



ANNUAL ACCOUNTABILITY REPORT

Fiscal Year 2010-11

To
The Honorable Nikki R. Haley
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, 2011**

**AGENCY EXECUTIVE
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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

In January 2011, *Quality Counts 2011: Uncertain Forecast*, the 15th annual report card on the state of school reform nationwide, was released. The report, published by Education Week, uses a variety of sources for its annual evaluations, including data from the National Assessment of Education Progress (NAEP). South Carolina ranked 15th in the nation with an overall score of C+ and score of 78.3. There were six criteria evaluated: Chance for Success; K-12 Achievement; School Finance: Standards, Assessments, & Accountability; Transitions & Alignment; and Teaching Profession.

Looking at the above criteria over which the Education Oversight Committee (EOC) has responsibility, South Carolina ranked 7th nationally in Standards, Assessment & Accountability earning the following scores.

	South Carolina
Standards	A (100.0)
Assessments	B (83.3)
School Accountability	A (100.0)

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

1. Standards:

- Approved academic content standards in social studies
- Published revised versions of the family friendly academic content standards in each of the four content areas to assist parents and families in working with your young people

- Continued partnership with S.C. State Library to develop interactive web presence to accompany the Family Friendly English language arts standards
 - Recognized winner of the S.C. Literacy Champions program
2. Assessments:
- Approved new criteria to establish absolute and growth ratings for high schools
 - Approved new criteria to establish absolute and growth ratings for school districts
3. Professional Development and Technical Assistance:
- Reported on technical assistance and professional development initiatives of the Education Accountability Act (EAA) as amended
 - In partnership with a research team from the University of South Carolina, reported on the results of student and classroom assessments conducted in school year 2009-10 on the Child Development Education Pilot Program (CDEPP) which included recommendations for professional development and technical assistance
 - Reported on reading and differences among student population and student needs.
 - Creation of South Carolina Reading Achievement Systemic Initiative at the recommendation of the EOC. This reading panel will make recommendations for comprehensive state reading policy by January 15, 2012
 - Assisted Senate Select Committee on K-12 Funding in considering changes to the state's school finance system to incorporate EOC Funding Model weights
 - Collaborated with S.C. Kids Count and South Carolina Department of Education (SCDE) on an early reading proficiency grant
 - Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
4. Public Reporting:
- Established benchmarks to gauge progress toward meeting the 2020 Vision for South Carolina's public schools and young people
 - Published the tenth annual school and district report cards
 - Published the annual *Accountability Manual*
 - Published studies on the following:
 - Ninth Annual Report on the Teacher Loan Program
 - Annual Report on the Parent Survey
 - Continued partnership with S.C. Interactive for expanded web-based interactive functionality with expanded online, interactive search of school and district report cards
 - Recommended funding levels and provisos to the Governor and the General Assembly for the FY2011-12 state budget
 - Published recommendations of the High School Working Group
 - Published all current and archived EOC reports and materials online at www.eoc.sc.gov
 - Continued tradition of broad stakeholder engagement

5. Rewards and Interventions:
 - Identified schools on target to meet 2014 Reading Proficiency benchmarks established to measure progress toward 2020 Vision
6. Special Requests:
 - Invested in the teaching of economics
 - Continued the Middle Grades project
 - Updated EOC funding model for public education
 - Promoted SC Minds at Work initiative

Key Strategic Goals for Present and Future Years

In August 2009, the EOC established the following vision and measures for 2020:

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

The attainment of this goal is to be reported annually using progress toward three-year achievements (i.e., expectations specified for 2011, 2014, 2017 and 2020) including reading proficiency, high school graduation, preparedness for post-high school success and schools rated at-risk.

Measurements

Reading Proficiency:

95% of students scoring on grade level at grades 3 and 8 and scoring Basic and above on NAEP at grades 4 and 8, eliminating the achievement gaps.

High School Graduation

88.3% of students will graduate on-time (NGA/USED) and 95% of young people 21 and over will earn a diploma, GED or SBE-approved occupational certificate for students with severe disabilities. Achievement gaps will be eliminated.

Preparedness for Post-High School Success

85% of graduates will perform at levels for admission to postsecondary education and/or be employed. A measure of workforce readiness will be developed. Achievement gaps will be eliminated.

Schools At Risk

There will be no school in this category.

In December of 2010 the EOC established benchmarks or targets to measure progress made to reach the vision. These benchmarks were established for years 2011, 2014, and 2017.

2020 Vision Benchmark

Target	2009 Actual Performance	2010 Actual Performance	2011	2014	2017	Vision 2020
PASS, grade 3	78	80.7	81	85.5	90	95
Target: African American	67.1	70.9	72.1	79.6	87.1	95
Hispanic	67.8	74.5	72.1	79.6	87.1	95
White	86.5	87.9	87.9	90.3	92.7	95
Non-Subsidized	89.8	91.1	90.8	92.3	93.8	95
Subsidized Meals	69	73.6	73.6	80.6	87.6	95
With disabilities	48.4	50.2	56.8	69.5	82.2	95
Without disabilities	81.8	85.4	84.2	87.8	91	95
PASS, grade 8	67.5	63.7	73.5	80.7	87.9	95
Target: African American	53.8	47.2	61.2	72.3	83.4	95
Hispanic	60.6	58.1	66.8	76.1	85.4	95
White	79	74.5	81.8	86.2	90.4	95
Non-Subsidized	81.9	78.6	84.3	87.9	91.5	95
Subsidized Meals	56.7	50.7	63.7	74.2	84.7	95
With disabilities	25.3	19.9	37.9	56.8	75.7	95
Without disabilities	74.8	69.7	78.4	83.8	89.2	95
NAEP, grade 4	62	No new data	68	77	86	95
Target: African American	53		60.4	71.8	83.2	95
Hispanic	49		57.4	70	82.6	95
White	74		78	84	90	95
Non-Subsidized	77		80.2	85	89.8	95
Subsidized Meals	49		57.4	70	82.6	95
With disabilities	34		45	60.5	75	95
Without disabilities	65		70.4	78.5	86.6	95
NAEP, grade 8	69		73.8	81	88.2	95
Target: African American	52		60	72	84	95
Hispanic	70		74.6	81.5	88.4	95
White	79		82	86.5	91	95
Non-Subsidized	81		83.6	87.5	91.4	95
Subsidized Meals	56		63	73.5	84	95
With disabilities	34		45	61.6	78.2	95
Without disabilities	71		75.4	82	88.6	
On-time Graduation	73.7	72.1	76.1	80.3	84.5	88.3
Target: African American	69.1	68.0	72.5	77.6	82.7	88.3
Hispanic	68.3	62.6	71.9	77.3	82.7	88.3
White	77.1	75.5	79.1	82.1	85.7	88.3

Target	2009 Actual Performance	2010 Actual Performance	2011	2014	2017	Vision 2020
Non-Subsidized Subsidized Meals	80.2 65.2	78.1 64.9	81.6 69.4	83.7 75.7	85.8 82	88.3 88.3
With disabilities Without disabilities	42.9 77.3	45.1 74.7	51.1 79.3	63.4 82.3	75.7 85.3	88.3 88.3
Preparedness for Postsecondary Success (High school completers enrolled in two or four-year colleges and technical schools)	2008 data 67.1%	2009 data 65.8%				
Schools Rated at Risk	83	69				0

To guide the work of the EOC, the committee adopted the following objectives for 2010-11. These objectives are currently under revision for 2011-12.

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 those made by special requests, including:
 - a. Monitoring the development of assessments and related resources linked to the Core Curriculum and communicating alignment with S.C. aspirations and instruction;
 - b. Projecting instructional and assessment technology needs to facilitate on-line administration of the Common Core assessments;
 - c. Increasing the impact of the accountability system on decisions which impact state, school and student performance;
 - d. Ensuring the system is effective for the young people currently enrolled and for those young people to come;
 - e. Evaluating the progress of all schools including separate reporting for public charter schools and schools in technical assistance; and
 - f. Reporting on growth in achievement across two years of PASS.
2. Measure progress toward the 2020 vision for statewide educational performance including:
 - a. Ensuring that no student is enrolled in a school rated At Risk;
 - b. Working with stakeholder groups to understand state aspirations and the tasks necessary to achieve those;
 - c. Adjusting or expanding reporting methods and content to increase sensitivity to growth in performance; and increased knowledge of the performance of students disaggregated by student instructional needs (i.e., EFA and EIA program codes) for the four core academic subjects; and
 - d. Recommending actions for policy, practice and funding to accomplish the 2020 vision.

3. Increase the level of student reading proficiency by
 - a. Examining the performance of students, individual and in groups, to understand how where emphasis is needed in policy and practice;
 - b. Linking student performance to instructional strategies and policies and promoting those which are most effective;
 - c. Engaging the higher education community and other stakeholder groups in discussion of reading achievement to promote change in teacher preparation and pre-kindergarten through grade twelve policies and practices;
 - d. Promoting engagement of higher education students through service learning; and
 - e. Establishing the framework for developing, implementing and evaluating strong policies and practice that enhance physical health and language development and reading proficiency among young people.
4. Develop a long-term strategy for increasing the utility of technology in instruction including:
 - a. Identifying funding sources for the infrastructure;
 - 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; and
 - d. Promoting a statewide commitment for world-class technology in our schools.
5. Examine the performance of students to achieve at the highest level including:
 - a. Determining the relationship between end-of-course test performance and course grades;
 - b. Building a longitudinal PASS data base for the four core academic subjects; and
 - c. Determining opportunities for high ability students to access the gifted and talented programs and advanced college preparatory work generally and in low-performing schools.
6. Fulfill responsibilities outlined in the General Appropriations Act

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 the uses in the accountability system
- Increase visibility of accountability functions and their relationship to sustained school improvement
- Increase engagement of higher education in the identification of and strategies to improve P-20 system

The barriers to overcome are the following:

- Beliefs that young people from poverty, of minority status or with disabilities cannot do well in school
- 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

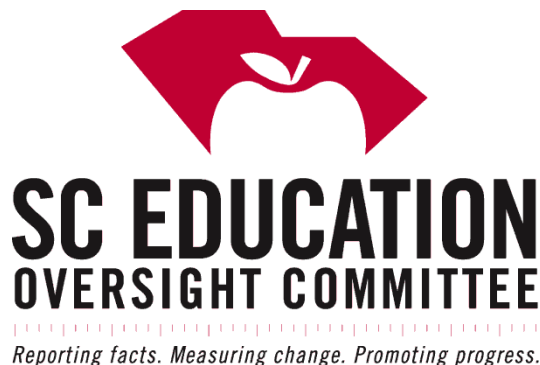
Staff teams worked together to develop accountability information and to strengthen customer focus. Attention to customer focus is seen in extensive use of surveys, focus groups, and constituent contacts. The agency staff continues to look for ways to increase customer input, either through electronic 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 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 EOC continues to live its tagline:

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 and the 2020 vision, is printed and 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
- Electronic 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:
 - Arts in the Basic Curriculum Committee
 - Charter School Advisory Committee
 - Commission on Higher Education Curriculum Alignment Project
 - Education and Economic Development Act Coordinating Council
 - Education Policy Fellows Board
 - Governor's School for the Arts and Humanities
 - Healthy Learners, Evaluation Committee
 - National School Public Relations Association, S.C. Chapter
 - New Carolina Task Force on Workforce Development and the related Parent Involvement Work Team
 - Subcommittee on the Root Cause of Poverty
 - Richland County First Steps Common Assessment Working Group
 - South Carolina Public Charter School District
- 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
- Held 10 community meetings with legislators across the state to discuss reading performance in districts. Meetings were held in Charleston, Beaufort, Rock Hill, Spartanburg, Greenville, Anderson, Aiken, Myrtle Beach, Florence and Columbia in November and December 2010

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* through the schools and agencies and approximately 5,000 business and community *TIPS*
- *Family Friendly Learning Standards* - distributed via electronic media to schools and community groups

Educators are also consulted on issues. The EOC appointed the 2010 High School Working Group to receive advice on the criteria used to evaluate high schools in promoting higher levels of student achievement and high school graduation rates; accountability for scores earned in virtual and dual credit settings; performance of students with disabilities; fifth-year-graduation success; utilization of HSAP generally and the longitudinal measure; and utilization of a workforce readiness measure.

Parents - The EOC works with parents in workshops sponsored by the EOC or other organizations. These workshops address the 2010 goal and the 2020 Vision, 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
- *Family Friendly Learning Standards* - distributed electronically to schools and community groups and also located on website at www.eoc.sc.gov
- *TIPS* publications - distribution noted above

An interactive version of the family-friendly standards was developed and launched last year in conjunction with SC State Library. The website, www.scffs.org, provides families with interactive activities that support the teaching and learning that occurs in the state's public schools. The website provides content for English language arts, kindergarten through fourth grade.

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*

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. Webinars are used routinely for discussion technical work and decisions and offered to all stakeholder groups.

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 - The EOC data base (for invitations and follow-up correspondence) includes 17,000 individuals recommended by local business, civic and education groups. The EOC also attends local civic and professional clubs and provides materials for local use.

4. Your key suppliers and partners

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

5. Your operating locations

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

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

In 2010-11 the Education Oversight Committee employed an executive director, six (6) unclassified staff persons and two (2) individuals who work on an hourly basis. Currently, there is an interim executive director and five unclassified staff persons and one individual working 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

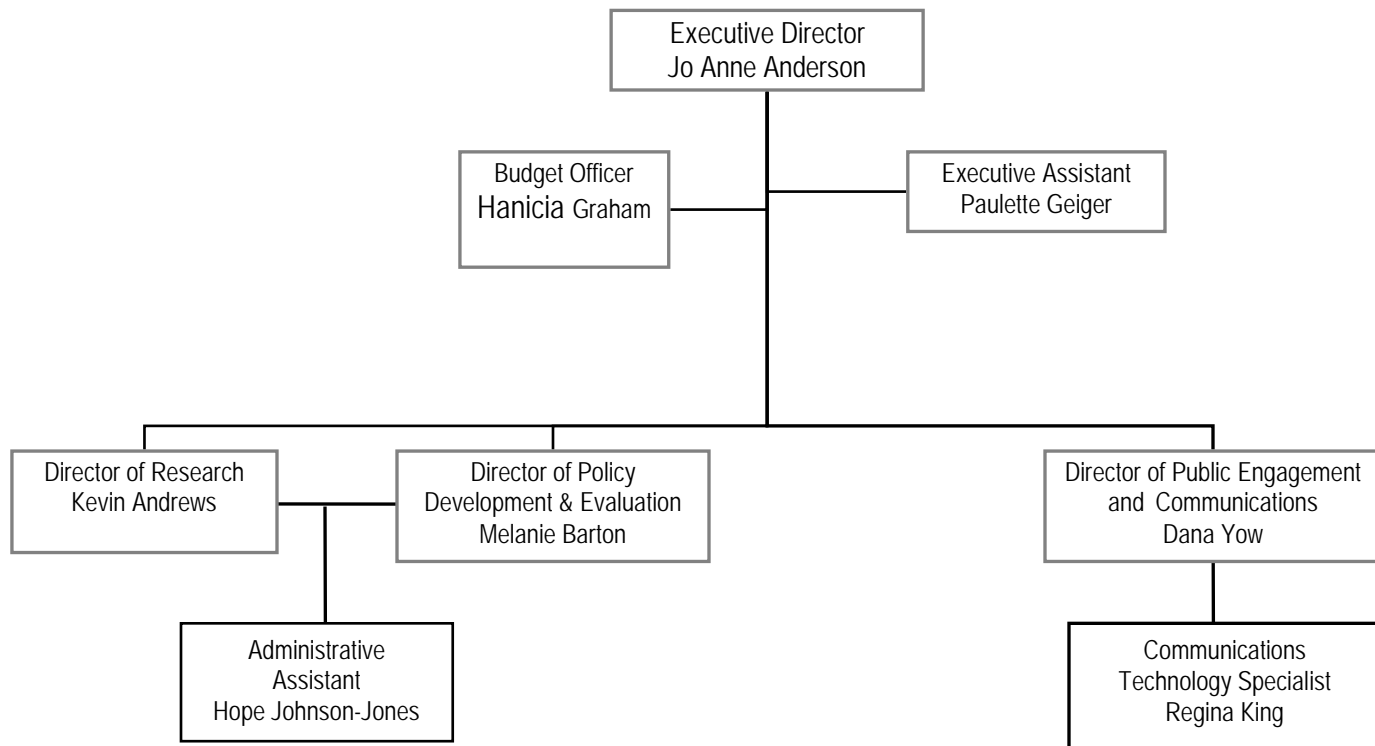
During the past year the EOC has measured the utilization of staff time by projects and employed that information to project assignments and the budgeting of time. In order that the flexibility of EOC data requests could be incorporated, the EOC has budgeted 75 percent of each employee's work days, allowing 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 2010-11 the EOC was organized as shown in the figure below:

South Carolina Education Oversight Committee Organization Chart



10. Your Expenditures/Appropriations Chart

In the current fiscal year, 2011-12, the General Assembly consolidated all line item appropriations for the EOC into one line item, Administration. However, the EOC will continue to fund the public awareness campaign and family involvement initiatives as outlined in the agency's Activity Inventories.

Major Budget Categories	FY09-10 Actual Expenditures		FY10-11 Actual Expenditures		FY11-12 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$578,378	N/A	\$429,558	N/A	\$525,648	N/A
Other Operating	\$254,004	N/A	\$89,908	N/A	\$551,951	N/A
Public Awareness	\$168,227	N/A	\$168,438	N/A	N/A	N/A
Family Involvement	\$33,739	N/A	\$33,781	N/A	N/A	N/A
Middle Grades	\$75,000	N/A	\$71,322	N/A	\$75,000	N/A
CDEPP	\$296,307	N/A	N/A	N/A	\$0	N/A
Fringe Benefits	\$132,935	N/A	\$130,612	N/A	\$115,643	N/A
Transfer to OFS of CDEPP	1,896	N/A	\$296,678	N/A		N/A
Transfer to SDE Teacher Supplies			\$250,000			
TOTAL	\$1,540,486	N/A	\$1,470,297	N/A	\$1,268,242	N/A

Note: The EOC serves as the fiscal agent for the Middle Grades Initiatives. Proviso 1A.9. of the 2011-12 General Appropriation Act allocates \$75,000 in EIA funds for this initiative. The total FY2011-12 EIA appropriation to the EOC was \$1,193,242 of which \$200,000 must be transferred to SC Department of Education for Teacher Supplies.

OTHER EXPENDITURES

Sources of Funds	FY 09-10 Actual Expenditures	FY10-11 Actual Expenditures
Public Awareness Private Funds	\$1,460	\$18,000
Annie E. Casey Grant	N/A	\$40,000

11. Your Major Program Areas Chart (2010-11)

Program Number and Title	Major Program Area Purpose	FY 09-10 Budget Expenditures	FY 10-11 Budget Expenditures	Key Cross References for Financial Results
Agency Administration: overhead	This function supports personnel, financing and administrative function of the agency in accordance	State: Federal: Other: \$115,632 Total: \$115,632	State: Federal: Other: \$99,142 Total: \$99,142	Compliance to state statutes and regulations; clean audit by appropriate

Program Number and Title	Major Program Area Purpose	FY 09-10 Budget Expenditures	FY 10-11 Budget Expenditures	Key Cross References for Financial Results
	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.	7.5% of Total Budget	6.7% of Total Budget	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: \$501,677 Total: \$501,677 32.5% of Total Budget	State: Federal: Other: \$334,037 Total: \$334,037 22.7% of Total Budget	Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2020 Vision
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: \$303,904 Total: \$303,904 19.7% of Total Budget	State: Federal: Other: \$141,839 Total: \$141,839 9.7% of Total Budget	Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2020 Vision
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: \$33,739 Total: \$33,739 2.2% of Total Budget	State: Federal: Other: \$33,313 Total: \$33,313 2.3% 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	State: Federal: Other: \$168,227 Total: \$168,227 10.9% of Total Budget	State: Federal: Other: \$180,781 Total: \$180,781 12.3% of Total Budget	Administrative processing of funds in accordance with state statutes and regulations

Program Number and Title	Major Program Area Purpose	FY 09-10 Budget Expenditures	FY 10-11 Budget Expenditures	Key Cross References for Financial Results
	receives funding through an appropriation with the SDE			
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: \$417,307 Total: \$417,307 27.1% of Total Budget	State: Federal: Other: \$681,185 Total: \$681,185 46.3% 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:

Remainder of Expenditures	FY 09-10	FY 10-11
Public Awareness Private Fund	State: Federal:	State: Federal:
Annie E Casey Grant – Reading Initiative	Other: \$1,460	Other: \$18,000
TOTAL:	Other:	Other: \$40,000 SC Minds at Work Initiative

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

2010-11 Membership

Appointing Authority	Term of Office	Representing	Name	Service
Governor	Coterminous	Self/Designee	Julie Hersey	2008-Dec. 2010
			Gov. Nikki Haley	January 2011-present
	2011-2014	Business	Open	
	2006-2010	Education	Dennis Drew	2003-present
State Superintendent	Coterminous	Self/Designee	James H. Rex	2007-Dec. 2010
			Mick Zais	2011-present
Speaker of the House of Representatives	Coterminous	Self/Designee	Joe Neal	2005-present
	2007-2011	Business	Harold Stowe	2002-June 2011
	2009-2013	Education	Alex Martin	1998-present
President Pro Tempore of the Senate	Coterminous	Self/Designee	Mike Fair	2001-present
	2010-2014	Business	Neil Robinson	2005-present
	2010-2014	Education	Barbara Hairfield	2007-present
Chairman, Ways and Means Committee	Coterminous	Self/Designee	William Cotty	2005-Dec. 2010
			J. Roland Smith	2011-present
Chairman, Senate Finance	Coterminous	Self/Designee	Open	
Chairman, House Education and Public Works	Coterminous	Self/Designee	Mike Anthony	2009-Dec. 2010
			Phil Owens	Jan. to May 2011
			Bill Whitmire	June 2011-present
	2008-2012	Business	Neil Willis	2008-Dec. 2010
			David Whittemore	2010-present
	2010-2014	Education	Danny Merck	2010-present
Chairman, Senate Education	Coterminous	Self/Designee	Robert W. Hayes	2005-present
	2010-2014	Business	Charmeka Bosket	2008-Dec. 2010
			John Warner	2011-present
	2010-2014	Education	Ann Marie Taylor	2010-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 thirteen years of operation, annual objectives have been established to guide actions relative to its statutory responsibilities and achievement of the 2020 vision. *(By 2020 all students*

will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities) 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 including High School Working Group 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, the S.C. State Library and the Central Carolina Community Foundation Collaboration with South Carolina Department of Education on follow-up of CDEPP evaluation Work with South Carolina Department of Education on implementation of Act 282 of 2008 Collaboration with nine entities and/or agencies in the development and achievement-supportive publications Work with Central Carolina Community Foundation on the Literacy Champions initiative
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	Annual Review 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 Second year implementation of S.C. Literacy Champions

To build greater understanding through data and evidence, the EOC works with the Office 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, the University of South Carolina, Clemson University, the Commission on Higher Education, the South Carolina Student Loan Corporation 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;
- Respond to e-mail and telephone calls within twenty-four hours; and
- Provide information in multiple formats (print, web, etc.)

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.

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 including social media.

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 2020 Vision. 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 members are asked to demonstrate leadership of individual projects. 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
- 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, Board of the South Carolina Educators for the Practical Use of Research, Statewide Campaign for the United Way, Early Childhood Advisory Committee Leadership Team and the leadership council for the S.C. Chapter of the National School Public Relations Association
- Service on the Learn and Serve Advisory Board, the Healthy Learners Evaluation Team, the Honorary Advisory Board for S.C. Economics, and the Closing the Gap Conference

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 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, and how do 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.

See agency plan on the following pages:

Strategic Planning: 2010-2011

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 09-10 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda / Completion Date	Key Cross References for Performance Measures
1: Administration	Complete all administrative tasks and reports 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.	<p>Manage agency resources in accordance with state regulation and professional standards</p> <p>Manage payroll and leave</p> <p>Ensure materials are filed with Archives & History and with State Library in accordance with statutes</p> <p>Maintain agency data base</p> <p>Ensure appointments are made for all EOC positions</p>	<p>Hanicia Graham</p> <p>Paulette Geiger</p> <p>Hope Johnson Jones</p> <p>Regina King</p> <p>Jo Anne Anderson,, Neil Robinson</p>	<p>June 1: notify appointing officials of vacancies</p>	<p>Section III, Category1</p> <p>Clear audits</p>
2. Implementation and oversight of the educational accountability system	<p>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 those made by special requests, including:</p> <p>a. Monitoring the development of assessments and related resources linked to the Core Curriculum and communicating alignment with SC aspirations and instruction</p>	<p>Common Core State Standards through two consortia: SMARTER</p>	<p>Kevin Andrews</p>	<p>Ongoing</p>	<p>Section III Categories 2, 3, 4 and 7</p>

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 09-10 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda / Completion Date	Key Cross References for Performance Measures
	<p>b. Projecting instructional and assessment technology needs to facilitate on-line administration of the Common Core assessments.</p> <p>c. Increasing the impact of the accountability system on decisions which impact state, school and student performance;</p> <p>d. Ensuring the system is effective for the young people currently enrolled and for those young people to come; and</p> <p>e. Evaluating the progress of all schools including separate reporting for public charter schools and schools in technical assistance</p> <p>f. Reporting on growth in achievement across two years of PASS data for the four core academic subjects.</p> <p>g. Ensuring students are taught the social studies standards</p>	<p>and PARCC</p> <p>Follow consortia develop and match with school and district capacity, including broadband requirements</p> <p>Publish <i>Accountability Manual</i>,</p> <p>Meet with stakeholder groups on reading</p> <p>Develop multiple materials on performance progress</p> <p>Complete annual evaluations: (a) Teacher Loan Program (data) (b) Longitudinal performance</p> <p>Establish model/template for school subgroup analyses: Public Charter, by ratings category, by technical assistance level</p> <p>Build model to collect data with particular attention to matching science and social studies scores</p>	<p>Jo Anne Anderson Kevin Andrews</p> <p>Dana Yow</p> <p>Members & team</p> <p>Dana Yow</p> <p>Melanie Barton Kevin Andrews</p> <p>Kevin Andrews Dana Yow</p> <p>Kevin Andrews GKM-reading</p>	<p>June 2011</p> <p>August 2010, June 2011</p> <p>November- December 2010</p> <p>Ongoing</p> <p>April 2011 Pending</p> <p>Pending</p> <p>February 2011 August 2011</p>	

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 09-10 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda / <u>Completion Date</u>	Key Cross References for Performance Measures
	<p>2.Measure progress toward the 2020 vision for statewide educational performance including</p> <p>a. Ensuring that no student is enrolled in a school rated At Risk</p> <p>b. Working with stakeholder groups to understand state aspirations and the tasks necessary to achieve those.</p> <p>c. Adjusting or expanding reporting methods and content to increase sensitivity to growth in performance; and increased knowledge of the performance of students disaggregated by student instructional needs (i.e., EFA and EIA program codes) for the four core academic subjects</p> <p>d. Recommending actions for policy, practice and funding to accomplish the 2020 vision.</p>	<p>Approve revisions to the social studies standards</p> <p>Develop reporting format; work with other entities on common metrics; Intensify public engagement</p> <p>Advocate policies, practices and funding to remedy gaps with urgency</p> <p>Meet with all stakeholder groups on reading</p> <p>Monitor ratings methodology and criteria; integrate growth into all public information materials</p> <p>(a)Verify growth ratings from PASS to PASS</p>	<p>Kevin Andrews, Jo Anne Anderson</p> <p>Dana Yow</p> <p>EOC members</p> <p>Dana Yow, Jo Anne Anderson, Baron Holmes</p> <p>Kevin Andrews</p> <p>Kevin Andrews</p>	<p>June 2011</p> <p>On going</p> <p>November, December and throughout legislative sessions</p> <p>November-December 2010</p> <p>February 2011</p> <p>Deferred to FY2011-12</p>	

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 09-10 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda / <u>Completion Date</u>	Key Cross References for Performance Measures
	Collaborate with SCDE on HSAP Task Force	<p>Utilize advice from survey in budget and policy recommendations;</p> <p>Complete the work of the High School Working Group</p> <p>Adapt parent, student and teacher surveys for virtual schools and to coordinate with possible SCDE grant</p> <p>Expand functionality and data base for interactive report card</p> <p>Determine utility of exam and alternate paths</p>	<p>Melanie Barton</p> <p>Jo Anne Anderson Kevin Andrews</p> <p>Kevin Andrews on SCDE task force</p> <p>Dana Yow</p>	<p>December 2010</p> <p>January 2011</p> <p>Spring/Summer 2011</p> <p>Up-to-date, full implementation in November 2011</p> <p>Task Force report filed in January</p>	
3. Evaluation of the functioning of public education	<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>Fulfill partnership with Kids Count and SCDE on early literacy</p> <p>Develop teacher link in data and use in analyses of PASS 2009</p>	<p>Jo Anne Anderson, Valerie Harrison and Baron Holmes</p> <p>SCDE</p>	<p>2010-11</p> <p>As SLDS grant proceeds (JAA on advisory group)</p>	Section III, Categories 2, 3, 4 and 7

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 09-10 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda / <u>Completion Date</u>	Key Cross References for Performance Measures
	c. Engaging the higher education community and other stakeholder groups in discussions of reading achievement to promote changes in teacher preparation d. Promoting engagement of higher education students through service learning. e. Establishing the framework for developing, implementing and evaluating strong policies and practices that enhance physical health, language development and reading proficiency among young people.	Conduct study of First Year Teachers, paralleling study of administrators' perceptions Evaluate professional development services provided to teachers; Conduct dialogues through Annie E. Casey Grant Implement Literacy Champions Develop proposal for statewide reading panel	Deferred, pending funding Deferred pending funding Jo Anne Anderson, Baron Holmes Dana Yow Jo Anne Anderson, Valerie Harrison, Baron Holmes	Deferred Deferred October 2010, Spring 2011 July-December 2010 February 2011 December 2010 Included in General Appropriations Bill	
4.	4. Develop a long-term strategy for increasing the utility of technology in instruction; including	Actions pending staff and resource development			

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 09-10 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda / <u>Completion Date</u>	Key Cross References for Performance Measures
	advanced college preparatory work in low-performing schools.	Compare academic and developmental progress of children who participated in CDEPP in comparison to a control group	Kevin Andrews Melanie Barton USC Research Team	October 2011 Discussion pending before EIA Subcommittee in May 2011	
5 Family Involvement		Examine results of parent, teacher and student surveys Publish (elec) <i>Family Friendly Content Standards</i> and <i>TIPS</i> Conduct conversations with legislators, current and former EOC members about reading performance and opportunities for strong policy initiatives and publish results	Melanie Barton Dana Yow Team	June 2011 June 2011 November – December 2010	Section III Categories 3 and 6
6 Public Awareness		Provide information and analyses for consideration in policy development Maintain 2-way communication with constituencies Maintain website currency Post all reports and information Solicit and post materials for teacher appreciation campaign Expand PAIRS Data base management & communications	Jo Anne Anderson All Regina King Regina King Dana Yow Regina King	Throughout 2010-2011 Throughout 2010-11 ongoing November annually April 2011 ongoing	Section III Categories 3, 6 and 7

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 09-10 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda / Completion Date	Key Cross References for Performance Measures
		<p>Serve on designated advisory boards and task forces to include the following:</p> <ul style="list-style-type: none"> (a) EEDA Coordinating Council (b) GSAH (c) State Public Charter School District (d) Charter School Advisory Committee (e) Task Force on Workforce Development (f) Advisory boards: Clemson, College of Charleston, Healthy Learners, Education Policy Fellows Program, SCEPUR (g) SLDS Grant (h) Council on Econ Education <p>Provide information and analyses relevant to SC, district and school progress on the following:</p> <ul style="list-style-type: none"> (a) Annual ratings (b) <i>Where Are We Now</i>: 2010 goal; 2020 vision (c) Importance of high school graduation (d) Value of teachers and of the teaching profession <p>Publish <i>At A Glance</i> monthly</p>	<p>All</p> <p>Alex Martin</p> <p>Jo Anne Anderson Alex Martin (nominated)</p> <p>Dennis Drew Jo Anne Anderson</p> <p>JoAnne Anderson</p> <p>Jo Anne Anderson Jo Anne Anderson</p> <p>Dana Yow</p> <p>Dana Yow</p> <p>Dana Yow</p> <p>Dana Yow</p>	<p>November 2010 March 2011</p> <p>December 2010 March 2011</p> <p>throughout</p> <p>November 2010</p>	

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 09-10 Key Agency Action Plan/Initiative(s)	Lead Staff	EOC Agenda / Completion Date	Key Cross References for Performance Measures
		<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>All</p> <p>All</p> <p>All</p>	<p>Throughout 2010-11</p> <p>ongoing</p>	
7. Proviso-Directed Actions	Fulfill responsibilities outlined in annual General Appropriations Act	<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 improvements in grades 6-8 student achievement</p> <p>Advocate for a 3-5 year budget plan, use of Work Keys and improvement of services to students with disabilities as well as implementation of a special education certificate</p>	<p>Contract through SC Economics</p> <p>Baron Holmes</p> <p>Jo Anne Anderson Kevin Andrews (within HSAP Task Force)</p>	<p>Throughout 2010-2011</p> <p>Throughout 2010-2011</p> <p>Fall 2010</p>	Section III Categories 3 and 7

NOTE: The Middle Grades project is administered by Dr. Baron Holmes, Office of Research and Statistics, Budget and Control Board, although the EOC acts as fiscal agent.

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 S.C. 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, the EOC members and staff participate in a variety of organizations and civic roles in order to ascertain public will. 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. 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 monthly 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).

The EOC staff also meetings monthly with staff at the South Carolina Department of Education regarding the accountability and assessment systems.

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 2010-2011 year were the following:

CDEPP Evaluation Team

Melanie Barton, Columbia
William Brown, Columbia
Christine DiStefano, Columbia
Fred Greer, Columbia
Heather Smith Googe, Columbia

CDEPP Evaluation Contributors

Susan DeVenny, Columbia
Valerie Harrison, Columbia
Mellanie Jinnette, Columbia
Pam Wills, Columbia
Dan Wuori, Columbia

SC Family-Friendly Standards

Cathy Jones, Columbia
Regina King, Columbia
Dana Yow, Columbia

Parent Survey Analysis

Cynthia Hearn, Columbia

Early Reading Partnership

Baron Holmes, Columbia
Valerie Harrison, Columbia

SC Literacy Champions Evaluation Group

Charmeka Bosket, Columbia
Kimberly Carmichael, Columbia
Peggy Hogan, Columbia
Treena Houpp, Columbia
Mike LeFever, Columbia
Mary Pat Twomey, Charleston

Teacher Loan Evaluation

Mim Armour, Columbia
Camille Brown, Columbia
Marta Brown, Columbia
Jennifer Garret, Rock Hill
Falicia Harvey, Columbia
Gayle Sawyer, Rock Hill
Linda Wargel, Columbia

**South Carolina Education Oversight
Committee**

Current June 30, 2011

Neil C. Robinson, Jr., Charleston (Chair)

Barbara B. Hairfield, Charleston (Vice
Chair)

Dennis Drew, Charleston

Mike Fair, Greenville

Nikki Haley, Columbia

Robert W. Hayes, Jr., Rock Hill

Alex Martin, Greenville

Danny Merck, Easley

Joseph H. Neal, Hopkins

Phil Owens, Easley

J. Roland Smith, Warrenton

Harold Stowe, Pawley's Island

Ann Marie Taylor, Camden

John Warner, Greer

Bill Whitmire, Walhalla

David Whittemore, Easley

Mick Zais, Columbia (ex-officio)

High School Working Group

Kevin Andrews, Rock Hill

Yvonne Barnes, Sumter

Robbie Barnett, Columbia

Rutledge Dingle, Sumter

Titus Duren, Columbia

Thomas Gladden, Lugoff

Darrell M. Johnson, Columbia

Nona Kerr, Myrtle Beach

Alex Martin, Greenville

David Mathis, Saluda

Otha Meadows, Charleston

Grier Mullins, Greenville

Karen Neal, Spartanburg

Rose Pelzer-Brower, Santee

Jim Reynolds, Columbia

Walt Tobin, Orangeburg

Chuck Welch, Greenville

Jeff Wilson, Anderson

Steve Wilson, Columbia

Ron Youmans, Estill

Individuals serving on the EOC during 2010

Mike Anthony, Union

Charmeka Bosket, Columbia

Michael Brenan, Columbia

Bill Cotty, Columbia

Julie Hershey, Greenville

Buffy Murphy, Columbia

Jim Rex, Winnsboro (ex-officio)

Neil Willis, Duncan

Kristi Woodall, Union

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:

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

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

2. How do you 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 Acctng. 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 vision. The EOC also collects data useful for comparisons of educational programs implemented in South Carolina with outcomes from programs in other locations through literature searches from traditional resources and from web-based resources. Within-state comparisons based on data also are conducted by the EOC, such as in its annual report on reducing the achievement gaps in which schools showing success are identified so educators may study them for models of success.

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

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

The EOC uses SAS statistical analysis software and Microsoft Excel and Access for analysis of data. In its analyses, the EOC uses either original, raw data such as student test data or finance data obtained from the South Carolina 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 South Carolina 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 maintains an administrative Policy and Procedures Manual and a Fiscal Procedures Manual. A publications library containing all EOC reports is maintained, and all meeting packets, 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 2010-11 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, statistical software, procurement regulations and procedures.

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 temporary or contracted service when there are long-term employee absences. The major barrier encountered is the limited number of professionals with quantitative backgrounds who are qualified to complete the work.

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 2003. The required evaluation is to be completed for all employees by December 31 of each year. 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. 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.

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.

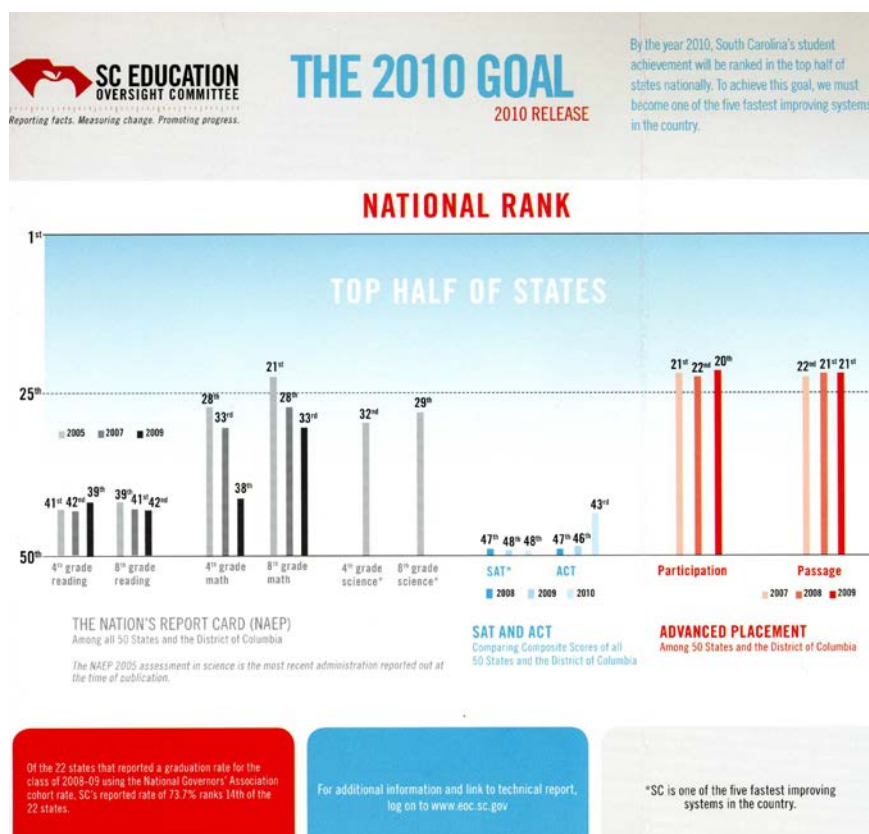
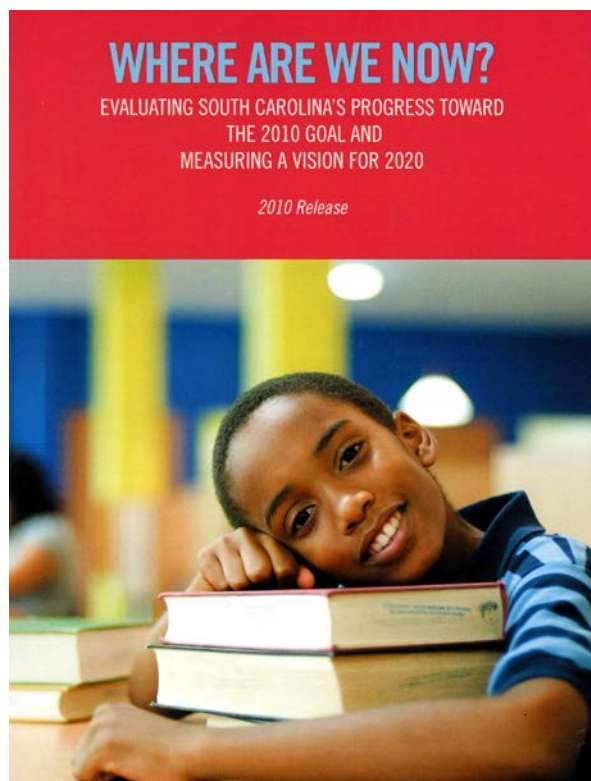
Category 6. PROCESS MANAGEMENT

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 built a six-year longitudinal data file based on PACT 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 now in the process of building a similar longitudinal data file for PASS results. 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 and the 2020 vision was revised to present the data in brief, graphical and high impact form. The postcard strategy is shown below:



THE 2020 VISION

2010 RELEASE

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



READING PROFICIENCY

95% of students scoring on grade level at grades 3 and 8 on PASS and scoring Basic and above on NAEP at grades 4 and 8, eliminating the achievement gaps.*

NAEP READING PERFORMANCE

2009 NAEP Reading, Grade 4	62%	95%
2009 NAEP Reading, Grade 8	68%	95%
	% Basic and above	2020 Vision

PASS ELA PERFORMANCE

2010 PASS ELA, Grade 3	81%	95%
2010 PASS ELA, Grade 8	64%	95%
	% Met and above	2020 Vision

HIGH SCHOOL GRADUATION

88.3% of students will graduate on-time (NGA/USED) and 95% of young people 21 and over will earn a diploma, GED, or SBE-approved occupational certificate for students with severe disabilities.**

ON-TIME GRADUATION RATE

2009 graduation rate***	73.7%
2020 Vision	88.3%

** data matched with age current unavailable to calculate percentage

*** as reported on SC 2009 AYP release, SCDE; data retrieved from SCDE website, 11/17/2010

SCHOOLS AT RISK

There will be no school in this category.

SCHOOLS RATED AT RISK

Number (%) of schools with Absolute rating of At Risk

65 (5.9%)	137 (12.1%)	170 (14.9%)	185 (16.1%)	83 (7%)	0
2005	2006	2007	2008	*2009	2020 Vision

*The methodology for calculating elementary and middle school Absolute and Growth ratings changed in 2009 after performance for those schools was re-centered.

PREPAREDNESS FOR POST-HIGH SCHOOL SUCCESS

85% of graduates will perform at levels for admission to postsecondary education and/or be employed.

Of the 38,712 high school completers in 2007-08, 25,880 (66.9%) of the students enrolled in 2008-09 college freshman class in SC or other states. Available data sets, provided by the SCDE, track enrollment, not admittance rates.



THE 2020 VISION

2010 RELEASE

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

ACHIEVEMENT GAP

NAEP READING ACHIEVEMENT GAPS

Gap in percentage points of students scoring Basic and above

2009 NAEP Reading, Grade 4	30% pts	21% pts	0
2009 NAEP Reading, Grade 8	27% pts	9% pts	0
	White/African American Gap	White/Hispanic Gap	2020 Vision

2010 PASS READING & RESEARCH ACHIEVEMENT GAPS

Gap in percentage points of students scoring Met and above

2010 PASS R&R, Grade 3	17% pts	13% pts	18% pts	0
2010 PASS R&R, Grade 8	27% pts	16% pts	28% pts	0
	White/African American Gap	White/Hispanic Gap	Pay lunch/Free- or Reduced-Price lunch Gap	2020 Vision

Note: A comparison of achievement gaps for AP performance and SAT/ACT is available in the technical notes, located online at www.eoc.sc.gov.

(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. In 2010 the EOC partnered with S.C. Interactive for a second phase to expand the site to include data searches of all available data compiled for the annual school and district report cards.

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, material and personnel allocations are determined. Costs are then determined based upon the consulting fee schedules, average costs for material and current salary and benefits costs adjusted for annual increases. The agency also must budget for mid-year reductions.

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. 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 February 2011. 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 2020 vision and related actions.

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 within the context of the current revenue reductions.

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

Standards:

- Quality Counts 2011, "Uncertain Forecast—South Carolina State Highlights 2011," Standards, Assessments and Accountability "A" Grade.

- Quality Counts 2010, Standards, Assessments and Accountability “A” Grade
<http://www.edweek.org/media/ew/qu/2010/17sos.h29.saa.pdf>
- Fordham 2006 “The State of State Standards, 2006”
<http://www.edexcellence.net/doc/South%20carolina.pdf>
- Fordham 2005 Review of English language arts and science standards “A” grade for each
[http://www.edexcellence.net/doc/Full Report \[01-03-05\] pdf](http://www.edexcellence.net/doc/Full%20Report%20[01-03-05].pdf)
<http://www.edexcellence.net/doc/Science%20Standards.FinalFinal.pdf>
- Fordham 2005 Review of math Standards “D” grade
<http://www.edexcellence.net/doc/mathstandards05FINAL.pdf>
- Fordham 2006 Review of world history standards “A” grade
<http://www.edexcellence.net/doc/State%20of%20State%20World%20Hisotry%20Standards%202006.pdf>
- Fordham 2003 review of US History “C” grade
http://www.edexcellence.net/doc/Hisotry_Standards2003.pdf
- *Quality Counts 2006* Standards and Accountability “A” Grade
- 2007 Quality Counts, “A” Grade
- Quality Counts 2008, Standards, Assessments and Accountability, “A” Grade
- Quality Counts 2009, Standards, Assessments and Accountability, “A” Grade
- Quality Counts 2010, Standards, Assessments and Accountability, “A” Grade

Assessments:

- Quality Counts 2011, “Uncertain Forecast—South Carolina State Highlights 2011,” Standards, Assessments and Accountability “A” Grade.
- Quality Counts 2010, Standards, Assessments and Accountability “A” Grade
<http://www.edweek.org/media/ew/qu/2010/17sos.h29.saa.pdf>
- 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 4th and 8th grades in reading and math receive “A” grades
<http://www.educationnext.org/20063/28.html>
- *Quality Counts 2006* Standards and Accountability “A” Grade

Professional Development/Technical Assistance:

- *Quality Counts 2006* Improving Teacher Quality “A” grade
- National Board Professional Teaching Standards Certification: 3rd highest rate in the nation
<http://www.scteachers.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. Status reports are published each December (*Where Are We Now*) and available on the agency website.

The information that follows show how the EOC informed the public on the results of the 2010 school and district report cards.

2010 Annual School and District Ratings Discussion Points

Based on data received from SCDE October 29, 2010; November 5, 2010; March 1; and March 7, 2011. This document also reflects revisions made by SCDE on March 23, 2011. Revisions are noted in blue.



Note: 2010 ratings for primary, elementary, and middle schools were released in November 2010. The high school and district ratings release was delayed until March 2011. These discussion points incorporate the ratings for all schools and districts.

RATINGS

Absolute Ratings for Primary, Elementary, Middle, and High Schools

	2009		2010	
Schools rated Excellent	188 (16%) Primary schools: 26 Elem. schools: 111	Middle schools: 26 High schools: 25	242 (21%) Primary schools: 32 Elem. schools: 134	Middle schools: 36 High Schools: 40
Schools rated Good	185 (16%) Primary schools: 3 Elem. schools: 105	Middle schools: 41 High schools: 36	209 (18%) Primary schools: 0 Elem. schools: 119	Middle schools: 46 High schools: 44
Schools rated Average	537 (46%) Primary schools: 0 Elem. schools: 301	Middle schools: 143 High schools: 93	509 (44%) Primary schools: 0 Elem. schools: 288	Middle schools: 136 High Schools: 85
Schools rated Below Average	170 (15%) Primary schools: 0 Elem. schools: 86	Middle schools: 62 High schools: 22	137 (12%) Primary schools: 0 Elem. schools: 73	Middle schools: 52 High schools: 12
Schools rated At-Risk	83 (7%) Primary schools: 0 Elem. schools: 33	Middle schools: 29 High schools: 21	69 (6%) Primary schools: 0 Elem. schools: 24	Middle schools: 27 High schools: 18

Table does not include ratings for career and technology centers. Percentages calculated using total number of school report cards in 2009 (1161) and 2010 (1163). Additionally, ratings were not reported for 28 schools in 2009 and 33 schools in 2010.

South Carolina's Students – 2010

25.2% of students are enrolled in a school with an Absolute rating of *Excellent* (up from 18.6% in 2009)
 21.1% of students are enrolled in a school with an Absolute rating of *Good* (up from 18.1% in 2009)
 41.4% of students are enrolled in a school with an Absolute rating of *Average* (down from 47.7% in 2009)
 8.6% of students are enrolled in a school with an Absolute rating of *Below Average* (down from 10.8% in 2009)
 3.8% of students are enrolled in a school with an Absolute rating of *At Risk* (down from 4.9% in 2009)

Data based on enrollment across primary, elementary, middle, and high schools

There were changes to school Absolute ratings from 2009 to 2010 in the following manner:

"Improvers"

3 primary schools, 118 elementary schools, 40 middle schools, 71 high schools

"Maintainers"

26 primary schools, 465 elementary schools, 233 middle schools, 95 high schools

"Sliders"

0 primary schools, 43 elementary schools, 13 middle schools, 29 high schools

Charter School Absolute Ratings

The performance of charter schools is included in the overall "snapshot" of the ratings. Of the 44 charter schools who received an Absolute rating in 2010, eleven schools are rated *Excellent*. Eleven of the charter schools are rated *At Risk* and five are rated *Below Average*.

- Eight of the 44 charter school report cards (18%) with Absolute ratings in 2010 are chartered within the SC Public Charter School District; 36 schools are chartered within their local school districts.
- There are 55 charter schools currently operating in SC; eleven are not rated currently.

Palmetto Priority School (PPS) Performance

Beginning in 2006, the SC Department of Education began designating schools as Palmetto Priority Schools if they did not meet expected progress as outlined in the Education Accountability Act (EAA).

- Sixteen schools were originally designated PPS but the list currently includes 44 schools.
- Twenty-eight of the 44 schools (64%) are rated *At-Risk* in 2010. Three of the schools, Blackville-Hilda High School (Barnwell 19), Eau Claire High School (Richland One), and Chestnut Oaks Middle School (Sumter 17) received an Absolute rating of *Average* in 2010.

Performance of schools rated either *Below Average* or *At-Risk*

In 2009, 253 schools received a rating of either *Below Average* or *At-Risk*.

- Of the 77 schools receiving a rating of *At-Risk* in 2009, 24 schools (31 percent) improved their rating in 2009-2010. One school, Aiken Performing Arts Academy (Aiken), improved their Absolute rating from *At-Risk* in 2009 to *Excellent* in 2010.
- Of the 176 schools receiving an Absolute rating of *Below Average* in 2009, 67 schools (38 percent) improved their rating. One school, Fox Creek High School (Edgefield), improved their Absolute rating from *Below Average* in 2009 to *Excellent* in 2010.
- Thirteen of the schools receiving an Absolute rating of *Below Average* in 2009 saw a decline in their rating to *At-Risk* in 2010.

District Absolute Ratings

- This year, 6 school districts are rated *At Risk*, compared to 21 in 2009 and 12 in 2008.
- All districts either improved or maintained their Absolute rating from 2009 to 2010; 65 school districts improved their Absolute rating.

Absolute rating	2009 District Rating # (%)	2010 District Rating # (%)
<i>Excellent</i>	1 (1.2%)	6 (7.0%)
<i>Good</i>	0	12 (14.0)
<i>Average</i>	24 (28.2%)	48 (55.9%)
<i>Below Average</i>	39 (45.9%)	14 (16.3%)
<i>At-Risk (Unsatisfactory)</i>	21 (24.7%)	6 (7.0%)

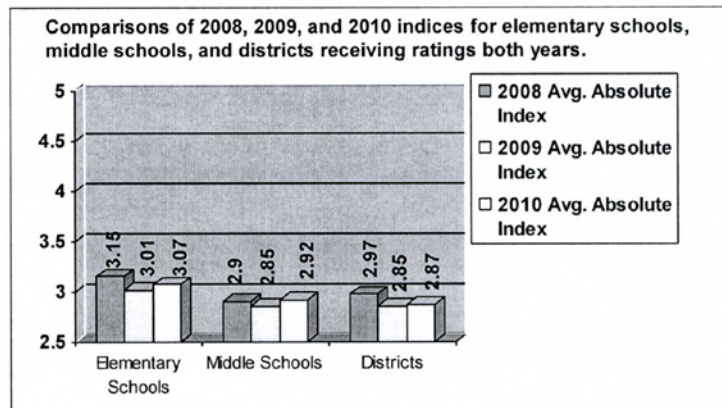
Growth Ratings for Primary, Elementary, Middle, and High Schools

	2009		2010	
Schools receiving Growth rating of Excellent	110 (9%) Primary schools: 7 Elem. schools: 76	Middle schools: 8 High schools: 19	263 (23%) Primary schools: 13 Elem. schools: 183	Middle schools: 42 High Schools: 25
Schools receiving Growth rating of Good	201 (17%) Primary schools: 15 Elem. schools: 124	Middle schools: 26 High schools: 36	242 (21%) Primary schools: 15 Elem. schools: 139	Middle schools: 67 High schools: 21
Schools receiving Growth rating of Average	535 (46%) Primary schools: 1 Elem. schools: 338	Middle schools: 185 High schools: 11	402 (35%) Primary schools: 1 Elem. schools: 240	Middle schools: 144 High Schools: 17
Schools receiving Growth rating of Below Average	161 (14%) Primary schools: 0 Elem. schools: 50	Middle schools: 50 High schools: 61	135 (12%) Primary schools: 0 Elem. schools: 58	Middle schools: 29 High schools: 48
Schools receiving Growth rating of At-Risk	150 (13%) Primary schools: 1 Elem. schools: 47	Middle schools: 31 High schools: 70	116 (10%) Primary schools: 0 Elem. schools: 17	Middle schools: 15 High schools: 84

Table does not include Growth ratings for career and technology centers. Percentages calculated using total number of schools receiving a report card in 2009 (1154 schools) and 2010 (1165 schools). Additionally, Growth ratings were not reported for 35 schools in 2009 and 41 schools in 2010.

STUDENT PERFORMANCE

Student performance drives the calculation of a school's index. The index determines a school's Absolute rating based upon a 5-point scale. Average student performance as measured by indexes, went up from 2009 to 2010 among elementary, middle, and school districts. The Absolute index for high schools cannot be compared to previous years as the cut-off scores for the high school components were revised, beginning with the 2010 release.



On-time graduation rate

- Of the 208 high schools that received Absolute ratings in both 2009 and 2010, 123 (59%) experienced a decline in on-time graduation rate.

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.