

AGENCY:	John de la Howe School		
AGENCY CODE:	L12	SECTION:	7



Fiscal Year 2015-16 Accountability Report

SUBMISSION FORM

AGENCY MISSION	<p><i>John de la Howe School provides a safe haven for children to heal, grow and make lasting changes through counseling, education and a culture of care and personal development.</i></p>
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Please identify your agency's preferred contacts for this year's accountability report.

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
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I have reviewed and approved the enclosed FY 2015-16 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN/DATE):	
(TYPE/PRINT NAME):	Dr. Danny R. Webb, President, John de la Howe School

BOARD/CMSN CHAIR (SIGN/DATE):	
(TYPE/PRINT NAME):	Dan Shonka, Chair, John de la Howe School Board of Trustees

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AGENCY'S DISCUSSION AND ANALYSIS

Executive Summary

Children with behavioral challenges from across South Carolina have sought hope and change at John de la Howe School for more than two centuries now. The agency offers care through residential and wilderness programs on our 1,200 acre campus along the shores of Lake Thurmond in rural McCormick County. Our focus has been on youth between the ages of 12 and 18 dealing with behavior, emotional or academic challenges. During their stay at John de la Howe School, these students along with their families have concentrated on positive ways to interact, build relationships and make educational improvements.

At the direction of Senate Proviso 7.6 approved by the South Carolina General Assembly in May of 2016, John de la Howe School is working to continue operating in accordance with the purposes of the will of Dr. John de la Howe (1717-1797), as memorialized in the agency's enabling legislation. By September 30, 2016, the John de la Howe School Board of Trustees has been directed to work with an advisory group comprised of one person each designated by the Director of the Department of Social Services, the Director of the Department of Mental Health, the Director of the Department of Juvenile Justice, the State Superintendent of Education, the Director of the Department of Alcohol and Other Drug Abuse Services, the Chair of the Joint Citizens and Legislative Committee on Children, a Representative appointed by the Speaker of the House, and a Senator appointed by the President Pro Tempore of the Senate. This group is charged with developing a recommendation for an educational, vocational, and life skills training program at the John de la Howe School for older youth who are at risk and who are aging out of the foster care or the juvenile justice supervisory programs of the Department of Social Services or the Department of Juvenile Justice. The program will utilize the funds appropriated to John de la Howe School for the costs of the program that will include school drop-out recovery to complete a high school degree, a GED program, vocational and employment training, and an aftercare program for transition of the youth to independent living and employment. Clemson University will collaborate with the advisory group regarding the development of a vocational farming component for the program.

Through this process and in consultation with the advisory group, the John de la Howe Board of Trustees will procure a contract with a child-service provider to operate the program by November 30, 2016. The child-service provider must be a nationally accredited (AdvancED) educational organization experienced in both child protection and juvenile justice programs and must be able to demonstrate a history of success in the operation of educational and vocational residential training programs for youth. The Department of Administration and the Executive Budget Office will assist John de la Howe as needed in the transition.

With funds appropriated and with technical assistance from Clemson University, the Department of Administration and the Executive Budget Office, the John de la Howe School Board of Trustees will continue to provide wilderness camp programs to students in the current fiscal year, as well as identify initiatives to provide agricultural education opportunities on campus for students. John de la Howe will work with the Department of Social Services and the Department of Juvenile Justice to provide for the safe transition of the existing residents from John de la Howe School into such placements, programs and services as determined appropriate based on an assessment of their individual needs.

In the development of the program and in the qualifications and selection of the child-service provider, the John de la Howe Board of Trustees in consultation with the advisory group has been asked to consider the following:

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- (1) The overlap of needs of children who crossover for services between the Department of Social Services and the Department of Juvenile Justice;
- (2) Educational, school drop-out recovery, GED, vocational programs, life skills training programs, career and employment opportunities, and independent living programs for these older youth clients that can be provided using the John de la Howe School facilities, resources, and funding to assist these youth who are at risk and aging out of state services to prepare for success as adults;
- (3) Aftercare programs that will follow these youths into the community and help them to become established in viable employment and living situations that encourage a future free of homelessness, unemployment, poverty, alcohol and other substance abuse, criminal behavior, and dependence on public assistance;
- (4) Provide the existing child clients at John de la Howe School with a proper, safe transition to family reunification or other appropriate placements and services;
- (5) Provide consideration of current John de la Howe School employees, where appropriate, for employment pursuant to the new provider contract for program services; and,
- (6) How the existing funds and youth vocational training programs can be applied to provide repairs and maintenance to the John de la Howe School buildings and grounds.

The John de la Howe Board of Trustees, with technical assistance from the Department of Education, will provide procurement for the contract, fiscal administration of the funds, contract accountability, compliance, and reporting and will submit reports by June 30th of the current fiscal year to the House Ways and Means Committee, the Senate Finance Committee, and the Joint Citizens and Legislative Committee on Children to inform the Committees regarding the status and progress of programs, operations, client data, facilities, and budget information. The John de la Howe Board of Trustees, in consultation with the advisory group, will make recommendations to the Governor and General Assembly regarding the future role of the John De La Howe School

Mission

John de la Howe School provides a safe haven for children to heal, grow and make lasting changes through counseling, education and a culture of care and personal development.

Now in its 219th year, John de la Howe School is the state’s oldest residential care facility and institution. From day one, the agency’s mission has always focused on the disadvantaged children of South Carolina. With the challenges faced by our state’s families today, the agency’s services are more needed than perhaps any other time in its history. John de la Howe School serves vulnerable, at-risk children, many of whom are facing major challenges in their homes, schools and communities. The goal is to prepare them to be productive citizens who can return home to make contributions to their families, communities and home school systems. As a Level II facility, the agency serves children and youth with moderate emotional and behavioral issues. Most placement requests (85%) are initiated by parents or guardians. Other placements come from state child welfare agencies. John de la Howe School is one of the few schools in the state that accept students who have been expelled from their home school districts. This past year the agency served children from 30 of our state’s counties, which represents more than 65% of the state’s 46 counties. A total of 133 students were served, including 106 in the school’s residential programs and another 27 in our day program.

The academic label of “over-age and under-credited” fits many of the students served at John de la Howe School. Approximately 85% of students have documented trauma such as the death of a close family member or friend, family separation, and/or emotional, physical and sexual abuse; 65% are prescribed some form of psychotropic medication; and 7% have been expelled from their home schools.

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The agency operates with a mandated tuition requirement. However, at least 65% of the families served are unable to pay more than the minimum rate on a sliding scale according to net income. Even the minimal rate proves to be a challenge for many of our families living at or below the poverty line. The 2015 Kids Count Data Book bears this out, reporting 292,000 children in South Carolina live in poverty and that the state ranks 42nd in the nation in child well-being.

Approximately two-thirds of the students served at John de la Howe School are African-American, with boys outnumbering girls two to one. This can be attributed to the fact that African-American students are three times more likely to be suspended or expelled from school, which often begins a downward spiral that sets them up for failure in other aspects of their lives.

Designated as a state special school, JDLHS serves as a supportive environment for at-risk students of all racial and ethnic backgrounds. In addition to residential care 24 hours a day, 7 days a week, JDLHS offers an array of 24-hour therapeutic care. "Think:Kids," a cognitive-behavioral therapeutic intervention recommended for treatment of at-risk youth, has been utilized since 2011. Staff took part in training and the agency has continued its implementation of this approach to behavioral issues in both residential and day students. Training in the "Mindset" system of preventing and managing aggressive behavior is also being implemented.

The wilderness program, which serves boys in grades 6-8, uses a modified Campbell-Loughmiller approach. This includes daily group goal setting and problem resolution. Both approaches result in positive behavior changes of students and assist them in their abilities to cope with frustrations and challenges, and they contribute to a climate of cohesive support and encouragement for youth on the JDLHS campus.

In 2013, the agency purchased BestNotes, a customer relationship management (CRM) software system that allows staff to enter statistical data on students. BestNotes replaced the KIDS system that was originally funded through the Duke Endowment. When grant funding for KIDS was lost in 2009, it was found to be too expensive to maintain. The agency entered data on Excel documents in the interim. BestNotes now allows the agency to track student progress in their Individual Plans of Care.

JDLHS also utilizes surveys to measure success in initiating behavioral change. Current students and their families are surveyed several times in the course of the school year, and former students and their families are surveyed annually.

In the latest 2015-16 survey of wilderness program students and their families, 100% agreed they would refer a friend or family member to JDLHS. Other results in the wilderness survey included:

- Student behavior:** Excellent-10%; Good-90%;
- Academic performance since coming to JDLHS:** Excellent-36.36%; Good-36.36%; Average-18.18%; Fair-9.09%
- Family's ability to identify areas for growth:** Excellent-45.45%; Good-54.54%;
- Child's ability to get along with others:** Excellent-12.5%; Good-87.5%;
- Hopes for my child's future:** Excellent-37.5%; Good-62.5%
- Overall JDLHS experience:** Excellent-75%; Good-25%

In the survey of non-wilderness program residential students and their families conducted during the 2015-16 school year, 83% of those responding said they would refer a friend or family member to JDLHS, and 86% rated their child's behavior from average to excellent since enrolling at the school. Other survey results for current students and families included:

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Academic performance: Excellent-31%; Good-31%; Average-8%; Fair-22%; Poor-8%
Exposure to things to benefit family: Excellent-29%; Good-36%; Average-14%; Fair-14%; Poor-7%
Improvement in our family life: Excellent-21%; Good-36%; Average-21%; Fair-14%; Poor-7%
Family's ability to identify areas for growth: Excellent-36%; Good-29%; Average-21%; Fair-14%
Child's ability to get along with others: Excellent-23%; Good-31%; Average 31%; Fair-8%; Poor-8%
Hopes for my child's future: Excellent-46%; Good-31%; Average-8%; Fair-15%
Overall JDLHS experience: Excellent-34%; Good-34%; Average-17%; Fair-17%

Measuring the success of former students is challenging due to the transient nature of many of the families the agency serves. Students become more difficult to locate with each passing year. The student aftercare surveys that were returned in the spring of 2016 indicate the following:

Student behavior: Excellent-28.7%; Good-42.85; Fair-28.7%
Academic performance: Excellent-14.28%; Good-57.14%; Average-14.28%; Fair-14.28%
Relationship with family: Excellent-17%; Good-50%; Average-17%; Poor-17%;
Referred to another agency: No-71.5%; Yes-28.5%
Involved with law enforcement: No-100%; Yes-0%
Would refer others to JDLHS: Yes-83%; No-17%

GOVERNANCE:

The agency took another step forward in an improved level of stability in leadership over the past year. Gov. Haley appointed one new trustee in the spring to join the eight others already in place, bringing the board to full capacity. The administrative leadership team also maintained a level of stability as there was only a 14% turnover rate in that area for the second straight year, compared to a turnover rate of 50% two years ago.

ORGANIZATIONAL PROFILE:

JDLHS is classified as a state special school, operating under enabling legislation which was adopted 98 years ago. This mandates that the business, property and affairs are to be under the control of a board of trustees comprised of nine members appointed by the Governor, subject to Senate confirmation. The board is responsible for electing the superintendent, who heads the agency as President. Approximately 85% of the 62-member staff are involved in direct care for youth, educational programs and facilities maintenance. This reflects an "administrative footprint that is slim for all the duties required," according to the Inspector General's report issued in early 2014. McCormick County is one of the smallest and poorest counties in the state, and the John de la Howe School has been the anchor in the surrounding community for over two centuries and in McCormick County, which was formed 100 years ago. JDLHS contributes at least \$3.7 million per year to the local economy, according to the county's Economic Development Director.

JDLHS is licensed as a Level II congregate care facility by the SC Department of Social Services, DHEC and state Fire Marshall. The agency collaborates with the McCormick and Abbeville County School Districts, DSS, the Department of Mental Health, Department of Education, Department of Juvenile Justice, court system and school districts statewide. Memberships are maintained and staff and board members participated in training sessions with the Western Piedmont Education Consortium, South Carolina School Boards Association, American Association of Children's Residential Centers, and Palmetto Association for Children and Families. The agency partnered with SC Works and the Workforce Investment Opportunity Act (WIOA) through GLEAMNS Human Resources Commission, Inc., to provide On-the-Job Training (OJT) opportunities for Adult and Dislocated Workers in the Upper Savannah Workforce Region, allowing the agency to provide meaningful work experiences while assisting in rebuilding the state's workforce.

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The agency took measures in the past year to ensure added safety on the JDLHS campus, purchasing and installing a commercial generator between two cottages to enable uninterrupted service to residential students in the event of a prolonged power outage. This was made possible through a generous grant provided by the Self Family Foundation along with donations from area Lions Clubs, West Carolina Tel and the John de la Howe School Foundation.

ACADEMICS

Two schools provide the educational component of the agency’s overall mission. The L.S. Brice School provides educational services for at-risk youth ranging from grades 6-10. L.S. Brice also serves as the Alternative School for the Abbeville County School District, which buses in students daily. Students residing at John de la Howe School who are in grades 11 and 12 attend nearby McCormick High School. The academic performance data for students attending McCormick High are reported by the McCormick School District.

Serving at-risk youth at L.S. Brice School to participate in statewide testing, the SC Ready State Middle School Assessment results have not arrived from the testing center. Star Math was 1.13 on a score of 4 “At-Risk.” Star Reading was 1.714 on a score of 4 “At-Risk.” End-of-course (EOC) High School exams showed a pass rate of 79% for Algebra, 44% for Biology and 44% for English I. Our overall EOC passage rate was 59% increasing from last year’s 52%. Two L.S. Brice students scored exemplary in S.C. Pass Social Studies.

In the past year, JDLHS implemented a number of education policies required for the agency to comply with accreditation standards. The Department of Education allowed time for new leadership to begin a strategic planning process and prepare a five-year plan, which was submitted by September 30, 2015. The agency invited more than 20 stakeholders to participate in formulation of the five-year plan, and this was accomplished in three separate stakeholders meetings conducted in the course of the past school year. This greatly aided the strategic planning process. The South Carolina Virtual School and EdMentum online learning programs were implemented for addressing teacher vacancies.

In response to legislative involvement, the accreditation for the agency’s L.S. Brice School for the coming year was denied, and the agency is addressing this matter with the State Board of Education through an accreditation action plan. In the interim, the agency has entered into negotiations with the McCormick County School District to provide educational services until a child service provider is in place under Proviso 7.6.

EXTERNAL FACTORS AFFECTING PERFORMANCE

In order to comply with Department of Social Services (DSS) regulations, the agency must maintain an 8:1 child to Residential Counselor ratio during the day and a 10:1 ratio at night. DSS requires a 16:1 ratio for Program Treatment Service Coordinators (PTSCs). These ratio mandates for congregate care facilities affect personnel costs and recruitment efforts. In order to increase enrollment, additional Residential Counselors and PTSCs are needed.

Two years ago, the agency introduced a new and improved website that is enhancing staff recruitment efforts as well as providing prospective students and their families with an array of information to assist with enrollment. A scenic video highlighting the many positives of life at John de la Howe School was filmed this summer and editing is now complete so it can be featured on our website. The agency also reached out to school districts, solicitors’ offices, the Department of Juvenile Justice, DSS and others across the state in an effort to reach more at-risk children and their families. The agency also continues to pursue private placements by parents to increase enrollment and improve cost effectiveness.

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JDLHS continues to receive strong support from the local community, volunteers, churches and organizations. A total of 14 volunteers were recognized for their faithful service in May. Volunteers devoted time toward tutoring, giving golf lessons, drama training and in taking the students fishing and hunting. Their mentoring is a strong influence on the young lives we serve. Construction volunteers made weekly visits to campus to construct and renovate buildings, and the JDLHS Foundation received strong support in raising funds for student enrichment. The JDLHS Alumni Association continued to hold annual fundraisers to support student activities, and alumni participate in campus beautification and activities promoting positive interactions with current youth in residence. Progress is recorded in the Best Notes software system that enables staff to track and measure progress. Academic progress is recorded in the PowerSchool system that tracks and measures progress.

Strategic Plan

The Strategic Plan focuses on goal areas in which the agency seeks to make progress. More than 20 stakeholder and community representatives participated in the planning process. The resulting plan includes performance measures that align with goals, strategies and objectives implemented throughout the agency. Progress is reviewed at regular meeting of the executive team. Short-term, mid-term and long-term outcomes track performance in the agency’s three service areas: residential, therapeutic and education.

Improving Personal Development and Academic Achievement Levels of Youth

Improving coping skills and demonstrating appropriate behaviors in various social circumstances are key aims for all youth served at JDLHS. Criteria for youth progress in meeting personal development and family-related goals are identified in the Individual Plan of Care that JDLHS establishes once a youth arrives on campus. Progress is recorded in the BestNotes software for tracking and measurement. Academic progress is recorded in the PowerSchool system that tracks and measures progress.

Improving the Academic Levels of Exiting Youth

Exiting youth are those who have completed the Individual Plan of Care and leave campus. Exiting youth will either return to a local school district or complete their secondary education and enter the workforce, military or higher education/additional training beyond high school. JDLHS provides educational services and will measure student growth so that exiting youth are empowered with the skills they need to continue advancing academically. High school completion rates and workforce, military or college entrance rates will also serve as outcome measures and will aid in determining value and cost effectiveness of JDLHS services to at-risk youth. Survey documents will be used to measure mid-term (18 months after placement) and long-term outcomes (entering adulthood).

Improving the Cost Effectiveness of Services

JDLHS is focused on improving cost effectiveness for the services it provides clients. The agency will measure improvements in cost effectiveness by cost per day per client served, according to a formula agreed upon by the Executive Budget Office and the agency. JDLHS will measure cost effectiveness in terms of overall averages as well as data separated into four divisions of clients: Residential youth receiving educational services at L.S. Brice School, Wilderness Program youth, Residential youth receiving services at McCormick High School, and Abbeville Day students.

Improving the Efficiency of Back Office Administrative Services

The agency will improve the efficiency of back office administration services. JDLHS will measure improvements by implementing certain key administrative functions with fidelity to sound management practices. This will also be improved by reducing the time to successfully complete certain tasks.

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Enhancing Public Awareness of Agency Services

JDLHS will improve public awareness of the range and quality of services provided for at-risk children and their families throughout the state. This will entail measuring and improving outcomes for partners, stakeholders and the agency's staff.

John de la Howe School remains committed to providing new hope and an opportunity for success for the most vulnerable youth of our state.

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Type	Goal	Item # Strat	Object	Description
G	1			Education, Training and Human Development
-		1.1		Improve the cost effectiveness of JDLHS therapeutic, residential and educational services by increasing the number of participants in the campus' programs
-			1.1.1	<i>Increase the average number of residential campus participants to 96 by June 2016</i>
-			1.1.2	<i>Increase the number of residential beds that meet health and safety standards and licensing regulations to serve 96 youth by December of 2015</i>
-			1.1.3	<i>Serve at least 96 residential youth over the fiscal year by June of 2016</i>
-		1.2		Increase the number of participants in the Wilderness Program
-			1.2.1	<i>Increase the number of campsites from 2 to 3 by March of 2016</i>
-			1.2.2	<i>Increase the number of youth served in Wilderness Program from 14 to 20 by March of 2016</i>
-		1.3		Increase the effectiveness of educational staff by improving their knowledge and skills
-			1.3.1	<i>Increase the percent of teachers determined to be highly effective by classroom observations to 60% by end of school year</i>
-			1.3.2	<i>Continue to maintain 100% on teachers completing ADEPT Performance Standard Training</i>
-			1.3.3	<i>Offer professional development plans going forward to 100% of teachers not completing or attaining successful ADEPT rating</i>
-		1.4		<i>Increase the effectiveness of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives that are aligned to the agency's mission by May 2016</i>
-			1.4.1	<i>Increase to 100% the number of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives aligned to the agency's mission by May 2016</i>
-	2			Healthy and Safe Families
-		2.1		Ensure administrative support processes facilitate the mission of the agency
-			2.1.1	<i>Reduce time to complete work orders by 25% by June, 2016</i>
-			2.1.2	<i>Reduce time to process requisitions to pay vendors by 20% by June, 2016</i>
-			2.1.3	<i>Continue to secure and back up agency data as completed in 2015 project</i>
-		2.2		Evaluate facility, equipment and staffing resources and needs
-			2.2.1	<i>Continue to inventory IT assets as completed in past year and inventory 50% of agency property not currently recorded</i>
-			2.2.2	<i>Establish and maintain deferred maintenance schedule by February, 2016</i>
-			2.2.3	<i>Institute performance management system to show results in relation to costs by March, 2016</i>
-			2.2.4	<i>Campus wide facility assessment performed in 2015 and will be maintained going forward</i>
-			2.2.5	<i>Complete roofing and plumbing replacement in cafeteria by February, 2016</i>
-			2.2.6	<i>Evaluate staffing for cost effective deployment of mandated ratios for youth supervision, ongoing monthly</i>
-		2.3		Increase efficiency of support staff by improving their knowledge, skills
-			2.3.1	<i>Increase percentage of support staff with accurate position descriptions, employee performance management system planing and evaluation objectives aligned to agency's mission by 5% by May, 2016</i>
-			2.3.2	<i>Assure 100% of new hires participate in agency and job specific orientation with first two weeks of employment</i>
-	3			Improve accreditation status of educational services
-		3.1		Maintain accreditation with appropriate organizations
-			3.1.1	<i>Improve SCDE Accreditation status (district now all-clear and LS Brice School on target to reduce all deficiencies by June, 2016</i>
-			3.1.2	<i>Reduce to zero the deficiencies indicated in most recent accreditation classification by June 2016</i>
-		3.2		Create a productive and safe environment for youth, their families and staff
-			3.2.1	<i>Attain at least a 50% satisfaction rating by students, parents and staff with the learning environment, to be reported on school report card survey at end of 2015-16 school year</i>
-			3.2.2	<i>Provide campus orientation to 100% of new residential enrollees within first week of arrival</i>

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Type	Goal	Item # Strat	Object	Description
-			3.2.3	<i>Provide 100% of youth with active treatment teams throughout year</i>
-			3.2.4	<i>Increase to 100% number of youth with positive reinforcements and feedback documented in BestNotes by June, 2016</i>
-			3.2.5	<i>Attain percentage of parents reporting they are satisfied with improvements in their child's behavior to 85% by June, 2016</i>
-			3.2.6	<i>Continue to conduct two morale building activities for staff by August, 2016</i>
-			3.2.7	<i>Administer at least three climate surveys annually for staff, parents, and students by June, 2016</i>
-		3.3		Communicate agency outcomes to stakeholders, surrounding community
-			3.3.1	<i>Expand number of civic, faith-based and governmental groups that know and support the JDLHS mission with outreach presentations to 4 new groups by June, 2016</i>
-			3.3.2	<i>Provide board and staff liaison with JDLHS Foundation and Alumni to keep them informed through at least 10 meetings and 4 events by June, 2016</i>
-			3.3.3	<i>Continue to update and enhance new JDLHS website ongoing through June, 2016</i>
-	4			Improve achievements of exiting youth
-		4.1		Ensure students attain mathematical skills they need
-			4.1.1	<i>Increase percentage of students passing ACT Aspire Math exams to 46% by June, 2016</i>
-			4.1.2	<i>Increase percentage of students passing SC EOC Algebra I exam to 56% by June, 2016</i>
-			4.1.3	<i>Increase percentage of students showing growth via STAR Math Assessment results to 60% by June, 2016</i>
-		4.2		Ensure students attain English language skills they need in reading, writing, speaking
-			4.2.1	<i>Increase percentage of students passing the ACT Aspire exams to 43% by June, 2016</i>
-			4.2.2	<i>Increase percentage of students passing SC EOC exam for English I to 54% by June, 2016</i>
-			4.2.3	<i>Increase percentage of students showing growth via STAR Reading Assessment results to 60% by June, 2016</i>
-		4.3		Ensure JDLHS youth continue academic progress after exiting
-			4.3.1	<i>80% of youth attending JDLHS will be promoted or be on course to being promoted to the next academic grade or school level by June, 2016</i>
-			4.3.2	<i>100% of exited youth continuing to reside in SC will be enrolled in middle school, high school or college as of June, 2016</i>
-	5			Improve youth behavior to ensure positive life outcomes
-		5.1		Reduce youth demonstrating at-risk behaviors
-			5.1.1	<i>Percentage of exiting students achieving successful discharge with 3 or higher (on 5 point) success criterion scale for their individual care plans will increase to 90% by June, 2016</i>
-			5.1.2	<i>Provide 100% of youth with therapeutic services as specified in their individual care plan ongoing</i>
-			5.1.3	<i>Ensure 100% of youth receive clinical therapy sessions according to their individual care plan, an average of three by June, 2016</i>
-			5.1.4	<i>Increase percent of recreational activities that advance student progression their individual care plans to 85% by June, 2016</i>
-			5.1.5	<i>Increase percent of JDLHS exited youth who demonstrate improved behavior 12 months after leaving to 85% by June, 2016</i>
-		5.2		Provide youth with marketable skills that prepare them for workforce
-			5.2.1	<i>Increase percentage of students in grades 6-10 acquiring marketable skills to 60% by June, 2016</i>

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Fiscal Year 2015-16
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Performance Measurement Template									
Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
	Increase residential occupancy capacity	80	120	120	July 1, 2016-June 30, 2017	Licensed Residential Beds	Ongoing	DSS approval	1.1.2
	Increase participation level of Day Program	17	27	N/A	July 1, 2016-June 30, 2017	Day Program Enrollment	Annually	Number of students referred by Abbeville School District	1.1.3
	Increase number of youth served annually	127	106	120	July 1, 2016-June 30, 2017	Residential youths served per year	Annually	Enrollment counts	1.1.3, 1.2.1, 1.2.2
	Increase number of licensed cottages	10	10	10	July 1, 2016-June 30, 2017	Licensed Cottages	Ongoing	DSS approval	1.1.2
	Increase number of youth placements from Department Social Services	2	6	5	July 1, 2016-June 30, 2017	Partner referrals from DSS	Annually	Enrollment counts	1.1.1, 1.1.2, 1.1.3
	Increase number of youth placements from Department of Mental Health	0	0	0	July 1, 2016-June 30, 2017	Partner referrals from DMH	Annually	Enrollment counts	1.1.1, 1.1.2, 1.1.3
	Increase number of youth placements from Department Juvenile Justice	5	0	10	July 1, 2016-June 30, 2017	Partner referrals from DJJ	Annually	Enrollment counts	1.1.1, 1.1.2, 1.1.3
	Increase number youth placements from school districts	0	0	10	July 1, 2016-June 30, 2017	Partner referrals from LEAs	Annually	Enrollment counts	1.1.1, 1.1.2, 1.1.3
	Reduce average daily cost of services for each youth	\$121.00	\$117.00	\$151.00	July 1, 2016-June 30, 2017	Cost per youth daily	Annually	Operating costs/(number of youth X calendar days per year)	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 2.2.3
	Reduce average annual cost of services for each youth	\$44,316	\$42,857	\$42,857	July 1, 2016-June 30, 2017	Annual cost per youth	Annually	Operating cost/number of youth	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 2.2.3
	Increase the average of residential occupancy rate	127	106	104	July 1, 2016-June 30, 2017	Average Residential Occupancy	Annually	Average daily occupancy	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.3
	Reduce time to complete work orders	33%	50%	70%	July 1, 2016-June 30, 2017	Work order tracking	Weekly	Processing time (in business days)	2.1.1, 2.3.1, 2.3.2
	Reduce time to process requisitions to pay vendors	25%	15%	10%	July 1, 2016-June 30, 2017	Requisition tracking	Weekly	Processing time (in business days)	2.1.2, 2.3.1, 2.3.2
	Improve supervisor feedback to employees	98%	100%	100%	July 1, 2016-June 30, 2017	Position description, employee performance management system (Planning and Evaluation)	Annually	Number of non-education employees with accurate position descriptions, EPMS planning documents, EPMS evaluations	2.3.1, 2.3.2, 1.4.1
	Improve SCDE Accreditation Rating (District)	All Clear	Advised	All Clear	July 1, 2016-June 30, 2017	Accreditation Report	Annually	SCDE evaluation	3.1.1
	Increase incentives for positive behavior changes	Not Documented	Not Documented	500%	July 1, 2016-June 30, 2017	Student Handbook, Conduct Sheets	Monthly	Conduct incentives	3.2.3, 3.2.4, 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5
	Increase parent satisfaction with improvement to child's behavior	80%	86%	90%	July 1, 2016-June 30, 2017	Parent surveys	Ongoing	Survey feedback for exiting parents	3.2.1, 3.2.5, 3.2.7, 2.1.1, 2.2.2, 2.2.4, 3.3.1, 3.3.2
	Improve employee satisfaction with work environment	55	69%	70%	July 1, 2016-June 30, 2017	Agency Climate Surveys	Ongoing	JDLH employee surveys	3.2.6, 3.2.7, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.4, 3.1.1, 3.1.2, 3.3.1, 3.3.2
	Improve youth satisfaction with learning environment	Not Documented	76.50%	80%	July 1, 2016-June 30, 2017	School Climate Surveys	Annually	Percent of parents indication satisfaction	3.2.1, 2.2.1, 2.2.2, 2.2.4, 3.1.1, 3.3.1, 3.3.2
	Expand information available on agency website (Budget, Video added)	15 Pages	17 Pages	19 Pages	July 1, 2016-June 30, 2017	Website expansion	Monthly	Number of web pages with expanded content	3.3.3
	Increase percent of students passing the ACT Aspire Math	N/A	Pending Test Results SDE	46%	July 1, 2016-June 30, 2017	SC Ready Math	Annually	Passage rate	4.1.1
	Increase percent of students passing the ACT Aspire ELA	N/A	Pending Test Results SDE	43%	July 1, 2016-June 30, 2017	SC Ready ELA	Annually	Passage rate	4.2.1
	Increase percent of students passing the SC EOC English I Exam	29%	44%	54%	July 1, 2016-June 30, 2017	SC EOC English 1	Annually	Passage rate	4.2.2
	Increase percent student passing SC EOC Algebra I Exam	50%	79%	56%	July 1, 2016-June 30, 2017	SC EOC Algebra I	Annually	Passage rate	4.1.2
	Increase percent students improving on STAR Math Assessment	37%	16%	60%	July 1, 2016-June 30, 2017	STAR Math	Semi-annually	Growth rate	4.1.4
	Increase percent students improving on STAR Reading Assessment	43%	35%	60%	July 1, 2016-June 30, 2017	STAR English	Semi-annually	Growth rate	4.2.3
	Increase academic promotion for exiting youths	Not Documented	81%	80%	July 1, 2016-June 30, 2017	School Transcripts	Annually	Percent of exiting youth who are promoted the following year	4.3.1
	Increase number of youth completing high school	Not Documented	66%	100%	July 1, 2016-June 30, 2017	SC Longitudinal Information Center for Education (SLICE) Data Query	Annually	Four and five year graduation rate based on percent of exited youth who complete high school with their ninth grade cohort	4.3.2
	Increase percent students improving on Success Criterion	Not Documented	Not Documented	65%	July 1, 2016-June 30, 2017	Individual Care Plan	Monthly	Behavior rating	5.1.1
	Conduct the number of monthly therapeutic sessions established for each youth (ranges from 1-4)	2	3	3	July 1, 2016-June 30, 2017	BestNotes	Monthly	Number of therapeutic sessions provided by JDLHS counselors and partnering agencies, as established in youth's Individual Plan of Care	5.1.3
	Increase integration of frontline services for youth	Not Documented	64.80%	80%	July 1, 2016-June 30, 2017	Progress Treatment Reports	Monthly	Percent of youth with documented feedback from all Treatment Team components	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5
	Increase percentage of students with marketable skills	100%	94%	95%	July 1, 2016-June 30, 2017	Earned certificates via WorkKeys; Local Assessments	Annually	Percent of students scoring bronze or above on WorkKeys	5.2.1

Agency Name: **John de la Howe School**

Fiscal Year 2015-16
Accountability Report

Agency Code: **012** Section: **035**

Program Template

Program/Title	Purpose	FY 2015-16 Expenditures (Actual)				FY 2016-17 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	

JOHN DE LA HOWE SCHOOL
FY 2016-17 Appropriations

Budget Program Category	FY 2016-17					FY 2017-18					FY 2017-						
	General Funds	Earmarked Funds	Restricted Funds	Federal Funds	Total Funds	General Funds	Earmarked Funds	Restricted Funds	Federal Funds	Total Funds	Federal Funds	Total Funds	General Funds	Earmarked Funds	Restricted Funds	Federal Funds	Total Funds
I.																	
	Superintendent	\$ 79,070				\$ 79,070	\$ 79,070					79,070	-				
	Classified	\$ 201,410				\$ 201,410	\$ 201,410					201,410	-				
	Unclassified																
	Other Personal	\$ 1,952			\$ 18,809	\$ 20,761	\$ 1,952				18,809	20,761					
	Other Operating	\$ 14,600	\$ 25,000			\$ 39,600	\$ 14,600	\$ 25,000				39,600					
V.	Employee	\$ 122,607			\$ 1,400	\$ 124,007	\$ 122,607				1,400	124,007					
	SUBTOTAL OEPP	\$ 419,639	\$ 25,000		\$ 20,209	\$ 464,848	\$ 419,639	\$ 25,000			20,209	464,848					464,848
II.	EDUCATION																
	Classified	\$ 47,508			\$ 34,337	\$ 81,845	\$ 47,508				34,337	81,845					
	Unclassified	\$ 418,924			\$ 25,219	\$ 444,143	\$ 418,924				25,219	444,143					
	Other Personal Services	\$ 53,000			\$ 30,000	\$ 83,000	\$ 53,000				30,000	83,000					
	Other Operating	\$ 10,076	\$ 52,000	\$ 302,535	\$ 17,682	\$ 382,293	\$ 10,076	\$ 52,000	\$ 302,535		17,682	382,293					
V.	Employee Benefits	\$ 224,197			\$ 54,803	\$ 279,000	\$ 224,197				54,803	279,000					
	SUBTOTAL GUARDIAN AD LITEM	\$ 753,705	\$ 52,000	\$ 302,535	\$ 162,041	\$ 1,270,281	\$ 753,705	\$ 52,000	\$ 302,535		162,041	1,270,281					1,270,281
III.	CHILDREN'S SERVICES																
	A. RESIDENTIAL SERVICES																
	Classified Positions	\$ 942,686				\$ 942,686	\$ 942,686					942,686					
	Unclassified Positions	\$ 1,064				\$ 1,064	\$ 1,064					1,064					
	Other Personal Services																
	Other Operating	\$ 106,094	\$ 189,637			\$ 295,731	\$ 106,094	\$ 189,637				295,731					
	Case Services		\$ 2,000			\$ 2,000	\$ 2,000					2,000					
V.	Employee Benefits	\$ 412,901				\$ 412,901	\$ 412,901					412,901					
	SUBTOTAL RESIDENTIAL SERVICES	\$ 1,462,745	\$ 191,637			\$ 1,654,382	\$ 1,462,745	\$ 191,637				1,654,382					1,654,382

Agency Name: **John de la Howe School**

Fiscal Year 2015-16
Accountability Report

Agency Code: **L12** Section: **035**

Program Template

Program/Title	Purpose	FY 2015-16 Expenditures (Actual)					FY 2016-17 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	ROF	TOTAL	General	Other	Federal	TOTAL	
Budget Recap	State		EOF		ROF	FF	Total				
Superintendent		79,070	-	-	-	-	79,070				
Classified Position		2,443,354	-	-	-	-	34,337	2,477,691			
Unclassified Posit		419,988	-	-	-	-	25,219	445,207			
Other Personal Se		54,952	-	-	-	-	48,809	103,761			
Subtotal		2,997,364	-	-	-	-	108,365	3,105,729			
Other Operating		452,976	479,512	302,535	188,659	1,423,682					
Case Services		-	2,000	-	-	2,000					
Subtotal		452,976	481,512	302,535	188,659	1,425,682					
Employer Contrib		1,300,370	-	-	-	56,203	1,356,573				
Grand Total		4,750,710	481,512	302,535	353,227	5,887,984					
ck		4,750,710	481,512	302,535	353,227	5,887,984					

Agency Name: **John de la Howe School**

Fiscal Year 2015-16
Accountability Report

Agency Code: **L12** Section: **067**

						Legal Standards Template
Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Associated Program(s)	
1	7.6	State	Proviso	John de la Howe Board to work with advisory group to develop recommendation for an	General Assembly	
2	59-49-10	State	Statute	John de la Howe School established in accordance with purposes of JDLH will	Education	
3	59-49-20	State	Statute	School to be governed by board appointed by Governor	Education	
4	59-49-30	State	Statute	Trustees required to attend at least one meeting a year	Education	
5	59-49-40	State	Statute	Board to meet at least quarterly and at least once a year at school	Educatoin	
6	59-49-60	State	Statute	Trustees to receive per diem and mileage as provided by state law	Education	
7	59-49-70	State	Statute	School declared a body corporate and powers defined	Education	
8	59-49-80	State	Statute	Board shall elect Superintendent to lead agency	Education	
9	59-49-90	State	Statute	Board, Superintendent subject to oath; Superintendent to execute bond	Education	
10	59-49-100	State	Statute	Purpose of John de la Howe School to carry out wishes of will of Dr. de la Howe	Education	
11	59-49-110	State	Statute	Trustees empowered to improve school's forestry and farm practices	Education	
12	59-49-120	State	Statute	Estate of Dr. de la Howe appropriated for support of school	Education	
13	59-49-130	State	Statute	School may used all money received through Clark's Hill Project	Education	
14	59-49-140	State	Statute	Trustees set rules, regulations for governance of school	Education	
15	59-49-150	State	Statute	Families of students who can pay for their care in full or part	Education	

Agency Name:

John de la Howe School

Fiscal Year 2015-16

Accountability Report

Agency Code:

L12

Section:

93

Customer Template

Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	<i>Specify only for the following Segments: (1) Industry; Name; (2) Professional Organization; Name; (3) Public; Demographics.</i>
SC students, families	Families facing challenges	Behavior correction; Education	General Public	Families across SC with youth experiencing behavior, education deficiencies
SC school districts	Expelled or disruptive students	Behavior correction; Education	General Public	Public schools across state dealing with troubled youth

Agency Name: John de la Howe School

Fiscal Year 2015-16
Accountability Report

Agency Code: L12 Section: 000

Partner Template

Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Objective(s)
JDLHS Volunteers	Non-Governmental Organization	Assist with construction projects on campus	Improve liveability of campus
SC Department of Natural Resources	State Government	Teach wildlife skills, gun safety, educate on food plots, etc.	Mentor, teach students
Clemson Extension Service	State Government	Advise on agriculture, wildlife projects on campus	Promote farm program
Self Family Foundation	Private Business Organization	Fund projects such as commercial generator for campus	Provide safe environment
Area Lions Clubs	Non-Governmental Organization	Assist with funding of generator project	Provide safe environment
SC Forestry Commission	State Government	Provide bulldozer, truck for farm projects	Teach marketable skills
National Wild Turkey Federation	Private Business Organization	Provide hunting, outdoor opportunities	Mentor, teach students
Hickory Knob State Park	State Government	Provide golf venue for students, fundraisers	Mentoring and philanthropy
SC Department of Juvenile Justice	State Government	JDLH accepts referrals from DJJ	Address behavior, family issues
SC Department of Social Services	State Government	JDLH accepts referrals from DSS	Address behavior, family issues
SC Department of Mental Health	State Government	JDLH accepts referrals from SCDMH	Address behavior, family issues
Abbeville School District	K-12 Education Institute	JDLH serves as alternative school for Abbeville District	Behavior, education services
McCormick School District	K-12 Education Institute	McCormick District serves JDLH students in grades 10-12	Education services
JDLHS Alumni Association	Non-Governmental Organization	Alumni provide philanthropy, support to students	Provide stable, safe campus
Linus Project	Non-Governmental Organization	Provide blankets for JDLH students annually	Improve liveability of campus
Clark Hill Striper Club	Non-Governmental Organization	Provide annual fishing tournament for JDLH youth	Mentoring, recreation
SC Legislature	State Government	Provide funding, direction	Assist school with its mission
Beaufort Land Trust	Non-Governmental Organization	Provide tour of Frank Lloyd Wright plantation	Educate students
Area Churches	Non-Governmental Organization	Provide philanthropy, support to students	Improve liveability of campus
SC School Districts	K-12 Education Institute	JDLH accepts referrals from SC schools	Address behavior, family issues
McCormick County Sheriff's Dept.	Local Government	Provides School Resource Officer for JDLHS	Increase school, campus safety
JDLHS Foundation	Private Business Organization	Solicits, raises funds from private sector	Benefit mission of JDLHS

Agency Name: **John de la Howe School**

Fiscal Year 2015-16
Accountability Report

Agency Code: **L12** Section: **000**

Report Template

Item	Report Name	Name of Entity Requesting the Report	Type of Entity	Reporting Frequency	Submission Date (MM/DD/YYYY)	Summary of Information Requested in the Report	Method to Access the Report
HR Report	Equal Employment Opportunity	SC Human Affairs	State	Annually	October 26, 2016	Employment practices to ensure diversity	Available on paper
HR Report	Unemployment Insurance	SC Employment Workforce	State	Quarterly	March, June, Sept. Dec.	Status of unemployment insurance for staff	Available on paper
Finance Report	Retirement Report		State	Quarterly	March, June, Sept. Dec.	Status of funding for retirement benefits	Available on paper
School Report	Quarterly Data Collection	SC Department of Education	State	Quarterly	Every 45 days	Data pertaining to students enrolled at JDLHS	Available on paper
School Report	Annual Report Card	SC Department of Education	State	Annually	Sept. 30, 2016	Summary of student performance	Available on paper
Finance Report	Annual Agency Budget	SC Budget Office	State	Annually	Sept. 30, 2016	Roadmap for agency spending	Available on paper
Finance Report	Insurance Reserve Renewal	SC Budget & Control Board	State	Annually	Jan. 15, 2016	Liability assessments	
Finance Report	Comprehensive Perm. Improvement	SC Budget Office	State	Annually	March 1, 2016	Facility Maintenance	
Ethics Report	Statement of Economic Interests	State Ethics Commission	State	Annually	0/3/30/2016	Full disclosure required of senior staff	

