDEA-DA Tier/Level, and the primary focus area for support during the current reporting year.

District Number	District Name	Tier/Level	Focus Area
0072	Albert City Truesdale Comm School District	Tier 2	K-6 Literacy
0126	Algona Comm School District	Tier 1	Secondary transition
0171	Alta-Aurelia Comm School District	Tier 1	K-6 Literacy
1206	Clarion-Goldfield-Dows Comm School District	Tier 1	Literacy
1218	Clay Central Everly Comm School District	Tier 2	K-6 Literacy
1944	Eagle Grove Comm School District	Tier 1	Literacy
6741	East Sac County Comm School District	Tier 1	K-6 Literacy
2088	Emmetsburg Comm School District	Tier 3	K-6 lit SDI,
2124	Estherville Lincoln Central Comm School District	Tier 2	K-6 lit
2313	Fort Dodge Comm School District	Tier 3	Secondary transition
2493	Gilmore City-Bradgate Comm School District	Tier 1	Preschool
2556	Graettinger-Terril Comm School District	Tier 1	K-6 Literacy
3195	Greene County Comm School District	Tier 1	Literacy
2846	Harris-Lake Park Comm School District	Tier 1	Literacy
3060	Humboldt Comm School District	Tier 1	Literacy
3537	Laurens-Marathon Comm School District	Tier 1	Preschool
3897	LuVerne Comm School District	Tier 2	Closed
4023	Manson Northwest Webster Comm School District	Tier 1	K-6 Literacy
4644	Newell-Fonda Comm School District	Tier 1	K-6 Literacy
4778	North Kossuth Comm School District	Tier 1	Literacy
0333	North Union Comm School District	Tier 1	Literacy
4890	Okoboji Comm School District	Tier 1	Literacy
5139	Paton-Churdan Comm School District	Tier 2	Literacy
5283	Pocahontas Area Comm School District	Tier 1	K-6 Literacy
5325	Prairie Valley Comm School District	Tier 1	Literacy
5724	Ruthven-Ayrshire Comm School District	Tier 1	K-6 Literacy
5823	Schaller-Crestland Comm School District	Tier 1	K-6 Literacy
6035	Sioux Central Comm School District	Tier 1	Secondary transition

District Number	District Name	Tier/Level	Focus Area
6091	South Central Calhoun Comm School District	Tier 2	Secondary transition
6095	South Hamilton Comm School District	Tier 1	Literacy
6096	Southeast Webster Grand Comm School District	Tier 1	Literacy
6102	Spencer Comm School District	Tier 1	K-6 Literacy
6120	Spirit Lake Comm School District	Tier 1	Literacy
6219	Storm Lake Comm School District	Tier 3	K-6 Literacy
6246	Stratford Comm School District	Tier 2	Literacy
6516	Twin Rivers Comm School District	Tier 2	Literacy
6867	Webster City Comm School District	Tier 2	Literacy
6921	West Bend-Mallard Comm School District	Tier 1	Academic Success

Examples of Targeted Support Based on Above Designations

- PLAEA ESSA Network team supports Year 1, Title I schools that receive an ESSA designation to meet the required components of ESSA by supporting the building with facilitation and work with the ESSA Data Review, SAMI, and Action Planning. This is offered through on-site support as well as in-district support. We *may* attend the ESSA Resource Allocation Review with buildings engaging in this with the Department of Education.

- During regional action plan sessions as well as on-site action plan sessions, PLAEA School Improvement Facilitators support schools in reviewing the state Evidence-Based Practices Briefs to determine practices to drive Action Plans.

- PLAEA ESSA Network members meet quarterly with Year 1, Title I building leaders to engage in ESSA Progress Reports. We follow a Department of Education protocol to support buildings in implementing their action plans and moving to sustainability.

- PLAEA has heavily invested in LETRS (Language Essentials for Teachers of Reading & Spelling). We have a School Improvement Facilitator that provides regional end-of-unit trainings for the eight different LETRS units. Prairie Lakes may also provide in-district LETRS end-of-unit training for districts who plan for that learning during their district professional development days. Schools are encouraged to purchase additional on-going coaching and implementation support through the service-for-fee model.

- By December 2024 PLAEA Staff had met with all level 2 IDEA-DA districts and completed the data review process and action planning. Level 1 schools who opted for support were also included.

- Regional Training has been provided using these Department of Education practices:
    - Preschool SDI
    - K-6 Literacy
    - Secondary Transition
    - Students with Significant Disabilities

- In addition to the data reviews, and action planning for IDEA DA Level 2 & 3 Districts, Regional Administrators met with district leadership monthly to review their plans and discuss progress.

Mathematics

Examples of Assistance to Schools and School Districts to Improve Student Achievement in Mathematics

Through the AEA service-for-fee model, districts and non-public schools may purchase consultation, professional learning, and implementation support to improve student achievement in mathematics. During the 2024-25 school year, Prairie Lakes AEA provided a range of supports. These included assistance with curriculum adoption, implementation of intervention systems, and facilitation of data-based decision-making. Consultants also supported professional learning communities (PLCs), secondary curricular implementation, and teacher understanding of mathematics standards and foundational shifts. Regional professional learning opportunities were offered in areas such as Numeracy Project 2.0, Number Talks, Fact Fluency, and Number Sense, providing educators with strategies and tools to strengthen instruction and student outcomes.

Districts and non-public schools purchased access to consultants to provide professional learning, ongoing coaching, and implementation support. Specific mathematics supports during the 2024-25 school year included:

- Assisting schools with **curriculum adoption** and aligning instruction to best practices in mathematics.

- Supporting schools in **analyzing student data** and facilitating data-based decision-making conversations.

- Providing guidance for **intervention systems**, including identifying high-quality supports for math MTSS.

- **Supporting implementation** of curricular materials.

- Delivering professional learning and implementation support through **Numeracy Project 2.0**, including regional workshops.

- Supporting teachers through PLCs as well as PD facilitation in **understanding and applying math standards**, including the Standards for Mathematical Practice, the new math standards, and foundational math shifts.

- Providing regional professional learning opportunities focused on **Number Talks**, **Fact Fluency**, and **Number Sense**.

Examples of Assistance to Schools and School Districts to Reduce Achievement Gaps in Mathematics

During the 2024-25 school year, Prairie Lakes AEA provided a range of supports to support schools to address achievement gaps in mathematics. Consultants supported districts in strengthening mathematics MTSS systems, including examining intervention structures and identifying evidence-based supports for students requiring additional instruction. Professional learning and implementation support through Numeracy Project 2.0 focused on strengthening instructional practices that improve access to rigorous mathematics for all learners while supporting improved outcomes for students who have historically struggled in mathematics. Additional regional professional learning opportunities highlighted evidence-based strategies, including number sense development and fact fluency, designed to strengthen foundational mathematics understanding and support improved outcomes for struggling learners.

Specific mathematics supports to address achievement gaps during the 2024-25 school year included:

- Supporting districts in reviewing and strengthening mathematics **MTSS systems**, including **intervention structures and progress monitoring practices**.

- Facilitating **data-based conversations** with educators to identify student needs and guide instructional and intervention decisions in mathematics.

- Providing professional learning and coaching through **Numeracy Project 2.0** to strengthen instructional practices that support access and engagement for all learners.

- Offering regional professional learning on **evidence-based strategies** such as Number Talks, number sense development, and fact fluency to strengthen foundational mathematics understanding.

- Supporting educators in **aligning instruction** with Iowa's mathematics standards and the Standards for Mathematical Practice to promote deeper mathematical thinking for all students.

- Assisting districts with **curriculum adoption**, including reviewing instructional materials for scaffolded supports to support differentiation.

Examples of Assistance to Schools and School Districts to Improve Mathematics Teaching

During the 2024-25 school year, Prairie Lakes AEA provided a range of support to help districts and non-public schools strengthen mathematics instruction. Consultants supported districts in implementing effective mathematics MTSS systems, improving instructional practices, and using data to inform decisions. Professional learning opportunities, including Numeracy Project 2.0 and regional workshops, focused on evidence-based strategies to support all learners, strengthen foundational mathematics skills, and improve access and engagement for students who have historically struggled in mathematics.

Specific mathematics supports to improve mathematics teaching during the 2024-25 school year included:

- Supporting districts in strengthening mathematics **MTSS** systems, including reviewing **intervention structures** and **progress monitoring practices**.

- Providing professional learning and coaching through **Numeracy Project 2.0** to improve instructional practices and support all learners.

- Assisting districts with **curriculum adoption**, including reviewing instructional materials for scaffolded supports to support differentiation.

- Offering regional professional learning on **evidence-based strategies** such as Number Talks, number sense development, and fact fluency to strengthen foundational mathematics understanding.

- Facilitating **data-based conversations** and professional learning communities (PLCs) to guide instructional decisions and monitor student progress.

Reading

Examples of Assistance to Schools and School Districts to Improve Student Achievement in Reading

Through the AEA service-for-fee model, districts and non-public schools may purchase consultation, professional learning, and implementation support to strengthen reading instruction and improve student outcomes. During the 2024-25 school year, Prairie Lakes AEA supported teachers and leadership teams in analyzing data, aligning instruction to literacy standards, and implementing evidence-based practices. Professional learning and coaching focused on the science of reading, effective writing instruction, and using screening and assessment data to guide instructional decisions and intervention planning.

Districts and non-public schools purchased access to consultants to provide professional learning, ongoing coaching, and implementation support. Specific reading supports during the 2024-25 school year included:

- Supporting teachers and teams in unpacking **literacy and writing standards**, identifying learning targets, and selecting appropriate formative assessments.

- Providing **professional learning and coaching** in LETRS, Science of Reading and the Science of Writing/The Writing Rope to strengthen teacher instructional practices.

- Facilitating **data analysis and decision-making** following screening windows to inform instruction and

intervention.

- **Coaching implementation** of core reading curricula and intervention resources to support all learners.

- Assisting schools in building **intervention** banks and aligning interventions to individual student needs, including documentation in **Panorama**.

Examples of Assistance to Schools and School Districts to Reduce Achievement Gaps in Reading

Through the AEA service-for-fee model, districts and non-public schools purchased targeted support to address reading achievement gaps, particularly for students with disabilities and other learners who have historically struggled. During the 2024–25 school year, Prairie Lakes AEA supported districts in using data to guide instruction, strengthening intervention systems, and implementing evidence-based literacy practices. Professional learning and coaching, including support around Preschool, Significant Disabilities, and K–6 literacy SDI packages, focused on building teacher capacity and providing high-quality, differentiated instruction for all learners.

Specific reading supports to address achievement gaps during the 2024-25 school year included:

- Supporting teachers and teams in **analyzing assessment data** to identify reading gaps and guide instruction.

- Coaching development and implementation of evidence-based **literacy interventions** for struggling readers.

- Providing **professional learning and coaching**, including Preschool, Significant Disabilities, and K–6 literacy SDI packages; LETRS and Science of Reading; and Science of Writing/Writing Rope to strengthen instructional practices.

- **Coaching implementation** of core reading curricula and intervention resources to support students not meeting grade-level expectations.

- Supporting educators in **aligning instruction to Iowa's ELA standards**, including learning targets and formative assessments.

Examples of Assistance to Schools and School Districts to Improve Reading Teaching

During the 2024–25 school year, Prairie Lakes AEA supported teachers and leadership teams in implementing evidence-based literacy practices, aligning instruction to literacy standards, and using assessment data to guide instruction, all in support of strengthening reading instruction and enhancing teaching practices. Professional learning and coaching, including support around Preschool, Significant Disabilities, and K–6 literacy SDI packages, focused on building teacher capacity, improving core instruction, and implementing interventions effectively.

Specific supports to improve reading teaching during the 2024-25 school year included:

- Supporting teachers and teams in unpacking **literacy and writing standards** and identifying learning targets and aligning formative assessments.

- Providing **professional learning and coaching**, including Preschool, Significant Disabilities, and K–6 literacy SDI packages; LETRS and Science of Reading; and Science of Writing/Writing Rope to strengthen instructional practices.

- **Coaching implementation** of core and intervention High Quality Instructional Materials.

- Coaching teachers in **using assessment data** to guide instruction and differentiate for student needs.

- Offering regional and on-site professional learning on **evidence-based strategies**, including the Science of

Reading, writing strategies, data analysis, foundational literacy skills, and SDI packaging.

Science

Examples of Assistance to Schools and School Districts to Improve Student Achievement in Science

Through the AEA service-for-fee model, districts and non-public schools may request support to strengthen science instruction. During the 2024–25 school year, one district contracted for assistance to engage science PLCs in analyzing standards and ensuring alignment between instruction and assessments.

Examples of Assistance to Schools and School Districts to Reduce Achievement Gaps in Science

Science support is available on a request basis to help districts address student learning needs. While few schools contracted for direct assistance in 2024–25, the AEA provides targeted support to ensure all learners have access to high-quality science instruction when requested.

Examples of Assistance to Schools and School Districts to Improve Science Teaching

Through the service-for-fee model, districts may access consultation and professional learning to strengthen science teaching practices. Support in 2024–25 included facilitating PLC discussions focused on aligning science instruction and assessments to standards.

Other Targeted Assistance

Examples of Assistance to Schools and School Districts to Reduce Student Dropout Rates

Through the AEA service-for-fee model, districts and non-public schools may purchase support to promote student engagement, reduce dropout risk, and build safe and supportive learning environments. Prairie Lakes AEA is able to provide professional learning, consultation, and resources for chronic absenteeism, early warning systems, and applied behavior analysis.

Specific supports to reduce student dropout rates during the 2024-25 school year included:

- Providing on-site support for schools including CPI **professional development** as well as professional development and **ongoing implementation support** of PBIS.

- Offering regional professional development sessions and resources, including chronic absenteeism PD and data analysis, introductions to applied behavior analysis, and the PFA-SBT process.

Examples of Assistance to Schools and School Districts to Prepare Students for Postsecondary Success

Through the AEA service-for-fee model, districts and non-public schools may purchase supports to help prepare students for postsecondary education, training, and employment. Prairie Lakes AEA also provides no-cost supports directly tied to individual students, including special education representatives assisting with secondary transition and postsecondary planning. Additional supports include participation in regional RPP meetings, FAFSA completion data distribution, career exploration resources such as CareerLabsVR, and secondary transition SDI professional learning.

- Providing consultation and coaching for **secondary transition planning,** including a partnership with Iowa Vocational Rehabilitation Services to create Local School Plans which assist students with planning for post secondary training and employment.

- Offering regional professional development and resources, including CareerLabsVR, secondary transition SDI professional learning, RPP collaboration, and FAFSA completion support for school counseling programs.

Examples of Assistance to Schools and School Districts to Ensure Students Complete a Core Program

Through the AEA service-for-fee model, districts and non-public schools may purchase support to strengthen MTSS structures, early warning systems, and alignment of instruction and assessment to grade-level standards. During the 2024–25 school year, Prairie Lakes AEA supported schools in digging into standards, aligning assessments, and ensuring instruction addresses core learning goals for all students. Additional consultation and professional learning are available to support schools in monitoring student progress and implementing evidence-based interventions to help all students complete a rigorous core program.

- Supporting teachers and leadership teams in analyzing **standards**, aligning **assessments**, and ensuring instruction addresses core **learning expectations**.

- Providing consultation and professional learning, available for purchase, to strengthen **MTSS systems**, **early warning systems**, and **interventions** to support all students in completing a core program.

Resource Management

Examples of Assistance to Schools and School Districts in Delivering Cost-Efficient Services

2024-25 Services

- Prairie Lakes AEA provides a valuable service to school districts by offering School Technology Technicians (STT) who can provide technical support to schools and their staff. This can be particularly beneficial for rural school districts that may have difficulty finding and employing their own Information Technology (IT) staff. Sharing IT expertise between districts is a smart way to address the challenges faced by rural districts in recruiting and retaining skilled IT professionals. This approach can help schools reduce costs and improve the quality of IT services provided to students and staff.

- The Teacher Librarian Consultant service offered by Prairie Lakes AEA involves providing a consultant to the school district who specializes in the role of a Teacher Librarian. The Teacher Librarian Consultant supports and advises on various aspects related to the school's library and information resources, ensuring that the school library is a hub for learning, research, and reading. Agreements are entered into pursuant to section 280.15 of the Code of Iowa.

- PLAEA offers various agreements with our schools in shared services: [Sharing agreements](#)

Examples of Assistance to Schools and School Districts in Timely Delivery of Services

Prairie Lakes AEA ensures timely delivery of supports through rapid response, proactive planning, and ongoing communication with districts and families. In addition to regular meetings with districts to assess support needs and sharing key information through newsletters and web postings, the agency provides direct services and resources within established timelines to ensure students receive what they need without delay.

Examples of these timely supports and services provided to schools and districts include the following:

- Providing rapid **crisis response** through the PLAEA Crisis Response Team for school-related emergencies.

- Distributing **FAFSA completion** rates weekly to support school counseling programs.

- Completing **evaluations** for students suspected of having a disability within 60 days.

- Contacting families within 2 days of an **Early ACCESS referral** and **establishing services** within 45 days for children under age 3.

- Offering monthly **Curriculum Network** sessions, both face-to-face and virtual, to provide timely professional learning for educators.

Customer Satisfaction

- Professional learning survey results indicate consistently strong satisfaction across Prairie Lakes AEA offerings. Across all sessions and survey indicators, the large majority of respondents selected Agree, indicating that learning goals were met, activities supported understanding of the content, and participants felt prepared to implement their learning with fidelity. Participants also consistently indicated that implementation of the course content would have a positive impact on student outcomes. Open-ended feedback reflected appreciation for practical strategies, relevant content, and knowledgeable instructors, with suggestions primarily focused on additional topic areas and logistical improvements for future sessions. Beginning with the 2025–26 school year and moving forward, Prairie Lakes AEA will prioritize offering courses that have been approved by the Iowa Department of Education to ensure alignment with state guidance and licensure expectations.

- The December 2024 Prairie Lakes AEA Satisfaction Survey indicates a strong overall approval rating, with 78% of respondents reporting they are satisfied with the services provided. While specific satisfaction levels vary by department, technology and media services saw the highest combined positive sentiment, while special education and general education services received more varied feedback. The survey represents a mix of local educational leaders, with 70% of responses coming from public school districts and 30% from accredited non-public schools.

Service Area	Extremely Satisfied	Somewhat Satisfied	Total Positive Sentiment
Technology Services	55%	42%	97%
Media Services	43%	49%	92%
Special Education	36%	42%	78%
Education Services	24%	51%	75%

Following the conclusion of our partnership with Hanover, Prairie Lakes AEA is transitioning from a traditional customer satisfaction model toward a more systemic, inclusive formal needs assessment scheduled for the 2025-26 school year. While the 2024-25 period relied on individualized, responsive support from staff and administration within districts, this upcoming shift will provide a unified data framework to more precisely align AEA resources with specific school needs.