South Carolina Department of Education

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Accountability Report Transmittal Form

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South Carolina Department of Education
Annual Accountability Report
Fiscal Year 2007-08

The South Carolina Department of Education's annual accountability report for FY 2007-08 presents the performance of the Department and a concurrent review of the state's public education system, which relies on the agency for leadership and support. This accountability report addresses both agency and system: the South Carolina Department of Education in terms of its mission-driven, values-centered strategic focus, and the public education system in terms of data that demonstrate how the state's schools are responding to our leadership.

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Section I: Executive Summary

The public school is the greatest discovery made by man.

—**Horace Mann**

MISSION, VISION AND VALUES

The mission of the South Carolina Department of Education (SCDE) is to provide leadership and services to ensure a system of public education through which all students will become educated, responsible, and contributing citizens.

Values are critically important for an agency with the societal responsibilities that the SCDE bears. Our strategic planning process has led us to seven core human values, believing that their embrace by all of our employees will strengthen our ability to fulfill our educational mission:

- **Respect.** Treat all people with dignity and respect in all circumstances.
- **Trust.** Be trustworthy, believable, credible, and truthful in character and competence.
- **Honesty.** Be truthful in words and deeds.
- **Integrity.** Be consistent and do what is right all the time.
- **Responsibility.** Willingly accept the obligations and duties for both success and failure.
- **Accountability.** Be answerable for what was done with what was given and the results achieved.
- **Service.** Put success and service to students before personal success and self-service.

MAJOR ACHIEVEMENTS FROM THE PAST YEAR

South Carolina led the nation in the quality of efforts to attract, develop and retain high quality teachers, up from second last year, according to the respected national report *Quality Counts 2008*, published by Education Week. South Carolina ranked 5th in the nation for the quality of its standards, assessment, and accountability systems; 9th for education performance and policymaking, and 13th in access to technology, according to *Quality Counts* analyses.

Legislation to replace the Palmetto Achievement Challenge Test (PACT) program was enacted by the General Assembly, paving the way for a new testing system that provides more timely and useful information for teachers, parents, and students. The legislation is the first significant change to South Carolina's accountability system since passage of the Education Accountability Act in 1998.

South Carolina has emerged as a national leader in single-gender education as a result of State Superintendent of Education Jim Rex's emphasis on expanding curriculum choices within public schools. Nearly 250 South Carolina schools, more than any other state in the nation, are expected to offer single-gender options during the 2008-09 school year, up from 70 at the start of the last school year.

South Carolina students continued to perform near or above the national average on the National Assessment of Educational Progress (NAEP) in math and close to the national average in reading, maintaining one of the highest improvement rates in the nation on the federal tests.

Student scores on the High School Exit Examination improved substantially in 2007, with some of the greatest gains posted by African-American and low-income students. Passing scores also improved on end-of-course assessments in algebra and science. Student performance on PACT testing continued to improve, with the percentage of students scoring Basic or above increasing in 16 of 24 PACT categories on the 2007 assessments.

Student scores on the ACT rose for the fifth consecutive year, reaching 19.9 on the 36-point scale, and SAT scores improved by two points. South Carolina seniors continued a dramatic improvement trend on Advanced Placement exams, with a record number of exams attempted and a record percentage of scores high enough to earn college credit.

KEY STRATEGIC GOALS FOR THE PRESENT AND FUTURE YEARS

Vision: Our shared vision is for a system of public education through which all students will become educated, responsible, and contributing citizens.

Strategic aims and goals:

1. Accelerate Innovation
   1.1. Schools have the capacity to support and sustain innovative programs.
   1.2. Schools have flexibility to implement innovative strategies.

2. Reform Accountability to Ensure Success
   2.1. Standards, Assessment, and Accountability systems promote high achievement.
   2.2. Schools have the assistance needed for students to meet state standards.

3. Expand Public School Choices for Parents and Students
   3.1. All public schools provide curriculum and program choices.
   3.2. Students have a variety of routes to high school completion, postsecondary study and career.

4. Promote Fair and Equitable School Funding
   4.1. Schools have sufficient resources to provide a high quality education.
   4.2. School facilities are adequate to support learning.

5. Elevate and Reinvigorate the Teaching Profession
   5.1. Educator recruitment and preparation systems produce an adequate supply of well-qualified teachers and administrators.
   5.2. Educator retention efforts are effective.
   5.3. School and district leaders are well prepared to support a culture of sustainable innovation.

6. Increase High Student Achievement and Successful Completion of PK-12 education
   6.1. All students enter school prepared for learning, demonstrate essential knowledge and skills as defined through rigorous, relevant curriculum standards, and graduate from high school on time, ready for college and career.
   6.2. Parents are active, involved participants in their children's education.

7. Ensure Efficient Operations
   7.1. The SCDE is organized in a way that emphasizes its role as a service provider to educators and a resource to parents and the public.

KEY STRATEGIC CHALLENGES

- Adequate funding, equitably distributed across school districts, is the most significant strategic challenge in improving education in South Carolina.

  - ➢ Legislation replacing locally generated property taxes with an additional state sales tax continues to create funding constraints, particularly in high-growth districts, limiting local ability to develop and sustain innovative educational programs and services. The state's poorest districts continue struggling to meet the needs of the many students disadvantaged by poverty.
  - ➢ Existing difficulties are exacerbated by the projected shortfall in state tax revenues during the current fiscal year which has reduced the budget for education by more than $100 million, resulting in serious cutbacks to important programs and services.

- The General Assembly has begun working to revise the state's outdated and inequitable formula for funding public education, but providing additional resources for poor districts while preserving the high quality of education in wealthier districts will be a difficult challenge, particularly at a time when state revenues are shrinking.

- Efforts to reduce the achievement gap among low-income and minority students continue to be frustrated by the General Assembly's reluctance to expand pre-kindergarten programs to serve all children at risk of school failure. Estimates are that of the 37,327 at-risk four-year-olds in South Carolina, 15,997, or 43 percent, are not being served in public or private pre-kindergarten programs, including 2,256 at-risk children in the plaintiff districts.

- South Carolina schools, particularly those in low-income, rural areas, continue to confront a shortage of well-qualified teachers, increasing reliance on foreign teachers who have three-year visas.

- High fuel prices will lead to a deficit of more than $24 million this year in the state's budget for school transportation. Fuel costs may force a diversion of funds targeted toward school bus replacement. Salaries of bus drivers and maintenance personnel are not competitive with the private sector, and modernization of bus maintenance facilities and equipment continue to present challenges.

HOW THE ACCOUNTABILITY REPORT IS USED TO IMPROVE ORGANIZATIONAL PERFORMANCE

We use the accountability report for multiple purposes. First, the report is an effective tool for managing the organization. Second, the report serves as an after-action review for the most recently completed fiscal year. The Baldrige criteria serve as the framework to analyze current action plans, modify existing strategies and action plans, develop new strategies and action plans, and assess strategic results. Finally, the report is used to identify opportunities for improvement and innovation.

Section II: Organizational Profile

- **ORGANIZATION'S MAIN PRODUCTS AND SERVICES AND THE PRIMARY METHODS BY WHICH THESE ARE DELIVERED**

  The system's end product is an educated, responsible, and contributing citizenry. Our core business is education—bringing students, teachers, and information together to instill knowledge and to encourage the proper application of that knowledge. The SCDE's products are leadership and services delivered to school districts and their staff members who assist in the development of teaching and learning programs.

  The SCDE's products and services are both internal and external, however. Services within the agency include human resource services, finance and accounting services, research and statistical reports, policy planning, auditing services, information technology services, legal counsel services, and government relations. Within the public education system, the SCDE provides the following services: curriculum and assessment, district and community, professional development, school quality resources, educator guidance and resources, school leadership, grant support, food services, facility planning, transportation, and technology services. The agency's primary delivery methods are based on the needs of its customers. In some cases, state law or other mandates determine the delivery method. Our delivery methods include revising and developing standards, and guidelines; providing resources and materials; providing training and technical assistance; funding programs and initiatives; evaluating programs and staff; developing and administering assessments; collaborating with partners and stakeholders; providing timely and accurate information; responding to customer inquires; promoting and recognizing educational achievements; and monitoring and recommending changes to policies, laws, and regulations.

- **KEY CUSTOMER GROUPS AND THEIR KEY REQUIREMENTS/EXPECTATIONS**

  Baldrige Education Criteria for Performance Excellence focuses on students and stakeholders, who are the key beneficiaries of educational programs and offerings. As all businesses must do, education organizations must respond to a variety of requirements and expectations—all of which should be incorporated under customer focus. This approach distinguishes between students and stakeholders for purposes of clarity and emphasis. Stakeholders include parents, employers, schools, and communities. Therefore, the primary and most important customers of the public school system and the SCDE are the students.

- **KEY STAKEHOLDER GROUPS**

  The product/service linkage is the state's public school system and the SCDE's leadership and services, which are focused on learning-centered education to ensure student achievement. However, in truth, SCDE customers and stakeholders are diverse and many. They are categorized as internal and external and are identified as part of our strategic planning process. The internal customers/stakeholders include the State Superintendent of Education; the State Board of Education; and the SCDE's administrative, professional, clerical, and trades staff. External customers/stakeholders include educators, administrators, school districts, other professional staff, and support staff in schools; parents, the business community, and the general public; state government personnel and the General Assembly; professional organizations and special interest groups; the news media; and state universities, public colleges, private colleges, and technical colleges. More information on key customers groups is provided in Section III, Category 3—Customer and Market Focus.

- **KEY SUPPLIERS AND PARTNERS**

Suppliers of the state system and the SCDE are also diverse and many. Parents and families supply students; higher education supplies teachers and training for teachers; bus manufacturers supply buses; textbook publishers supply textbooks and instructional materials; testing companies supply and score assessment instruments. As are our customers, our internal and external suppliers are identified in our strategic planning process. The internal suppliers include the State Superintendent of Education, the State Board of Education, and the SCDE staff. External suppliers include not only those mentioned above but also state government personnel and the General Assembly; teachers, administrators, school districts, and other professional staff; and state universities, public colleges, private colleges, and technical schools.

- **OPERATING LOCATIONS**

  The entire South Carolina public school system consists of more than 90,000 employees located in 1,186 schools within 85 school districts and in related operating units throughout the state. The SCDE's primary operations are conducted in the Rutledge Building in Columbia, in the schools, and in the district offices. School bus maintenance operations are conducted in shops and maintenance facilities strategically located to serve all public schools throughout the state.

- **NUMBER OF EMPLOYEES**

  The SCDE has 462 staff members. An additional 473 staff work in 47 school bus maintenance shops or rebuild facilities located throughout the state. The following table provides both a current and a historical summary of full-time equivalency (FTE) authorization for the SCDE:

YEAR	AGENCY STATE FTE	AGENCY EIA FTE	AGENCY FED/OTHER FTE	AGENCY TOTAL FTE	OTHER ENTITY STATE FTE	OTHER ENTITY FED/OTHER FTE	OTHER ENTITY TOTAL FTE	TOTAL STATE FTE	TOTAL EIA FTE	TOTAL FED/OTHER FTE	TOTAL FTE
1993	819	71	191	1,081	24	1	25	843	71	192	1,106
1994	775	72	201	1,048	24	1	25	799	72	202	1,073
1995	775	72	201	1,048	25	1	26	800	71	202	1,074
1996	775	72	201	1,048	25	1	26	800	72	202	1,074
1997	750	58	162	970	25	1	26	775	58	163	996
1998	732	57	141	930	39	1	40	771	57	142	970
1999	731	54	130	915	85	1	86	816	54	131	1,001
2000	743	55	124	922	100	3	103	843	55	127	1,025
2001	768	64	138	970	108	13	121	876	64	151	1,091
2002	772	77	147	996	108	13	121	880	77	160	1,117
2003	772	77	147	996	108	17	125	880	77	164	1,121
2004	763	77	159	999	108	21	129	871	77	181	1,129
2005	751	77	171	999	108	21	129	859	77	193	1,129
2006	714	125	139	978	117	4	120	831	125	142	1,098
2007	723	137	131	991	114	4	118	837	137	135	1,109
2008	762	129	132	1,023	117	6	123	879	135	148	1,162
Change 1993–2008	-57	58	-59	-58	93	5	98	36	64	-44	56

Note: The "Other Entity" designation includes the Governor's School for Science and Mathematics, the Governor's School for the Arts and Humanities, and First Steps.

The following table illustrates employees, segmented by category:

Employee Category	SCDE	Governor's School for the Arts and Humanities	Governor's School for Science and Mathematics	First Steps
Classified	926	49	13	17
Unclassified	9	38	21	2
Temporary grant	26	0	2	15
Temporary classified	90	22	4	9
Temporary unclassified	3	43	0	0

The following table shows FY 2007–08 FTE authorization, excluding "Other Entity" FTE authorization, by bus shop and non-bus shop operating units:

Bus Shop FTEs	Non-Bus Shop FTEs	Total FTEs
485	538	1,023

The following table shows FY 2007–08 total agency employees, excluding "Other Entity" employees, by transportation system support and non-transportation system support:

Transportation System Support Employees	Non-Transportation System Support Employees	Total Employees
473	462	935

- **REGULATORY ENVIRONMENT** (i.e., occupational health and safety regulations, certifications, financial, and service requirements)

The SCDE operates within the state government system and must maintain fiscal, legal, and regulatory accountability. Other state regulations and requirements include the Education Accountability Act, the Appropriations Act, the Education Oversight Committee's Academic Standards, the State Fire Marshall, the Budget & Control Board, State Board of Education regulations as well as the State Auditor's Office and the Equal Opportunity/Affirmative Action Employer. The United States Department of Education issues requirements and provides guidance that the SCDE must also follow such as No Child Left Behind (NCLB), IDEA, Title I, III (ESOL), V and VI-REAP. Other Federal requirements are provided by the FCC, OSHA and the USDA. Additionally, the SCDE is accountable to the customers of the education system and, ultimately, to the citizens of South Carolina.

- **PERFORMANCE IMPROVEMENT SYSTEM(S)**

Our strategic plan, which contains multiple measures of agency performance, establishes our system for improvements in this regard. The SCDE utilizes both internal and external performance assessments. Key strategic performance evaluations are conducted to determine if the agency is making steady progress toward the accomplishment of its vision. Senior leadership regularly reviews performance data from various sources. Internally, the leadership team uses organizational performance review findings and employee feedback to evaluate the agency's performance. In addition, the EPMS (Employee Performance Management System) and employee surveys serve as effective tools for assessing the individual employee and the organization as a whole.

ORGANIZATIONAL STRUCTURE

The SCDE is led by the State Superintendent of Education, who is a constitutional officer of the state. The State Superintendent also serves as secretary to the State Board of Education. Seven deputy superintendents and twenty-nine directors administratively carry out the mission of the agency. The agency was reorganized in summer 2007 to reflect the priorities of the agency. The chart located in the Appendix graphically displays the organizational structure of the agency.

- **EXPENDITURES AND APPROPRIATIONS CHART**

The following tables provide expenditures and appropriations for the years listed for the SCDE, the Governor's School for Science and Mathematics, the Governor's School for the Arts and Humanities, and First Steps.

Base Budget Expenditures and Appropriations
(Note: Nonrecurring expenditures are reflected in major budget categories.) UPDATE

Major Budget Categories	2006-07 Actual Expenditures		2007-08 Actual Expenditures		2008-09 State Appropriation Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$43,391,784	$27,233,250	$46,936,363	$30,306,796	$49,371,931	$32,848,172
Other Operating	$202,855,585	$90,722,080	$229,770,420	$137,121,422	$162,630,364	$75,917,536
Special Items	$0	$0	$0	$0	$0	$0
Permanent Improvements	$0	$0	$0	$0	$0	$0
Case Services	$0	$0	$0	$0	$0	$0
Distributions to Subdivisions	$3,377,811,978	$2,062,792,918	$3,626,000,183	$2,265,835,157	$3,589,554,264	$2,322,593,675
Fringe Benefits	$13,018,226	$8,582,415	$14,820,763	$9,905,985	$13,913,380	$9,685,390
Nonrecurring	$0	$0	$0	$0	$53,766,564	$32,913,257
TOTAL	**$3,637,077,573**	**$2,189,330,663**	**$3,917,527,728**	**$2,443,169,360**	**$3,869,236,503**	**$2,473,958,030**

Other Expenditures
(The below expenditures are reflected in the above totals.)

Sources of Funds	2006-07 Actual Expenditures	2007-08 Actual Expenditures
Supplemental Bills	$0	$0
Capital Reserve Funds	$0	$0
Bonds	$0	$0

Interim Budget Reductions

Total 2006-07 Interim Budget Reduction	Total 2007-08 Interim Budget Reduction
$0	$0

- **MAJOR PROGRAM AREAS CHART**

See Major Program Areas Chart located on Page 47.

Section III: Elements of the Malcolm Baldrige Criteria

CATEGORY 1: SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

> **1.1a** How do senior leaders set, deploy, and ensure two-way communication for short and long term organizational direction and organizational priorities?

The SCDE senior leadership team consists of the State Superintendent of Education and seven deputy superintendents, who lead the agency's divisions: Administration, Policy and Legislation, Standards and Learning, Accountability, Innovation and Support, Educator Quality and Leadership, and Finance and Operations. The leadership team sets, deploys, and communicates short- and long-term direction and organizational priorities based on the SCDE's strategic plan. The senior leadership team is actively involved in guiding the organization by setting, deploying, and communicating strategic aims, strategic performance goals, and short- and long-term objectives and by monitoring operational action plans. Our middle management leadership team consists of the office directors in the divisions. Directors work with deputy superintendents to effectively communicate, implement, and reinforce the senior leadership's strategic direction and to formulate operational objectives and action plans, policies, and practices to ensure high expectations, clear direction, and accomplishment of objectives. SCDE's strategic goals for education leadership are to ensure that leadership is aligned and accountable.

SCDE senior leadership works with the executive and legislative branches of state government to convey a bipartisan spirit to improve the education system. We actively communicate the needs of our students, schools, and districts to the General Assembly. We work with specific school districts for common alignment of strategic aims and goals. In addition, we continually interact with school district administrators and teachers, providing two-way communications for improvement. Examples include monthly superintendent and instructional leader roundtable meetings. The SCDE's strong relationship with school and district administrators, teachers, parents, public and private businesses, our elected officials, and the general public have contributed to the continuous improvement of the public education system.

> **1.1b** How do senior leaders set, deploy, and ensure two-way communication for performance expectations?

Performance expectations are set, deployed, and communicated as part of the SCDE's strategic planning process. The SCDE's strategic aims, strategic performance goals, and short- and long-term objectives form the basis of performance expectations. These expectations are communicated by the senior leadership team to SCDE staff and stakeholder and customer groups through a variety of methods. The primary method is our published strategic plan, which is available on the SCDE Web site, and constant communication internally and externally. The strategic plan was revised in summer 2008. Internally, our middle management leadership team provides continuing focus on performance expectations, assessment against those expectations, and appropriate feedback to SCDE staff. Externally, constant dialogue is maintained through various public forums and frequent meetings such as Dr. Rex's Town Hall Meetings and his statewide Back-to-School Tour.

> **1.1c** How do senior leaders set, deploy, and ensure two-way communication for organizational values?

The leadership team is responsible for communicating and modeling our organizational values, which form the basis for standards of ethical behavior. Our values and standards of ethical behavior are consistently articulated both inside and outside the organization. These values provide the underlying foundation for our culture of continuous improvement and high performance. Our personal values include respect, trust, service, integrity, honesty, accountability, and responsibility. Our organizational values include leadership, customer focus, results orientation, responsibility and citizenship, partnership development, management by fact, long-range outlook, designing in quality, fast response, employee participation, continuous improvement, teamwork, open communication, and recognition.

1.1d	How do senior leaders set, deploy and ensure two-way communication for ethical behavior?

The SCDE promotes ethical behavior by keeping its staff informed of the agency's expectations and standards, conducting briefings on legal and ethical issues, providing EPMS counseling as well as counseling to employees who have breached ethical standards.

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

Leadership establishes and promotes a focus on customers through constant contact with key customers/stakeholders. Senior leaders meet with customers/stakeholders on a regular basis to determine progress and needs. Promotion of customer focus is inherent in the implementation of our mission to "provide leadership and services." The focus is concentrated on providing service rather than monitoring. An example of customer focus is the fact that the Educator Certification office has a toll-free number (1-877-885-5280) to assist the public as well as a Web site where a teacher can access his or her own file 24/7.

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

Through a systematic and logical analysis, the SCDE addresses the current and potential impact, including associated risks that its products, programs, services, facilities, and operations have on the public. Senior leadership—as part of the course of action development and the recommendation process—assesses all current and potential strategic actions. Risk assessments are performed as part of this process. For example, the SCDE conducted public hearings with parents of special needs students to create some additional choices for parents and students. In addition, the Office of Internal Auditing performs risk-based audits.

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

The SCDE maintains fiscal, legal, and regulatory accountability through various proactive oversight activities. The Offices of General Council, Internal Auditing, and Finance provide strategic-level oversight coupled with operational oversight and monitoring conducted by the responsible offices. Results are reported to the leadership team. The SCDE's provisos are annually monitored and reviewed by Internal Auditing to ensure that requirements are followed and reports submitted on a timely basis. The Division of Policy and Legislation ensures compliance with state and federal laws as well as with agency policies and procedures. The Division of Finance and Operations also provides information, analyses, and financial recommendations to ensure efficient and effective use of education resources.

1.5	What performance measures do senior leaders regularly review to inform them on needed actions? **** RESULTS REPORTED IN CATEGORY 7**

The following are the key strategic performance measures used by the SCDE to determine if we are making progress toward our vision and the accomplishment of our mission:

- student performance and academic progress as measured by multiple tests;
- school readiness data;
- high school graduation rates and statistics regarding postgraduation education and employment;
- enrollment numbers and completion rates of adult education and general education diploma programs;
- teacher quality statistics (test scores, evaluation results, waivers, the number of National Board–certified teachers, accreditation ratings);
- district and school report card results;
- infrastructure measures (school facilities, transportation, textbooks, food service);
- levels and percentages of parent, family, volunteer, community, and business involvement;
- crime report statistics;
- ratings of the education system by professional external organizations;
- leadership measures (At-Risk and Below Average schools and districts);
- customer and stakeholder surveys (educators, special interest groups, parents of students, and the general public); and
- human resource statistics (attrition, average years with agency, employee survey).

1.6	How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness, the effectiveness of management throughout the organization including the head of the organization, and the governance board/policy making body? How do their personal actions reflect a commitment to organizational values?

The leadership team uses organizational performance review findings and employee feedback to improve its own leadership effectiveness and the effectiveness of management throughout the SCDE. The use of the EPMS and an employee survey has established a two-way communication system between managers and employees within the organization. Job tasks are discussed, clarified, measured, and changed to meet our mission statement. Our senior leaders act on feedback given by SCDE employees during the EPMS review and on the employee survey. In senior staff meetings, feedback is discussed and acted upon as needed to enhance our efficiency and effectiveness. Senior managers in turn give feedback to their employees so that they know the *how* and the *why* of the organization and its mission.

Members of the leadership team are available to all the employees in their respective divisions/offices and to the agency as a whole. The leadership team's personal actions of putting forth extra effort and being honest and fair are essential. The members of the team are not merely leaders by title but have the ability to provide guidance and assistance to others in a mentor/motivator role. Team members work to maintain a positive environment and to empower other agency staff by engaging them in all aspects of the organization. Additionally, the leadership team members share a commitment to ongoing, constant learning about themselves, their staff, the agency, and their individual expertise.

The State Board of Education meets monthly to approve policies and regulations as well as academic standards. The Board also hears appeals from teachers and teacher candidates and determines disciplinary action, when necessary. The Board is led by a Chair and consists of seventeen members

who serve four-year terms. The Board is organized into five committees that closely appropriate the agency's strategic goals.

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

Senior leaders regularly monitor the agency's human resources, determining critical positions and assessing upcoming changes by identifying expected vacancies that may result from retirements and turnover. While the process is not formal, each division works to ensure that employees are retained, educated, and prepared for advancement as positions become vacant. Many positions are first advertised internally.

1.8 How do senior leaders create an environment for performance improvement, and the accomplishment of strategic objectives?

The environment for performance improvements is established by our strategic plan, which contains multiple measures of performance. Performance results are shared agency wide and serve both as motivators and as rewards. Collaboration is a key element of this environment. The State Superintendent and the leadership team provide an atmosphere that encourages creativity, communication, and challenge.

1.9 How do senior leaders create an environment for organizational and workforce learning?

The SCDE is organized in five divisions and the Office of the Superintendent. The senior leadership meets on a weekly basis and these meetings are enhanced by quarterly daylong retreats where the staff focuses on one or two objectives. The office directors and deputies meet monthly, and these meetings often include an in depth discussion or training on one aspect of the strategic plan. The divisions have regular meetings and provide staff training, as appropriate. The Internal Technology office and the Office of e-Learning provide face-to-face and online training in technology for all staff members. When possible, staff members are allowed to attend professional development that is relevant to their job duties.

1.10 How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

The State Superintendent of Education has periodic agency-wide meetings to share information and to receive questions and comments from staff members. In 2008, for the first time, the agency had a box lunch for Employee Recognition Day. Employees in the agency also receive verbal and written praise for their accomplishments.

1.11 How does senior leadership actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization contribute to improving these communities.

SCDE leadership and employees recognize their responsibility for good citizenship and community involvement. Our areas of primary interest are education related. We strongly support the annual school supply drive sponsored by Cooperative Ministry. This effort provides support for selected children to enhance their potential for success in school. Internally, the Employee Activity Committee supports a number of worthy activities to enhance internal employee involvement and participation. Our employees are involved in a number of civic, social, charitable, and faith-based

organizations that support local communities. Employees voluntarily give their time, effort, and money to a variety of worthwhile organizations that benefit the community as well as the nation: the Red Cross; the National Guard and Army Reserve; the Boy Scouts, Girl Scouts, and Explorer Scouts; and local churches and temples. In addition, they contribute to the United Way and March of Dimes campaigns as well as walks for cancer and diabetes research (i.e., Wellness Walk).

CATEGORY 2: STRATEGIC PLANNING

> 2.1a   What is your Strategic Planning process, including key participants, and how does it address strengths, weaknesses, opportunities, and threats?

Our strategic plan is guided by input from a variety of sources that include the Governor, the General Assembly, the federal government, educators, students, parents, professional organizations, the general public, and other groups internal and external to the SCDE. These constituents, stakeholders, and customers serve as links for identifying, documenting, and articulating concerns regarding the implementation and operation of educational programs and the performance of the SCDE. A continuous line of communication exists between the SCDE and customers for the free flow of needs and expectations.

The goals, objectives, and tactics outlined through our strategic planning process marshal the agency's strengths, including technical expertise, internal partnerships, and external partnerships with a wide range of stakeholders to overcome identified weaknesses and take advantage of opportunities. While risk is assessed (see 2.1b, below), specific threats are not addressed.

> 2.1b   What is your Strategic Planning process, including key participants, and how does it address financial, regulatory, societal and other potential risks?

As part of the strategic process, SCDE leadership assesses environmental factors with regard to barriers, obstacles, threats, and risks. The assessment includes the analysis of financial, societal, and political risks. Financial risks stem from dependence on appropriations and from the volatility of state revenues. Societal risks stem from the reactions of the public to the conduct of the SCDE and the leaders of the education system. Political risks are inherent in the strategic environment of state government and in the actions of elected leaders. For all contemplated strategic actions, a systematic and logical risk assessment is performed to determine both the most probable and the unintended consequences. Once possible sources of risk are identified, selected actions are shaped into a single course of action that will minimize or reduce the financial, regulatory, societal, and political risks.

The use and deployment of the Baldrige criteria allows us to develop budget objectives to support action plans that address the strategic goals and objectives. Funding is provided for activities and action plans that will lead to the achievement of goals and objectives.

> 2.1c   What is your Strategic Planning process, including key participants, and how does it address shifts in technology, regulatory, societal and other potential risks, <u>and customer preferences</u>?

The SCDE's leadership team and all agency offices recognize that incorporating constantly evolving technologies effectively is essential in maintaining the agency's information systems and in achieving our educational goals. Our planning process includes assisting local school districts in establishing an effective technology infrastructure and ensuring that all school buildings are linked to educational resources. Our planning process also focuses intensively on making the most of new technologies in two additional areas: providing services for our customers (such as hardware and software training, professional development offerings for educators, and improved opportunities for

school and district communication and collaboration) and enhancing educational opportunities for students. As examples, our strategic planning process calls for expanding course offerings through the South Carolina Virtual School Program and increasing the numbers of students who participate. The SCDE document *The South Carolina State Technology Plan* contains guidelines that help educators and districts translate long range technology visions for student achievement and technology literacy into compelling, meaningful learning activities. The SCDE strategic plan includes promoting and providing for data-driven decision making with technologies to collect and analyze student achievement data. The SCDE also aims to increase technological competence in the public schools by establishing competency levels for students as well as educators.

The SCDE's leadership team, the Superintendent's Office, the Office of General Counsel, the Office of Policy and Legislation, and the Office of Internal Auditing are responsible for the overall regulatory environment. The agency's five divisions, the Office of the State Superintendent, and the offices within those divisions are responsible for monitoring the regulatory environment of the programs they administer. The SCDE operates many grant programs and must ensure compliance with grantor requirements. The District Auditing and Field Services section of the Office of Finance must remain aware of changes in accounting and auditing standards and must ensure school district compliance with those standards. The Office of Policy and Legislation provides information and assistance to ensure compliance with state and federal laws as well as agency policies and procedures. The leadership team oversees financial accountability systems at the state, district, and school levels.

Customer preferences are constantly monitored through the SCDE's extensive network of communication with our wide range of customers, maintained by the Superintendent, the leadership team, and individual offices. Changes in customer preferences are incorporated in our strategic planning on an ongoing basis.

2.1d	What is your Strategic Planning process, including key participants, and how does it address <u>workforce</u> capabilities and needs?

Execution of strategic and operational plans requires various resources. One of the most important is human resources. Potential strategic actions are constrained by available human resources and the capabilities and skills of these resources. Senior and operational leaders assess human resource needs. In addition, open communication exists between leadership and employees for the purpose of allowing employees to express their perceived needs. The SCDE's employee survey provides valuable human resource data that leadership analyzes and acts upon. When shortcomings are identified as part of the strategic planning process, actions are taken to improve human resources, or contemplated plans are modified.

2.1e	What is your Strategic Planning process, including key participants, and how does it address <u>organizational</u> continuity in emergencies?

The SCDE has developed a document titled "Fire Prevention, Emergency Action and Homeland Security Plan for the Rutledge Building," which contains a detailed emergency action plan to be activated when necessary by a team of twelve Rutledge Building safety officers. The plan, which was created by the SCDE in conjunction with the Budget and Control Board's General Services Division, addresses security as well as emergency prevention and recovery procedures and was updated March 24, 2006. The agency's technology policy has been revised to update and improve the organization's backup systems and processes. Currently, there is no formal plan regarding facilities' startup and business resumption in the aftermath of a crisis.

> **2.1f** What is your Strategic Planning process, including key participants, and how does it address your ability to execute the strategic plan?

Key participants in the execution of the strategic plan include all of those mentioned in 2.1a, above. However, the key participants immediately responsible for the plan's execution in practical terms are all levels of staff members within the SCDE, with key work processes in place in the appropriate divisions and offices so that the SCDE is able to fulfill its stated goals. Data on techniques for guidance or the improvement of systems are regularly collected and reviewed. Communication is a key element in ensuring the success of the strategic plan. Risks are regularly assessed, and action is taken to overcome those risks. We also align our budget objectives to support our action plans and activities. Senior leadership regularly accesses the agency's human resources.

> **2.2** How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

The SCDE's strategic objectives incorporate work processes addressing policy development, funding proposals, communication, and achievement reporting, all of which help the agency to deal effectively with its strategic challenges.

In addition, leadership assesses, on an ongoing basis, potential strategic and operational courses of action based on current and potential operational capabilities, many of which are beyond the SCDE's control. If current or future capacity and capabilities are insufficient for a desired course of action, steps are taken to increase or improve capabilities where this is possible. In other instances, the course of action is modified to conform to capabilities.

> **2.3** How do you develop and track action plans that address your key strategic objectives, and how do you allocate resources to ensure the accomplishment of your action plans?

Action plans that support strategic goals and objectives are developed at the operational level. The leadership team monitors the development of these plans to ensure adequacy, feasibility, and acceptability. Middle- and senior-level leadership hold monthly meetings to review the status of operational action plans. The State Superintendent meets weekly with the deputies and reviews the progress of operational action plans that address key strategic goals and objectives.

> **2.4** How do you communicate and deploy your strategic objectives, action plans and related performance measures?

Strategic objectives, action plans, and performance measures are communicated and deployed by the leadership team through meetings and training sessions for all SCDE personnel. All employees have access to the SCDE's strategic plan. Frequent updates on results against performance measures are provided through e-mails and agency reports. Leadership also conducts periodic agency meetings to inform and update all employees on the progress toward achieving strategic goals and objectives and to solicit feedback from employees.

> **2.5** How do you measure progress on your action plans?

Progress is regularly reviewed by staff members within the office responsible for the action plan and by the senior leadership. The measures of progress used by the SCDE include student performance and academic progress indicators, rates and statistics, external education system ratings, and survey results. See question 1.5, above, for more detailed information on progress measures.

> **2.6** How do you evaluate and improve your strategic planning process?

The SCDE's leadership team evaluates our strategic planning process through regular review of progress toward goals. Goals, strategies, and work plans are revised based on after-action review, with input from all agency offices.

The strategic plan is currently being revised and will be available on the SCDE's Web site at http://ed/sc/gov/agency/divisions/documents/Strategic PlanDecember2008.doc

CATEGORY 3: CUSTOMER AND MARKET FOCUS

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

The SCDE's external customers are people or groups of people who receive or use the goods we produce and/or the services we provide or whose success or satisfaction depends on our actions. Stakeholders are people or groups of people with a vested interest in the actions we might be considering. The end customers of both the system and the SCDE are students. It is ultimately their long-term satisfaction with the education provided to them and their educational achievement that will determine our success. The SCDE uses the strategic planning process to identify customers/stakeholders and their key requirements.

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

Offices within the SCDE perform internal reviews and examinations of their customer services on an ongoing basis. The Office of Finance has a finance steering committee that meets to address school district concerns and gather input. Additionally, the South Carolina Association of School Business Officials meets twice a year to discuss how the SCDE can better serve its customers. The Office of Transportation holds regular meetings with its area supervisors and shop supervisors to address needs and seek input. The District Auditing and Field Services section of the Office of Finance established a committee that consists of CPAs who review the office's publications, such as the *Single Audit Guide*.

The State Superintendent holds monthly meetings throughout the year to receive input from district superintendents and district officials. The discussion-based agenda allows for clearer understanding of how policies are being implemented. The State Superintendent also holds Town Hall Meetings to share his plans for and solicit community input regarding improving, reforming and supporting South Carolina's public education system. In addition, the State Superintendent and the SCDE senior leadership team participate in frequent meetings with customer and stakeholder organizations such as the South Carolina Association of School Administrators, the South Carolina School Boards Association, the South Carolina Education Association, the Palmetto State Teachers Association, South Carolina Chamber of Commerce, school improvement councils, the deans of college teacher-education programs, local school boards, and parent-teacher organizations.

3.3 What are your key customer access mechanisms, and how do these access mechanisms enable customers to seek information, conduct business, and make complaints?

The SCDE's key access mechanisms are our Web site (http://ed.sc.gov), Educator Certification's Website (http://scteachers.org) and call center, an Ombudsman, and the agency's switchboard and Communications Office. These mechanisms enable customers to see information, conduct business and make complaints. Over 60,000 pages of content are available on the Department's Web site, which during FY 2008 had more than 3.3 million visitors. Through Educator Quality's Web site, 172,258 educators were provided access to certification information. The site received 22,152,395 hits in 2008, an average of 22,521 per day. In addition to responding to 2,100 walk-ins, certification

analysts fielded more than 45,000 calls and answered 70,000 e-mails. A total of 48,834 certification cases were worked, and 152,834 entries were scanned. Our agency's Ombudsman answered 1,015 e-mails, and responded to 238 pieces of correspondence for the State Superintendent of Education through the agency's internal routing system.

> 3.4 How do you measure customer/stakeholder satisfaction and dissatisfaction, and use this information to improve?

We use several measures to determine customer satisfaction with our services. Since these services range widely—from on-site classroom instructional assistance to the purchase and maintenance of school buses, for example—the measurements of customer satisfaction must also span a wide range. Likewise, the improvement and evaluation of the measures are relative to the services provided and the customers served. As a public agency, elected officials, who determine the final priority for funding, measure us each year. Private citizens communicate with these elected officials and the SCDE on how well we are doing our job. The willingness of private businesses to locate in our state is partly determined by the quality of education that will be provided to their employees' children. The economic expansion in South Carolina is a measure of satisfaction with public education. But the most important measure comes through the SCDE's constant interaction with and feedback from school districts throughout the state.

Constant feedback is obtained so that action plans can be updated, appropriate training services can be designed, specific technical assistance can be provided, and new products and procedures can be developed to improve learning and educational opportunities.

> 3.5 How do you use information <u>and feedback</u> from customers/stakeholders to keep services and programs relevant and provide for continuous improvement?

Many of the processes used to determine customer needs and expectations rely on the results of surveys. Therefore, the method for improving these processes is continually to evaluate and examine the reliability of the survey instruments and the accuracy of survey results and then to improve the methods of analyzing the results. Personnel in each SCDE office who perform the analysis of their survey results take notes on how the survey could be changed to improve the reliability of feedback received. Key changes in survey results are indicators of changes in customer needs and expectations and help us assess how effective we are at anticipating particular issues or changes in educational trends. All stakeholders are given the opportunity to suggest improvements in services and procedures either through conversations or in writing. SCDE customer focus is driven in part by federal regulations, state statutes, legislative mandates, State Superintendent directives, and the State Board of Education's regulations and guidelines. These governing entities create customer needs for technical assistance. The SCDE uses both formal and informal means to identify the short- and long-term requirements and expectations of its customers.

> 3.6 How do you build positive relationships with customers and stakeholders? Indicate any key distinctions between different customer <u>and stakeholder</u> groups.

Customer focus and satisfaction is one of the core values of the Aligned Management System. It serves as the foundation for our continuous improvement efforts and includes all attributes that contribute to improved customer satisfaction. Our customer relationships are developed based on trust, confidence, and loyalty as well as sensitivity to emerging customer requirements and measurements of customer satisfaction factors.

The Division of Educator Quality and Leadership has shortened the certification processing time for

over 52,150 instructional staff and 8,127 other staff currently employed in the public schools. The Division has successfully managed the certification process for over 136,000 educators and has assisted thousands more who applied for initial certification or certification renewal. During the past fiscal year alone, the Division fielded over 45,000 phone calls, responded to 70,000 e-mails, assisted 2,100 walk-ins, worked 48,834* certification cases, and scanned 152,834 entries.

(* Procedures were restructured for cases processed. This figure reflects each case in its totality rather than the number of items processed in each case. This lessens the number of analysts that handle each case and provides for greater efficiency.)

The SCDE has put increased emphasis on customer service by making it the subject of training sessions that have been conducted for all current employees and are required for all new employees.

Educator resources, reporting tools, contact information, and program support need to be available to customers at any time of the day. The agency's Web site (http://ed.sc.gov) is therefore a key tool in the SCDE's effort to build positive relationships and serve customer needs. Averaging between 102,000 and 105,000 visits per month (60,000 pages of content are available), the site is a portal of news and information, an organizational directory, and the source of more than thirty Web-based applications for data collection and reporting. These applications reduce paper, enhance data quality, and improve timeliness for our schools, districts, and the agency itself. The SCDE has also recently launched podcasts as another means of communication. Communication with the public through ETV broadcasts (In Our Schools).

CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

> 4.1 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?

Information and analysis requirements are determined by our strategic plan. Operations, processes, and systems that impact learning-centered education to ensure student achievement are measured. All data/information analysis flows from our vision of a system of public education where all students will become educated, responsible, and contributing citizens. For each strategic aim, there are multiple strategic goals. Each of these goals has supporting objectives. Both the goals and the objectives have related performance measures. Key operations and processes that have strategic implications for mission accomplishment are selected for measurement. Then, the information that supports the measures and gives indication of progress toward goal and objective achievement is selected for collection. In those cases where information for measuring a specific operation or process is not readily available, a cost-benefit analysis is performed. State, federal, and legislative mandates also determine many of the SCDE operations and processes that are measured. Key customer segments and users of our data also drive the operations and processes that are selected for measurement. For example, the Education Oversight Committee (EOC) and the performance measures established for the school and district report cards have determined data/information selection and analysis. Finally, public interest determines additional processes, operations, and systems that are measured.

> 4.2 How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

We collect data from various sources in our efforts to determine and provide information to support decision-making and innovation with the agency and to promote decision-making and innovation by

districts and other constituencies that rely on educational data. Data come from student information systems, assessment results, food service systems, special education databases, health management systems, teacher certification and staff development applications, federal datasets, and many other sources. SCDE is building, under a federal grant, a data warehouse in which educational data from many sources are stored and integrated for the purpose of providing information to educational and policy decision-makers and innovators. Access to the data warehouse will be provided to all educators, including classroom teachers, building administrators, and district staff, as well as policy makers, including SCDE and legislative staff. Educational data are used for accountability purposes, for measuring student achievement, for assessment of instructional programs, for determining the director of academic interventions, for direction in providing services and support to schools and districts for identifying new directions to support teaching and learning, and for providing facts to support the efforts of everyone involved in the educational process.

An example is the use of data analysis to support decision making centers in report card data and the evaluation of school and district performance. On the basis of this data/information analysis, assistance is provided to Below Average and At-Risk schools and districts. Decisions and recommendations are made involving targeted assistance and the deployment of state education resources such as the placement of teacher specialists. In addition, report card information is used to reward schools for high and/or improving performance.

Another example of the use of data/information analysis to provide support for decision making centers is In$ite™ data. In$ite is an expenditure (cost) accounting system that permits analysis of expenditure data/information at the school, district, and state levels. Expenditure analysis is available in a user-friendly display by five major functions, fifteen subfunctions, and thirty-three detail function categories. This tool permits analysis of financial resources and their application.

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

A variety of key measures are used to track strategic financial and operational performance. Among the strategic financial measures are current per-pupil expenditures based on In$ite™ data; expenditures by major budget categories, functions, and objects; and distribution of total expenditures. Strategic operational measures include the following: for technology operations, classroom connectivity and ratio of students to computers; for transportation system operations and safety operations, average age and mileage for school buses, route miles per bus, count of student-transport trips per day, and student transportation accident statistics.

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

Comparative data/information analysis is employed in a number of instances. For example, comparative data and information is used to assess our education system's progress against that of the education systems in surrounding states and across the nation. We acknowledge that adjacent states are one group of South Carolina's major competitors for key education and economic resources. Because we compete with other states for teachers, we need to compare and track teacher salaries against national and Southeastern state data. Another example of comparative data/information is student performance based on race, ethnicity, sex, and economic status. This comparative analysis is done to measure the progress toward the objective of reducing the achievement gap among the varied student population segments. We also use comparative data analysis of our own performance over time to identify areas of progress and improvement.

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

Our data integrity, timeliness, accuracy, security, and availability are enhanced through detailed instructions to providers, consistent definitions, and data collection methods. Checks are performed to verify the accuracy of data elements. Much of the data used for key decision making originates at the individual level (student, employee, customer). For example in the case of student data, the individual student will generate data in the form of test results. These data are then aggregated at the class, school, district, and state levels. At each level, checks for quality, reliability, and completeness are performed. Significant verifications are performed at the district and state levels. In some cases, outside vendors perform reviews. Upon validation at the state level, information is returned to individual districts and schools for verification. For example, the data/information quality, reliability, completeness, and availability requirements for the school and district report cards are spelled out as part of an accountability manual published by the Education Oversight Committee.

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

A review of performance measures, both formal and informal, is always linked to goals outlined in the strategic plan. The review process is ongoing. The SCDE performs its own reviews; external agencies, organizations, and research groups conduct reviews of the agency as well. Priorities are then established by senior leadership with feedback from the key participants in the process identified as needing improvement.

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

The SCDE manages organizational knowledge to accomplish the collection, transfer, and maintenance of accumulated employee knowledge by integrating the staff development, retention, hiring, and recruiting functions into a holistic and systematic process. Talent management and preparation for possible "brain drain" are primary concerns for the senior leadership team. Projected key staff turnover is monitored, and actions are taken to provide for a smooth transition, the transfer of knowledge, and the sharing of best practices.

CATEGORY 5: <u>WORKFORCE</u> FOCUS

5.1	How does management organize and <u>measure</u> work to enable your <u>workforce</u> to develop to: 1) develop <u>to</u> their full potential, aligned with the organization's objectives, strategies, and action plans; and 2) promote cooperation, initiative, empowerment, <u>teamwork</u> innovation and your organizational culture?

Under the leadership of the State Superintendent of Education, the SCDE's work is organized and managed by the deputy superintendent for administration and the five divisions that serve the agency and are led by deputy superintendents, who are part of senior leadership. Deputy superintendents, along with office directors, are responsible for the daily operation of their respective offices, which are organized on the principle of work teams. Office work teams are responsible for the development and implementation of the action plans, which are aligned with the strategic plan and which therefore sustain an operational process that promotes cooperation, initiative, empowerment, and innovation. Team members meet regularly to assess performance, review customer feedback, identify opportunities for improvement, and share information on best practices.

In addition to teams within offices, the SCDE has developed cross-divisional teams to coordinate agency resources to meet specific strategic objectives. Cross-agency teams work together regularly to improve professional development, support innovation, provide curriculum support to local districts, implement career and technology education, and integrate technology into the curriculum, among many other initiatives.

> **5.2 How do you achieve effective communication and knowledge/skill/best practice sharing across department, jobs, and locations? Give examples.**

The SCDE's leadership team holds monthly meetings with office directors and other senior staff to communicate and collaborate across departments. These meetings include briefings and presentations regarding projects, legislation, best practices, and other initiatives. Input is welcomed addressing collaborative efforts and helpful suggestions for improving agency delivery of services. The Southeastern Regional Vision for Education (SERVE) assists in this communication effort by providing research and resources on educational best practices that is shared across departments and locations. The SCDE's cross-divisional work teams, such as the Professional Development/Project Support Team, are another important mechanism for communication and information-sharing across divisions.

> **5.3 How does management recruit, hire, place, and retain new employees? Describe any barriers that you may encounter.**

The primary method for recruiting and hiring new employees is through advertising of positions with the state Office of Human Resources and the e-recruitment systems at www.jobs.sc.gov. This site provides state, national, and international exposure of positions available at the SCDE. Additionally, offices have the option of advertising vacant positions in newspapers and/or professional publications. The state's recruitment system is an electronic system that allows job candidates to submit their applications online.

The hiring and placement of new employees is coordinated at the office level through screening of eligible applicants, selecting persons for interview, conducting interviews and making a recommendation of a candidate to fill the vacancy. The process is usually managed by an interview team, with placement coordinated through the Office of Human Resources.

Employee orientation and office-level orientation help ensure retention of new employees. These processes welcome the employee into the agency and equip them with necessary information to assist in a successful employment experience. Frequently, the SCDE's ability to offer an attractive and competitive salary is a barrier to successful recruitment, hiring, placement, and retention.

> **5.4 How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?**

Workforce capability, capacity, and staffing levels are assessed on the basis of workload requirements and/or the agency's success or failure in completing assigned projects. Significant increases in workload or the addition of programs by legislative or State Board of Education requirement, or failure to meet existing workload requirements, may serve as indicators of a need to increase workforce capability, capacity, and staffing levels.

Workforce skills and competencies are assessed through the annual Employee Performance Management System (EPMS) evaluation required of all permanent employees. This system requires supervisors to evaluate their employees on the basis of job requirements and/or objectives. Employees are rated as exceeding requirements, meeting requirements, or below requirements, as

well as on a variety of performance characteristics.

> 5.5 How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

Components of job duties, objectives, and performance characteristics included in the EPMS are directly aligned with the agency strategic plan and the action plans established by the individual offices. Evaluations of individual employees are centered on criteria that were developed in their EPMS planning stage.

If employees are to attain high levels of performance, they first must understand the expectations of their supervisors and the requirements detailed in their respective position descriptions. The EPMS provides the means for these expectations and requirements to be communicated. In the planning stage, the employee and supervisor first review the employee's position description for accuracy and understanding; at this time, the position description can be updated or modified to ensure these two factors. The employee can now ask for the supervisor's expectations and can express his or her own expectations.

Also during the planning stage, the supervisor or the employee can recommend a performance objective that the employee can accomplish over the course of the rating period. By this means, the employee can demonstrate performance that even exceeds the supervisor's expectations. In addition, the employee and the supervisor can meet to discuss progress at any time during the rating period. This process of active communication between supervisor and employee supports high performance.

> 5.6 How does your development and learning system for leaders address the following: a) development of personal leadership attributes; b) development of organizational knowledge; c) ethical practices; and d) your core competencies, strategic challenges, and accomplishment of action plans?

The development of personal leadership attributes for leaders is addressed through monthly meetings of the leadership team and the office directors. Training and leadership development opportunities are provided during these regular meetings, as well as during retreats and other sessions scheduled throughout the year. Training is provided through written materials, presentations from outside consultants, and presentations from SCDE leaders or other staff members. In addition, SCDE leaders participate regularly in training opportunities provided through professional conferences and seminars.

Development of organizational knowledge is a major component of senior staff meetings, which provide an opportunity for leaders to share knowledge of their programs and responsibilities and gain knowledge of the program and responsibilities of their colleagues. The work of the agency's cross-divisional teams and collaborative efforts among agency leadership also ensure organizational knowledge. Leadership retreats are a third important source of information for agency leaders.

Core competencies and strategic challenges are regularly addressed through all these avenues, as are state ethics laws and professional ethical practices. Leadership meetings and retreats throughout the year are the agency's primary means of assessing progress against action plans.

> 5.7 How do you identify and address key developmental training needs for your workforce, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation, and safety training?

Through an employee survey, the SCDE asked its employees to identify their professional training needs. New technology has required training and new performance expectations. The number of promotions and additional job duties granted within the agency demonstrates the variety of development skills that our employees have acquired. Today the SCDE has a well-balanced workforce that represents the population of our state. Our employees have had training in the Malcolm Baldrige model so that the organization as a whole demonstrates continuous improvement in meeting the objectives in our mission statement. Staff development and training are an active part of the agency's day-to-day operations. All new employees participate in or complete a comprehensive orientation program as well as receive a personal letter welcoming them to the agency from Dr. Rex. Safety training for safety-sensitive positions is conducted annually, with specific training being provided throughout the year as needed.

Education and training are assessed through formal end-of-class evaluations, which provide information that is used to improve existing training and to expand training opportunities for staff. In addition, the objective section of the EPMS is used by supervisors and employees to identify methods and opportunities for individual employees to acquire increased job-related skills and knowledge—a special training course or a project for an employee to complete during the rating period, for example.

5.8   How do you encourage on the job use of new knowledge and skills?

Office directors participate in training opportunities, and use of new knowledge and skills is monitored through regular division and office meetings. The primary means of measuring use of new knowledge and skills is through evaluation of the outcome of projects and initiatives requiring their use.

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

Through training, SCDE staff is made aware of the agency's priorities and the focus on customer service. They are also provided the information and complete simulations to strengthen their skills that are used to accomplish the portion of the action plan they are assigned.

5.10   How do you evaluate the effectiveness of your workforce and leader training and development systems?

In addition to employee evaluations of formal training opportunities, the effectiveness of training and development sytems is evaluated by assessing the outcomes of action plans and responses to strategic challenges. Successful outcomes in these areas serve as an indicator that core competencies are being utilized. The EPMS serves as a primary tool to evaluate the entire workforce on their roles and contributions to responding to strategic challenges and accomplishment of action plans.

5.11   How do you motivate your workforce to develop and utilize their full potential?

Our leadership team encourages and motivates employees to develop and utilize their full potential through multiple means. Through the EPMS, supervisors communicate job expectations for employees to maximize their knowledge and skills. This formal process also requires a review of each employee's job description to ensure accuracy. SCDE employees are encouraged to develop their professional expertise through internal and external training opportunities, participation in conferences and seminars, and participation in professional organizations. Flexible scheduling has allowed employees to attend school while still meeting their job requirements. Employees actively participate on different organizational committees – an experience that exposes them to the variety

of the SCDE's activities. Employees continually update their technology skills, expanding not only their own potential but also their worth to the agency.

> 5.12   What formal and/or informal assessment methods and measures do you use to obtain information on <u>workforce</u> well being, satisfaction, and motivation? How do you use other measures such as employee retention and grievances? How do you <u>use this information</u>?

The SCDE utilizes multiple assessment methods and measures to determine employee well-being, satisfaction, and motivation. First, the EPMS requires feedback between management and the employee. Second, the Employee Activity Committee, which is composed of employees from each division, meets monthly to address issues within the agency. Feedback is encouraged at the monthly division and directors meeting between management and employees. Third, the SCDE conducts an agency wide survey to determine employee expectations and perceptions. Survey responses are given serious consideration by leadership, and appropriate actions are taken. Fourth, the Office of Human Resources has an open-door policy whereby any employee with a concern can communicate that concern without reprisal. Human Resources will communicate the concern to the appropriate authority only with the employee's approval. Finally, leadership seeks and encourages feedback from employees at all levels within the organization at all times.

Information from exit interviews and employee grievances is used in supervisory training in the form of case studies and examples. Priorities for improvement are determined by the particular SCDE office or through updated action plans.

> 5.13   How do you manage effective career progression and effective succession planning for your entire workforce throughout the organization?

Career progression of the entire workforce is generally managed through the EPMS system to identify employees who have potential for promotion based on their performance rating. The EMPS serves as a tool to assess and document future potential performance capabilities. Additionally up until the recent budget cuts, the Office of Educator Certification and the Office of Transportation have career progression programs in place which provide a career path for employees to progress within the office. These programs were developed to address recruitment and retention difficulties that were unique to these offices.

Succession planning efforts are coordinated by the Office of Human Resources by providing offices with information regarding employee status such as employees who are eligible to retire, employees eligible to retire in five years, and employees on the TERI program. This information allows offices to plan for changes in advance. Also, the Office of Human Resources provides guidance on succession planning and knowledge/information transfer techniques for offices requesting assistance.

> 5.14   How do you maintain a safe, secure, and healthy work environment? (<u>Include your workplace preparedness for emergencies and disasters</u>)

Our facilities comply with OHSA (Occupational Health and Safety Administration) standards and are reviewed on a regular basis for compliance. Both the air quality and the water quality in the building are tested. In addition, the Budget and Control Board has tested for asbestos. Each floor of the Rutledge Building has a safety officer and two assistant safety officers. Preparation for workplace emergencies and disasters include controlled access to the building and monitoring by security personnel. The building has a fire plan, a bomb threat plan, and a Clean Indoor Air Act policy. Safety training is conducted yearly for safety-sensitive positions. Employees notify either the

Office of Human Resources or Purchasing if they identify any unsafe condition within their work environment. In addition, the SCDE has attempted to make the physical facilities more pleasant by improving the appearance of the landscaping. Student art now dresses the walls of many offices, halls, and conference rooms within the physical facilities.

CATEGORY 6: PROCESS MANAGEMENT

6.1 How do you determine, and what are your <u>organization's core competencies, and how do they relate to your mission, competitive environment, and action plans</u>?

SCDE core competencies are defined by the agencies goals and the needs of the state's students to graduate and become contributing members of society. These core competencies are influenced by research and data, a review of best practices and sharing information with our counterparts in other states. The feedback from the field helps us to better execute our mission and provide support and oversight to school districts. Performance, at the regional and national level is used as benchmarks for our performance measures.

6.2 How do you determine, and what are your key <u>work</u> processes that produce, create, or add value for your customers and your organization <u>and how do they relate to your core competencies</u>? How do you ensure that these processes are used?

Processes differ greatly among the various public school systems and SCDE operations. The most important system process in education is the learning process, the success of which is determined by multiple measures of students' academic achievement. The SCDE's processes range from providing leadership and technical assistance to schools and districts to providing public education services such as support for teachers and teacher certification, transportation, school facilities plan and building approval, food service support, human resources, purchasing, and finance. Therefore, factors such as the nature and the type of the products and services, the technology requirements and limitations, customer and supplier relationships and involvement, and product and service customization impact our process utilization.

6.3 How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors such as cycle time into process design and delivery?

The design and delivery of our products and services are based primarily on the requirements of our customers. Due to the nature of our products and services, the cycle time varies for each of them. Through the SCDE's performance of formal needs assessment, changes in customer needs and the impact of technology are incorporated into the design and delivery of our products and services. This procedure is followed for services both internal and external to the SCDE. In some cases, SCDE product and service design, production, and delivery processes are determined by state law or legislative mandates. For example, the SCDE strictly adheres to the state-established procurement code and the state-established human resource process. The updated Web site provides instant access to more agency products and reduces cycle time for certification processing, grant applications, and so forth. Because SCDE employees are knowledgeable about emerging "hot" topics and educational issues, they are able to respond quickly to customer inquiries. Funds are remitted to school districts both on a monthly schedule and on a reimbursement basis to ensure adequate funding. Other public education services such as food service, curriculum standards, assessment, and professional development are delivered on a regular basis.

6.4 How does your day-to-day operation of these processes ensure meeting key performance

> requirements?

Our teams, work groups, and individual employees accomplish the day-to-day operation of key production/delivery processes. Therefore, their input is solicited for the creation of new processes and for the improvement of existing processes. Cross-functional teams are also employed to bring the widest range of disciplines into the design of products and services. The leadership team establishes key performance expectations and requirements and then communicates them to the cross-functional teams, work groups, and individual employees. Our goal is to obtain process management at the execution level and to achieve self-monitoring of processes at the work-unit level. To ensure that all processes are operating within upper and lower control levels, leadership performs periodic reviews.

Our day-to-day work with districts, schools, teachers, bus shop personnel, and other specialized local staff provides the agency with immediate and continuous feedback. We constantly seek input from key suppliers, contractors, and partners in order to improve our processes. For example, a major component of the transportation system is the process of purchasing school buses. A subcomponent of this process is the school bus specification process. Through input and feedback from bus suppliers and vendors, it was determined that the current school bus specification process was neither efficient nor effective. As a result of supplier input, a school bus specifications committee was established to bring major stakeholders together. SCDE employees, General Assembly members, and school bus suppliers jointly modified the existing process, thereby improving performance in the process of determining school bus specifications.

> 6.5 How do you systematically evaluate and improve your key product and service related work processes?

To improve organizational performance, the SCDE manages key supplier/contractor/partner interactions based on the unique requirements of each product and/or service. The SCDE's support functions provide the lead in management of key supplier/contractor interactions. Management and support of key supplier/contractor/partner interactions and processes to improve performance are primarily accomplished through maintaining healthy vendor relations. Suppliers and contractors must adhere to all state and federal procurement codes and regulations. SCDE vendors are partners in our endeavors and are key to our success. The SCDE seeks long-term partnerships with suppliers and contractors in order to achieve cost-efficient operations.

> 6.6 What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

Multiple key support processes help the SCDE achieve better performance across a wide range of activities. Key support processes within the SCDE include the following:
- human resource services,
- finance and accounting services,
- research and planning services,
- district and internal auditing services,
- information technology services,
- legal counsel services, and
- government relations services.

Key support processes within the public education system include the following
- learning and assessment services,

- district and community services,
- professional development and school quality services,
- teacher services (e.g., certification guidance, instructional materials and resources),
- professional development and school leadership services,
- grant support services,
- food services,
- school facility services,
- transportation services, and
- technology services.

CATEGORY 7: RESULTS

7.1 What are your performance levels and trends for the key measures of mission accomplishment / product and service performance that are important to your customers? How do your results compare to those of comparable organizations?

Students in grades three through eight continue to show improvement on the Palmetto Achievement Challenge Tests (PACT):

Figure 7.1-1
PACT English Language Arts
Percentage of Students Scoring Basic and Above

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
2004	86	81	77	64	72	73
2005	87	80	77	64	72	75
2006	86	82	80	69	70	73
2007	86	83	77	71	70	71
2008	87	81	78	75	73	71
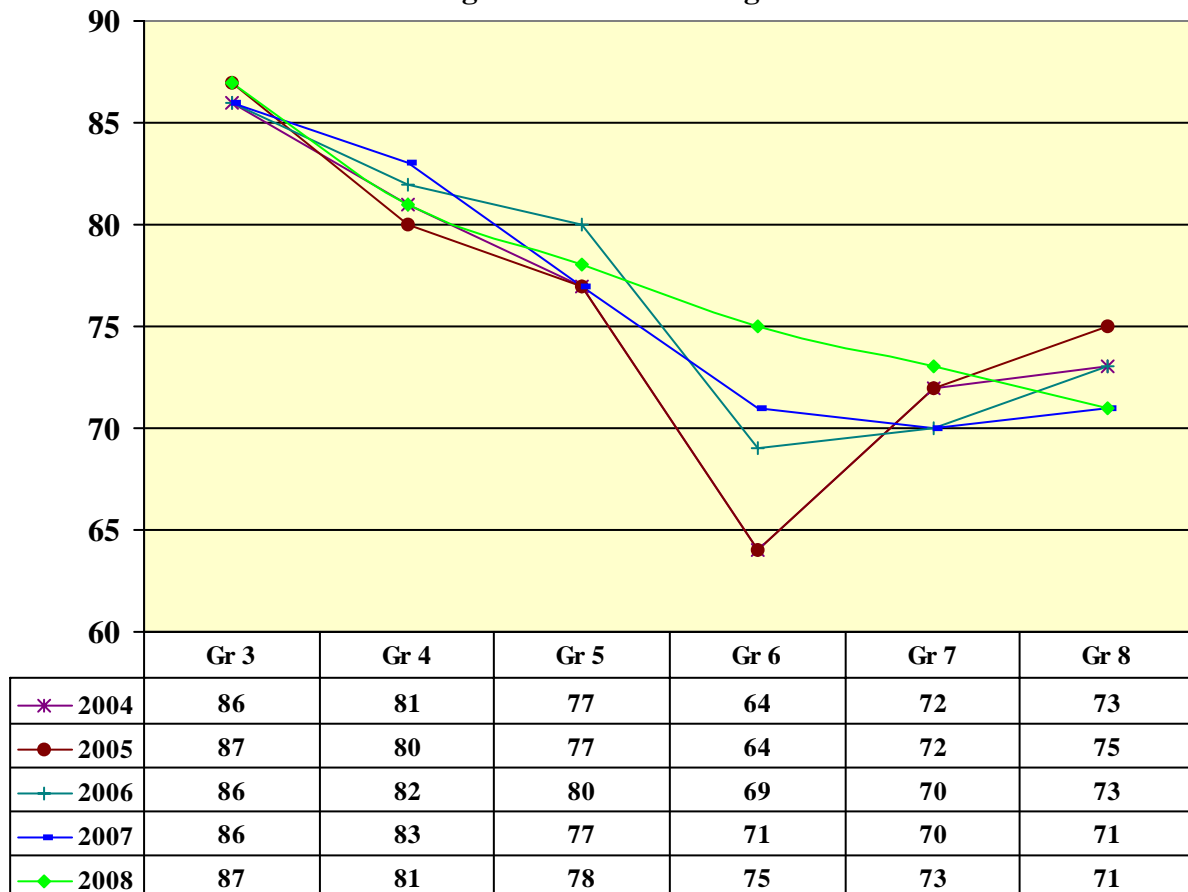
Figure 7.1-2
PACT Mathematics
Percentage of Students Scoring Basic and Above

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
2004	82	80	76	77	72	68
2005	83	79	77	79	72	66
2006	81	78	76	79	75	65
2007	78	78	78	77	77	68
2008	77	79	78	76	78	70
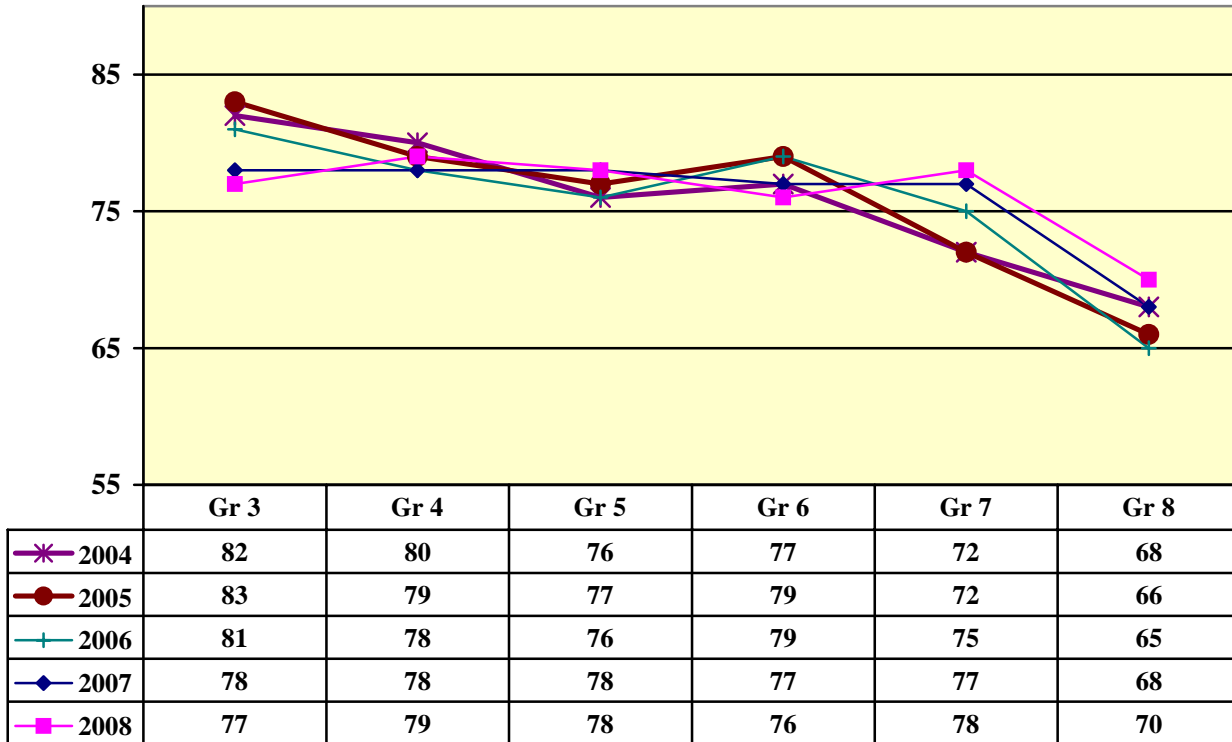
Figure 7.1-3
PACT Science
Percentage of Students Scoring Basic and Above

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
2004	60	62	60	54	63	59
2005	64	62	57	56	62	60
2006	63	63	60	68	57	60
2007	65	64	61	60	65	64
2008	71	69	61	57	70	63

28
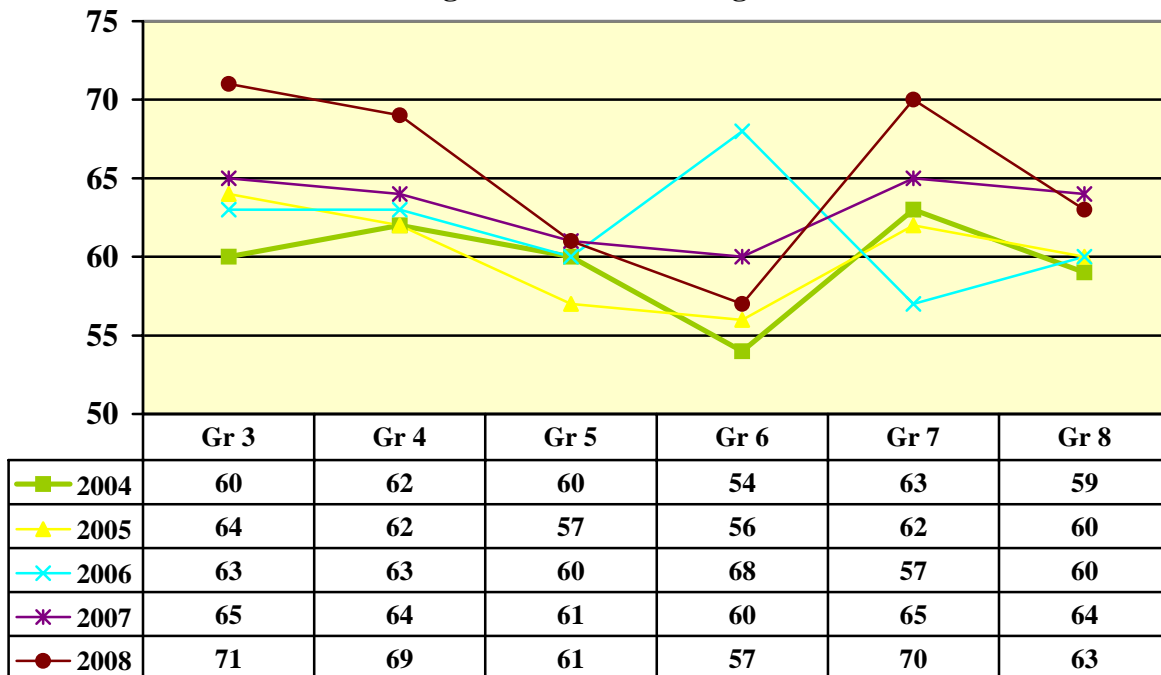
Figure 7.1-4
PACT Social Studies
Percentage of Students Scoring Basic and Above

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
2004	72	71	64	65	60	65
2005	79	77	64	65	59	67
2006	79	72	62	68	54	67
2007	85	74	64	77	57	66
2008	84	76	66	78	56	69
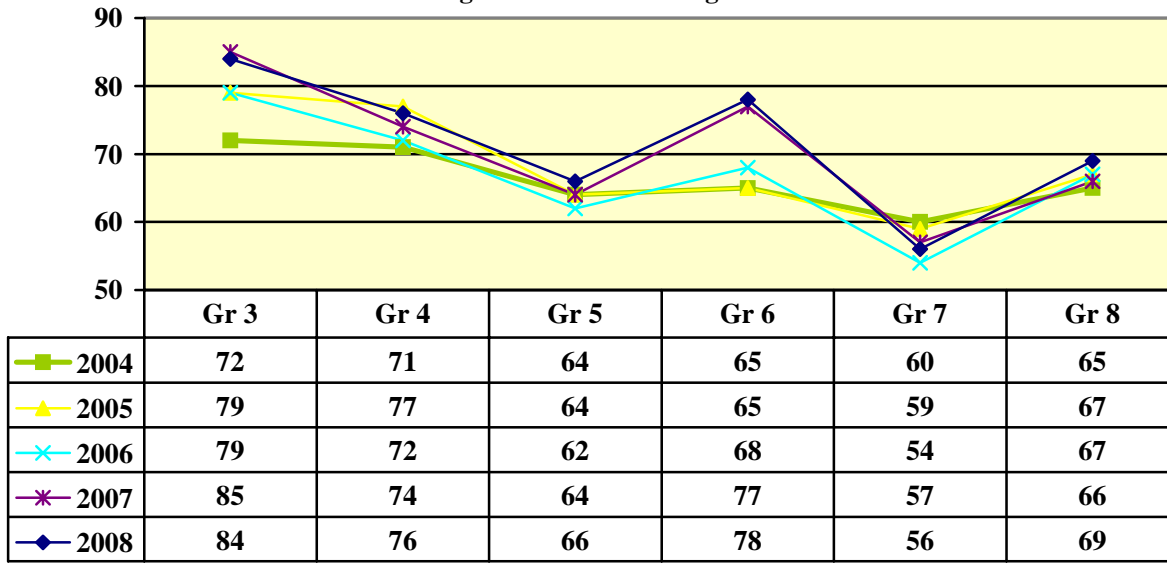
Figure 7.1-5

Average NAEP scale scores for the State and Nation

NAEP Subject Area and Test Year	Average Scale Score	
	S.C.	Nation
Grade 4		
Reading 1998	209	213
Reading 2000	[not tested]	211
Reading 2002	214	217
Reading 2003	215	216
Reading 2005	213	217
Reading 2007	214	220
Mathematics 1996*	213	222
Mathematics 2000	220	224
Mathematics 2003	236	234
Mathematics 2005	238	237
Mathematics 2007	237	239
Writing 1998	[not tested]	148
Writing 2002	145	153
Science 1996	[not tested]	145
Science 2000	140	145
Science 2005	148	149
Grade 8		
Reading 1998	255	261
Reading 2002	258	263
Reading 2003	258	261
Reading 2005	257	260
Reading 2007	257	261

NAEP Subject Area and Test Year	Average Scale Score	
	S.C.	Nation
Mathematics 1996*	261	271
Mathematics 2000	265	272
Mathematics 2003	277	276
Mathematics 2005	281	278
Mathematics 2007	282	280
Writing 1998	140	148
Writing 2002	146	152
Writing 2007	148	152
Science 1996*	139	148
Science 2000	140	148
Science 2005	145	147

*Accommodations were not permitted for this assessment; therefore, caution should be used in the interpretation of results because samples may not be comparable.

Prior to March 2005, the SAT contained only two tests: a verbal section and a math section. The SAT was then changed to include a third test: a writing section. In addition, the verbal section was renamed "critical reading." For the purposes of comparison with scores from prior years, only the critical reading and math sections are presented in figures 7.1-6 and 7.1-7, below, as composite scores. The writing score is presented separately in figure 7.1-7a.

Figure 7.1-6
SAT Average Composite Scores (Math and Critical Reading)
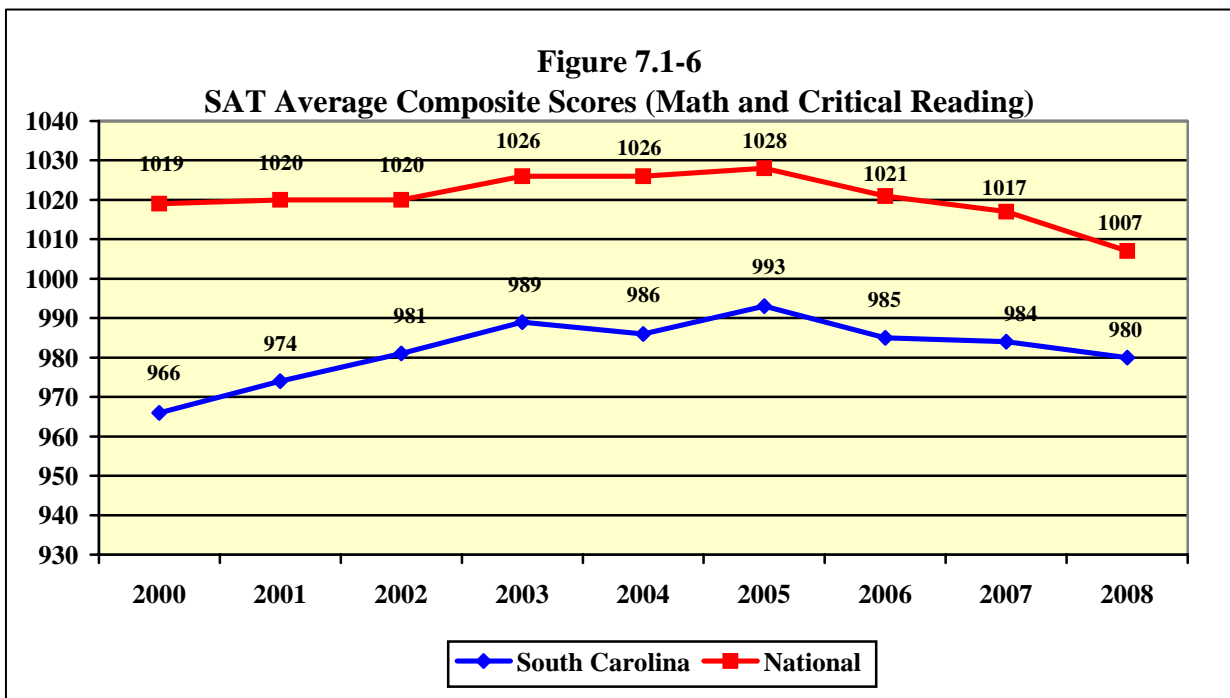
Figure 7.1-7

South Carolina and National Average SAT Scores

Year	Critical Reading		Mathematics		Composite	
	S.C.	Nation	S.C.	Nation	S.C.	Nation
2000	484	505	482	514	966	1019
2001	486	506	488	514	974	1020
2002	488	504	493	516	981	1020
2003	493	507	496	519	989	1026
2004	491	508	495	518	986	1026
2005	494	508	499	520	993	1028
2006	487	503	498	518	985	1021
2007	488	502	496	515	984	1017
2008	484	497	496	510	980	1007
Change 2000–2008	0	-8	14	-4	14	-12

Figure 7.1-7a

South Carolina and National Average SAT Writing Scores		
Year	S.C.	Nation
2008	**471**	**488**

Figure 7.1-8

ACT Average Composite Scores

South Carolina: 19.3 (2000), 19.3 (2001), 19.2 (2002), 19.2 (2003), 19.3 (2004), 19.4 (2005), 19.5 (2006), 19.6 (2007), 19.9 (2008)

National: 21 (2000), 21 (2001), 20.8 (2002), 20.8 (2003), 20.9 (2004), 20.9 (2005), 21.1 (2006), 21.2 (2007), 21.1 (2008)

Figure 7.1-9
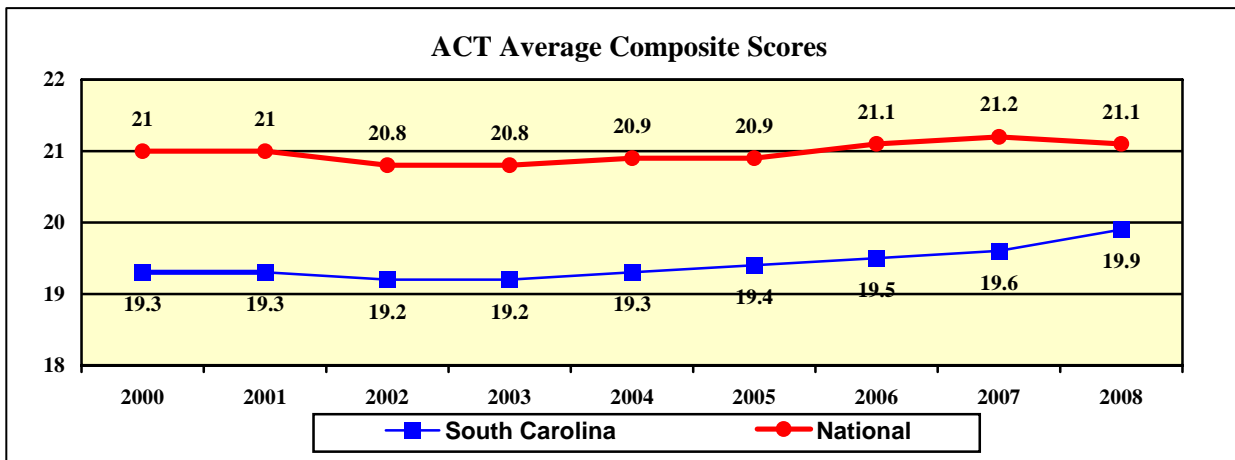
Year	Number	English	Mathematics	Reading	Science	Composite
ACT Average Scores for Subject Area and Composite South Carolina and the Nation						

Year	Number	English	Mathematics	Reading	Science	Composite
SOUTH CAROLINA						
1997	4,994	18.1	18.9	19.1	19.0	18.9
1998	5,385	18.4	18.8	19.4	19.0	19.0
1999	6,766	18.6	19.0	19.3	19.2	19.1
2000	9,051	18.7	19.2	19.5	19.2	19.3
2001	10,800	18.8	19.3	19.5	19.2	19.3
2002	11,978	18.8	19.1	19.3	19.2	19.2
2003	13,359	18.7	19.0	19.4	19.2	19.2
2004	13,332	18.8	19.1	19.4	19.3	19.3
2005	13,867	18.8	19.3	19.6	19.3	19.4
2006	14,816	18.9	19.6	19.7	19.4	19.5
2007	16,716	19.0	19.8	19.8	19.5	19.6
2008	16,521	19.2	20.1	20.0	19.7	19.9
NATION						
1997	959,301	20.3	20.6	21.3	21.1	21.0
1998	995,039	20.4	20.8	21.4	21.1	21.0
1999	1,019,053	20.5	20.7	21.4	21.0	21.0
2000	1,065,138	20.5	20.7	21.4	21.0	21.0
2001	1,069,772	20.5	20.7	21.3	21.0	21.0
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1
2007	1,300,599	20.7	21.0	21.5	21.0	21.2
2008	1,421,941	20.6	21.0	21.4	20.8	21.1

Figure 7.1-10

South Carolina High School Graduation Rates

- 2005: 77.1%
- 2006: 73.9%
- 2007: 71.2%
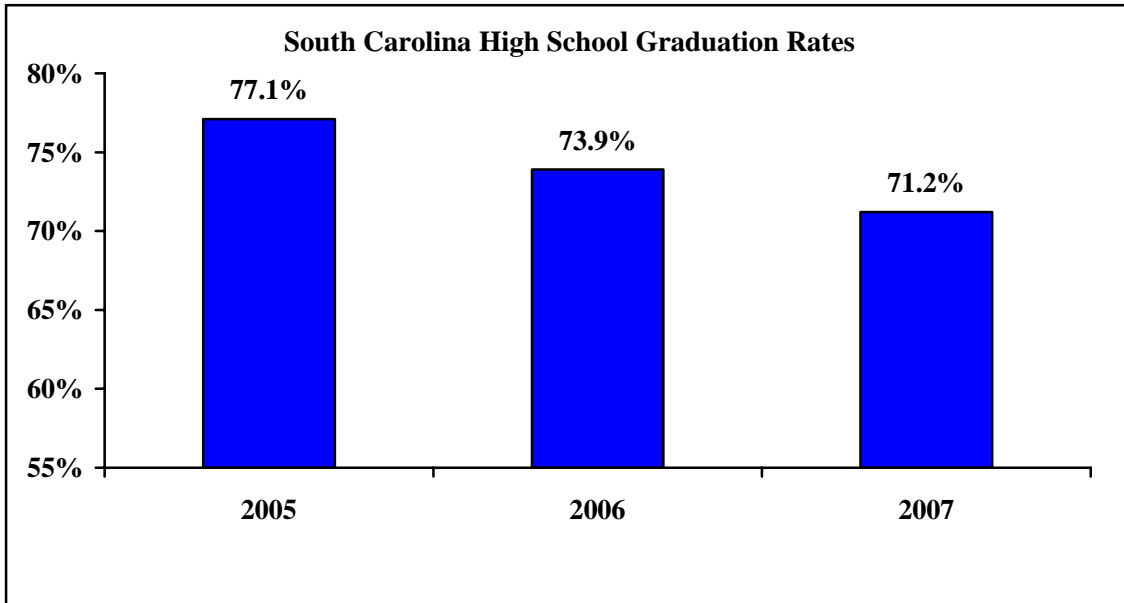
School report card results are based on Education Accountability Act standards, criteria, and measures of performance as established by the Education Oversight Committee.

Figure 7.1-11

State Report Card Absolute Ratings

Report Card Year	Unsatisfactory	Below Average	Average	Good	Excellent
2002	47	159	306	351	171
2003	40	138	324	352	217
2004	22	159	313	372	199
2005	49	218	357	308	201
2006	141	251	350	238	130
2007	157	297	374	223	111
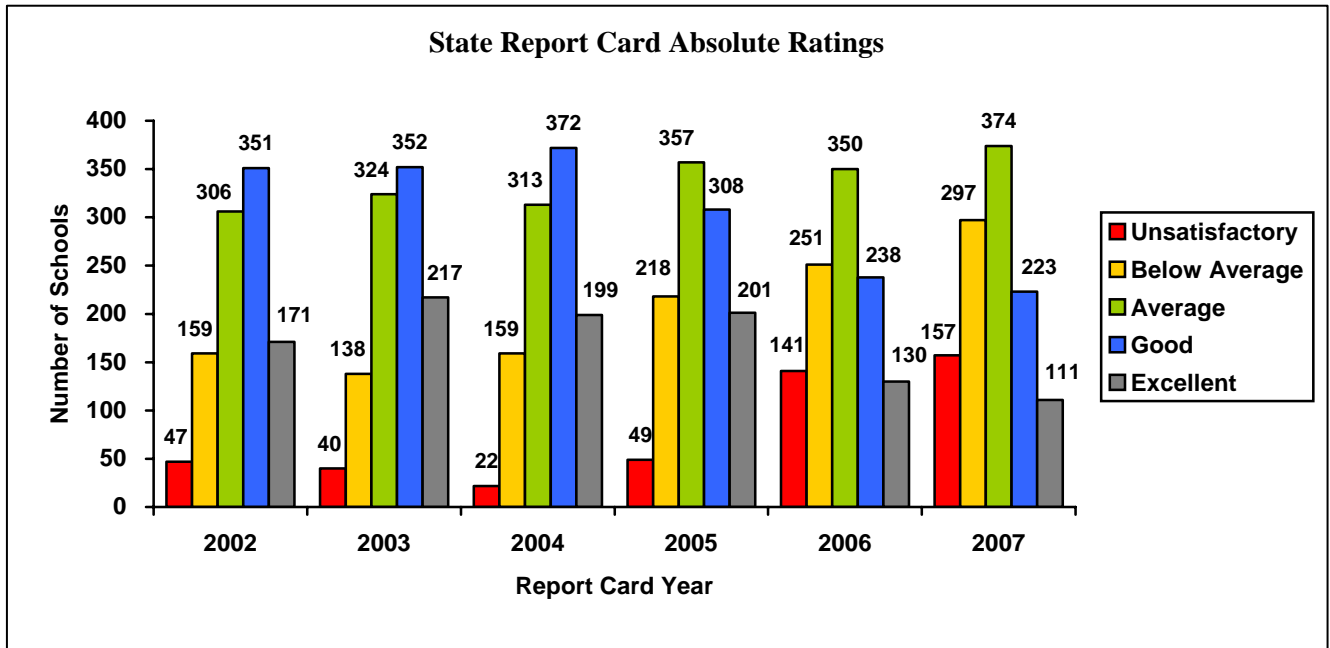
Students use technology to reach higher levels of learning, a fact indicated by increased school and classroom connectivity. The lower its student-to-computer ratio, the better positioned a school is to establish a digital learning environment:

Figure 7.1-12

Public Classrooms Connected to the Internet
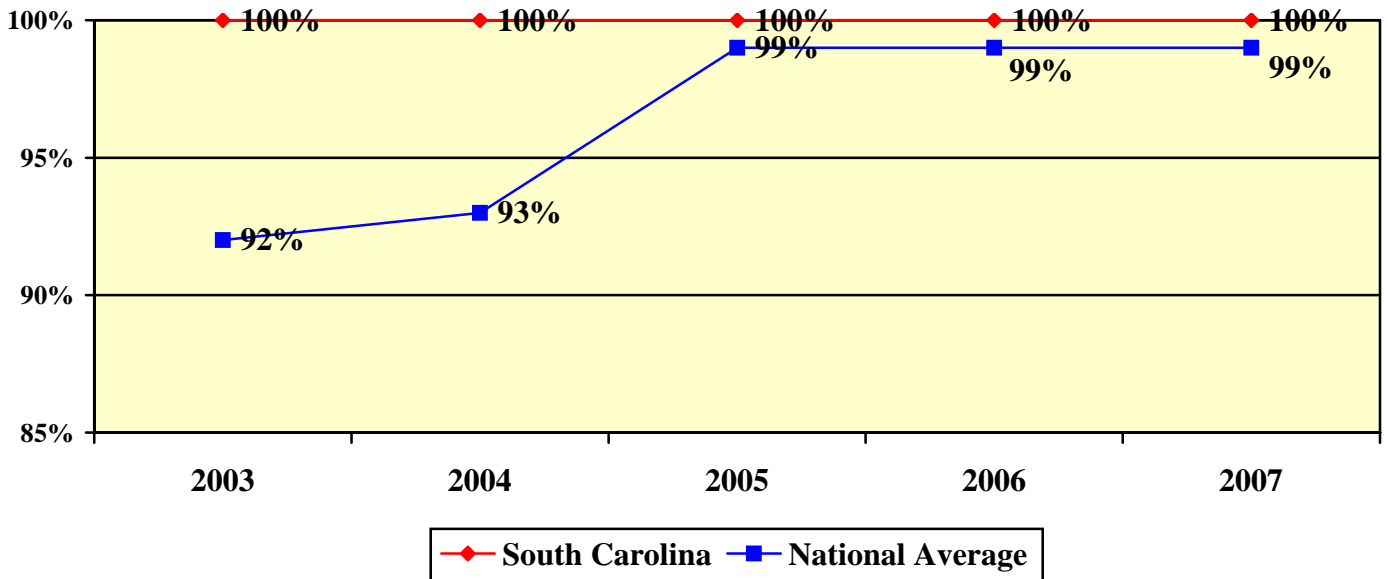
Figure 7.1-13
Ratio of Students to Computers
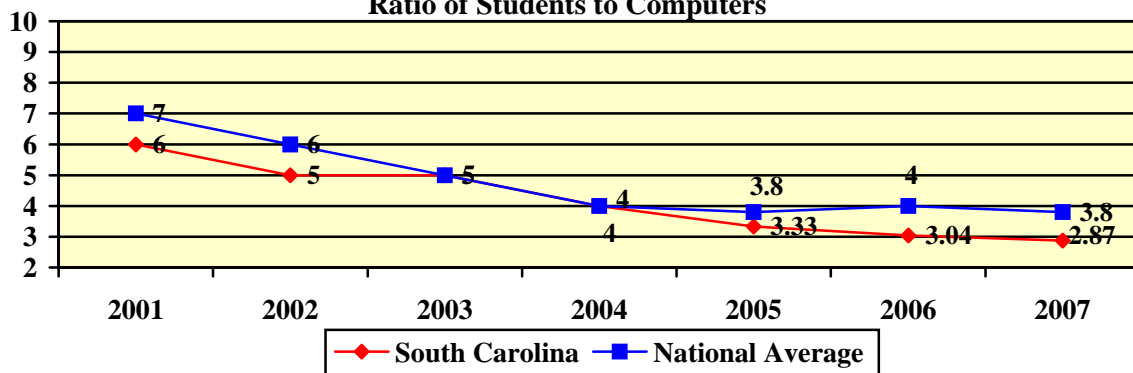
South Carolina's average teacher salary still trails the national average by approximately $6,500:

Teacher Salaries

	2001	2002	2003	2004	2005	2006	2007	2008
National average	$43,400	$44,632	$45,810	$46,735	$47,659	$49,027	$50,816	$52,340
Georgia average	$42,141	$43,933	$45,414	$45,847	$46,526	$48,246	$49,836	$51,466
N.C. average	$41,496	$41,991	$42,673	$43,211	$43,343	$43,922	$46,137	$47,982
S.C. average	$37,938	$39,923	$40,362	$41,162	$42,189	$43,011	$44,336	$45,758
Proviso Average	$37,772	$39,166	$39,851	$40,959	$41,691	$42,737	$43,991	$45,479

Figure 7.1-14

A measure of teacher quality in a state, the number of teachers earning certification by the National Board for Professional Teaching Standards has increased significantly in South Carolina:

Figure 7.1-15

National Board Certified Teachers

361 | 695 | 1,29 | 2,35 | 3,14 | 3,89 | 4,44 | 5,07 | 5,77

2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008
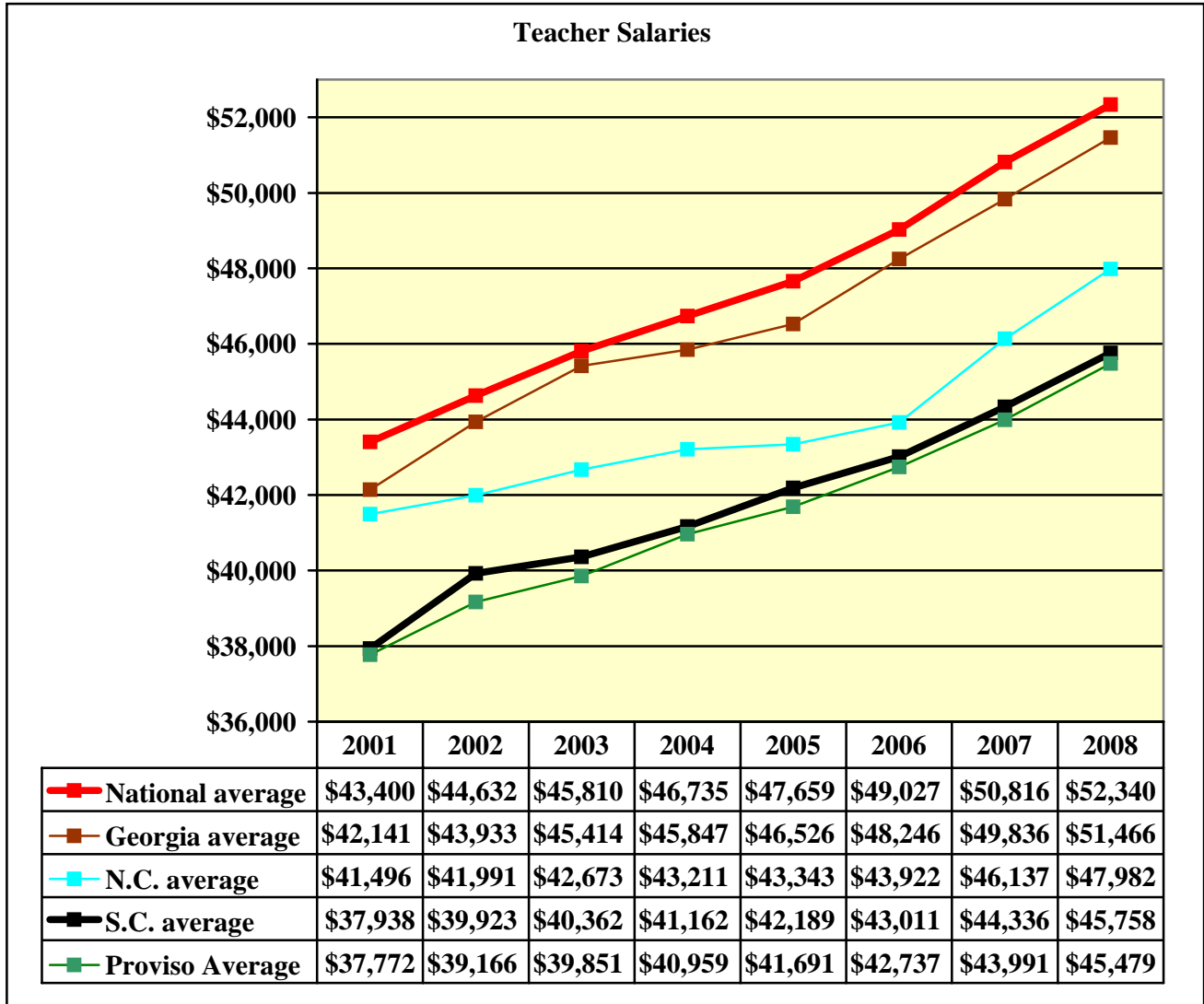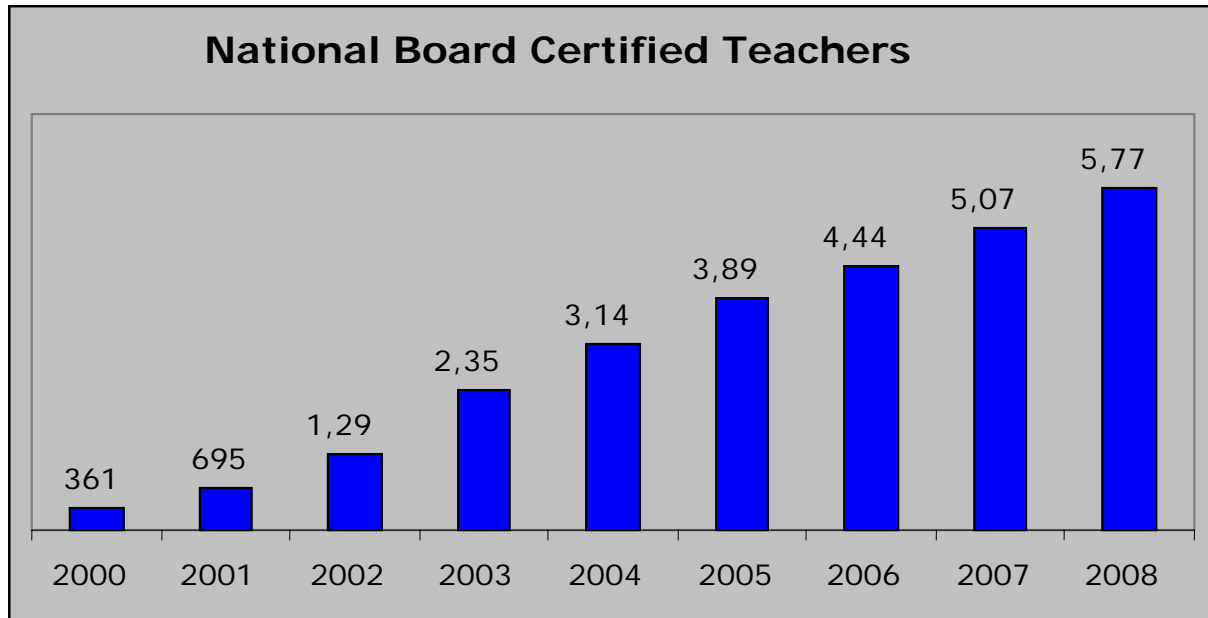
Figure 7.1-16

Teacher Turnover Rate

	2003	**2004**	**2005**	**2006**	**2007**	**2008**
State average	10.4%	8.7%	10.3%	10.0%	11.3%	10.7%
District median	10.8%	9.3%	12.4%	13.1%	14.0%	14.2%
District's range	3.5%–33.3%	2.0%–29.3%	6.2%–34.2%	7.1%–34.3%	7.4%–33.3%	5.8%–34.9%

ADEPT (Assisting, Developing, and Evaluating Professional Teaching) evaluation results indicate that South Carolina teachers meet required standards:

Figure 7.1-17

	2002	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**
Number of teachers evaluated	45,331	51,608	47,578	50,170	52,230	53,080	52,227
Number meeting standards	44,477	49,797	45,427	46,156	49,700	50,426	50,719
Percentage meeting standards	98.1%	96.5%	95.5%	92%	95%	94%	97%

The SCDE's teacher certification–process improvement measures indicate increased productivity:

Figure 7.1-18

Activity	2003	2004	2005	2006	2007	2008
New certificates issued	4,186	3,447	4,594	5,955	4,794	7,876
Renewal and add-on certificates issued	14,520	14,988	15,229	20,697	22,148	13,428
Out-of-field permits issued	1,212	795	677	91	586	100
Critical need certificates issued	1,388	1,106	1,596	1,989	1,181	1,512
Certification average processing days	30	30	35	47	35	21
Teacher visits to certification office	4,082	2,722	2,777	2,756	2,780	2,100
Certification database Web hits	420,990	365,058	405,491	8,450,291	9,422,155	22,152,395
Documents scanned	222,660	209,225	271,520	186,627	190,589	152,834
Cases processed	58,878	60,427	78,037	64,379	45,893*	58,834

* Procedures were restructured for cases processed. Figure reflects each case in its totality rather than the number of items processed in each case. This lessens the number of analysts that handle each case and provides for greater efficiency.

School transportation system results indicate an efficient, effective, and safe system despite the increasing mileage and age of school buses.
NOTE: The reduction in 2008 was due to the purchase of 710 new buses made possible by the General Assembly:
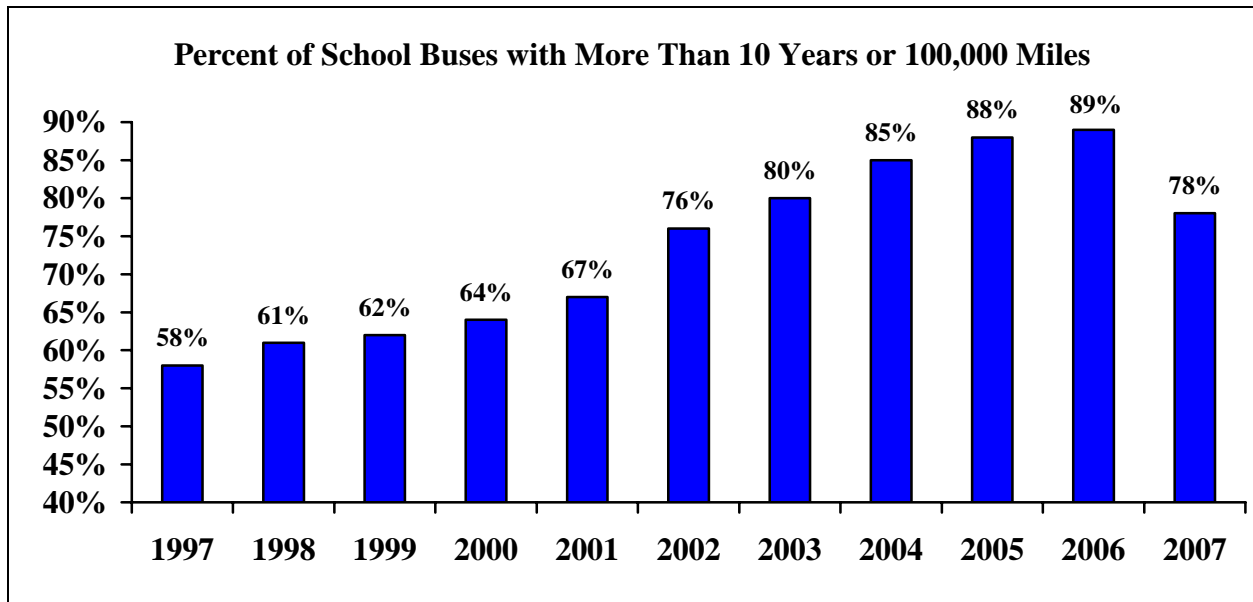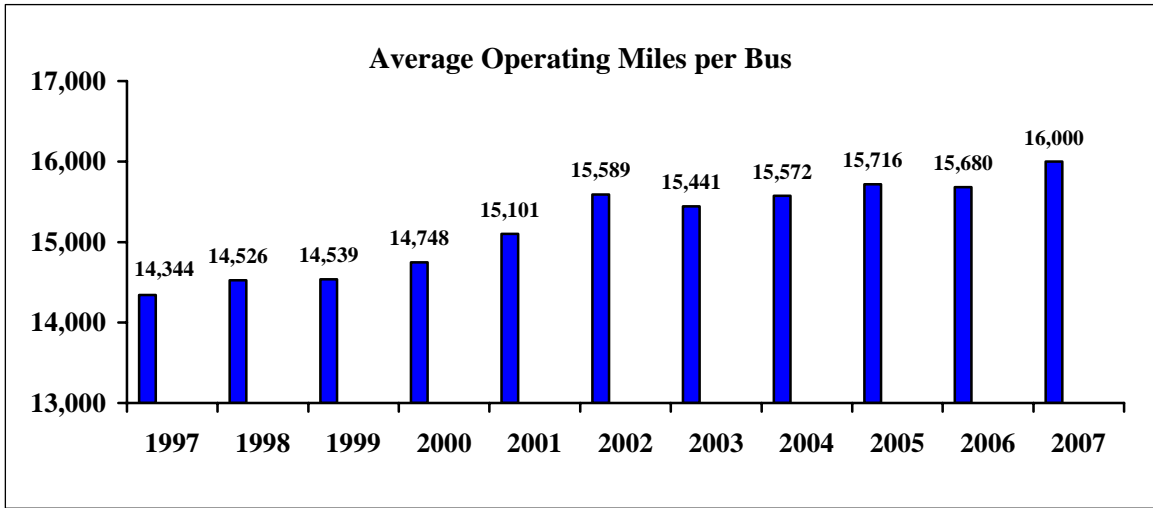
Figure 7.1-19

Percent of School Buses with More Than 10 Years or 100,000 Miles

Figure 7.1-20

Average Operating Miles per Bus

Year	Value
1997	14,344
1998	14,526
1999	14,539
2000	14,748
2001	15,101
2002	15,589
2003	15,441
2004	15,572
2005	15,716
2006	15,680
2007	16,000

Figure 7.1-21

Operating Fleet Size per Day

Year	Value
1997	5,004
1998	5,002
1999	5,004
2000	5,010
2001	5,034
2002	5,020
2003	5,043
2004	5,018
2005	5,026
2006	5,022
2007	5,029

Figure 7.1-22

Count of Student-Transport Trips per Day

Year	Value
1997	514,523
1998	535,000
1999	492,000
2000	534,626
2001	667,786
2002	673,121
2003	677,138
2004	712,707
2005	710,107
2006	696,591
2007	692,221

Figure 7.1-23

Student Transportation Collision Statistics

Year	Value
1997	10
1998	8.3
1999	8.5
2000	7.16
2001	5.33
2002	6.24
2003	6.37
2004	6.51
2005	6.33
2006	6.17
2007	6.33

Collisions per 1,000,000 Miles
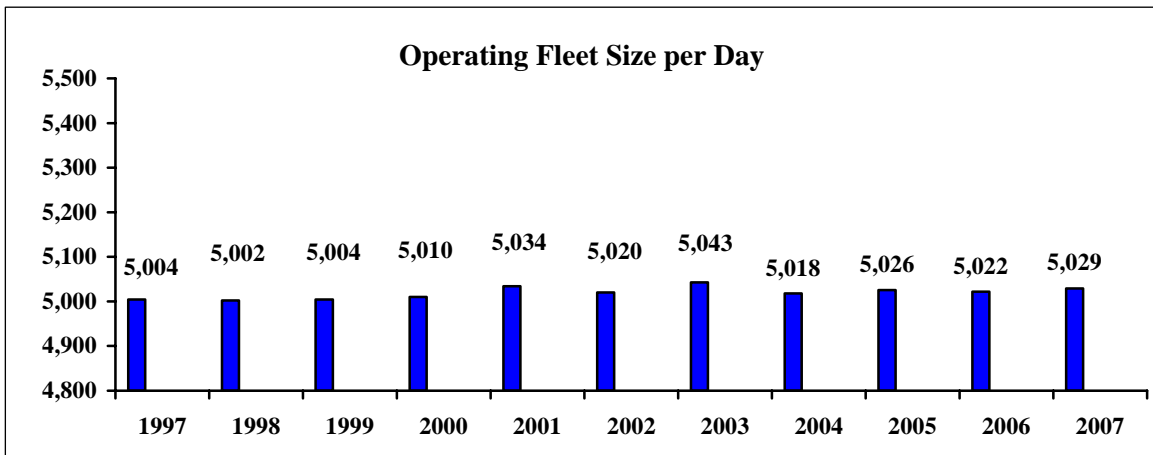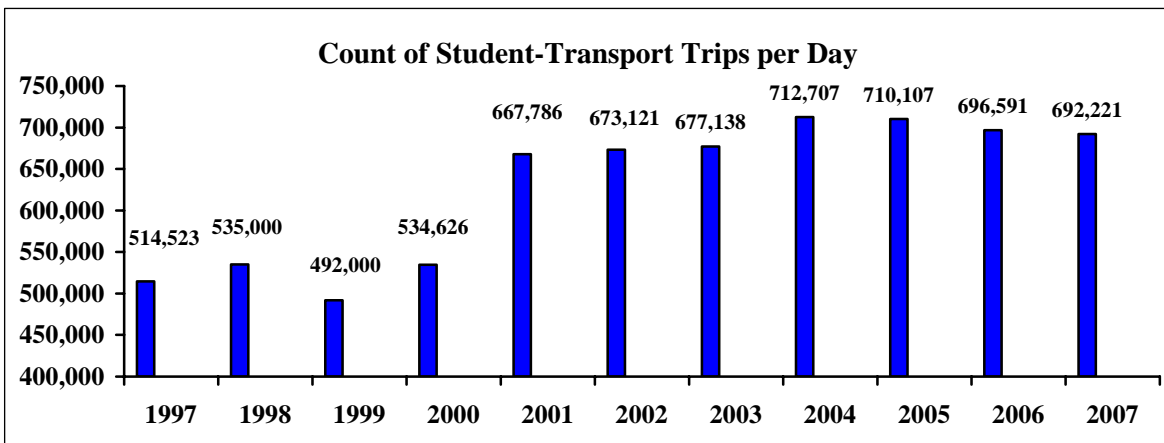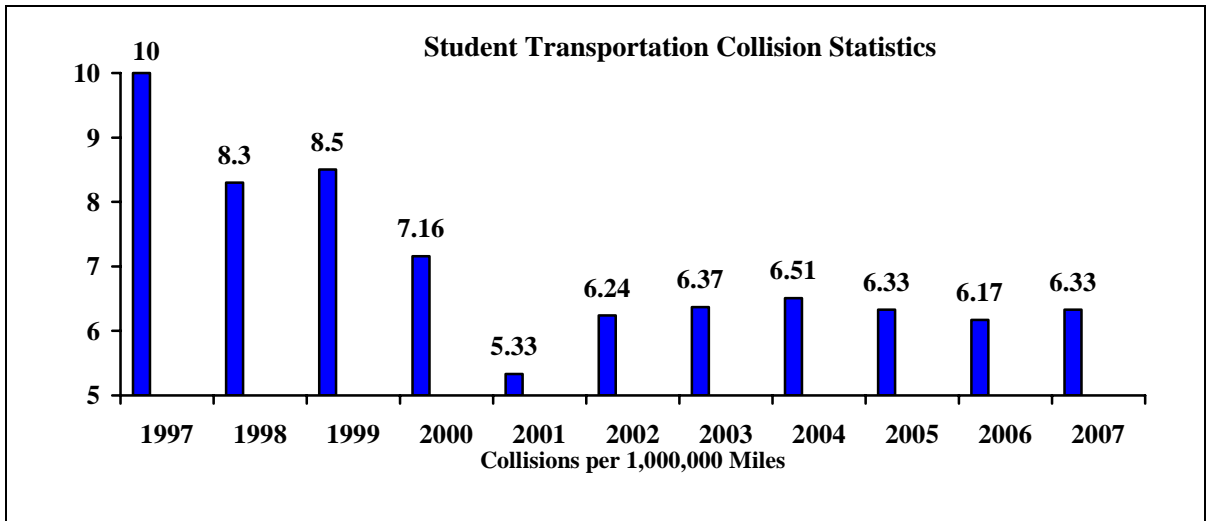

7.2 What are your performance levels and trends for your key measures of customer satisfaction and dissatisfaction? How do your results compare to those of comparable organizations?

Figure 7.2-1

Evaluations by Teachers, Students, and Parents

Response	2004–05 Survey	2005–06 Survey	2006–07 Survey	2007-08 Survey
Teachers				
Satisfied with learning environment	88.3%	88.8%	89.2%	89.4%
Satisfied with social and physical environment	89.6%	90.3%	90.9%	91.8%
Satisfied with home-school relations	73.9%	77.8%	78.4%	79.3%
Students				
Satisfied with learning environment	77.5%	77.2%	77.5%	78.3%
Satisfied with social and physical environment	79.1%	78.6%	79.2%	79.8%
Satisfied with home-school relations	84.8%	84.3%	84.4%	85.0%
Parents				
Satisfied with learning environment	82.9%	83.1%	82.8%	84.1%
Satisfied with social and physical environment	78.9%	79.1%	79.2%	80.3%
Satisfied with home-school relations	69.6%	78.6%	78.5%	79.8%

Recognizing the need to help schools improve their ability to engage families and their communities, the SCDE developed Red Carpet Schools, a statewide initiative promoting the importance of family-friendly schools and excellent customer service. Red Carpet Schools are inviting places where visitors are welcome and where parents and community members are actively involved in the decision-making process.

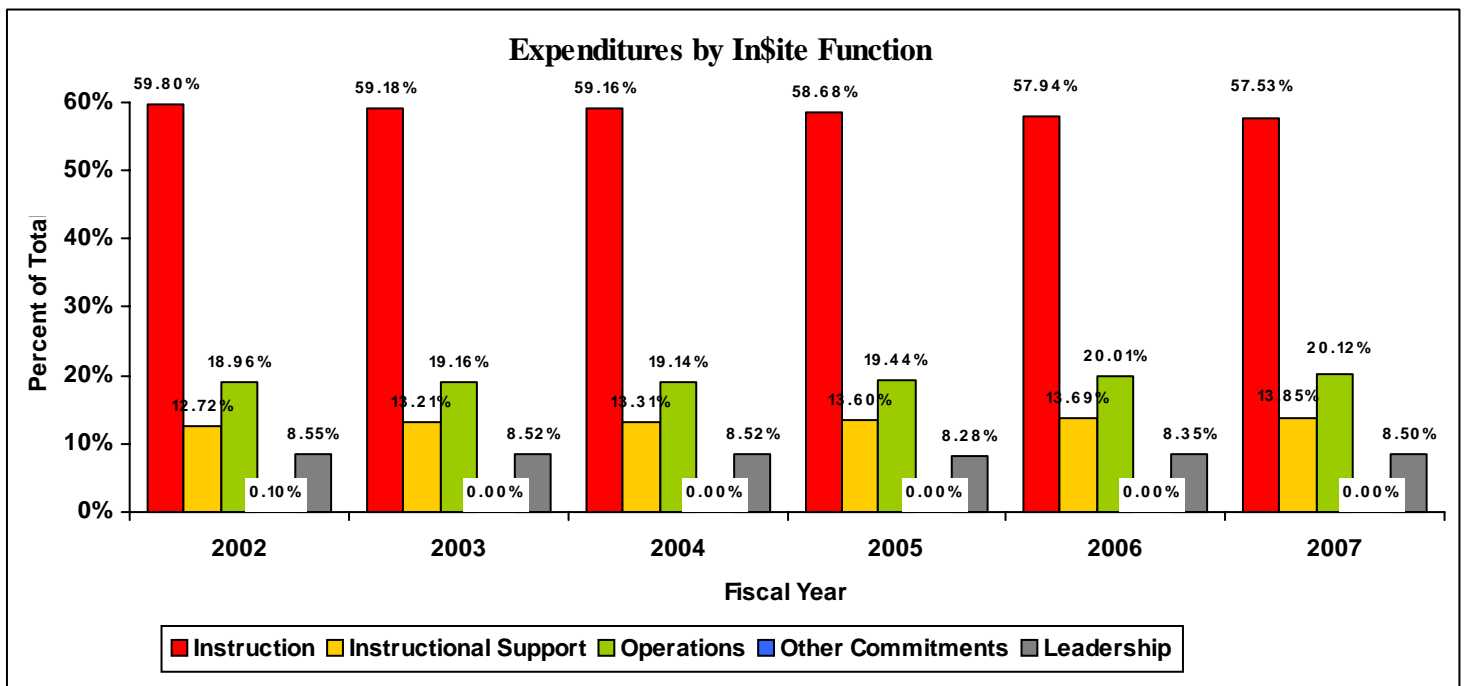**Figure 7.2-2**

Red Carpet Schools

Applicants and Awards	2005	2006	2007	2008
Number of schools applying	277	323	269	280
Number of schools earning awards	54	100	61	66

NOTE: The Red Carpet Schools program began in 2001. The designation was first awarded to schools in 2002. Schools maintain the status for three years. School year 2005–06 was the first year that schools originally receiving the Red Carpet designation could reapply for it.
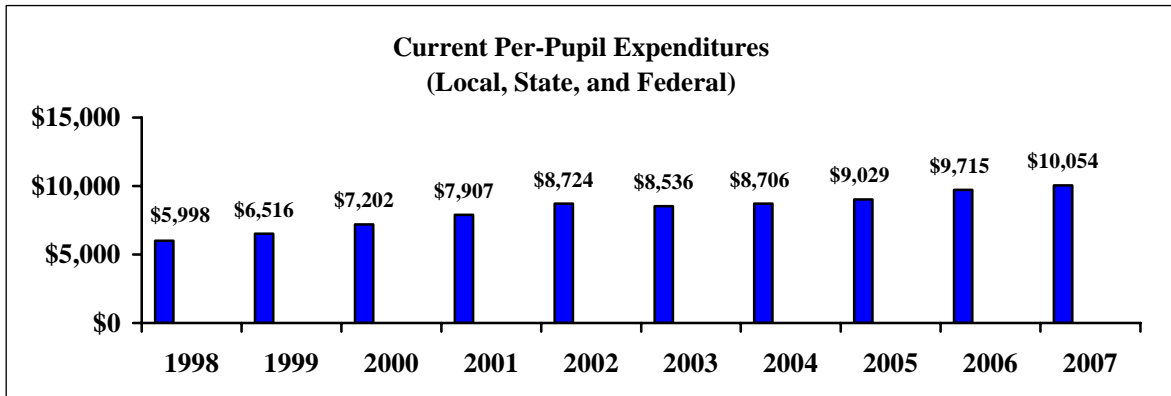

7.3 What are your performance levels for the key measures of financial performance, including measures of cost containment, as appropriate?

The In$ite™ expenditure model reveals that over 76 percent of South Carolina's public education expenditures are for direct classroom instruction and instructional support.

Figure 7.3-1

Expenditures by In$ite Function

40

Figure 7.3-2

Current Per-Pupil Expenditures
(Local, State, and Federal)

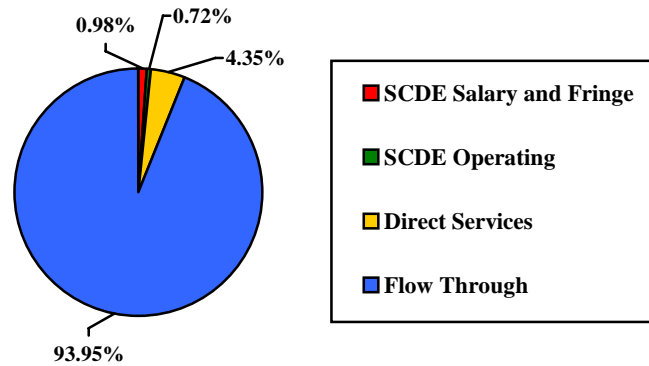| Year	Amount
1998	$5,998
1999	$6,516
2000	$7,202
2001	$7,907
2002	$8,724
2003	$8,536
2004	$8,706
2005	$9,029
2006	$9,715
2007	$10,054

Figure 7.3-3

SCDE Expenditures by Major Budget Categories

Major Budget Category	2006-07 Actual Expenditures		2007-08 Actual Expenditures		2008-09 State Appropriations	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service Agency Leadership	$28,001,506	$11,844,330	$29,899,709	$13,290,550	$32,198,675	$16,062,438
Personal Service Transportation	$15,390,278	$15,388,920	$17,036,654	$17,016,246	$17,173,256	$16,785,734
Other Operating Agency Leadership	$30,334,557	$6,707,468	$39,158,160	$9,705,804	$44,785,368	$7,819,139
Other Operating Testing and Assessment	$22,785,482	$2,522,970	$21,445,668	$2,408,889	$26,641,502	$6,830,000
Other Operating Textbooks	$53,242,167	$27,047,178	$63,850,805	$26,783,145	$49,758,901	$26,498,804
Other Operating Transportation	$96,493,379	$54,444,464	$105,315,787	$98,223,584	$41,444,593	$34,769,593
Distributions to Subdivisions and Entities	$3,377,811,978	$2,062,792,918	$3,626,000,183	$2,265,835,157	$3,589,554,264	$2,322,593,675
Fringe Benefits Agency Leadership	$8,168,718	$3,733,350	$9,258,008	$4,348,727	$8,815,300	$4,842,695
Fringe Benefits Transportation	$4,849,508	$4,849,065	$5,562,755	$5,557,257	$5,098,080	$4,842,695
TOTAL	**$3,637,077,573**	**$2,189,330,663**	**$3,917,527,728**	**$2,443,169,360**	**$3,815,469,939**	**$2,441,044,773**

Figure 7.3-4

FY 2006 Distribution of Total Expenditures

0.98%   0.72%
         4.35%

■ SCDE Salary and Fringe

■ SCDE Operating

□ Direct Services

■ Flow Through

93.95%

Figure 7.3-5

FY 2007 Distribution of Total Expenditures

0.99%   0.83%
         5.30%

■ SCDE Salary and Fringe

■ SCDE Operating

□ Direct Services

■ Flow Through

92.87%
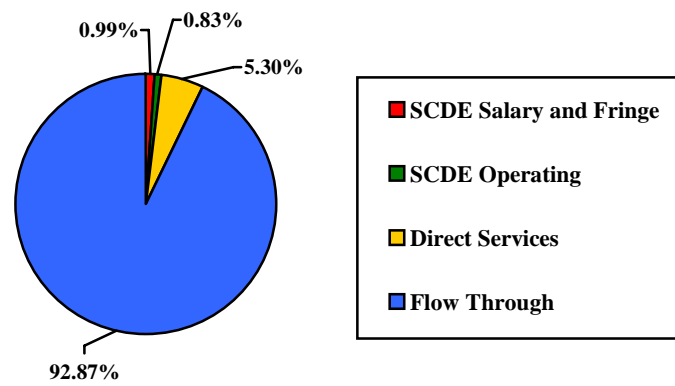
Figure 7.3-6

FY 2008 Distribution of Total Expenditures

1.00%   0.87%
         5.57%

■ SCDE Salary and Fringe

■ SCDE Operating

□ Direct Services

■ Flow Through

92.56%
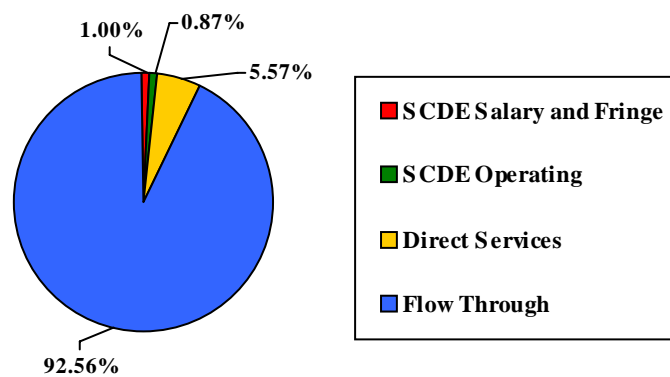
What are your performance levels and trends for the key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

SCDE Employee Satisfaction, Involvement, and Development

The following information is based on the feedback provided by a survey population of 462 SCDE employees, with a response rate of over 85 percent:

Figure 7.4-1

(A score value of 1 means "strongly disagree," and a score value of 10 means "strongly agree.")

Survey Statement	Mean Score Value	Mode Score Value	Median Score Value
I am proud to work at the SCDE.	8.19	10	9
Overall, I am satisfied with my work at the SCDE.	7.79	10	9
Overall, I am satisfied with my job.	7.86	10	9
Overall, my working conditions are good.	7.71	9	8
My job is important to the overall success of the SCDE.	7.78	10	8
My job uses my abilities at an adequate level.	7.42	10	8
I understand the requirements of my job.	8.62	10	9
I receive adequate training to do my job.	6.67	5	7

Figure 7.4-2

Reasons Given for Position Turnover	2004	2005	2006	2007	2008
Different position in the SCDE	31	38	55	15	22
Different position in different state agency	5	6	16	22	15
Retirement	20	38	83	20	31
Better pay/opportunity private/public	43	70	16	24	30
School district employment	8	5	5	0	0
Personal	26	19	22	29	34
Other	19	30	46	36	23
Position Turnover Rates					
Total number of SCDE employees	918	903	880	946	935
Total number of SCDE position turnovers	152	206	243	146	155
Percentage of total position turnovers	16.6%	22.8%	27.6%	15.4%	16.5%
Number of employees who left the SCDE	124	168	188	131	133
Percentage of employees who left the SCDE	13.5%	18.6%	21.3%	13.8%	14.2%

Figure 7.4-3		
Number of Grievances		
2001	2
2002	4
2003	2
2004	2
2005	0
2006	1
2007	3
2008	2

Figure 7.4-4	
Number of Disciplinary Actions	
2001	27
2002	41
2003	28
2004	12
2005	7
2006	25
2007	20
2008	11

Figure 7.4-5

Affirmative Action Goal Attainment

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Percent of Goal	82.1%	94.4%	93.2%	90.7%	89.3%	92.4%	85.5%	83.5%	85.9%	90.7%
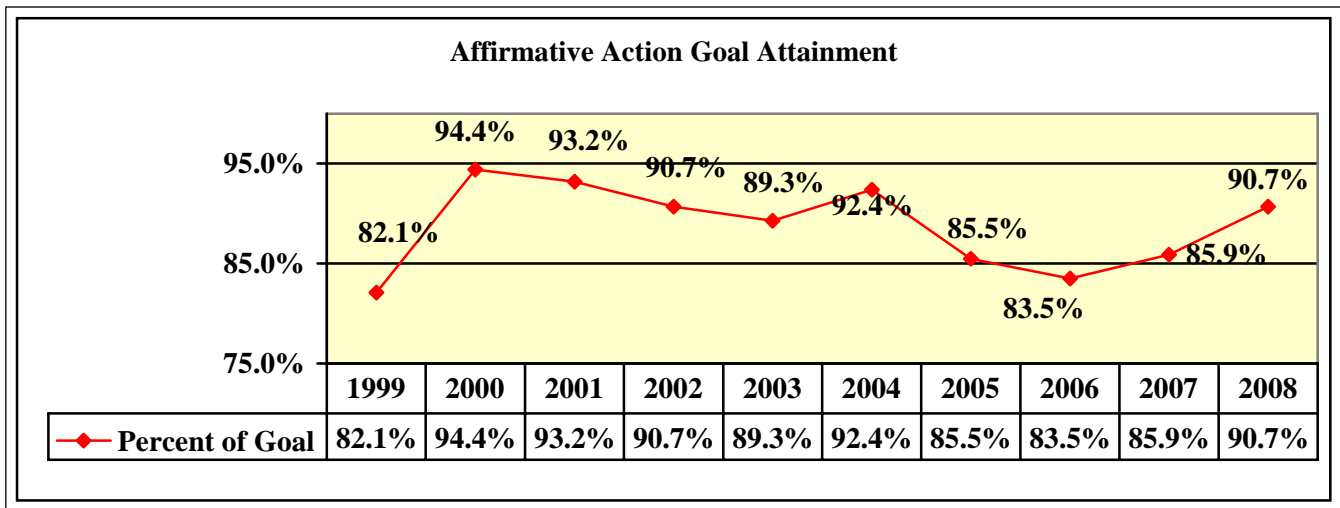
7.5 What are your performance levels and trends for the key measures of organizational effectiveness/operational efficiency, and work system performance (these could include measures related to the following: product, service, and work system innovation rates and improvement results; improvements to cycle time; supplier and partner performance; and results related to emergency drills or exercises?

We are constantly striving to ultimately educate children to become responsible and contributing citizens. Main products and services range from leadership and direction of academic standards for student performance, as reflected in the PACT data to comparable results to national testing. The number of qualified high school graduates and corresponding SAT results show gains for our state. We address the at-risk schools and students with concentrated educational and technical assistance and support. Ultimately, the evaluations by teachers, students and parents show consistent progress towards the goal of providing and receiving a high quality education that is delivered by well-qualified educators.

7.6 What are your performance levels and trends for the key measures of regulatory/legal compliance and community support?
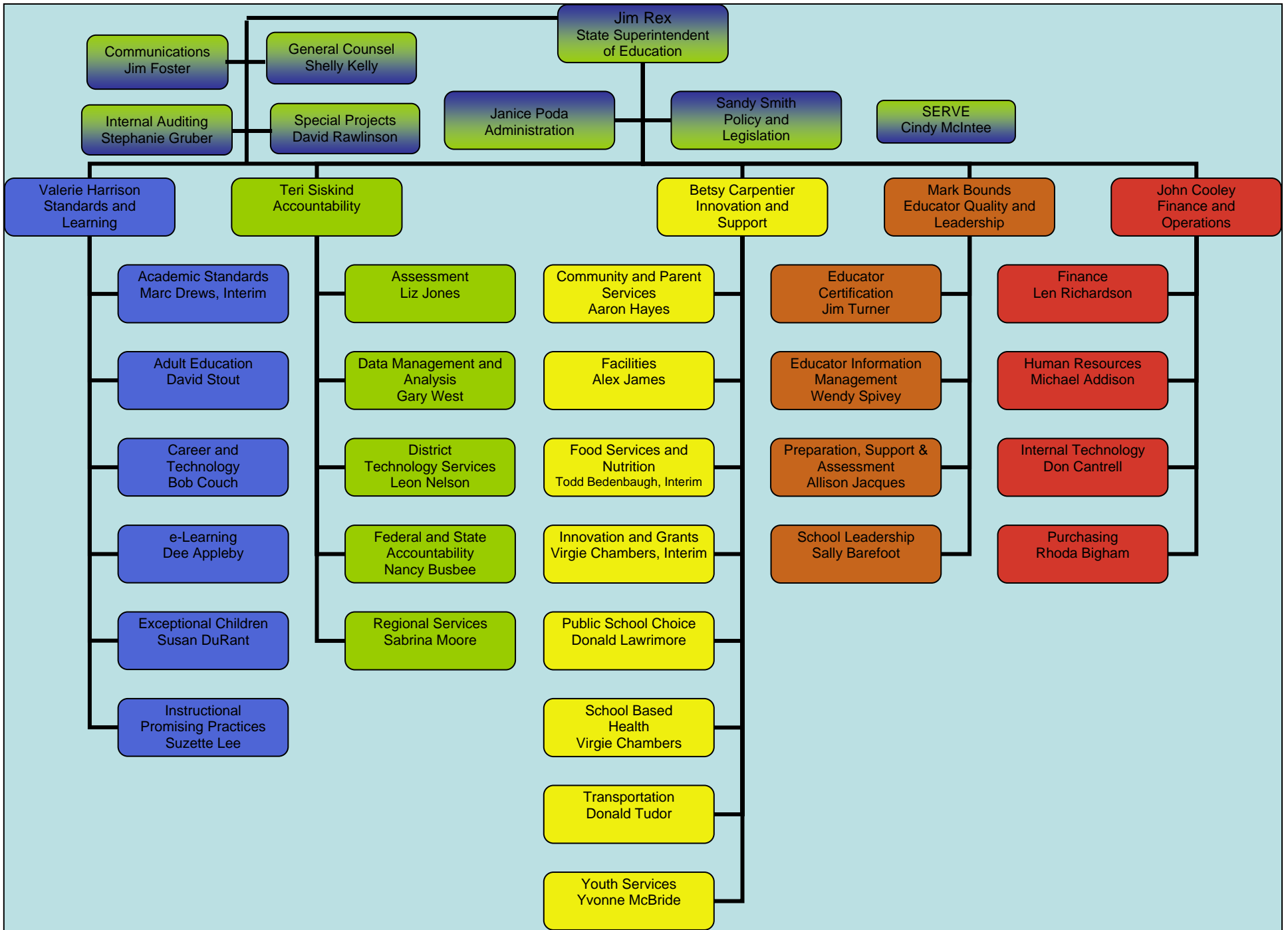
Regulatory/Legal Compliance

Figure 7.6-1

(SCDE results on the statewide single audit conducted by the State Auditor's Office)

Single Audit	2003	2004	2005	2006	2007
Material weakness	0	0	0	0	0
Reportable conditions	0	0	0	0	5

NOTE: All audit findings are now reportable. These would have been discussed with management in prior years.

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 06-07 Budget Expenditures $3,637,077,573		FY 07-08 Budget Expenditures $3,917,527,728		Key Cross References for Financial Results*
XIII; Aid to School Districts, Special Items; Aid to Subdivisions	Provide direct aid to school districts to include basic foundation defined program funding for students in 85 school districts, two special districts, one special school, other entities and agencies.	State: Federal: Other: Total: % of Total Budget:	1,958,265,383.72 657,317,014.88 8,140,331.63 2,623,722,730.23 72%	State: Federal: Other: Total: % of Total Budget:	2,119,391,770.00 651,072,174.00 27,377,632.00 2,797,841,576.00 72%	7.3.1 7.3.2 7.3.4
XI; Education Improvement Act	Provide additional funds above the basic foundation program for education improvement and enhancement. Provide salary funding to achieve and/or exceed the projected southeast average teacher salary for over 47,000 teachers; provide funds for various impro	State: Federal: Other: Total: % of Total Budget:	0.00 0.00 621,976,931.36 621,976,931.36 17%	State: Federal: Other: Total: % of Total Budget:	0.00 0.00 654,788,370.00 654,788,370.00 17%	7.3.1 7.3.2 7.3.4
IX; Division of School Enterprise Operations/Innovation & Support	Provide funds and support operations to the education system to include the school transportation system, school based health, school building, and school food service.	State: Federal: Other: Total: % of Total Budget:	122,272,172.23 2,590,706.02 42,427,619.97 167,290,498.22 5%	State: Federal: Other: Total: % of Total Budget:	166,474,934.00 2,295,516.00 8,678,560.00 177,449,010.00 5%	7.3.1 7.3.2 7.3.3 7.3.4
VII; Division of Finance and Operations	Provide funds and support financial operations to the education system to include the state textbook system.	State: Federal: Other: Total: % of Total Budget:	29,614,813.06 223,339.85 1,442,773.27 31,280,926.18 1%	State: Federal: Other: Total: % of Total Budget:	31,327,364.00 265,732.00 1,738,094.00 33,331,190.00 1%	7.3.1 7.3.2 7.3.3 7.3.4
TOTAL	TOTAL	State: Federal: Other: Total: % of Total Budget:	2,110,152,369.01 660,131,060.75 673,987,656.23 3,444,271,085.99 95%	State: Federal: Other: Total: % of Total Budget:	2,317,194,068.00 653,633,422.00 692,582,656.00 3,663,410,146.00 95%	

Below: List any programs not included above and show the remainder of expenditures by source of funds.
I. Superintendent of Education; II. Board of Education; III. Division of Curriculum Services and Assessment; V. Division of District and Community Services; VI. Division of Educator Quality & Leadership; XII. Governor's School for Science and Math; XV. Education Accountability Act; XVI. First Steps to School Readiness; XVII. Employee Benefits.

Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	79,178,293.56 21,878,552.18 91,749,641.75 192,806,487.49 5%	State: Federal: Other: Total: % of Total Budget:	125,975,292.00 28,646,330.00 99,495,960.00 254,117,582.00 5%

* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

Strategic Planning

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 07-08 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures*
XI. EIA; XIII.A; Aid to School Districts	High Student Achievement	Students are held to rigorous and relevant academic standards. Students demonstrate essential knowledge and skills as described in the curriculum standards. Students graduate from high school ready for college or a career. Students use technology to reach higher levels of learning. The state educational system components are accountable and aligned so that all students reach a high level of academic achievement.	7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.2.6, 7.2.7, 7.2.8, 7.2.9, 7.2.10, 7.2.12, 7.2.13, 7.2.14,
XI.C. EIA Teacher Quality; XIII.A; Aid to School	Teacher Quality	Teacher recruitment and retention programs are successful. Teacher preparation programs produce highly qualified teachers. Teachers are qualified, competent, ethical, and caring. Teacher professional development programs are effective.	7.2.15, 7.2.16, 7.2.17, 7.2.18, 7.2.19,
XI.B. EIA Early Childhood; XIII.A; Aid to School	Early Childhood Education	Children enter first grade ready to learn and succeed. Children have access to quality early childhood programs. Children and their families have access to quality family literacy programs.	.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5,
V. Division of District and Community Services; XI.B. EIA Early Childhood; XIII.A; Aid to School Districts	Parental and Community Partnerships	Parents are active partners in their child's learning. Communities are active partners in student learning. Businesses are active partners in student learning.	7.1.1.
V; Division of District and Community Services;	Safe and Healthy Schools	Schools are safe, healthy places with environments that are conducive for learning. School facilities are safe, functional, and adequate. The public school transportation system is safe and efficient. Schools form community and state alliances that promote the health, safety, and well-being of students.	7.2.20, 7.2.21, 7.2.22, 7.2.23, 7.2.24,
XV. Education Account Act	Education Leadership	School leaders are highly qualified, caring, and supportive. State education leadership is aligned. Education leadership is accountable. Professional development programs support education leaders.	7.2.11, 7.1.1, 7.1.2, 7.3.1, 7.3.2, 7.3.3, 7.3.4,

* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.