

The background of the slide is a collage. The top left shows two yellow school buses, one with the number 32. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs in the classroom.

Kentucky School for the Blind (KSB)

Accreditation Results

Kentucky Board of Education State Schools Committee

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Kentucky Department of
E D U C A T I O N

Cognia: Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Performance Standards

Four key characteristics are evident when institutions effectively adopt the Cognia Performance Standards and engage in Cognia's peer review process for accreditation and continuous improvement.

- **CULTURE OF LEARNING** : the institution's focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision
- **LEADERSHIP FOR LEARNING** : the responsibility of an institution's leaders to influence and impact all aspects of the institution in positive ways
- **ENGAGEMENT OF LEARNING** : the inclusion of all learners in the learning process, and their development of confidence and love of learning
- **GROWTH IN LEARNING** : the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning

These characteristics serve as a model for identifying and discussing school and system quality.

Kentucky School for the Blind Results

- Accreditation Recommendation: Full Accreditation (2024-2030)
- KSB's IEQ: 343
 - Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance
 - An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one of more Areas for Improvement and may include one or more Noteworthy Practices.



Culture of Learning

Keys to Culture of Learning

- Stakeholders are actively engaged and supportive of the institution's mission.
- Learners' academic and non-academic needs and interests are the focal points.
- Stakeholders are included and supported.

Kentucky School for the Blind (KSB) has an established culture of respect, fairness, and inclusion, with the needs of learners at the heart of all decision-making.

Leadership for Learning

Keys to Leadership for Learning

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Leaders maintain continuous improvement processes that support learners and build capacity among staff members.

Engagement of Learning

Keys to Engagement of Learning

- Learners are included in the learning process
- Learners participate with confidence
- Learners have agency over their learning

Learners have equitable opportunities to reach their potential with increasing emphasis on whole child instruction in an environment that fosters lifelong skills.

Growth in Learning

Keys to Growth in Learning

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

School leaders and staff are committed to providing relevant pathways for all students by creating engaging and collaborative classroom instructional experiences, which meet the diverse needs of the students.

Positive Highlights

- Feedback from stakeholders was higher than the network average.
- Student performance feedback was higher than the network average.
- School leaders and staff are committed to providing relevant pathways for all students by creating engaging and collaborative classroom instructional experiences, which meet the diverse needs of the students.

Noteworthy Practices

Noteworthy Practices reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflects the greatest strengths of the institution.

- Leadership is committed to the academic and non-academic needs of all students and strive to ensure all students have opportunities to thrive. Professional learning communities, observations and surveys are used to personalize learning at the individual level.
- Learners are immersed in an environment that fosters lifelong skills with equitable opportunities for all learners to grow and realize their individual learning potential. By continuously assessing and adapting instructional practice, the institution demonstrates its dedication to enhancing the quality of education and promoting individual student success.

Areas of Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

- Develop and implement a formalized system of long-term data collection and analysis to ensure data-based decision-making for the school.

Questions?

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