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|--------------|-------------------------------|----------|---|
| AGENCY NAME: | Education Oversight Committee |          |   |
| AGENCY CODE: | A85                           | SECTION: | 4 |



## Fiscal Year 2013-14 Accountability Report

### SUBMISSION FORM

AGENCY MISSION

Our mission is to affect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders and policymakers.

Please identify your agency's preferred contacts for this year's accountability report.

|                    | <u>Name</u>       | <u>Phone</u> | <u>Email</u>         |
|--------------------|-------------------|--------------|----------------------|
| PRIMARY CONTACT:   | Melanie D. Barton | 734-6148     | mbarton@eoc.sc.gov   |
| SECONDARY CONTACT: | Lisa B. Nichols   | 734-6148     | lbnichols@eoc.sc.gov |

I have reviewed and approved the enclosed FY 2013-14 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR  
(SIGN/DATE):

Melanie D. Barton

(TYPE/PRINT NAME):

Melanie D. Barton

BOARD/CMSN CHAIR  
(SIGN/DATE):

David Whittemore

(TYPE/PRINT NAME):

David Whittemore

|                     |                                      |                 |          |
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### **AGENCY'S DISCUSSION AND ANALYSIS**

The agency in 2009 adopted the following vision for South Carolina.

*By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.*

The attainment of this goal is reported annually using progress toward three-year achievements (i.e., expectations specified for 2011, 2014, 2017 and 2020) for: reading proficiency, high school graduation, preparedness for post-high school success, and number of schools rated At Risk. The following chart documents the progress to date:

| Target                   | 2009 Actual | 2010 Actual | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2014 Target | 2017 Target | Vision 2020 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| PASS, Reading, grade 3   | 78          | 80.7        | 80.0        | 80.3        | 82.9        | 78.9        | 85.5        | 90          | 95          |
| Target: African American | 67.1        | 70.9        | 68.5        | 68.6        | 73.5        | 67.3        | 79.6        | 87.1        | 95          |
| Hispanic                 | 67.8        | 74.5        | 73.6        | 73.7        | 77.1        | 71.4        | 79.6        | 87.1        | 95          |
| White                    | 86.5        | 87.9        | 87.9        | 88.4        | 89.3        | 87.3        | 90.3        | 92.7        | 95          |
| Non-Subsidized           | 89.8        | 91.1        | 91.0        | 91.8        | 91.7        | 91.5        | 92.3        | 93.8        | 95          |
| Subsidized Meals         | 69          | 73.6        | 72.4        | 72.6        | 76.3        | 71.0        | 80.6        | 87.6        | 95          |
| With disabilities        | 48.4        | 50.2        | 45.9        | 45.2        | 49.1        | 44.2        | 69.5        | 82.2        | 95          |
| Without disabilities     | 81.8        | 85.4        | 85.1        | 85.6        | 87.7        | 84.5        | 87.8        | 91          | 95          |
| PASS, Reading, grade 8   | 67.5        | 63.7        | 67.8        | 69.8        | 67.4        | 67.3        | 80.7        | 87.9        | 95          |
| Target: African American | 53.8        | 47.2        | 51.9        | 55.1        | 50.7        | 51.3        | 72.3        | 83.4        | 95          |
| Hispanic                 | 60.6        | 58.1        | 64.8        | 64.0        | 63.7        | 62.7        | 76.1        | 85.4        | 95          |
| White                    | 79          | 74.5        | 77.8        | 79.5        | 77.8        | 77.7        | 86.2        | 90.4        | 95          |
| Non-Subsidized           | 81.9        | 78.6        | 81.8        | 82.9        | 81.6        | 81.8        | 87.9        | 91.5        | 95          |
| Subsidized Meals         | 56.7        | 50.7        | 55.5        | 59.2        | 56.1        | 56.0        | 74.2        | 84.7        | 95          |
| With disabilities        | 25.3        | 19.9        | 22.8        | 25.3        | 23.3        | 23.8        | 56.8        | 75.7        | 95          |
| Without disabilities     | 74.8        | 69.7        | 73.7        | 75.8        | 73.1        | 73.5        | 83.8        | 89.2        | 95          |
| NAEP, Reading, grade 4   | 62          | No new data | 61          | No new data | 60          | No new data | 77          | 86          | 95          |
| Target: African American | 53          |             | 44          |             | 43          |             | 71.8        | 83.2        | 95          |
| Hispanic                 | 49          |             | 57          |             | 60          |             | 70          | 82.6        | 95          |
| White                    | 74          |             | 73          |             | 72          |             | 84          | 90          | 95          |
| Non-Subsidized           | 77          |             | 79          |             | 79          |             | 85          | 89.8        | 95          |
| Subsidized Meals         | 49          |             | 48          |             | 49          |             | 70          | 82.6        | 95          |
| With disabilities        | 34          |             | 19          |             | 20          |             | 60.5        | 75          | 95          |
| Without disabilities     | 65          |             | 67          |             | 66          |             | 78.5        | 86.6        | 95          |
| NAEP, Reading, grade 8   | 69          |             | 72          |             | 73          | No new data | 81          | 88.2        | 95          |
| Target: African American | 52          |             | 56          |             | 58          |             | 72          | 84          | 95          |

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| Target  | 2009 Actual        | 2010 Actual        | 2011 Actual        | 2012 Actual        | 2013 Actual        | 2014 Actual | 2014 Target | 2017 Target | Vision 2020 |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|-------------|-------------|-------------|-------------|
| Hispanic  | 70                 |                    | 69                 |                    | 70                 |             | 81.5        | 88.4        | 95          |
| White   | 79                 |                    | 82                 |                    | 82                 |             | 86.5        | 91          | 95          |
| Non-Subsidized  | 81                 |                    | 83                 |                    | 86                 |             | 87.5        | 91.4        | 95          |
| Subsidized Meals  | 56                 |                    | 61                 |                    | 62                 |             | 73.5        | 84          | 95          |
| With disabilities   | 34                 |                    | 30                 |                    | 27                 |             | 61.6        | 78.2        | 95          |
| Without disabilities  | 71                 |                    | 75                 |                    | 78                 |             | 82          | 88.6        | 95          |
| On-time Graduation  | 73.7               | 72.1               | 73.6               | 74.9               | 77.5               | *           | 80.3        | 84.5        | 88.3        |
| Target: African American  | 69.1               | 68.0               | 69.7               | 71.2               | 74.5               |             | 77.6        | 82.7        | 88.3        |
| Hispanic  | 68.3               | 62.6               | 68.5               | 69.3               | 74.3               |             | 77.3        | 82.7        | 88.3        |
| White   | 77.1               | 75.5               | 76.8               | 78.1               | 79.8               |             | 82.1        | 85.7        | 88.3        |
| Non-Subsidized  | 80.2               | 78.1               | 79.4               | 81.3               | 84.3               |             | 83.7        | 85.8        | 88.3        |
| Subsidized Meals  | 65.2               | 64.9               | 67.0               | 68.3               | 70.5               |             | 75.7        | 82          | 88.3        |
| With disabilities   | 42.9               | 45.1               | 38.4               | 40.3               | 43.1               |             | 63.4        | 75.7        | 88.3        |
| Without disabilities  | 77.3               | 74.7               | 77.2               | 79.0               | 81.6               |             | 82.3        | 85.3        | 88.3        |
| Preparedness for Postsecondary Success (High school completers enrolled in two or four-year colleges and technical schools) | 2008 data<br>67.1% | 2009 data<br>65.8% | 2010 data<br>65.9% | 2011 data<br>66.0% | 2012 data<br>67.4% | *           |             |             |             |
| Schools Rated at Risk   | 83                 | 69                 | 69                 | 61                 | 47                 | *           |             |             | 0           |

Figures in green denote performance that met or exceeded the 2011 or 2014 targets.

2014 Figures in red denote declines from the prior year's results. Some of the 2014 data will be available in November with the release of the 2014 annual school and district state report cards.

### Improving Reading Achievement of Students

The agency focused its efforts in Fiscal Year 2013-14 on improving the reading achievement of students by engaging the following internal and external factors into creating a P-20 initiative focused on reading. The initiative included outside stakeholders from early childhood education from the public and private sector, higher education officials including deans of colleges of education and appropriate instructors, and school district administrators and classroom teachers. Internally, the agency created a Special Reading Subcommittee that received the recommendations of these stakeholders and then consolidated the recommendations into a systemic P-20 initiative to improve reading. The EOC used the outside expertise of: (1) Dr. Rainey Knight, the former superintendent of the Darlington County School District; (2) Dr. Tony Johnson, former Dean of the College of Education at the Citadel; and (3) Dr. Baron Holmes of the Children's Law Center at the University of South Carolina to facilitate the discussion of various stakeholder groups. Externally, agency staff visited schools and state offices in Florida and the Florida Center for Reading Research at Florida State University to gain insight into the policies used by Florida in the past decade to improve reading proficiency. The culmination of these efforts resulted in the creation of a model district reading plan that was piloted by 12 school districts in the spring of 2014 and adoption of specific policies to improve systemically the preparation of teachers, the

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provision of early childhood services, and the intervention of services to struggling readers. The policies were also incorporated into Act 284 of 2014, Read to Succeed.

In the current fiscal year, 2014-15, the agency has continued its efforts to improve reading by conducting a study of summer reading camps, which were implemented for the first time in the summer of 2014. The purpose of the study was to observe and evaluate the initial impact of summer reading camps on the reading performance of students, while documenting promising practices so that districts could learn from one another. Twenty (20) school districts voluntarily agreed to participate in the study. EOC staff visited each reading camp and provided feedback to the district. The districts completed a survey and provided data on each student’s pre and post camp reading skills. The results of the study, which will be released in October, should assist districts in planning for and implementing summer reading camps in 2015.

**Achievement and Accountability**

A key strategic challenge before the agency is to sustain and strengthen support for educational improvement and innovation. To promote innovation through accountability, the General Assembly included Proviso 1A.62 in the 2013-14 General Appropriation Act to create a pilot assessment for high achieving school districts. The districts were required to receive approval from the EOC and the State Board of Education to use an alternative assessment aligned to college and career readiness assessments. The proviso further required the Department of Education to request changes to its ESEA waiver to permit alternative and innovative approaches to assessment. The one district that opted to use alternative assessments in grades 3 through 8 received approval from the EOC and the State Board of Education. However, the United States Department of Education denied the South Carolina Department’s request to amend its ESEA waiver to permit the alternative assessments. Consequently, this external decision prevent thwarted the agency’s efforts.

However, for the current fiscal year, 2014-15, the agency has refocused its efforts on innovation in accountability. Act 200 of 2014 requires the EOC develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2016. In addition Act 289 of 2014 requires the Education Oversight Committee, working with the State Board of Education, “to establish a comprehensive annual report concerning the performance of military-connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military-connected children.” Passage of these two bills gives the agency an opportunity to support educational improvement and innovation in the reporting of student achievement using comprehensive measures.

**Program Evaluations**

An external factor that affects the agency’s ability to perform program evaluations is the receipt of high quality data from other agencies and sources in a timely manner. For example, the legislature required the agency to conduct an annual evaluation of the full-day educational program for at-risk four-year-olds, the Child Development Education Pilot Program (CDEPP). Because data were not provided in a timely manner, the agency had to delay the release of the report.

**Fiscal Management of EIA Funds**

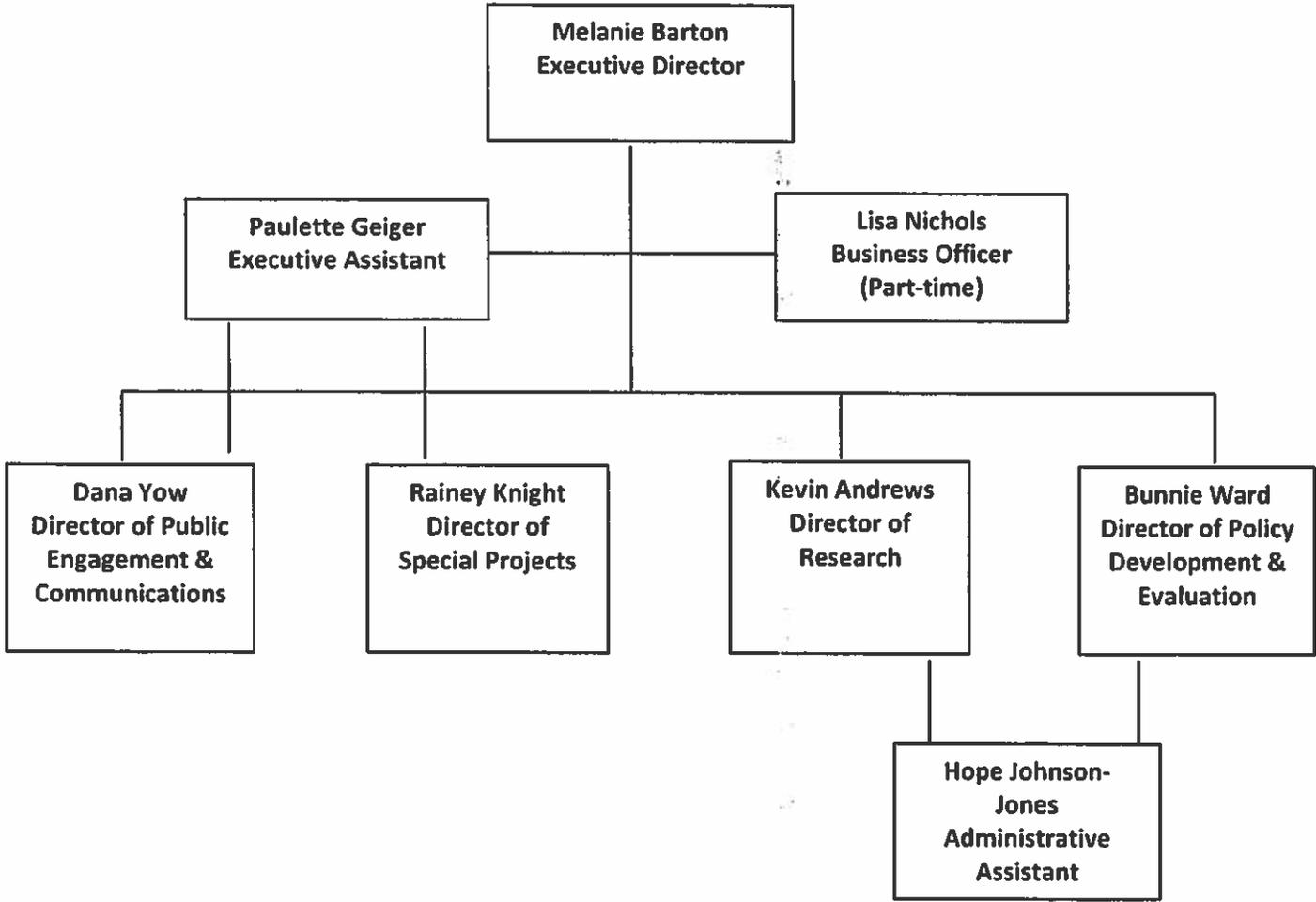
In Fiscal Year 2013-14 the General Assembly adopted proviso 1A.40. requiring that any program funded with EIA revenues must be allocated these monies through an agency with the EOC being the default agency. This legislative action expanded the EOC’s administrative functions. In FY2013-14 the agency administered EIA funds

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for Teach For America South Carolina (\$3.0 million); ScienceSouth (\$500,000); and Science PLUS Institute (\$503,406). These funds are not reflected in the agency’s budget because they are pass-throughs. In 2014-15 the EOC is now responsible for also administering funds for the South Carolina Autism Society.

**Administrative Changes**

Based on the agency’s work in 2013-14 and planning ahead, the organizational structure of the agency has changed. The following chart shows that the agency has added Dr. Rainey Knight as Director of Special Projects and Bunnie Ward as Director of Policy Development and Evaluation. Dr. Knight will continue to work with districts and schools in highlighting best practices, in providing technical assistance, and in promoting reading achievement. Ms. Ward, who has a background in early childhood education, will lead the CDEPP evaluation and assist the agency in defining the domains for a comprehensive readiness assessment. The EOC will not fill an administrative position vacated when an employee resigned to pursue graduate work. Instead, the agency will focus more of its resources and personnel on program evaluation and partnerships with public schools.





Agency Name: **Education Oversight Committee**  
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| Program/Title                | Purpose  | FY 2012-13 Expenditures |         |         | FY 2013-14 Expenditures |       |           | TOTAL | Associated Objectives   |
|------------------------------|--|-------------------------|---------|---------|-------------------------|-------|-----------|-------|---|
|                              |  | General                 | Other   | Federal | General                 | Other | Federal   |       |   |
| 1. Administration            | Affect the dramatic, results-based and continuous improvement of SC's educational system by creating a truly collaborative environment of parents, educators, community leaders and policymakers.  | \$                      | -       | -       | \$                      | -     | -         | \$    |   |
| 1.1 Personal Service         | Focus on the customer, Governor, 170 members of the General Assembly, educators, students, parents and the business community by providing information and analyses of student performance, educational programs and educational funding to impact decisions at the state and local level. | \$                      | 453,586 | \$      | 453,586                 | \$    | 466,160   | \$    | 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.2.3 |
| 1.2 Other Operating Expenses | Information is delivered through surveys, focus groups, constituent contacts with access through electronic and social media, emails, written copies of key reports and state funded billboard campaigns.  | \$                      | 200,000 | \$      | 465,816                 | \$    | 1,052,790 | \$    | 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.2.3 |
| 11.C Employer Contributions  | Employees are eligible for state retirement, health and dental insurance, FICA, worker's compensation and liability insurance.   | \$                      | 131,113 | \$      | 136,587                 | \$    | 136,587   | \$    | 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.2.3 |



Strategic Planning Template

Agency Name: **Education Oversight Committee**

Agency Code: **A85** Section: **004**

| Type     | Goal       | Strat        | Item # | Object | Description  |
|----------|------------|--------------|--------|--------|--|
| <b>G</b> | <b>1</b>   |              |        |        | <b>Achieve continuous and dramatic improvement in public education</b>   |
| <b>S</b> | <b>1.1</b> |              |        |        | <b>Publish annual school and district report cards</b>   |
| <b>O</b> |            | <b>1.1.1</b> |        |        | <i>Continue to reduce number of at risk schools from 61 in 2011 to 0 by 2020</i>   |
| <b>O</b> |            | <b>1.1.2</b> |        |        | <i>Increase percentage of students scoring Met on state assessments (PASS) in Grades 3-8</i>   |
| <b>S</b> | <b>1.2</b> |              |        |        | <b>Document South Carolina's progress toward 2020 Vision</b>   |
| <b>O</b> |            | <b>1.2.1</b> |        |        | <i>Increase percentage of students reading on grade level in 3rd grade on PASS from 80% in 2011 to 85.5% in 2014</i>                     |
| <b>O</b> |            | <b>1.2.2</b> |        |        | <i>Increase percentage of students reading on grade level in 8th on PASS from 67.8% in 2011 to 80.7% in 2014</i>                         |
| <b>O</b> |            | <b>1.2.3</b> |        |        | <i>Increase percentage of students scoring Basic and above on NAEP reading in 4th grade from 61% in 2011 to 77% in 2014</i>              |
| <b>O</b> |            | <b>1.2.4</b> |        |        | <i>Increase percentage of students scoring Basic and above on NAEP reading in 8th grade in 2011 to 80.7% in 2014</i>                     |
| <b>O</b> |            | <b>1.2.5</b> |        |        | <i>Increase on-time high school graduation rate from 73.6% in 2011 to 80.3% in 2014</i>  |
| <b>G</b> | <b>2</b>   |              |        |        | <b>Evaluate the functioning of public education</b>  |
| <b>S</b> | <b>2.1</b> |              |        |        | <b>Review effectiveness of current state accountability system</b>   |
| <b>O</b> |            | <b>2.1.1</b> |        |        | <i>Engage broad-based stakeholders in review</i>   |
| <b>O</b> |            | <b>2.1.2</b> |        |        | <i>Seek national expertise and innovative practices from other states</i>  |
| <b>O</b> |            | <b>2.1.3</b> |        |        | <i>Document specific findings and recommendations to Governor and General Assembly for improving accountability</i>                      |
| <b>S</b> | <b>2.2</b> |              |        |        | <b>Complete program evaluations either required by state law or by Committee</b>   |
| <b>O</b> |            | <b>2.2.1</b> |        |        | <i>Evaluate annually EIA-funded programs and initiatives and make budget and proviso recommendations</i>                                 |
| <b>O</b> |            | <b>2.2.2</b> |        |        | <i>Evaluate annually SC Teacher Loan Program</i>   |
| <b>O</b> |            | <b>2.2.3</b> |        |        | <i>Analyze results of 2013 Parent Survey to assess parental involvement and perceptions of public schools</i>                            |
| <b>O</b> |            | <b>2.2.4</b> |        |        | <i>Evaluate Child Development Education Pilot Program(CDEPP) to document impact of program on at-risk four-year-olds</i>                 |
| <b>O</b> |            | <b>2.2.5</b> |        |        | <i>Evaluate student performance in virtual charter schools</i>   |
| <b>O</b> |            | <b>2.2.6</b> |        |        | <i>Analyze 3rd grade results on state reading assessments in 2000 and the graduation rate of these students not reading proficiently</i> |
| <b>G</b> | <b>3</b>   |              |        |        | <b>Engage and inform public in improving education</b>   |
| <b>S</b> | <b>3.1</b> |              |        |        | <b>Make reading a public issue</b>   |
| <b>O</b> |            | <b>3.1.1</b> |        |        | <i>Oversee production and dissemination of documentary on importance of reading</i>  |
| <b>O</b> |            | <b>3.1.2</b> |        |        | <i>Create and market reading brochures to engage community and volunteers</i>  |
| <b>O</b> |            | <b>3.1.3</b> |        |        | <i>Publish statewide billboard campaign</i>  |
| <b>S</b> | <b>3.2</b> |              |        |        | <b>Expand access to information electronically</b>   |
| <b>O</b> |            | <b>3.2.1</b> |        |        | <i>Make SC Parent Friendly Standards online at <a href="http://www.scfriendlystandards.org">www.scfriendlystandards.org</a></i>          |
| <b>O</b> |            | <b>3.2.2</b> |        |        | <i>Monthly disseminate electronic newsletter to public on current issues in education and resources</i>                                  |
| <b>O</b> |            | <b>3.2.3</b> |        |        | <i>Collaborate with SC ETV to provide information to classroom teachers</i>  |

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Fiscal Year 2013-14  
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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    | Percentage of 3rd graders reading at or above grade level on state assessment | 80.30%     | 82.90%        | 85.50%       | 2012-2014       | Annual PASS Assessment Results          | Annual                             | Percentage of students scoring Met or Above on State Assessment   | 1.1.2, 1.2.1,           |
| 2    | Percentage of 8th graders reading at or above grade level on state assessment | 69.80%     | 67.40%        | 80.70%       | 2012-2014       | Annual PASS Assessment Results          | Annual                             | Percentage of students scoring Met or Above on State Assessment   | 1.1.2, 1.2.2            |
| 3    | Percentage of 4th graders scoring Basic or above on NAEP                      | 61%        | 60%           | 77%          | 2011-2014       | NAEP Assessment Results                 | NAEP administered every other year | Percentage of students scoring Basic or above   | 1.2.3                   |
| 4    | Percentage of 8th graders scoring Basic or above on NAEP                      | 72%        | 73%           | 81%          | 2011-2014       | NAEP Assessment Results                 | NAEP administered every other year | Percentage of students scoring Basic or above   | 1.2.4                   |
| 5    | On-time Graduation Rate   | 74.90%     | 77.50%        | 80.30%       | 2011-2014       | South Carolina Department of Education  | Annual                             | Percentage of students who earn standard high school diplomas who graduate in 4 years or less. Compares 9th grade student count minus students who transferred out of school with the diplomas issued four years or less. | 1.1.2., 1.2.5           |
| 6    | Number of At Risk Schools   | 61         | 47            | 0            | 2012-2020       | State Report Cards Issued each November | Annual                             | At Risk rating based on student assessments on PASS, on end-of-course assessments, and on Exit Exam and graduation rates, for high schools (See 2013-14 Accountability Manual Published by EOC)                           | 1.1.2                   |