

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

**Fiscal Year 2015-16
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>
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AGENCY VISION	<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 state yes or no if the agency has any major or minor (internal or external) recommendations that would allow the agency to operate more effectively and efficiently.


RESTRUCTURING RECOMMENDATIONS:	No, House LOC Program Review is not complete at this time.
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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
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AGENCY NAME:	The South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H75	SECTION:	006

I have reviewed and approved the enclosed FY 2015-16 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN AND DATE):	
(TYPE/PRINT NAME):	Page B. McCraw, PhD President

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

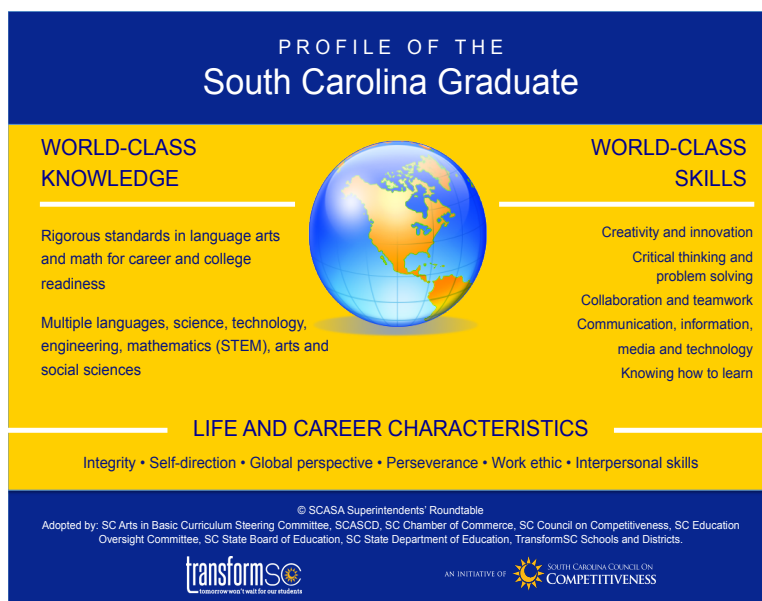
AGENCY NAME:	The South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H75	SECTION:	006

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 accreditation, and the South Carolina Department of Education five-year school renewal plan. For SCSDB, the agency strategic plan is a long-term plan with goals that embody the critical areas in which SCSDB has identified for focus in order to accomplish the mission and vision of the agency.

- **Goal 1:** SCSDB will implement the *Profile of the SC Graduate* for students with sensory impairments by 2022.
- **Goal 2:** SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum successes by 2020 through a business continuity plan.
- **Goal 3:** By 2021, 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.

For Goal 1, SCSDB has also embraced the *Profile of the SC Graduate*. As South Carolina strives to develop a new accountability system focused around the *Profile of the SC Graduate*, SCSDB has explored how this profile should fit into our agency's overall strategic plan, and how this profile can guide efforts for continuous improvement. The *Profile of the SC Graduate* is provided below.



With a vision to be the statewide leader in South Carolina for children with sensory disabilities and recognizing the uniqueness of our school and the children we serve, the areas of knowledge and skills go

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

hand in hand for SCSSDB. In order to provide the greatest chance for success for our students, SCSSDB integrated these two areas in hopes to provide opportunities to develop the skills of creativity, critical thinking, teamwork, communication, technology, and ultimately knowing how to learn within the education program. In the adult world one day, we know that students will need academic knowledge and skills training to find success. When considering goals and performance measure, under the state accountability system for SCSSDB, the key performance measures are Brigance Performance and IEP Goal Attainment. When examining performance trends in these areas, a review was conducted of Brigance ELA, Brigance Math, IEP ELA, and IEP Math.

For Brigance ELA Performance the following information did not reveal a consistent trend and in fact demonstrated a decline in performance in 2015-2016 from 95% to 88% of students meeting ELA Performance Goals.

Brigance Performance-ELA	2012-2013	90%
Brigance Performance-ELA	2013-2014	89%
Brigance Performance-ELA	2014-2015	95%
Brigance Performance-ELA	2015-2016	88%

For Brigance Math Performance the following information again did not reveal a consistent trend and in fact demonstrated a decline in performance in 2015-2016 from 95% to 80% of students meeting ELA Performance Goals.

Brigance Performance-Math	2012-2013	93%
Brigance Performance-Math	2013-2014	90%
Brigance Performance-Math	2014-2015	95%
Brigance Performance-Math	2015-2016	80%

It is important to note that SCSSDB has implemented the updated version of the Brigance Assessment, and this decline may have been impacted by the use of the new assessment tool.

For IEP Goal Mastery in ELA the following information again did not reveal a consistent trend; however, SCSSDB did see an increase in 2015-2016 from 83% to 87% of students meeting ELA IEP Goals.

Mastery of IEP Goals-ELA	2012-2013	89%
Mastery of IEP Goals-ELA	2013-2014	90%
Mastery of IEP Goals-ELA	2014-2015	83%
Mastery of IEP Goals-ELA	2015-2016	87%

For IEP Goal Mastery in Math the following information again did reveal a decrease from 90% to 83% in 2014-2015 and the decline to 83% remained in 2015-2016 for students meeting Math IEP Goals.

Mastery of IEP Goals-Math	2012-2013	90%
Mastery of IEP Goals-Math	2013-2014	90%
Mastery of IEP Goals-Math	2014-2015	83%
Mastery of IEP Goals-Math	2015-2016	83%

Thus, further analysis was warranted for each school to seek further information related to this decline in performance.

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

For Cedar Springs Academy in 2014-2015, the performance measures are listed below:

Brigance Performance-ELA	97%
Brigance Performance-Math	97%
Mastery of IEP Goals-ELA	80%
Mastery of IEP Goals-Math	80%

For Cedar Springs Academy in 2015-2016, the performance measures are listed below:

Brigance Performance-ELA	90%
Brigance Performance-Math	86%
Mastery of IEP Goals-ELA	82%
Mastery of IEP Goals-Math	86%

From comparing these two years, declines were recognized in Brigance Performance and increases were shown in IEP Goal Mastery. When comparing by content, CSA students in ELA declined 7% on Brigance; however, an increase of 2% was shown in Mastery of ELA IEP Goals. In the area of math, CSA demonstrated an 11% decrease in Brigance from 97% to 86%. With IEP Math Goals, there was a 6% gain from 80% to 86%. Thus, a need exists to continue to monitor and evaluate these performance areas for CSA and for CSA to develop actions steps for continuous improvement in these areas.

For the School for the Blind in 2014-2015, the performance measures are listed below:

Brigance Performance-ELA	100%
Brigance Performance-Math	100%
Mastery of IEP Goals-ELA	100%
Mastery of IEP Goals-Math	100%

For the School for the Blind in 2015-2016, the performance measures are listed below:

Brigance Performance-ELA	98%
Brigance Performance-Math	100%
Mastery of IEP Goals-ELA	98%
Mastery of IEP Goals-Math	100%

In examining results for the School for the Blind, results for the past two years in all areas have shown outstanding performance. In the area of ELA, there was a 2% decline in ELA performance on both measures; however, the 98% achievement level remains an indicator of strong performance. For the School for the Blind, a need exists to examine best practices in ELA and mathematics to ensure continued outstanding performance, to identify these to share with other schools, and to explore next steps for continued improvement.

For the School for the Deaf in 2014-2015, the performance measures are listed below:

Brigance Performance-ELA	81%
Brigance Performance-Math	62%
Mastery of IEP Goals-ELA	83%
Mastery of IEP Goals-Math	71%

For the School 2015-2016, the performance measures are listed below:

for the Deaf in

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

Brigance Performance-ELA	81%
Brigance Performance-Math	91%
Mastery of IEP Goals-ELA	83%
Mastery of IEP Goals-Math	79%

For the School for the Deaf, Brigance ELA performance remained at 81% for both years. In the area of Mastery of ELA IEP Goals, school performance also remained steady at 83% for both years. In the area of mathematics, the school recognized significant declines. For Brigance Math Performance, a 29% decline was realized dropping from 91% in 2014-2015 to 62% in 2015-2016. For Mastery of IEP Goals in math, the performance level dropped from 79% to 71%. Clearly, a need exists for the school to look closer at school level data to determine trends in data by grade level, to seek identification of reasons for the decline, and to develop focused actions steps to ensure continuous improvement in the area of mathematics. In the area of ELA, although performance remained consistent, there is also a need to develop action steps for continued improvement, particularly with ELA indicators showing 81% and 83%.

In addition to Brigance and IEP performance for ELA and math, all three schools continue efforts to identify other assessment measures with which to inform instruction and additional best practices to ensure continuous improvement. SCSDB has also developed a reading plan under Read to Succeed and continues efforts to improve student literacy. The availability of accessible reading materials for students has improved through providing classroom libraries with leveled readers for student use. Literacy coaches have been employed for the School for the Blind and the School for the Deaf and are working with staff to implement best practices in literacy instruction. Although at the initial stage, these two schools did assess students with Fountas and Pinnell for the first time in 2015-2016. SCSDB is very hopeful that data from this formative assessment measure will provide more detailed information to drive instruction. Literacy coaches have provided ongoing professional development in best practices to ensure instructional strategies that are most affective in teaching reading which are adapted to meet the specific needs of the sensory challenged student.

Developing the Whole Child is a key premise for SCSDB in implementing the *Profile of the SC Graduate*. As SCSDB *Embraces the Possibility* for each student, consideration of other performance measures is critical to ensure each student reaches his/her greatest potential. Although SCSDB has a significant amount of students that are on a non-diploma track, a need exists to examine student graduation and completion data. With a small student population and many students remaining at SCSDB until the age of 21, the graduation rate at SCSDB tends to be a moving target. However, in recent years, SCSDB has seen an increase in the number of students earning a high school diploma. A review of graduation data revealed the following:

2012-2013	22%
2013-2014	25%
2014-2015	50%
2015-2016	81%

SCSDB has recognized a need to focus on student transition in order to improve student opportunities for future success. The Applied Academic Center (AAC) affords students the opportunities to develop College and Career Readiness skills through Career and Technology Education programs. An important role for AAC is to afford student work-based learning (WBL) experiences on campus as well as job shadowing and work experiences beyond the classroom/lab environment. The following provides information on Work Based Learning at SCSDB.

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

2012-2013	66%
2013-2014	39%
2014-2015	41%
2015-2016	74%

SCSDB is extremely pleased to achieve 74% of those eligible participating in WBL experiences, and over time, such experiences have the potential to positively impact student placement upon graduation (SPUG). SPUG graduation data is collected one-year post graduation and the following reveals recent trends in this data.

2012-2013	65%
2013-2014	95%
2014-2015	44%
2015-2016	41%

It is important to note that up until 2014-2015, student placement data included not only students placed upon completion but also student referrals to other state agencies. In 2014-2015, SCSDB moved to ensure this reporting included students that were actively involved in post-secondary education experiences and/or working in some capacity. In order to promote improvement in this area, SCSDB has partnered more closely with the Commission for the Blind to provide a more seamless transition from high school to post high school opportunities. The Commission for the Blind now houses a transition specialist on the SCSDB campus. SCSDB has also worked closely with South Carolina Vocational Rehabilitation to provide work experiences and a transition program for SCSDB students. Students are now afforded the opportunity to work in the local workshop and participate in career exploration and development experiences in the local center. Additionally, at the end of the junior year, the local office transfers students to an employment counselor in their home county in order to provide the chance for the student to work in his/her home county work center during the summer months. Upon completion of the senior year, students are again connected with services whether remaining in the Upstate area or another county in South Carolina.

Goal 2 of the agency strategic plan focuses on the need to review and update business continuity models to ensure students are served in a safe environment. Safety is paramount at SCSDB, and though SCSDB is constantly updating safety measures on a regular basis, SCSDB has recognized the need to review and update current protocols while also identifying the need for additional protocols to ensure the safest environment. South Carolina experienced a flood this past year, which had a tremendous impact on South Carolina, particularly from the Midlands to the Coastal Regions. Although SCSDB is located in the Upstate, the agency campus was impacted. As a result of road, bridge, and community devastation across the state, SCSDB was unable to bring students back to campus at the regularly scheduled time. As SCSDB is a home away from home for students Sunday through Friday during the school year, medications are maintained at SCSDB and typically, parents only have enough medication for the regular weekend. Thus, SCSDB medical staff had to work with local families to ensure students had needed medication during this time of crisis for most of SCSDB families did not have the means or ability to obtain the needed medication. This event also provided SCSDB an opportunity to explore the protocols in place for the transfer of medication and to allow for additional measures to provide increased safety in this area. Additionally, this event prompted SCSDB to consider and to continue to consider other areas such as transportation, facility access, and records, to name a few, where needs might exist to ensure continuous improvement. SCSDB has a well-developed Master Campus Safety Plan that is regularly updated, and the agency will also include an in depth review on a cyclical basis. Furthermore, SCSDB experienced downed

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

trees on campus during this flooding event, thus SCSDB has worked with the local Forestry Commission office to identify trees that are in need of removal to promote a safer campus. The SCSDB maintenance and security division continuously review campus to identify repair and improvement needs for safety as well as for accessibility.

At SCSDB, Outreach Services is central to accomplishing the agencies mission to meet the needs of children with sensory disabilities across South Carolina. In recent years, Outreach Services has struggled to meet the ever-growing needs and request for services. Thus, during this past budget cycle, SCSDB requested and received budget authority to expand in the areas of early intervention, school district vision and hearing services, interpreting, and braille production.

For early intervention, SCSDB serves children ages 0-3 with sensory disabilities and their families across South Carolina. In 2013-2014, SCSDB served 507 children and in 2014-2015 served 506 children. In 2015-2016, SCSDB saw a significant increase serving 555 children. Anticipating this growing need while also understanding a critical need exists to continue to serve these children up to age 5, SCSDB requested and received increased budget authority to expand these services. Additionally, SCSDB has recognized an increased need for services in the areas of deaf/hard of hearing and blind/visually impaired to local school districts. From 2015 to 2016, the number of vision services increased from 277 to 292. In the area of deaf/hard of hearing, this number increased from 92 to 131. SCSDB is currently working to locate and employ qualified staff to meet this need. In the area of interpreting, the agency continues to struggle to recruit and hire credentialed interpreting staff to meet the needs within the school setting and the agency as a whole while also meeting the needs within the community, especially for other agencies, the medical setting, and the court setting. This past year, SCSDB interpreting services provided 3,969.25 hours of interpreting on campus while also providing 3,602.95 hours of community based interpreting. In addition to needs seen in interpreting to meets accessibility challenges for those with sensory disabilities, SCSDB has also experienced a need for expansion at the agency’s Braille Production Center located at the Leath Correctional Facility. Currently, SCSDB has one staff member that manages this program and supervises 16 inmates while working in the center. With the implementation of the new Unified Braille Code, the center has also experienced an increased need to provide accessible textbooks and materials. SCSDB is currently working to add an additional staff member to support the needs of this program and will continue to collaborate with the Department of Corrections to explore any future needs for expansion possibilities.

Risk Management and Mitigation Strategies: SCSDB’s failure to achieve the agency’s mission limits opportunities for children with sensory disabilities in South Carolina. The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that are served throughout the state. Failure to meet these objectives would negatively impact educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.

Restructuring Recommendations: SCSDB is current under program review with the South Carolina House Oversight Committee and recommendations are not available at this time.

South Carolina School
for the
Deaf and the Blind
Board of Commissioners

The Walker Foundation CEO
Ann Akerman

President
Page B. McCraw

Outreach Services Director Scott Falcone	Residential Life and Transportation Services Director John Reynolds	Chief Information Officer Trad Robinson	Chief Financial Officer Ben Riddle	Special Education/ Student Services Director Linda Coon	Education Services Director Sara Kollock	President's Office Administrative Coordinator Mary Hayes	Special Assistant to the President and Director of Safety/Security and Maintenance Scott Ramsey	HR Director and EEO Coordinator Monique Callahan
Vision Consultant and Principal of Vision Services Marty McKenzie	Residential Life Assistant Director Sandra McClarty	Information Technology Manager John Martin	Capital Projects and Procurement Will Anthony	Admissions and Recruitment Coordinator Loreta Dylgjeri	Deaf Education Principal Kristen Milner	Administrative Assistant Vacant	Public Safety Director Keith Sherlin	HR Specialist Pollie Gentry
Interpreting Services Program Manager Vacant	Residential Life Assistant Director Josh Joseph	Public Relations Director Katie Rice	Budget Analyst Darlene Gathers	Records/Family Support Specialist Tammy Johnson	Blind Education Principal Lou Thomson		Maintenance Director Charles Farr	HR Specialist Calvin Holst
Early Intervention Program Manager Elaine Gentry	Residential Life Assistant Director Brandy Finch	Instructional Technology Coordinator Rita Easler	Payroll/Benefits Frances Bass	Special Education Compliance Coordinator Jolene Madison	Cedar Springs Academy Principal Sarah Davis			ASL Program Coordinator Claire Bailey
Principal of Deaf/HH Services and Deaf-Blind Project Program Kelly Birmingham	Residential Life Assistant Director Latasha Durrah	Power School Coordinator Debi Carden	Accounts Payable Andy Long	Medicaid Coordinator Jane Entekin	Applied Academics Center Director Jennifer Adams			
Kelly's Kids Center Director Terri Cross	Residential Life Assistant Director Delbert Means	Public Information Staff DeDe Ward	Accounts Receivable Lisa Bowen	Nursing Administrator Mendy Nemintz	Fine Arts Director Josh Padgett			
Instructional Resources Program Manager Jill Ischinger	Residential Life Assistant Director Kenna McClarty	Administrative Assistant Dorothy Bevil	Fiscal Technician Rachel Lampe	Receptionist Sherry Renshaw	Athletics Director Michael Sims			
Administrative Assistant Virginia Aull	Transportation Coordinator Dennis Ramsey	Audip-Visual Specialist Regina Hamilton		Data Collection Teresa Wagner	Literacy Coaches Dale Anthony Aldonza Thomas			
Program Assistant Trent Tedder	Administrative Assistant Barbara Fay				Administrative Staff Letesha Gray			
Access Technology and Outreach Contracts Program Manager Clay Jeffcoat	Recreational Coordinator Antiwan Tate				Library Services Director Galena Gaw			
Deaf/Hard of Hearing Consultant Maureen Irons	Transportation Training/Safety Betty Hood				Teacher Quality, Textbook & Testing Coordinator Cherie Winkler			

Agency Name:		South Carolina School for the Deaf and the Blind			Fiscal Year 2016-17	
					Accountability Report	
Agency Code:		H75		Section:		6
						Strategic Planning Template
Type	Item #			Associated Enterprise Objective	Description	
	Goal	Strat	Object			
G	1			Education, Training, and Human Development	SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.	
S		1.1		Education, Training, and Human Development	100% of SCSDB will meet World Class Knowledge and Skills objectives by 2022.	
O			1.1.1	Education, Training, and Human Development	100% of SCSDB students will meet Brigance goals.	
O			1.1.2	Education, Training, and Human Development	100% of SCSDB students will meet IEP goals.	
O			1.1.3	Education, Training, and Human Development	SCSDB will implement Read to Succeed for students with sensory disabilities.	
O			1.1.4	Education, Training, and Human Development	100% of SCSDB teachers will participate in the Expanded ADEPT Support and Evaluation System	
S		1.2		Education, Training, and Human Development	100% of SCSDB students will be afforded World Class Opportunities by 2020.	
O			1.2.1	Education, Training, and Human Development	SCSDB will provide Whole Child experiences for all students.	
O			1.2.2	Education, Training, and Human Development	SCSDB will seek renewal of AdvancED/SACS CASI Accreditation.	
O			1.2.3	Education, Training, and Human Development	A transition plan will be developed for all students.	
S		1.3		Education, Training, and Human Development	SCSDB students will be afforded skills development in World Class Characteristics by 2020.	
O			1.3.1	Education, Training, and Human Development	SCSDB will provide students the opportunity to develop world class characteristics as applicable for sensory impaired students through the Expanded Core Curriculum.	
O			1.3.2	Education, Training, and Human Development	SCSDB will provide CATE/WBL experiences for students.	
O			1.3.3	Education, Training, and Human Development	SCSDB will provided students the opportunities to grow as leaders and develop self advocacy skills.	
S		1.4		Education, Training, and Human Development	SCSDB students will be afforded opportunities to grow through World Class Innovations by 2021.	
O			1.4.1	Education, Training, and Human Development	SCSDB will provide expanded learning opportunities for students through one to one initiative.	
O			1.4.2	Education, Training, and Human Development	SCSDB will partner with Vocational Rehabilitation and the Commission for the Blind to provide learning experiences for students.	
O			1.4.3	Education, Training, and Human Development	SCSDB will provide problem based learning experiences for students.	
G	2			Maintaining Safety, Integrity and Security	By 2021, SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum success by 2020 through a business continuity plan.	
S		2.1		Maintaining Safety, Integrity and Security	By 2020, SCSDB will develop and implement a Master Campus Safety Plan.	
O			2.1.1	Maintaining Safety, Integrity and Security	SCSDB will develop a comprehensive campus safety plan to accommodate students with sensory disabilities.	
O			2.1.2	Maintaining Safety, Integrity and Security	SCSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.	
O			2.1.3	Maintaining Safety, Integrity and Security	SCSDB will develop and implement record archiving in accordance to state and federal guidelines.	
S		2.2		Maintaining Safety, Integrity and Security	By 2016, SCSDB will provided a technology safe environment.	
O			2.2.1	Maintaining Safety, Integrity and Security	SCSDB will fully emergency notification systems that are accessible to sensory impaired students.	
O			2.2.2	Maintaining Safety, Integrity and Security	SCSDB will fully implement access control systems.	

Agency Name:		South Carolina School for the Deaf and the Blind				Fiscal Year 2016-17
						Accountability Report
Agency Code:	H75	Section:	6			
						Strategic Planning Template
Type	Item #			Associated Enterprise Objective	Description	
	Goal	Strat	Object			
O			2.2.3	Maintaining Safety, Integrity and Security	SCSDB will maintain updated information secure systems.	
S		2.3		Maintaining Safety, Integrity and Security	SCSDB will provide safety related training for staff members on an annual basis.	
O			2.3.1	Maintaining Safety, Integrity and Security	SCSDB will provide emergency training for staff.	
O			2.3.2	Maintaining Safety, Integrity and Security	SCSDB will fully implement PBIS providing relevent training for staff members.	
O			2.3.3	Maintaining Safety, Integrity and Security	SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to related staff members.	
G	3			Education, Training, and Human Development	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.	
S		3.1		Education, Training, and Human Development	Expand early intervention services.	
O			3.1.1	Education, Training, and Human Development	Expand early intervention services to include sensory impaired 4 year old children in SC.	
O			3.1.2	Education, Training, and Human Development	Expand early intervention services to include sensory impaired 5 year old children in SC.	
S		3.2		Education, Training, and Human Development	Expand vision and hearing district services.	
O			3.2.1	Education, Training, and Human Development	Expand Outreach Vision Serives to meet the demands of local school districts.	
O			3.2.2	Education, Training, and Human Development	Expand Outreach Hearing Serives to meet the demands of local school districts.	
S		3.3		Education, Training, and Human Development	Expand interpreting services.	
O			3.3.1	Education, Training, and Human Development	Expand Interpreting Services to individuals with hearing impairments in SC.	
O			3.3.2	Education, Training, and Human Development	Insure interpreters have the necessary credentials to serve individuals in SC.	
S		3.4		Education, Training, and Human Development	Update Braille Production Center.	
O			3.4.1	Education, Training, and Human Development	Implement Universal Braille Code	
O			3.4.2	Education, Training, and Human Development	Provide additional staff support to the Braille Production Center.	

Agency Code:	H75	Section:	006
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Performance Measurement Template

Item	Performance Measure	Target Value	Actual Value	Future Target Value	Time Applicable	Data Source and Availability	Calculation Method	Associated Objective(s)
1	Brigance ELA	100.00%	88%	91%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	1.1.1, 1.1.3
2	Brigance Math	100.00%	80%	83%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	1.1.1, 1.1.3
3	Mastery of IEP Goal ELA	100.00%	83%	86%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	1.1.2, 1.1.3
4	Mastery of IEP GoalMath	100.00%	87%	90%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	1.1.2, 1.1.3
5	Participation in Expanded ADEPT	New Measure	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	1.1.4
6	Student Placement Upon Graduation	100%	41%	50%	July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	1.2.1, 1.2.3, 1.4.2
7	AdvancEd Accreditation	Accredited	Accredited	Accredited	5 Year Accreditation	AdvancED	AdvancED Standards	1.2.2
8	Work Based Learning	100%	74%	80%	July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	1.3.1, 1.3.2, 1.3.2, 1.4.2, 1.4.3
9	One to One Devices	100%	100%	As Needed	Annual	SCSDB Dashboard	Total	1.4.1
10	Emergency Plan Training Participation	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	2.1.1
11	Updated Campus Master Plan	1	0	1	10 Year Plan	Master Plan	Total	2.1.2
12	Data Archiving System	1	0	1	Annual	Archiving System	Total	2.1.3
13	Emergency Cameras	58	58	As Needed	Annual	SCSDB Dashboard	Total	2.2.2
14	Emergency Notification Systems	138	138	As Needed	Annual	SCSDB Dashboard	Total	2.2.1
15	Access Control Comprehensive Systems	1	1	As Needed	Annual	SCSDB Dashboard	Total	2.2.2
16	Technology Security Plan	1	1	1	Annual	SCSDB Dashboard	Total	2.2.3
17	Early Intervention Services	500	555	550	July 1st-June 30th	SCSDB Dashboard	Total	3.1.1, 3.1.2
18	Vision Outreach Services	277	292	285	July 1st-June 30th	SCSDB Dashboard	Total	3.2.1
19	Hearing Outreach Services	100	131	125	July 1st-June 30th	SCSDB Dashboard	Total	3.2.2
20	Interpreting Services-Campus	3,962.75	3,969.25		July 1st-June 30th	SCSDB Dashboard	Total	3.3.1, 3.3.2
21	Interpreting Services-Outside	2,816.75	3,602.95		July 1st-June 30th	SCSDB Dashboard	Total	3.3.1, 3.3.2
22	Braille Production Center Staff	1	1	2	July 1st-June 30th	SCSDB Dashboard	Total	3.4.1, 3.4.2

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

Fiscal Year 2015-16
Accountability Report

Agency Code: H75 Section: 006

Program Template

Program/Title	Purpose	FY 2015-16 Expenditures (Actual)				FY 2016-17 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
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.	\$ 2,938,803	\$ 2,701,964		\$ 5,640,766	\$ 3,060,746	\$ 2,532,869		\$ 5,593,616	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3
Student Support	Specifically designed support services for students with sensory disabilities.	\$ 1,738,422	\$ 4,320,065		\$ 6,058,487	\$ 2,330,021	\$ 5,665,449		\$ 7,995,470	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3
Residential	Provides students with opportunities to learn essential life skills.	\$ 3,370,058	\$ 200,617		\$ 3,570,675	\$ 2,289,841	\$ 262,760		\$ 2,552,600	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3
Outreach	The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them.		\$ 4,943,515	\$ 1,092,360	\$ 6,035,875	\$ -	\$ 6,182,239	\$ 1,050,176	\$ 7,232,415	3.1.1-3.1.2, 3.2.1-3.2.2, 3.3.1-3.3.2, 3.4.1-3.4.2
Administration	Provides logistical support for all other program areas, strategic leadership, and oversight of compliance with regulatory standards.	\$ 4,131,322	\$ 1,456,821	\$ 356,421	\$ 5,944,564	\$ 6,132,934	\$ 1,247,156	\$ 88,824	\$ 7,468,914	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3, 3.1.1-3.1.2, 3.2.1-3.2.2, 3.3.1-3.3.2, 3.4.1-3.4.2
Physical Support	Responsible for the development, maintenance, housekeeping, and grounds keeping of the 160 acre, 38 building, 162 year-old campus.	\$ 1,789,978	\$ 12,411	\$ (34,561)	\$ 1,767,829	\$ 1,936,871	\$ 233,920		\$ 2,170,791	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3, 3.1.1-3.1.2, 3.2.1-3.2.2, 3.3.1-3.3.2, 3.4.1-3.4.2

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

Fiscal Year 2015-16
Accountability Report

Agency Code: H75 Section: 006

Legal Standards Template

Item #	Law Number	Jurisdiction	Type of Law	Statuary Requirement and/or Authority Granted	Associated Program(s)
1	Title 59	State	Statute	Education Law for Agency/School	Education, Student Support, Residential, Outreach, Administration, Physical Support
2	IDEA	Federal	Statute	This law ensures services to children with disabilities	Education, Student Support, Residential, Outreach, Administration, Physical Support
3	Perkins IV	Federal	Statute	Career and Technology Education	Education, Student Support, Residential, Outreach, Administration, Physical Support
4	Title II	Federal	Statute	Highly Qualified Teachers	Education, Student Support, Outreach, Administration
5	Title III	Federal	Statute	ESOL	Education, Student Support, Residential, Outreach, Administration, Physical Support
6	McKinney-Vento	Federal	Statute	Homeless	Education, Student Support, Residential, Outreach, Administration, Physical Support
7	Title 59 Ch 47	State	Statute	Code of Laws for Agency/School	Education, Student Support, Residential, Outreach, Administration, Physical Support
8	Read to Succeed Act	State	Statute	A Comprehensive State Plan to Improve Reading Performance	Education, Student Support, Residential, Outreach, Administration

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

Agency Code: H75 Section: 6

Fiscal Year 2015-16
Accountability Report

Customer Template

Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	<i>Specify only for the following Segments: (1) Industry; Name; (2) Professional Organization; Name; (3) Public; Demographics.</i>
Educational, Residential, and Related Services	Children with sensory disabilities in South Carolina	Comprehensive educational programming and services to meet the educational and accessibility needs for children with sensory disabilities.	General Public	
Outreach	Vision Services	Educational services and support to school districts in South Carolina to meet the educational and accessibility needs for children with sensory disabilities.	School Districts	
Outreach	Deaf/Hard of Hearing Services	Educational services and support to school districts in South Carolina to meet the educational and accessibility needs for children with sensory disabilities.	School Districts	
Outreach	Interpreting Services	Educational and community based interpreting	Executive Branch/State Agencies	
Outreach	Interpreting Services	Educational and community based interpreting	Judicial Branch	
Outreach	Interpreting Services	Educational and community based interpreting	Local Govts.	
Outreach	Interpreting Services	Educational and community based interpreting	Industry	
Outreach	Interpreting Services	Educational and community based interpreting	Professional Organization	
Outreach	Interpreting Services	Educational and community based interpreting	General Public	
Outreach	Children with sensory disabilities across South Carolina	Large Print and Braille Materials	School Districts	
Outreach	Early Intervention Services	Early Intervention Services for children with sensory disabilities and their families	General Public	
Outreach	Statewide Deaf/Hard of Hearing Consultant	Statewide Deaf/Hard of Hearing Consultant for the SC Department of Education	Executive Branch/State Agencies	
Outreach	Statewide Vision Consultant	Statewide Vision Consultant for the SC Department of Education	Executive Branch/State Agencies	
Outreach	Kelly's Kids	PreSchool program for children with sensory disabilities in Spartanburg County	General Public	

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

Fiscal Year 2015-16
Accountability Report

Agency Code: H75 **Section:** 006

Partner Template

Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Objective(s)
SC Department of Education	State Government	Educational Programs	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2, 1.4.3, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.4.1, 3.4.2
AdvancEd	Professional Association	Accreditation	1.2.2, 2.1.1, 2.2.3, 2.3.3
SC Commission for the Blind	State Government	Workplace training for future transition	1.2.3, 1.3.2, 1.4.2
SC Vocational Rehabilitation	State Government	Workplace training for future transition	1.2.3, 1.3.2, 1.4.2
Spartanburg School Districts 6 and 7	K-12 Education Institute	Spartanburg School Districts 6 and 7	1.3.1
SC CIO Office	State Government	Agency Technology Security	1.4.1
SCASA	Professional Association	Technology Division Meeting	1.4.1
Local Law Enforcement	Local Government	SROs	2.2.2, 2.3.1
SC First Steps	State Government	Current services for children ages 0 - 3	3.1.1, 3.1.2
SCDDSN	State Government	Service provider for EI services for children with disabilities	3.1.1, 3.1.2
SC School Districts	K-12 Education Institute	Provide specialized instructional services for children with sensory impairments	3.2.1, 3.2.2
SC Department of Corrections	State Government	Braille Production Center-Leath Correction Facility	3.4.1, 3.4.2
USC Upstate	Higher Education Institute	Training in the Universal Braille Code	3.4.1, 3.4.2

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

Fiscal Year 2015-16
Accountability Report

Agency Code: H75 Section: 006

Report Template

Item	Report Name	Name of Entity Requesting the Report	Type of Entity	Reporting Frequency	Submission Date (MM/DD/YYYY)	Summary of Information Requested in the Report	Method to Access the Report
1	Restructuring Report	House Legislative Oversight Committee	State	Annually	March 31, 2015	To provide the agency's restructuring and seven-year plan report for increased cost savings and efficiencies	http://www.scstatehouse.gov/ and www.scsdb.org
2	Accountability Report	Executive Budget Office	State	Annually	September 15, 2016	To provide an annual update of the agency's long range strategic plan	http://www.admin.sc.gov/budget/agency-accountability-reports and www.scsdb.org
3	Agency Program Evaluation Report	House Legislative Oversight Committee	State	Annually	July 27, 2015	To provide a program review of the agency's restructuring and seven-year plan report for increased cost savings and efficiencies	http://www.scstatehouse.gov/ and www.scsdb.org
4	Senate Restructuring Report	Senate Oversight	State	Annually	January 13, 2015	To provide a restructuring and cost savings plan	www.scsdb.org
5	Minority Utilization Plan	Department of Administration	State	Annually	September 14, 2016	To provide update on agencies use of minority businesses	http://smbcc.sc.gov/resources.html
6	CAFR	Comptroller General	State	Annually	June 1, 2015 - September 11, 2015	Provides a consolidated annual finance report	http://www.cg.sc.gov/Pages/default.aspx
7	Deficit Monitoring	Executive Budget Office	State	Annually	Quarterly	To monitor budget quarterly to avoid operating deficits	N/A
8	Annual Budget Submission	Executive Budget Office	State	Annually	September 30, 2016	To provide budget request annually to the EBO	http://www.admin.sc.gov/budget
9	EEO Report to General Assembly	SC Human Affairs Commission	State	Annually	October 23, 2016	To provide updated EEO information about agency	http://www.scstatehouse.gov/reports/HumanAffairsComm/2015AnnualReport.pdf
10	Agency Technology Plan	USDOE, SCDOE	State	Annually	Annual Data Collection	To provide 5 year technology plan/Support for Erate	http://www.ed.sc.gov/districts-schools/nutrition/national-school-lunch-program/e-rate-free-and-reduced-meal-eligibility-data/
11	CPIP	Executive Budget Office	State	Annually	March 13, 2016	Provides a long range facilities plan for agency capital improvement projects	http://www.admin.sc.gov/budget/capital-budgeting-unit/CPIP
12	Fees and Fines Report	Executive Budget Office	State	Annually	September 1, 2016	Agency report of all aggregate amounts of fines and fees that were charged and collected by the agency in the previous fiscal year	http://www.admin.sc.gov/citizens-services/annual-reports and http://www.scstatehouse.gov/reports/B&CB/BCBFinesAndFeesReportFY2014.pdf
13	State Report Card	SCDOE	State	Annually	September 23, 2016	Provides agency annual report on school performance based upon EOC established standards	http://www.ed.sc.gov/data/report-cards/state-report-cards/
14	School Strategic and Renewal Plan	SCDOE	State	Annually	March 15, 2016	Provides agency with 5 year strategic plan for campus based school program	www.scsdb.org and http://www.ed.sc.gov/districts-schools/state-accountability/district-strategic-and-school-renewal-plans/
15	Civil Rights Data Collection	USDOE	Federal	Annually	December 31, 2016	Ensures OCR compliance	http://ocrdata.ed.gov/?src=go
16	Child Counts Data Reports	USDOE/SCDOE	State	Annually	October 1, 2016 to August 19, 2017	Provides data analysis for School Profile Reports	http://www.ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/data-collection-and-reporting/district-lea-profiles/
17	AdvancEd Accreditation Report	AdvancEd	Outside Organization	Bi-annually	5 year renewal with annual updates	Agency Accreditation, School Renewal, Continuous Improvement Plan	www.scsdb.org
18	Perkins Plan	SCDOE-OCTE	State	Annually	June 30, 2016	Agency Accountability Report for Perkins Funding	http://www.ed.sc.gov/instruction/career-and-technology-education/cate-administration/
19	Fine Arts Strategic Plan	SCDOE/SC Arts Commission	State	Annually	Annually	Fine Arts Strategic Planning	http://www.scsdb.org/Page/325
20	Drop Out/Truancy Data Collection	SCDOE	State	Annually	June 30, 2015	Provides agency with summary information on student truancy and drop outs	http://www.ed.sc.gov/districts-schools/school-safety/
21	SCDOE PowerSchool Data Collection Reports	SCDOE	State	Annually	August 20, 2016 to June 30, 2017	Provides agency with school data collection reporting	http://www.ed.sc.gov/data/

Agency Code:	H75	Section:	006
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Oversight Review Template

Item	Name of Entity Conducted Oversight Review	Matter(s) or Issue(s) Under Review	Type of Entity	Oversight Review Timeline (MM/DD/YYYY to MM/DD/YYYY)	Method to Access the Oversight Review Report
1	SC State Auditor	State Auditor's Report 2015	State	June 17, 2016	http://osa.sc.gov/Reports/stateengagements/Documents/YearEnded2015
2	Office of Administration, State Human Resources	HR Audit Report	State	June 13, 2016	State Human Resources or SCSDB
3	Education Oversight Committee and SC Department of Education	State Report Cards	State	Annually	www.ed.sc.gov
4	SC Department of Education	OSEP District Profiles	State	Annually	www.ed.sc.gov
5	SC Department of Education	Accreditation Review/Compliance	State	Annually	www.ed.sc.gov
6	AdvancEd-SACS	Accreditation Updates	Outside Organization	Annual Update, On site review March 2017	New Report Available 2017