

# Iowa State Board of Education

## Executive Summary

April 16, 2026

**Agenda Item:** Keystone Area Education Agency Annual Accreditation Performance Review

**State Board Goal(s):** Goal 2

**State Board Role/Authority:** Iowa Code section 273.10 and Iowa Administrative Code chapter 281-72 requires the Iowa Department of Education to conduct an accreditation process of the AEA. This is the annual update on the progress since the accreditation on-site visit was completed in the spring 2025.

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**Attachment(s):** Two

**Recommendation:** It is recommended that the State Board hear and discuss this information.

**Background:** On July 16, 2025, the State Board of Education granted Keystone Area Education Agency full accreditation status. The AEA is required to complete an annual performance review and provide yearly updates of progress on towards required and recommended actions to the State Board.

## Keystone AEA Annual Accreditation Performance Review Summary

### Standard Area Scores

(Rating Key: 5: Sustaining/Optimizing; 4: Implementation; 3: Initial Implementation; 2: Getting Started; 1: Not Yet Meeting)

Standard Area	AEA	DE	Standard Area	AEA	DE
1. School-Community Planning	2	2	6. Learning Environment	3	3
2. Professional Development	3	2	7. Compliance	2	2
3. Curriculum, Instruction and Assess.	3	2	8. Program Evaluation	2	2
4. Special Education Services	5	2	9. Management Services	3	5
5. Technology Planning & Services	2	3	10. Media Services	3	3

### Required Improvement Actions

#### 3. Curriculum, Instruction, and Assessment (Getting Started)

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

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

- Complete and submit the IDEA Part B Annual Performance Report data review and analysis artifact

### Recommended Continuous Improvement Actions

#### 1. School-Community Planning (Getting Started)

- Provide additional evidence for implementing the school-community planning process, build internal capacity to provide the service to districts when requested and ensure districts know about the service
- Continue to build internal capacity to support the district service plan process and use the continuous improvement process, including data, to evaluate and refine the process

#### 2. Professional Development (Getting Started)

- Continue to build processes to make data-based decisions for internal and external professional development
- Strengthen the use of evidence to support ongoing data-driven decisions for external professional development

#### 3. Curriculum, Instruction and Assessment (Getting Started)

- Continue to develop a process to monitor implementation of tiered instruction and the impact on students
- Provide additional support for other unique populations of students
- Document support provided to address behavioral and functional needs of students
- Develop and implement a process to gather and use stakeholder feedback

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

- Define “as needed” in the staffing plan to more accurately determine the impact upon work and staff allocations
- Provide evidence to support the implementation of coaching for Child Find practices

#### 5. Technology Planning Services (Initial Implementation)

- Clarify feedback loops and identify data the AEA will use to professional learning meets staff and district needs
- Add details to the Assistive Technology (AT) Support Plan to address Accessible Educational Materials for each tier
- Increase the breadth of staff development, coaching and technology integration for all AEA and district staff
- Provide the approved Access for All professional learning for internal and external partners
- Review and provide reminders around AT for Early ACCESS staff more frequently

#### 6. Learning Environment (Initial Implementation)

- Continue to build capacity for Tier 1 and Tier 2 systems within a Multi-Tiered System of Supports (MTSS)
- Enhance processes for monitoring the impact of social-emotional behavioral health support across districts

#### 7. Compliance (Getting Started)

- Have clear communication structures outlined and documented within the Part B and C Service Delivery Plans
- Determine an evaluation plan the AEA will use to assess its compliance initiatives, including goals for the AEA

#### 8. Program Evaluation (Getting Started)

- Evaluate the delivery of AEA services, including the impact of services on students

- Establish a specific, detailed program evaluation plan for English learners (ELs) and talented and gifted (TAG) programs
- Build capacity for internal program reviews, develop a cycle for internal program reviews and use the information to determine the services offered by the AEA

#### 9. Management Services (Sustaining/Optimizing)

- Implement the AEA program review and evaluation process to measure progress and evaluate services
- Provide evidence of the application of the six-step management services process in the next annual review

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

- Collect additional qualitative data and add quantitative data about the impact on student learning outcomes
- Use the AEA-developed internal program review process to conduct a needs assessment and evaluate services

### Strengths

#### 1. School-Community Planning (Getting Started)

- All districts engaged in the district service plan process using the consistent process established by the AEA
- Created tools and processes for school and community planning

#### 2. Professional Development (Getting Started)

- Defined IDEA-Differentiated Accountability practice and systems coaching for staff and stakeholders
- Created internal professional learning plan for new and veteran staff to address Child Find needs in the agency

#### 3. Curriculum, Instruction and Assessment (Getting Started)

- Provided Every Student Succeeds Act data analysis and implementation plan support for districts
- Ensured stakeholders have information needed to support groups such as ELs and TAG

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

- Part C staff met the Family Guided Routines Based Intervention (FGRBI) statewide implementation goal, 100% of staff were trained on FGRBI and the AEA is meeting implementation and maintenance requirements
- Supported Child Find learning for staff serving children ages three to five years and Part C to B transitions

#### 5. Technology Planning Services (Initial Implementation)

- AT Support Plan addressed needs through three tiers of support
- Increased the number of technology support staff during Fiscal Year (FY) 2026 and continuing for FY27
- Included professional learning and technical assistance in the support plan for AT in Early ACCESS

#### 6. Learning Environment (Initial Implementation)

- Implemented professional development, coaching and consultation to strengthen learning environments
- Provided approved professional learning and coaching to support social-emotional behavioral health

#### 7. Compliance (Getting Started)

- Part B and Part C Service Delivery Plans outlined how the AEA ensures reports, documents, and internal and external services are provided and monitored
- Relationships with districts form a foundation to build capacity for compliant practices and general supervision

#### 8. Program Evaluation (Getting Started)

- AEAs developed a collaborative, data-driven program review process in districts and Keystone trained two staff members to support the program evaluation process
- AEAs developed an internal program review framework to evaluate fee-based AEA services

#### 9. Management Services (Sustaining/Optimizing)

- Written process to provide management services that addresses all components of the standard
- Evidence of budget alignment and a variety of management services provided to meet needs in the AEA

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

- Provided high-quality instructional materials to districts through lending libraries
- District needs are proactively addressed through structured service requests and service agreements
- Selection of materials was clearly identified, educationally significant and based on usage and appeal

### Department Annual Accreditation Performance Review Recommendation

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

Keystone AEA must complete the two **required actions** (Curriculum, Instruction and Assessment; Special Education Services) in the Annual Accreditation Performance Review within 30 days of the updated Part B Annual Performance Review data being shared or by June 30, whichever is sooner. Keystone must also continue to complete all **required actions** in its 2025 Accreditation Decision.

As part of AEA continuous improvement efforts, it is recommended that the AEA advance all identified **recommended actions** as appropriate and continue to build upon its identified **strengths**.



# Keystone Area Education Agency

Annual Accreditation Performance Review

April 2026



Department of Education

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# AEA Annual Accreditation Performance Review

## Introduction

Iowa Code section 273.10 and Iowa Administrative Code chapter 281-72 requires the Iowa Department of Education (Department) to conduct an area education agency (AEA) accreditation process to determine if the AEA is meeting accreditation standards. AEA statutory accreditation standards established in Iowa Code section 273.11 were revised by 2024 Iowa Acts, chapter 1002 (House File 2612). Specifically, AEA accreditation standards were revised to include an intensified focus on learners with disabilities' services, supports and outcomes. These modifications resulted in clarification regarding the AEA services that must be provided to districts, as well as the AEA services that may be provided to districts when requested, needed or purchased by a district.

All AEAs in the state must provide special education services to districts receiving such services from the AEA. An AEA providing special education services must demonstrate that it is meeting the AEA accreditation standards in the areas of special education services and compliance, and all standards pertaining to learners with disabilities. In addition, the AEA must meet all of the federal statutory requirements of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq.) and the federal regulations for Part B for school-aged children (34 C.F.R. Part 300) and for Part C Early ACCESS for infants and toddlers (34 C.F.R. Part 303). In addition, the AEA must demonstrate compliance with all relevant special education state law including, but not limited to, Iowa Code chapters 256B and 273; and Iowa Administrative Code chapters 72, 41 and 63.

If the AEA elects to provide the additional general education services to districts in educational and media service areas, the AEA must meet the state law and Iowa Administrative Code requirements. The AEA must also meet accreditation standards in the relevant standard area in order to be able to provide the services to districts. Examples of these standard areas include professional development, media services, management services and program evaluation.

The AEA accreditation process is cyclical. It begins with an on-site visit with the purpose of determining if the AEA meets the AEA accreditation standards. It results in a recommendation to the State Board of Education (State Board) that the AEA is accredited, conditionally accredited, or not accredited. The on-site visit also results in the identification of strengths, as well as required and recommended actions to support continuous improvement action plans within the AEA.

In subsequent years, the AEA participated in the Annual Accreditation Performance Review process. The purpose of the Annual Accreditation Performance Review is to further the continuous improvement process within the AEA in partnership with the Department. The Annual Accreditation Performance Review results in a review of progress from the prior year(s) to current year, identification of strengths, required actions the AEA must implement and recommended actions the AEA may implement in order to progress toward optimizing implementation of the AEA accreditation standards.

## AEA Annual Accreditation Performance Review Process

The Annual Accreditation Performance Review consisted entirely of a permanent product review. The Department determined a set of standard-aligned, required artifacts that each AEA was required to submit. The AEA was able to submit additional artifacts in each standard area to demonstrate current performance or progress in the standard area from the prior year(s). The AEA also completed a self-reflection in which AEA staff identified strengths, continuous improvement needs, and an AEA-score in each standard area using the provided AEA accreditation standard innovation configuration.

A three-person team was assigned to each standard area. Each person reviewed the submitted documents, the AEA's self-reflection information and the AEA-submitted score. Each person identified strengths, areas for growth and a score for the assigned standard area. The three members of the standard area team then collaborated to determine the final score for the AEA using the AEA accreditation standard innovation configuration. The scoring team also collaboratively identified strengths, required actions and recommendations for continuous improvement in each standard area. The following are the results for Keystone AEA (Keystone) for academic year 2025-2026.

## **AEA Annual Accreditation Performance Review Results**

### **1. School-Community Planning**

This section includes how the AEA provides support for school-community planning, including a means of assessing needs, establishing shared direction and implementing program plans and reporting progress toward goals for all students, including students with disabilities.

*Standard A – Support for school-community planning, including a means of assessing needs, developing collaborative relationships among community agencies, establishing shared direction, and implementing program plans and reporting progress toward goals for all students, including students with disabilities.*

#### **AEA accreditation standard innovation configuration rating**

AEA self-rating: Two - Getting Started

Department rating: Two - Getting Started

#### **Strengths**

Keystone demonstrated strengths in the area of school-community planning. Artifacts demonstrated that Keystone has established a district service plan process and that all districts in the AEA engaged in the process with the AEA. The district service planning process included opportunities to establish district needs and priorities based on district input. In addition, artifacts revealed that the AEA has created tools and processes for school and community planning. Lastly, the AEA provided evidence that the AEA has shown progress in completing recommended actions in the standard area from the prior accreditation visit.

#### **Required actions**

There are no required actions.

#### **Recommendations for continuous improvement**

In order to show growth in this standard area, it would be beneficial for Keystone to provide additional evidence of implementing the school-community planning process. At this point, the AEA submitted the statewide School Community Plan, but did not submit any information about AEA capacity to implement the plan or any information about how the plan may have already been implemented in districts in Keystone. It is recommended that Keystone build capacity in staff to provide the service in districts when requested and ensure communication to districts about the availability of the service agencywide. It is also recommended that the AEA continue to build internal capacity for the district service plan process to support the school districts and continue to use the continuous improvement process and implementation and evaluation data to refine that process.

## 2. Professional Development

This section provides evidence that explains how evidence-based professional development programs offered by the AEA respond to current needs and are consistent with the standards adopted by the State Board.

*Standard B - Evidence-based professional development programs that respond to current needs.*

*Standard Q - Support for staff development and adult learners utilizing evidence-based professional development in a manner that meets the professional needs of staff and adult learners consistent with standards adopted by the State Board of Education.*

### AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Two - Getting Started

### Strengths

Keystone provided evidence that demonstrated growth in the standard area. The AEA has defined IDEA-Differentiated Accountability practice and system coaching for staff and stakeholders. The internal professional learning plan specified the Child Find professional learning for new and veteran staff and included content specific to Part C to Part B transitions and Child Find evaluations for students three to five years of age. The external learning plan also provided evidence that the AEA is providing professional learning that is aligned to State Board goals and several include coaching and modeling to support implementation. In addition, the participation data indicated that public schools, nonpublic schools and the charter school in the region are taking advantage of the professional learning opportunities offered by the AEA.

### Required actions

There are no required actions.

### Recommendations for continuous improvement

It is recommended that Keystone continue to build processes to ensure data-based decisions are made for internal and external professional development. The AEA should strengthen the use of evidence to support ongoing data-driven decisions for external professional development. It is recommended that the AEA collect participant feedback from professional learning and review implementation documentation to ensure the professional development delivered aligns with the approved professional learning offerings.

## 3. Curriculum, Instruction and Assessment

This section provides evidence of how the AEA supports curriculum development, instruction and assessment for reading, language arts, mathematics and science using research-based methodologies for all students, including students with disabilities.

*Standard C - Support for curriculum development, instruction, and assessment services that address the areas of reading, language arts, mathematics, and science, using research-based methodologies, for all students, including students with disabilities.*

*Standard P - Support for students using educational programs and services in a manner that is consistent with the educational standards established pursuant to Iowa Code section 256.11.*

### AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Two - Getting Started

## Strengths

Keystone provided evidence of Every Student Succeeds Act (ESSA) sessions for districts. The AEA has provided team support to review implementation plans and used data to make adjustments as necessary. Evidence from the ESSA and Continuous Improvement artifact provided examples of AEA staff coaching, identifying and analyzing data to determine needs and to determine the school districts' effectiveness. Artifacts provided support for the fact that the AEA has a flow of communication to ensure stakeholders have the information they need to support unique populations such as talented and gifted (TAG), English learners (ELs), and students with Section 504 plans.

## Required actions

In order to demonstrate full compliance with the standards in this area, Keystone is required to demonstrate that the AEA is providing services in all content areas specified in the curriculum, instruction and assessment standards. The AEA must provide evidence by June 30 and in the next review cycle.

## Recommendations for continuous improvement

Keystone should continue working to develop a formalized process of tracking and monitoring implementation of Multi-Tiered System of Supports (MTSS) and the tiers of instruction across the school districts to ensure consistency of implementation and sustained impact on student outcomes. The AEA should consider providing additional curriculum, instruction and assessment support for other unique population including students in special education, students who are at-risk, students who are homeless and/or students in foster care. The AEA should also consider documenting the curriculum, instruction and assessment support provided to address behavioral and functional needs of students. It is further recommended that Keystone develop and implement a process to gather and utilize stakeholder feedback across the curriculum, instruction and assessment system.

## 4. Special Education Services and Support

This section provides evidence of support for special education services, early childhood services for families and children and support for addressing the diverse learning needs of all children and youth.

*Standard D - Special education support.*

*Standard J - Support for early childhood service coordination for families and children, age birth through three years, to meet health, safety, and learning needs, including service coordination.*

*Standard M - Support for addressing the diverse learning needs of all children and youths, including children and youths who are eligible for special education through services that include direct services to students with disabilities.*

## AEA accreditation standard innovation configuration rating

AEA self-rating: Five - Sustaining/Optimizing

Department rating: Two - Getting Started

## Strengths

Keystone artifacts identified the full-time equivalent (FTE) staff identified to support special education services. The AEA evidence also identified the increase in the number of students served in Part C Early ACCESS (birth to age three). The AEA provided evidence that Part C staff met the Family Guided Routines Based Intervention (FGRBI) statewide goal and 100% of staff were trained in FGRBI. The data provided showed that implementation fidelity met the 80% goal. The Part C Annual Progress Report implementation and maintenance plan included requirements for at and near fidelity, which the AEA is meeting. In addition, Keystone's internal professional learning plan indicated that the AEA has

been providing professional development for staff supporting Child Find for children ages three to five years and for Part C to Part B transitions.

## Required actions

Keystone is required to complete the IDEA Part B Annual Performance Report data review and analysis artifact within 30 days of the updated Part B Annual Performance Review data being shared or by June 30, whichever is sooner and in the next review cycle.

## Recommendations for continuous improvement

In the Keystone staffing plan, it may be beneficial to define “as needed” in order to more accurately assess the impact of this work category, determine how this applies to district needs and how it impacts allocation of FTE to districts. It is also recommended that the AEA provide evidence that supports the implementation of coaching supports for Child Find practices.

## 5. Technology Planning and Services

This section provides evidence of support for school technology planning, staff development for implementing instructional technologies and support for implementing effective instruction through the use of technology, including for students with disabilities.

*Standard G - Support for school technology planning and staff development for implementing instructional technologies.*

*Standard O - Support necessary to implement effective instruction for all students, including students with disabilities, through school technology services.*

## AEA accreditation standard innovation configuration rating

AEA self-rating: Two - Getting Started      Department rating: Three - Initial Implementation

## Strengths

Keystone has an Assistive Technology (AT) Support Plan in partnership with Central Rivers AEA. The plan addressed AT concerns through three tiers of support: universal supports, targeted supports and intensive supports. Evidence was provided that they are using the Student, Environments, Tasks and Tools (SETT) Framework to help determine appropriate AT needs for individual students and the AEA has begun training special education staff on the SETT Framework. In the intensive tier of the AT Support Plan, the AEA, the school districts and families collaborate to access and acquire AT tools and strategies. It also was evident that the plan supports children with Individualized Family Service Plans and Individualized Education Programs (IEP), ensuring support is included for Early ACCESS children (birth to age three) and school-age students (ages three to 21 years). The budget indicated that Keystone increased the number of technology support staff during fiscal year 2026 (FY26) and is anticipating continuing with this FTE for FY27 due to school districts requesting more technology support as a fee-for-service. Artifacts indicate the AEA has developed an individual support plan for AT in Early ACCESS which includes professional learning for staff on documentation of AT as well as a plan for technical assistance and implementation support from the Department and the AEA Center of Excellence for AT. Early ACCESS providers are receiving training on working with families to secure devices for home through Medicaid or other private insurance. In addition, artifacts showed that AEA staff completed the Quality Indicators for Assistive Technology Services survey to determine needs.

## Required actions

There are no required actions.

## Recommendations for continuous improvement

It is recommended that Keystone clarify feedback loops and identify the data that will be collected to ensure professional learning and implementation support is appropriate to the needs of staff and the school districts. It is also recommended that the AEA review and provide reminders around AT for Early ACCESS staff more frequently than at least once per year as currently written in the plan. The AT plan provides evidence of support that is being provided which includes AT and Accessible Educational Materials (AEM); however, the Keystone AT Support Plan doesn't include specifics for each of the three tiers to provide support and guidance around AEM. It is recommended that Keystone address this in the AT Support Plan and support the staff and the school districts in learning and implementing AEM. It is also recommended that Keystone consider increasing the comprehensiveness of staff development, coaching and technology integration across all disciplines for AEA staff, the school districts and families. When available, the approved Access for All package should be provided for internal and external partners with possible monitoring procedures for the number of IEPs with reading goals and number of IEPs with AT and AEM increasing over time.

## 6. Learning Environment

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

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

## AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Three - Initial Implementation

## Strengths

Keystone has a structured system for supporting MTSS. Evidence showed that the AEA provided social-emotional-behavioral health (SEBH) implementation support to school districts. The AEA supported school districts to strengthen learning environments through professional development, coaching and consultation on MTSS and SEBH. Keystone used Iowa's continuous improvement process to partner with school districts to analyze student data related to behavior and learning conditions. The AEA used MTSS and Positive Behavioral Interventions and Supports research-based frameworks to compare findings and guide districts in identifying priorities and implementing evidence-based practices. Artifacts also demonstrated that the AEA provided approved professional learning opportunities including Mental Health First Aid, Adverse Childhood Experiences and Crisis Prevention Institute, which are reinforced through embedded coaching to support implementation fidelity and improve student outcomes.

## Required actions

There are no required actions.

## Recommendations for continuous improvement

It is recommended that Keystone continue to strengthen the AEA's and school districts' capacity to implement SEBH Tier 1 and Tier 2 systems and supports and evidence-based practices within an MTSS framework. It is also recommended that the AEA enhance their systematic processes for monitoring the impact of SEBH support across school districts.

## 7. Compliance

This section provides evidence of timely submission of required reports and documents, compliance with relevant federal and state laws in special education and support for schools to ensure compliance with rules related to special education.

*Standard K - Timely submission of required reports and documents to the State Board of Education, the Department of Education, and the Division of Special Education of the Department of Education.*

*Standard N - Support for schools and school districts to ensure compliance with rules adopted by the State Board of Education related to special education.*

*Standard R - Compliance with all relevant federal and state laws in the provision of services and supports to students with disabilities.*

### AEA accreditation standard innovation configuration rating

AEA self-rating: Five – Sustaining/Optimizing

Department rating: Two - Getting Started

### Strengths

Keystone artifacts indicated timely submission of required documentation to the Department. The Part B and Part C Service Delivery Plans clearly outlined how the AEA ensures reports, documents, and internal and external services are provided and monitored. The AEA identified that relationships with districts are an area of strength that could form a foundation for continuing to build capacity for compliant practices and general supervision.

### Required actions

There are no required actions.

### Recommendations for continuous improvement

It is recommended that Keystone have clear communication structures outlined and documented within the Service Delivery Plans, including evidence of communication with internal and external partners. It is also recommended that the AEA determine an evaluation plan that identifies the qualitative and quantitative data that will be used to measure the initiatives related to compliance in order to determine the AEA's baseline data, assess progress and measure implementation fidelity. This continuous improvement and evaluation process would lead to prioritized action steps matched and adapted to AEA needs in the area of compliance.

## 8. Program Evaluation

This section provides evidence of a program and services evaluation and reporting system that includes information related to special education.

*Standard H - A program and services evaluation and reporting system that includes information related to special education.*

### AEA accreditation standard innovation configuration rating

AEA self-rating: Two - Getting Started

Department rating: Two - Getting Started

### Strengths

As an AEA system, the nine AEAs collaborated to develop a program review process that can be consistently implemented in districts. The AEA program review is a collaborative, data-drive process designed to help districts identify what is working, where improvements are needed, and how to

strengthen outcomes for students with disabilities. The review focuses on continuous improvement, equity and alignment with IDEA and district priorities. It examines seven core areas, including equitable representation and access; professional learning and teaching capacity; compliance with IDEA; family, student and community engagement; student performance and postsecondary achievement; general supervision and leadership; and continuum and delivery of services and programs in the district. In Keystone, two staff members were trained to support the program evaluation process in districts. The submitted artifacts indicated that the AEA plans to implement the program review process in the 2026-2027 academic year.

The AEA system has also developed an internal program review framework. The internal program review process is to be used to evaluate any fee-based AEA service and is intended to evaluate the “quality, consistency, equity and impact” of services provided to districts. The internal program review framework aligns with the continuous improvement process.

## Required actions

There are no required actions.

## Recommendations for continuous improvement

The AEA accreditation monitoring form indicated the AEA began tracking the delivery of services and intends to use the data to evaluate AEA services. The review team recommends that Keystone continue this process and clearly articulate what data will be monitored, what services will be evaluated and how the data will be used to evaluate the services. It is recommended that Keystone continue to include the evaluation of the impact of professional learning on teachers and on student achievement in the AEA professional development plan. It is also recommended that the AEA establish a specific, detailed plan for EL and TAG. Lastly, Keystone may want to consider additional capacity for internal program reviews, developing a cycle for internal reviews and using the information to impact and determine what is offered by the AEA internally and externally to impact student outcomes.

## 9. Management Services

This section provides evidence of support for management services, including financial reporting and purchasing as requested and funded by local districts.

*Standard E – Management services, including financial reporting and purchasing as requested and funded by local districts.*

### AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Five - Sustaining/Optimizing

### Strengths

Artifacts demonstrated a written process that Keystone follows in order to provide management services. The process addresses all required components of the standard. The budget also showed alignment to the management services provided. The AEA provided a general overview of requests and opportunities identified collaboration with districts. Lastly, the management services list showed a variety of services being provided to districts in order to meet the identified needs.

### Required actions

There are no required actions.

## Recommendations for continuous improvement

It is recommended that Keystone provide clear evidence of procedures the AEA is using to assess current baseline performance of management services, measure progress and demonstrate growth in services over time. It would also be beneficial for the AEA to identify how it will use quantitative and qualitative data to refine services and also proactively improve and define services through a continuous feedback process with stakeholders. In addition, it is recommended that the AEA provides evidence of application of the six-step management services process at a deeper level in the next annual review.

## 10. Media Services

This section provides evidence of support for instructional media services that supplement and support local districts.

*Standard F – Support for instructional media services that supplement and support local district media centers and services.*

*Standard L – Support for school district libraries in accordance with Iowa Code section 273.2, subsection 4.*

## AEA accreditation standard innovation configuration rating

AEA self-rating: Three - Initial Implementation

Department rating: Three - Initial Implementation

## Strengths

Artifacts demonstrated strong partnerships with many local organizations. Keystone has a professional library catalog with a curriculum collection, providing high-quality instructional materials to districts through lending libraries. Artifacts indicated collaboration with districts through the statewide network. District needs were determined through service requests and service agreements. Media services usage data was shared with districts. In addition, artifacts submitted indicated that Keystone's criteria for the selection of media materials is clearly identified, educationally significant and based on a high-degree of usage and learner appeal.

## Required actions

There are no required actions.

## Recommendations for continuous improvement

The review of artifacts indicated that the AEA gathers qualitative feedback through surveys and networking opportunities to identify potential needs related to media services as reflected in the media services plan. The AEA should consider expanding the collection and use of qualitative data to better demonstrate media services usage and the impact on student learning outcomes, strengthening the media services plan and supporting continuous improvement. It is also recommended that Keystone gather quantitative data regarding the impact of these services on student learning outcomes. While the AEA documents services through contracts and internal spreadsheets, it is recommended that Keystone clearly formalize a process for conducting needs assessments to justify services after they are provided. It is recommended that Keystone consider using the AEA-developed internal program review framework to evaluate media services.

## Conclusion

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

Keystone must complete the two required actions (Curriculum, Instruction and Assessment; Special Education Services) in the Annual Accreditation Performance Review within 30 days of the updated Part B Annual Performance Review data being shared or by June 30, whichever is sooner. Keystone must also continue to complete all required actions in its 2025 Accreditation Decision.

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