

ANNUAL ACCOUNTABILITY REPORT

Fiscal Year 2006-2007

To
The Honorable Mark Sanford
Governor of South Carolina
And
The Members of the
South Carolina General Assembly

September 14, 2007



**SC EDUCATION
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.

ACCOUNTABILITY REPORT TRANSMITTAL FORM

AGENCY NAME: **EDUCATION OVERSIGHT
COMMITTEE (EOC)**

DATE OF SUBMISSION: **September 14, 2007**

**AGENCY EXECUTIVE
DIRECTOR:** **Jo Anne Anderson**

AGENCY CONTACT: **Jo Anne Anderson**

**AGENCY CONTACT'S
TELEPHONE:** **803-734-6148**

	page
SECTION I: EXECUTIVE SUMMARY.....	1
SECTION II: ORGANIZATIONAL PROFILE.....	7
SECTION III: ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA	
1. Leadership	14
2. Strategic Planning	19
3. Customer Focus.....	28
4. Measurement, Analysis, and Knowledge Management.....	33
5. Workforce Focus.....	35
6. Process Management	37
7. Results	40

SECTION I: EXECUTIVE SUMMARY

Mission and Values

The mission of the Education Oversight Committee (EOC), adopted in July 1999, affirms the statutory purpose and expectations for the agency:

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.

The values underlying the mission are the following:

- A sole focus on what is best for students
- A belief in broad-based inclusion and collaboration
- A belief in standards, assessments, and publicly known results
- The implementation of research-and-fact-based solutions that improve results
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics

Major Achievements from the Past Year

This year has been a significant year in the implementation of South Carolina's accountability system. The system, rated first in the nation by *Quality Counts 2007*, is composed of five elements: Standards, Assessments, Professional Development and Technical Assistance, Public Reporting and Rewards and Interventions. The South Carolina public education system was given the following grades by *Quality Counts 2007*, a publication of Editorial Projects in Education/ Education Week:

A *Standards and Accountability*

A *Teacher Quality*

C *School Climate*

C *Resources*

The EOC contributed to the implementation of South Carolina's accountability system within each of the five components as reported below:

1. Standards:

- Completed cyclical review of the academic content standards in mathematics and English language arts
- Published revised English and Spanish versions of the family friendly academic content standards in each of four content areas to assist parents and families in working with their young people
- Expanded a community effort, Parents and Adults Inspiring Reading Success (PAIRS), to support student achievement in reading
- Published a summer reading newspaper insert in three newspapers (Columbia, Union and Spartanburg)
- Developed (for August 2007 publication) a Back to School Guide for publication in 16 daily newspapers and distribution through varied outlets to enhance parental involvement in education

2. Assessments:
 - Advocated Testing Task Force recommendations to the General Assembly to enact legislation and implement changes consistent with the Task Force recommendations
 - Completed cyclical review of PACT English language arts and mathematics assessments (discussion now pending before the full EOC membership)
 - Completed a study on the feasibility of converting to computer-based or computer-adaptive testing
 - Developed a matched-data set for PACT English language arts and mathematics which matches individual student scores across six years;
 - Provided analyses of student PACT performance with particular attention to the following student groups: schools closing the achievement gap; students retained in grade
 - Participated in Superintendent Rex's assessment review panel
 - Initiated approval process for U. S. History end-of-course assessment, including a survey of teachers on the extent to which students had an opportunity to learn

3. Professional Development and Technical Assistance:
 - Conducted annual audit of the use of retraining grants
 - Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
 - Supported framework for faith communities to contribute to student reading proficiency
 - Achieved legislative support and funding for alternative technical assistance and school-defined technical assistance
 - Secured independent study on extended learning time strategies
 - Communicated with superintendents regarding strategies to increase response rates to the parent survey and provided them with school level detail
 - Sponsored a summit for reading and mentoring programs
 - Initiated Task Force on Teacher Recruitment and Retention
 - Advised Consortium of Directors of Gifted and Talented Programs in the development of program improvement strategies
 - Gained approval and funding for an innovative schools strategy
 - Completed year one reports on implementation of the Child Development Education Pilot Program
 - Gained approval for increased investments in professional development
 - Developed triennial evaluation model to facilitate greater depth in research and greater use of findings

4. Public Reporting:
 - Published the sixth annual school and district report cards
 - Published the annual *Accountability Manual*
 - Published studies on the following:
 - Fifth Annual Report on Closing the Achievement Gap
 - Report on the Use of the Flexibility Provisos
 - Fifth Annual Report on the Teacher Loan Program
 - Annual Evaluation of the Retraining Grant Program

Annual Report on the Parent Survey
Six-Year Matched Data study

- Completed meetings in each county on the long-range planning initiative, *Common Ground*, to focus on education in South Carolina 2025
 - Developed schedule for changes in the middle school ratings calculation
 - Amended report card format in conjunction with the State Department of Education and the State Board of Education
 - Completed third tour of counties where local officials, educators, business representatives and other community leaders meet with EOC members and staff
5. Rewards and Interventions:
- No changes were made to the Palmetto Gold and Silver Awards program; 309 schools received the awards.
 - The EOC continued its recognition of schools closing the achievement gap
 - The EOC agreed to evaluate the Palmetto Priority Schools project
6. Special Requests:
- Completed interim reports of publicly-funded programs providing pre-kindergarten to four-year-old at-risk students
 - Worked with legislative bodies on legislation to establish permanent authority for the program serving four-year-olds

Key Strategic Goals for Present and Future Years

The Education Oversight Committee has adopted the goal:

By 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

To achieve this goal, the EOC established the following objectives for its operations in 2006-2007

1. Continue the implementation of the Education Accountability Act of 1998 and fulfill other responsibilities assigned by the General Assembly, including those within the Teacher Quality Act, the Parental Involvement in Their Children's Education Act, the Education and Economic Development Act and the early childhood development pilot program proviso and those made by special requests.
2. Provide analyses and recommendations to achieve the 2010 goal by increasing the return on investment in education through the following:
 - a. Defining the role of district administration and identifying models that realize maximum effectiveness and efficiency;
 - b. Defining a teacher compensation structure that recognizes the differences in teacher qualifications, responsibilities and results;
 - c. Identifying and defining costs of educating successful students who historically have underachieved (e.g., students from poverty, English language learners, minority students, struggling or non-readers, students with disabilities and students whose parents may not have completed high school; and

- d. Advocating for public choice innovation schools.
3. Increase partnerships among those who invest in South Carolina's schools by
 - a. Continuing to receive broad input, communicate and implement the Common Ground commitment;
 - b. Convening informal meetings among the Governor, the State Superintendent of Education, the leadership of the legislative education communities, the State Board of Education, the Commission on Higher Education, the South Carolina Technical College System and First Steps;
 - c. Continuing to employ formal and informal advisory groups representing parents, educators and business and civic leaders; and
 - d. Collaborating with informal education providers to encourage extended learning programs sponsored by civic, community and faith-based groups.
4. Increase the impact of communications to focus attention on achievement of the 2010 goal and heighten awareness of the value of educational achievement for all South Carolinians.

To continue its work, the EOC set the following objectives for 2007-2008

DRAFT OBJECTIVES FOR 2007-2008
September 5, 2007

1. Continue the implementation of the Education Accountability Act of 1998 and fulfill other responsibilities assigned by the General Assembly, including those within the Teacher Quality Act, the Parental Involvement in Their Children's Education Act, the Education and Economic Development Act and the early childhood development pilot program proviso and those made by special requests, including
 - Establishing a goal for high school graduation to include reporting data for different student groups and the inclusion of fifth year graduates; and
 - Conducting a comparative examination of ratings methodologies including simulations with the Measures of Academic Progress (MAPS) assessments.
2. Provide analyses and recommendations to achieve the 2010 goal by increasing the return on investment in education through the following:
 - Determining the assignments of NBPTS-certified teachers; their availability to work in high poverty settings and their impact on student achievement;
 - Working with school administrators and teacher preparation institutions to understand the differences between the competence level of the teacher graduate and the competence level needed in the classroom;
 - Emphasizing the need for valid and reliable data on student performance to guide improvements in policy and practice at the middle grades;
 - Convening a stakeholder effort to define the instructional technology infrastructure needed in our classrooms;
 - Following the progress of the Palmetto Priority Schools; and
 - Advocating for public choice innovation schools.
3. Increase partnerships among those who invest in South Carolina's schools by:

- Convening informal meetings among the Governor, the State Superintendent of Education, the leadership of the legislative education committees, the State Board of Education, the Commission on Higher Education, the South Carolina Technical College System and First Steps;
 - Continuing to employ formal and informal advisory groups representing parents, educators and business and civic leaders;
 - Providing information for and connections among those building community infrastructure in support of higher student achievement; and
 - Collaborating with informal education providers to encourage extended learning programs sponsored by civic, community and faith-based groups.
4. Increase the impact of communications to focus attention on achievement of the 2010 goal and heighten awareness of the value of educational achievement for all South Carolinians.

Opportunities and Barriers that may affect the Agency’s Success in Fulfilling its Mission and Achieving its Strategic Goals

The greatest opportunities before the agency are the following:

- Sustain and strengthen public support for educational improvement
- Provide access to data and analyses of programs, policies and funding to support the continuous improvement of public education
- Focus research on policies and practices that propel each student’s achievement to the highest levels
- Increase visibility of accountability functions and their relationship to sustained school improvement

The greatest barriers are the following:

- Comfort with the current rate of improvement
- Beliefs that “poor” children cannot do well in school
- Published data errors
- Perceptions that publication of data can be harmful to individuals and/or reinforce negative stereotypes
- Receipt of high quality data from other agencies and sources in a timely manner
- Limited confidence in the Palmetto Achievement Challenge Tests

How the Accountability Report is used to Improve Organizational Performance

In 2004, the Baldrige criteria and agency actions became a discussion point in staff meetings on a monthly basis. Staff teams worked together to develop accountability information and to strengthen customer focus. Attention to customer focus is seen in extensive use of surveys, focus groups, and constituent contacts.

The agency examined the use of technology for efficiency and for access to opinions of customers and stakeholders. The agency contracted with CoGix for web-based survey services, shifted to Microsoft Outlook e-mail and continued expansion of its web-based information. The EOC, through its online survey mechanism, polled a number of populations to gain information about the general quality of EOC publications. A separate poll was conducted to elicit recommendations for changes in the format of the annual school and district report card. These

changes were approved for the 2008 report card, with 2007 implementation of any changes that do not increase costs under the current contract. The results of the survey of US History teachers were shared with instructional leaders and others. Early reports indicate the data are used in instructional planning for the coming academic year.

The EOC works with consultants and higher education experts to expand its capacity. For example, USC Professor David Cowen has developed a number of population studies and presentations for the EOC. When developing the inventory and recommendations for the four-year-old pre-kindergarten program, the EOC again drew upon USC's talent pool and worked with Professor William Brown. The EOC convened a national technical advisory committee to review the accountability system and is negotiating a multi-state contract by which South Carolina's ratings system is to be gauged against a number of other methodologies.

The EOC contracted for a series of executive interviews with superintendents in districts that have received technical assistance funding from the state.

The agency is committed to continuous improvement of internal operations and processes. The agency works with standing professional groups and through advisory groups in the professional areas. EOC staff members meet monthly with the Instructional Roundtable (the statewide group of assistant and associate superintendents of instruction), bimonthly with the Superintendent's Roundtable and occasionally with the Data Quality Advisory Group. The EOC maintains a comment section on its website and responds to inquiries by telephone and face-to-face meetings.

To further improve communications, the EOC worked with SC Interactive to revise its website and to build capacity for an interactive data search mechanism (hopefully functional by November 2007). Working with its public relations consultants, the EOC changed its logo and initiated use of the tag line

Reporting Facts, Measuring Change, Promoting Progress



SECTION II: ORGANIZATIONAL PROFILE

1. **Your organization's main products and service and the primary methods by which these are delivered**

The EOC's main products and services are (1) information and analyses of student performance, educational programs and educational funding; (2) information to impact decisions at the state and local level continuing improvement of student achievement;(3) public engagement in the success of students and schools and (4) continuous improvement of the accountability system. The EOC captures these functions in its tagline, "Reporting Facts, Measuring Change, Promoting Progress."

2. **Your key customer segments and their key requirements/expectations**

Governor and 170 Members of the General Assembly - The EOC provides recommendations regarding programs, policies and funding based upon the level of achievement for students and schools as well as program evaluations. The EOC serves as a data source for elected officials, maintains the visibility of education among the state priorities and provides publications including

- *Learning Matters* (replaced in January by *At a Glance*) -distributed quarterly to a minimum of 3,000 serving in leadership positions. The December issue, reporting on progress toward the 2010 goal, is distributed to 17,000 South Carolinians; a report on the EOC county tours (*Voices*) was distributed to these 17,000 South Carolinians;
- Annual recommendations, including budget and proviso recommendations for subsequent fiscal years, and topical reports are distributed to the elected officials
- *Legislative Investments in Education Accountability* was distributed to 600 elected officials and educational leaders
- Membership on the New Carolina Task Force on Workforce Development and the related Parent Involvement Work Team; participation in two sponsored parent involvement conferences
- Membership on the Education and Economic Development Act Committee on the Individual Graduation Plan
- Clearinghouse for elected officials, their staff and educators on materials and issues related to school improvement
- Responses to ad hoc data requests from elected officials

Educators - The EOC provides educators with results of research studies on the achievement gap, longitudinal matched student performance data, analyses of ratings and factors related to the ratings as well as technical support for use of the ratings and report cards. The technical documents include:

- *Accountability Manual*-distributed 1,900 to educators
- *TIPS* booklets- provided for use with parents, businesses and community organizations; distributed approximately 100,000 parent TIPS (in both English and Spanish) through the schools and agencies and approximately 5,000 business and community TIPS
- *The Performance of Historically Underachieving Groups of Students in South Carolina Elementary and Middle Schools*- recognized 135 schools and distributed copies of the report statewide, including briefings for media

- *Family Friendly Learning Standards*-distributed 2,500 sets in English and Spanish to schools and community groups

Parents - The EOC works with parents in workshops sponsored by the EOC or other organizations. These workshops address the 2010 goal, the school and district ratings and related information, and ways in which parents can be engaged with their child and with schools. Publications for parents include:

- Guides to using the report card-incorporated into the *Communications Tool Kit* and available on the website for all schools, parent groups and community members
- Publication of the *Summer Reading Supplement* and development of the *Back to School Guide*
- *Family Friendly Learning Standards*-distributed 2,500 sets in English and Spanish to schools and community groups
- *TIPS* publications- distribution noted above

Public at Large - The EOC works with the public at large through a series of informational and leadership meetings, including training on how to use the annual school and district report cards. The EOC works with the media to ensure that data are interpreted accurately and widespread communication is maintained with the public. Publications targeting the general public include the following:

- *Learning Matters/At a Glance*
- *TIPS* Publications for parents, businesses and communities
- *PAIRS Connections*
- *Summer Reading Supplement*
- *Teachers "Moving S. C. to the Top" Public Awareness Initiative*

Further efforts have been made to increase web access to all materials. The EOC website provides access to all EOC analyses and studies, EOC information including meeting materials and minutes, supplementary information and presentations to the EOC and linkages to other educational agencies.

3. Your key stakeholders (other than customers)

Business Community - EOC staff members participate in a number of business-focused groups including the Council for Excellence in Education, the Task Force on Workforce Development and the New Carolina Council. EOC publications are made available to businesses for use with their employees. The EOC staff also work with the Midlands Education and Business Alliance to provide them materials for use with employees.

General Population - Working through the county meetings, EOC members and staff met with a broad-based leadership group in each county. The EOC data base (for invitations and follow-up correspondence) includes 17,000 individuals recommended by local business, civic and education groups. The EOC also attends local civic and professional clubs and provides materials for local use.

4. Your key suppliers and partners

The EOC explores issues and concerns for its customers through analyses of data from South Carolina's public education system, primarily the South Carolina State Department of Education,

the Commission on Higher Education, the Office of First Steps, Head Start-South Carolina, the Student Loan Corporation and school districts. The EOC utilizes the financial, professional, programmatic and academic testing programs for data sources. The EOC also conducts focus groups, surveys, and other data collections as required by the particular program or service under study. Through work with the Budget and Control Board's Division of Research and Statistics, the EOC has been able to explore aspects of student lives and performance from multiple perspectives.

5. Your operating locations

The Education Oversight Committee office is in Suite 227 of the Blatt Building, 1105 Pendleton Street, Columbia 29201.

6. The number of employees you have, segmented by employee category (i.e., classified, unclassified, contract, etc.)

The Education Oversight Committee employs an executive director, seven (7) unclassified staff persons and two (2) individuals who work on an hourly basis.

7. The regulatory environment under which your organization operates

The Education Oversight Committee is a legislative agency that conforms to state procurement and financial procedures regulations. The agency also conforms to the provisions of the Freedom of Information Act and federal (e.g., FERPA, HIPAA) and state statutes or regulations regarding the treatment of student demographic and performance data.

8. Your key strategic challenges (could include operational, human resource, financial and community-related strategic challenges)

Operational: As a small agency, the EOC is challenged to maintain proportional low administrative costs and to provide backup or succession for each position. The EOC has used the state TEMPO service for short-term employees and used consultants in other areas, but often permanent employees feel the pressure of tasks and time.

Human Resource: As a small research and evaluation agency, the EOC staff must anticipate issues in the public policy arena and respond to the requests for information at the height of public discussion. In 2006 the EOC was asked to develop an inventory and recommendations regarding programs and policy for pre-kindergarten programs and over the next several years to evaluate the program. The EOC developed several proposals regarding teacher recruitment and retention. Therefore the staff must have to capacity to develop knowledge and expertise on a topic very quickly. The staff also must be able to expand its work schedules to meet the schedules of the General Assembly without compromising the regularly-scheduled products and services. EOC staff must be flexible and highly productive, willing to work both independently and as a member of a team, and prompt in completing work assignments. These individuals are very special and often hard-to-find.

Financial: The EOC has been able to operate within a relatively small budget \$1.5 million or less for the initial eight years. That funding has been increased for Fiscal Year 2008 in recognition of the expanded work requirements, including the evaluation of the Child Development Education Pilot Program. Technology costs continue to increase and the utilization of advanced solutions (e.g., CoGix survey software) add costs.

Community-related: South Carolina's student achievement is improving on many leading measures such as PACT performance, SAT performance and NAEP performance. With continued emphasis, focus and energy, the goals of high school graduation and readiness for the workforce, personal independence, and community member can be achieved. But it is hard to maintain focus at the policy level in an increasingly demanding and politically diverse environment. The work in classrooms is even harder.

The strategic challenge at the community level is continuing to question and challenge the status quo, while celebrating the gains that have been accomplished. Each child that enters the classroom starts fresh---the barriers that our system overcame with last year's students must be overcome with each new class entering our schools. And we must sustain the gains students made in the previous year.

South Carolina cannot become comfortable. We must continue to examine alternative approaches and to utilize research-based practices to advance our student achievement.

9. Your performance improvement system(s)

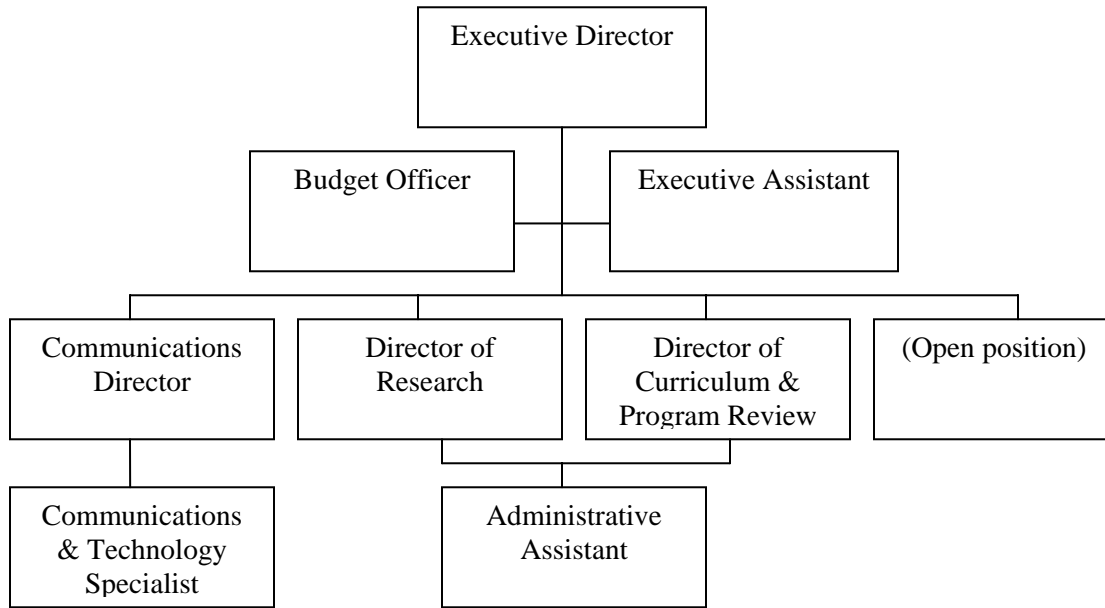
During the past year the EOC has measured the utilization of staff time by projects and employed that information to project assignments and the budgeting of time. For the 2007-2008 year, each staff member has developed/agreed to a time by responsibility commitment. In order that the flexibility of EOC data requests could be incorporated, the EOC has budgeted 75 percent of each employee's work days, allowing for holidays and vacation. The system was piloted in 2006-2007 to understand if the allocation of time and the criticality or priority of the work is commensurate.

The EOC also uses the state employee appraisal system for annual evaluations with the staff.

10. Your organizational structure

In 2006-2007 the EOC was organized as shown in the figure on the next page:

**Education Oversight Committee
Division of Accountability**



11. Your Expenditures/Appropriations Chart

Major Budget Categories	FY-5-06 Actual Expenditures		FY06-07 Actual Expenditures		FY-07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$623,876.55	\$623,876.55	\$553,607.48	\$553,607.48	\$717,347.00	\$717,347.00
Other Operating	\$433,290.12	\$433,290.12	\$532,013.17	\$532,013.17	\$502,553.60	\$502,553.60
Public Awareness	\$226,592.00	\$226,592.00	\$226,592.00	\$226,592.00	\$226,592.00	\$226,592.00
Family Involvement	\$45,318.00	\$45,318.00	\$45,318.00	\$45,318.00	\$45,318.00	\$45,318.00
Middle Grades	\$92,959.35	\$92,959.35	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00
Summer School	\$250,000.00	\$250,000.00	N/A	N/A	CDEPP \$398,000.00	CDEPP \$398,000.00
Fringe Benefits	\$148,978.39	\$148,978.39	\$109,380.38	\$109,380.38	\$143,469.40	\$143,469.40
TOTAL	\$1,821,014.41	\$1,821,014.41	\$1,566,911.03	\$1,566,911.03	\$2,133,280.00	\$2,133,280.00

OTHER EXPENDITURES

Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Public Awareness Private Funds	\$4,197.50	\$435.00

12. Your Major Program Areas Chart (2006-2007)

Program Number and Title	Major Program Area Purpose	FY05-06 Budget Expenditures	FY06-07 Budget Expenditures	Key Cross References for Financial Results
Agency Administration: overhead	This function supports personnel, financial and administrative function of the agency in accordance with duties outlined in the Education Accountability Act of 1998, the Teacher Quality Act of 2000, the Parental Involvement in Their Children's Education Act of 2000 and other duties outlined in the annual General Appropriations Act. Costs reflected include supervision, communications, data processing, general administration and similar costs.	State: Federal: Other: \$231,834.65 Total: 13% of budget	State: Federal: Other: \$145,314.00 Total: 9% of budget	Compliance to state statutes and regulations; clean audit by appropriate agencies
Implementation and oversight of the educational accountability system	This function fulfills the requirements of 59-6-10 (1) and (4) and 59-6-110 (1) and (2) to ensure that the Education Accountability Act of 1998 is implemented in a manner consistent with its intent and in the time frame defined in the statute.	State: Federal: Other: \$459,975.24 Total: 26% of budget	State: Federal: Other: \$372,933.03 Total: 24% of budget	Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2010 goal
Evaluation of the functioning of public education	This function fulfills the requirements of 59-6-10 (2) and (3) and 59-6-110 (3) and (4) and appropriate sections in the Teacher Quality Act of 2000 to ensure that there is a continuous evaluation of South Carolina's education policies, programs and funding so that student achievement continues to improve	State: Federal: Other: \$597,817.51 Total: 34% of budget	State: Federal: Other: \$576,754.00 Total: 37% of budget	Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2010 goal
Family Involvement	This function fulfills the support and evaluation requirements outlined in the Parental Involvement in Their Children's Education Act 59-29-190	State: Federal: Other: \$45,318 Total: 3% of budget	State: Federal: Other: \$45,318.00 Total: 3% of budget	Improved relationships between parents and schools (immediate data factors are reported on the annual school report card)
Public Awareness	This function fulfills the responsibilities outlined in 59-18-1700 through the public awareness program. The public awareness program receives funding through an appropriation within the SDE.	State: Federal: Other: \$226,592 Total: 13% of budget	State: Federal: Other: \$226,592.00 Total: 14% of budget	Engagement of broader community in support for student and school improvement
Proviso-directed actions	The Education Oversight Committee serves as the fiscal agent for Middle Grades Project as provided in Proviso 1A.22 and for funds provided to the South	State: Federal: Other: \$200,000 Total: 11% of budget	State: Federal: Other: \$200,000.00 Total:	Administrative processing of funds in accordance with state statutes and

Program Number and Title	Major Program Area Purpose	FY05-06 Budget Expenditures	FY06-07 Budget Expenditures	Key Cross References for Financial Results
	Carolina Council on Economic Education in accordance with Proviso 1A.41		13% of budget	regulations

NOTE: Budget figures in the table above are based upon reorganization of the expenditures in accordance with the activities defined in summer 2007 and shown above.

SECTION III: ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA

1. LEADERSHIP

The EOC is composed of eighteen (18) members. The membership is shown in the chart below, with appointing official and term of office detailed.

EDUCATION OVERSIGHT COMMITTEE
2006-2007 Membership

Appointing Authority	Term of Office	Representing	Name	Service
Governor	Coterminous	Self/Designee	Michael Brenan	2007-present
	2006-2010	Business	Dee Benedict	2006-2007
			<i>open</i>	2007-2010
2006-2010	Education	Dennis Drew	2003-present	
State Superintendent	Coterminous	Self/Designee	James H. Rex	2007-present
Speaker of the House of Representatives	Coterminous	Self/Designee	Joe Neal	2005-present
	2006-2010	Business	Harold Stowe	2002-present
	2005-2009	Education	Alex Martin	1998-present
President Pro Tempore of the Senate	Coterminous	Self/Designee	Mike Fair	2001-present
	2006-2010	Business	Neil Robinson	2005-present
			Susan Marlowe	2000-2007
	2005-2009	Education	<i>open</i>	2007-2009
Chairman, Ways and Means Committee	Coterminous	Self/Designee	William Cotty	2005-present
Chairman, Senate Finance	Coterminous	Self/Designee	Kent Williams	2005-present
Chairman, House Education and Public Works	Coterminous	Self/Designee	Bob Walker	2002-present
	2004-2008	Business	Bob Daniel	2000-present
			Wallace Hall	2002-2007
	2006-2010	Education	Kristi V. Woodall	2007-present
Chairman, Senate Education	Coterminous	Self/Designee	Robert W. Hayes	2005-present
	2004-2008	Business	Thomas DeLoach	2006-present
	2006-2010	Education	Buffy Murphy	2006-present

1. How do senior leaders set, deploy and ensure two-way communication for: a) short and long-term direction and organizational priorities b) performance expectations, c) organizational values, d) empowerment and innovation, e) organizational and employee learning, and f) ethical behavior?

(a) The Executive Director works with EOC members in an annual objective setting process to outline the critical areas for the year. For each of the EOC's nine years of operation, annual objectives have been established to guide actions relative to its statutory responsibilities and achievement of the 2010 goal. The 2010 goal (*By 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.*) has shaped the work plan and the focus of the staff. After the establishment of annual objectives, the Executive Director develops a management plan to provide time lines, identify data requirements, allocate resources, and establish the criteria for satisfactory accomplishment. The Executive Director meets twice monthly with all staff persons and, in additional meetings, with individual staff persons. The small number of employees permits almost daily interaction among staff on projects.

(b) Performance expectations are established each August in individual employee meetings with each employee. The EOC uses the EPMS system established by the South Carolina Office of Human Resources.

(c) The EOC values are showcased below with examples of incorporation:

Value	Example(s)
Sole focus on what is best for students	Inclusion of all students in the accountability system Publication of program reviews on the progress of disaggregated groups of students
Belief in broad-based inclusion and collaboration	Utilization of advisory groups for all EOC initiatives and decisions (see EOC Annual Report 2007) Incorporation of Reports from a Key Constituency in each meeting Partnerships realized with S. C. After School Alliance and newspaper publishers (PAIRS) Collaboration with DSS, First Steps, Head Start and SDE on 4K inventory and evaluation plan County meetings on Common Ground Work with the SDE to evaluate the Palmetto Priority Schools Collaboration with nine entities and/or agencies in the development and publication of a Back to School publication
Belief in standards, assessments and publicly known results	Implementation of a standards-based rating system Development of communication supports for individual and public action
Implementation of research- and fact-based solutions that improve results	Reviews of EIA programs Recommendations for program, policy and funding changes
Passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics	Involvement in a number of advisory, professional and policy groups Common Ground long-range planning and action effort Implementation of PAIRS

To build greater understanding through data and evidence, the EOC works with the Division of Research and Statistics at the Budget and Control Board, the State Department of Education, the Department of Social Services, the Office of First Steps, the Employment Security Commission, Head Start-South Carolina, the University of South Carolina, Clemson University, the Commission on Higher Education and other agencies. The partnerships enable the EOC to examine health, economic and social circumstances impacting upon school performance as well as student, school and district performance.

(d) The EOC staff is organized around primary responsibilities. Each staff member is expected to be an advocate for agency functions by exploring ways in which the materials and actions can be stronger. Staff members are expected to complete necessary training so that they can perform at higher levels.

(e) Over the years the EOC has developed practices including required advisory groups, explicit criteria, use of simulations to generate wider acceptance for its work. Employees are encouraged and supported financially as they acquire new knowledge and skills so that the agency performs at a higher level.

(f) The EOC ascribes to the professional standards as specified by the following organizations:

Testing and Assessment	American Educational Research Association National Council on Measurement in Education Association for Supervision and Curriculum Development
Standards	International Reading Association National Council of Teachers of English National Council Teachers of Mathematics American Assoc. for the Advancement of Science National Council for the Social Studies South Carolina Science Council
Parent Involvement	National Network of Partnership Schools
Publications	Chicago Manual of Style National School Public Relations Association

2. How do senior leaders establish and promote a focus on customers and other stakeholders?

The focus on customers is established through agreements that the staff shall respond to communication promptly. These include commitments to respond in the following manner:

- Respond to all requests for available information, including presentations for school districts, before community groups, and for professional organizations.
- Provide access to technical documentation for each proposal and/or decision; and
- Respond to e-mail and telephone calls within twenty-four hours.
- Provide information in multiple formats (print, web and English or Spanish versions)

While a response may require analyses or information not immediately available, staff members are expected to reply to customers as soon as possible. The staff members also work with legislators and other customers to provide them with information and recommendations in the timeframe for legislative decision-making. In the last year, the staff has published technical and evaluation studies using multiple formats: print, electronic and public presentation. The Executive Director maintained a listing of school districts to ensure that staff drew upon district expertise and the processes were available to all South Carolina school districts. Customer focus is extended through presentations and participation in multiple association meetings and in informal meetings with leaders in the education and legislative communities. The Executive Director travels statewide to meet with district superintendents to learn of their concerns and to understand the issues as they impact school districts differently. Each EOC professional staff member is assigned to serve as liaison to a professional community.

During this year the EOC staff expanded use of survey mechanisms and executive interviews to meet the needs of our customers. Among these activities are the following:

- Survey of all audiences regarding structure and content of EOC publications;
- Use of focus groups for revisions to the format of the annual school and district report cards
- Executive interviews with superintendents of districts having received technical assistance
- Electronic surveys of high school principals and U. S. History teachers on assessment issues

3. How does the organization address the current and potential impact on the public of its products, programs, services, facilities and operations, including associated risks?

The EOC uses a multi-stage process to address the impact of its work. The process can be described in four phases: (1) the EOC assesses the relationship of the factor under study to the achievement of the state's goals, incorporating research findings, comments from constituents and related educational priorities; (2) the EOC explores alternative actions or values and conducts simulations to identify factors confounding or contributing to higher performance; (3) the simulations are reviewed by advisory groups to appraise consistency with goal attainment and fairness; and (4) recommendations are presented to the EOC members for consideration and adoption or rejection.

The EOC continues to seek ways in which to increase the impact of its information. Through work with a number of audiences the EOC used focus groups to redesign its publications and to re-brand the work of the agency. Currently, the EOC is working to extend its communication reach and thus impact through web-based services and information.

4. How do senior leaders maintain fiscal, legal and regulatory accountability?

The EOC fiscal actions and plans are processed through the Office of State Budget, the Office of the Comptroller General, and the Office of the State Treasurer. The Office of the State Auditor reviews agency's fiscal operations to insure compliance within the state system. Procedural fiscal guidelines are afforded through the Statewide Accounting and Reporting System (STARS), the South Carolina Consolidated Procurement Code, and General Accepted Accounting Principles (GAAPs). The EOC is subject to audits of agreed-upon procedures, procurement, and state employee insurance records. The EOC operations were audited by the South Carolina State Auditor's Office including reviews of fiscal procedures, benefits, closing packages, and contractual obligations during the 2006 fiscal year. No material weaknesses or violations have been identified in any audits.

The EOC incorporates statutory and regulatory references in its work to ensure that the legal requirements are met fully.

5. What key performance measures are regularly reviewed by your senior leaders?

The key performance measures include the following:

- Mission accomplishment
- Human resource effectiveness

- Procurement and administrative process effectiveness
- Employee satisfaction and involvement
- Professional development

These measures are reviewed through analyses of written reports, bi-weekly staff meetings and through individual interactions with the leadership.

6. How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness and the effectiveness of management throughout the organization? How do their personal actions reflect a commitment to the organizational values?

Performance expectations for individual staff members are set at the beginning of each employment year. Using the Employee Performance Management System (EPMS) as the basis for evaluation, the Executive Director and individual staff persons appraise the previous year's performance, identify areas for professional growth in the succeeding year, and outline assistance needed to achieve those goals.

Each year the EOC Chairman meets with the EOC to evaluate the Executive Director. The Chairman and the Executive Director then discuss the performance appraisal, progress in the EOC's work, accomplishment of the annual objectives and the use of EOC resources to contribute to the achievement of the 2010 goal. Areas for increased attention are identified and addressed.

7. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

Increasingly the EOC staff is asked to demonstrate leadership of individual projects. For example, 50 percent of a staff person's time is devoted to the evaluation of the Child Development Pilot Program or another staff person is asked to serve as the agency archivist. The EOC continues to deepen staff understanding of fiscal and administrative decision-making so that there is back-up in case of illness or extended absence.

Shared responsibilities and extended professional development in new areas is an increasing characteristic of the agency. Administrative support personnel each have a function in which they are expected to lead (e.g., web development, archives, legislative information). The EOC has employed an additional researcher for Fiscal Year 2008.

8. How do senior leaders create an environment for performance improvement, accomplishment of strategic objectives and innovation?

By modeling the monitoring and evaluation of their own performance, senior leaders provide an environment which encourages self-monitoring on the part of employees. Opportunities for self-identified areas for individual skill enhancement are provided, such as the identification by an employee that her usefulness to accomplishing office goals would be increased by seeking and obtaining training in the use of SAS statistical software. Senior leaders also model vigilance for innovative ways to accomplish the goals of the organization, such as the identification and exploration of web-based methods for collecting survey data to replace the slower and more expensive methods used previously.

9. How does senior leadership actively support and strengthen the communities in which your organization operates? Include how senior leaders and employees contribute to improving these communities.

All staff members are encouraged to be active as parents, professionals and members of the larger community. In the most recent year, staff members have participated in the following ways:

- Service on school improvement councils and district textbook adoption committees
- Service on boards and commissions to include the Governor’s School for the Arts and the Humanities, Arts in the Basic Curriculum Committee, the Task Force on Work Force Development (New Carolina), the Communities in Schools Advisory Board, the College of Charleston Advisory Board, Education Policy Fellows Program, Clemson University Educational Leadership Advisory Board, Citadel College of Education Advisory Board, Board of the South Carolina Educators for the Practical Use of Research, Statewide Campaign for the United Way, and the leadership council for the SC Chapter of the National School Public Relations Association
- Service on the National Council of Social Studies Board of Directors
- Community volunteer work with Sister Care, Juvenile Diabetes Research Foundation, and Red Cross

2. **STRATEGIC PLANNING**

1. What is your Strategic Planning process, including KEY participants, KEY process steps, and how does it address(a) Your organization’s strengths, weaknesses, opportunities and threats; (b) Financial, regulatory, societal and other potential risks; (c) shifts in technology or the regulatory environment; (d) human resource capabilities and needs; (e) the opportunities and barriers you described in the Executive Summary; (f) business continuity in emergencies; and (g) your ability to execute the strategic plan.

Each year the EOC members meet for a two-day retreat to review the progress of the past year, conduct an environmental scan to determine opportunities and barriers, and set priorities for the ensuing year. The participants include all EOC members and staff, gubernatorial and legislative staff, invited speakers and key consultants.

The strategic planning process includes four stages with the groups outlined above engaged.

Stage One: Environmental scan of educational progress, opportunities and barriers
Review of statutory and legislative requirements and limitations
Exploration of customer needs and expectations
Review of previous impact
Establishment of annual objectives and critical actions

Stage Two: Translation of objectives into action plans
Study of financial, societal and other potential risks
Assignment of human resources, based upon analyses of capabilities and needs
Evaluation of operational capabilities and needs
Assignment of supplier/contractor/partner capabilities and needs

Stage Three: Engagement of broader communities to explore impacts and options
Involvement of professional advisory boards
Performance of simulations and critical studies of alternatives

Stage Four: Communication and advocacy for recommendations and decisions
Incorporation into public awareness plan
Involvement of EOC members and staff in communications strategies
Provision of reports and materials to customers to assist them in their responsibilities

2. How do you develop and track action plans that address your key strategic objectives?

Note: Include how you allocate resources to ensure accomplishment of these plans.

a) Implementation of the EAA: The Education Oversight Committee has direct responsibilities for implementation of the Education Accountability Act (EAA). To ensure that those responsibilities are met, the agency developed a time line that corresponds to the statutory requirements of the legislation and the time line for accomplishment of the EOC objectives.

The time line permits tracking of the EAA implementation. Internally, the staff members use the annual strategic plan to ensure that work is accomplished in accordance with the time lines of the legislation and the requirements of the EOC.

(b) Within each of the areas of the agency plan, key measurable results were specified, including actions and staff persons responsible for those actions.

(c) Actions also are traced through the agency plan used in the agency and through EOC agendas, actions and minutes.

3. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

The strategic objectives and critical actions and performance measures are distributed in print and web-based publications. Materials are distributed through the education associations, school districts, South Carolina Chamber of Commerce, and related advocacy organizations. Presentations are made to community and professional audiences. Special sessions are held with legislators and both within-and end-of-session materials are provided.

4. How do you measure progress on your action plans?

There is an annual staff review of the accomplishments and/or progress toward accomplishment of specific tasks, with reallocation of resources as needed to ensure objectives are met. The agency employs an annual agenda plan to ensure that the work can be considered in a time frame that fits the legislative schedule; that agenda plan drives the completion of many tasks as the materials must be prepared, printed and distributed to ensure public access and thoughtful decision-making.

5. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile (Section II-Question 8)?

The strategic plan, through both the analytic and communication tasks, is relentless in the expectation that all students are to achieve at high levels. Evaluation projects, publications and public relations efforts focus on the goal and increasing responsibilities to achieve the goal. The EOC staff works with agency and school district personnel to improve data quality through implementation of transparent formulas, data retrieval mechanisms and advice from personnel in

the school districts. During 2006-2007 EOC staff and the Data Quality Advisory Committee focused on improving accuracy of report card data. To counter stereotypes the EOC reports adhere to the principles evident in its tag line: reporting facts, measuring change and promoting progress.

6. How do you evaluate and improve your strategic planning process?

The members and staff vet the plan annually to determine what actions have been completed and how the plan has yielded the results anticipated by the EOC. This occurs in annual staff planning sessions and at the EOC annual retreat.

7. If the agency's strategies and plans available to the public through the agency's internet homepage, please provide an address for that plan on the website.

The agency plan is available at www.eoc.sc.gov.

See agency plan on the following pages:

**FISCAL YEAR 2006-2007 AGENCY PLAN
As Updated June 30, 2007**

STRATEGIC OBJECTIVE	CRITICAL ACTIONS and INITIATIVES		PROCESS ACTIONS		
	Critical Action (Staff Leader)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
<p>1.0 Continue implementation of Education Accountability Act of 1998 and fulfill other responsibilities assigned by the General Assembly, including those within the Teacher Quality Act, the Parental Involvement in Their Children's Education Act, the Education and Economic Development Act and the early childhood development pilot program proviso and those made by special requests.</p> <p>This conforms to Activity ---Implementation and Oversight and --- Evaluation of the System</p>	<p>Conduct cyclical review: ELA Standards</p> <p>Math Standards (Horne)</p>	<p>Update standards; provide direction to improve reading</p>	<p>3 review panels: national, parent, business and special educators</p>	<p>Cindy Saylor, SDE</p>	<p>August 2006-Math recommendations June 2007 -final approval, Math</p>
	<p>Publish compacted standards packet for parents to include Spanish translations (Horne/Yow)</p>	<p>Increase parent involvement; Incorporate science changes'; Give a "fresh" look</p>		<p>Cindy Saylor, SDE</p>	<p>June 2007</p>
	<p>Conduct cyclical review of the following assessments: (a) PACT ELA, grades 3-8 (b) PACT-Math, grades 3-8 (Potter)</p>	<p>Explore grade levels by content areas to determine if testing is functioning well</p> <p>Examine performance over time and reliability of cut scores</p> <p>Follow "10 questions" agreed with SDE</p>		<p>Teri Siskind, SDE</p>	<p>May 20078</p> <p>Recommendations pending before Academic Standards Subcommittee</p>
	<p>Conduct review of US History end-of-course test (Potter)</p>	<p>Determine alignment and technical qualities</p>	<p>Christine DeStefano, USC</p>	<p>Teri Siskind, SDE</p>	<p>Pending before EOC</p>
	<p>Complete and disseminate evaluation of retraining grants (Horne)</p>	<p>Identify relationship of grant to changes in practice and achievement</p>	<p>Peer review panel</p>	<p>John Suber, SDE</p>	<p>October 2006</p>
	<p>Monitor alternative technical assistance (Anderson)</p>	<p>Determine impact on school culture and measures reported on school profile</p> <p>Determine impact on student achievement</p>	<p>School and District Personnel in ATA schools</p>	<p>John Suber, SDE Jason Culbertson, TAP</p>	<p>Report in Fall 2007</p>
	<p>Review and, as recommended, revise calculations of ratings for the following: Career and technology centers</p>	<p>Align with EEDA and recent amendments to federal Perkins legislation</p>	<p>CATE directors</p>	<p>Joe Williams, SDE</p>	<p>February 2007, action deferred another year</p>

STRATEGIC OBJECTIVE	CRITICAL ACTIONS and INITIATIVES		PROCESS ACTIONS		
	Critical Action (Staff Leader)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
	(Horne)				
	Examine results of parent, teacher and student surveys, publish and disseminate (Barton)	Increase utilization of data in decision-making and consensus building		Cynthia Hearn, SDE	April 2007 and June 2007
	Identify data analyses and reports from survey data that would be useful for school teams (Barton)	Increase utilization of data in decision-making and consensus building	Principals and SIC representatives		April 2007
	Continue development of school and district report card (all)	Update format, modify ratings for career-technology centers, Note changes in Acct Manual		Jim Foster, SDE David Burnett, SDE	February 2007
	Verify data presented on report card: Study Student Attendance (Potter)	Contract with USC policy center	Data Quality Team from districts and SDE	USC Education Policy Center	On-going data improvement activities
	Evaluate accountability system : ratings structures, information from assessments, Conduct discussion of Proficient and Advanced and ratings with technical advisory committee (Potter)	Ensure that system is of highest technical quality and promoting lasting student achievement	EOC technical advisory committee		February 2007
	Conduct communications workshops (Yow/Anderson)	Increase local capacity to discuss issues and convey information for improvement	SC-NSPRA		July 2006
	Distribute materials for 2006 report cards, including Spanish translations (Yow)	Increase understanding and insistence for continuous school improvement	SC-NSPRA	Chernoff-Newman (art)	November 2006
	Provide information and comparisons with and without increase in rigor (Yow/Potter)	Increase understanding and insistence for continuous school improvement	SC-NSPRA	David Burnett, SDE	November 2006
	Complete and disseminate annual study of Teacher Loan Program (Horne)		SDE, CHE, CERRA, SLSLC		October 2006
	Determine most efficient model for providing state support to public and private providers; determine appropriate teacher credentialing; establish costs for high quality program; build longitudinal evaluation to link with school performance	Cross-agency and provider team (DSS, First Steps, Head Start, ORS, SDE)	USC: Bill Brown, Kathy Paget, Jon Pierce	August 2006- evaluation model approved January 2007 and annually thereafter— interim reports	Determine if early childhood programs are serving the children in most need and if the programs are providing the foundation for success

STRATEGIC OBJECTIVE	CRITICAL ACTIONS and INITIATIVES		PROCESS ACTIONS		
	Critical Action (Staff Leader)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
	Respond to ad hoc legislative data requests	Provide information and analyses for consideration in policy development			On-going
	Follow key legislation through the process (Anderson/Horne)	Maintain 2-way communication with constituencies; communicate EOC priorities			January-June 2007
	Develop issues, recommendations, etc. related to key legislation; publish materials and advocate (Anderson/Horne/Yow)	Maintain 2-way communication with constituencies; communicate EOC priorities			January – June 2007
	Recommend funding for FY08 EIA and EAA budgets to the Governor and General Assembly (Barton/Anderson)	Maintain 2-way communication with constituencies; communicate EOC priorities			January – June 2007
	Promote budget recommendations (Anderson)	Influence legislative consideration of priorities			Jan-June 2007
2. Provide analyses and recommendations to achieve the 2010 goal by increasing the return on investment in education through the following: a. Defining the role of district administration and identifying models that realize maximum effectiveness and efficiency b. Defining a teacher compensation structure that recognizes differences in teacher qualifications, responsibilities and results; c. Identifying and defining costs of educating successful students who historically have underachieved (e.g. students from poverty, English language learners, minority students, struggling or non-readers,	Define role of district and create administrative models, including costs projections (Anderson)	Understand reasonable administrative function and cost Increase impact of administration upon student achievement	To be developed	To be developed	Proviso included in General Appropriations Act Study of districts to be concluded in late 2007
	Develop measures, promote policies and implement practices so that each student is able to earn a state high school diploma (EOC)	Understand recommendations of various groups Modify current programs and services; expand opportunity	Gov's Reform Council; High School Redesign Commission, Common Ground, New Carolina		
	Conduct study on teacher recruitment and retention (Horne)	Develop long-term policy recommendations to address need for qualified teachers in every school	Agency and higher education group appointed		October 2007
	Provide information relative to funding model options (Barton/Anderson)	Examine current revenue streams, funding and expenditure patterns and long-term equity issues			December 2006 and throughout 2007
	Evaluate Flexibility Provision (Barton)	Determine if provision is working to improve student achievement		Len Richardson and Melanie Jinnette, SDE	June 2007
	Increase the instructional utility of statewide assessments: conduct	Implement recommendations of Testing Task Force	Statutorily defined advisory group	Teri Siskind, SDE Barbara Teusink,	June 2007

STRATEGIC OBJECTIVE	CRITICAL ACTIONS and INITIATIVES		PROCESS ACTIONS		
	Critical Action (Staff Leader)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
students with disabilities and students whose parents may not have completed high school;) and d. Advocating for public school choice and innovations schools. These objectives conform to Activity - Evaluation of the System Activity - Public Awareness Activity - Family Involvement Activity - Proviso Directed Actions	study of computerized or computer-assisted testing (Anderson)			B&C Board	
	Improve grade-level reading performance	Increase funding for SCRI at middle grades; Modify technical assistance; Provide incentives for teachers in low-performing schools; Review content standards for changes Review ELA assessment			January – June 2007
	Facilitate evaluation of extended learning time (Horne and Barton)	Determine how state resources can create synergy to extend and enrich school learning	Outlined in proposals	Learning Point Associates	February 2007
	Promote instructional alternatives to better meet student's needs				
	Develop and disseminate six-year matched student data (Potter)	Continue learning from performance over time Develop research agenda based upon six-year data		Garrett Mandeville	October 2006
3. Increase partnerships among those who invest in South Carolina's schools by a. Continuing to receive broad input, communicate and implement the Common Ground commitment; b. Convening informal meetings among the Governor, the State Supt. of Education, the leadership of the legislative education committees, the State Board of Education, the Commission on Higher Education, the State Board for Technical and Comprehensive Education and First Steps; c. Continuing to employ formal and informal advisory groups					
	Support, as appropriate, extensions of the SC Reading Initiative into middle schools	Increase funding and emphasis on students in the middle			January – June 2007
	Complete and disseminate "closing the gap" study	Keep issue in forefront of discussions		USC Educational Policy Center	April 2007
	Conduct study of 32 schools (Use a design team, Potter/Anderson)	Identify schools making progress; explore school profile data for leads			
	Maintain 2-way communication with constituencies; communicate EOC priorities	Advisory Board memberships (College of Charleston, Citadel, Clemson)		On-going	Develop connections with higher education in support of a seamless systems (Anderson/Horne)
	Incorporate the work of the Council on Economic Education (Anderson)	Support teacher development in field of economics	Council Board		July 2007
	Serve on designated advisory boards to ensure consistent message and focus on goal of student achievement	Appoint EOC members: EEDA—Alex Martin GSAH—Susan Marlowe Charter Committee—Dennis Drew Charter District—Tom DeLoach		Bob Couch Donald Beckie J. C. Ballew Gov. Sanford	On-going
Continue partnership with SC Middle	Update on certification	SC Middle Grades	Baron Holmes	October 2006	

STRATEGIC OBJECTIVE	CRITICAL ACTIONS and INITIATIVES		PROCESS ACTIONS		
	Critical Action (Staff Leader)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
<p>representing parents, educators, and business and civic leaders; and d. Collaborating with informal education providers to encourage extended learning programs sponsored by civic, community and faith-based groups.</p> <p>These objectives conform to Activity - Public Awareness Activity - Family Involvement Activity - Proviso Directed Actions</p>	Grades Assn. to develop teacher cadre with middle grades certification	changes	Assn		
4. Increase the impact of communications to focus attention on achievement of the 2010 goal and heighten awareness of the value of educational achievement for all South Carolinians.	Establish a statewide goal for high school graduation rate, explaining the methodology for calculation, including a focus on different demographic groups and incorporating the goal within communications actions (EOC)	Promote highest achievement	NGA for calculation	David Burnett, SDE	
These objectives conform to Activity - Public Awareness Activity - Family Involvement	Develop and distribute public-friendly reporting materials on the achievement of the goal to increase visibility (Yow)	Increase understanding and insistence for continuous improvement			
	Emphasize the importance of the high school diploma in all EOC publications and actions (Yow)	Increase understanding and insistence for continuous improvement		Chernoff-Newman (art)	On-going
	Develop and implement PAIRS (Yow)	Improve student reading performance Encourage lasting relationships between students and responsible adults	Publishers of 16 daily newspapers		October 2006
	Meet with editorial boards, release legislative materials, provide discussion points to school districts,	Increase understanding and insistence for continuous school improvement	SDE & EOC joint project	Jim Foster, SDE	November 2006

STRATEGIC OBJECTIVE	CRITICAL ACTIONS and INITIATIVES		PROCESS ACTIONS		
	Critical Action (Staff Leader)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
	etc. for 2006 report card (Yow)				
	Publish Learning Matters Quarterly (Yow)	Broaden groups aware of research data			Sept., December 2006 March, June 2007
	Emphasize the importance of education and the value of teachers		Chernoff-Newman (art)	November 2006	Expand teacher appreciation campaign With legislative and notables comments and photos on teachers (Yow)
	ASSOCIATION LIASION RELATIONSHIPS				
	<u>Education Associations</u> SCASA-Supts SCASA-Roundtable- Academic Discipline organizations- SCEPUR- SC-NSPRA SCEA PSTA <u>Parent Groups</u> Cross agency parent group Voices <u>Legislative Members and Staff</u>	Jo Anne Anderson Paul Horne Paul Horne David Potter Dana Yow Jo Anne Anderson Jo Anne Anderson Melanie Barton Melanie Barton All staff			

3. CUSTOMER FOCUS

1. How do you determine who your customers are and what their key requirements are?

The key customers of the Education Oversight Committee are listed in the agency's enabling legislation: the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community. Because the overriding objective of improving academic achievement is the focus of the EOC, the agency focuses its products and services on this goal while marketing its products and services to the individual needs and responsibilities of its key customers.

Efforts are made to determine customer requirements in a variety of ways. First, at each meeting of the full committee, the EOC sets aside a portion of the meeting to receive "Remarks from a Key Constituency." These key constituents represent the customers of the EOC. Second, the members of the EOC meet with legislators in their local communities both before and during the legislative session. Often, the EOC conducts workshops throughout South Carolina where educators and community leaders attend. Information, research and evaluations also are provided to the Governor, legislators, and legislative committees as requested. The Chairman of the EOC meets several times each year with the Executive Board of the South Carolina School Boards Association. A number of EOC members serve on the South Carolina Chamber of Commerce's Council on Excellence in Education. EOC staff persons are assigned liaison responsibilities to work with major professional associations. Finally, the EOC conducts surveys and focus groups as needed.

2. How do you keep your listening and learning methods current with changing customer/business needs and expectations?

The EOC and its staff have worked diligently to provide information on the accountability system and to learn from its customers using the following direct methods of communication:

- Printed publications including *At a Glance* and the *Accountability Manual*
- Executive Interviews with school district superintendents
- Use of an electronic survey methodology with selected groups
- Incorporation of advisory groups and circulation of preliminary reports for comments
- Maintenance of a comments section on the website
- Workshops and community meetings throughout the state
- Surveys
- Upgrading of its web site to provide more information, in an efficient, easy-to-use format
- Presentations at conferences, legislative committees, caucuses, and professional associations.
- Inclusion of school and school district officials in an advisory capacity
- Participation of EOC staff and members on advisory boards, task forces and local school and district committees

3. How do you use information from customers/stakeholders to keep services or programs relevant and provide for continuous improvement?

Information from customers is used most often to determine if the products and services provided by the EOC assist schools in improving academic success and in supporting the

implementation, efficiency, and the effectiveness of academic improvement efforts. Among the groups utilized during the 2006-2007 year were the following:

Advisory Groups

National English Language Arts Review Panel

Mark Bauerlein, Emory University

Allen Berger, Miami University of Ohio (retired)

Vicki Jacobs, Harvard University

Sandra Stotsky, educational consultant, Fordham Foundation

Dorothy Winchester, Indiana Department of Education

English Language Arts Parent/Business / Community Leader Review Task Force

Hannah Baker, West Columbia

Robert Bockman, Columbia

Gloria Bockleman, Beaufort

Beth Collins, Lamar

Robert Gathers, Orangeburg

Joyce Hill, Timmonsville

John Macomson, Campobello

Joseph McEachern, Columbia

Donald Myers, Scranton

Frances Patrick, St. George

John Peoples, Blair

Tom Roe, Greenville

Phillip Taylor, Walterboro

Beth Wells, Union

Judith Wylie, Sumter

English Language Arts Special Education / ELL Review Task Force

Danielle Allen, Goose Creek

Maria Beckner, Laurens

Brian Blich, Moncks Corner

Lori Corley, Saluda

Ann Cureton, Lancaster

Donna Edmonds, Mayo

Debbie Gunter, Swansea

Patricia Hutchinson, Columbia

Keturah Inabinett, Harleyville

Andree Jaynes, Charleston

Sharon Moss, Sumter

Kristy Powell, Conway

Mary Reed, Walterboro

Nancy Rollison, West Columbia

Vicki Steadman, Inman

Connie Thomas, Timmonsville

Heather Thomson, Pawleys Island

Guadalupe Vincent, Lugoff

National Mathematics Review Panel

Deborah Bliss, Virginia Department of Education
Jeane Joyner, Meredith College
David Klein, Fordham Foundation
Cathy Seeley, National Council of Teachers of Mathematics

Mathematics Parent / Business / Community Leader Review Task Force

Rita Bixler, Laurens
Shirley Collenton, Georgetown
Robert Hunter, Pamlico
Patty Lee, Hemingway
Jill Marshall, Lancaster
Ruth Murray, Dalzell
Alma Pearson, Ridgeville
Lynn Perry, Saluda
Nick Sherfese, Myrtle Beach
Jane Wilkes, Union

Mathematics Special Education / ELL Review Task Force

Sally Adams, Jefferson
Bonnie Byrd, Lexington
Victoria Caldwell, North Augusta
Maria Cruz, Summerton
Lynn Dowis, Anderson
Angela Fulton, Kingstree
Dawn Greene, Landrum
Andree Jaynes, Charleston
Sharon McCullough, Conway
Yvonne Mitchell, Orangeburg
Ann Moore, Woodruff
Renee Nouvelle, Cross
Paula Watson, Bowman

Teacher Loan Program

Camille Brown, CHE
Mike Fox, Student Loan Corporation
Amanda Graham, CERA
Falicia Harvey, SDE
Jennifer Jones-Gaddy, Student Loan Corporation
Karen Woodward, CHE

Extended Learning Time

Cindy DeTuelo, Columbia
Marcia Duncan, Union
Titus Duren, Neeses
Doug Hamrick, Columbia
Cynthia Hearn, Columbia
Larry B. Heath, Chester

Calvin Jackson, Columbia
Melissa McCloud, Mullins
Nancy McGinley, Charleston
Sabrina Moore, Columbia
Tammy Pawloski, Florence
Tammy Ridgeway, Columbia
Angie Rye, Gaston
David A. Sherbine, Marlboro
Greg Tolbert, Spartanburg

Report Card Communications Toolkit Advisory Team

Jerry Adams, Charleston
Ken Blackstone, Columbia
Teal Britton, Horry
Mary Anne Byrd, Kershaw
Sandra Friar, Edgefield
Tom Hudson, Beaufort
Pam Little-McDaniel, Florence
Oby Lyles, Greenville
Bob Orsmeth, Fort Mill
Phyllis Overstreet, Bamberg
Janet Rose-Baele, Charleston

PAIRS Advisory Board

Sara Borton, Island Packet / Beaufort Gazette
Steven Brandt, Greenville News
Kim Buckner-Land, Spartanburg Herald-Journal
Valerie Canepa, Rock Hill Herald
Ann Caulkins, The State
William Collins, Greenwood Index-Journal
Fred Foster, Anderson Independent-Mail
Henry Haitz, The State
Cathy Hughes, Orangeburg Times and Democrat
Scott Hunter, Aiken Standard
Milton Miles, The Sun News
Michael Miller, Florence Morning News
Jack Osteen, Sumter Item
Anthony Summerlin, Union Daily Times
Larry Tarleton, Charleston Post and Courier
Joni Weerheim, Seneca Daily Journal

Teacher Recruitment and Retention Advisory Group

Janice Poda, Columbia
Cynthia Hearn, Columbia
Amanda Graham, Rock Hill
Mary Cheeseboro, Orangeburg
Cynthia Gant, Walterboro
Tony Johnson, Charleston

Sheila Gallagher, Columbia
Nancy Cowart, North Augusta
Charmeka Bosket, Columbia
Chester Floyd, Moncks Corner
Peggy Torrey, Columbia

SC Education Oversight Committee

Dee Benedict, Greer
Michael Brenan, Columbia
Rep. Bill Cotty, Columbia
Robert C. Daniel, Belton
Thomas O. DeLoach, Columbia
Dennis Drew, Greenwood
Sen. Mike Fair, Greenville
Wally Hall, Abbeville
Sen. Robert W. Hayes, Jr., Rock Hill
Susan Marlowe, Charleston
Alex Martin, Greenville
Buffy Murphy, Columbia
Rep. Joseph H. Neal, Hopkins
Jim Rex, Winnsboro
Neil C. Robinson, Jr., Charleston
Mark Sanford, Columbia
Harold C. Stowe, Pawley's Island
Rep. Robert E. Walker, Landrum
Sen. Kent M. Williams, Marion
Kristy V. Woodall, Union

Special thanks to the numerous individuals who provided expertise and assistance on one or more projects during the period March 1, 2006–February 28, 2007.

4. How do you measure customer/stakeholder satisfaction and dissatisfaction and use this information to improve?

Customer satisfaction is measured through face to face meetings with key legislative leaders, requests for publications, structured meetings with education groups and records of requests for materials or presentations. The EOC staff members also monitor legislation and changes in policy or funding to determine impact of recommendations on decisions. EOC staff members routinely are asked to serve on task forces and advisory groups in other agencies and entities.

As the listing above indicates, the EOC and its staff work to maintain an inclusive process that shapes and extends ownership of the accountability system.

5. How do you build positive relationships with customers and stakeholders? Indicate any key distinctions among different customer groups.

Members and staff meet regularly, both in formal and informal settings, with the customers and stakeholders. Communication in all forms with our customers is emphasized and encouraged. Because the EOC is charged with encouraging and implementing change, its actions may be

unpopular or uncomfortable. Through personal contact, strategies to involve disparate groups, and persistence, the EOC attempts to work through concerns effectively and positively.

Each spring the EOC recognizes schools that are closing the achievement gap. Initially presented as a research study, the EOC now welcomes representatives from over 100 schools to a spring meeting during which time the schools are recognized and presented with a certificate and a representative group of principals addresses the EOC on strategies.

The Executive Director meets with superintendents individually, in consortia groups and in statewide meetings. These meetings, particularly the smaller, conversational meetings, encourage open dialogue and understanding.

4. MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

1. How do you decide which operations, processes, and systems to measure for tracking financial and operational performance, including progress relative to strategic objectives and action plans?

The EOC staff uses state statutes and regulations to determine the operations, processes and systems to measure as follows:

- Budget.....Appropriations Act
- Finance OperationsStatewide Accounting and Reporting System (STARS)
- Asset Management.....General Accepted Accounting Principles (GAAP)
- ProcurementSouth Carolina. Procurement Code
- Employee BenefitsBudget and Control Board Employee Insurance/S.C. Code of Laws

Policies and procedures governing the EOC's processes are followed as referenced and all finance and operations are subject to external audit by the State Auditor's Office.

2. How do you use data/information analysis to provide effective support for decision-making throughout your organization?

Data compilations and analyses are the basis for identifying policy issues and policy recommendations. For example, current analyses of data from the CDEPP program, the teacher recruitment and retention task force, the study of nationally certified teachers, the survey of US History teachers and other evaluations are providing the basis for policy recommendations by the EOC. All decisions regarding the determination of school achievement ratings for the accountability system have been based on data simulations using the different methodologies under consideration.

Data analyses also underpin decision-making regarding financial issues. Analyses of data on student outcomes, teacher: student ratios, instructional support needs, and teacher quality provided the basis for proposals put forth in 2002 (and renewed annually) by the EOC regarding models for state funding of public schools. With regard to its own budget, analyses of expenditures from prior and current year budgets along with consideration of EOC goals for the future are critical considerations for the development of each year's budget.

3. What are your key measures, how do you review them and how do you keep them current with organizational needs and direction?

The EOC uses the following standards and measures for tracking financial and operational performance:

Financial performance

Monthly Budget Status Reports	Agency Level Planning Document
Monthly Reconciliations	Statewide Accounting & Reporting Sys.
Employee Benefits Reconciliations	Employee Insurance Program Acctng. Div.
Annual Agreed Upon Procedures Audit State	Auditor's Office

Operational performance

Data quality and integrity	American Educational Research Association National Council on Measurement in Education Association for Supervision and Curriculum Development
Technical quality of analyses	Program Evaluation Standards published by the Joint Committee on Standards in Educational Evaluation
Publication Quality	External editor Chicago Manual of Style
Responsiveness to calls	Telephone logs Website visitors' records

4. How do you select and use key comparative data and information to support operational and strategic decision-making and innovation?

The EOC seeks and uses data from reputable national and regional organizations such as the National Center for Educational Statistics, the Southern Education Foundation, the EOC Technical Advisory Panel, the Southern Regional Education Board, the Council of Chief State School Officers, and the Education Commission of the States for comparative purposes. Data useful for comparison with other states and the nation are vital to the EOC's annual evaluation of its measures of success in achieving its 2010 goals. The EOC also collects data useful for comparisons of educational programs implemented in South Carolina with outcomes from programs in other locations through literature searches from traditional resources and from web-based resources. Within-state comparisons based on data also are conducted by the EOC, such as in its annual report on reducing the achievement gaps in which schools showing success are identified so educators may study them for models of success.

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

Ensuring data quality and availability is an important concern for the EOC. The data elements and the procedures for assessing school outcomes for the accountability system are defined in the annual Accountability Manual published by the EOC. Accountability data from the school and district report cards are analyzed annually and specific data elements are identified for further review. The EOC has established a data quality advisory committee composed of state and district level data specialists to assist in this data review. Based on the advice from this committee, the EOC conducted a study of the high school graduation rate data and the graduation rate data collection methodology.

The EOC uses SAS statistical analysis software and Microsoft Excel and Access for analysis of data. In its analyses, the EOC uses either original, raw data such as student test data or finance

data obtained from the State Department of Education, or aggregations of data from sources which follow accepted standards for statistical quality such as the federal National Center for Educational Statistics, the State Department of Education, or from test publishers. Internal EOC finance data follow Statewide Accounting and Reporting System (STARS) and General Accepted Accounting Principles (GAAP) guidelines, with monthly budget reconciliations and annual audits from the Comptroller General, State Auditor, Office of Materials Management, and the Budget & Control Board Insurance Division.

The EOC makes its data available to researchers and other interested parties, subject to Family Education Rights Privacy Act (FERPA) guidelines, through reports published on its web site and in response to requests for data. The EOC conforms to federal and state laws, as well as professional standards, regarding the security of data.

There is a need to make EOC data and reports more accessible to a wider audience so that customers are not overwhelmed with the statistical terminology, that the issues revealed through the data analyses are readily apparent and that there are understandings sufficient to contribute to the decision-making process.

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

The organizational review findings are studied by senior staff to determine specific changes to processes. These are implemented either through the annual strategic planning process or immediately upon determination of positive impact.

7. How do you collect, transfer and maintain organizational and employee knowledge (your knowledge assets)? How do you identify and share best practices?

The EOC revised its administrative Policy and Procedures Manual and a Fiscal Procedures Manual in 2005 to reflect improvements in processes and operations. A publications library containing all EOC reports is maintained, and all reports and minutes from EOC committee meetings are published on the EOC web site. EOC staff members have worked with the South Carolina Department of Archives and History to implement procedures and schedules for complying with state guidelines.

As a very small agency, all staff members are in frequent daily contact and consult with one another about on-going activities and projects. Regularly scheduled bi-weekly staff meetings have been established to ensure that all staff members are apprised of policies and that all members of the team share and maintain the same focus and vision for the agency.

5. WORKFORCE FOCUS

1. How do you organize and manage work: to enable employees to develop and utilize their full potential, aligned with the organization's objectives, strategies and action plans, and to promote cooperation, initiative, empowerment, innovation and your desired organizational culture?

The agency plan is developed collaboratively with employees as well as the supporting projections for utilization of employee time and agency fiscal resources. The plan reflects the statutory responsibilities of the EOC as well as the annual priorities developed by its membership. Employees have leadership responsibilities within the action plans and are

expected to draw upon advisory groups and consultant expertise to ensure that the agency products and services are exemplary.

In 2006-2007 the EOC continued flexible time schedules for employees requesting that schedule.

2. How do you evaluate and improve your organization's human resource related processes?

The processes are evaluated for (1) conformity to state law and regulation, (2) creation of a high expectations environment and (3) agency fulfillment of responsibilities. Employee absenteeism and turnover are monitored to determine where additional resources might be needed. During the 2005-2006 year, the agency used temporary employees to address gaps in service between positions and employee illness. Because the EOC staff is a small team in a political environment, temporary or new employees must be oriented to the staff relationships and work schedule to be effective. The EOC implemented a "leave bank" to assist employees with extraordinary health problems that exceeded their available sick leave.

3. How do you identify and address key developmental and training needs, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation and safety training and how do you evaluate the effectiveness of this education and training? How do you encourage on the job use of the new knowledge and skills?

Within a small agency staff, there is a need for content expertise related to particular organizational functions and for the capacity of each employee to provide "back up" to his colleagues. Over the past year the EOC has invested in specialized skills through trainings on supervision, statistical packages, Microsoft Access, and web software.

4. How does employee training contribute to the achievement of your action plans?

The EOC has invested in employees to improve its functioning and its agency responsiveness. Employees have been trained on the CMS web software, ACCESS, SAS for data analysis. Other employees participated in the Education Policy Fellows Program and procurement regulations and processes training.

5. How does your employee performance management system, including feedback to and from employees, support high performance and contribute to the achievement of your action plans?

The EOC implemented a universal review date in August 2003. The required evaluation is to be completed for all employees at the same time. Each staff person is asked to set a professional development goal for the year and, working through available programs, services or professional organizations pursue that goal. The Executive Director uses the EPMS system and frequent informal meetings as an opportunity to discuss progress, interests and ways in which the EOC can benefit its personnel.

6. How do you motivate your employees to develop and utilize their full potential?

The EOC is committed to excellent employee-employer relations. This includes creating an environment where employees understand how their positions support the agency mission and feel valued for their efforts. EOC staff members are encouraged to participate in professional organizations, attend conferences, and work with consultants and colleagues to improve their practice. EOC staff members also have permission to work a flexible schedule so that staff

members can participate in their children's schools and/or accommodate individual and family needs.

As staff members must meet professional certification requirements, the EOC adjusts work schedules accordingly. The EOC encourages and motivates employees through innovation and flexibility. Flexible and compressed workweek schedules have allowed employees to adjust their work schedules to accommodate their employment and personal lives.

7. What formal and/or informal assessment methods and measures do you use to determine employee well-being, satisfaction and motivation? How do you use other measures such as employee retention and grievances? How do you determine priorities for improvement?

The Executive Director employs a number of formal and informal mechanisms to receive feedback and determine staff well-being and satisfaction. She meets with individual staff persons monthly (or more frequently, if necessary) to identify ways in which the organization can be more effective and ways in which the EOC can assist the individual to be more effective. The Executive Director also examines attendance records to determine if employees are having difficulties and/or are dissatisfied. The Executive Director maintains an open door policy and if problems surface, these are explored privately.

8. How do you maintain a safe, secure and healthy work environment? (Include your workplace preparedness for emergencies and disasters).

The EOC offices are in the Solomon Blatt Building on the State House grounds. Each staff person has been given a list of procedures to be followed in case of an emergency. EOC staff members are asked to identify potential hazards.

The House of Representatives and the Budget and Control Board maintain the facilities. In Fiscal Year 2008, the offices are to be repainted and furniture reupholstered. The Records Officer is working with the South Carolina Department of Archives and History to implement a storage schedule for a large volume of materials.

Employees have access to the state's health screening services and other programs offered by the Budget and Control Board.

6. PROCESS MANAGEMENT

1. How do you determine and what are your key processes that produce create or add value for your customers and your organization? How do you ensure that those processes are used?

The key processes used by the EOC are the following:

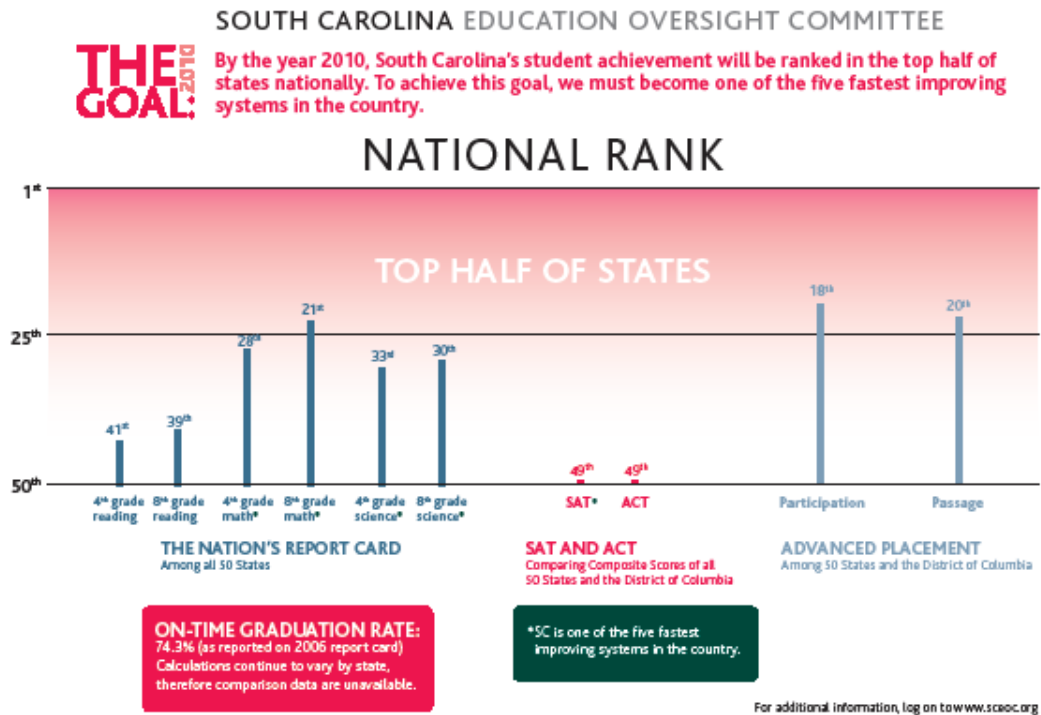
(a) Data analysis and simulation of impact: The EOC has built a six-year longitudinal data file as well as a compendium of data sets that foster understanding of performance over time and simulates changes in school and district ratings as differing values are assigned to aspects of school performance. The EOC is able to correlate student and school characteristics with performance. The EOC also completes analyses of the parent, student and teacher surveys to explore data patterns. To date the responses to the parent survey are insufficient to draw deep conclusions.

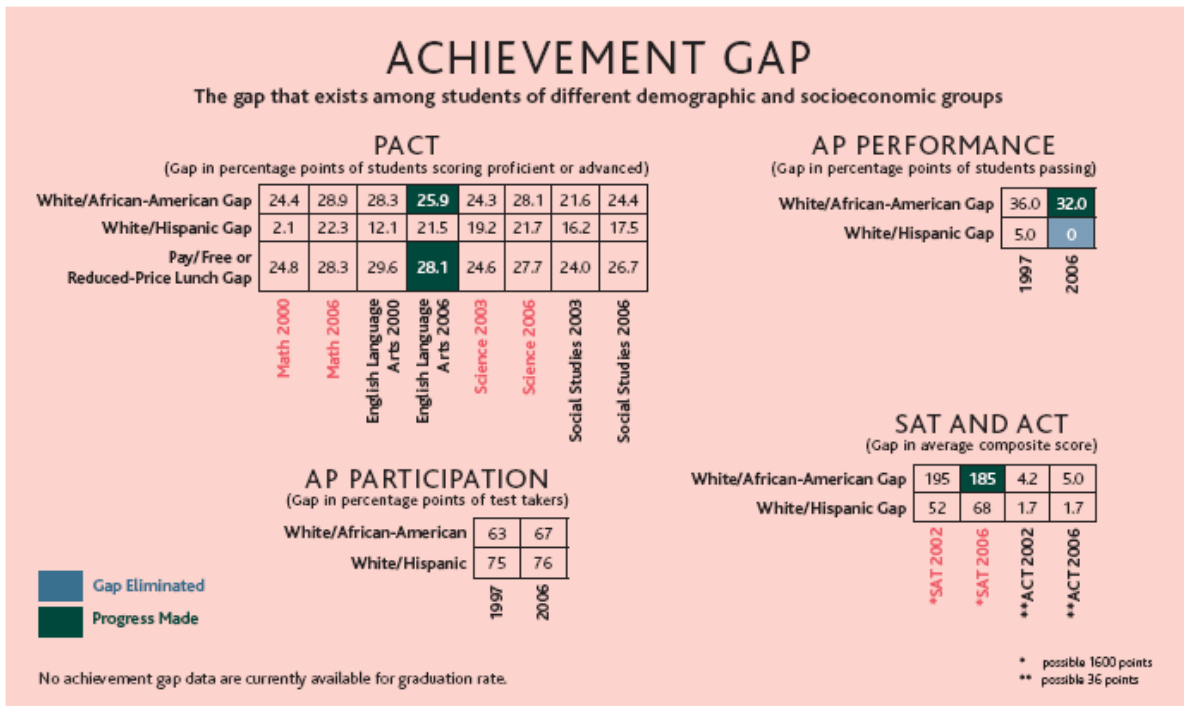
(b) Long-range planning: The EOC works beyond the political cycle with a number of groups and individuals to understand conditions that contribute to or detract from school and student achievement. The agency is coordinated a multi-constituency long-range planning effort,

Common Ground and spent considerable time in 2006-2007 meeting with community leaders across the state to communicate the principles of that plan (The *Common Ground* commitment can be found on the EOC website at www.eoc.sc.gov).

(c) Public reporting: The EOC contributes to the publication and understanding of the school and district report card as well as works with media on individual program evaluations, on school improvement efforts and recognition of programs and services that are having impact.

Reporting on the attainment of the 2010 goal was revised to present the data in brief, graphical and high impact form. The postcard strategy is presented below:





(d) Component quality: Through the cyclical reviews and program evaluations the EOC is able to inform practice and promote recommendations for change.

(e) Reports to General Assembly and other elected leaders: The EOC bears statutory responsibility to recommend changes in programs, policies and funding and does so annually. These recommendations must be researched thoroughly to ensure that the desired impact is achieved and that the change is understood fully. Through *At a Glance* summaries of detailed reports are presented; the EOC also distributes Legislative Investment in Education Accountability to showcase investments over time. Both staff and committee members meet with individual legislators or committees frequently.

2. How do you incorporate organizational knowledge, new technology, changing customer and mission-related requirements, cost controls, and other efficiency and effectiveness factors into process design and delivery?

The EOC worked with its key customers to determine the most effective means of delivering its products (i.e., research and recommendations) to the various publics. It was determined that three levels of publications are required: highly technical documentation, research briefs for general audiences, and graphic representations of the information. For each study these three levels of product are available and distributed in print or electronic format. In 2005-2006 the EOC developed a vision for an interactive web site and began developing the programs and materials for that site. The site should be operational at the time of publication of the November 2007 school ratings.

3. How does your day-to-day operation of these processes ensure meeting key performance requirements?

Concepts for new projects are processed and reviewed to ensure comprehensive research, quality of printed materials, on-time delivery and availability. The EOC staff members follow the strategic plan to ensure that work is accomplished in accordance with the time lines. Staff members constantly seek input from key suppliers, contractors and stakeholders in order to improve agency processes. Ultimately, these plans drive the day-to-day operation of the EOC.

4. What are your key support processes and how do you improve and update these processes to achieve better performance?

The EOC focused on process improvement to better deliver summary publications for reports to broaden the utilization of research findings. The EOC employs an editor to review major publications for readability and conformity to the agency-adopted *Chicago Manual of Style*. The agency also acquired additional software to permit graphing and mapping data. For example, demographical maps, charts and graphs were used in reports to illustrate the performance levels of students in order to improve the understanding of district and school success. The EOC provides a variety of online resources and publications to help key stakeholders get involved in the success of South Carolina's students and schools.

During the cyclical review of the science content standards, the EOC and SDE staff members determined that the procedures should be amended to reflect the formal transmittal of documents, severability of grade levels or course standards, and actions to be taken when one of the approval bodies does not agree with the standards. These improvements strengthen the public review and decision-making process.

5. How does your organization determine the resources needed to meet current and projected budget and financial obligations?

Through the action planning process, the time, materiel and personnel allocations are determined. Costs are then determined based upon the consulting fee schedules, average costs for materiel and current salary and benefits costs adjusted for annual increases.

7. RESULTS

1. What are your performance levels and trends for key measures of mission accomplishment and organizational effectiveness?

The EOC is a legislative agency and its employees are at-will employees. Ultimately a key measure of customer satisfaction is the continuation of funding for the agency, the assignment of new tasks and the inclusion of agency staff and EOC members in task forces, planning groups and advisory bodies on the improvement of South Carolina's public education system.

The EOC also works with other key customers to determine the utility of technical analyses and publications in their work. Publication requests and requests for presentations and data analyses are measures of customer satisfaction.

The EOC fulfilled each of the requirements of the EAA in accordance with the legislative timeline. The funding model was updated in December 2006 and introduced as legislation in the subsequent session. Budget recommendations were aligned with the 2010 goal and related actions. The achievement gap report was published in April 2007 with information related to the

successful schools distributed widely. Expanded analyses were presented at the annual meeting of the American Educational Research Association in April 2007.

The EOC, through partnership with two external groups, created or revised tool kits to enable local leaders to complete their work more effectively. The *Toolkit for Communicating the School and District Report Cards* and the *After School Learning Programs* were distributed during the year.

The EOC worked with legislative committees and with individual legislators to ensure that public education funding was increased and those initiatives integral to the accountability system were funded fully.

South Carolina's accountability system components have garnered positive national recognition including the following:

Standards:

- Fordham 2006 "The State of State Standards, 2006"
<http://www.edexcellence.net/doc/South%20carolina.pdf>
- Fordham 2005 Review of English language arts and science standards "A" grade for each
[http://www.edexcellence.net/doc/Full Report \[01-03-05\] pdf](http://www.edexcellence.net/doc/Full%20Report%20[01-03-05].pdf)
<http://www.edexcellence.net/doc/Science%20Standards.FinalFinal.pdf>
- Fordham 2005 Review of math Standards "D" grade
<http://www.edexcellence.net/doc/mathstandards05FINAL.pdf>
- Fordham 2006 Review of world history standards "A" grade
<http://www.edexcellence.net/doc/State%20of%20State%20World%20Hisotry%20Standards%202006.pdf>
- Fordham 2003 review of US History "C" grade
http://www.edexcellence.net/doc/Hisotry_Standards2003.pdf
- *Quality Counts 2006* Standards and Accountability "A" Grade
- 2007 Quality Counts, "A" Grade

Assessments:

- 2006 Successful peer review of assessments for NCLB
<http://www.ed.gov/admins/lead/account/finalassess/sc3.html>
- *Education Next*, Summer 2006: SC proficiency standards at 4th and 8th grades in reading and math receive "A" grades
<http://www.educationnext.org/20063/28.html>
- *Quality Counts 2006* Standards and Accountability "A" Grade

Professional Development/Technical Assistance:

- *Quality Counts 2006* Improving Teacher Quality "A" grade
- National Board Professional Teaching Standards Certification: 3rd highest rate in the nation
<http://www.scteacheers.org/cert/nbcert.cfm>

Public Reporting:

- 2005 Silver Wing Award for Publications—Books Category from the S. C. Chapter of the Public Relations Society of American (PRSA) awarded for the Out-of-School Time Program Tool Kit

Interventions:

2. What are your performance levels and trends for the key measures of customer satisfaction?

Mission accomplishment is measured through improvement in student and school performance on state standards-based tests and the school and district rating system. The EOC adopted nine measures to determine the accomplishment of the 2010 goal. Status reports are published each December (*Where Are We Now*) and available on the agency website.

Progress can be viewed in the distribution of ratings across the first six years of the state school and district report cards:

ABSOLUTE PERFORMANCE RATINGS 2001-2006

Absolute Rating	2006 Absolute Performance Rating Number (%) [*]	2005 Absolute Performance Rating Number (%) ^{**}	2004 Absolute Performance Rating Number (%) ^{***}	2003 Absolute Performance Rating Number (%) ^{****}	2002 Absolute Performance Rating Number (%) ^{*****}	2001 Absolute Performance Rating Number (%) ^{*****}
Excellent	131 (11.6%)	169 (15.2%)	224 (20.4%)	217 (19.9%)	191 (18.1%)	168 (15.2%)
Good	246 (21.8%)	304 (27.4%)	372 (33.9%)	352 (32.3%)	354 (33.5%)	326 (29.4%)
Average	361 (32.0%)	349 (31.5%)	312 (28.5%)	324 (29.8%)	304 (28.7%)	321 (29.0%)
Below Average	252 (22.3%)	222 (20.0%)	160 (14.6%)	150 (13.8%)	159 (15.0%)	200 (18.1%)
Unsatisfactory	137 (12.1%)	65 (5.9%)	28 (2.6%)	46 (4.2%)	50 (4.7%)	71 (6.4%)
Total	1127 (100%)	1109 (100%)	1096 (100%)	1089 (100%)	1058 (100%)	1086 (100%)

* Based on SDE data, October 30, 2006; March 2, 2007

**** Based on SDE data, October 2003

** Based on SDE data, November 4, 2005

***** Based on SDE data, October 2002

*** Based on SDE data, October 2004

***** Based on SDE data, November 2001

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Primary, Elementary, Middle, High). Career and Technology Centers ratings are not factored into tables. The number of schools not receiving an absolute rating are as follows: 24 in 2006; 19 in 2005; 15 in 2004; 15 in 2003; 22 in 2002; and 22 in 2001.

IMPROVEMENT RATINGS 2001-2006

Improvement Rating	2006 Improvement Rating Number (%) [*]	2005 Improvement Rating Number (%) ^{**}	2004 Improvement Rating Number (%) ^{***}	2003 Improvement Rating Number (%) ^{****}	2002 Improvement Rating Number (%) ^{*****}	2001 Improvement Rating Number (%) ^{*****}
Excellent	78 (7.0%)	88 (8.0%)	170 (15.8%)	75 (7.0%)	94 (8.9%)	135 (12.2%)
Good	184 (16.5%)	198 (18.0%)	215 (20.0%)	174 (16.1%)	183 (17.4%)	168 (15.2%)
Average	107 (9.6%)	84 (7.6%)	97 (9.0%)	89 (8.2%)	186 (17.6%)	215 (19.4%)
Below Average	285 (25.6%)	340 (30.8%)	276 (25.8%)	275 (25.5%)	311 (29.5%)	299 (27.0%)
Unsatisfactory	459 (41.2%)	393 (35.6%)	313 (29.2%)	466 (43.2%)	280 (26.6%)	267 (24.1%)
Total	1113 (100%)	1103 (100%)	1071 (100%)	1079 (100%)	1054 (100%)	1084 (100%)

* Based on SDE data, October 30, 2006; March 2, 2007

**** Based on SDE data, October 2003

** Based on SDE data, November 4, 2005

***** Based on SDE data, October 2002

*** Based on SDE data, October 2004

***** Based on SDE data, November 2001

Notes: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Primary, Elementary, Middle, High). Career and Technology Centers ratings are not factored into tables. The number of schools not receiving an improvement rating are as follows: 38 in 2006; 27 in 2005; 50 in 2004; 16 in 2003; 26 in 2002; and 24 in 2001.

3. What are your performance levels for key measures of financial performance, including measures of cost-containment as appropriate?

State law requires an annual review of agencies' accounting procedures by the Division of the State Auditor. The EOC's accounting operations and stewardship of state resources for Fiscal Years 2005-2006 were reviewed during Fiscal Year 2006-2007. These reviews resulted in positive findings with the exception of two errors. These were corrected immediately.

4. What are your performance levels and trends for the key measures of Human Resource Results (i.e., work system performance, employee learning and development, employee well-being, employee satisfaction, diversity and retention?)

The Executive Director reviews leave patterns, evaluations and conducts small group discussions to measure satisfaction, involvement and development.

5. What are your performance levels and trends for the key measures of regulatory/legal compliance and community support? Note: For a governmental agency, this question would apply to compliance with laws and regulations other than the agency's central legal mandate. Results of the agency's legal mandate or mission should be addressed in 7.1)

The EOC operations have been audited by the South Carolina State Auditor's Office including reviews of fiscal procedures, benefits, closing packages and contractual obligations.