



# ANNUAL ACCOUNTABILITY REPORT

Fiscal Year 2008-2009

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



**SC EDUCATION  
OVERSIGHT COMMITTEE**



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**ACCOUNTABILITY REPORT TRANSMITTAL FORM**

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

**DATE OF SUBMISSION:** **September 15, 2009**

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## SECTION I: EXECUTIVE SUMMARY

### Mission and Values

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

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

The values underlying the mission are the following:

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

### Major Achievements from the Past Year

This year has been a significant year in the implementation of South Carolina's accountability system. The system, rated an "A" by *Quality Counts 2009*, is composed of these elements: Standards, Assessments, Professional Development and Technical Assistance, Public Reporting and Rewards and Interventions. The South Carolina public education system was given the following grades by *Quality Counts 2009*, a publication of Editorial Projects in Education/ Education Week:

<i>Standards, Assessments &amp; Accountability</i>	<i>A</i>
<i>Teaching Profession</i>	<i>A-</i>
<i>K-12 Achievement</i>	<i>D</i>
<i>Chance for Success</i>	<i>C</i>
<i>Transitions &amp; Alignment</i>	<i>C</i>
<i>School Finance</i>	<i>C</i>

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

#### 1. Standards:

- Published revised English and Spanish versions of the family friendly academic content standards in each of four content areas to assist parents and families in working with their young people
- Partnered with S.C. State Library to develop interactive web presence to accompany the Family Friendly English language arts standards
- Expanded a community effort, Parents and Adults Inspiring Reading Success (PAIRS), to support student achievement in reading
- Established S.C. Literacy Champions recognition program
- Partnered with the S.C. State Library on summer reading initiative

2. Assessments:
  - Established procedures for review of the Palmetto Assessments of State Standards (PASS) in mathematics, reading and research, writing, science and social studies, including appointment of National Advisory Committee and in-state technical group
  - Conducted alignment reviews on PASS with 145 teachers and curriculum leaders
  - Conducted technical analyses of PASS
  - Conducted research studies on PASS vertical methodologies, PACT to PASS linking and teacher perception of student competence
  
3. Professional Development and Technical Assistance:
  - Realigned 20 EIA budget categories into four to focus professional development including a new appropriations for professional development on reading
  - Reported on year one work of the Palmetto Priority Schools
  - Conducted stage one work for a study of reading achievement
  - Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
  - Communicated with superintendents regarding strategies to increase response rates to the parent survey
  - Co-sponsored a summit on out-of-school time programs, with emphasis on reading sessions
  - Completed evaluative report on the second year of implementation of the Child Development Education Pilot Program
  - Implemented triennial evaluation model to facilitate greater depth in research and greater use of findings
  
4. Public Reporting:
  - In partnership with Clemson University, conducted a comprehensive multi-approach study of S. C. attitudes toward and aspirations for public education
  - Published the eighth annual school and district report cards
  - Published the annual *Accountability Manual*
  - Published studies on the following:
    - Report on the Use of the Flexibility Provisos
    - Seventh Annual Report on the Teacher Loan Program
    - Annual Evaluation of the Retraining Grant Program
    - Annual Report on the Parent Survey
  - Amended report card format in conjunction with the State Department of Education and the State Board of Education, laid groundwork for expanded web-based interactive functionality
  - Expanded online, interactive search of school and district report cards
  - Conducted study of principals' perceptions of the skills and effectiveness of first year teachers
  - Recommended funding levels and provisos to the Governor and the General Assembly
  - Initiated webinar series to enhance awareness and understanding of EOC reports

5. Rewards and Interventions:
  - Revised structure and criteria of the Palmetto Gold and Silver Awards program to include recognition for closing the achievement gap
    - Completed first year report on the evaluation of the Palmetto Priority Schools project
  
6. Special Requests:
  - Worked with legislative bodies on legislation to establish permanent authority for the program serving four-year-olds
  - Invested in the teaching of economics and assisted in developing a survey of economics teachers
  - Continued the Middle Grades project
  - Partnered with four S.C. school districts to expand “Be There,” a parent involvement media campaign
  - Updated EOC funding model for public education and presented to South Carolina Education Funding Study Committee

**Key Strategic Goals for Present and Future Years**

The Education Oversight Committee has adopted the goal:

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

To achieve this goal, the EOC established the following objectives for its operations in 2008-2009 :

1. Continue the implementation of the Education Accountability Act of 1998, *as amended*, and fulfill other responsibilities assigned by the General Assembly including those within the Teacher Quality Act, the Parental Involvement in Their Children’s Education Act, the Education and Economic Development Act and the early childhood development pilot programs proviso and those made by special requests, including
  - a. Examining the new assessments provided through Act 282 of 2008 and making decisions regarding their administration and utilization statewide;
  - b. Working with stakeholder groups to understand state aspirations and the tasks necessary to achieve those aspirations;
  - c. Increasing the utility of the accountability system for decisions which impact state, school and student performance; and
  - d. Evaluating the progress of the Palmetto Priority Schools.
  
2. Establish a 2020 goal for statewide educational performance including
  - a. Refusing to tolerate any school performing at an at-risk level;
  - b. Adjusting or expanding reporting methods and content to increase sensitivity to growth in performance;
  - c. Ensuring the system is effective for the young people currently enrolled and for those young people to come; and
  - d. Recommending actions for policy, practice and funding to accomplish the 2020 goal.

3. Increase the level of student reading proficiency by
  - a. Examining the performance of students and disaggregated groups of students;
  - b. Linking student performance to instructional strategies and policies and promoting those which are most effective; and
  - c. Engaging the higher education community in discussions of reading achievement to include changes in teacher preparation and increases in service learning.
  
4. Develop a long-term strategy for increasing the utility of technology in instruction, including
  - a. Identifying funding sources for the infrastructure proposed in the TechThink recommendations;
  - b. Identifying lead districts and examining how technology in instruction has been supported, utilized and with what impact on student achievement;
  - c. Identifying cutting-edge strategies for use of technology to address traditional education functions.

At its September 2009 meeting, the EOC established the following objectives and priorities for 2009-2010:

1. Promote the attainment of 2020 Vision.
  
2. Continue the implementation of the Education Accountability Act of 1998, as amended, and fulfill other responsibilities assigned by the General Assembly.
  - a. Approve or defer approval of new standards and assessments
  - b. Increase the impact of the accountability system on student achievement
  
3. Increase the level of student reading proficiency.
  
4. Support a long-term strategy for the use of technology in instruction and assessment.
  
5. Develop a 3-5 year 2020 Vision funding model.
  
6. Expand partnerships with the higher education community.

### **Key Strategic Challenges**

The key strategic challenges before the agency to accomplish are the following:

- Sustain and strengthen support for educational improvement
- Expand access to and understanding of data and analyses of programs, policies and funding to support the continuous improvement of public education
- Focus research on policies and practices that propel each student's achievement to the highest levels
- Educate school and district personnel as well as parents and the general public on PASS and its use in the accountability system
- Increase visibility of accountability functions and their relationship to sustained school improvement

The barriers to overcome are the following:

- Comfort with the current rate of improvement
- Beliefs that young people from poverty, of minority status or with disabilities cannot do well in school
- Incomplete or inaccurate data
- Perceptions that publication of data can be harmful to individuals and/or reinforce negative stereotypes
- Receipt of high quality data from other agencies and sources in a timely manner

### **How the Accountability Report is used to Improve Organizational Performance**

In 2004, the Baldrige criteria and agency actions became a discussion point in staff meetings on a monthly basis. Staff teams worked together to develop accountability information and to strengthen customer focus. Attention to customer focus is seen in extensive use of surveys, focus groups, and constituent contacts. The agency staff continues to look for ways to increase customer input, either through electronic surveys, interviews and/or focus groups.

The agency examined the use of technology for efficiency and for access to opinions of customers and stakeholders. The agency contracted with CoGix for web-based survey services, and continued expansion of its web-based information to include an interactive website developed with S.C. Interactive. The EOC, through its online survey mechanism, polled a number of populations to gain information about the general quality of EOC publications. The results of the survey of principals regarding the competency of first year teachers were published in Winter 2009. The web-based survey also was used to streamline EIA program reporting.

The EOC works with consultants and higher education experts to expand its capacity. When developing the inventory and recommendations for the four-year-old pre-kindergarten program, the EOC again drew upon USC's talent pool and worked with Professor William Brown. The EOC convened a national technical advisory committee to review the accountability system and completed a multi-state contract by which South Carolina's ratings system is to be gauged against a number of other methodologies. The advisory committee included representatives of the University of South Carolina, the University of Wisconsin, Louisiana State University and former directors of assessment from North Carolina.

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



The EOC continues to live its tagline:

**Reporting Facts, Measuring Change, Promoting Progress**



**SC EDUCATION  
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.

## SECTION II: ORGANIZATIONAL PROFILE

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

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

### 2. **Your key customer groups and their key requirements/expectations**

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

- *At a Glance* -distributed electronically each month to a minimum of 3,000 serving in leadership positions. The December issue, reporting on progress toward the 2010 goal, is distributed to 17,000 South Carolinians
- Annual recommendations, including budget and proviso recommendations for subsequent fiscal years, and topical reports are distributed to the elected officials
- Print versions of *Legislative Investments in Education Accountability* were distributed to 600 elected officials and educational leaders; electronic versions were distributed to 3,000 online subscribers
- Membership on the following:
  - New Carolina Task Force on Workforce Development and the related Parent Involvement Work Team
  - Subcommittee on the Root Cause of Poverty
  - Education and Economic Development Act Committee on the Individual Graduation Plan
  - Education and Economic Development Act Coordinating Council
  - Participation in two sponsored parent involvement conferences
  - South Carolina Public Charter School District
  - Charter School Advisory Committee
  - Governor's School for the Arts and Humanities
  - Commission on Higher Education Curriculum Alignment Project
- Clearinghouse for elected officials, their staff and educators on materials and issues related to school improvement
- Responses to ad hoc data requests from elected officials

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

- *Accountability Manual*-distributed 1,900 to educators
- *TIPS* booklets- updated content and format and provided for use with parents, businesses and community organizations; distributed over 100,000 parent TIPS (in both English and Spanish) through the schools and agencies and approximately 5,000 business and community TIPS
- *Family Friendly Learning Standards*-distributed via electronic media English and Spanish versions to schools and community groups

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

Publications for parents include:

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

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

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

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

### **3. Your key stakeholders (other than customers)**

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

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

The EOC, in collaboration with the State Library, initiated this year the use of webinars to inform stakeholders. This free service to the EOC facilitated the dissemination of information to audiences outside of Columbia. The webinar was successfully utilized to disseminate the results of the evaluation of the Child Development Education Pilot Program to existing public and private providers, to interested professors of early childhood education and to program administrators throughout South Carolina.

**4. Your key suppliers and partners**

The EOC explores issues and concerns for its customers through analyses of data from South Carolina's public education system, primarily the South Carolina Department of Education, the Commission on Higher Education, the Office of First Steps, Head Start-South Carolina, the Student Loan Corporation and school districts. The EOC utilizes the financial, professional, programmatic and academic testing programs for data sources. The EOC also conducts focus groups, surveys, and other data collections as required by the particular program or service under study. Through work with the Budget and Control Board's Division of Research and Statistics, the EOC has been able to explore aspects of student lives and performance from multiple perspectives. During 2008-2009 the EOC worked closely with a team of researchers from Clemson University on a statewide public engagement initiative.

**5. Your operating locations**

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

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

The Education Oversight Committee employs an executive director, eight (8) unclassified staff persons and two (2) individuals who work on an hourly basis.

**7. The regulatory environment under which your organization operates**

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

**8. Your performance improvement system**

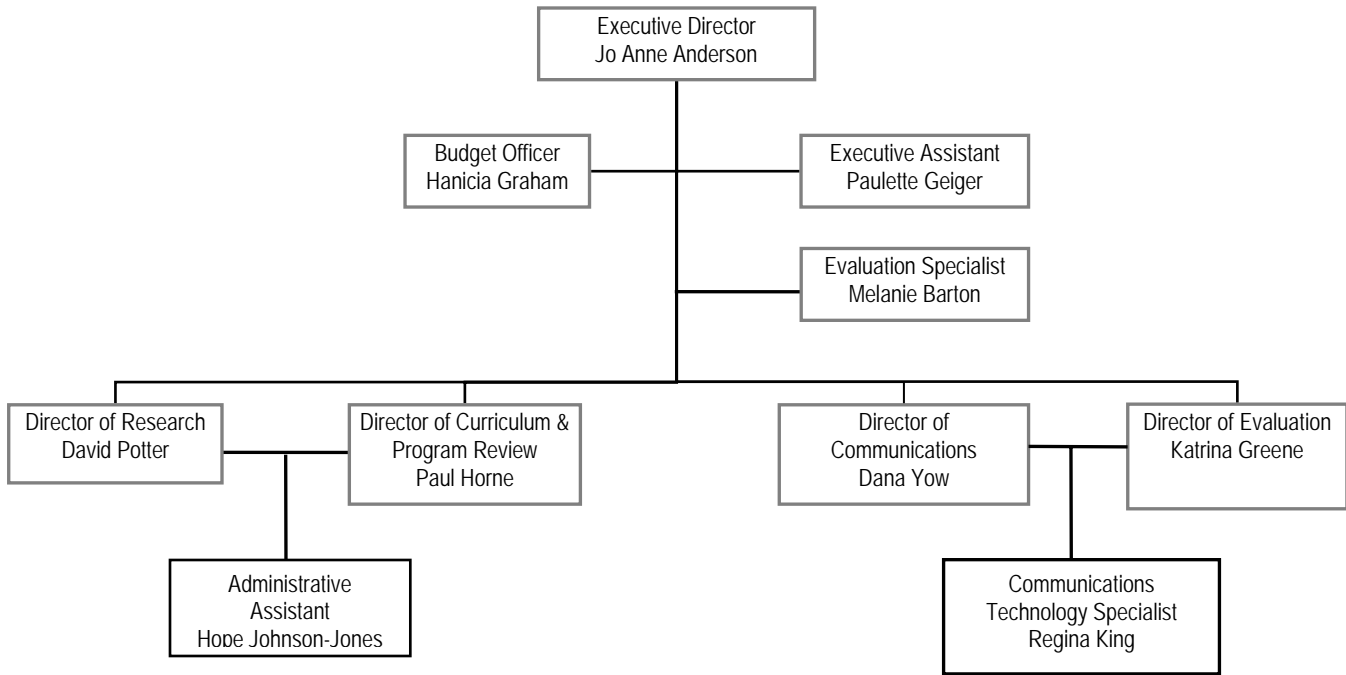
During the past year the EOC has measured the utilization of staff time by projects and employed that information to project assignments and the budgeting of time. For the 2008-2009 year, each staff member has developed/agreed to a time by responsibility commitment. In order that the flexibility of EOC data requests could be incorporated, the EOC has budgeted 75 percent of each employee's work days, allowing for holidays and vacation. The system was piloted in 2006-2007 to understand if the allocation of time and the criticality or priority of the work is commensurate.

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

**9. Your organizational structure**

In 2008-2009 the EOC was organized as shown in the figure below:

**South Carolina Education Oversight Committee  
Organization Chart**



**10. Your Expenditures/Appropriations Chart**

Major Budget Categories	FY-07-08 Actual Expenditures		FY08-09 Actual Expenditures		FY-09-10 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$593,610		\$722,748		\$537,296	
Other Operating	\$207,721		\$555,578		\$371,533	
Public Awareness	\$226,592		\$192,058		\$168,437	
Family Involvement	\$44,631		\$36,265		\$33,782	
Middle Grades	\$99,630		\$90,000		\$75,000	
CDEPP	\$391,969		\$318,494		\$296,678	
Fringe Benefits	\$165,056		\$182,739		\$107,460	
EIA Reduction	27,377		\$255,702		N/A	
<b>TOTAL</b>	<b>\$1,756,586</b>		<b>\$2,353,584</b>		<b>\$1,590,186</b>	

**OTHER EXPENDITURES**

Sources of Funds	FY 07-08 Actual Expenditures	FY 08-09 Actual Expenditures
Public Awareness Private Funds	\$0.00	\$ 25,000.00

**11. Your Major Program Areas Chart (2008-2009)**

Program Number and Title	Major Program Area Purpose	FY07-08 Budget Expenditures	FY 08-09	Key Cross References for Financial Results
Agency Administration: overhead	This function supports personnel, financing and administrative function of the agency in accordance with duties outlined in the Education Accountability Act of 1998, the Teacher Quality Act of 2000, the Parental Involvement in Their Children's Education Act of 2000 and other duties outlined in the annual general Appropriations Act. Costs reflected include supervision, communications, data processing, general administration and similar costs.	State: Federal: Other:\$ 153,922 Total:\$ 153,922 9 % of Total Budget	State: Federal: Other:\$ 197,986 Total:\$ 197,986 8 % of Total Budget	Compliance to state statutes and regulations; clean audit by appropriate agencies
Implementation and oversight of the educational accountability system	This function fulfills the requirements of 59-6-10(1) and (4) and 59-6-110 (1) and (2) to ensure that the Education Accountability Act of 1998 is implemented in a manner consistent with its intent and in the time frame defined in the statute.	State: Federal: Other:\$ 348,519 Total:\$ 348,519 20 % of Total Budget	State: Federal: Other:\$ 641,464 Total: \$641,464 27 % of Total Budget	Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2010 goal.
Evaluation of the functioning of public education	This function fulfills the requirements of 59-6-10 (2) and 59-6-110 (3) and (4) and appropriate sections in the Teacher Quality Act of 2000 to ensure that there is a continuous evaluation of South Carolina's education policies, programs and funding so that student achievement continues to improve	State: Federal: Other:\$391,322 Total: \$391,322 22 % of Total Budget	State: Federal: Other:\$521,614 Total:\$ 521,614 22 % of Total Budget	Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2010 goal.
Family Involvement	This function fulfills the support and evaluation requirements outlined in the Parental Involvement in Their Children's Education Act 59-29-190	State: Federal: Other:\$ 44,631 Total: \$ 44,631 3 % of Total Budget	State: Federal: Other: \$36,265 Total: \$36,265 2 % of Total Budget	Improved Relationships between parents and schools (immediate data factors are reported on the annual school report card)
Public Awareness	This function fulfills the responsibilities outlined in 59-18-1700 through the public awareness program. The public awareness program receives funding through	State: Federal: Other:\$ 226,592 Total:\$ 226,592 13 % of	State: Federal: Other:\$192,058 Total: \$192,058 8 % of Total	Administrative processing of funds in accordance with state statutes and

Program Number and Title	Major Program Area Purpose	FY07-08 Budget Expenditures	FY 08-09 Budget	Key Cross References for Financial Results
	an appropriation with the SDE	Total Budget	Budget	regulations
Proviso-directed actions	The Education Oversight Committee serves as the fiscal agent for Middle Grades Project funds as provided in Proviso 1A.23 and for funds provided to the South Carolina Council on Economic Education in accordance with Proviso 1A.40. The agency also administers fund distribution for the Child Development as outlined in Proviso 1.62	State: Federal: Other:\$591,599 Total: \$591,599 33 % of Total Budget	State: Federal: Other:\$ 508,494 Total:\$ 508,494 22 % of Total Budget	Administrative processing of funds in accordance with state statutes and regulations

Below: List any programs not included above and how the remainder of expenditures by source of funds:

<b>Remainder of Expenditures</b>	State: Federal: Other: Total: % of Total Budget	State: Federal: Other: \$ 255,702 Total: \$ 255,702 11 % of Total Budget
<b>Budget Reduction</b>		

**SECTION III: ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA**

**Category 1. SENIOR LEADERSHIP, GOVERNANCE AND SOCIAL RESPONSIBILITY**

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

**EDUCATION OVERSIGHT COMMITTEE  
2008-2009 Membership**

<b>Appointing Authority</b>	<b>Term of Office</b>	<b>Representing</b>	<b>Name</b>	<b>Service</b>
Governor	Coterminous	Self/Designee	Julie Hershey	2008-present
	2006-2010	Business	Mike Brenan	2007-present
	2006-2010	Education	Dennis Drew	2003-present
State Superintendent	Coterminous	Self/Designee	James H. Rex	2007-present
Speaker of the House of Representatives	Coterminous	Self/Designee	Joe Neal	2005-present
	2007-2011	Business	Harold Stowe	2002-present
	2009-2013	Education	Alex Martin	1998-present
President Pro Tempore of the Senate	Coterminous	Self/Designee	Mike Fair	2001-present
	2006-2010	Business	Neil Robinson	2005-present
	2007-2011	Education	Barbara Hairfield	2007-present
Chairman, Ways and Means Committee	Coterminous	Self/Designee	William Cotty	2005-present
Chairman, Senate Finance	Coterminous	Self/Designee	Open	
Chairman, House Education and Public Works	Coterminous	Self/Designee	Mike Anthony	2009-present
	2008-2012	Business	Neil Willis	2000-2008
	2006-2010	Education	Kristi Woodall	2007-present
Chairman, Senate Education	Coterminous	Self/Designee	Robert W. Hayes	2005-present
	2006-2010	Business	Charmeka Bosket	2008-present
	2006-2010	Education	Buffy Murphy	2006-present

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

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



persons and, in additional meetings, with individual staff persons. The small number of employees permits almost daily interaction among staff on projects.

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

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

Value	Example(s)
Sole focus on what is best for students	Inclusion of all students in the accountability system Publication of program reviews on the progress of disaggregated groups of students
Belief in broad-based inclusion and collaboration	Utilization of advisory groups for all EOC initiatives and decisions (see EOC Annual Report 2008) Incorporation of Reports from a Key Constituency in each meeting Partnerships realized with S.C. After School Alliance, newspaper publishers (PAIRS), S.C. Press Association and the S.C. State Library Collaboration with DSS, First Steps, Head Start and S.C.DE on 4K inventory and evaluation plan County meetings on Common Ground Work with the S.C.DE to evaluate the Palmetto Priority Schools Partner with Clemson University on stakeholder engagement issues Work with S.C.DE on implementation of Act 282 of 2008 Collaboration with nine entities and/or agencies in the development and publication of a Back to School publication
Belief in standards, assessments and publicly known results	Implementation of a standards-based rating system Development of communication supports for individual and public action
Implementation of research- and fact-based solutions that improve results	Reviews of EIA programs Recommendations for program, policy and funding changes
Passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics	Involvement in a number of advisory, professional and policy groups Implementation of PAIRS Initiation of S.C. Literacy Champions

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

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

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

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

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

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

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

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

While a response may require analyses or information not immediately available, staff members are expected to reply to customers as soon as possible. The staff members also work with legislators and other customers to provide them with information and recommendations in the timeframe for legislative decision-making. In the last year, the staff has published technical and evaluation studies using multiple formats: print, electronic and public presentation. The Executive Director maintained a listing of school districts to ensure that staff drew upon district expertise and the processes were available to all South Carolina school districts. Customer focus

is extended through presentations and participation in multiple association meetings and in informal meetings with leaders in the education and legislative communities. The Executive Director travels statewide to meet with district superintendents to learn of their concerns and to understand the issues as they impact school districts differently. Each EOC professional staff member is assigned to serve as liaison to a professional community.

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

- Survey of all audiences regarding structure and content of EOC publications;
- Executive interviews with superintendents of districts having received technical assistance
- Electronic surveys of high school principals and U. S. History teachers on assessment issues
- Electronic survey on principals to determine their views of the readiness of first year teachers for classrooms
- Clemson University Public Engagement Project which utilized focus groups, web surveys and telephone interviews

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

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

The EOC continues to seek ways in which to increase the impact of its information.

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

The EOC fiscal actions and plans are processed through the Office of State Budget, the Office of the Comptroller General, and the Office of the State Treasurer. The Office of the State Auditor reviews agency's fiscal operations to insure compliance within the state system. Procedural fiscal guidelines are afforded through the Statewide Accounting and Reporting System (STARS), the South Carolina Consolidated Procurement Code, and General Accepted Accounting Principles (GAAPs). The EOC is subject to audits of agreed-upon procedures, procurement, and state employee insurance records. The EOC operations were audited by the South Carolina State Auditor's Office including reviews of fiscal procedures, benefits, closing packages, and contractual obligations during the 2008 fiscal year. No material weaknesses or violations have been identified in any audits.

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

5. What performance measures do senior leaders regularly review to inform them on needed actions?

The key performance measures include the following:

- Mission accomplishment
- Student, school and district academic performance
- Human resource effectiveness
- Procurement and administrative process effectiveness
- Employee satisfaction and involvement
- Professional development

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

6. How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness, 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 the organizational values?

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

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

EOC members are active in professional groups and in their local communities to promote higher student achievement, to share the work of the EOC and to encourage others to be engaged. EOC members nominate individuals for the Education Policy Fellows Program as well as encourage local board members to use student achievement data in their work. EOC members serve on task forces, committees and commissions to promote the principles and values of the agency.

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

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

Shared responsibilities and extended professional development in new areas is an increasing characteristic of the agency. Administrative support personnel each have a function in which they are expected to lead (e.g., web development, archives, legislative information).

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

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

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

EOC employees are encouraged to grow professionally through a number of mechanisms: payment of membership in professional organizations, released time for activities and/or conferences, payment of travel and fees for regional and national meetings and payment of fees and tuition for coursework. The EOC has adopted a practice of testing presentations or data and/or work with the entire staff to facilitate effective communication of messages as well as to engage the entire staff in the mission of the agency.

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?

In small organizations senior leaders have an opportunity to provide individual and personal encouragement through providing up-to-date technology and software, to writing notes for extraordinary work, to promoting individuals to more responsible positions. The EOC is expanding opportunities for administrative support staff into program as well as developing skills and certifications in areas that reinforce achievement of the agency mission.

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.

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

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

- Community volunteer work with Sister Care, Juvenile Diabetes Research Foundation, and Red Cross

**Category 2. STRATEGIC PLANNING**

1. What is your Strategic Planning process, including key participants, and how does it address:

- (a) your organization’s strengths, weaknesses, opportunities and threats;
- (b) financial, regulatory, societal and other potential risks;
- (c) shifts in technology, and customer preferences;
- (d) workforce capabilities and needs;
- (e) organizational continuity in emergencies; and
- (f) your ability to execute the strategic plan.

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

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

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

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

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

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

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

The objectives align with the challenges by addressing public engagement, improved access to data and analyses, focused research and linking accountability to progress. The barriers (e.g.,

data quality and comfort with the status quo) are stubborn and although the objectives focus on these, we have not yet achieved the impact to which we aspire.

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

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

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

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

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

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

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

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

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

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

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

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

7. If the agency's strategic plan is available to the public through the agency's internet homepage, please provide a website address for that plan.

Note: List your key strategic objectives (goals) and your key actions plans/initiatives and time lines in the Strategic Planning Chart

If the agency's strategic plan is available to the public through the agency's internet homepage, please provide a website address for that plan. The agency plan is available at [www.eoc.sc.gov](http://www.eoc.sc.gov)

See agency plan on the following pages:

### Strategic Planning: 2008-2009

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 08-09 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda	Key Cross References for Performance Measures
1: Administration	Actions and reports should be completed accurately and in a timely manner to reflect effective management of agency resources in accordance with state statute, regulations and guidelines in accordance with duties outlined in the Education Accountability Act of 1998, the Teacher Quality Act of 2000, the Parental Involvement in Their Children's Education Act of 2000, Act 282 of 2008 and other duties outlined in the annual General Appropriations Act.	Manage agency resources in accordance with state regulation and professional standards	Hanicia Graham		Clear audits
2. Implementation and oversight of the educational accountability system	1.Continue the implementation of the Education Accountability Act of 1998, <i>as amended</i> , and fulfill other responsibilities assigned by the General Assembly including those within the Teacher Quality Act, the Parental Involvement in Their Children's Education Act, the Education and Economic Development Act and the early childhood development pilot programs proviso and those made by special requests, including:  a. Examining the	Conduct alignment and technical studies of S.C.-Alternative, Social Studies.  Approve/disapprove US History End-of-course assessment  Publish <i>Accountability Manual</i>  Complete annual evaluations: (a) Teacher Loan Program (data) (b) Use of flexibility Proviso (biennial) (c) Longitudinal performance  (d) Teacher Preparation  Conduct alignment studies & technical	David Potter  David Potter  Dana Yow  Paul Horne  Melanie Barton  Katrina Greene Garret Mandeville  Paul Horne  David Potter & Paul	January 2010  October 2008  June 2009 (interim statement); December 2009  October 2009 September 2009 August 2009 June 2009 February 2009  August 2009	



Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 08-09 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda	Key Cross References for Performance Measures
	<p>new assessments provided through Act 282 of 2008 and making decisions regarding their administration and utilization statewide;</p> <p>b.Increasing the impact of the accountability system on decisions which impact state, school and student performance;</p> <p>c.Ensuring the system is effective for the young people currently enrolled and for those young people to come; and</p> <p>d.Evaluating the progress of the Palmetto Priority Schools and public charter schools.</p> <p>2.Establish a 2020 goal for statewide educational performance including</p> <p>a. Refusing to tolerate any school performing at an at-risk level;</p> <p>b. Working with stakeholder groups to understand state aspirations and the tasks necessary to achieve those aspirations;</p> <p>c.Adjusting or expanding reporting</p>	<p>reviews</p> <p>Conduct evaluation Establish model for school subgroup analyses: Palmetto Priority Public Charter Alternative Tech Assist</p> <p>Establish goal, measures</p> <p>Intensify public engagement through Clemson partnership and public information</p> <p>Develop ratings methodology and criteria; integrate growth into all public information materials</p> <p>Develop skeleton of action plan to reach goal; incorporate EOC</p>	<p>Horne</p> <p>Katrina Greene</p> <p>EOC Dana Yow</p> <p>Dana Yow</p> <p>David Potter</p> <p>Jo Anne Anderson</p>	<p>February 2009</p> <p>June 2009</p> <p>June 2009</p> <p>December 2009</p> <p>August 2009</p>	

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 08-09 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda	Key Cross References for Performance Measures
	<p>methods and content to increase sensitivity to growth in performance; and</p> <p>d.Recommending actions for policy, practice and funding to accomplish the 2020 goal.</p>	<p>principles, focus on reading and work of other groups</p>			
<p>3. Evaluation of the functioning of public education</p>	<p>3.Increase the level of student reading proficiency by</p> <p>a. Examining the performance of students, individual and in groups, to understand how where emphasis is needed in policy and practice;</p> <p>b.Linking student performance to instructional strategies and policies and promoting those which are most effective; and</p> <p>c.Engaging the higher education community in discussions of reading achievement to promote changes in teacher preparation</p> <p>d.Promoting engagement of higher education students through service learning.</p>	<p>Examine longitudinal data studies from files incorporating 2007 and 2008 performance to identify patterns</p> <p>a. Establish study design</p> <p>b. Identify schools</p> <p>c. Develop school survey</p> <p>d. Administer school survey</p> <p>Develop teacher link in data and use in analyses of PASS 2009</p> <p>Use “principals views” and reading studies for engagement</p> <p>Implement Literacy Champions</p> <p>Develop interstate and intrastate profile of practices, funding, build profile of S.C. on</p>	<p>Katrina Greene</p> <p>David Potter</p> <p>Paul Horne</p> <p>Dana Yow</p> <p>Paul Horne</p>	<p>August 2009</p> <p>January 2009 March 2009 May 2009 August 2009</p> <p>Summer/Fall 2009</p> <p>February 2009</p> <p>Summer 2009</p> <p>December 2008</p> <p>December 2008</p> <p>February 2009</p>	

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 08-09 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda	Key Cross References for Performance Measures
	<p>4. Develop a long-term strategy for increasing the utility of technology in instruction, including</p> <p>a. Identifying funding sources for the infrastructure</p> <p>b. Identifying lead districts and examining how technology in instruction has been supported, utilized and with what impact on student achievement;</p> <p>c. Identifying cutting-edge strategies for use of technology to address traditional education functions; and</p> <p>d. Promote a statewide commitment for world-class technology in our schools.</p>	<p>essential components</p> <p>a. E-rate summary</p> <p>Identify lead districts nationally and within state and develop comparative profiles</p>	Paul Horne		
4. Family Involvement		<p>Examine results of parent, teacher and student surveys</p> <p>Publish (elec) <i>Family Friendly Content Standards</i> and <i>TIPS</i></p> <p>Partner with State Library to expand family information</p> <p>Sponsor <i>Be There</i> pilot</p> <p>Serve on New Carolina Parent Involvement Work Group</p>	<p>Melanie Barton</p> <p>Dana Yow</p> <p>Dana Yow</p> <p>Dana Yow</p> <p>Katrina Greene</p>	<p>June 2009</p> <p>Summer 2009</p> <p>July 2008</p> <p>Throughout 2008-2009</p> <p>Throughout 2008-2009</p>	

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 08-09 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda	Key Cross References for Performance Measures
5. Public Awareness		<p>Provide information and analyses for consideration in policy development</p> <p>Maintain 2-way communication with constituencies</p> <p>Expand PAIRS</p> <p>Implement service learning/literacy initiative</p> <p>Serve on designated advisory boards and task forces to include the following:</p> <ul style="list-style-type: none"> <li>(a) EEDA Coordinating Council</li> <li>(b) GSAH</li> <li>(c) State Public Charter School District</li> <li>(d) Charter School Advisory Committee</li> <li>(e) Task Force on Workforce Development</li> <li>(f) Advisory boards: Clemson, College of Charleston, Healthy Learners, Education Policy Fellows Program, Humanities Council, SCEPUR</li> </ul> <p>Provide information and analyses relevant</p>	<p>Jo Anne Anderson</p> <p>All</p> <p>Dana Yow</p> <p>Dana Yow</p> <p>All</p> <p>Alex Martin</p> <p>Jo Anne Anderson Michael Brenan</p> <p>Dennis Drew</p> <p>Jo Anne Anderson</p> <p>Paul Horne, Jo Anne Anderson, David Potter</p> <p>Dana Yow</p>	<p>Throughout 2008-2009</p> <p>Throughout 2008-2009</p> <p>April 2009</p> <p>October 2008</p> <p>January 2009</p> <p>Throughout 2008-2009</p>	

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 08-09 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda	Key Cross References for Performance Measures
		<p>to S.C., district and school progress on the following:</p> <ul style="list-style-type: none"> <li>(a) Annual ratings</li> <li>(b) <i>Where Are We Now: 2010</i> goal</li> <li>(c) Importance of high school graduation</li> <li>(d) Value of teachers and of the teaching profession</li> </ul> <p>Publish <i>At A Glance</i> monthly</p> <p>Promote policies and implement practices so that each student is able to earn a state high school diploma</p> <p>Maintain relationships with professional and parent groups, including meeting with the SBE</p>	<p>Dana Yow</p> <p>All</p> <p>All</p>		
6. Proviso-Directed Actions	Fulfill responsibilities outlined in annual General Appropriations Act	<p>Evaluate CDEPP program to determine the most efficient model for providing state support to public and private providers; determine appropriate teacher credentialing; establish costs for high quality programs; build longitudinal evaluation to link with student performance</p> <p>Provide resources for teacher professional development in the teaching of economics</p> <p>Provide resources for expansion of teacher knowledge and skills in teaching students in the middle grades and</p>	<p>Melanie Barton David Potter</p> <p>Contract through CEE</p> <p>Baron Holmes</p>	<p>January 2009</p> <p>Throughout 2008-2009</p> <p>Throughout 2008-2009</p>	

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 08-09 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda	Key Cross References for Performance Measures
		improvements in grades 6-8 student achievement			

**Category 3. CUSTOMER FOCUS**

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

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

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

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

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

- Printed publications including the *Accountability Manual*
- Electronic publications including *At a Glance*, Stakeholder Engagement Report
- Regional meetings with school district superintendents
- Use of an electronic survey methodology with selected groups
- Incorporation of advisory groups and circulation of preliminary reports for comments
- Maintenance of a comments section on the website
- Workshops and community meetings throughout the state
- Surveys
- Upgrading of its web site to provide more information, in an efficient, easy-to-use format
- Presentations at conferences, legislative committees, caucuses, and professional associations.

- Inclusion of school and school district officials in an advisory capacity
- Participation of EOC staff and members on advisory boards, task forces and local school and district committees

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

Customer access mechanisms include the open comments capacity on the website, publication of information and inclusion of contact information for reaction, presentations at civic and professional meetings and participation in the legislative process. The EOC also utilizes a range of media including print, web-based information, paid/in-kind media and a comments section on the website.

The EOC offices are located in the State House complex which facilitates informal and repeated contact with decision makers. EOC staff persons also attend professional group meetings (e.g., Instructional Leaders Roundtable, District Public Information Officers monthly).

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

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

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

Information from customers is used most often to determine if the products and services provided by the EOC assist schools in improving academic success and in supporting the implementation, efficiency, and the effectiveness of academic improvement efforts. Among the groups providing advice during the 2008-2009 year were the following:

**CDEPP Evaluation Team**

Melanie Barton, Columbia  
 William Brown, Columbia  
 Christine DiStefano, Columbia  
 Heather Smith Googe, Columbia  
 Fred Greer, Columbia  
 David Potter, Columbia  
 Ken Stevenson, Columbia

**Palmetto Priority Schools Advisory Group**

Marvin Greene, Anderson  
 Mary Grimes, Greenville  
 Tammy H. Pawloski, Florence  
 Barbara Hairfield, Charleston  
 Odell Stuckey, Columbia

**Revisions to EAA -- National Advisory Committee**

Edward Boyd, Conway  
 William Brown, Cary, North Carolina  
 Lee D'Andrea, Anderson  
 Doug Harris, Madison, Wisconsin  
 Calvin Jackson, Columbia  
 Robert Johnson, Columbia  
 Eugene Kennedy, Baton Rouge, Louisiana  
 Jane Clark Lindle, Clemson  
 Dahli Myers, Columbia  
 William Schafer, College Park, Maryland  
 Deborah Switzer, Clemson  
 James Witte, Clemson

**Revisions to EAA -- SC Technical Group**

Cindy Ambrose, Conway  
Jason McCreary, Greenville  
Janelle Rivers, Lexington  
Janet Rose, Charleston  
Missy Wall-Mitchell, Columbia

**Revisions to EAA -- SC Communications Group**

Pam Bailey, Moncks Corner  
Teal Britton, Conway  
Mary Anne Byrd, Camden  
Tom Hudson, Columbia  
Cathy Stevens, Greenville  
Julie Thompson, Pickens

**PASS Alignment Review Panel**

Monica Addison, Denmark  
Debbie Alexander, Gaffney  
Jane Allen, West Columbia  
Ingrid Anderson, Duncan  
Iris Aschenbrand, Easley  
Debbie Barron, Simpsonville  
Heather Bass, Elgin  
Heidi Beers, Spartanburg  
Deborah Belflower, Mt. Pleasant  
Lisa Benton, Orangeburg  
Erica Bissell, Lexington  
Elissa Blosser, Myrtle Beach  
Mary Bostic, Columbia  
Vickie Breauchy, Goose Creek  
Elizabeth Brittain, Gaffney  
Stacy Brooks, Willimston  
Mina Brooks, Pomaria  
Candice Brucke, Westminster  
Perri Bryant, Batesburg-Leesville  
Patricia Buckman, Pinewood  
Amy Buki, Pacolet Mills  
Jean Burden, Loris  
Stacey Cabaniss, Spartanburg  
Emma Caldwell, Orangeburg  
Cathey Cameron, Camden  
Kathi Campbell, Dillon  
Brandy Caroway, Lancaster  
Adrienne Chisolm, St. Helena Island  
Lori Clarke, West Columbia  
Chinon Conder, Hampton  
Donna Cook, Latta

**PASS Alignment Review Panel**

Linda Coulter, Columbia  
Angela Crider, St Matthews  
Carolyn Cromer, Anderson  
Lisa Cuthbert, Summerton  
Sharon Davis, Sumter  
Brian Day, Columbia  
Ryacus Dean, Irmo  
Cathy Delaney, Moncks Corner  
Anna Doyle, Greer  
Maria Dukes, New Zion  
Mark Easterling, Kingstree  
Tina Edge, Lake View  
Grace Farnum, Columbia  
Barbara Fewell, Rock Hill  
Rett Floyd, Turbeville  
Laurie Frazier, N. Augusta  
Annette Gadsden, N. Charleston  
Mendy Gannon, Beaufort  
Laura Garner, Summerville  
Kim Garnet, Conway  
Paula Grant, Easley  
Deidre Green, Pendleton  
Jonetta Gregory, Charleston  
Heather Gresham, Batesburg  
Brian Griffith, Sumter  
Barbara Hairfield, Charleston  
Cathy Hale, Greenville  
Deborah Hamrick, Blacksburg  
Amy Hawkins, Anderson  
Beth Herring, Hartsville  
Gayle Hinton, West Columbia  
Paulette Hipps, Sumter  
Mary Howard, Lake City  
Downing Hudson, Pawleys Island  
Vicki Huffman, Greenwood  
Paula Huggins, Ridgeville  
Judy Inabinet, Myrtle Beach  
Terri Ivester, Belton  
Pam James, Lake City  
Tesa Jaques, Irmo  
Robin Jewett, Lancaster  
Corinne Jimenez, Columbia  
Natasha Jones, Edisto Island  
Pam Jumper, Orangeburg  
Devada Kimsey, Abbeville  
Jane Kolb, Summerton  
Amber Koonce, Charleston



**PASS Alignment Review Panel**

Sharon Kotula, Columbia  
Erin Lampman, Pendleton  
Tiffany Lemon, Manning  
Katie Leonard, Spartanburg  
Annette Leshner, Ridgeway  
Lois Lewis, Bluffton  
Christine Liner, N. Augusta  
Barbara Littlejohn, Spartanburg  
Sharon Livingston, Manning  
Merinda Luse, Conway  
Robyn Magdic, Simpsonville  
Derenda Marshall, Georgetown  
Barbara Maxwell, Johnsonville  
Delisa McCall, Anderson  
Dawn McChesney, Florence  
Rena McDonald, Holly Hill  
Betsy McEwen, Batesburg-Leesville  
Franklyn McInnis, Marion  
Rosa McPhail, Hartsville  
Debbie Melton, Willimston  
Ginny Morris, Chapin  
Claire Mundy, Greenville  
David Norton, Rock Hill  
Fairlyn Odom, Johnsonville  
Lana O'Shields, Campobello  
Kay Owens, Rock Hill  
Rebecca Page, Greenville  
Cathy Peake, Maysville  
Cheryl Peden, Seneca  
Sandy Perkins, Bennettsville  
Joseph Powell, N. Augusta  
Hilary Price, Gilbert  
Michelle Quick, Rock Hill  
Courtney Randle, Columbia  
Elizabeth Reidenbach, Isle of Palms  
Susan Rhodes, Florence  
Janna Richardson, Pomaria  
Kim Riley, Ridgeland  
Robin Ritland, Honea Path  
Tom Roe, Greenville  
Jill Rogers, Darlington  
Mildred Rowland-Huey, Rock Hill  
Victoria Rusnock, Mt. Pleasant  
Shirley Salters-Keels, Greeleyville  
Karey Santos, Aiken  
Brandon Shook, Prosperity  
Tracee Simpson, Easley

**PASS Alignment Review Panel**

Jenny Singletary, Holly Hill  
Belinda Snow, Moore  
James Spaulding, W. Columbia  
Braber Spell, Jefferson  
Jeanne Spencer, Clinton  
Mirandi Squires, Hemingway  
Maria Stukes, Sumter  
Patricia Taste, Eutawville  
Kim Taylor, Chapin  
Glenda Taylor, Laurens  
Lynn Turner, Hemingway  
Tonda Vial, Gray Court  
Margaret Walker, Columbia  
Celeste Walton, Aiken  
Matt Weber, Greenville  
James Westmoreland, Columbia  
LaShonda Williams, St. George  
Dana Williams, Orangeburg  
Jill Winland, Columbia  
Arleen Young, Spartanburg

**US History and the Constitution End of Course Test Review Panel**

Sherri Beam, Blacksburg  
Charles Black, Bennettsville  
Leslie Carter, Myrtle Beach  
Steve Childers, Hanahan  
Elizabeth Crenshaw, Columbia  
Jane Eason, Columbia  
Marie Hallman, Neeses  
Michael Jensen, Walhalla  
Anna Langley, Columbia  
Cathy Love, York  
Wardie Sanders, Hartsville  
Eva Seawright, Columbia  
Trish Shealy, Columbia  
DeAna Smoland, Aiken  
Anna Stoner, Saluda  
Mi Young Gross, Mt. Pleasant

**SC-Alt Science Assessment Group**

Christine DiStephano, Columbia  
University of North Carolina-Charlotte and  
Western Carolina University professors  
of curriculum and special education

**National English Language Arts  
Review Panel**

Mark Bauerlein, Atlanta, GA  
Allen Berger, Savannah, GA (retired)  
Vicki Jacobs, Boston, MA  
Sandra Stotsky, Boston, MA  
Dorothy Winchester, Indianapolis, IN

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

Hannah Baker, West Columbia  
Robert Bockman, Columbia  
Gloria Bockleman, Beaufort  
Beth Collins, Lamar  
Robert Gathers, Orangeburg  
Joyce Hill, Timmonsville  
John Macomson, Campobello  
Joseph McEachern, Columbia  
Donald Myers, Scranton  
Frances Patrick, St. George  
John Peoples, Blair  
Tom Roe, Greenville  
Phillip Taylor, Walterboro  
Beth Wells, Union  
Judith Wylie, Sumter

**English Language Arts Special Education  
/ELL Review Task Force**

Danielle Allen, Goose Creek  
Maria Beckner, Laurens  
Brian Blitch, Moncks Corner  
Lori Corley, Saluda  
Ann Cureton, Lancaster  
Donna Edmonds, Mayo  
Debbie Gunter, Swansea  
Patricia Hutchinson, Columbia  
Keturah Inabinett, Harleyville  
Andree Jaynes, Charleston  
Sharon Moss, Sumter  
Kristy Powell, Conway  
Mary Reed, Walterboro  
Nancy Rollison, West Columbia  
Vicki Steadman, Inman  
Connie Thomas, Timmonsville  
Heather Thomson, Pawleys Island  
Guadalupe Vincent, Lugoff

**Survey of Principals on First Year  
Teacher Readiness Advisory Committee**

Jo Anne Avery, Pendleton  
Ed Cox, Columbia  
Nancy Dunlap, Clemson  
Cynthia Gant, Walterboro  
Paula Gregg, Columbia  
Wally Hall, Ninety-Six  
Allison Jacques, Columbia  
Charles Love, Spartanburg  
Jane Sharp, Rock Hill  
Julie Von Frank, Dillon  
Jeff Wilson, Anderson

**Teacher Loan Program**

Camille Brown, Columbia  
Mike Fox, Columbia  
Falicia Harvey, Columbia  
Wayne Landrith, Columbia  
Gail Sawyer, Rock Hill  
Karen Woodfaulk, Columbia

**Tech Think Work Group**

Randy Abbott, Pendleton  
Keicha Barnes, Columbia  
Don Cantrell, Columbia  
Phyllis David, Camden  
William Gummerson, Batesburg-Leesville  
Debbie Hamm, Columbia  
Valerie Harrison, Columbia  
Paul Horne, Columbia  
Elizabeth Johnson, Iva  
Elizabeth Jones, Columbia  
Bobbi Kennedy, Columbia  
Pamela Lackey, Columbia  
Tammy Mainwaring, Columbia  
Robert McIntyre, Latta  
Bob Pence, Walterboro  
Janelle Rivers, Lexington  
Mary Seamon, Beaufort  
Barbara Teusink, Columbia  
Elizabeth Warren, Taylors  
Gary West, Columbia  
Sandra Wilkie, Columbia  
Paula Yohe, Dillon  
Ellen Still, Edisto Island

**High School Graduation Rate Goal  
Advisory Panel**

Jo Anne Anderson, Columbia  
Robbie Barnett, Columbia  
David Barrow, St. Stephen  
Daryl Brown, North Myrtle Beach  
Russ Bumba, Columbia  
Rutledge Dingle, Sumter  
Samuel Drew, Jr., Clemson  
Mary Gaston, Pickens  
J. Russel Gunter, Warrentonville  
Valerie Harrison, Columbia  
Sherry Henderson, Spartanburg  
Sandra Jameson, Cope  
Richard Kalk, Spartanburg  
Nathaniel Miller, Marion  
Karen Neal, Spartanburg  
David Potter, Columbia  
Elainna Rickenbacker, Charleston  
Craig Stine, Greenville  
David Stout, Columbia  
Peggy Torrey, Columbia  
McKinley Washington, Jr., Columbia  
Reena Watson, Greenville

**PAIRS Advisory Board**

Debbie Abels, Rock Hill  
Steven Brandt, Greenville  
Kim Buckner-Land, Spartanburg  
William Collins, Greenwood  
Fred Foster, Anderson  
Henry Haitz, III, Columbia  
Cathy Hughes, Orangeburg  
Scott Hunter, Aiken  
Mark Laskowski, Florence  
Milton Miles, Myrtle Beach  
Jack Osteen, Sumter

**PAIRS Advisory Board**

Beth Patton, Beaufort  
Anthony Summerlin, Union  
Larry Tarleton, Charleston  
Joni Weerheim, Seneca

**SC Literacy Champions Advisory Group**

Jan Bratcher, Honea Path  
Lauren Collier, Charleston  
Peggy Hogan, Columbia  
Treena Houpp, Columbia  
Mike LeFever, Columbia  
Tommy Preston, Columbia  
Robie Scott, Charleston  
Terri Towle, Columbia

**South Carolina Education Oversight  
Committee**

Current February 1, 2009  
Harold Stowe, Pawley's Island (Chairman)  
Kristi V. Woodall, Union (Vice Chair)  
B. Charmeka Bosket, Columbia  
Michael R. Brenan, Columbia  
Bill Cotty, Columbia  
Dennis Drew, Greenwood  
Mike Fair, Greenville  
Barbara B. Hairfield, Charleston  
Robert W. Hayes, Jr., Rock Hill  
Julie Hershey, Greer  
Alex Martin, Greenville  
Buffy Murphy, Columbia  
Joseph H. Neal, Hopkins  
Phillip Owens, Easley  
Jim Rex, Winnsboro  
Neil C. Robinson, Jr., Charleston  
Neil Willis, Duncan

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

Members and staff meet regularly, both in formal and informal settings, with the customers and stakeholders. Communication in all forms with our customers is emphasized and encouraged. Because the EOC is charged with encouraging and implementing change, its actions may be unpopular or uncomfortable. Through personal contact, strategies to involve disparate groups, and persistence, the EOC attempts to work through concerns effectively and positively.

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

**Category 4. MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

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

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

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

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

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

The core data sets of student performance, student demographics (e.g. precode files), school descriptive data, teacher, student and parent survey responses and the personnel data systems are available through agreements with the S. C. Department of Education. When the EOC requires additional data, the agency sponsors data collection activities through either its on-line survey mechanism or through special collections. On occasion, school districts may yield data files for use in a particular study.

Decisions regarding data selection are selected for advice by advisory groups including the technical advisory committee, practitioners, statutory requirements and others.

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

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

- Financial performance
  - Monthly Budget Status Reports      Agency Level Planning Document
  - Monthly Reconciliations              Statewide Accounting & Reporting Sys.
  - Employee Benefits Reconciliations   Employee Insurance Program Actng. Div.
  
- Operational performance
  - Annual Agreed Upon Procedures State Auditor’s Office
  
- Data quality and integrity
  - American Educational Research Association
  - National Council on Measurement in Education
  - Association for Supervision and Curriculum Development

Technical quality of analyses

Program Evaluation Standards published by the Joint Committee on Standards in Educational Evaluation

Publication Quality

External editor  
Chicago Manual of Style

Responsiveness to calls

Telephone logs  
Website visitors' records

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

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

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

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

The EOC uses SAS and SPSS statistical analysis software and Microsoft Excel and Access for analysis of data. In its analyses, the EOC uses either original, raw data such as student test data or finance data obtained from the S.C. Department of Education, Budget & Control Board's Division of Research and Statistics, or aggregations of data from sources which follow accepted standards for statistical quality such as the federal National Center for Educational Statistics, the State Department of Education, or from test publishers. Internal EOC finance data follow Statewide Accounting and Reporting System (STARS) and General Accepted Accounting Principles (GAAP) guidelines, with monthly budget reconciliations and annual audits from the Comptroller General, State Auditor, Office of Materials Management, and the Budget & Control Board Insurance Division.

The EOC makes its data available to researchers and other interested parties, subject to Family Education Rights Privacy Act (FERPA) guidelines, through reports published on its web site and

in response to requests for data. The EOC conforms to federal and state laws, as well as professional standards, regarding the security of data.

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

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

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

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

The EOC revised its administrative Policy and Procedures Manual and a Fiscal Procedures Manual in 2008-2009 with changes to be implemented in 2008-2009. A publications library containing all EOC reports is maintained, and all reports and minutes from EOC committee meetings are published on the EOC web site. EOC staff members have worked with the South Carolina Department of Archives and History to implement procedures and schedules for complying with state guidelines.

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

### **Category 5. WORKFORCE FOCUS**

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

The agency plan is developed collaboratively with employees as well as the supporting projections for utilization of employee time and agency fiscal resources. The plan reflects the statutory responsibilities of the EOC as well as the annual priorities developed by its membership. Employees have leadership responsibilities within the action plans and are expected to draw upon advisory groups and consultant expertise to ensure that the agency products and services are exemplary.

In 2008-2009 the EOC continued flexible time schedules for employees requesting that schedule. The number of employees utilizing the flexible schedule increased as prices for gasoline increased.

The EOC also invested in its staff by providing employee-specific training in the following: website and graphics design, supervision of employees, statistical software and procurement regulations and procedures; speaking to difficult audiences. The EOC staff coordinated a drive for the Harvest Hope Food Bank.

2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs and locations? Give examples.

This is achieved through sharing and collaborating among staff members. Staff members are teamed on projects to ensure multiple perspectives are considered in developing a study and/or interpreting the findings. The adaptation of a survey mechanism to the annual collection of budget requests and justifications is an example. This reduced redundancies in responding agencies, eliminated creation and duplication of paper copies and allowed individuals to create the documents over an extended time period.

3. How does management recruit, hire, place and retain new employees? Describe any barriers that you encounter.

The EOC advertises positions through the State Office of Human Resources and uses the *TEMPO* service when there are long-term employee absences. The major barrier encountered is the limited number of professionals with quantitative backgrounds who could apply for openings.

4. How do you assess your workforce capability and capacity needs, including skills, competencies and staffing levels?

Comparisons are made among current and projected statutory/proviso assignments or initiatives sponsored by the EOC and the time and talents available for assignment. The leadership discusses alternatives to include a contracted study, consultant or temporary assistance and expansion of the agency staff.

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?

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

6. How 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
- d. your core competency, strategic challenges and accomplishment of action plans?

(a) Lead staff persons have participated in the Executive Institute, the Education Policy Fellows Program and shorter-term sessions to development leadership attributes;

(b) Because the agency is small organizational knowledge can be shared through interpersonal contact and through use of the Administrative Policy Manual;

(c) Ethical practices are established through the professional standards to which the agency adheres; and

(d) The competencies, challenges and accomplishments are developed through staff work sessions.

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?

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

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

All staff have opportunities to extend their professional knowledge through specific courses and other professional meetings.

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

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

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

The processes are evaluated for (1) conformity to state law and regulation, (2) creation of a high expectations environment and (3) agency fulfillment of responsibilities. Employee absenteeism and turnover are monitored to determine where additional resources might be needed. During the 2008-2009 year, the agency used temporary employees to address gaps in service between positions and employee illness. Because the EOC staff is a small team and works in a political environment, temporary or new employees must be oriented to the staff relationships and work schedule to be effective. The EOC implemented a “leave bank” to assist employees with extraordinary health problems that exceeded their available sick leave.

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

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

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

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



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

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

This is quite difficult for a small specialized agency. When we have advance notice that an employee is leaving the agency, we are able to reevaluate the position and use the Office of Human Resources to hire a new staff person. The agency added a new researcher in FY08 and anticipates shifts occurring over the next several years. Quantitative researchers are in demand nationally and salaries must be competitive to attract individuals with the skill set and experience necessary to accomplish the tasks before the EOC.

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

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

The House of Representatives and the Budget and Control Board maintain the facilities. The Records Officer is working with the South Carolina Department of Archives and History to implement a storage schedule for a large volume of materials.

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

## **Category 6. PROCESS MANAGEMENT**

1. How do you determine, and what are your organization's core competencies and how do they relate to your mission, competitive environment and action plans?

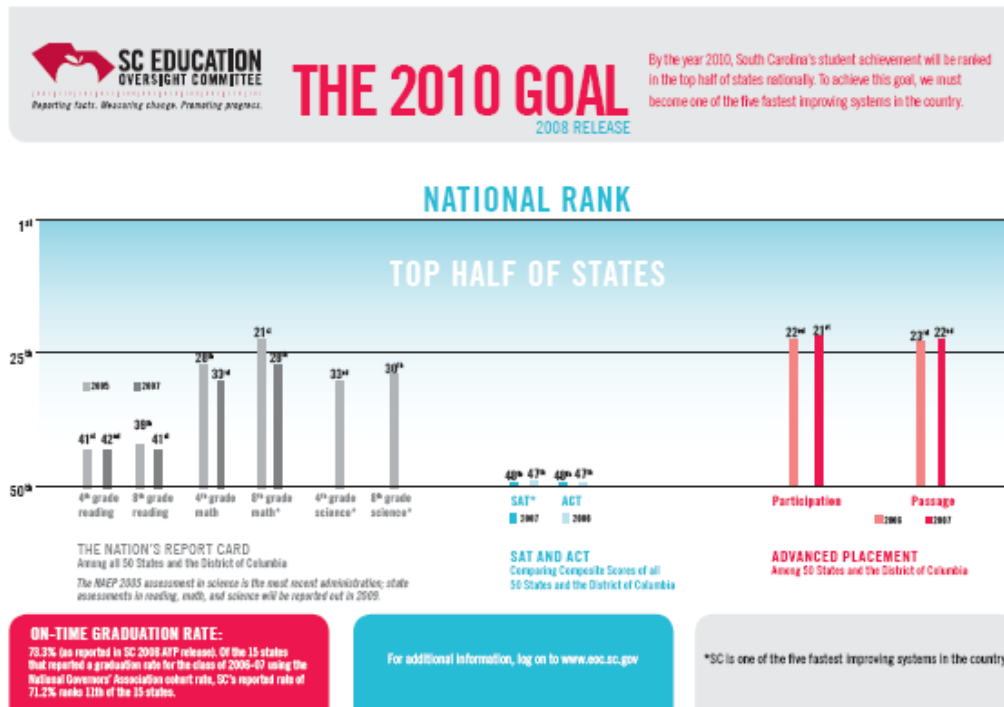
The EOC core competencies are the following:

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

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

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

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



## ACHIEVEMENT GAP

The gap that exists among students of different demographic and socioeconomic groups

### ON-TIME GRADUATION RATE

(Gap in percentage points of students reported as graduates on the 2004 and 2008 state AYP releases)

White/African-American Gap	12.7	8.4
White/Hispanic Gap	13.8	12.2
	2004	2008

### AP PERFORMANCE GAP

(Gap in percentage points of students passing)

White/African-American Gap	36.0	33.3
White/Hispanic Gap	5.0	8.5
	2004	2008

### AP PARTICIPATION GAP

(Gap measures percentage point difference between percent of overall student population and percent of total AP examinees.)

White/African-American	22.9	22.0
White/Hispanic	0	0.1
	2006	2007

### PACT

(Gap in percentage points of students scoring proficient or advanced)

White/African-American Gap	24.4	29.9	28.3	27.8	24.3	32.4	21.6	25.0
White/Hispanic Gap	10*	21.2	12.1	21.5	18.2	25.0	18.2	17.4
Pay/Free or Reduced-Price Lunch Gap	24.8	29.0	29.8	28.8	24.8	31.4	24.0	28.2
	Math 2008	Math 2008	English Language Arts 2008	English Language Arts 2008	Science 2008	Science 2008	Special Subjects 2008	Special Subjects 2008

\*ID: Insufficient data for reliable comparisons.

### SAT AND ACT (GAP)

(Gap in average math and critical reading score [SAT] and average composite score [ACT])

White/African-American Gap	185	188	4.2	5.3
White/Hispanic Gap	52	67	1.7	1.7
	*SAT 2002	*SAT 2006	**ACT 2002	**ACT 2006

\* possible 1600 points  
\*\* possible 35 points

Progress Was Made

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

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

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

The key processes have been defined through work with the EOC and the staff over time. These processes include public engagement, use of data, and recognition of changes. These are affirmed in all of the agency activities.

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

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

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

5. How do you systematically evaluate and improve your key product and service related work processes?

The products and services are examined first for their positive contributions to improvement in students, school, district and state academic performance. They are examined to determine if they contributed to decisions made by policymakers and practitioners . . . and if they did not, why not? The quality of the product or service is examined and then its distribution and/or promotion are examined. The EOC constantly works with a variety of audiences and therefore, any product or service may be represented in three levels: a technical document, an education practitioner's document and a policy-maker's perspective. This three level view facilitates understanding from multiple levels and [hopefully] brings the three communities together to resolve an issue.

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

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

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

Through the action planning process, the time, materiel and personnel allocations are determined. Costs are then determined based upon the consulting fee schedules, average costs for materiel and current salary and benefits costs adjusted for annual increases. The agency also must budget for mid-year reductions as the Fiscal Year 2008 and 2009 revenue projections are not optimistic.

## **Category 7. RESULTS**

7.1 What are your performance levels and trends for 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?

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

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

The EOC fulfilled each of the requirements of the EAA in accordance with the legislative timeline. The funding model was updated in December 2008 and introduced as legislation in the subsequent session. The model and other analyses have been provided to Senate and House of Representatives work teams on school finance. Budget recommendations were aligned with the 2010 goal and related actions. The achievement gap report was published in April 2008 with information related to the successful schools distributed widely. Expanded analyses were presented at the annual meeting of the American Educational Research Association in April 2008.

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

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

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

Standards:

- Fordham 2006 "The State of State Standards, 2006"  
<http://www.edexcellence.net/doc/South%20carolina.pdf>
- Fordham 2005 Review of English language arts and science standards "A" grade for each  
[http://www.edexcellence.net/doc/Full Report \[01-03-05\] pdf](http://www.edexcellence.net/doc/Full%20Report%20[01-03-05].pdf)  
<http://www.edexcellence.net/doc/Science%20Standards.FinalFinal.pdf>
- Fordham 2005 Review of math Standards "D" grade  
<http://www.edexcellence.net/doc/mathstandards05FINAL.pdf>
- Fordham 2006 Review of world history standards "A" grade  
<http://www.edexcellence.net/doc/State%20of%20State%20World%20Hisotry%20Standards%202006.pdf>
- Fordham 2003 review of US History "C" grade  
[http://www.edexcellence.net/doc/Hisotry\\_Standards2003.pdf](http://www.edexcellence.net/doc/Hisotry_Standards2003.pdf)
- *Quality Counts 2006* Standards and Accountability "A" Grade
- 2007 Quality Counts, "A" Grade
- Quality Counts 2008, Standards, Assessments and Accountability, "A" Grade

Assessments:

- 2007: S.C. Proficiency Standards in English Language Arts and Math rated in the top five nationally, Thomas H. Fordham Foundation.
- 2006 Successful peer review of assessments for NCLB  
<http://www.ed.gov/admins/lead/account/finalassess/sc3.html>
- *Education Next*, Summer 2006: S.C. proficiency standards at 4<sup>th</sup> and 8<sup>th</sup> grades in reading and math receive "A" grades  
<http://www.educationnext.org/20063/28.html>
- *Quality Counts 2006* Standards and Accountability "A" Grade

Professional Development/Technical Assistance:

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

Public Reporting:

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

7.2. What are your performance levels and trends for the key measures on customer satisfaction and dissatisfaction (a customer is defined as an actual or potential user of your

organization's products or services)? How do your results compare to those of comparable organizations?

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

Progress can be viewed in the distribution of ratings across the most recent four years of the state school and district report cards:

**ABSOLUTE PERFORMANCE RATINGS 2002-2008**

Absolute Rating	2008 Absolute Performance Rating Number (%) <sup>*</sup>	2007 Absolute Performance Rating Number (%) <sup>**</sup>	2006 Absolute Performance Rating Number (%) <sup>***</sup>	2005 Absolute Performance Rating Number (%) <sup>****</sup>	2004 Absolute Performance Rating Number (%) <sup>*****</sup>	2003 Absolute Performance Rating Number (%) <sup>*****</sup>	2002 Absolute Performance Rating Number (%) <sup>*****</sup>
Excellent	97 (8.4%)	75 (6.6%)	131 (11.6%)	169 (15.2%)	224 (20.4%)	217 (19.9%)	191 (18.1%)
Good	182 (15.9%)	223 (19.5%)	246 (21.8%)	304 (27.4%)	372 (33.9%)	352 (32.3%)	354 (33.5%)
Average	403 (35.1%)	377 (33.0%)	361 (32.0%)	349 (31.5%)	312 (28.5%)	324 (29.8%)	304 (28.7%)
Below Average	281 (24.5%)	298 (26.1%)	252 (22.3%)	222 (20.0%)	160 (14.6%)	150 (13.8%)	159 (15.0%)
At-Risk	185 (16.1%)	170 (14.9%)	137 (12.1%)	65 (5.9%)	28 (2.6%)	46 (4.2%)	50 (4.7%)
Total	1148 (100%)	1143 (100%)	1127 (100%)	1109 (100%)	1096 (100%)	1089 (100%)	1058 (100%)

\* Based on SCDE data, February 13, 2008  
 \*\* Based on SCDE data, November 1, 2007  
 \*\*\* Based on SCDE data, October 30, 2006; March 2, 2007  
 \*\*\*\* Based on SCDE data, November 4, 2005  
 \*\*\*\*\* Based on SCDE data, October 2004  
 \*\*\*\*\* Based on SCDE data, October 2003  
 \*\*\*\*\* Based on SCDE data, October 2002

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Primary, Elementary, Middle, High). Career and Technology Centers ratings are not factored into tables. The number of schools not receiving an absolute rating are as follows: 24 in 2008; 21 in 2007; 24 in 2006; 19 in 2005; 15 in 2004; 15 in 2003; and 22 in 2002.

**GROWTH (IMPROVEMENT) RATINGS 2002-2008**

Growth (Improvement) Rating	2008 Growth Rating Number (%) <sup>*</sup>	2007 Improvement Performance Rating Number (%) <sup>**</sup>	2006 Improvement Rating Number (%) <sup>***</sup>	2005 Improvement Rating Number (%) <sup>****</sup>	2004 Improvement Rating Number (%) <sup>*****</sup>	2003 Improvement Rating Number (%) <sup>*****</sup>	2002 Improvement Rating Number (%) <sup>*****</sup>
Excellent	104 (9.1%)	52 (4.6%)	78 (7.0%)	88 (8.0%)	170 (15.8%)	75 (7.0%)	94 (8.9%)
Good	166 (14.5%)	148 (13.1%)	184 (16.5%)	198 (18.0%)	215 (20.0%)	174 (16.1%)	183 (17.4%)
Average	147 (12.9%)	107 (9.5%)	107 (9.6%)	84 (7.6%)	97 (9.0%)	89 (8.2%)	186 (17.6%)
Below Average	357 (31.3%)	338 (29.9%)	285 (25.6%)	340 (30.8%)	276 (25.8%)	275 (25.5%)	311 (29.5%)
At-Risk	368 (32.2%)	485 (42.9%)	459 (41.2%)	393 (35.6%)	313 (29.2%)	466 (43.2%)	280 (26.6%)
Total	1142 (100%)	1130 (100%)	1113 (100%)	1103 (100%)	1071 (100%)	1079 (100%)	1054 (100%)

\* Based on SCDE data, February 13, 2008  
 \*\* Based on SCDE data, November 1, 2007  
 \*\*\* Based on SCDE data, October 30, 2006; March 2, 2007  
 \*\*\*\* Based on SCDE data, November 4, 2005  
 \*\*\*\*\* Based on SCDE data, October 2004  
 \*\*\*\*\* Based on SCDE data, October 2003  
 \*\*\*\*\* Based on SCDE data, October 2002

Notes: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Primary, Elementary, Middle, High). Career and Technology Centers ratings are not factored into tables. The number of schools not receiving a growth/improvement rating are as follows: 30 in 2008; 29 in 2007; 38 in 2006; 27 in 2005; 50 in 2004; 16 in 2003; and 28 in 2002.

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

State law requires an annual review of agencies' accounting procedures by the Division of the State Auditor. The EOC's accounting operations and stewardship of state resources for Fiscal Years 2006-2007 were reviewed during Fiscal Year 2008-2009. These reviews resulted in no findings of material weaknesses or violations in the EOC's accounting procedures.

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

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

7.5 What are your performance levels and trends for the key measures of organizational effectiveness/operational efficiency and work system performance The EOC operations have been audited by the South Carolina State Auditor's Office including reviews of fiscal procedures, benefits, closing packages and contractual obligations.

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

The EOC consistently receives positive audits and clearances from its oversight agencies that the actions conform to regulation and legal requirements. The EOC is a legislative agency and its continuing receipt of appropriations is evidence of its community support.