

AGENCY NAME:	The South Carolina School for the Deaf and the Blind (SCSDB)		
AGENCY CODE:	H75	SECTION:	006



Fiscal Year 2014-15 Accountability Report


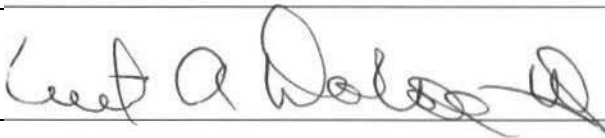
SUBMISSION FORM

AGENCY MISSION	<p>Mission Statement: The mission of the South Carolina School for the Deaf and the Blind (SCSDB) is to ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships.</p> <p>Vision Statement: SCSDB's vision for the future is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.</p>
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Please identify your agency's preferred contacts for this year's accountability report.

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
PRIMARY CONTACT:	Page B. McCraw	864-577-7500	pmccraw@scsdb.org
SECONDARY CONTACT:	Scott Ramsey	864-577-7522	sramsey@scsdb.org

I have reviewed and approved the enclosed FY 2014-15 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN/DATE):	 9/3/15
(TYPE/PRINT NAME):	Page B. McCraw, PhD President
BOARD/CMSN CHAIR (SIGN/DATE):	 9/3/15
(TYPE/PRINT NAME):	Mr. Robert A. Dobson, III, Board Chairman

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AGENCY'S DISCUSSION AND ANALYSIS

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

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

Workforce development is critical to ensure a high quality of service. SCSDB diligently works to provide timely and appropriate training for staff members. The purpose of Strategic Goal 1 was to examine professional development needs and requirements for staff members while working to assure satisfaction among staff with professional development. At SCSDB, professional development opportunities for staff are based upon need and resource availability. Although much effort in the past has been placed in providing timely training in an efficient manner, SCSDB has noted that 100% of staff does not express satisfaction with professional development as reported through surveys. In 2013, the satisfaction rating for professional development was 78%. In 2014, the satisfaction rating declined to 77%. Thus, SCSDB placed a focused effort in 2014-2015 to evaluate professional development and develop a master plan for such training. It is important to note that in recent years, professional development has been limited to onsite professional development using a train the trainer model. This model became necessary when the agency realized a decline in funds available when budget cuts were experienced. As a result, a reduction was realized in the number of off-campus professional development activities. Thus, it is quite possible this change may have impacted staff satisfaction with professional development; however, a focus for professional development was provided to determine any needed adjustments to improve the efficiency and effectiveness of such training. Additionally, SCSDB leadership continues to believe that the train the trainer model provides the most efficient and effective model to ensure necessary training is provided in a most cost effective manner. The agency sought to assure this belief remains valid.

As a result of this strategic goal, SCSDB has been able to identify improvements in the area of professional development. For example, during 2014-2015, each division developed a comprehensive professional development plan that was inclusive of required training as well as professional growth experiences needed for continuous improvement. Annually, SCSDB holds an opening training for all staff members that typically in the past has encompassed a one size fits all model with staff participating in a full day of professional development presentations. Research has shown, particularly in the educational realm, that such a model is often the least effective model. Thus, SCSDB adjusted the opening session to a two-hour session that consisted of an agency “state of the agency” which included a focus on the agency mission and vision as it relates to agency performance data. During this session, a focus for *Embracing Leadership* was included along with a book study from Maxwell’s *21 Irrefutable Qualities of Leadership*. The agency head also provided motivation through *Team Work makes the Dream Work* and Zadra’s *One*, which focuses on the tenet that it takes one person to make a difference.

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Additionally, as part of this two-hour session, annual required training was presented which included professional development in the areas of sexual harassment, student advocacy, workplace safety, diversity sensitivity, and blood borne pathogen training. Consolidation of the general session to include the agency update and required trainings afforded individual divisions additional time to provide direct, focused training that was more specific to staff needs in the particular division. Specialized training topics included student learning objectives, CPI, PBIS, IEP training, site specific training, school safety, and student transition.

Additionally, SCSDB is quite proud that the SCSDB Outreach Division was selected to showcase the agency’s Outreach Programs at the National Outreach Conference in Tacoma, Washington during the spring of 2015. This was quite an honor for SCSDB to be selected, and participating staff had the opportunity to glean information on effective programs in other states and share this information as future consideration of programs provided by SCSDB.

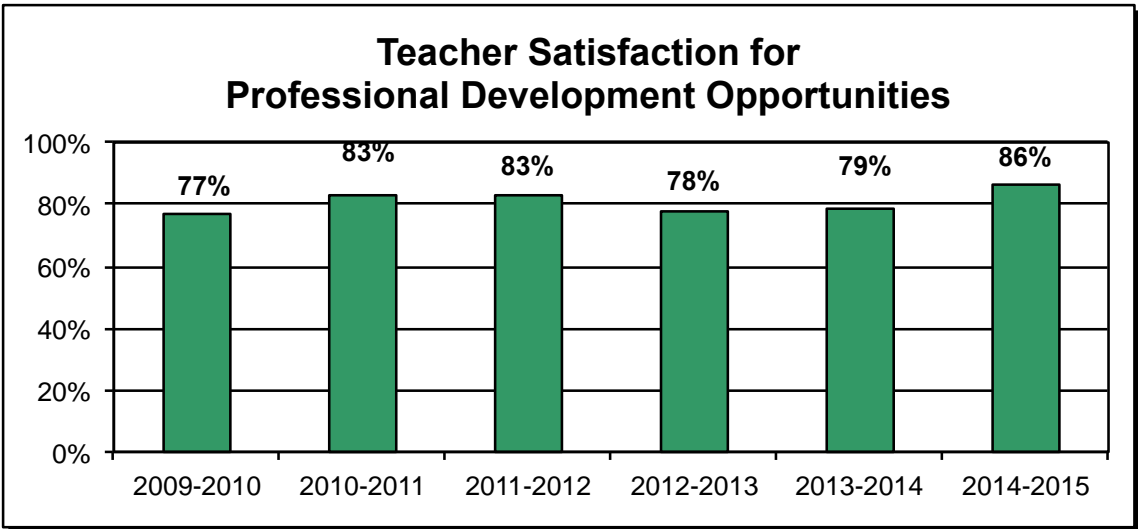
In the educational arena, especially for on campus programs, consideration was given to provide ongoing professional development throughout the year in the area of reading and literacy. South Carolina has recognized the need as evidenced through recent legislation that improvements are needed in student reading skills. SCSDB has employed two reading coaches who participated in the SC Department of Education literacy training as directed under *Read to Succeed*. Challenges in reading are especially at the forefront for sensory impaired students in that reading performance typically lags behind as a result of the need to first develop a communication system with each child whether through the deaf/hard of hearing students learning American Sign Language to the blind student having a need to first learn Braille. Thus, although SCSDB staff has a tremendous amount of expertise in teaching students with sensory impairments, a need exists to provide staff with additional training in best practices in reading to ensure instructional strategies that are most affective in teaching reading are adapted to meet the specific needs of the sensory challenged student. Reading coaches participated in the SC Department of Education twice a month literacy training and then returned to provide this focused training to SCSDB staff on at least two afternoons a month. Use of this model to provide this much needed training to staff will also afford instructional staff members to receive required training over the next three years and ultimately should reduce the number of staff members that will need to enroll in and pay for graduate level courses in order to achieve literacy endorsement that are required under *Read to Succeed*. In addition to the regular large and small group training sessions, reading coaches have worked and continue to work along side teachers in the regular classroom setting to model lessons, identify and secure needed reading materials, and work to identify the most effective measures to establish the strengths and weaknesses for the sensory impaired student in reading. Appropriate assessments that are fully accessible for the sensory impaired student continue to be a challenge.

In addition to a focus on literacy and leadership, SCSDB worked diligently this past year to ensure each division provided timely professional development related to the employment role. For example, key transportation staff members participated in training provided by the SC Department of Education transportation office, instructional staff participated in standards and learning training, career and technology staff participated in the Education and Business Summit, and special education staff participated in training from the Office of Special Education Programs. Other training included school leadership training, school law training, superintendent division meetings, instructional leaders meetings, technology training through the state’s CIO office as well as training provided for educational technology. As a result of key staff members participating in job specific professional development, each agency division was able to provide this training throughout the year to division staff members assuring professional development was timely and focused for the specific job role.

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The Employee Satisfaction Graph above shows an overall employee satisfaction and indicates an increase from the previous year. SCSDB will continue to make adjustments, as warranted, in the area of professional development. The agency is pleased to see a slight increase to 86% of the teaching staff expressing satisfaction with professional development during 2014-2015 as noted in the graph below.



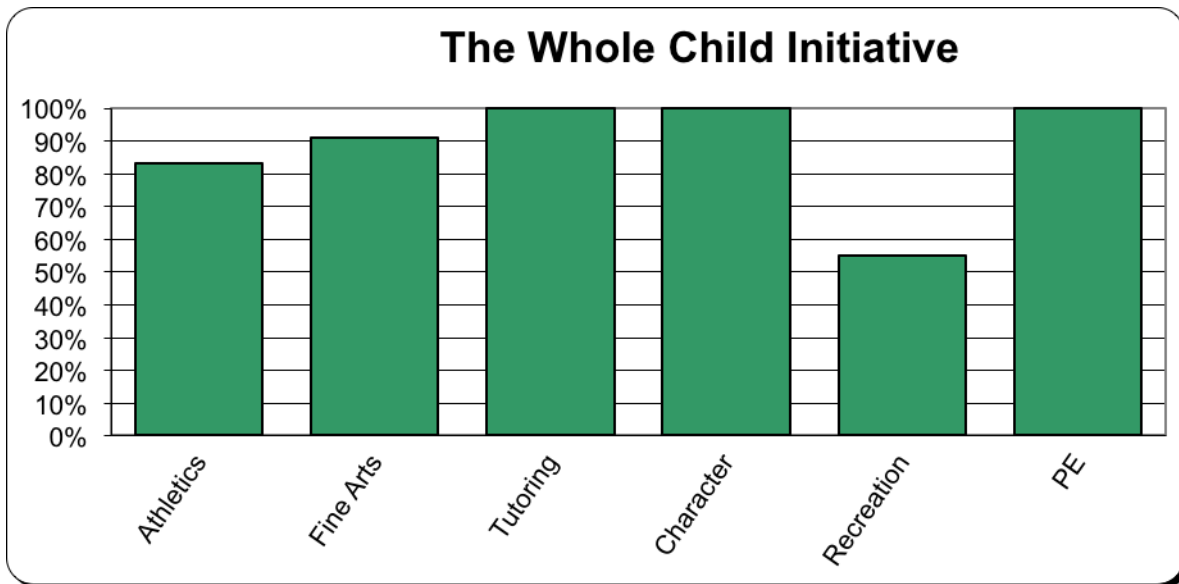
Goal 2: Improve student achievement through developing and maintaining environments conducive to learning.

During 2013 - 2014, SCSDB staff examined Positive Behavioral and Intervention Support (PBIS) as a possible model for improving and maintaining environment that are most conducive to learning. Although SCSDB had used a Behavior Intervention model for many years, the Behavior Intervention model is a more reactionary model where a focused behavior intervention plan is developed for specific students when needed. Although behavior intervention plans remain an important element for some student Individual Education Plans (IEP), SCSDB felt that the schools needed a research based model that would afford a consistent model of expectations for the students served. Additionally, such a model would have the potential to also assist students to develop the skills needed to find success when they one day navigate the adult world. As a result of this effort, SCSDB participated in a readiness year for PBIS during 2014-2015 and is now fully implementing the program on campus. Key staff members received training during 2014-2015, and school teams were able to participate in training during the summer of 2015 to develop individual school plans developed with site specific goals that are unique to the individual student population needs of each school. Funding for the summer professional development was provided through agency use of IDEA funds, and providing such training during the summer allowed schools to begin the 2014-2015

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school year with a site specific plan in place on the first day of school. SCSDB is excited about the possibilities this model has for the students we serve and ultimately expect that PBIS will assist to increase student opportunities for success when they one day transition to post high school opportunities.

PBIS is a researched based model that provides the opportunity to afford our children the opportunity to develop the skills needed to one day navigate the future world that can be challenging for our sensory impaired students. In addition to growing in the academic realm while at SCSDB, the organization recognizes that our students often live a more sheltered life as a result of their sensory disability, and thus a need exists to focus on the whole child while the student is at SCSDB. In addition to academic learning, students must be afforded the opportunity to develop leadership and self advocacy skills in order to have the greatest chance to grow to his or her greatest potential in the future. Much effort at SCSDB is placed in focusing on the whole child as represented in the graph below:



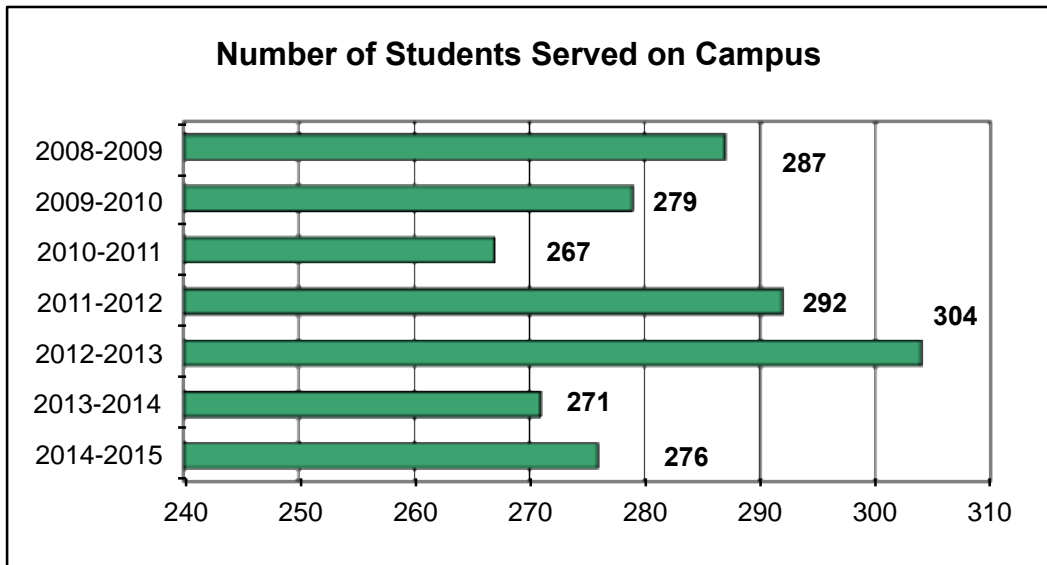
Goal 3: Develop a comprehensive student recruitment and retention plan.

During the 2013-2014 school year, the SCSDB strategic plan included a goal related to staff and student recruitment. Upon the completion of 2013-2014, another goal was established to further explore student recruitment to include examination of student retention data. As an agency, SCSDB serves students with sensory impairment across the state of South Carolina. Educational programs and services are provided on the SCSDB main campus and through the agency division of Outreach Services.

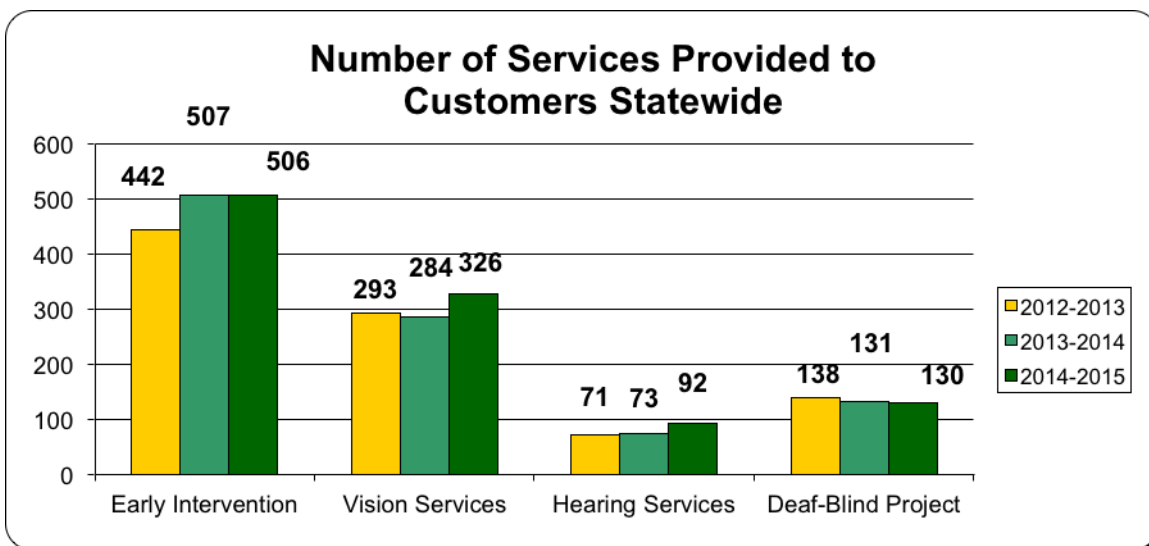
For this goal, recruitment materials were created for parents of potential students and school districts. Additionally, SCSDB evaluated student exit survey data to determine trends in data and to identify areas for improvement. SCSDB also reviewed and updated the agency’s school admissions process and criteria. Finally, opportunities were afforded for staff members to receive training in becoming ambassadors for the agency. SCSDB enrolls students throughout the school year to best meet the needs of the student population served. During the 2014-2015 school year, SCSDB served 276 students on campus. It is important to note that SCSDB enrollment is greatly influenced by a transient student population, student transfers, graduation, and transition. The graph below provides information on

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campus student enrollment.



Additionally, through SCSDB’s Outreach Center, SCSDB also serves students in local school districts for Vision Services and Deaf/Hard of Hearing Services. This means that often times when students leave SCSDB to return to their home district, SCSDB continues to be the service provider through the Outreach Center rather than on campus. Student placement, in accordance to federal law, is always based upon an IEP team decision as to the most appropriate placement for the student to find success in the least restrictive environment. For 2014-2015, SCSDB provided 3,952 services across South Carolina through Outreach Services. The graph below provides the number of services provided to customers in four of the outreach service programs.



As part of this goal, SCSDB collected student exit information to determine in trends as to why students leave SCSDB. In examining this data, SCSDB noted that at the beginning of 2014-2015 school year, SCSDB has realized that 12 students returned to their home school districts. However, at the end of this school year, only 3 students transferred to a home school district in South Carolina. SCSDB also noted

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that at the end of 2014-2015, 4 students became homeschool students, and 4 students moved out of state. Special needs students can be served up to the age of 21; however, they are not required to attend from ages 18 to 21. At the end of the school year, 9 students received high school diplomas, 4 students received State Certificates, and 7 students aged out reaching the maximum age of 21.

Goal 4: Improve the effective use of technology.

In the ever-changing world of technology, it is imperative that SCSDB increase student opportunities for improvement through effectively integrating technology at SCSDB. Although a vast initiative, the benefits for student learning have been outstanding. During the 2013-2014, SCSDB began the implementation of one to one technology and the integration of instructional technology. Infrastructure and the initial rollout began in the 2013-2014 school year with an additional implementation year for 2014-2015. One of the first steps in implementing the one to one initiative at SCSDB was to improve the network infrastructure through upgrades. Switching was upgraded throughout the agency to increase network throughput and provide power over Ethernet capabilities. This provided a speed increase from 1/100 for all devices to 10/100/1000. Networking switching included the following: MS220-8P - 7 Devices, MS22P - 12 Devices, MS42P - 60 Devices. This allowed SCSDB to provide complete coverage to all areas of campus, including all dorms, and increased the total number of wireless access points from 52 devices to 162 devices. Also included in the infrastructure improvement was a new Management Portal for all Meraki equipment. Network diagrams were created in order to locate problem areas and high use areas. SCSDB was also able to improve overall technology security through implementing the use of a new “Next Generation” security appliance, replacing an end-of-life ASA firewall. Additional upgrades included the installation of a new backup appliance that provided off site complete backups of all server data and message level email backup, and the installation of a new virtualized server and storage system eliminating the need for multiple single instance servers. SCSDB was able to remove 35 servers and in doing so reduced the power consumption needed for this equipment. A new power backup supply was installed for the data center. In order to improve security in the student use of technology, new student user accounts were set up eliminating the need for generic accounts and providing web filtering and reporting based on the individual student. Additionally, as part of this technology improvement project, new employee photo ID Badges were printed for staff members to be used for building access as new access control core equipment is installed.

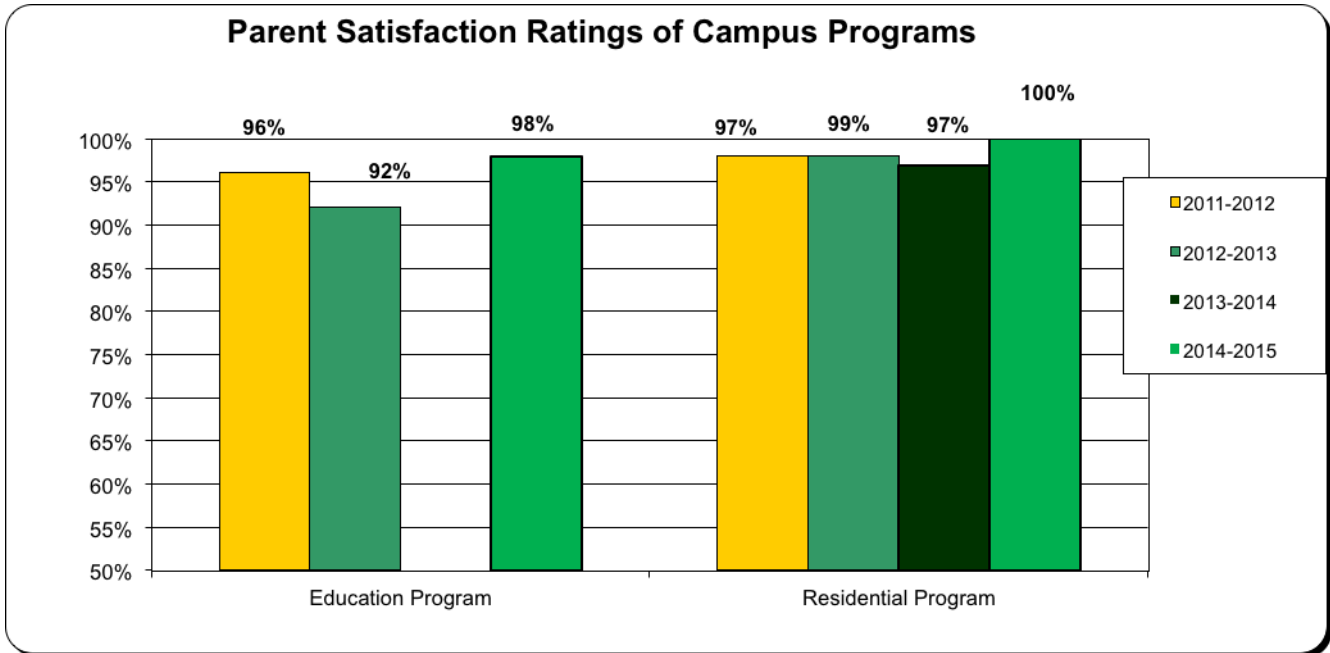
As SCSDB had continued efforts to improve the effective use of technology, SCSDB has worked to implement access control systems and camera systems as a basis to improve campus security and ultimately provide the safest environment for the children served. As advancements continue, future consideration will need to include how the use of such technology impacts the campus safety/security plan. Additional consideration will also need to be given to digital review, storage, and retention when updating the agency safety/security plan.

Goal 5: Improve home/school relations.

In the strategic plan for 2013-2014, SCSDB established a need to develop communication protocols between residential and educational staff. Through this goal, an opportunity was provided for the educational staff and the residential staff to develop stronger partnerships. Improvements were made in the lines of communication concerning student discipline, student health, school assignments, improving student independence, and empowering students to make good decisions. These communication protocols have afforded SCSDB the opportunity to improve communication between the three shifts of staff members that serve the students while on campus. As a result, SCSDB next explored communication processes between home and school for any needed improvements. Parent survey

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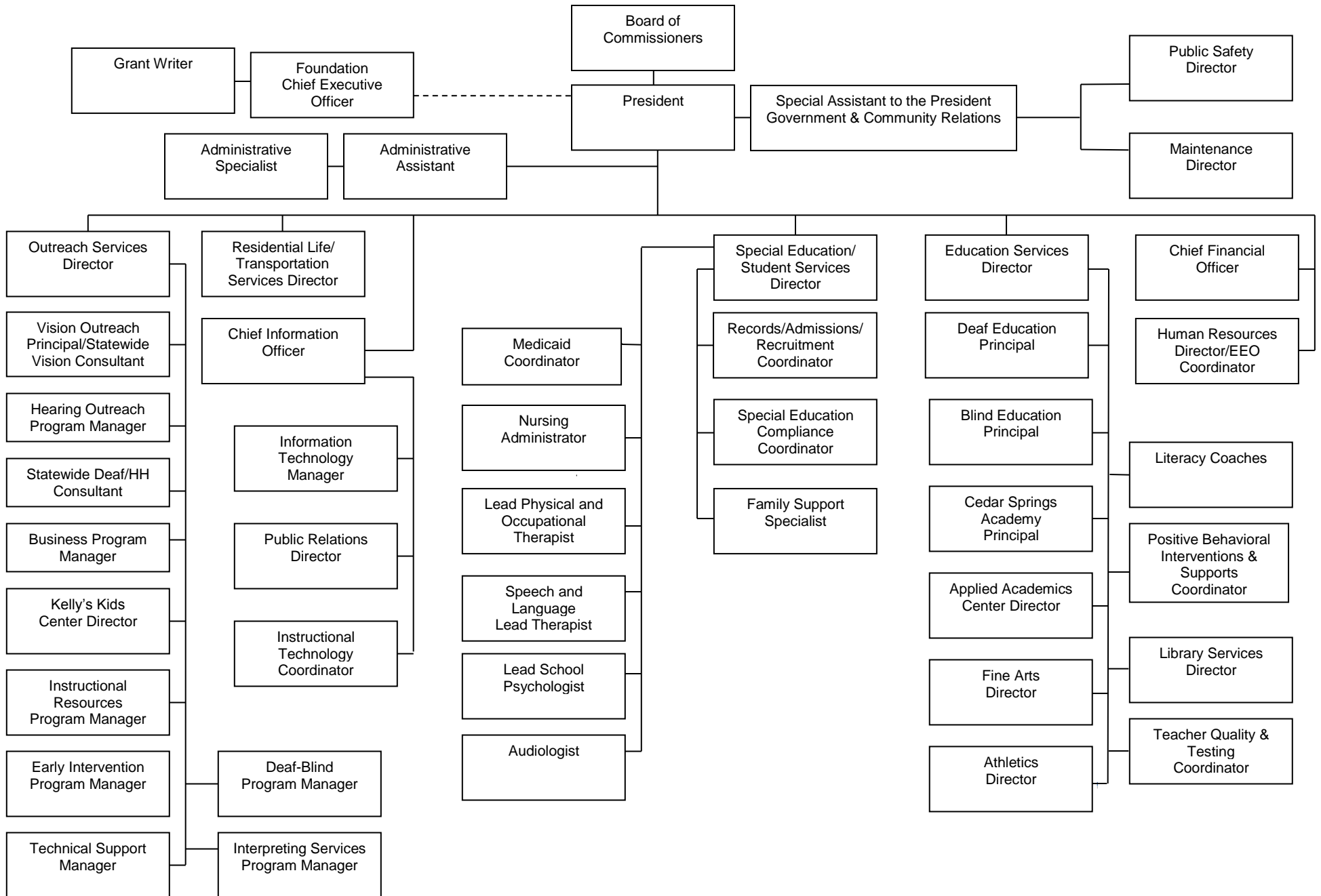
results indicated in 2011-2012, 97% of parents were satisfied with home school relations. In 2012-2013, this result remained steady at 97% satisfaction; however, in 2013-2014, SCSDB noted parent satisfaction in this area declined to 82%. Thus, educational, related, and residential services worked collaboratively to identify any needed improvements. A major consideration was whether a single point of contact for each students at SCSDB was needed when contacting parents. SCSDB recognized that during a particular situation, a parent could receive multiple contacts in a short period of time related to a concern for a student. Thus, the agency explored possibilities of a single contact in such situations. However, from this strategic goal, SCSDB determined that multiple contacts continued to be needed in order to protect student privacy rights under FERPA and HIPPA. Specifically, student information from the educational realm should only be discussed with the parent by the students teacher or principal, while private medical information should only be discussed by the school nurse with the parent. Thus, although a change in the protocol for home communication was not necessary, SCSDB did provide a focused effort to make parents aware why certain circumstance could warrant multiple contacts at a given time. It is important to note that in 2014-2015, 94% of parents surveyed indicated they were satisfied with home school relations. The graph below shows parent overall satisfaction information as gathered through school surveys.



For 2015-2016, the SCSDB strategic plan will include goals that provide a 7-year, long-range plan rather than the past practice of setting and accomplishing five short-term goals annually. Areas of focus for the new plan will include the following:

- SCSDB will implement the Profile of the High School Graduate as established by the South Carolina Department of Education for students with sensory impairments.
- SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum success.
- SCSDB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach Services to meet the needs of all sensory impaired children across South Carolina.

South Carolina School for the Deaf and the Blind



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Strategic Planning Template

Type	Item #			Description
	Goal	Strat	Object	
G	1			Improve the availability of professional growth experiences for staff members
S		1.1		Develop and implement a comprehensive agency professional development plan
O			1.1.1	Identify key areas of required training by division/school
O			1.1.2	Identify areas of need for future training by division/school
O			1.1.3	Develop a comprehensive agency professional growth plan
O			1.1.4	Establish a timeline for implementation
S		1.2		Implement school professional learning communities
O			1.2.1	Review research on professional learning communities
O			1.2.2	Conduct professional learning communities with principals
O			1.2.3	Implement site based professional learning communities within each school
G	2			Improve student achievement through developing and maintaining environments conducive to learning
S		2.1		Implement comprehensive program for behavior management
O			2.1.2	Behavior interventionists participate in PBIS training
O			2.1.2	Behavior interventionists work with school leadership teams to build capacity for PBIS training
O			2.1.3	Complete readiness year for PBIS implementation
S		2.2		Increase opportunities for leadership development among students
O			2.2.1	Identify student leadership opportunities within each program
O			2.2.2	Implement a plan for student leadership development
G	3			Develop a comprehensive student recruitment and retention plan
S		3.1		Analyze data and identify areas of improvement in student recruitment and retention
O			3.1.1	Collect current data available on student Deaf/HH and VI populations in South Carolina
O			3.1.2	Continue to evaluate student exit data for trends
O			3.1.3	Identify factors that impact student retention
O			3.1.4	Identify strategies for student retention
S		3.2		Develop and implement a comprehensive plan for student recruitment
O			3.2.1	Establish a student recruitment team
O			3.2.2	Formulate an action plan for recruitment
O			3.2.3	Develop and implement a marketing campaign for SCSDB

O			3.2.4	Establish a plan for evaluating follow up data
G	4			Improve the effective us of technology
S		4.1		Effectively integrate technology into instruction
O			4.1.1	Implement one-to-one devices as funding is available
O			4.1.2	Provide professional development training to staff in the effective use of technology
O			4.1.3	Secure and implement technology instructional resources
G	5			Improve home/school relations
S		5.1		Develop and implement a parent communication plan
O			5.1.1	Form a home/school communication team
O			5.1.2	Evaluate all curret written and oral communication for effectiveness
O			5.1.3	Establish a communication protocol between home and school
O			5.1.4	Determine a plan of action for implementing communication protocol
O			5.1.5	Implement home/school communication plan
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Program Template

Program/Title	Purpose	FY 2013-14 Expenditures				FY 2014-15 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
Education	Specialized instruction and educational services for students who are deaf, blind, and sensory multi-disabled. Educational programming and services are provided through age 21.	\$ 6,808,951	\$ 4,457,031	\$ 174,839	\$ 11,440,821	\$ 4,271,968	\$ 4,335,388	\$ 93,490	\$ 8,700,846	1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.1
Student Support	Specifically designed support services for students with sensory disabilities.	\$ 2,961,518	\$ 2,305,429	\$ 428,885	\$ 5,695,832	\$ 2,819,069	\$ 3,283,613	\$ -	\$ 6,102,682	1.1, 1.2, 2.1, 2.2, 3.1, 3.1, 4.1, 5.1
Residential	Provides students with opportunities to learn essential life skills.	\$ 3,080,031	\$ 312,769		\$ 3,392,800	\$ 2,569,095	\$ 962,349		\$ 3,531,444	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1
Outreach	The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them.	\$ 123,335	\$ 4,263,639	\$ 663,134	\$ 5,050,108	\$ -	\$ 4,096,671	\$ 1,338,486	\$ 5,435,157	1.1, 1.2, 3.1, 3.2, 4.1, 5.1
Administration	Provides logistical support for all other program areas, strategic leadership, and oversight of compliance with regulatory standards.	\$ 1,364,202	\$ 227,572		\$ 1,591,774	\$ 4,119,429	\$ 356,997	\$ 502,132	\$ 4,978,558	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1
Physical Support	Responsible for the development, maintenance, housekeeping, and grounds keeping of the 160 acre, 38 building, 162 year-old campus.	\$ 1,693,777	\$ 82,394		\$ 1,776,171	\$ 1,317,454	\$ (28,795)		\$ 1,288,659	1.1, 4.1
*SPECIAL NOTE: IN 2013-2014, Educational Administrators were included under education. In 2014-2015, these administrators were included instead in administration.										

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Performance Measurement Template

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
1	Mastery of IEP Goals	90%	83%	100%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2
2	Mastery of IEP Goals-Male	88%	86%	100%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2
3	Master of IEP Goals-Female	92%	79%	100%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2
4	Brigance Composite	89%	95%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2
5	Brigance ELA-Male	88%	96%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2
6	Brigance ELA-Female	89%	94%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2
7	Brigance Math-Male	88%	97%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2
8	Brigance Math-Female	93%	91%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2
9	Student Placement upon Completion	95%	Not Available	100%	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2
10	Braille Pages	120,644	149,039	As Requested	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
11	Braille Tactile Pages	11,382	13,717	As Requested	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
12	Literacy Enrichment-Library Classes	328	329	275	July 1st-June 30th	SCSDB Dashboard	Annual	Total	2.2.1, 2.2.2
13	Literacy Enrichment-Accelerated Reader	69	111	50	July 1st-June 30th	SCSDB Dashboard	Annual	Total	2.2.1, 2.2.2
14	Literacy Enrichment-Book Fair	207	175	200	July 1st-June 30th	SCSDB Dashboard	Annual	Total	2.2.1, 2.2.2
15	Literacy Enrichment-Special Events	188	194	175	July 1st-June 30th	SCSDB Dashboard	Annual	Total	2.2.1, 2.2.2
16	State Surveys-Student	76%	88.20%	100%	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure	5.1.1 to 5.1.5
17	State Surveys-Staff	78%	78.20%	100%	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure	5.1.1 to 5.1.5
18	State Surveys-Parents	94%	90.70%	100%	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure	5.1.1 to 5.1.5
19	OT Evaluations	106	80	As Needed	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
20	PT Evaluations	133	72	As Needed	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
21	Speech Evaluations	234	245	As Needed	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
22	Audiology Evaluations	45	132	As Needed	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
23	Educational Psychology Evaluations	36	19	As Needed	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
24	Electronic Classroom Observation Tool	1	1	1	July 1st-June 30th	Technology Data	Annual	Total	1.2.1, 1.2.2, 1.2.3

25	Maintenance Work Orders	4,790	6,321	As Needed	July 1st-June 30th	Maintenance Work Order System	Annual	Total	1.1.1 to 1.1.4
26	Access Control System	1	8	5	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
27	Building Emergency Notification System	1		1	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
28	Building Emergency Notification System-Media Ports	45	187	74	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
29	Campus Safety-ID RFID Badges	400	759	700	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
30	Building Emergency Notification System-LED Signs	138	138	138	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
31	Students Participating in Safety Training	380	375	270	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.1 to 1.1.4
32	Staff Participating in Safety Training	All	100%	All	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.1 to 1.1.4
33	Security Cameras	33	103	58	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
34	Staff Participating in Defensive Driving Training	56	40	40	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.1 to 1.1.4
35	Number of Welcome Center Checks	13,282	13,266	All Visitors	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.1 to 1.1.4
36	School Resource Officers	2	2	2	July 1st-June 30th	Safety Data	Annual	Total	1.1.1 to 1.1.4
37	Inventory of Services	1	1	1	July 1st-June 30th	Public Information Documents	Annual	Total	5.1.1 to 5.1.5
38	Educational/Residential Communication Protocol	1	1	1	July 1st-June 30th	Meeting Notes	Annual	Total	5.1.1 to 5.1.5
39	Network Equipment-Switches	79	79	79	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
40	Network Equipment-Wireless Access Points	162	162	162	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
41	Fiber Connections-1GigE to 10 GigE	4	10	10	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
42	One to One Devices-Macbooks	201	236	As Needed	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
43	One to One Devices-iPads/iOS Devices	138	254	As Needed	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
44	Technology Integrator/Coach/Coordinator	1	1	1	July 1st-June 30th	Technology Data	Annual	Total	4.1.1, 4.1.2, 4.1.3
45	Days to fill vacancy	31 Days	65 Days	30 Days	July 1st-June 30th	SCSDB Dashboard	Annual	Total	1.1.2
46	EEO Attainment Goal	92.70%	89.40%	100%	July 1st-June 30th	SCSDB Dashboard	Annual	End of Year Percentage	1.1.2
47	Staff Leaving for Better Job	19.00%	23%	10%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage	1.1.2
48	Staff Leaving for Higher Rate of Pay	3.00%	5%	3%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage	1.1.2
49	Staff Leaving for Better Working Conditions	0.00%	2.60%	5%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage	1.1.2
50	Staff Leaving for Family Circumstances	14.00%	7.70%	10%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage	1.1.2
51	Staff Terminations	18.00%	30.80%	0%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage	1.1.2
52	Teachers with RACs	6.45%	7.50%	0%	July 1st-June 30th	State Report Card	Annual	End of Year Percentage	1.1.2
53	Campus Student Enrollment Data	292	262	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
54	Outreach VI Students	178	194	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
55	Students Receiving Orientation and Mobility Services (Campus)	88	75	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
56	Students Receiving Orientation and Mobility Services (School Districts)	91	86	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
57	Access Technology Students	19	18	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
58	Project Magnify Students	26	25	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
59	Little Locomotive Students	63	62	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4

60	Outreach Hearing Students	73	92	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
61	Interpreting Hours for SCSDB	5,031.25	3,962.75	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
62	Interpreting Hours-Outside	3075.75	2,816.75	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
63	Kelly's Kids Enrollment (Campus Enrollment)	21	16	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
64	Early Intervention Enrollment	507	506	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
65	Students Served-Deaf/Blind Project	130	65	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
66	Instructional Resource Center/Braille Production Center-Students Served	163	181	Based Upon Need	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
67	SCSDB Parent Satisfaction Survey-Educational Programs	92%	98%	100%	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage	5.1.1 to 5.1.5
68	SCSDB Student Satisfaction Survey-Educational Programs	96%	96%	100%	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage	5.1.1 to 5.1.5
69	SCSDB Parent Satisfaction Survey-Residential Programs	98%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage	5.1.1 to 5.1.5
70	SCSDB Student Satisfaction Survey-Residential Programs	96%	92%	100%	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage	5.1.1 to 5.1.5
71	New Enrollment Data	n/a	n/a	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Blind-Elementary	New Data Measure	5	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Blind-Middle	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Blind-High	New Data Measure	2	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Deaf-Elementary	New Data Measure	6	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Deaf-Middle	New Data Measure	2	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Deaf-High	New Data Measure	2	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	CSA-Elementary	New Data Measure	1	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	CSA-Middle	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	CSA High	New Data Measure	2	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
72	Retention/Exit Data	n/a	n/a	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Blind-Preschool	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Blind-Elementary	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Blind-Middle	New Data Measure	3	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Blind-High	New Data Measure	11	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Deaf-Preschool	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Deaf-Elementary	New Data Measure	4	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	School for the Deaf-Middle	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4

	School for the Deaf-High	New Data Measure	11	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	CSA-Preschool	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	CSA-Elementary	New Data Measure	1	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	CSA-Middle	New Data Measure	1	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	CSA High	New Data Measure	8	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
73	Retention/Exit Data-Reason for Leaving	n/a	n/a	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Moving out of State	New Data Measure	4	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Unhappy with Education Program	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Unhappy with Residential Setting	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Returning to LEA/Closer to Home	New Data Measure	3	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Unhappy with School Staff	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Don't Feel Safe	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Removed to Homeschool	New Data Measure	4	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Pregnancy/Childcare Issues	New Data Measure	0	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	No Longer Eligible for Program	New Data Measure	2	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Graduated with Diploma	New Data Measure	9	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Graduated with State Certificate	New Data Measure	4	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Aged Out	New Data Measure	7	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
	Older Student Dropout	New Data Measure	1	n/a	July 1st-June 30th	SCSDB Dashboard	Annual	Total	3.1.1 to 3.1.4, 3.2.1 to 3.2.4
74	Professional Development Satisfaction-Teachers	78%	79.5%	100%	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure	1.1.1 to 1.1.4
75	Satisfaction with Training Opportunities	New Data Measure	84%	100%	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage	1.1.1 to 1.1.4