

<b>AGENCY NAME:</b>	South Carolina School for the Deaf and the Blind (SCSDB)		
<b>AGENCY CODE:</b>	H750	<b>SECTION:</b>	6



## Fiscal Year 2013-14 Accountability Report

### SUBMISSION FORM

<b>AGENCY MISSION</b>	<p><b>Mission Statement:</b> The mission of the South Carolina School for the Deaf and the Blind (SCSDB) is to ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships.</p> <p><b>Vision Statement:</b> SCSDB's vision for the future is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.</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 2013-14 Accountability Report, which is complete and accurate to the extent of my knowledge.

<b>AGENCY DIRECTOR</b> <i>(SIGN/DATE):</i>		
<i>(TYPE/PRINT NAME):</i>	Margaret Park, President (2013-2014)	Page B. McCraw, Interim President (8/14)

<b>BOARD/CMSN CHAIR</b> <i>(SIGN/DATE):</i>		
<i>(TYPE/PRINT NAME):</i>	Mr. Robert A. Dobson, III, Board Chairman	

<b>AGENCY NAME:</b>	<b>South Carolina School for the Deaf and the Blind (SCSDB)</b>		
<b>AGENCY CODE:</b>	<b>H750</b>	<b>SECTION:</b>	<b>6</b>

**AGENCY’S DISCUSSION AND ANALYSIS**

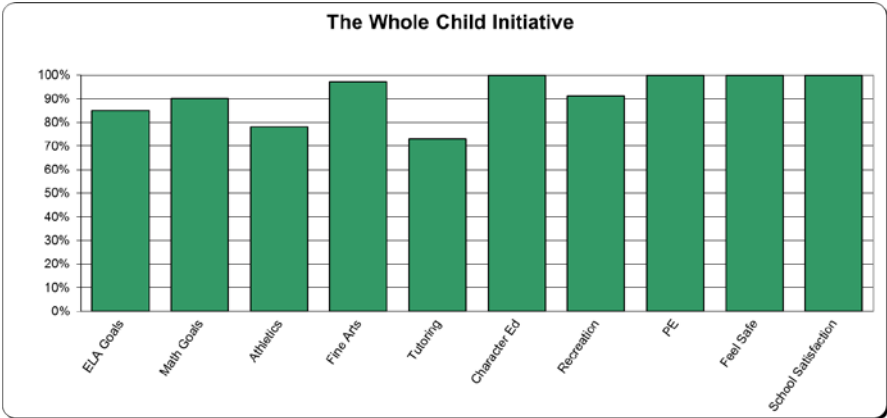
Founded in 1849, the South Carolina School for the Deaf and the Blind (SCSDB) was established with a purpose to provide specialized educational programming to a small number of students with hearing disabilities. Today, SCSDB serves students with sensory impairments to include deaf/hard of hearing, blind/visual impairment, and sensory multi-disabled. SCSDB provides educational programming and services to students with sensory disabilities in South Carolina in order to assist these students to realize their maximum potential through high quality educational programs, outreach services, and partnerships. In order to *Embrace the Possibilities* for every child, strategic planning is an important part of continuous improvement at SCSDB. In addition to the agency annual strategic plan, SCSDB also strategically plans through CEASD accreditation, AdvancED/SACS accreditation, and the South Carolina Department of Education five year school renewal strategic plan. For SCSDB, the agency strategic plan goals embody the critical areas in which SCSDB has identified for focus in order to accomplish the mission and vision of the agency.

**Strategic Goal 1: Improve student performance in English Language Arts**

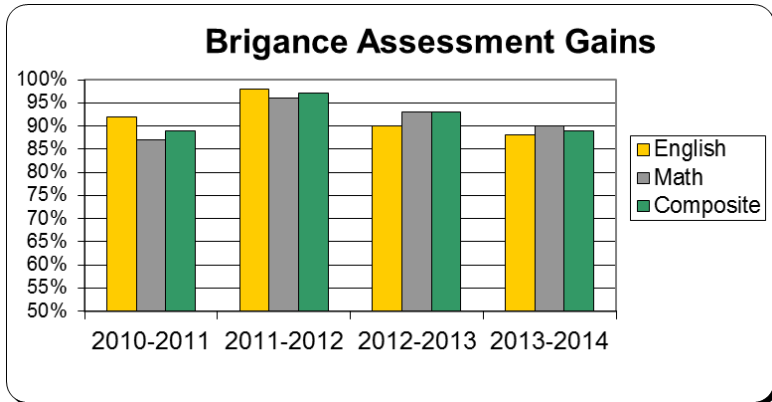
This goal focused on the need to improve student achievement in English Language Arts. One major area was to develop a campus wide literacy program around the theme of *Read for Your Life*. Professional development was provided to staff and additional reading resources and materials were secured for classrooms as well as residential areas. Professional development was provided to promote literacy as well as a book study that was conducted on the effects of poverty on student performance. SCSDB partnered with the local United Way to provide a poverty simulation activity for staff. SCSDB also partnered with the Lion’s Club to provide volunteer readers for students and books. Additionally, through the Walker Foundation, students were provided a backpack of items that included a book for each child. Other objectives included evaluating the need for a literacy coach and investigating early literacy assessments. These objectives have assisted SCSDB to be prepared to implement steps to meet requirements of the new Read to Succeed legislation. SCSDB has partnered with the South Carolina Department of Education to participate in professional development activities and the summer reading book program for third grade students. Student activities under the campus wide literacy theme of *Read for Your Life* included the use of Accelerated Reader, a student reading incentive program, an International Festival, a book swap, a reading fair, a Ginger Bread Celebration, a Story Telling Festival, a Dr. Seuss Birthday Party, and a Summer Reading Book Program.

The second strategy for Goal 1 allowed SCSDB to make improvements in the school’s master schedule to ensure students received necessary related services and did not lose the much needed instructional time in the classroom. During 2013-2014, SCSDB conducted 106 occupational therapy evaluations, 133 physical therapy evaluations, 234 speech evaluations, 45 audiology evaluations, and 36 educational psychology evaluations. The vast needs of the students served at SCSDB demands strategic scheduling in order to insure students receive services without disruption to the educational day. This objective included action steps for leadership training for principals, a focus on classroom observations, and the development of an online classroom observation tool for principal use beginning in 2014-2015.

In reviewing student achievement for 2013-2014, it is important to note that SCSDB adopted the Whole Child Initiative in 2008 to track student performance in those areas central to student preparation for life-long success. The program promotes the belief that students must be healthy, safe, actively engaged, supported, and academically



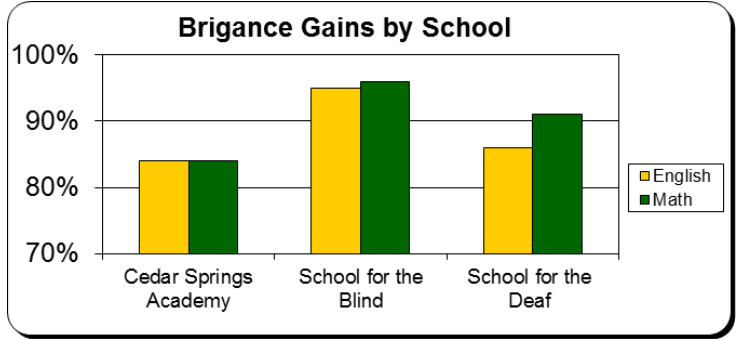
challenged in order to learn. For students with sensory impairments, a need exists to be constantly mindful of the schools mission to ensure the individuals we serve realize maximum success which encompasses the whole child.



The Brigance assessment is a test used to determine current academic skill levels for students. Teachers use the data to identify academic deficiencies and chart an effective education program. This assessment is also used for SCSDB’s state report card. Brigance results for this past year show an overall performance of 88% in English and 90% in math. The overall performance for all SCSDB students was 89%.

A breakdown of this information by school was very helpful to ensuring continued improvement. At CSA, English and math performance were both

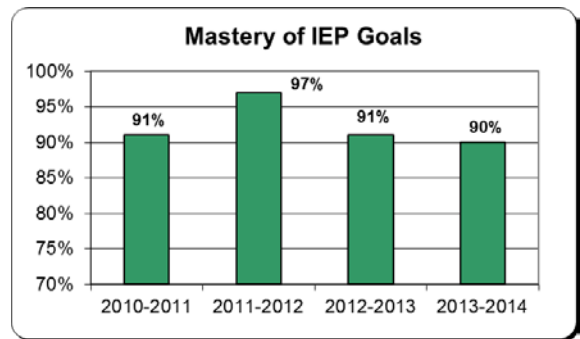
at 84%. CSA is the multi-handicapped school where student ability levels and needs place them in a non-graded program. In the School for the Blind, English performance was 95% while math performance was 96%.



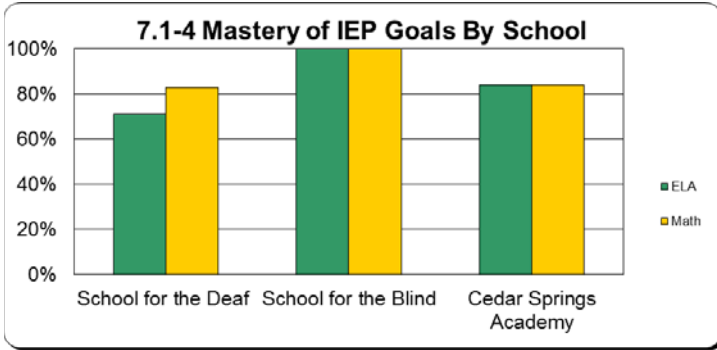
Performance at the school for the Blind continues to improve demonstrating an impact from program efforts. In the School for the Deaf, English performance was 86% and math performance was 91%. English performance in the School for the Deaf continues to be an area for needed improvement. SCSDB recognizes that these students must first develop a communication system in order to grow academically. Thus, it is not uncommon for the reading level of deaf and hard of hearing children to lag behind those of their counterparts.

In order to gain increased knowledge of instructional strategies for these students uniting ASL and the English language, SCSDB has participated in several research studies, one of which is a nationwide study that is seeking to gain an increased understanding of early literacy skills and the most effective programs for students that are deaf or hard of hearing. For FY14-15, SCSDB will continue to focus on making data-driven decisions to positively impact student performance. SCSDB is also embracing the components of the Read to Succeed legislation as applicable to our student population. One key component from this goal is that SCSDB will hire literacy coaching staff to work with our teachers and students for the 2014-2015 school. Additionally, SCSDB will need to continue to give consideration to the value of Brigance Assessments in the future. Currently, Brigance is the assessment measure for SCSDB students through state accountability as reported on the school report card. For the past two years, SCSDB curriculum has been aligned to new state standards and instruction is now focused on state standards. Thus, the possibility exists that the decline in overall Brigance performance over the past two years may be a result non-alignment of the Brigance assessment to the new standards. SCSDB will continue to monitor the effectiveness of Brigance to provide valid results and expects that changes could be forthcoming with the future changes in state standards and the state assessment system.

Individual Education Plan (IEP) goals are a critical part of each special education student’s learning program. Mastery of the IEP goals allows for meaningful progress toward each child’s special learning needs. Data from FY13-14 indicated a slight drop in performance from 91% to 90%.

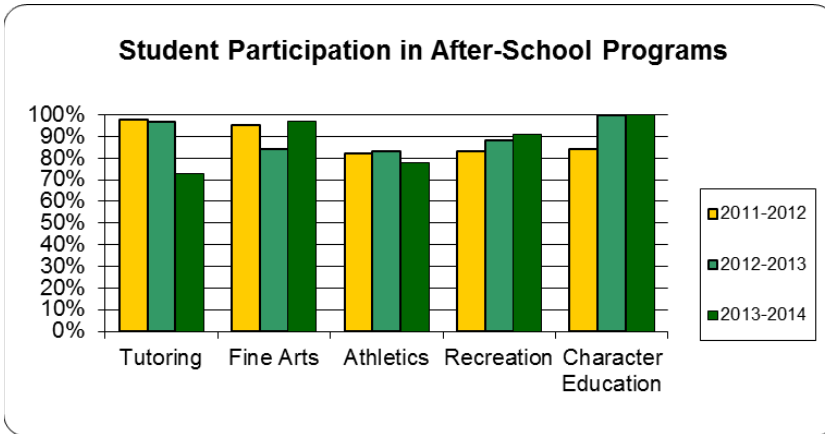


Further breakdown of this data was calculated to determine areas for future focus based upon student performance in ELA and math. The School for the Blind realized success with 100% of student meeting IEP goals in both ELA and math. For two consecutive years, the School for the Blind has shown success with a high level of performance. For the School for the multi-handicap, Cedar Springs Academy, both ELA and math performance were at 84%. For the School for Deaf, ELA performance was 71% and math performance was 83%. For the School for the Deaf, although math performance remained the same, there was a 6 percentage point decrease in English Language Arts.

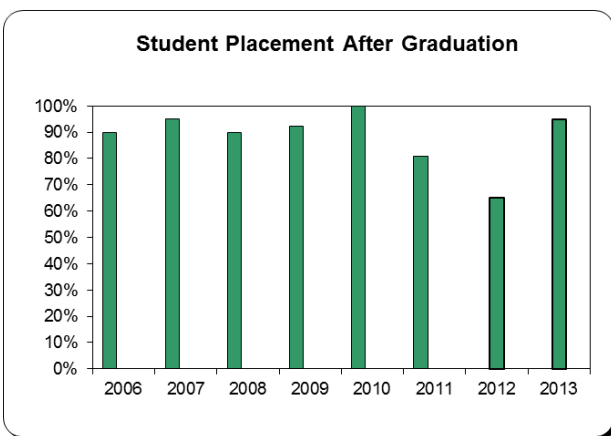


Thus, further analysis was needed to narrow down the area of greatest need. At the Deaf Elementary School, only five students did not meet their IEP goals. At the middle school level, only one student did not meet IEP goals. However, at the high school level, eleven students did not meet the IEP goal in ELA and four did not meet the IEP in mathematics. Thus, during the 2014-2015 school year, continued professional development will be provided for

teachers in the Deaf High School in effectively writing IEP goals and providing the services needed to assist students in reaching these goals.



When the traditional school day ends, students at SCSDB participate in a variety of educational and recreational activities including tutoring programs, homework clubs, library activities, fine arts enrichment classes, competitive sports/athletic activities, special interest clubs, independent living skills, and character education. SCSDB plans to provide reading intervention to students in the after-school programs during 2014-2015.



At SCSDB, every effort is made to transition students into post-secondary educational programs, job training programs, or to be gainfully employed one year post high school completion. Under federal law, SCSDB can serve students up to the age of 21. The total number of students placed upon completion at SCSDB for 2013-2014 was 95%. In 2011 and 2012, the lagging economy created challenges for SCSDB and the other entities that serve our students beyond completion. Transition goals are a required component of each student's IEP and career and technology programs have been expanded at SCSDB in recent years in order to better prepare students for the future upon completion at SCSDB.

### Strategic Goal 2: Ensure safety for students and staff

In order to provide a safe environment for students during the school day and during residential time, members of the maintenance department used a variety of measures to evaluate campus grounds and facilities for needed improvements to ensure a safe environment. For example, numerous inspections and evaluations that take place annually were reviewed. These included Fire Marshall Inspections, DHEC

inspections, State Transportation inspections, and inspections by the SCSDB director of maintenance. Additionally, members of the maintenance department were in the schools and residential facilities to gather feedback not only from principals, but also teachers, custodial staff, residential staff, and students. The maintenance department also participated in the regular meetings of the SCSDB Safety Committee. This committee meets on a regular basis, evaluating the physical plant as well as any health or life safety issues. Finally, the departments online work order system provided a means to insure all immediate needs were repaired in a timely fashion and to plan for preventive maintenance.

A second objective for this goal was to evaluate campus grounds and facilities for needed improvements to ensure accessibility in creating a safe environment. Accessibility is a great concern at SCSDB. All students and many of the staff have specialized mobility needs. In an effort to maintain and improve campus accessibility, the maintenance staff evaluated the campus to maintain a user friendly campus that is safe. Areas of focus included insuring walkway accessibility to accommodate canes and wheel chairs, crosswalks and parking areas appropriately marked, ramps maintained for safe access, and a campus environment that promotes safe travel across campus. A plan is in place to constantly monitor the buildings and grounds for accessibility. SCSDB also has an accessibility committee that meets on a regular basis to review accessibility concerns. Additionally, each school has a student council with the president of each student council participating in School Improvement Council meetings where students have an opportunity to share any accessibility concerns. Another area of focus to insure safety in school and residential settings has been the continued implementation of building notification systems. These emergency notification systems provide accessible emergency notification information for students and staff members with sensory impairments. The new systems provide warnings through lighted digital displays meeting the accessibility needs for our deaf/hard of hearing population while the voiced emergency notices assist our blind/visually impaired students and staff members.

### **Strategic Goal 3: Develop clear communication procedures**

The first objective for this goal was to establish a communication philosophy for the School for the Deaf. For this action step, much attention was provided by the School for the Deaf to ensure stakeholders firmly grasped the methodology of communication for the Deaf School. The principal of the school provided multiple presentations of the school's communication philosophy and this particular school participated in several research studies focused on improving communication and literacy among deaf/hearing impaired individuals. The second action step was to establish talking points to communicate the inventory of services for each division/department. SCSDB, through the Office of Information/Public Relations and Information Exchange meetings, created single page, talking point materials providing clear information of the services provided within each division of the agency. A major component of agency climate is informed staff members that serve as informed ambassadors for SCSDB. Objective 2 of this goal was to develop communication protocols between residential and educational staff. Through this objective, an opportunity was provided for the educational staff and the residential staff to develop stronger partnerships. Improvements were made in the lines of communication concerning student discipline, student health, homework assignments, improving student independence, and empowering students to make good decisions. The established of these communication protocols has afforded SCSDB the opportunity to improve communication between the three shifts of staff members that serve the students while on campus.

### **Strategic Goal 4: Improve the effective use of technology**

In the ever changing world of technology, it is imperative that SCSDB increase students opportunities for improvement through effectively integrating technology at SCSDB. Although a vast initiative, the benefits for student learning have been outstanding even in the initial year of implementation. One of the first steps in implementing the one to one initiative at SCSDB was to improve the network infrastructure through upgrades. Switching was upgraded throughout the agency to increase network throughput and provide power over Ethernet capabilities. This provided a speed increase from 1/100 for all devices to 10/100/1000. Networking switching included the following: MS220-8P - 7 Devices, MS22P - 12 Devices, MS42P - 60 Devices. This allowed SCSDB to provide complete coverage to all areas of campus, including all dorms, and increased the

total number of wireless access points from 52 devices to 162 devices. Also included in the infrastructure improvement was a new Management Portal for all Meraki equipment. Network diagrams were created in order to locate problem areas and high use areas. SCSDB was also able to improve overall technology security through implementing the use of a new “Next Generation” security appliance, replacing an end-of-life ASA firewall. Additional upgrades included the installation of a new backup appliance that provided off site complete backups of all server data and message level email backup, and the installation of a new virtualized server and storage system eliminating the need for multiple single instance servers. SCSDB was able to remove 35 servers and in doing so reduced the power consumption needed for this equipment. A new power backup supply was installed for the data center. In order to improve security in the student use of technology, new student user accounts were set up eliminating the need for generic accounts and providing web filtering and reporting based on the individual student. Additionally, as part of this technology improvement project, new employee photo ID Badges were printed for staff members to be used for building access when new access control core equipment is installed. Finally, a second component of this strategic goal was to hire a technology integrator coordinator to assist in the integration of technology into the educational program. During the 2013-2014 school year, the addition of this staff member has allowed SCSDB to provide monthly technology newsletters to staff, provide ActivBoard training and PowerTeacher training to staff, provide training to students that mainstream to Spartanburg School District 7, and provide training to campus teachers and students in the use of one to one technology to include the use of the accessibility features afforded through such devices.

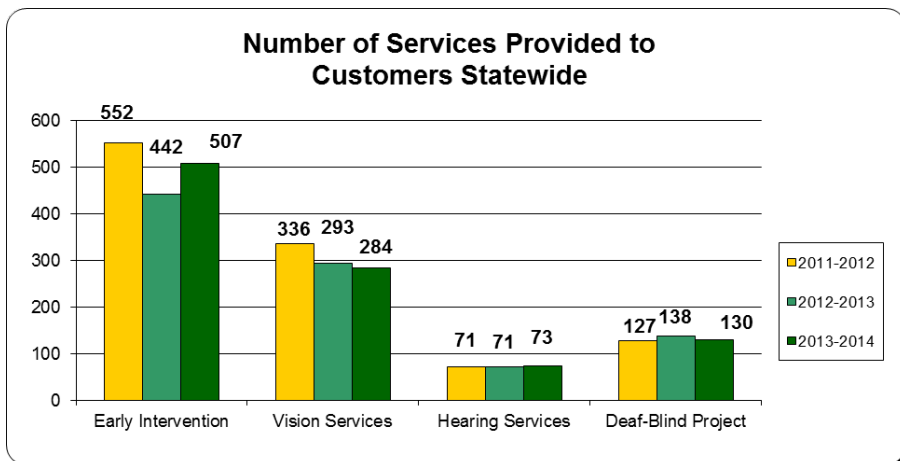
### **Strategic Goal 5: Develop and implement a recruitment plan**

For Strategic Goal 5, SCSDB focused on both staff recruitment and student recruitment. In the area of staff recruitment, SCSDB worked to develop partnerships across South Carolina and even beyond state boundaries to actively seek and recruit staff members. During 2013-2014, the SCSDB Human Resource Office attended recruitment fairs at state universities in order to seek highly qualified staff. Additionally, efforts were made to partner with colleges and universities to recruit highly qualified staff members prior to graduation. As part of this initiative, recruitment materials were created to share with potential staff members. Teachers at SCSDB must be certified in the appropriate content area/grade level as well as have the appropriate certification in deaf/hard of hearing or vision. The need for such certification often creates a hardship for the agency in locating staff members with the required certification to serve SCSDB students.

The second objective for this goal was to develop and implement a student recruitment plan. For this objective, recruitment materials were created for parents of potential students and school districts. Additionally, SCSDB evaluated student exit survey data to determine trends in data and to identify areas for improvement. SCSDB also reviewed and updated the agency’s school admissions process and criteria. Finally, opportunities were afforded for staff members to receive training in becoming ambassadors for the agency. SCSDB enrolls students throughout the school year to best meet the needs of the student population served. During the 2013-14 school year, SCSDB served 292 students on campus. It is important to note that SCSDB enrollment is greatly influenced by a transient student population, student transfers, graduation, and transition. Additionally, through SCSDB’s Outreach Center, SCSDB also serves students in local school districts for Vision Services and Deaf/Hard of Hearing Services. This means that oftentimes when students leave SCSDB to return to their home district, SCSDB continues to be the service provider through the Outreach Center rather than on campus. Student placement, in accordance to federal law, is always based upon an IEP team decision as to the most appropriate placement for the student to find success in the least restrictive environment.

During the 2013-2014 school year, SCSDB collected student exit information to determine in trends as to why students leave SCSDB. In examining this data, SCSDB noted that 11 students transferred to a home school district in South Carolina, 1 student became a homeschool student, 2 left to care for children, 1 student transferred to an out of state school, and 12 students moved out of state. Special needs students can be served up to the age of 21; however, they are not required to attend from ages 18 to 21. There were 3 students that did not return and 2 students left mid-year. Also, at the end of the school year, 5 students received high

school diplomas, 4 students received State Certificates, and 11 students aged out reaching the maximum age of 21.



SCSDB’s Outreach Services provides a wide array of services statewide to individuals who are deaf, hard of hearing, blind, visually impaired or deaf/blind. Through Outreach Services, Early Intervention services were provided to 507 children from birth to age 3 with vision and/or hearing impairments across South Carolina. Additionally, Outreach services were provided in school districts across the state. In the area of Vision Services, 284 students were

served, and in the area of Hearing Services, 73 students were served. Vision Services also served 19 students through Access Technology, 26 students through Project Magnify, and 63 children through the Little Locomotive Program. Orientation and Mobility Services were afforded to 88 students on campus and 91 students in local school districts. Through the Deaf-Blind Project, 130 students were afforded services. Outreach Services also provides Interpreting Services on campus and across South Carolina. For 2013-2014, 5,031.25 hours of interpreting were provided on campus while 3,075.75 hours of interpreting were provided to other locations across the state.

The Office of Outreach also partners with First Steps to provide the Kelly’s Kids Development Center on campus. During the 2013-2014 school year, the program enrollment was 21 children, an increase of 5 children from the previous year. The Kelly’s Kids Development Center is a valuable program for SCSDB and this specialized program provides an early start for students ages birth to age 3 with sensory impairments.

Another partnership through Outreach Services is the Braille Production Center that is in conjunction with the Leath Correction Center where braille textbooks are created for students in South Carolina. In addition to the braille program, SCSDB’s Outreach Services also has an Instructional Resource Center that provides large print books and materials for students in South Carolina. During 2013-2014, the Instructional Resource Center and Braille Production Center provided 918 textbooks across South Carolina, and 163 students were served. Additionally, the Braille Production Center produced 120,644 Braille pages and 11,382 Braille tactile graphics.

For 2014-2015, SCSDB has identified the following strategic goals:

**Goal 1: Improve the availability of professional growth experiences for staff members.**

SCSDB continues to note a lack of satisfaction in professional development among staff members from survey data. Developing a comprehensive professional development plan will afford SCSDB the opportunity to prioritize needs for each division/department and work to provide such professional development as funds are available.

**Goal 2: Improve student achievement through developing and maintaining environments conducive to learning.** The 2013-2014 school year will be a readiness year for SCSDB as the school works to implement Positive Behavioral and Intervention Support (PBIS).

**Goal 3: Develop a comprehensive student recruitment and retention plan.** Upon completion of the related student recruitment goal for 2013-2014, SCSDB finds that additional work is needed in the area of student recruitment and retention.

**Goal 4: Improve the effective use of technology.** During the 2013-2014, SCSDB began the implementation of one to one technology and the integration of instructional technology. Infrastructure and the initial rollout began in the 2013-2014 school year with an additional implementation year for 2014-2015.

**Goal 5: Improve home/school relations.** SCSDB has identified a need for a protocol to improve home school relations, particularly as to how it relates to communication between school and home.

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Program Template

Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
Education	Specialized instruction and educational services for students who are deaf, blind, and sensory multi-disabled. Educational programming and services are provided through age 21.	\$ 4,838,678	\$ 4,696,972	\$ 232,330	\$ 9,767,980	\$ 6,808,951	\$ 4,457,031	\$ 174,839	\$ 11,440,821	1.1.1-1.1.8, 1.2.1-1.2.6, 3.1.1, 3.2.1, 3.2.2, 4.1.1-4.1.4
Student Support	Specifically designed support services for students with sensory disabilities.	\$ 3,103,522	\$ 3,396,206	\$ 128,699	\$ 6,628,427	\$ 2,961,518	\$ 2,305,429	\$ 428,885	\$ 5,695,832	1.1.1-1.1.8, 1.2.1-1.2.6, 3.1.1-3.1.2, 3.2.1-3.2.2
Residential	Provides students with opportunities to learn essential life skills.	\$ 2,408,880	\$ 776,422		\$ 3,185,302	\$ 3,080,031	\$ 312,769		\$ 3,392,800	1.1.1, 1.1.4, 1.1.5, 1.1.8, 3.1.2, 3.2.1, 3.2.2
Outreach	The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them.	\$ 307,964	\$ 4,417,804	\$ 636,261	\$ 5,362,029	\$ 123,335	\$ 4,263,639	\$ 663,134	\$ 5,050,108	1.1.5, 1.1.7, 1.1.8, 3.1.2, 5.1.1-5.1.4, 5.2.1-5.2.5
Administration	Provides logistical support for all other program areas, strategic leadership, and oversight of compliance with regulatory standards.	\$ 1,553,511	\$ 188,915		\$ 1,742,426	\$ 1,364,202	\$ 227,572		\$ 1,591,774	1.1.1-1.1.8, 1.2.1-1.2.6, 2.1.1-2.1.7, 3.1.2, 4.1.1-4.1.4, 5.1.1-5.1.4, 5.2.1-5.2.5
Physical Support	Responsible for the development, maintenance, housekeeping, and grounds keeping of the 160 acre, 38 building, 162 year-old campus.	\$ 1,362,479			\$ 1,362,479	\$ 1,693,777	\$ 82,394		\$ 1,776,171	2.1.1-2.1.7, 3.1.2, 4.1.1,



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Strategic Planning Template

Type	Item #			Description
	Goal	Strat	Object	
G	1			<b>Improve student achievement in English Language Arts</b>
S		1.1		<b>Develop a campus-wide focus on literacy</b>
O			1.1.1	<i>Develop a campus-wide literacy focus around the theme of Read for Your Life</i>
O			1.1.2	<i>Investigate the need for a literacy coach and secure future funding for such a position, if warranted</i>
O			1.1.3	<i>Read across the curriculum in all content areas</i>
O			1.1.4	<i>Provide reading materials, as needed</i>
O			1.1.5	<i>Provide professional development in reading/literacy for educational and residential staff</i>
O			1.1.6	<i>Seek appropriate assessments to determine student performance in reading</i>
O			1.1.7	<i>Provide professional development in using reading assessment performance to guide teaching and learning</i>
O			1.1.8	<i>Provide professional development in the effects of poverty on student performance for educational and residential staff</i>
S		1.2		<b>Effectively use instructional time to improve student performance</b>
O			1.2.1	<i>Develop strategies to protect core instructional time</i>
O			1.2.2	<i>Schedule related services so that core instructional time is not interrupted</i>
O			1.2.3	<i>Improve master scheduling to reduce the amount of lost instructional time due to transition</i>
O			1.2.4	<i>Provide training to principals in instructional leadership</i>
O			1.2.5	<i>Provide time for principals to conduct classroom observations</i>
O			1.2.6	<i>Secure a tool for classroom observations</i>
G	2			<b>Ensure safety for students and staff</b>
S		2.1		<b>Provide a safe environment during school and residential time</b>
O			2.1.1	<i>Evaluate campus grounds and facilities for needed improvements to ensure a safe environment</i>
O			2.1.2	<i>Evaluate campus grounds and facilities for needed improvements to ensure accessibility in creating safe environment</i>
O			2.1.3	<i>Make improvements, as warranted, based upon evaluation of campus for safety issues</i>
O			2.1.4	<i>Provide electronic building access system to provide a safe and secure environment</i>
O			2.1.5	<i>Continue installation of building notification system</i>
O			2.1.6	<i>Continue to review emergency procedures and provide training, as needed</i>
O			2.1.7	<i>Provide an additional School Resource Officer as funding is available</i>
G	3			<b>Develop clear communication procedures</b>
S		3.1		<b>Develop clear communication points for each division</b>
O			3.1.1	<i>Establish a communication philosophy for the School for the Deaf</i>
O			3.1.2	<i>Establish talking points to communicate the inventory of services for each division/department</i>
S		3.2		<b>Develop communication protocols between educational and residential staff</b>
O			3.2.1	<i>Determine what information needs to be shared and who will share the information between the educational program and residential program</i>
O			3.2.2	<i>Establish agreed upon communication methods between educational staff and residential staff</i>
G	4			<b>Improve the effective use of technology</b>
S		4.1		<b>Effectively integrate instruction into technology</b>
O			4.1.1	<i>Implement one to one devices as funding is available</i>
O			4.1.2	<i>Provide professional development training to staff in the effective use of technology</i>
O			4.1.3	<i>Hire a technology integrator/coach/coordinator as funding is available</i>

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Strategic Planning Template

Type	Item #			Description
	Goal	Strat	Object	
O			4.1.4	Secure and implement instructional technology resources
O			4.1.5	Determine and implement accountability measures for technology proficiency
G	5			<b>Develop and implement a recruitment plan</b>
S		5.1		<b>Develop and implement a staff recruitment plan</b>
O			5.1.1	Attend recruitment fairs to seek highly qualified staff
O			5.1.2	Recruit highly qualified staff from colleges and universities prior to graduation
O			5.1.3	Establish partnerships with major universities to recruit highly qualified staff
O			5.1.4	Develop recruitment materials to give to potential staff
S		5.2		<b>Develop and implement a student recruitment plan</b>
O			5.2.1	Develop recruitment materials for parents and school districts
O			5.2.2	Develop and implement a retention plan to include evaluation of exit survey information
O			5.2.3	Provide an opportunity for Outreach staff to visit campus on a regular school day as part of developing ambassadors for SCSDB
O			5.2.4	Provide an opportunity for division/department staff members to visit schools as part of developing ambassadors for SCSDB
O			5.2.5	Create a virtual tour of SCSDB

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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)
1	Mastery of IEP Goals	91%	90%	100%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	1.1.1-1.1.8
2	Mastery of IEP Goals-Male	90%	88%	100%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	1.1.1-1.1.8
3	Master of IEP Goals-Female	91%	92%	100%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	1.1.1-1.1.8
4	Brigance Composite	93%	89%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	1.1.1-1.1.8
5	Brigance ELA-Male	90%	88%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	1.1.1-1.1.8
6	Brigance ELA-Female	89%	89%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	1.1.1-1.1.8
7	Brigance Math-Male	95%	88%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	1.1.1-1.1.8
8	Brigance Math-Female	90%	93%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	1.1.1-1.1.8
9	Student Placement upon Completion	65%	95%	100%	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure	1.1.1-1.1.8
10	Braille Pages	100,661	120,644	As Requested	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.1-1.1.8
11	Braille Tactile Pages	6,392	11,382	As Requested	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.1-1.1.8
12	Literacy Enrichment-Library Classes	236	328	275	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.1-1.1.8
13	Literacy Enrichment-Accelerated Reader	37	69	50	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.1-1.1.8
14	Literacy Enrichment-Book Fair	179	207	200	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.1-1.1.8
15	Literacy Enrichment-Special Events	150	188	175	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.1-1.1.8
16	State Surveys-Student	Not Available		100%	July 1st-June 30th	State Report Card	Annual	Total	1.1.1-1.1.8
17	State Surveys-Staff	82%		100%	July 1st-June 30th	State Report Card	Annual	Total	1.1.1-1.1.8
18	State Surveys-Parents	100%		100%	July 1st-June 30th	State Report Card	Annual	Total	1.1.1-1.1.8
19	OT Evaluations	136	106	As Needed	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.2.1-1.2.3
20	PT Evaluations	99	133	As Needed	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.2.1-1.2.3
21	Speech Evaluations	308	234	As Needed	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.2.1-1.2.3
22	Audiology Evaluations	200	45	As Needed	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.2.1-1.2.3
23	Educational Psychology Evaluations	91	36	As Needed	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.2.1-1.2.3
24	Electronic Classroom Observation Tool	0	1	1	July 1st-June 30th	Technology Data	Annual	Total	1.2.4-1.2.6
25	Maintenance Work Orders	Not Available	4,790	As Needed	July 1st-June 30th	Maintenance Work Order System	Annual	Total	2.1.1-2.1.3
26	Access Control System	0	1	5	July 1st-June 30th	Technology Data	Annual	Total	2.1.4
27	Building Emergency Notification System	0	1	1	July 1st-June 30th	Technology Data	Annual	Total	2.1.5
28	Building Emergency Notification System-Media Ports	0	45	74	July 1st-June 30th	Technology Data	Annual	Total	2.1.5
29	Campus Safety-ID RFID Badges	0	400	700	July 1st-June 30th	Technology Data	Annual	Total	2.1.5
30	Building Emergency Notification System-LED Signs	0	138	138	July 1st-June 30th	Technology Data	Annual	Total	2.1.5

Agency Name: South Carolina School for the Deaf and the Blind

Agency Code: H75 Section: 006



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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)
31	Students Participating in Safety Training	300	380	270	July 1st-June 30th	SCSDB Dashboard	Annual	Total	2.1.6
32	Staff Participating in Safety Training	All	All	All	July 1st-June 30th	SCSDB Dashboard	Annual	Total	2.1.6
33	Security Cameras	0	33	58	July 1st-June 30th	Technology Data	Annual	Total	2.1.5
34	Staff Participating in Defensive Driving Training	11	56	40	July 1st-June 30th	SCSDB Dashboard	Annual	Total	2.1.6
35	Number of Welcome Center Checks	16,424	13,282	All Visitors	July 1st-June 30th	SCSDB Dashboard	Annual	Total	2.1.6
36	School Resource Officers	1	2	2	July 1st-June 30th	Safety Data	Annual	Total	2.1.7
37	Inventory of Services	0	1	1	July 1st-June 30th	Public Information Documents	Annual	Total	3.1.1-3.1.2
38	Educational/Residential Communication Protocol	0	1	1	July 1st-June 30th	Meeting Notes	Annual	Total	3.2.1-3.2.2
39	Network Equipment-Switches	0	79	79	July 1st-June 30th	Technology Data	Annual	Total	4.1.1-4.1.5
40	Network Equipment-Wireless Access Points	0	162	162	July 1st-June 30th	Technology Data	Annual	Total	4.1.1-4.1.5
41	Fiber Connections-1GigE to 10 GigE	0	4	10	July 1st-June 30th	Technology Data	Annual	Total	4.1.1-4.1.5
42	One to One Devices-Macbooks	1	201	As Needed	July 1st-June 30th	Technology Data	Annual	Total	4.1.1-4.1.5
43	One to One Devices-iPads/iOS Devices	12	138	As Needed	July 1st-June 30th	Technology Data	Annual	Total	4.1.1-4.1.5
44	Technology Integrator/Coach/Coordinator	0	1	1	July 1st-June 30th	Technology Data	Annual	Total	4.1.1-4.1.5
45	Days to fill vacancy	58 Days	31 Days	30 Days	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.1.1-5.1.4
46	EEO Attainment Goal	84.90%	92.70%	100%	July 1st-June 30th	SCSDB Dashboard	Annual	End of Year Percentage	5.1.1-5.1.4
47	Staff Leaving for Better Job	18.00%	19.00%	10%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage	5.1.1-5.1.4
48	Staff Leaving for Higher Rate of Pay	5.00%	3.00%	3%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage	5.1.1-5.1.4
49	Staff Leaving for Better Working Conditions	9.00%	0.00%	5%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage	5.1.1-5.1.4
50	Staff Leaving for Family Circumstances	14.00%	14.00%	10%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage	5.1.1-5.1.4
51	Staff Terminations	19.00%	18.00%	0%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage	5.1.1-5.1.4
52	Teachers with RACs	14%	6.45%	0%	July 1st-June 30th	State Report Card	Annual	End of Year Percentage	5.1.1-5.1.4
53	Campus Student Enrollment Data	301	292	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
54	Outreach VI Students	172	178	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
55	Students Receiving Orientation and Mobility Services (Campus)	New Measure	88	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
56	Students Receiving Orientation and Mobility Services (School Districts)	134	91	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
57	Access Technology Students	14	19	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
58	Project Magnify Students	32	26	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
59	Little Locomotive Students	57	63	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
60	Outreach Hearing Students	72	73	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
61	Interpreting Hours for SCSDB	4,111.75	5,031.25	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
62	Interpreting Hours-Outside	2,516.50	3075.75	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
63	Kelly's Kids Enrollment (Campus Enrollment)	16	21	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
64	Early Intervention Enrollment	442	507	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
65	Students Served-Deaf/Blind Project	133	130	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5
66	Instructional Resource Center/Braille Production Center-Students Served	189	163	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	5.2.1-5.2.5