South Carolina School for the Deaf and the Blind

A Palmetto Gold School

A Red Carpet School

Serving Individuals Who Are Deaf, Blind or Sensory Multidisabled

Annual Accountability Report
Fiscal Year 2006-2007

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MISSION AND VALUES: The mission of the South Carolina School for the Deaf and the Blind (SCSDB) is to ensure that individuals we serve realize maximum success through high quality educational programs, outreach services and partnerships. In partnership with the Division of Outreach Services and the Walker Foundation, we embrace "Three Missions, One Cause." The values of the agency are reflected in the SCSDB Belief Statements:

We believe that …
> Human potential is unlimited
> All creation has worth.
> Higher expectations lead to higher results.
> Learning is a lifelong process.
> The family is the most important element in the life of a human being.
> A healthy society balances rights with responsibilities.
> Embracing diversity strengthens society.
> Change is necessary for growth.

MAJOR ACHIEVEMENTS FROM PAST YEAR:

Student Achievement

- 96% of individual education plan objectives mastered
- 90% of students showed gains in mathematics and language arts curriculum
- Rating of "Excellent" for Character Education Program (up from 2005-06 rating of "Good")
- PACT scores shows gains in four subject areas at grade 7 (+635), three subject areas at grade 5 (+ 334), and two subject areas for grade 3 (+147)
- 100% of paraprofessionals meet the Highly Qualified requirement
- 88% (+ 1.7%) of parents attending conferences
- 90% (+ 31%) of students with successful placement upon graduation
- Receiving (for the fifth consecutive year) a SC Palmetto Gold School Award of Excellence
- Successful completion of regional and national accreditation process by SACS/CASI and CEASD with extensive involvement of SCSDB Board and staff members, students and families, and community stakeholders in the self-study and site visit procedures
- Communication and implementation of accreditation report and recommendations, including ten (10) commendations and seven (7) recommendations

Agency Culture

- 47% of employees serving on 10 committees successfully completing the accreditation process
- Increased employee/peer recognition awards by 12.5 % (+190) over the 2005-06 awards
- 89% (+2%) of staff received employee/peer recognition awards
- 98% (+1%) rate for the agency's workforce stability factor
- Teachers reported a 93% satisfaction rate (+7%) with the SCSDB learning environment
- 89% (+ 11%) of SCSDB education staff reported they receive relevant professional development
- 95% (+5%) of teachers report that performance evaluations focus on instructional improvements
- Annual State-of-the-Agency report was presented to all agency staff for information and feedback
- 14 staff members participated in a new agency leadership development program

- 78.3% (+ 13.3%) gains in all 3 areas of the agency Annual Employee Satisfaction Survey for three measures: Valuing Diversity, Communication and Involvement, and Culture and Image.

Student Recruitment and Retention

- Continued developing awareness of SCSDB's status as a Red Carpet School Award
- Improved school website, resulting in double number of hits (from 33,594 to 67,325)
- 75 % of family tours resulting in applications for admission
- 17 % of students enrolled in summer programs seeking admission to SCSDB
- Successful grant application for $9,900 for service gap and marketing project
- 92% of parents report satisfaction with the learning environment at SCSDB
- 91.9% (+6.6%) on parent satisfaction ratings of the social and physical environment at SCSDB

Safety and Security

- 99% (+ 7%) of SCSDB students feel safe in school, more than twice the rate of a national survey
- 99% (+ 2%) of parents feels that the SCSDB residential halls are safe places for their children
- 97.6% (+ 2%) on parent overall satisfaction ratings with the SCSDB Residential Life Program
- 100% completion of safety hazard surveillance inspections
- 100% completion of corrective actions for hazard deficiencies
- 4 injury claims (- 55.5%) workers' compensation lost time cases
- 99% employee safety training completion rate
- 100% compliance with emergency preparedness and fire drills
- Continued implementation and training for agency's "Facilities Alternative Emergency Escapes."
- $ 919,699 used to complete capital projects to enhance campus safety and accessibility

KEY STRATEGIC GOALS FOR PRESENT AND FUTURE YEARS:

SCSDB will focus its resources on:

- Student Achievement: Provide diverse learning opportunities that lead to meaningful academic, behavioral, and placement outcomes for all students
- Safety: Ensure a safe learning and working environment
- Customer Relationships: Create and nurture a culture of high quality customer service and partnerships
- Service Delivery: Identify/provide the right service to the right customer at the right time in the right place
- Resources: Identify and access key resources to optimize operations in support of the strategic plan
- Leadership: Identify and participate in leadership opportunities that support the mission

OPPORTUNITIES AND BARRIERS THAT MAY AFFECT THE AGENCY'S SUCCESS IN FULFILLING ITS MISSION AND ACHIEVING ITS STRATEGIC GOALS:

Opportunities (categorized by the SCSDB Strategic Plan):

- Student Achievement:
  1. Review the diversity of course offerings and explore adding new career pathways, collaborating with technical programs; explore expanded opportunities of students in work-based settings
  2. Explore options to increase day-student participation in after-school activities
  3. Review the current technology plan; integrate technology in the curriculum, improve the network infrastructure, and provide increased staff training

4. Review student achievement data, including benchmarks and targets related to state assessments
5. Identify opportunities to increase the integration of functional behavior skills in the curriculum, strengthen accountability of staff for all student behavior and provide increased staff training

- Safety:
  1. Ensure that funding is secured to implement elements of the master campus plan that emphasizes critical life safety issues
- Customer Relationships:
  1. Retain students
  2. Expand and enhance relationships with customers, both internally and externally
- Service Delivery:
  1. Develop and implement an agency-wide marketing plan
- Resources:
  1. Update and communicate the master facilities plan
  2. Determine partnerships, funding streams and gaps to maximize funding
  3. Optimize the operational infrastructure, including Human Resources, Technology and Operations
- Leadership:
  1. Improve the culture
  2. Expand and enhance relationships with partners
  3. Review the Strategic Plan Results and all date on a quarterly basis
  4. Improve coordination -- Three Missions, One Cause

Barriers (categorized by Strategic Plan):

- Student Achievement:
  1. "High stakes" testing and outcomes, including placement after graduation
  2. Quality of instruction for academic success and recruitment of qualified staff for critical vacancies
  3. Enforcement of standards for student behavior and appearance
  4. Integration of technology into all facets of instruction and operations
- Safety:
  1. Improvements to critical safety areas, such as building access, transportation
- Customer Relations:
  1. Responses to various contacts and requests for services
- Service Delivery:
  1. Declining student enrollment
  2. Acceptance of too many "at-risk" students
- Resources
  1. Inadequate staff compensation for three shifts
  2. Limitations in some basic financial operations such as billing
  3. Dependence on Medicaid funding and uncertainty with changes in funding sources
  4. Long-term sustainability
  5. Specialized training needs for staff
- Leadership
  1. Participation by example for management's role in the staff training and development program
  2. Better understanding of agency "big picture" and encouragement of new initiatives among all staff
  3. Leadership changes in the agency and among agencies that work closely with SCSDB
  4. National trends of changes to residential schools

HOW THE ACCOUNTABILITY REPORT IS USED TO IMPROVE ORGANIZATIONAL PERFORMANCE:

The Accountability Report is the foundation for focus on "managing by the measures." It is consistently aligned with annual strategic planning process and the Malcolm Baldrige Criteria for performance. Thus, it serves as to connect the strategic goals and the mission to the performance evaluations, operations and information systems, customer focus, and business results. The Accountability Report is reviewed by key agency stakeholders through various agency venues, including Board of Commissioners members, staff and parent meetings and discussion groups -- as well as with other important constituents, such as legislators and other public officials. The report serves as one of the key documents upon which the agency's annual budget plan (including the state budget request) is built. Finally, the Accountability Report serves to support the agency's efforts to create a work unit, rather than a group of silos, in order to meet its mission of service to the citizens of South Carolina.

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Organizational Profile

1. **MAIN EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES AND THE PRIMARY METHODS BY WHICH THESE ARE DELIVERED:** The focus of SCSDB is to provide high quality on-campus educational programs to students with sensory disabilities (preschool through adulthood) and to provide statewide leadership in the delivery of community based outreach services to individuals with sensory disabilities, their families and the professionals who serve them throughout South Carolina.

2. **KEY STUDENT SEGMENTS, STAKEHOLDER GROUPS, AND MARKET SEGEMENTS, AS APPROPRIATE, AND THEIR KEY REQUIREMENTS/EXPECTATIONS:**

   - **Key Student Segments:** Campus Based Educational Programs (Preschool through Adulthood)--School for the Deaf; School for the Blind; School for the Multihandicapped; Career and Technology Education; Postsecondary Program; Residential Life/After-School Program
     Key Requirements/Expectations: Increased mastery of Individualized Education Program (IEP) goals, academic gains, development of independent living skills, individualized student placement upon graduation
   - **Market Segments:** Statewide Outreach Services--Instructional Resource Center; Itinerant Teachers of the Visually Impaired; Itinerant Teachers of the Deaf/Hard of Hearing; Low Vision Training and Consultation; Orientation and Mobility Training; Interpreting Services; S.C. Interagency Deaf-Blind Project; S.C. Telecommunications Equipment Distribution Program; Professional Workshops; Early Intervention Program
     Key Requirements/Expectations: Accomplishment of family/child outcomes, academic gains, meeting standards for timely service delivery, exemplary customer service
   - **Stakeholder Groups:** S.C. Vision Education Partnership and S.C. Deaf/Hard of Hearing Education Partnership (statewide agency representatives), community members, donors, school districts, business entities, other sister organizations and associations related to sensory disability, alumni
     Key Requirements/Expectations: Collaboration, fulfillment of Three Missions, One Cause (Agency, Outreach Services, and The Walker Foundation) to work in partnership to the benefit of those served by SCSDB

3. **OPERATING LOCATIONS:** Services are provided to every county in the state. The main campus is in Spartanburg. Six regional centers include: Piedmont Regional Outreach Center in Spartanburg (Main Campus), Low Country Regional Outreach Center/Colson Center of Outreach Services in Charleston, Midlands Regional Outreach Centers in Columbia and Rock Hill, Coastal Regional Outreach Centers in Conway and Florence.

4. **TOTAL NUMBER OF EMPLOYEES, SEGMENTED BY FACULTY AND STAFF OR OTHER APPROPRIATE CATEGORIES:**

Classified	273
Unclassified	96
Contract	51

5. **REGULATORY ENVIORNMENT UNDER WHICH THIS ORGANIZATION OPERATES:** SCSDB is both a state agency and a public school, governed by South Carolina state regulations and South Carolina and Federal laws, including but not limited to Budget and Control Board, State Department of Education, Department of Health and Environmental Control, HIPAA, FERPA, No Child Left Behind, and IDEA.
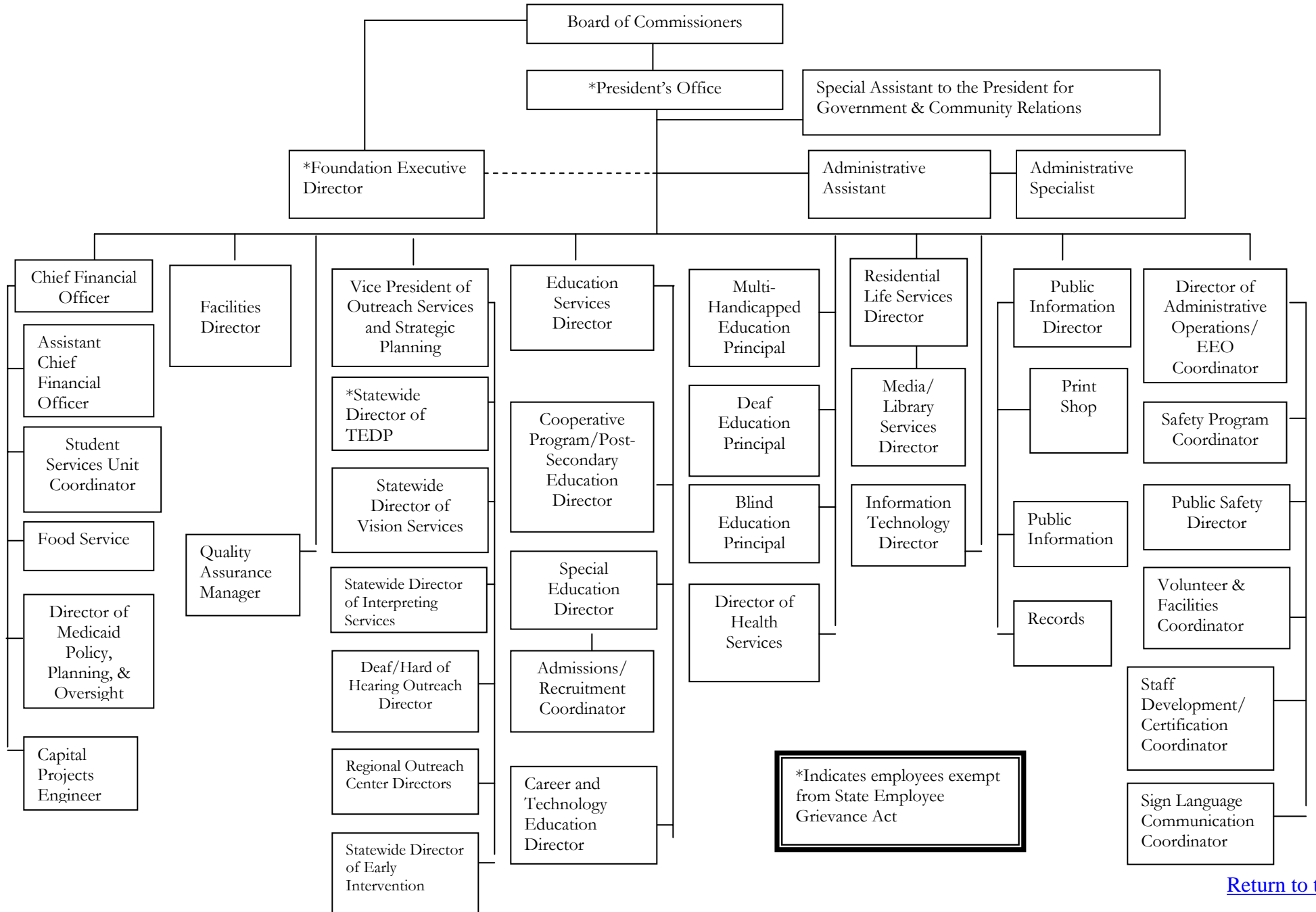
6. **KEY GOVERNANCE SYSTEM:** The governing board of the agency, the SCSDB Board of Commissioners, sets the long-range vision for the agency. Examples include strategic planning, budget planning, facilities planning, inclusion of all community groups, etc. The board establishes the basic structure for governance and operation of the agency in order to fulfill its vision. Examples include personnel, quality of staffing and staffing patterns, appropriate environment and school operations. The board also ensures accountability for itself and all school operations. Examples include budget, legal requirements, student performance, working together as a team, etc. The board is an advocate for its vision by working with elected and appointed officials, cooperating with agencies serving children and promoting the value of public education. The board relies on its chief executive officer, the President of the agency, to provide professional administrative leadership. The president is responsible for executing the professional staff responsibilities through the design of an administrative organization that meets the needs of the agency and most effectively and efficiently uses its resources. Under the guidance of the president, the Senior Management and Administrative Team specializes in the process of decision making, implementation and evaluation of all programs, teamwork, demonstration of leadership, policy development to be approved by the SCSDB Board of Commissioners, etc. Senior Management staff and Administrative Team members, as appropriate, provide reports to the board at their quarterly meetings. The president maintains a model of frequent and regular communications with the board to ensure awareness of agency issues, events and initiatives.

7. **KEY SUPPLIERS AND PARTNERS**: Special Education Directors, Department of Vocational Rehabilitation, Commission for the Blind, Babynet, Medical Professionals, Parents, School District Personnel, Senior Citizens, Higher Education Institutions, Interpreting vendors, statewide business entities

8. **KEY COMPETITORS:** Higher education institutions, associations or organizations related to sensory disability, and medical organizations.

9. **PRINCIPAL FACTORS THAT DETERMINE COMPETITIVE SUCCESS. THE KEY CHANGES THAT ARE TAKING PLACE THAT SIGNIFICANTLY IMPACT YOUR COMPETITIVE SITUATION:** Well developed, relevant Strategic Plan and process that incorporates recommendations for continuous improvement; massive data collection throughout the agency that is used in decision making and setting priorities; staying abreast of and implementing emerging technology; determination of customer needs, market niche, gaps in services in the state and meeting these needs as appropriate; building customer relationships and the provision of exemplary service; implementation of master facilities plan; development of programs and services that are revenue generating for the agency.

10. **KEY STRATEGIC CHALLENGES:** The Strategic Planning process and Scorecard measures identify the key strategic challenges to be increased student achievement, development and implementation of leadership training opportunities to include grooming for succession, provision of Outreach services to meet growing demand, rapidly changing technology, resources, student recruitment and retention and safety.

11. **PERFORMANCE IMPROVEMENT SYSTESM:** The Strategic Planning process and Scorecard measures continue to serve as the base of the continuous improvement system. Aligned with that is the Education Accountability Act Report Card system and various internal and external audits. Programmatic and operational recommendations are also built into the agency's Strategic Plan as directed by SACS/CASI and CEASD upon SCSDB's regional and national accreditation by both entities. Performance improvement is reviewed at least monthly by the Administrative Team. The Administrative Team also participates in an annual three-day retreat to evaluate improvement status and determine goals and outcomes for the following fiscal year.

12. ORGANIZATIONAL STRUCTURE:

Board of Commissioners

*President's Office

Special Assistant to the President for Government & Community Relations

*Foundation Executive Director

Administrative Assistant

Administrative Specialist

Chief Financial Officer
- Assistant Chief Financial Officer
- Student Services Unit Coordinator
- Food Service
- Director of Medicaid Policy, Planning, & Oversight
- Capital Projects Engineer

Facilities Director
- Quality Assurance Manager

Vice President of Outreach Services and Strategic Planning
- *Statewide Director of TEDP
- Statewide Director of Vision Services
- Statewide Director of Interpreting Services
- Deaf/Hard of Hearing Outreach Director
- Regional Outreach Center Directors
- Statewide Director of Early Intervention

Education Services Director
- Cooperative Program/Post-Secondary Education Director
- Special Education Director
- Admissions/Recruitment Coordinator
- Career and Technology Education Director

Multi-Handicapped Education Principal
- Deaf Education Principal
- Blind Education Principal
- Director of Health Services

Residential Life Services Director
- Media/Library Services Director
- Information Technology Director

Public Information Director
- Print Shop
- Public Information
- Records

Director of Administrative Operations/EEO Coordinator
- Safety Program Coordinator
- Public Safety Director
- Volunteer & Facilities Coordinator
- Staff Development/Certification Coordinator
- Sign Language Communication Coordinator

*Indicates employees exempt from State Employee Grievance Act

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13. EXPENDITURES/APPROPRIATIONS:

BASE BUDGET EXPENDITURES AND APPROPRIATIONS

Major Budget Categories	05-06 Actual Expenditures		06-07 Actual Expenditures		07-08 Appropriations Act	
	General Funds	Total Funds	General Funds	Total Funds	General Funds	Total Funds
Personal Services	$7,818,410	$15,229,698	$15,892,746	$15,609,351	$8,074,014	$16,607,000
Other Operating	$1,476,201	$5,658,388	$6,529,127	$7,627,608	$3,674,141	$7,096,131
Special Items	$522,737	$713,980	$1,139,680	$1,368,113	$990,193	$1,290,193
Permanent Improvements	$0	$419,012	$70,630	$1,870,855	$109,242	$222,818
Case Services	$0	$2,718	$20,000	$5,257	$5,000	$20,000
Distributions to Subdivisions	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000
Fringe Benefits	$2,347,897	$4,530,360	$4,899,625	$4,847,361	$2,625,892	$4,975,180
Non-recurring	$0	$0	$0	$0	$0	$0
Total	**$12,215,244**	**$26,604,156**	**$28,601,808**	**$31,378,545**	**$15,528,482**	**$30,261,322**

OTHER EXPENDITURES

Sources of Funds	05-06 Actual Expenditures	06-07 Actual Expenditures
Supplemental Bills	$0	$2,126,213
Capital Reserve Funds	$0	$9,449,719
Bonds, Grants	$308,728	$0

14. Major Program Areas Chart

Program Number and Title	Major Program Area Purpose	FY 05-06 Budget Expenditures		FY 06-07 Budget Expenditures		Key Cross Reference: Financial Results*
Education	Specialized instruction serving deaf, blind, and multi-sensory disabled students. Provides programming from birth to post secondary.	**State:** $7,251,560 **Federal:** $550,138 **Other** $10,362,883 **Total:** $18,124,580	**% of Total Budget:** 63%	**State:** $6,474,264 **Federal:** $550,415 **Other** $9,847,729 **Total:** $28,448,341	**% of Total Budget:** 68%	7.3-2 7.3-3 7.3-4
Student Support	Specifically designed support services for sensory impaired students of all ages.	**State:** $2,302,688 **Federal:** $185,744 **Other** $943,785 **Total:** $3,432,217	**% of Total Budget:** 12%	**State:** $1,541,492 **Federal:** $131,051 **Other** $674,502 **Total:** $2,347,045	**% of Total Budget:** 6%	7.3-2 7.3-3 7.3-4 7.3-5 7.3-6 7.3-7
Residential	Provides students with opportunities to learn essential life skills.	**State:** $1,535,125 **Federal:** $123,830 **Other** $629,190 **Total:** $2,288,145	**% of Total Budget:** 8%	**State:** $2,928,834 **Federal:** $235,892 **Other** $1,214,104 **Total:** $4,378,830	**% of Total Budget:** 10%	7.3-2 7.3-3 7.3-4
Outreach	The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them.	**State:** $1,343,234 **Federal:** $108,351 **Other** $550,541 **Total:** $2,002,127	**% of Total Budget:** 7%	**State:** $1,849,790 **Federal:** $157,262 **Other** $809,402 **Total:** $2,816,454	**% of Total Budget:** 7%	7.3-5 7.3-6 7.3-7
Administration	Provides logistical support for all other program areas, strategic leadership, and oversight of compliance with regulatory standards.	**State:** $551,328 **Federal:** $80,134 **Other** $407,169 **Total:** $1,038,631	**% of Total Budget:** 4%	**State:** $1,233,193 **Federal:** $117,946 **Other** $404,701 **Total:** $1,755,840	**% of Total Budget:** 4%	7.3-1 7.3-2 7.3-3 7.3-4 7.3-5 7.3-6 7.3-7
Physical Support	Responsible for the development, maintenance, housekeeping, and grounds keeping of the 160 acre, 38 building, 155 year old campus.	**State:** $1,151,344 **Federal:** $92,872 **Other** $471,892 **Total:** $1,716,108	**% of Total Budget:** 6%	**State:** $1,387,342 **Federal:** $117,946 **Other** $539,602 **Total:** $2,044,890	**% of Total Budget:** 5%	7.3-1 7.3-2 7.3-3 7.3-4

*Key Cross-References are a link to the Category 7 – Business Results.

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Below: List any programs not included above and show the remainder of expenditures by source of funds.

Funds below are expenditures for capital bond projects from Capital Project Funds established in prior years.

Remainder of Expenditures:	State:	$0	State:	$978,915
	Federal:	$419,012	Federal:	$0
	Other:	$308,728	Other:	$164,198
	Total:	$26,604,156	Total:	$31,378,545
	% of Total Budget:	2.74%	% of Total Budget:	3.64%

1.0 Senior Leadership, Governance, and Social

1.1 **HOW DO SENIOR LEADERS DEVELOP AND DEPLOY THEIR ORGANIZATION'S VISION AND VALUES THROUGHOUT THE LEADERSHIP SYSTEM, TO ALL FACULTY AND STAFF, TO KEY SUPPLIERS AND PARTNERS, AND TO STUDENTS AND STAKEHOLDERS, AS APPROPRIATE?**

As the SCSDB Board provides policy direction, senior leaders and president set, deploy and communicate the vision and values to staff and constituency, primarily through the annual strategic planning process. This strategic planning process includes staff members and stakeholders, beginning with an analytical process that identifies SWOT (Strengths, Weaknesses and potential Opportunities and Threats). Action teams develop activities for each strategic goal. The annual strategic plan, including information on strategic initiatives, measures, and updates, are shared with staff and stakeholders via agency-wide and departmental meetings, state-of-the-agency reports and presentations, written communications and reports, and individually through the state employee performance management system (EPMS).

HOW DO THEIR PERSONNEL ACTIONS REFLECT A COMMITMENT TO THE ORGANIZATIONAL VALUES?

The strategic plan is set within the framework of the values that are established in the process. Because senior leaders are involved in every aspect of this process, they are fully engaged in the practice and communication of the values, and are held accountable for their commitment to the values through their leadership and through their individual EPMS plans. Senior leaders strive to share their commitment on organizational values through a strong focus on customers and other stakeholders. They seek feedback on the organization's actions by implementing several mechanisms including several annual and follow-up surveys for various constituents and stakeholders, suggestion boxes, advisory boards, town meetings, panels, special committees, task forces, and focus groups -- with high priority placed on responding to the feedback contacts senior leaders receive. It is through these actions that senior leaders demonstrate that they "walk the talk."

1.2 **HOW DO SENIOR LEADERS CREATE A FOCUS ON ACTION TO ACCOMPLISH THE ORGANIZATION'S OBJECTIVES, IMPROVE PERFORMANCE, AND ATTAIN YOUR VISION?**

Senior leaders focus on action for attainment of the vision through: 1) strategic plan action teams; 2) communication of key objectives and plans to improve performance; 3) its dissemination to all levels and to various constituencies; 4) two-way communication with various stakeholder groups; 5) observations of programs and facilities; 6) program reviews and audits; 7) staff and student interviews; 8) formal and informal communication activities with staff; 9) EPMS reviews, 10) Quarterly Reports and Scorecards for improving agency and department performance; 11) individual performance plans (EPMS) system; and, 12) professional development plans at the agency, department and individual levels. Senior leaders review departmental functions and performance on a regular basis through monthly managers' meetings, quarterly board reports, and quarterly departmental reports and scorecards. Performance measures are also set as part of the individual EPMS planning stages. Supervisors are responsible for monitoring and evaluating these measures for individual employees through a review process for actual performance and recommendations. In addition, SCSDB implements mandated performance measure systems such as those established by the SC Department of Education -- one for the performance of teachers (ADEPT) and the other for principals (ADEPP).

1.3 **HOW DO SENIOR LEADERS PROMOTE AND SUPPORT AN ENVIORNMENT THAT FOSTERS AND REQURES: LEGAL AND ETHICAL BEHAVIOR; AND, FISCAL, LEGAL, AND REGULATORY ACCOUNTABILITY?**

Senior leaders are responsible for monitoring and maintaining accountability for state and federal regulations through continuous review of operations, ongoing legal consultation, continuous contacts with personnel from

regulatory agencies, attention to high standards of operation, implementation of accountability systems through technology and review of internal / external audits, which are presented to the agency board members on at least an annual basis. Senior leaders promote and support legal and ethical standards by serving as positive examples of leadership through their work with policies, procedures, handbooks and meetings at various levels. State processes (EPMS system, progressive discipline and proper conduct) are incorporated into the employee handbook, standard operating practices and at monthly Managers' Meetings.

HOW ARE THESE MONITORED?

Senior leaders, working with legal counsel, take the lead in developing several policies/procedures that they, and other staff, are required to sign to signify agreement / understanding of the legal and ethical requirements. In addition the agency is also accountable to all of the state and federal agencies related to education, special education, facilities, accessibility, budgeting, personnel, transportation, food service, safety / security, etc.

1.4 HOW DO SENIOR LEADERS CREATE AN ENVIRONMENT FOR ORGANIZATIONAL, FACULTY, AND STAFF LEARNING?

Staff training and development have been identified as priority action items in the strategic plan. Thus, resources of funds are committed (along with external grants secured) to support organizational and individual learning opportunities, including both mandatory and optional. The agency now has compiled all training schedules and records on a database that tracks staff participation. All departments and individual staff members have professional development plans that align with their supervisors' evaluation recommendations. The agency provides financial support through career ladders, tuition grants and various bonus incentives.

1.5 HOW DO SENIOR LEADERS PROMOTE AND PERSONALLY PARTICIPATE IN SUCCESSION PLANNING AND THE DEVELOPMENT OF FUTURE ORGANIZATIONAL LEADERS?

The strategic goal which is aligned with "leadership" is designed to support and develop leadership potential among staff. Senior leaders participate in various committees (notably the Cultural Diversity Committee) that provide leadership opportunities for staff, including representatives of diverse staff groups from all departments. Thus, the first Leadership Development Program began, with the goal to provide opportunities for mentoring from senior leaders. In addition, a career ladder program, along with the availability of funds and opportunities for staff training and development, has been implemented for staff who are interested in developing credentials for career advancement. Senior leaders often work with secondary and post-secondary programs to encourage students to consider careers in related fields.

1.6 HOW DO SENIOR LEADERS COMMUNICATE WITH, EMPOWER, AND MOTIVATE ALL FACULTY AND STAFF THROUGHOUT THE ORGANIZATION?

Senior leaders encourage staff to collaborate to identify barriers and opportunities they encounter. This process allows leaders of various departments to work together to achieve goals, promote cooperation and communication. Promoting employee empowerment and motivation also includes the employee recognition program, state bonus system, and other recognition tools for outstanding staff performance and contributions to the agency's missions. Refer to Human Resources in Category 5.0.

HOW DO SENIOR LEADERS TAKE AN ACTIVE ROLE IN FACULTY AND STAFF REWARD AND RECOGNITION PROCESSES TO REINFORCE HIGH PERFORMANCE THROUGHOUT THE ORGANIZATION?

Meetings, such as the Master Teacher Panel and the President's State-of-the-Agency meetings are used by senior leaders to solicit suggestions from everyone regarding service improvement and cost reduction.

1.7 **HOW DOES YOUR ORGANIZATION EVALUATE THE PERFORMANCE OF YOUR SENIOR LEADERS, AND THE GOVERNANCE BOARD/POLICY MAKING BODY?**

The performance of senior leaders is evaluated through several systems. Key performance measures for departments are included in the report card and departmental quarterly reports and performance measure scorecards. Student and client performance data, customer satisfaction survey data, enrollment data, cost effectiveness of programs and services, audit and compliance reviews, EPMS/employee evaluation data, strategic plan review and evaluation, graduate tracking, recruitment/retention data, and program effectiveness are all incorporated into the reporting program. EPMS is used to evaluate senior leaders.

Evaluation of the governance board/policy making body is conducted through various self-studies and annual evaluations of the agency performance through required evaluations, such as the state report card, various state audits, agency finances, and the success of defined agency projects. In particular, both the senior leaders and board members receive feedback on their performance through the initial accreditation process that took place this year and from the annual accreditation reviews which include self-studies, feedback from staff and parents and the site visit review of two professional accreditation teams.

HOW DO SENIOR LEADERS USE THESE PERFORMANCE REVIEWS TO IMPROVE THEIR OWN LEADERSHIP EFFECTIVENESS AND THAT OF THE BOARD AND LEADERSHIP SYSTEM, AS APPROPRIATE?

The Senior Management Team uses these performance reviews as part of their continual evaluation process to assess areas of strength and opportunities for improvement for achieving maximum effectiveness and efficiency at the leadership level. In particular, performance measures at the department/division level provide significant data that are specifically relevant to improving individual programs, while agency-wide data are used to enhance the agency's performance. Through the performance review process, senior leaders strive to utilize "opportunities for change" by developing and implementing continuous improvement plans using its organizational values to support change, focus on student and client services, and accountability for efficient and effective use of resources and high quality performance. The board members also use performance data to improve their leadership effectiveness by their roles in responding to compliance audits, survey data, agency scorecards, state report card, and employee and department/division performance reviews.

1.8 **HOW DOES YOUR ORGANIZATION ADDRESS AND ANTICIPATE ANY ADVERSE IMPACTS OF TIS PROGRAMS, OFFERINGS, SERVICES, AND OPERATIONS?**

SCSDB works very closely with state and federal agencies to address the impact of its programs and services on the public. Current information on relevant rules, regulations, and laws is disseminated to appropriate staff members throughout the agency, and with constituencies through meetings, publications, materials, etc. SCSDB staff members seek professional assistance of other state agencies or consultants in areas that require expertise beyond the agency staff. Key agency staff members conduct impact analyses, including reviews of benefits and associated risks of SCSDB products, activities, services, programs, facilities and operations. Regular communication with key stakeholders is essential to the review and analysis of processes.

WHAT ARE THE KEY COMPLIANCE RELATED PROCESSES, GOALS, AND MEASURES?

SCSDB operates under multiple compliance-related standards: federal and state education regulations, (especially for special education services); safety and accessibility standards (such as OSHA and ADA regulations, and Sections 504 and 508 of the Rehabilitation Act); budgetary and personnel regulations (such as procurement procedures and EEO); and accountability standards (such as the SC Curriculum Standards, and the SC State Report Card). Each of the compliance areas has its unique processes and measures. The agency's goals are universally to attain the highest standard possible and to be in compliance with all areas required.

1.9 **HOW DO SENIOR LEADERS ACTIVELY SUPPORT AND STRENGTHEN THE COMMUNITIES IN WHICH YOUR ORGANIZATION OPERATES?**

Through a myriad of community volunteer services, senior leaders are able to have a significant and positive impact on the community at large, as well as the community of disabled groups and individuals. The goals of the senior leadership service are to support and to lead community improvements to help the most vulnerable citizens, particularly those with disabilities. Senior leaders provided approximately one thousand hours of volunteer and pro bono service to the communities in which they live and work.

Senior leaders work extensively to establish and maintain important contacts in communities through work with key individuals and groups in local governments, other public agencies and the private sector,   Staff members regularly attend meetings and conferences of various constituent groups in the community and all SCSDB senior leaders participate in professional organizations that are related specifically to their agency work (such as the Council on Exceptional Children/CEC).

Through their work with these many individuals and organizations in their communities, SCSDB senior leaders and employees make significant contributions to improving our state's communities and services -- whether in serving as a leader with a local mayor's committee on people with disabilities or on the statewide Assistive Technology Advisory Committee (ATAC).

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2.0 Strategic Planning

Program Number and Title	Supported Agency Strategic Planning Goals/Objectives	Related FY 06-07 Key Agency Action Plans	Key Cross References for Performance Measures *
1. Student Achievement	1.1 Achieve accreditation by the Southern Association of Colleges Schools (SACS) and Council for Educational Administrators of Schools for the Deaf (CEASD) 1.2 Improve percentage of students reaching the Mastery level on all IEP objectives 1.3 Increase percentage of students with successful placement upon graduation	1.1 Implement comprehensive, agency-wide systems and processes to achieve accreditation by SACS and CEASD to achieve dual accreditation status; communicate the recommendations and commendations 1.2 Provide training on IEP goal-writing, task analysis, and goal-setting and related technology 1.3 Provide follow-up counseling, liaison networking with other agencies and contacts with disability specialists in colleges to provide supports to students	7.1-1 7.1-2 7.1-3 7.1-4
2. Agency Culture	Improve the organizational culture in the areas of leadership, decision-making, and communication.	2.1 Use 10 key committees for involvement in leadership/decision-making in the accreditation process; 2.2 Secure a leadership trainer and offer a course for first phase of Leadership Development Program; 2.3 Communicate policies/procedures 2.4 Add half-day to New Employee Orientation (NEO) to share the culture of SCSDB	7.1-1 7.4-1 7.4-2 7.4-5 7.4-6 7.4-11 7.6-c6
3. Student Recruitment and Retention	Establish and maintain strategies to recruit and retain students.	3.1 Complete systematic collection, analysis and reporting of student recruitment and retention data; 3.2 Implement first annual Tenth Month of School 3.3 Use data in decision making 3.4 Increase partnerships with LEA's 3.5 Secure a grant for market research to review gaps in services 3.6 Promote overall statewide awareness	7.1 7.6-a 7.6-a1 7.6-a2
4. Safety and Security	Develop procedures to ensure the safety and security of our students and staff.	4.1 Install enhanced fire alarm systems 4.2 Maintain corrective actions rate 4.3 Implement projects 4.4 Continue safety program emphasis by adding monthly training	7.2-4 7.6-c1 7.2-5 7.6-c2 7.4-4 7.6-c3 7.4-8 7.6-c4 7.6-a3 7.6-c5

* Key Cross-References are lined to the Category 7 – Business Results.

2.1 WHAT IS YOUR STRATEGIC PLANNING PROCESS, INCLUDING KEY PARTICIPANTS, AND HOW DOES IT ADDRESS:

A. **Organization's strengths, weaknesses, opportunities and threats:** A **"**Strengths, Weaknesses, Opportunities and Threats" (SWOT) analysis is a key tool used annually at the Administrative Planning Retreat. The information and results are reviewed and incorporated into the agency's strategic planning process, resulting in goals and objectives. Key participants represent a wide variety of stakeholders across the agency for a complete perspective.

B. **Financial, regulatory, societal, and other potential risks:** Cost benefit analyses are reviewed for each proposed goal. Obstacles and risks are discussed. An external analysis is included to address social/political, education and technology, economic, demographic and communication issues. State and federal regulations are considered when appropriate.

C. **Shifts in technology or other regulatory environment:** Because the strategic plan is a primary tool that drives decisions related to technology, the information technology staff serves on the Administrative Team and attends the planning retreat. Changes related to regulatory practices and shifts in technology are addressed in the Strategic Plan from the beginning and throughout the process. A technology plan is developed and aligned with the Strategic Plan. Technology is incorporated as a recommendation in the accreditation report.

D. **Human resource capabilities and needs:** The Human Resource Director serves on the Strategic Planning Team and attends the planning retreat. Staffing patterns are analyzed to ensure workforce training and succession planning. Staff realignment and resources are prioritized to meet needs.

E. **The opportunities and barriers described in the Executive Summary:** Through discussion and consensus among the Administrative Team, opportunities and barriers translate into strategic goals and objectives, or are addressed in Action Team plans.

F. **Long-term organizational sustainability and organizational continuity in emergencies:** The strategic goals allow for sustainability as it is a five-year plan. Growth or change is addressed annually with the implementation of the yearly plan. Goals fill the strategic gap – where we are and where we want to be. Resources are aligned and many processes are operational for each goal.

G. **The ability to execute the strategic plan:** Performance outcome measures are identified and included in the Strategic Plan/Action Plans. Quarterly data collection and analysis allows the strategic plan to be implemented through the use of quarterly progress reports and Scorecard review. State regulations requiring accountability require complete execution of the plan.

2.2 HOW DO YOUR STRATEGIC OBJECTIVES ADDRESS THE STRATEGIC CHALLENGES YOU IDENTIFIED IN YOUR ORGANIZATIONAL PROFILE?

Specific results (strategic objectives) are developed for each strategic goal and are approved by the SCSDB Board of Commissioners.
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2.3 HOW DO YOU EVALUATE AND IMPROVE YOUR STRATEGIC PLANNING PROCESS?

The strategic planning process is evaluated annually by Senior Management, every five years by the peer review process, and annually as a part of the SCSDB Scorecard review during the annual planning retreat in addition to the review during the annual Accountability Report process. Suggestions to improve the process are discussed in monthly Visioning meetings while reviewing scorecard measures and implemented by the Vice-President, Responsible Agents and Action Team Leaders.

2.4 HOW DO YOU DEVELOP AND TRACK ACTION PLANS THAT ADDRESSS YOUR KEY STRATEGIC OBJECTIVES?

During the annual Planning Session 1, the Administrative Team reviews and proposes changes to the beliefs, mission, parameters, objectives, and strategies. Data collection and performance measurement serve as the basis for this review and update. Current goals are reviewed to determine if they have become operational and new goals are proposed. Assigned to each new goal is an Action Team Leader who works with team members to research best practices, gather information, creatively problem solve and develop specific written action plans that include action steps, timelines for completion, and cost benefit analysis, obstacles, and measures. All action plans are presented to the Administrative Team during Planning Session 2. These plans are accepted, recommended for revision, or eliminated based on relevance to the goal and return on investment. The SCSDB Vice-President and internal coordinator for strategic planning track action plan development and implementation through monthly meetings with Action Team Leaders and assigned responsible agents. The SCSDB Board of Commissioners and President ultimately approve strategic priorities and allocation of resources to ensure goal attainment.

2.5   HOW DO YOU COMMUNICATE AND DEPLOY YOUR STRATEGIC OBJECTIVES, ACTION PLANS AND RELATED PERFORMANCE MEASURES?

The objectives and action plans with Scorecard measures are communicated and deployed via:
- Board presentation and adoption
- School Improvement Council (SIC) meetings
- Briefing at Opening of School and State of the Agency meetings; staff are invited to work on Action Teams
- Discussion of implementation status at Senior Management Team, Administrative Team, Outreach Program Directors' and SCSDB Managers' Meetings at least on a monthly basis
- Communicating strategic plan progress with specific scorecard measures with staff at divisional, departmental and agency meetings
- Sharing of the strategic plan by program directors with respective staff members; an emphasis which gives the opportunity for staff to openly discuss and determine how his/her position contributes to the successful implementation of the strategic plan and agency mission
- Including achievement of strategic goals, action plans, and scorecard measures in the annual EPMS performance appraisals of staff at all levels of the agency
- Written communication via newsletters and reports for groups within and outside the agency

2.6   HOW DO YOU MEASURE PROGRESS ON YOUR ACTION PLANS?

Progress is measured, at least quarterly, by each Responsible Agent/Action Team Leader. Progress reports are generated and shared with the President, Vice-President and Board of Commissioners. Action plan progress is also indicated on the Agency Scorecard and reviewed on a quarterly basis. Trends and correlations are analyzed, comparatives and comparatives are discussed.

2.7   IF THE AGENCY'S STRATEGIC PLAN IS AVAILABLE TO THE PUBLIC THROUGH THE AGENCY'S INTERNET HOMEPAGE, PLEASE PROVIDE AN ADDRESS FOR THAT PLAN ON THE WEBSITE.

SCSDB's Strategic Plan is currently available through our website: www.scsdb.org

3.0 Student, Stakeholder, and Market Focus

3.1 HOW DO YOU IDENTIFY THE STUDENT/MARKET SEGEMENTS YOUR EDUCATIONAL PROGRAMS WILL ADDRESS?

The policy of the State of South Carolina is to provide a free and appropriate public education for all children with disabilities who are legal residents of the State. SCSDB is committed to implementing procedures for the admissions of students consistent with this practice. As mandated by state statute, SCSDB serves students with sensory disabilities in South Carolina.

The determination of the student segment to serve is governed by criteria that have been approved by the Board of Commissioners. These criteria include South Carolina residency, an educationally significant hearing loss and/or vision loss, cognitive ability to progress, and behavior that is not high management. Case-by-case admissions decisions are made by the Admissions Team, based on these criteria. This team, which meets weekly, is composed of principals, administrative staff, and related service providers. Their purpose is to review prospective student eligibility based on the criteria above.

HOW DO YOU DETERMINE WHICH STUDENTS AND MARKET SEGEMENTS TO PURSUE FOR CURRENT AND FUTURE EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES?

In 2007, SCSDB received a grant from the Mary Black Foundation for the purpose of conducting a market study in order to determine a strategic marketing direction for its enrolled student programs. The major focus of this study is to identify educational gaps in services for students with sensory disabilities.

3.2 HOW DO YOU KEEP YOUR LISTENING AND LEARNING METHODS CURRENT WITH CHANGING STUDENT AND STAKEHOLDER NEEDS AND EXPECTATIONS?

Changing needs are monitored through surveys, forums, parent councils, IEP meetings, alumni meetings and direct communication with students and stakeholders. For example, the Residential Life Department randomly surveys students and parents each quarter. These surveys give staff a valuable tool in the monitoring of programs. The results of these surveys are analyzed, enabling staff to incorporate appropriate adjustments throughout the year. See Chart 7.2-4 and 7.2-5

The following processes allow staff to respond to the changing needs of students and stakeholders. The agency website provides "contact" and "feedback" links so stakeholders can easily contact staff and provide comments and suggestions. School principals also use telephone interviews to assess parental satisfaction and needs.

In 2007, a Parent Assistance Line (dedicated telephone line) was implemented to be available to parents to voice complaints or raise awareness of problems that need to be resolved. The Strategic Plan committees (SACS committees) included participants of both on-campus and off-campus to provide a 360 degree perspective of needs. Also, the President and Senior Management maintain regular contact with legislators, the Governor's office, the South Carolina Department of Education, sister residential schools for the deaf and the blind, and public schools. Interviews, surveys, and discussions allow SCSDB to continually evaluate and expand services.

3.3 HOW DO YOU USE INFORMATION FROM CURRENT, FORMER, AND FUTURE STUDENTS AND STAKEHOLDERS TO KEEP SERVICES AND PROGRAMS RELEVANT, AND PROVIDE FOR CONTINUOUS IMPROVEMENT?

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Analysis of information and data is conducted at various points in the agency, such as Residential Life, Outreach, Human Resources, Admissions, Schools, Library/Media, and others. The accreditation process this year provides another mechanism to solicit information from interviews with a wide array of students and stakeholders. Information from this process has been compiled into recommendations by the accreditation evaluators. Based upon these recommendations, and all the information and data collected, the Administrative Team is establishing Action Teams for the FY 07-08 school year.

The Visioning Team meets monthly to ensure that the process of continuous improvement is implemented. Student surveys are analyzed, strategic documents are reviewed, and recommendations from Action Teams are synthesized at these monthly meetings. This process ensures that ongoing initiatives are reviewed and evaluated in order to respond to changing customer needs, expectations and requirements.

3.4 **HOW DO YOU DETERMINE STUDENT AND STAKEHOLDER SATISFACTION AND DISSATISFACTION AND USE THIS INFORMATION TO IMPROVE?**

SCSDB uses a wide array of methods to measure stakeholder satisfaction and dissatisfaction (see 3.2 above). Trends are reviewed regarding measures of program effectiveness. (Charts 7.2-1, 7.2-2, 7.2-3, 7.4-1). This data is analyzed at monthly Visioning meetings which enable the Administrative Team to make changes and modifications to goals and objectives within the strategic planning process.

In the continuous improvement effort, when downward trends are noted, the Administrative Team takes the necessary steps to effect positive change. For example, the Parent Assistance Line was developed and implemented when the data showed such a need. Positive trends in this data give program managers the assurance that SCSDB is meeting the needs of students and stakeholders. Also, the Admissions Coordinator surveys parents and students to determine why students may leave SCSDB. Staff is subsequently informed of the results of these surveys with the purpose of eliminating reasons for dissatisfaction.

3.5 **HOW DO YOU BUILD POSITIVE RELATIONSHIPS TO ATTRACT AND RETAIN STUDENTS AND STAKEHOLDERS, TO ENHANCE STUDENT PERFORMANCE, AND TO MEET AND EXCEED THEIR EXPECTATIONS FOR LEARNING? INDICATE ANY KEY DISTINCTIONS BETWEEN DIFFERENT STUDENT AND STAKEHOLDER GROUPS.**

SCSDB employs many strategies to build positive relationships. These include providing a mainstream program, hosting an annual Open House and other parent meetings, implementing a Red Carpet School philosophy, making presentations to clubs, organizations, schools, etc. around the state, conducting visits with students and stakeholders, offering invitations and hosting visits to legislators, businesses, community people, agency/department newsletters, and media publications throughout the state. SCSDB follows prescribed guidelines of applicable agencies and maintains a standard of compliance with federal and state legislation. SCSDB is diligent to build relationships statewide in a professional and ethical manner.

SCSDB offers a variety of opportunities for parents, students, staff, alumni and other key stakeholders to become involved with enhancing student performance. Some of these opportunities include:

- Quarterly and annual surveys of students, parents, and stakeholders
- Quarterly meetings of the School Improvement Council
- Quarterly progress reports of individualized education plan progress
- Quarterly report cards, annual standardized test scores
- Weekly communication with parents by teachers and residential advisors
- Distribution of contact information of teachers and residential advisors to parents
- Parent Assistance Line   Return to top

4.0 Measurement, Analysis, and Knowledge

4.1 **HOW DO YOU SELECT WHICH OPERATIONS, PROCESSES AND SYSTEMS TO MEASURE TO DETERMINE STUDENT LEARNING, AND FOR TRACKING ORGANIZATIONAL PERFORMANCE, INCLUDING PROGRESS RELATIVE TO STRATEGIC OBJECTIVES AND ACTION PLANS?**

Operating systems and processes are selected by state and federal entities: the Educational Accountability Act (EAA), Education Oversight Committee (EOC), No Child Left Behind Act, SC Budget and Control Board, and various other state agencies. Department performance and progress is tracked on Scorecards, reviewed, and kept on a network server, along with formula for calculating results. At the annual administrative planning retreat, additional measurement priorities are determined by looking at data and determining gaps. For example, our Student Placement Upon Graduation Rate was lower than expected.

Therefore, this indicator was monitored closely and more resources are expended in that area. A job coach and a career counselor were added to complete the team. With these additional resources, and an improvement in interdepartmental coordination, the Student Placement Graduation rates have improved significantly on the departmental Scorecard. See Chart 7.1-5

The operating systems and processes to be measured are reviewed for validity and relevance annually by the Administrative Team and are changed accordingly, in alignment with the Strategic Plan. Currently working on a process is being developed to improve the linkages between organizational performance as tracked on the Agency Scorecard and the strategic goals and action plans.

4.2 **HOW DO YOU USE DATA/INFORMATION ANALYSIS TO PROVIDE EFFECTIVE SUPPORT FOR DECISION MAKING THROUGHOUT YOUR ORGANIZATION?**

SCSDB effectively incorporates the use of trends and correlations of data in the Visioning Meetings, which are established for accountability reporting review and Scorecard data analysis. For example, data on the admissions process is collected, and analyzed, resulting in a decision to place more resources into market research.

The three EAA meetings which are used for student achievement data review are expanded to include a fourth EAA meeting to include trends and correlations. Projections and comparisons are not systematically applied throughout, although awareness of the need is evident. SCSDB's educational programs are looking at results of other special schools.

According to the recommendations from the accreditation team, the use of data analysis to provide effective support for decision making is ready to be further deployed throughout all departments.

4.3 **WHAT ARE YOUR KEY MEASURES, HOW DO YOU REVIEW THEM, AND HOW DO YOU KEEP THEM CURRENT WITH EDUCATIONAL SERVICE NEEDS AND DIRECTIONS?**

Key measures for the agency are student achievement, organizational culture, enrollment, and safety and security. These measures are reviewed within their respective departments and changed annually with the strategic plan, action plans, and priorities as determined at the annual Administrative Planning Retreat wherein the strategic planning process begins with an analysis of strengths, weaknesses, opportunities and threats.

4.4 How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic making?

Selecting key comparative data is an important step in the accountability process. For education, the EAA and EOC are watching 42 key indicators for schools. Although these measures are universal within South Carolina public schools, they are not the best comparatives for student performance, due to the nature of SCSDB's special education effort. Special schools in other states better serve as comparatives for our performance. Indicators and data collection processes should be aligned, however, to compare "like-information". At this time, plans are in place to accomplish this task.

The SCSDB Administrative Team has identified an additional 13 indicators to include other operations within the agency. These business operations are more universally based and can be applied to our results, such as audit procedures. Each department is showing trends, based on established baselines, and is recognizing the need to include comparatives. For the coming year, comparatives are being emphasized.

4.5 How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

To ensure data integrity, division managers are relying on approved software systems, such as HRIS in Human Resources, SASI, a state Department of Education database program in the schools, SABAR and STARS, a financial reporting system, KRONOS for tracking time and attendance. Where such systems are not available for our special education focus, consultants are hired to create such database and tracking systems, such as SPI for tracking our academic gains. Training on these systems is provided regularly to staff as needed.

To ensure accuracy and integrity of EAA measures, SCDB conducts internal and external reviews, conducts quarterly checks, uses the SASI system for 99% of the data, follows the state measurement manual for calculation formula, and stores the data on a limited access, password protected server. State standard confidentiality and security procedures are followed.

4.6 How do you translate organizational performance review findings into priorities for continuous improvement?

Organizational performance review findings are translated into priorities at the annual Administrative Planning Retreat. For example, to improve overall student achievement, accreditation needed to be pursued. Therefore, it was added as the strategic priority, and thus is accomplished. The recommendations from the accreditation team became the strategic plan for the coming year. <u>See Category 2 Strategic Planning.</u>

4.7 How do you collect, transfer, and maintain organizational and employee knowledge (your knowledge assets)?

SCSDB collects and maintains organizational knowledge via Department Scorecards and calculation formula on a network server. This quarterly and annual information is available to everyone in the agency. Employee training histories are aligned with the Agency Staff Training and Development Plan and are tracked via Training Tracker, a database created for that purpose. Agency and department manuals additionally help to maintain and transfer organizational knowledge.

Transferring employee knowledge is a factor in overall communication within the organization is identified as a gap in the systematic approach. It is added as a strategic item in the "Improve organizational culture in the areas of leadership, decision-making and communication" goal.

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The implementation of the Leadership Development Program with a specific group of staff this year is helping to improve this communication and transfer of employee knowledge within the agency. The first year of this program ends at the end of September, and thus the data is not available as of this printing. Effectiveness measures are measured and will be reported in next year's annual report.

HOW DO YOU IDENTIFY AND SHARE BEST PRACTICES?

Best practices are identified through networking, research review of the literature, attendance of staff at conferences, and other professional development activities. Training is provided at the staff level. SCSDB currently coordinates a federal grant statewide (The Interagency Deaf Blind Project) and provides appropriate best practices to school-based staff. Also, a research program is ongoing between SCSDB's Division of Outreach Vision Services and the Medical University of South Carolina to focus on a low vision evaluation and provide consultation to teachers of selected students with vision impairment throughout the state.

5.0 Faculty and Staff Focus

5.1 **HOW DO YOU ORGANIZE AND MANAGE WORK TO ENABLE FACULTY AND STAFF TO DEVELOP AND UTILIZE THEIR FULL POTENTIAL, ALIGNED WITH THE ORGANIZATION'S OBJECTIVES, STRATEGIES, AND ACTION PLANS AND PROMOTE COOPERATION, INITIATIVE, EMPOWERMENT, INNOVATION, AND YOUR ORGANIZATIONAL CULTURE?**

The management team values and promotes consistent communication regarding goals, objectives, and action plans. SCSDB leaders use various forums to communicate work priorities including: Opening of School Assemblies, Mid-Year State of the Agency Meetings, Strategic Planning Meetings, Visioning Meetings, and Managers' Meetings. Managers also organize/manage work through the Employee Performance Management System (EPMS) process which is crucial in communicating, coaching and empowering employees to meet strategic priorities.

SCSDB uses a formal performance measurement Scorecard process to organize/manage work through the development of key programmatic measures. Each department has established measures aligned with the agency's objectives, strategies, and action plans. These measures are monitored and reported quarterly.

Meeting the strategic goals depends on the quality of employees hired. Some successful strategies used to recruit and retain employees and address career progression include: education/skills based compensation, flexible work schedules, internal promotion opportunities, the establishment of career ladders, partnerships with higher educational institutions and professional associations, increasing entry level hiring rates for certain positions, targeted recruitment efforts for specific positions, non-monetary recognition, telecommuting, and the use of bonuses in recognition of additional skills. The agency also allocates certain federal monies to support staff training and development and tuition assistance to expand career development opportunities for employees. Also, in an effort to promote the desired organizational culture, the administration works with employees through culture acclimation, to ensure a proper hire and "fit" within the organization. New Employee Orientation (NEO) is an example of one mechanism used to introduce the culture to new employees.

5.2 **HOW DO YOU EVALUATE AND IMPROVE YOUR ORGANIZATION AND HUMAN RESOURCE RELATED PROCESSES?**

The measurement process of the Scorecard reflects strategic and operational goals of the Human Resources Department. The framework includes measures in customer satisfaction, process effectiveness, efficiency, and workforce capacity. Staff members review all measures at least quarterly.

The "time to fill" measurement is an example of an efficiency and process effectiveness measure. This measure defines the amount of time it takes to fill a position by breaking down the component steps of the recruitment process. Refer to Chart 7.4-12 for results. Such measures include workforce stability factor, Chart 7.4-2, turnover data, Chart 7.4-3, and reasons why employees leave the agency, Chart 7.4-4. These measures track the movement of employees into and out of the organization.

Other important measures include measuring the success of the employee recognition program by analyzing the number of recognitions, Chart 7.4-5; and the employee recognition rate, Chart 7.4-6. These measures provide information as to whether employees are motivated in using the recognition system.

5.3 **HOW DO YOU ACHIEVE EFFECTIVE COMMUNICATION AND KNOWLEDGE/SKILL/BEST PRACTICE SHARING ACROSS DEPARTMENTS, JOBS, AND LOCATIONS?**

Managers receive departmental updates at monthly Managers' Meetings and are then responsible to communicate pertinent information to their staff. Additional information can be found in agency and departmental manuals for employees to review. In addition, employees are also encouraged to participate in professional development activities and to share the knowledge gained with others in the agency.

5.4   **HOW DOES YOUR FACULTY AND STAFF PERFORMANCE MANAGEMENT SYSTEM, INCLUDING FEEDBACK TO FACULTY AND STAFF, SUPPORT HIGH PERFORMANCE WORK AND CONTRIBUTE TO THE ACHIEVEMENT OF YOUR ACTION PLANS?**

The EPMS process is being used as the foundation for planning work priorities, professional development, and evaluation of employees. Therefore, one of the key indicators that indicates a commitment by managers in using the performance management system is the "meets by default rate", which shows the percentage of employees who were not evaluated each fiscal year. Refer to Chart 7.4-9 for results. At each monthly "Managers' Meeting", the "meets by default rate" is reported to the management team to emphasize the performance management system as part of the culture.

SCSDB links job responsibilities with the mission and strategic priorities in some departments. The recruitment process requires supervisors to update position job duties, preferred requirements, knowledge, skills, and abilities prior to beginning the recruitment process.   Supervisors review job duties and update the description prior to posting a vacant position and beginning the recruitment process. This exercise offers time to reflect on and ensure the plan of work established in the strategic planning process, prepares the supervisor for the interview and selection process, optimizes recruitment, and serves as the foundation of the EPMS process.

In addition, each year, employees respond to a survey from the state Department of Education and the Education Oversight Committee. This survey asks if teacher evaluation focuses on instructional improvement. Refer to Chart 7.4-10 for results.

5.5   **HOW DO YOU ACCOMPLISH EFFECTIVE SUCCESSION PLANNING?**

SCSDB has recently developed a workforce plan to analyze its current workforce and forecast changes that will occur within the workforce. The agency is enhancing its recruitment efforts by attending career/recruitment fairs at colleges and universities throughout the state. Another recruitment tool used is the internship/practicum program. In addition, the agency implemented a Leadership Development Program, which selects and prepares talented individuals within the agency for future leadership opportunities.

> **HOW DO YOU MANAGE EFFECTIVE CAREER PROGRESSION FOR ALL FACULTY AND STAFF THROUGHOUT THE ORGANIZATION?** See Section 5.1.

5.6   **HOW DO YOUR FACULTY AND STAFF EDUCATION, TRAINING, AND DEVELOPMENT ADDRESS YOUR KEY ORGANIZATIONAL NEEDS?**

SCSDB uses its staff education, training, and development to address key organizational needs through various means to include annual completion of Individual Professional Growth and Development plans, EPMS process, ADEPT/ADEPP (Assisting, Developing and Evaluating Professional Teaching / Principals) process, Employee Sign Language Training Program, feedback from employees, annual principals' and teachers' needs assessments, de-briefing meetings from actual emergency incidents, review of practice drills, employee relations matters, and other informal means. SCSDB utilizes a Staff Training and Development Catalog to communicate training priorities by position. Through the Staff Training and Development Committee, members meet to discuss training needs, discuss grant writing/award opportunities, and develop an annual training budget. The Individual and Division Professional Growth and Development plans are an important part of the

workforce planning and knowledge transfer effort. These plans serve to identify on-going job related skills needed to enhance performance and to assist the agency in identifying an employee's future career interests. SCSDB measures if employees have up-to-date training and development plans. The measure serves as an indicator of future costs for training.

In the 06-07 fiscal year, SCSDB received funding from the legislature for Staff Training and Development. Each division was given a prorated per capita dollar amount. The funding affords employees professional growth opportunities that were listed on their Individual Professional Growth and Development Plans as well as training goals set by Division Directors in the Division Professional Growth and Development Plans. Also, through these funds, management/supervisory staff participate in courses to work towards Associate Public Manager Certification, as part of the Leadership Development Program.

In addition, a Sign Language Policy supports equal access of communication for all individuals and Sign Language Skill Level Standards are established for certain positions as determined by the Policy. Employees are provided the opportunity to participate in sign language training annually.

HOW DO YOU EVALUATE THE EFFECTIVENESS OF THIS EDUCATION AND TRAINING?

In many of the training programs offered, post-training testing or evaluations are conducted to determine the success of the facilitator in meeting objectives. An example is the MANDT Training Program (de-escalation training), wherein direct use of the skills gained from the training is observable immediately in the work environment. When these skills are not appropriately used, the supervisor provides direct feedback through one or more of the following ways; 1) informal/formal coaching sessions, 2) Employee Performance Management System (EPMS) 3) Progressive Discipline, or 4) re-training may be suggested. Additionally, surveys are distributed upon conclusion of many of the training programs to seek feedback and get recommendations on the effectiveness of the training. Each year, employees in the schools are asked to respond to a survey from the state Department of Education and the Education Oversight Committee, which ask if relevant professional development opportunities are offered to teachers. Refer to Chart 7.4-8 for results.

HOW DO YOU ENCOURAGE ON THE JOB USE OF NEW KNOWLEDGE AND SKILLS?

SCSDB encourages employees to use new knowledge/skills through the use of one or more of the following strategies: bonus programs, awards and recognition, promotional opportunities, opportunities to speak before employee groups to share information, in-band increases, and reclassification of positions.

5.7   HOW DO YOU MOTIVATE FACULTY AND STAFF TO DEVELOP AND UTILIZE THEIR FULL POTENTIAL?

SCSDB uses numerous strategies to motivate employees to develop to their full potential. One formal strategy is the effective use of a non-monetary recognition program entitled "Fresh Ideas Start Here" (F.I.S.H.) employee peer recognition program. Refer to Chart 7.4-5 and Chart 7.4-6 for results. Another strategy is aligning employee goals with agency goals in the EPMS process. The agency also seeks input from its employees through the use of Individual Professional Growth and Development Plans to perform career planning and employee development. The agency affords employees the opportunities to receive tuition reimbursement, attend conferences and seminars, and develop relationships and network regarding best practices. In addition, the agency offers work/life balance initiatives to support employees with child or elder care issues such as compressed work weeks, telecommuting, and flexible work schedules. Bonus programs are designed to reward employees, who support and enhance key programmatic efforts such as grant writing or obtaining additional licensure. Supervisors of divisions, departments, or work teams are encouraged to recognize employee efforts through both formal and informal means.

5.8   WHAT FORMAL AND/OR INFORMAL ASSESSMENT METHODS AND MEASURES DO YOU USE TO OBTAIN INFORMATION ON FACULTY AND STAFF WELL-BEING, SATISFACTION, AND MOTIVATION?

SCSDB monitors employee well being and satisfaction through a variety of measures. An employee satisfaction survey is conducted annually to determine employees' views on success in valuing diversity, communication & involvement, and culture & image. Refer to Chart 7.4. In addition, each year employees are asked to respond to a survey from the State Department of Education, Education Oversight Committee for the School Report Card, which asks if teacher and staff morale is high. Refer to Chart 7.4-11 for results.

SCSDB reviews and analyzes certain measures including results of employee exit interview questionnaires shown in Chart 7.4-4, turnover rates shown on Chart 7.4-3, workforce stability factors shown in Chart 7.4-2, and workers' compensation claims as shown in Chart 7.6-c3. Senior leaders periodically review and draw upon this information to address key employee issues.

Although the processes shown above are operational, they are also included in the strategic goal of improving organizational culture.

5.9   HOW DO YOU USE FACULTY AND STAFF SATISFACTION ASSESSMENT FINDINGS TO IDENTIFY AND DETERMINE PRIORITIES FOR IMPROVEMENTS?

Senior managers meet bi-monthly to review programmatic issues, performance measures, and trends and correlations and to make decisions. Priorities for improvement are determined based on their legal, fiscal, and programmatic impact on the accomplishment of the mission.

5.10   HOW DO YOU MAINTAIN A SAFE, SECURE, AND HEALTHY WORKING ENVIRONMENT?
SCSDB has a strategic and systematic prevention-based approach to safety and health for students, employees, customers, and visitors through the implementation of a Safety Management Program which addresses key areas of occupational safety, such as an Incident Management Plan and security, health, workplace violence, and job specific safety. The Incident Management Plan emphasizes prevention strategies, which range from training, practice drills, review of building design, policy development and enforcement, and intervention.

An appointed Safety Committee directs on-going agency-wide safety initiatives, collects/analyzes safety related data, makes recommendations, and monitors the implementation of recommendations and effectiveness. SCSDB conducts monthly hazard inspections of agency facilities to identify and evaluate environmental deficiencies, hazards, and unsafe practices. Refer to Chart 7.6-c1 for results. The agency also tracks the number of deficiencies noted in monthly hazard surveillance inspections that received corrective action, refer to Chart 7.6-c2.

SCSDB conducts annual safety training for employees through the use of community experts who are familiar with the unique population of staff and students we serve. Refer to Chart 7.4-7 for results.
In addition, SCSDB has a public safety department that oversees campus safety, security, and law enforcement. The public safety department works closely with staff, students, and parents through provision of law related education, security services, prevention and response programs. Refer to Chart 7.6-c5 for results. Also, SCSDB participates with the Spartanburg County Sheriff's Office School Resource Officer program.

Each year, employees in the schools are asked to respond to a survey from the state Department of Education and the Education Oversight Committee. Specific questions are asked regarding if employees feel safe before, during, and after school hours. Refer to Chart 7.6-c4 for results.

6.0 Process Management

6.1 **HOW DO YOU DETERMINE, AND WHAT ARE (LIST) YOUR KEY LEARNING-CENTERED PROCESSES THAT DELIVER YOUR EDUCATIONAL PROGRAMS, OFFERINGS, AND STUDENT SERVICES?**

In accordance with the mission, SCSDB has identified key learning-centered processes to include strategic planning, instruction and assessment processes. In the support and improvement of educational and residential programs, these processes add value in providing direction, supplying curriculum, conducting individualized education programs (IEP's), providing related services that improve student access to curriculum, and providing independent and social skill development. For example, the SCSDB process which satisfies mandates of the Educational Accountability Act (EAA) is based on a growth model for student achievement. This process requires systematic monitoring of student progress on IEP objectives and growth in academics. Results are compiled in a central database, which includes technology and teacher training, and are analyzed quarterly for the purpose of decision-making at the individual/program level. Having established the EAA process as an agency expectation, the next step is to increase teacher investment.

The Senior Management Team and the Administrative Team manage these processes which together form a complex system that delivers specialized, small group and individualized education and services for students with sensory disabilities. Policy & Procedures handbooks/guidelines ensure that the processes are clear and consistent. Process control is managed via department scorecards, and accountability guidelines which measure the progress towards Student Achievement, Organizational Culture, Safety, and Recruitment & Retention of Students. Scorecards provide quarterly data that allow managers to make decisions towards continuous improvement and success of the program goals.

SCSDB received Southern Association of Schools and Colleges (SACS-regional) and Conference of the Educational Administrators of Schools and Programs for the Deaf (CEASD-national) accreditation in 2007. Through the self-study process, a thorough review of learning-centered processes was conducted. Based upon the results, SCSDB has identified and incorporated key goals in the new strategic plan on which to focus efforts next year.

6.2 **HOW DO YOU INCORPORATE INPUT FROM STUDENTS, FACULTY, STAFF, STAKEHOLDERS, SUPPLIERS, AND PARTNERS FOR DETERMINING YOU R KEY LEARNING-CENTERED PROCESS REQUIREMENTS?**

As part of the Strategic Planning process, Action Teams focus on key goals for the year. The Action Teams include representative students, faculty, staff, parents and other community stakeholders. During FY 06-07, these groups of individuals served on SACS/CEASD Committees as part of the agency self-study. During the accreditation process, these stakeholders were interviewed by the SACS and CEASD committees. Recommendations resulting from the interviews are incorporated into the Strategic Plan. Additionally, SCSDB hosts the School Improvement Council, consisting of students, faculty, staff, parents, and other stakeholders. Recommendations for improvement from this council are routinely shared and addressed annually.

Customer Satisfaction surveys are routinely collected throughout the year from various subgroups to include teachers, staff, parents, and customers. The Administrative Team is diligent in gathering valid survey results, however, analysis and utilization of information for decision-making is a current area of weakness. The Administrative Team plans to develop a holistic approach to analysis and utilization of customer satisfaction data to improve key learning-centered processes.

6.3   **HOW DO YOU INCORPORATE ORGANIZATIONAL KNOWLEDGE, NEW TECHNOLOGY, COST CONTROLS, AND OTHER EFFICIENCY AND EFFECTIVENESS FACTORS, SUCH AS CYCLE TIME, INTO PROCESS DESIGN AND DELIVERY?**

The strategic plan process is maintained for five years and refined annually to provide continuous direction. The SCSDB Agency Scorecard, department Scorecards, policies and procedures, guidelines and flow charts are used to maintain organizational knowledge and direct the day-to-day decision making activities of the staff in the design and delivery of key learning processes. Department Scorecards include measures of efficiency, effectiveness, and cycle time. Scorecard reported data is used to revise those processes as needed.

SCSDB continues to use technology to improve processes. For example, the Information Technology department implemented new Helpdesk software to improve tracking and turnaround time. Also, education staff can now access SPI (Student Performance Indicators) and Brigance academic reports from home.

Technology was a key topic during the 2006 Strategic Planning Retreat. A project management approach to decision-making was adopted. This allows for a systematic study of available solutions to specific problems and includes planning for training, implementation and evaluation of new technologies. For example, the project management team studied campus use of copiers and more cost-efficient equipment was recommended and purchased. Planning also includes the Information Technology department expansion to include a virtual CIO (Chief Information Officer), as well as several contract employees, to establish centralization of project management and prioritization of technology needs and training.

6.4   **HOW DO YOU SYSTEMATICALLY EVALUATE AND IMPROVE YOUR LEARNING-CENTERED PROCESSES?**

Evaluation of student achievement is conducted through quarterly and annual assessment of student progress in the curriculum, on the mastery of IEP goals, and appropriate placement after graduation. Administrators also collect and analyze student test results on standardized tests to measure the quality of the instructional program.

An example of systematically evaluating and improving our process is noted in our "after graduation placement" rate, which SCSDB carefully monitors. This year, due to implementing continuous improvement practices, our placement after graduation rate improves to 90%. The increase is based on strategic emphasis placed on the downward trend noted in the Class of 2005. Consequently, a transition coordinator and a job coach were hired. As noted on the department's Scorecard, a 16% increase is shown in graduates successfully transitioned, an additional 169 IEP meetings attended, 81 parent contacts made, and an additional 9 referrals to other agencies made by transition staff this year, resulting in an overall improvement in the placement after graduation measure. See Chart 7.1-5

Teachers and Principals are evaluated annually via the State Department of Education evaluation system. Quality control of the performance of all staff is conducted annually by the Employee Performance Management System (EPMS.) Customer satisfaction surveys are collected periodically to evaluate the delivery of services, towards mission accomplishment. See Chart 7.4-1

6.5   **WHAT ARE YOUR KEY SUPPORT PROCESSES, AND HOW DO YOU EVALUATE, IMPROVE AND UPDATE THESE PROCESSES TO ACHIEVE BETTER PERFORMANCE?**

The Administrative Team, the Finance department, Physical Plant Operations, Health and Related Services, Residential Life, Public Information department and Human Resources serve as the support processes at SCSDB. Division Scorecards serve to measure results and control quality. Refer to the flowchart below to see how the support processes align with the key processes to affect the flow of related activities towards mission accomplishment. Updates and improvements are made via this process.   Return to top
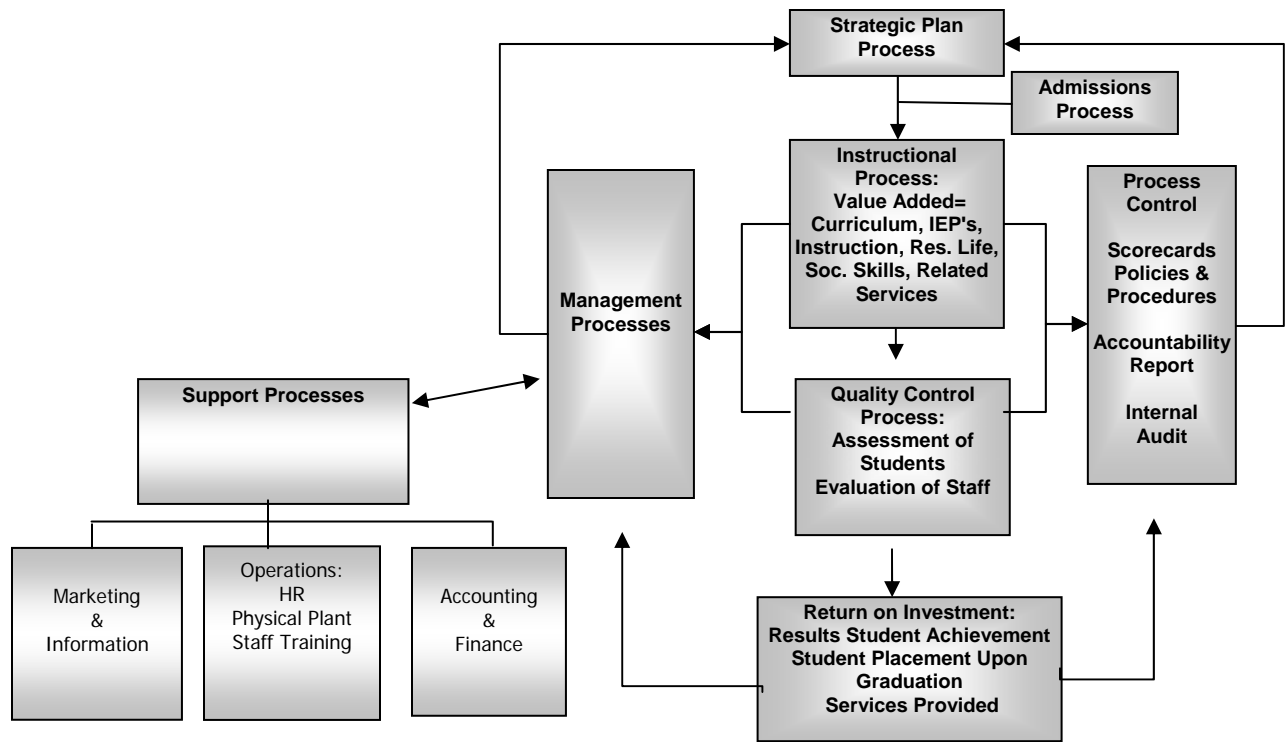
6.6 HOW DOES YOUR ORGANIZATION ENSURE THAT ADEQUATE BUDGETARY AND FINANCIAL RESOURCES ARE AVAILABLE TO YOUR OPERATIONS?

The Finance Department, in addition to working with the agency staff on campus, is also a member of the Budget and Control Board and the Comptroller General's Office. Through mandated processes and procedures mandated, and in service to the state legislature, no funds can be expended or reclassified without the documented approval by those representatives.

The Finance Department's internal budget process looks at past history, number and amounts of grants, contracts, and rate of fund expenditure to determine if the agency's resources are going to be sufficient to meet operations. If the expendable resources projection is deficient, senior management will meet to determine the course of financial budget adjustments that need to be made.

HOW DO YOU DETERMINE THE RESOURCES NEEDED TO MEET CURRENT BUDGETARY AND FINANCIAL OBLIGATIONS, AS WELL AS NEW INITIATIVES?

The Finance Department coordinates with the Office of State Budget and the Comptroller General's Office to ensure that Revenue Targets from all sources are met and that agency expenses align with quarterly and annual projections. The budget for any given year is built from the "ground up" in sections. Starting with Human Resources, which is the most expensive asset at 82%+ of the budget, a matrix is built based on our current profile of full time employees, temporary employees, and contractors. This matrix anticipates human capital costs and adjusts for a 3% cost of living adjustment annually, and uses historical averages to account for the dynamics of hires, terminations, and retirements. Next, "non-human resource" expenses are projected for non-controllable costs of goods and services. Finally, expenses are projected for controllable costs of goods and services given the amount of money that is left from the first two categories of expense.

New initiatives are funded either out of excess available funds or as part of the legislative budget cycle each year. Legislative budget cycle funding requires that the agency know in detail the cost and the impact of each new initiative.

7.0 Organizational Performance Results

7.1 **WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON STUDENT LEARNING, AND IMPROVEMENTS IN STUDENT LEARNING? HOW DO YOUR RESULTS COMPARE TO THOSE OF YOUR COMPETITORS AND COMPARABLE ORGANIZATIONS?**

Student Achievement: Continuous Improvement via the Accreditation Process

Through the continuous improvement process, completing the required standards and exhibits, and an on-site visit by the two accreditation teams, SCSDB has earned both regional (SACS – Southern Association of Colleges and Schools) and national accreditation (CEASD – Conference of Educational Administrators of Schools and Programs for the Deaf).

Student Achievement is ensured by the continuous improvement involved in the peer-reviewed accreditation process which was accomplished and reported in Chart 7.1-1.
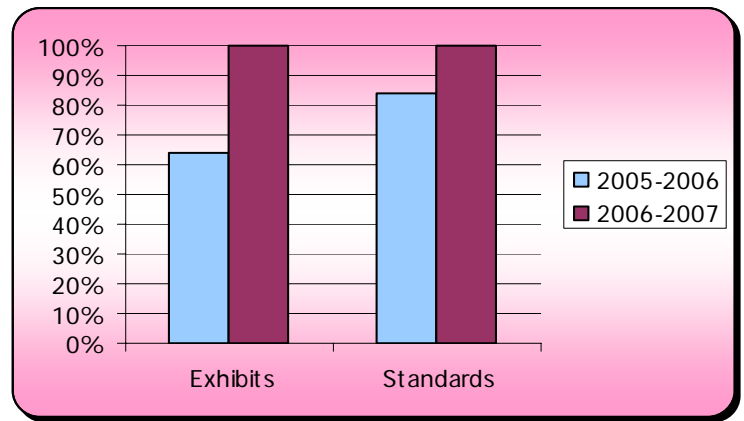
Student Achievement: Educational Accountability Act (EAA) Report Card

The major mission of the agency is to ensure student achievement through offering specialized educational programs, accommodations, assistive technology, expertise, and related services. Having made excellent gains over the past 5 years, SCSDB has earned the "Palmetto Gold" award from the State Department of Education / Education Oversight Committee for the fifth consecutive year, as shown in Chart 7.1-2.

| Chart 7.1-2: Education Accountability Act State Report Card Data - Palmetto Gold School					
Description	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**
Absolute Rating	Excellent	Excellent	Excellent	Excellent	Excellent
Improvement Rating	Excellent	Excellent	Good	Excellent	Excellent
English/Language Arts Gains	92.6%	91.7%	86.0%	92.0%	95.0%
Mathematics Gains	84.9%	85.0%	87.0%	93.0%	85.0%
Individualized Education Plans (IEP) - Objective Met	80.1%	86.0%	92.0%	96.0%	96.0%
Dropout Rate	1.5%	0.9%	1.5%	1.0%	3.1%
Parents Attending Conferences	68.7%	74.8%	98.3%	86.3%	88.0%
Students Receiving SC Diplomas	27.0%	0.0%	11.0%	38.0%	60.0%

Student Achievement: Mastery of Individualized Educational Plan (IEP) Goals

Students maintained a 96% level of IEP goal mastery this year. This represents a remarkable 16 point increase from the 2002-2003 (80%) year. This significant increase is accomplished by a combination of staff training in instructional strategies, IEP goal writing, and the consistent implementation of a continuous improvement process of accountability. See Chart 7.1-3.

Chart 7.1-3: IEP Mastery
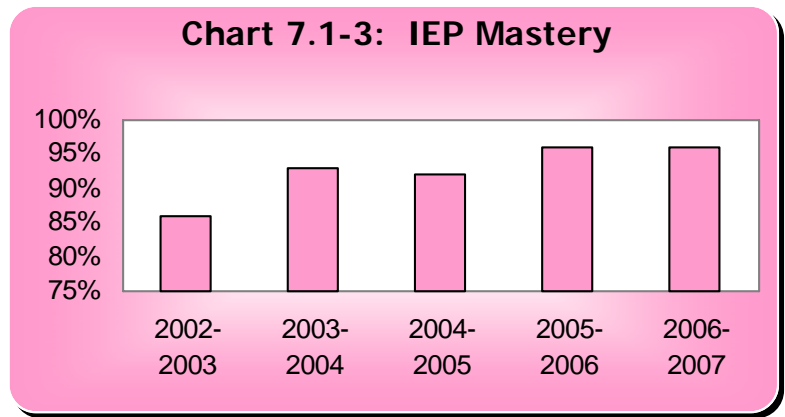
Student Achievement: Academic Gains as measured on the Brigance Inventory of Skills

Chart 7.1-4 shows that, although a 2 point decrease is noted, Brigance scores remain in the advanced range in Math and English Language Arts. This indicator will be monitored quarterly to analyze and reverse the two point decline.

Chart 7.1-4: Brigance Gains

English
Math
Composite

60-79%=Basic   80-89%=Proficient
90-100%= Advanced
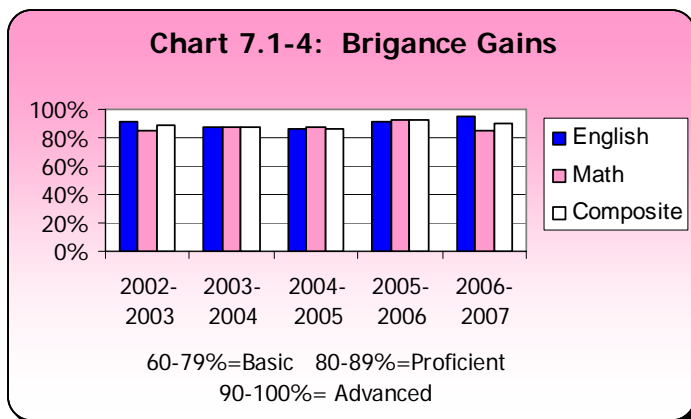
Statewide comparatives are not appropriate for the SCSDB academic arena at this time because of the unique nature of the growth model of accountability. In this model, each student's growth is compared against his own record, as opposed to a state level of expectation, for both IEP goal mastery and academic gains as measured on Brigance Inventory of Skills. The Education Oversight Committee approved this proposed growth model for SCSDB when the accountability process was initiated in 1998. SCSDB is committed to consistency with this growth model for ten years.

Student Achievement: Student Placement Upon Graduation

The ultimate mission of student achievement is to assist students in transitioning after graduation. For student with sensory disabilities, this includes transition services which are begun at age 14. Chart 7.1-5 shows improvement this year with 90% of the students transitioning successfully.

Chart 7.1-5: Post Graduation Placement					
Description	**Class of 2002**	**Class of 2003**	**Class of 2004**	**Class of 2005**	**Class of 2006**
Attends College or Adult Program	33.3%	8.6%	15.8%	16.7%	50.0%
Employed Competitively	3.3%	43.5%	31.6%	16.7%	19.0%
Attends Sheltered Workshop	16.6%	30.4%	21.0%	25.0%	21.0%
Homemaker	3.3%	0.0%	15.8%	0.0%	0.0%
Unemployed, At Home	30.0%	17.4%	15.8%	41.7%	7.0%
Moved/Unable to Contact	13.3%	0.0%	0.0%	0.0%	7.0%

*Includes 1 graduate attending Adult Day Care

**Developmental Disabilities and Special Needs (DDSN)   Return to top

<u>Student Achievement: 10th Month of School:</u>

The 10th Month of School is a new venture, which is designed to provide additional academic skill development opportunities, enhanced recreational activities, and opportunities to develop independent living skills for our special students in the effort to promote overall student achievement. With special needs students, providing additional and enhanced learning time (3 weeks) translates into greater achievement. The individual departments' data reveals that: Deaf Elementary students made an overall 52% gain in skills**.** An average of 73% of Deaf Middle and High Students made gains in skills. The Blind School students, overall, showed an average gain of 5 months growth, while 96% of the MH students showed gains overall. Of the four departments, four distinct measurement systems emerged; therefore, an improved coordinated system for measuring performance is being developed.

7.2   WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON STUDENT AND STAKEHOLDER SATISFACTION AND DISSATISFACTION? HOW DO YOUR RESULTS COMPARE WITH COMPETITORS AND COMPARABLE ORGANIZATIONS?

Parent, teacher and student satisfaction are key measures. Chart 7.2-1 shows parental responses to a survey on three critical satisfaction measures. The results reflect a 7% increase in satisfaction with social/physical environments, and a consistent 92% satisfaction with the learning environment.

Chart 7.2-1: Parent Responses from EAA Report Card

■ Satisfied with Learning Environments

■ Satisfied with Social & Physical Environments
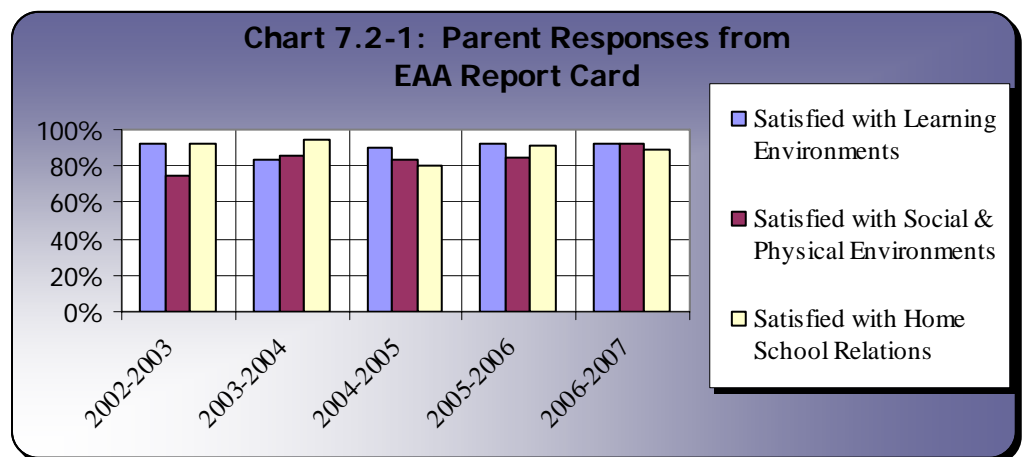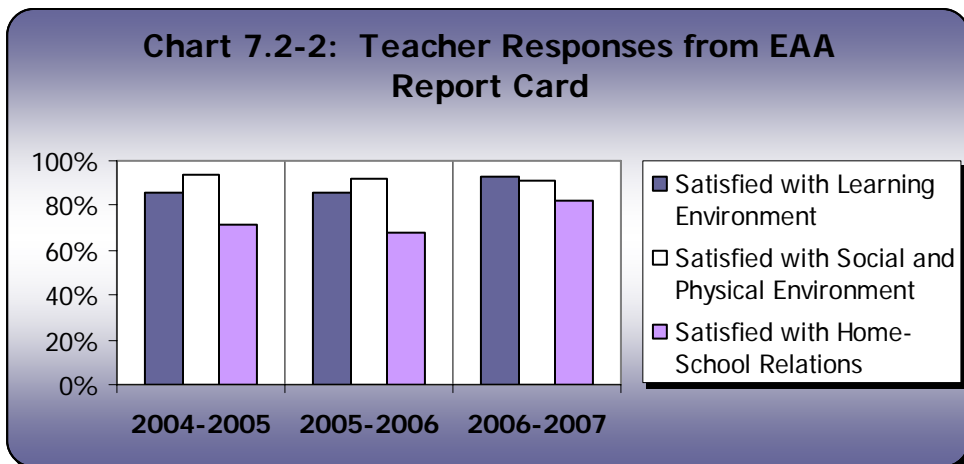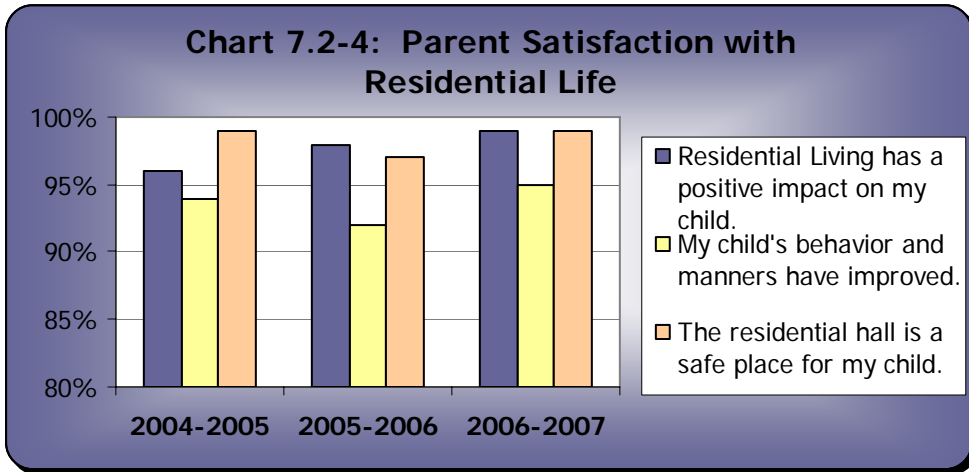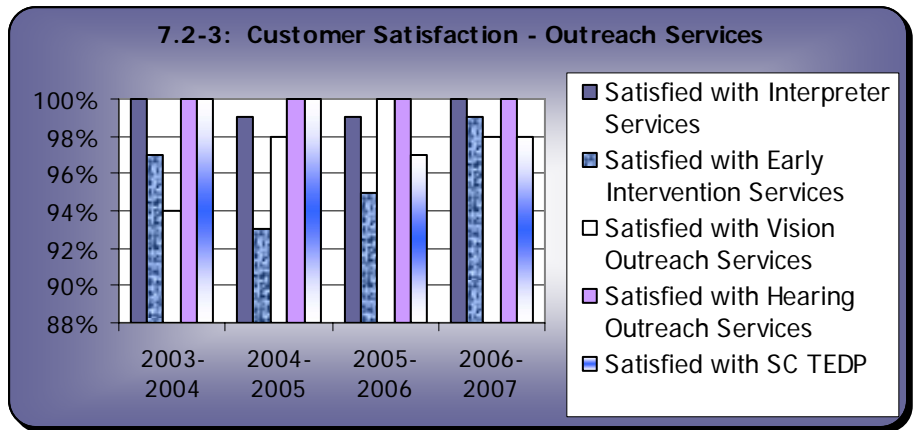
□ Satisfied with Home School Relations

Chart 7.2-2 represents teacher responses to the satisfaction survey which shows that 93% of the teachers were satisfied with the learning environment and 91% are satisfied with the social/physical environment. 82% of the teachers are satisfied with home-school relations, which is an increase of 14% from the previous year. Much of this increase can be attributed to an increased effort by the education and residential staff to improve communication with parents. The School Improvement Council and the Education Oversight Committee will continue to monitor these satisfaction results.

Chart 7.2-2: Teacher Responses from EAA Report Card

■ Satisfied with Learning Environment

□ Satisfied with Social and Physical Environment

■ Satisfied with Home-School Relations

2004-2005   2005-2006   2006-2007

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Reported in Chart 7.2-3 are five components of Outreach Services, a critical component in the overall service delivery system. Over twenty different services are provided state-wide through the six regional centers, serving individuals and families from birth through senior citizens. Overall, customer satisfaction in all areas is very high, ranging from 98% to 100%.

7.2-3: Customer Satisfaction - Outreach Services

Legend:
- Satisfied with Interpreter Services
- Satisfied with Early Intervention Services
- Satisfied with Vision Outreach Services
- Satisfied with Hearing Outreach Services
- Satisfied with SC TEDP

(Years: 2003-2004, 2004-2005, 2005-2006, 2006-2007; Y-axis: 88% to 100%)

Chart 7.2-4: Parent Satisfaction with Residential Life

Legend:
- Residential Living has a positive impact on my child.
- My child's behavior and manners have improved.
- The residential hall is a safe place for my child.

(Years: 2004-2005, 2005-2006, 2006-2007; Y-axis: 80% to 100%)

Parents are also surveyed quarterly to assess their satisfaction with the Residential Life Program. 25% of the parents are selected randomly each quarter to receive a personal phone call for the survey. Chart 7.2-4 reflects the result of this informal phone survey and their degree of satisfaction. The parent satisfaction rate for the residential program continues to be above 95%.

In like manner, twenty-five percent of the residential students are surveyed quarterly to assess their satisfaction. Chart 7.2-5 reflects the degree of satisfaction, which remains very high with a range of 95%-98%.
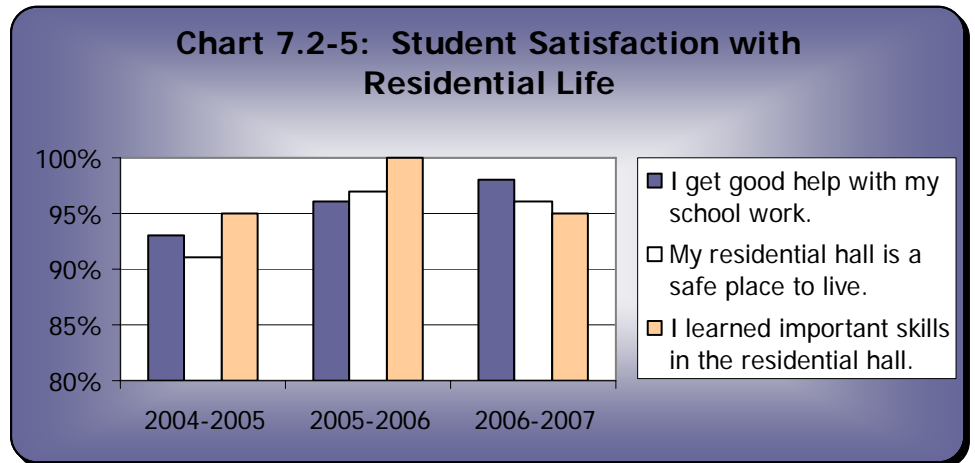
SCSDB has met the internal goals of measures on student and stakeholder satisfaction. The need to develop a benchmarking process is recognized. Another

Chart 7.2-5: Student Satisfaction with Residential Life

Legend:
- I get good help with my school work.
- My residential hall is a safe place to live.
- I learned important skills in the residential hall.

(Years: 2004-2005, 2005-2006, 2006-2007; Y-axis: 80% to 100%)

area of known weakness in this area is to look at all of our satisfaction data holistically, rather than as separate surveys.

7.3   WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES ON BUDGETARY AND FINANCIAL PERFORMANCE, INCLUDING MEASURES OF COST CONTAINMENT, AS APPROPRIATE?

Financial performance is a direct reflection of strategic planning/leadership. Key financial indicators measure optimal use of limited resources, their redirection in order to accomplish the agency's mission, and effective financial performance to carry out the plan, support the goals, and achieve objectives. Measurement of financial performance falls within three categories: Return to top

1. Compliance with state laws, regulations, rules, & processes for accountability
2. Operating and process performance within the allocated budget, including measures of efficiency, effectiveness and cost containment
3. Effective planning for investment in physical plant and technology to ensure the ability of the organization to provide safe and accessible facilities for future operations
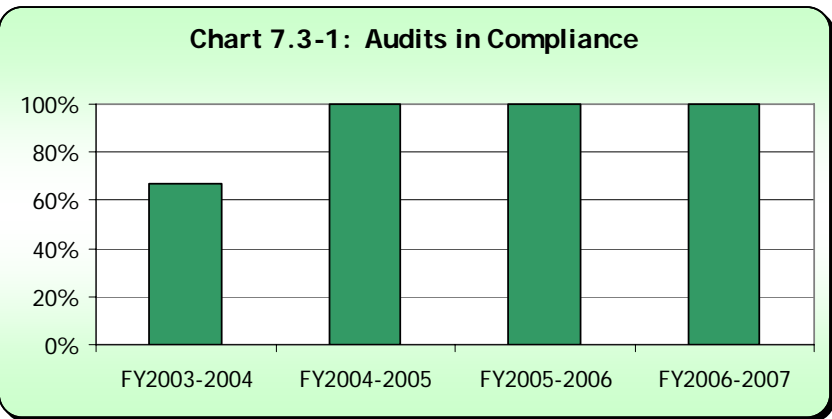
COMPLIANCE: To measure compliance performance, the agency uses external benchmarks, such as results from audits, reviews, fund payback requirements, and various periodic reports. To measure compliance, three external audits are conducted. Performance is compared with the benchmarks for the Department of Health and Human Services, US Department of Agriculture, and the State Procurement Office. These benchmarks were selected because they cover a relatively large number of revenue and expense transactions.

Measured Items of Compliance: Medicaid Revenue Compliance: Compliance with Medicaid rules and regulations ensures continued funding. For FY 06/07, SCSDB has almost reached the goal of zero rebate dollars. In continued process improvement for effective compliance, this indicator continues to be monitored.

USDA Compliance: In FY, 06/07, audit requirements were met and SCSDB is in good standing with USDA.

Procurement Audit Results: For FY 06/07, the agency's unassisted purchasing ceiling is $50,000. The Materials Management Office (MMO) granted that ceiling as a result of proven ability to correctly apply the state procurement rules and regulations. The next procurement audit will be in FY 2008.

To benchmark procurement against SC Budget and Control Board rules and regulations, tracking is kept on Sole Source (one vendor no bid), Emergency (life, safety issues) and Unauthorized Procurements (transactions initiated by someone other than Procurement officer) transactions. Too many Sole Source transactions could indicate that we are not procuring the required goods and services at the most economical rate and could be in violation of state law. Our goal is to keep the number of "Emergencies," and "Sole Source," under 1% each of the total Purchase Orders issued by the Agency. Our goal for Unauthorized Procurements is zero.

Chart 7.3-1: Audits in Compliance

As Chart 7.3-1 indicates, SCSDB continues to be in 100% compliance with audits and program reviews. <u>Return to top</u>

**OPERATING PERFORMANCE WITHIN THE FUNDS BUDGETED**

Source of Funds: SCSDB's funding mix shows a trend of declining state appropriations over time. This decline has been replaced with funds from the other categories (federal, restricted, and earmarked) through excellent leadership, devotion to the mission and creativity. Agency leadership has also been effective

Chart 7.3-2: Sources of Funds
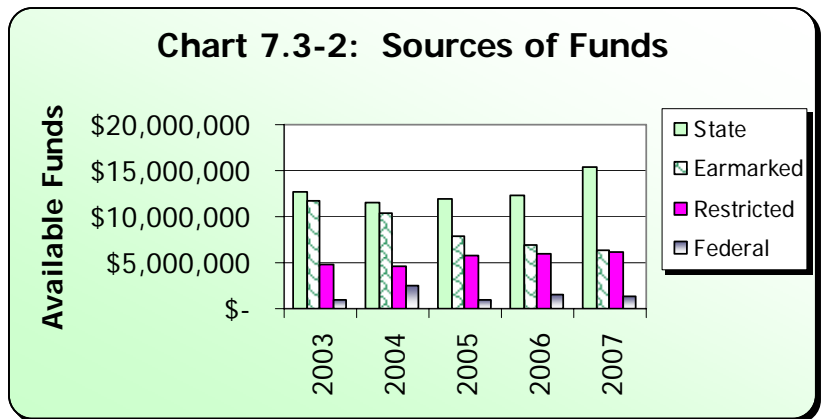
recently in restoring recurring funding from state appropriations. However, non-traditional types of revenue will continue to be a key focus as they require a more sustained management effort. See Chart 7.3-2.

Performance indicators of funds measure two things: 1) How **effective** we are with our funds given our agency mission and 2) how **efficient** we are with those funds, creating value and supporting our mission.

Effectiveness: We are an education organization with a very special student population, which requires a labor intensive program. As a result, our primary means of delivering these services is via teachers and other direct caregivers. As Chart 7.3-3 attests, we have maintained that these vital positions will be filled in the best interest of the child and the state, covering all requirements and liability standards.

Chart 7.3-3: Expenditure Effectiveness
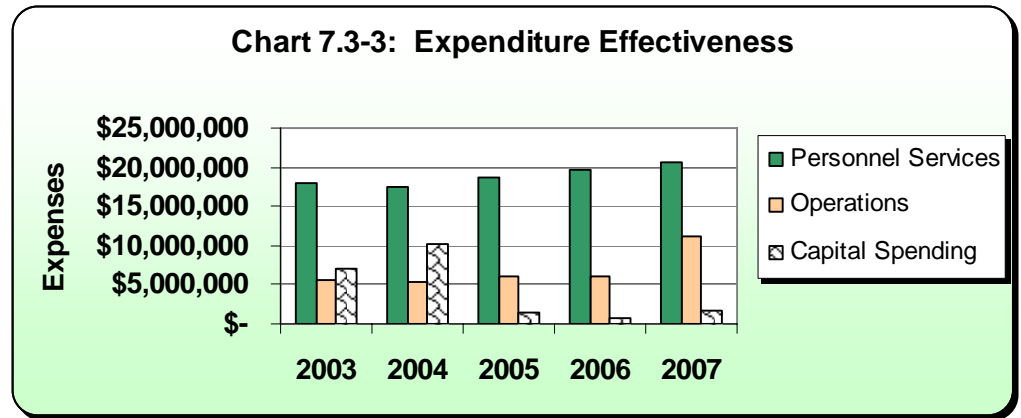
Efficiency: Dollars spent versus dollars allocated reveals good stewardship with no over expenditures. Chart 7.3-4 measures how efficiently financial operations are managed. Scorecard measures of various indicators reveal a 99% efficiency rating in spending funds on the strategic activities of education, student support, residential, outreach, physical plant and administration. The rapid expansion of services, for example, in Outreach Services, requires funds and resources to accomplish the agency's programming goals.

Chart 7.3-4 Efficiency Rating			
Fiscal Year	Funds	Expenditures	Efficiency
2002-2003	$ 22,793,275	$ 22,251,506	99%
2003-2004	$ 23,439,972	$ 22,494,404	95%
2004-2005	$ 24,999,282	$ 24,294,282	99%
2005-2006	$ 26,398,747	$ 25,936,421	98%
2006-2007	$ 31,809,956	$ 31,469,955	99%

As **Charts 7.3-5 and 7.3-6** indicate, in FY 06-07, Outreach Services has experienced a 47% increase in the number of services provided to school districts and a 13% increase in the hours of interpreting provided.
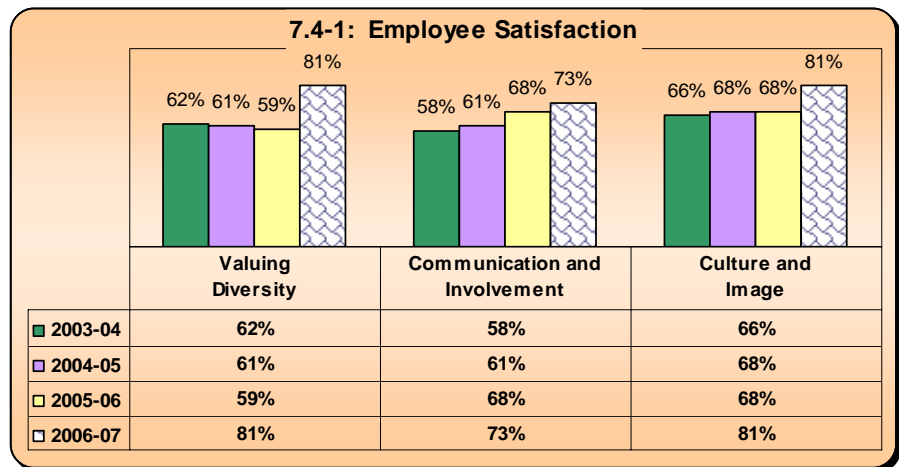
Chart 7.3-5: Outreach Services Provided

Chart 7.3-6: Interpreting Services Provided
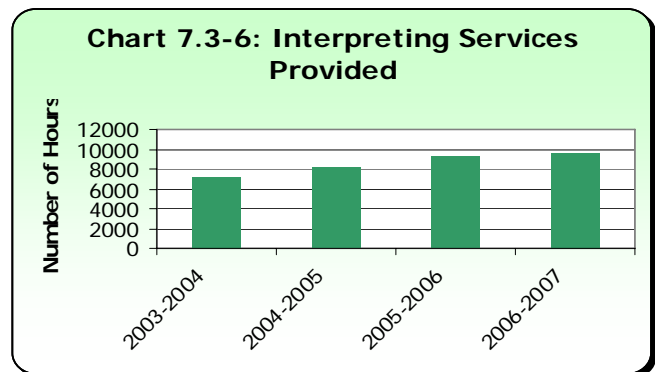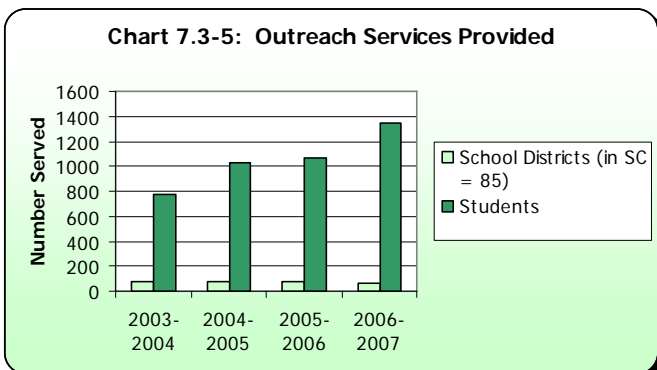
Overall revenues from revenue generating programs increased 24% as seen in Chart 7.3-7

Chart 7.3-7: Revenue Generating Programs
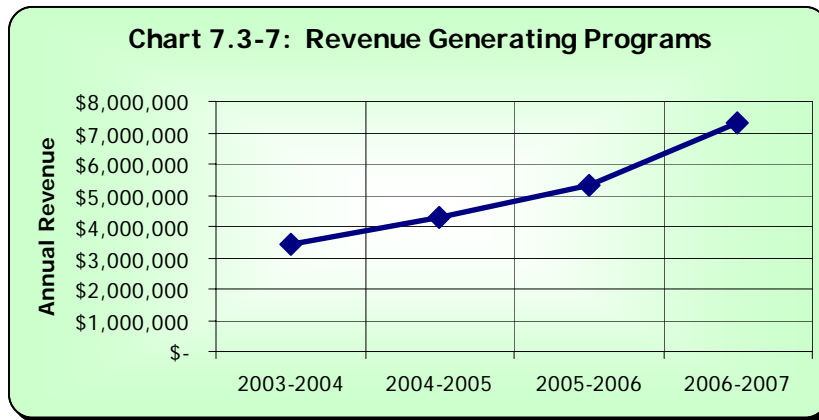
7.4   WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON WORK SYSTEM PERFORMANCE, FACULTY AND STAFF LEARNING AND DEVELOPMENT, AND FACULTY AND STAFF WELL-BEING, SATISFACTION, AND DISSATISFACTION?

Key measures include employee satisfaction, workforce stability and turnover, peer recognition, compliance, professional development, timeliness of evaluations, morale, and time-to-fill.

Chart 7.4.1 represents positive responses from the agency-wide employee satisfaction survey which assesses the value of diversity, communication / involvement, and culture / image.
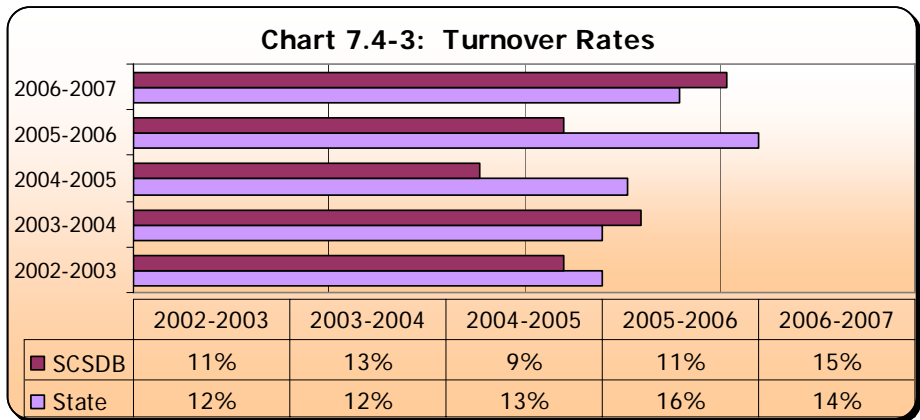
7.4-1: Employee Satisfaction

	Valuing Diversity	Communication and Involvement	Culture and Image
2003-04	62%	58%	66%
2004-05	61%	61%	68%
2005-06	59%	68%	68%
2006-07	81%	73%	81%

The workforce stability measure is helpful for planning purposes and for identifying the work experience

Chart 7.4-2: Workforce Stability Factor

105.9%   97.0%   98.0%

2004-2005   2005-2006   2006-2007
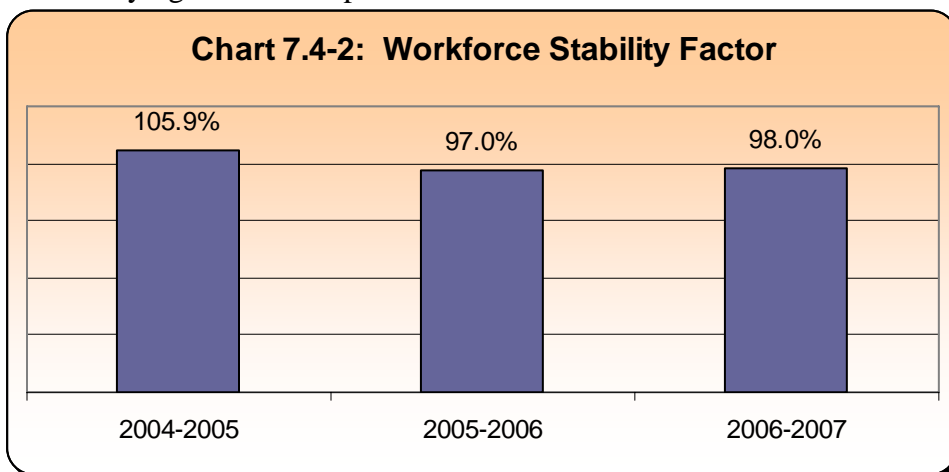
and knowledge lost as a result of separations from employment. Workforce stability looks at the number of original employees who remain for the entire fiscal year proportionate to the employee population at the beginning of the fiscal year. Chart 7.4-2 shows that 98% of the workforce remained.
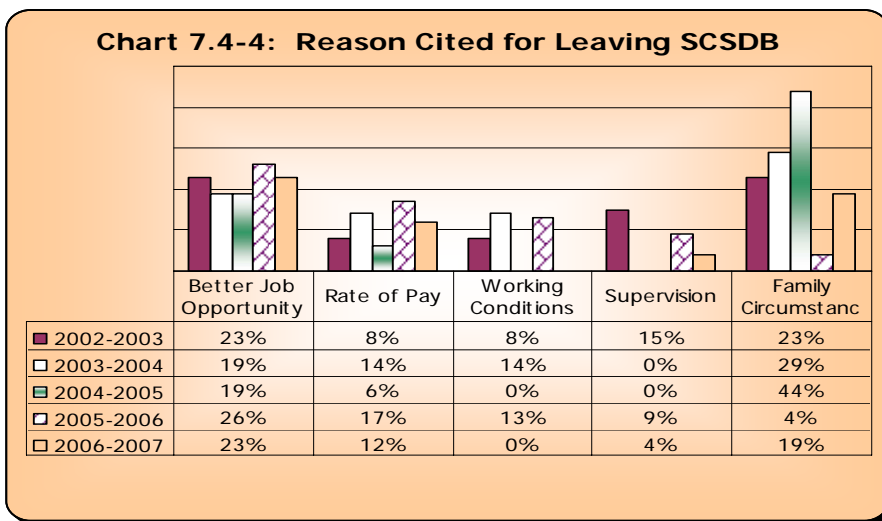
Chart 7.4-3 represents the employee turnover rate which is determined by dividing the number of positions by the number of employees who have separated. In FY 06-2007, SCSDB showed a turnover rate of 15%, which is a 4% increase. Other measures were reviewed and data was analyzed, which reveals an increase in employees who separated from the agency due to family circumstances (substantiated by Chart 7.4-4), which was determined to be the cause of not meeting the state benchmark of 14 %.

Chart 7.4-3: Turnover Rates

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
SCSDB	11%	13%	9%	11%	15%
State	12%	12%	13%	16%	14%

SCSDB conducts exit interviews and provides employees with questionnaires upon separation. Surveys are reviewed and results are reported annually. In FY 06-07, 23% of the respondents reported "better job opportunity" as the major reason for leaving SCSDB. SCSDB reviews the responses to employee exit interview questionnaires and the reasons include, but are not limited to, retirement, moving out of state, to further education and others cited in Chart 7.4-4. Therefore, SCSDB has begun to address this data by looking at developing and implementing career ladders for certain position classifications, development of internal hiring rates for certain positions, and implementing a formalized pay plan that recognizes additional knowledge and skills of employees in certain position classifications.

Chart 7.4-4: Reason Cited for Leaving SCSDB

	Better Job Opportunity	Rate of Pay	Working Conditions	Supervision	Family Circumstanc
2002-2003	23%	8%	8%	15%	23%
2003-2004	19%	14%	14%	0%	29%
2004-2005	19%	6%	0%	0%	44%
2005-2006	26%	17%	13%	9%	4%
2006-2007	23%	12%	0%	4%	19%

SCSDB's peer recognition system is value driven and mission specific. In FY 06-07, the number of awards presented increased, as shown on Chart 7.4-5.
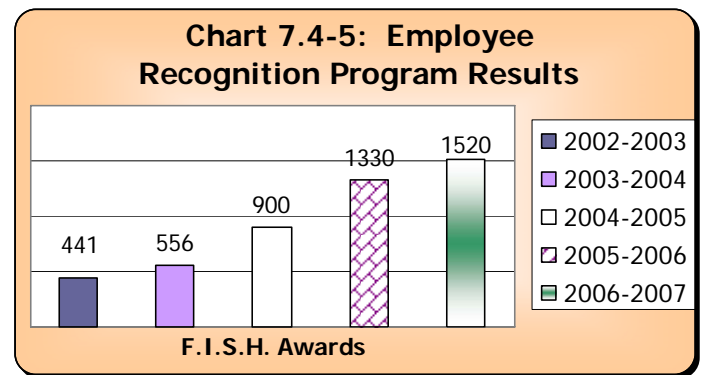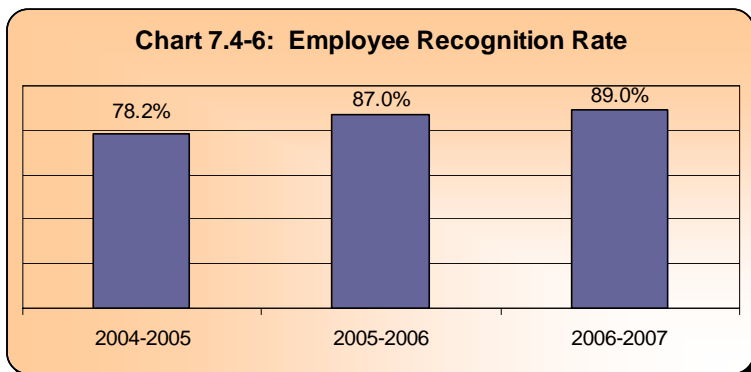
Chart 7.4-5: Employee Recognition Program Results

F.I.S.H. Awards

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
	441	556	900	1330	1520

Chart 7.4-6: Employee Recognition Rate

2004-2005	2005-2006	2006-2007
78.2%	87.0%	89.0%

Chart 7.4.-6 indicates that 89% of employees received recognition in FY 06-07 up from 87% the previous year.

Chart 7.4-7 represents the compliance for employee safety training. 99% of employees attended safety training for FY 06-07. Improvement initiatives included adding safety training to monthly New Employee Orientation, offering training on second shift, sending monthly status reports to supervisors for tracking purposes, and the implementation of web-based training software to enhance communication regarding training requirements, course offerings, and employee self-registration.

Chart 7.4-7: Employee Safety Training Completion Rate

Agency Goal: 100%
2002-2003: 86%
2003-2004: 91%
2004-2005: 90%
2005-2006: 100%
2006-2007: 99%

Chart 7.4-8: Professional Development for Teachers

2002-2003: 76.9%
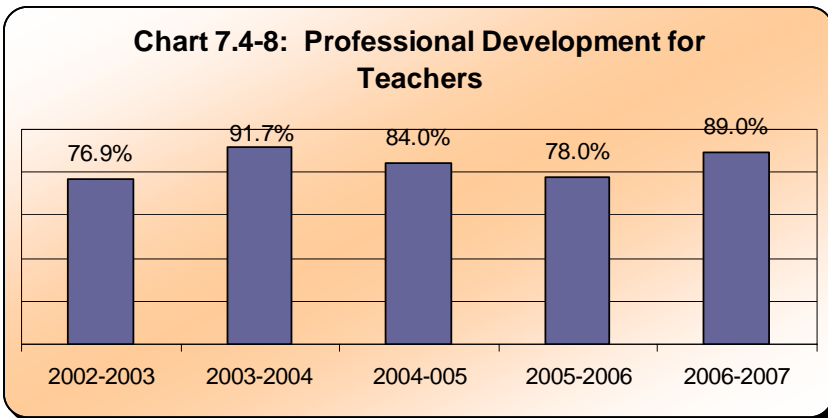2003-2004: 91.7%
2004-005: 84.0%
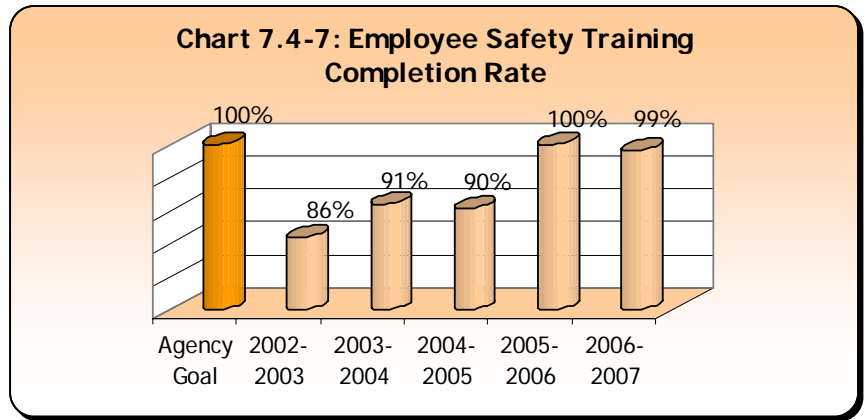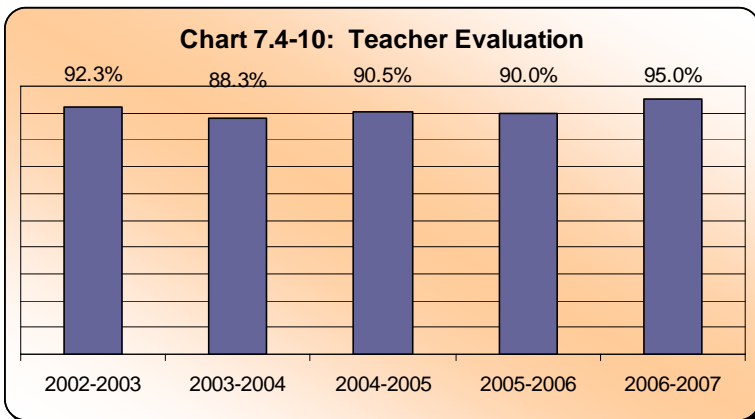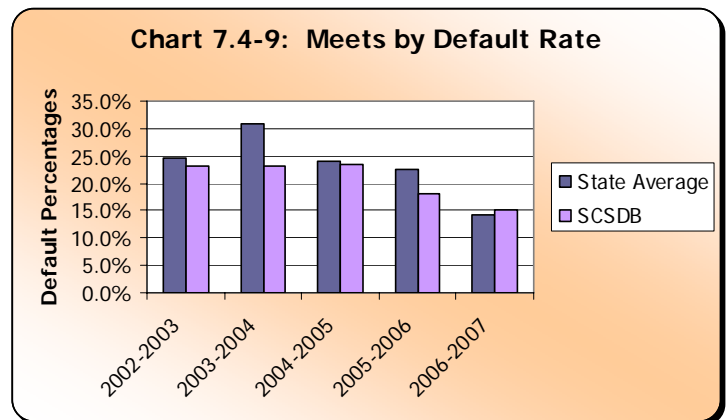2005-2006: 78.0%
2006-2007: 89.0%

Chart 7.4-8 shows that 89% of educational respondents to the survey agree they receive relevant professional development opportunities.

The EPMS process is crucial in communicating, coaching, and empowering employees to meet strategic priorities. The agency uses this process as its foundation for planning work priorities, professional development, and evaluation of employee performance. During the fiscal year, supervisors were measured on the timely completion of EPMS evaluations as shown in Chart 7.4-9.

In FY 06-07 fiscal year, the agency experienced a 14% meets by default rate, down 4% from the previous fiscal year. This was due, in part, to providing supervisors monthly reminders of upcoming evaluations for each of their employees. In addition, follow-up reminders were sent to division

Chart 7.4-9: Meets by Default Rate

Default Percentages (y-axis: 0.0% to 35.0%)

Legend: State Average, SCSDB

Categories: 2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007

Chart 7.4-10: Teacher Evaluation

2002-2003: 92.3%
2003-2004: 88.3%
2004-2005: 90.5%
2005-2006: 90.0%
2006-2007: 95.0%

directors for supervisors who had overdue reviews from the prior month. During monthly "Mangers' Meetings," the management/ supervisory team received statistical information reflecting the outcome of the monthly goals for timely completion of EPMS evaluations. The agency compares its meets by default scores against the statewide average. This allows the agency to determine trends within the state, as well as SCSDB.

Each year teachers respond to a survey from the state Department of Education and the Education Oversight Committee. Specific questions are asked regarding the evaluation system including whether or not
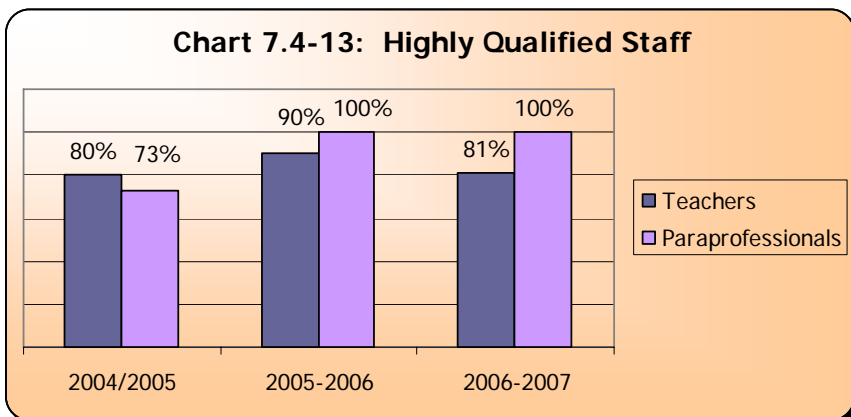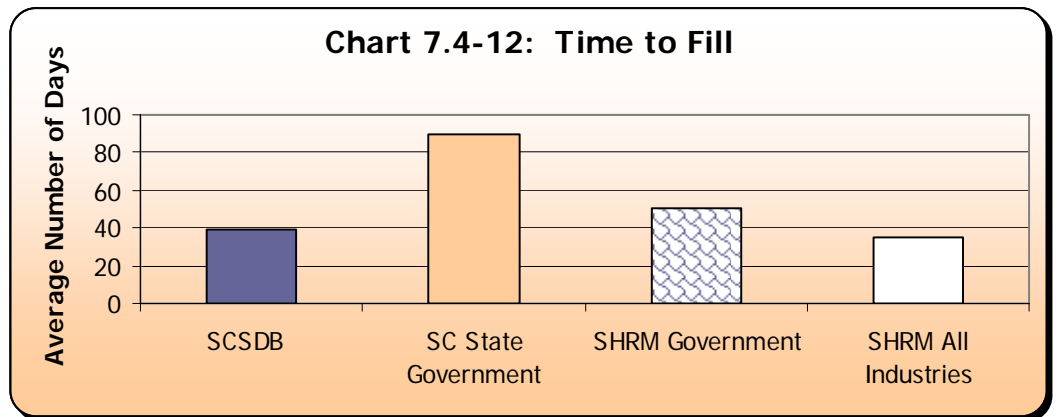
teacher evaluation at SCSDB focuses on instructional improvement. Chart 7.4-10 shows that 95% of the teachers who responded to the survey agree performance evaluations at SCSDB focus on instructional improvement

Chart 7.4-11: Teacher/Staff Morale

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
65.6%	76.3%	73.6%	76.0%	73%
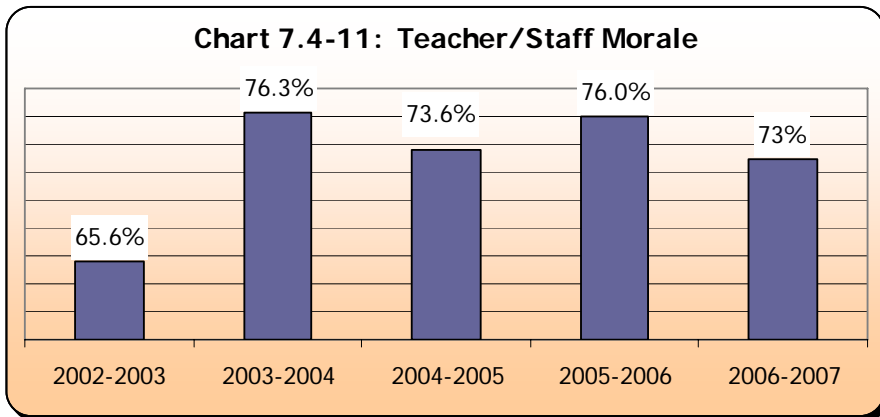
Each year teachers are asked to respond to a survey from the state Department of Education and the Education Oversight Committee for the School Report Card. Specific questions are asked regarding school environment including teacher and staff morale. Chart 7.4-11 shows that 73% of staff agrees that morale is high.

SCSDB identified "Time to Fill" as one of its key strategic customer service and process effectiveness measures. Chart 7.4-12 defines the amount of time it takes to fill a position by breaking down the steps of the recruitment process. This measure also allows determination of lost time due to vacancy. It also analyzes the cycle time in the recruitment and selection process. In the 06-07 fiscal year, SCSDB experienced a time-to-fill rate of 39.25 days. According to a 2005 article in Governing Magazine, SC State Government had an average time to fill of 90 days as reported by SC State agencies. The Society of Human Resources (SHRM), in its most recent (2004) Human Capital Benchmarking Survey of governmental entities, reported an average time to fill of 51 days. SHRM's 2007 Human Capital Benchmarking Survey for all industries reported an average time to fill of 35 days. The results indicate that SCSDB's average time to fill is only 4.25 days below the private sector's average time to fill. Also, SCSDB Human Resources Office analyzes quarterly the internal Human Resource time to fill measure. This year it is an average of 7.25 days to process a candidate.

Chart 7.4-12: Time to Fill

Average Number of Days

SCSDB	SC State Government	SHRM Government	SHRM All Industries
~39	~90	~51	~35

Chart 7.4-13: Highly Qualified Staff

	2004/2005	2005-2006	2006-2007
Teachers	80%	90%	81%
Paraprofessionals	73%	100%	100%

With concerted effort, SCSDB is making progress towards 100% Highly Qualified status for paraprofessionals and teachers as required by federal law. 100% of paraprofessionals and 81% of teachers are Highly Qualified. See Chart 7.4-13.

7.5   WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES OF ORGANIZATIONAL EFFECTIVENESS/OPERATION EFFICIENCY, LEARNING-CENTERED AND SUPPORT PROCESS PERFORMANCE?

SCSDB has identified key learning-centered processes to include strategic planning, instruction and assessment processes. The effectiveness of these processes is most clearly reflected in the impact they have on the achievement of our students. The six indicators presented in category 7.1 provide effectiveness data related to student achievement and the attainment of the primary strategic goal for FY06-07 school year, initial accreditation by the SACS/CASE and CEASD. See Charts 7.1-1 through Chart 7.1-5.

Division Scorecards reflect measures of efficiency, effectiveness, and cycle time. A review of division scorecards indicates that there are processes that show process improvement, i.e., the Family Support Specialist met the established response standard 100% of the time for the past two years. The response time for the Care

Coordinator was 3 days, well within the 5 day standard. Other examples include students meeting "therapy attendance" standards increasing from 95% for FY 04-05 to 99.7% for FY 06-07; School psychology response time to referrals within the expected standard of 10 days showing an improvement from 94.5% for FY 05-06 to 100% for FY 06-07;

7.5-1: Efficiency Measures
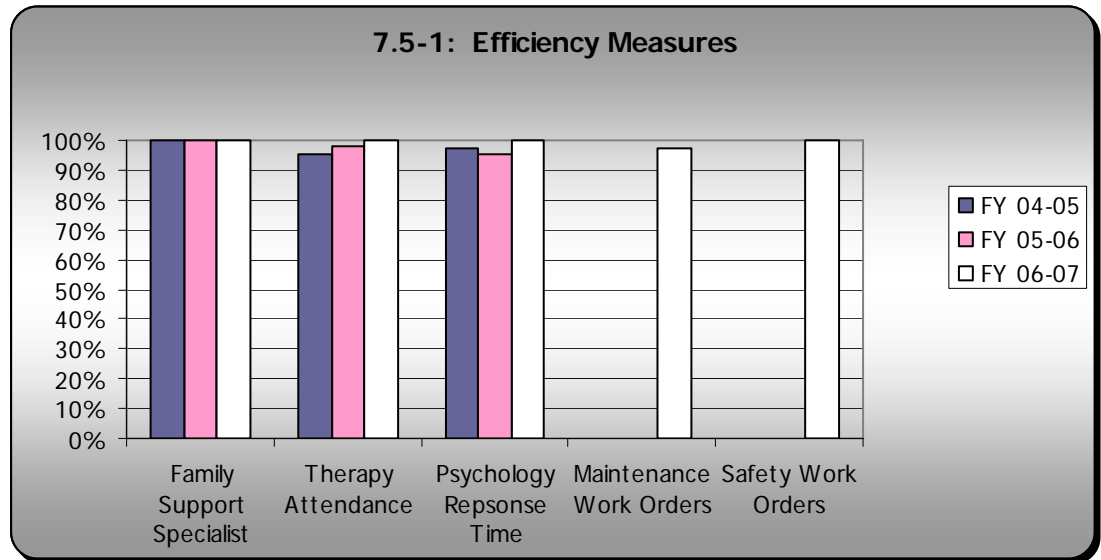
agency "time to fill" vacant positions decreasing from of 54 days in FY 05-06 to 39 days in FY 06-07; and, process errors in ordering standardized tests improving from 8 process errors in FY 04-05 to 0 errors in FY 06-07, resulting in a cost-savings because re-orders in standardized tests are an unexpected expense.

Other support departments are beginning to gather data related to the effectiveness, efficiency, and cycle time related to their processes. For example, the maintenance work order completion rate for FY 06-07 was 97%. Completion rate for safety-related work orders was 100% for the same time period.

SCSDB will continue to refine its ability to measure key processes, most notably through concentration on key strategic planning goals and the development of measures of performance for each.

7.6   WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES RELATED TO LEADERSHIP AND SOCIAL RESPONSIBLILTY IN THE AREAS OF:

a) **ACCOMPLISHMENT OF YOUR ORGANIZATIONAL STRATEGY AND ACTION PLANS:** The six indicators and results in Category 7.1 show the evidence of accomplishment of Student Achievement goals and action plans, including the agency's earning of initial accreditation. See Charts 7.1-1 through Chart 7.1-5

SCSDB is making specific gains towards improvement of the broad goal of improving organizational culture in the areas of leadership, decision-making and communication. Including various staff members in the

accreditation process serves to provide experience and actual application of skills, leading to an overall positive self-study and accreditation experience. See Chart 7.4-1 to note that for FY 06-07, Image and Culture, as measured by the Employee Satisfaction Survey shows a 15% increase from the baseline year, 2003-2004.

All leadership candidates in the newly established Leadership Development Program (LDP) are remaining in the program for the second year (Phase II). Year end results for Phase I will be available after the printing of this report. However, as the second year of the LDP gets underway, FY 06-07 data will serve as baseline for FY 2007-2008 on effectiveness measures of skill application.

Action items relating to Student Recruitment and Retention include the "10th Month of School". This effort aims at providing academic, leisure and independent skill development for the special students at SCSDB. Indicators for this effort include academic progress, independent skill development, and satisfaction. The results show that the 10th Month of School program successfully met the goals with the majority of the students making gains in all areas. Refer to section 7.1 above. Further analysis is being applied to the data to determine the gains made by those students who attended 10th Month of School compared to those students who did not.

Chart 7.6-a1 Market Research Process	
Description	C=Completed P=Progressing
Secure Market Firm	C
Form the Project Team	P
Conduct Secondary Research	P
Create the Survey Documents	P
Conduct the Focus Groups	P
Compile the Data Collected	P
Analyze the Data	P
Develop the Market Direction	P
Deliver the Project and Report	P

A Student Recruitment objective was to secure a $9,000 grant from Mary Black Foundation for the purpose of market research, to determine the market segments which are not being served. To date, a market research firm has been selected and the project team is formed. The goal is to have the market research completed by early December 2007. See Chart 7.6-a1.

The results of another Student Recruitment objective of increasing market awareness is shown on Chart 7.6-a2.

Safety and security of students, which is another action plan in FY06-07, shows results of an annual survey revealing that 99% of SCSDB students feel

Chart 7.6-a3: Student Safety Trends

7.6-a2 Community Awareness
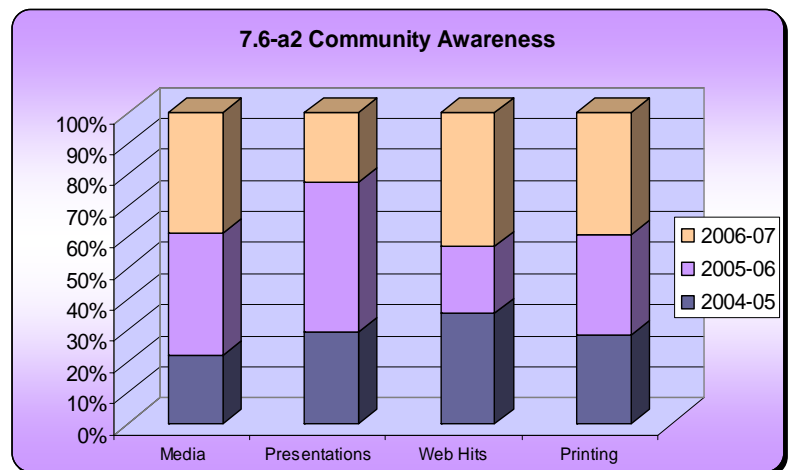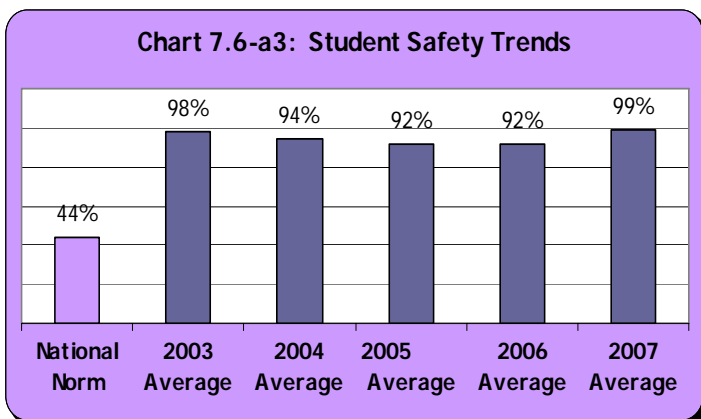
safe at school. This rate is well above the national norm of 44%, however, more recent data is being considered for comparatives. See Chart **7.6-a3.**

b) **STAKEHOLDER TRUST IN YOUR SENIOR LEADERS AND THE GOVERNANCE OF YOUR ORGANIZATION;**
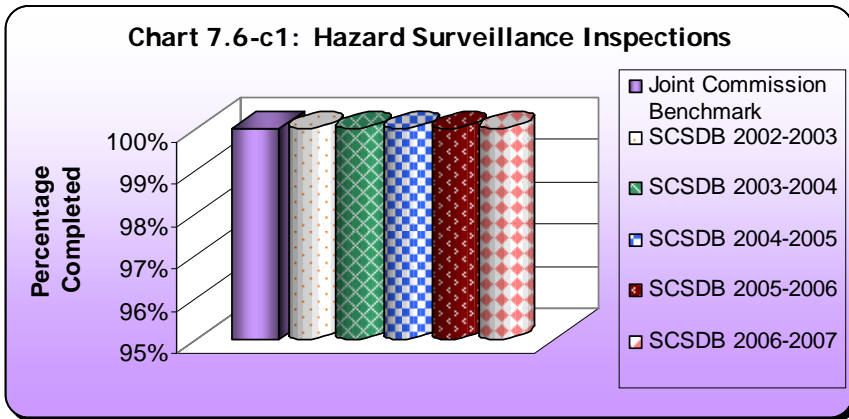
SCSDB has made great strides in providing excellent services and maintaining fiscal accountability. A key indicator of the returns on this progress can be noted in the fiscal year 2007 legislature budget cycle when an increase of almost $2.4 million dollars was approved for SCSDB. This increase will fund much needed initiatives which have been requested several years in a row.

c) **FISCAL ACCOUNTABILITY; AND REGULATORY, SAFETY, ACCREDITATION, AND LEGAL COMPLIANCE.**

Senior leaders are responsible for monitoring and maintaining accountability for state and federal regulations through continuous review of operations, ongoing legal consultation, continuous contacts with accountability

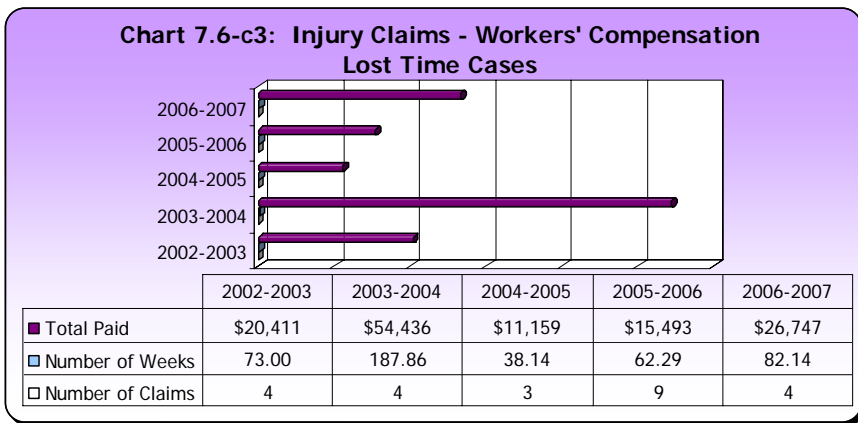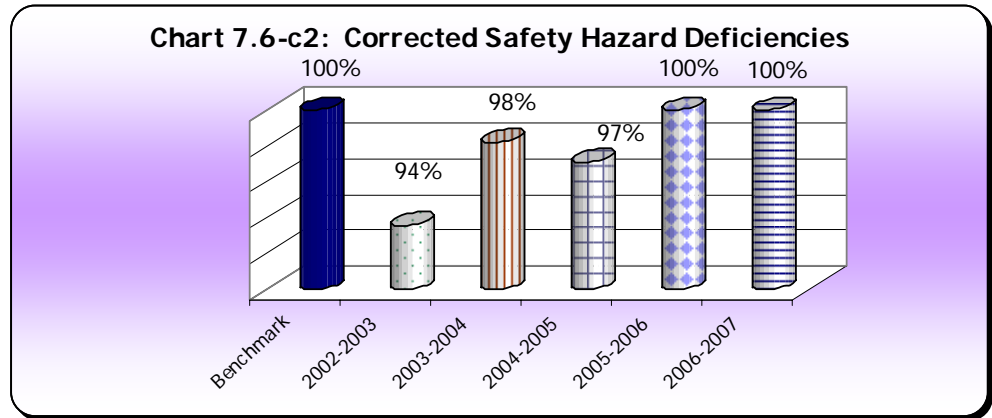Chart 7.6-c1: Hazard Surveillance Inspections

personnel from regulatory agencies, attention to high standards of operation, implementation of accountability systems through technology systems, and review of internal and external audits.

SCSDB conducts a comprehensive and clearly documented program of monthly inspections and reviews and addresses all items for corrective action as appropriate. As indicated in Chart 7.6-c1, SCSDB's safety program completed 100% of all scheduled hazard surveillance inspections for FY 06-07.

In FY 06-07, the SCSDB safety program identified 120 hazards requiring some level of corrective action. All identified hazards were addressed and appropriate corrective action was taken. Chart 7.6-c2 reflects the trends for completion of hazard surveillance deficiencies.

Chart 7.6-c2: Corrected Safety Hazard Deficiencies

Chart 7.6-c3: Injury Claims - Workers' Compensation Lost Time Cases

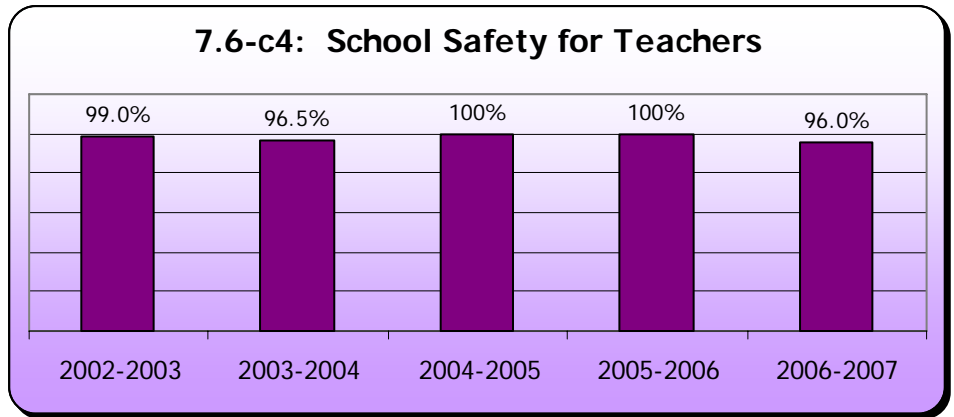|	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Total Paid	$20,411	$54,436	$11,159	$15,493	$26,747
Number of Weeks	73.00	187.86	38.14	62.29	82.14
Number of Claims	4	4	3	9	4

The agency annually examines trends of the number of injury claims, weeks employees miss due to injuries incurred on the job, as well as the total wages paid as a result of lost time on the job. Chart 7.6-c3 represents the trends and the number of workers' compensation claims, total claims paid, and the number of weeks employees were not able to work because of injuries that occurred on the job. The agency reviews these statistics to determine the effectiveness of its safety programs and services offered on an annual basis.   Return to top
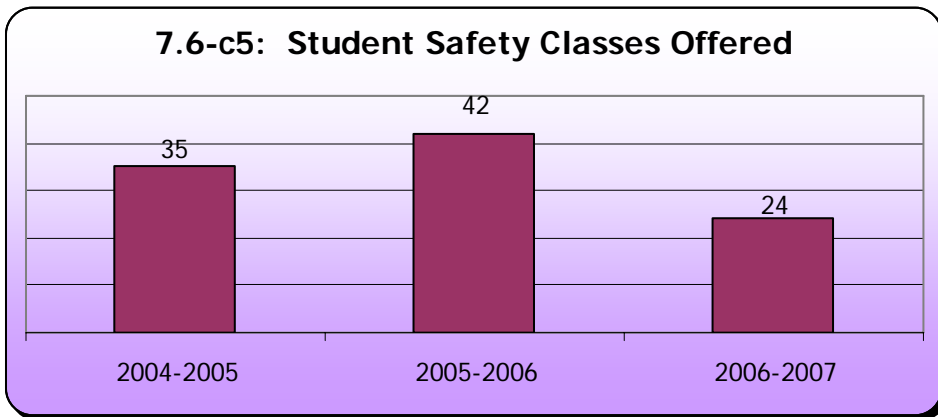
Each year, employees in the schools respond to a survey from the state Department of Education and Education Oversight Committee. Specific questions are asked regarding whether employees feel safe before, during, and after school hours. Over the past 5 years, 96% or more of SCSDB teachers have consistently reported to feeling safe before, during and after school hours. See Chart 7.6-c4

7.6-c4: School Safety for Teachers

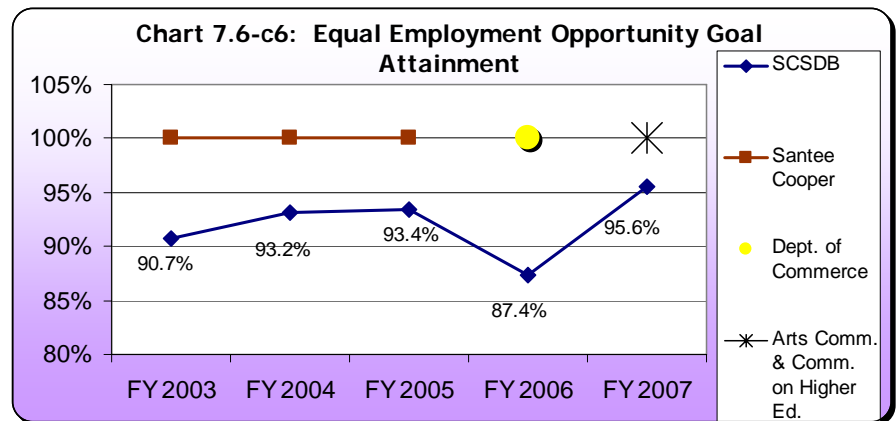| 2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
99.0%	96.5%	100%	100%	96.0%

The public safety department, in conjunction with the School Resource Officer, offers public safety education and safety prevention classes to students on campus at SCSDB. Chart 7.6-c5 shows the number of safety classes provided. The number of classes is down this year due to a staffing shortage in the Safety Department. Because safety and security is a strategic goal, administration continues to monitor this situation and uses this data to make decisions. For example, a new Safety Coordinator is now hired, and the goal of raising this number of safety classes to students is set for next year.

7.6-c5: Student Safety Classes Offered

2004-2005	2005-2006	2006-2007
35	42	24

SCSDB monitors its progress towards meeting Affirmative Action and Equal Employment Opportunity goals. The agency achieved its highest level of goal attainment to date with a rate of 95.6% during this reporting period, up 8.2% from last year. The goals were achieved for black males, white females, and black females in all seven job groups except for that of E-5: associate teacher, residential advisor, occupational therapy assistant, and interpreter. Goal attainment for E-5 for black females in job category E-5 was 69.4%, just short of the required 70%. SCSDB is now ranked in the top 16% of South Carolina. Benchmarks of agencies achieving 100% goal attainment are used, such as the South Carolina Arts Commission and the South Carolina Commission on Higher Education (a change in benchmark from South Carolina Department of Commerce). The goals are used as a benchmark to measure the effectiveness of affirmative action efforts to eliminate and prevent discrimination as shown in Chart 7.6-c6.

Chart 7.6-c6: Equal Employment Opportunity Goal Attainment

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
SCSDB	90.7%	93.2%	93.4%	87.4%	95.6%
Santee Cooper	100%	100%	100%		
Dept. of Commerce				100%	
Arts Comm. & Comm. on Higher Ed.					100%

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