ANNUAL ACCOUNTABILITY REPORT

Fiscal Year 2011-12

To
The Honorable Nikki R. Haley
Governor of South Carolina
And
The Members of the
South Carolina General Assembly

SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

ACCOUNTABILITY REPORT TRANSMITTAL FORM

Agency Name...**Education Oversight Committee (EOC)**

Date of Submission..**September 5, 2012**

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SECTION I: EXECUTIVE SUMMARY

1. Mission, Vision 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; and
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics

2. Major Achievements from the Past Year

Quality Counts, a publication of the education newspaper, *Education Week*, annually measures each state's public education performance against six indicators, assigning both a letter grade and a numeral score to each state. Overall South Carolina ranked slightly above the national average. On Standards, Assessments and Accountability, the indicator for which the EOC's core mission focuses, South Carolina earned a **Grade of A** and a national ranking of 6th best in the nation.

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

1. Standards, Assessments, and Accountability:
   - Reviewed academic standards in science
   - Published revised versions of the family-friendly academic content standards in each of the four content areas to assist parents and families with reinforcing content learned in school with their children
   - Approved new criteria to establish growth ratings for elementary and middle schools
   - Reviewed criteria for Palmetto Gold and Silver Award Program
   - Approved innovation initiative to explore innovative ways to transform the assessment and delivery of public education to increase student achievement

2. Professional Development:
   - Collaborated with South Carolina Department of Education and South Carolina Kids Count on assisting the South Carolina South Carolina Reading Achievement Systemic Initiative with its work on improving reading
   - Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership

3.   Public Reporting and Engagement:
- Published the eleventh annual school and district report cards
- Released report, *A Wake-Up Call for South Carolina* documenting South Carolina's progress toward the 2020 Vision
- Published the annual *Accountability Manual*
- Documented student academic achievement on the Palmetto Assessment of State Standards (PASS) and student retention rates for past three years
- Published evaluations and reports on Teacher Loan Program and Parent Survey
- Reported on South Carolina's national achievement on NAEP, SAT and ACT as well as analyzing district and school performance
- Recommended funding levels and provisos to the Governor and General Assembly
- Continued tradition of broad stakeholder engagement including statewide student contest defining importance of education and holding regional meetings with media
- Recognized all school-level certified staff during Teacher Appreciation Week

4.   Special Requests:
- Invested in the teaching of economics
- Continued the Middle Grades project
- Reported on the fiscal impact of amending the Education Finance Act (EFA) with the weights of the EOC funding model

3. 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.

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.

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4. Key Strategic Challenges
The key strategic challenges before the agency to accomplish are the following:
- Sustain and strengthen support for educational improvement and innovation
- 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 using the accountability system to improve teaching and learning.
- Increase visibility of accountability functions and their relationship to sustained school improvement
- Increase engagement of higher education, including the technical college system and business in the identification of and strategies to improve the 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

5. 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.

1.   <u>Your organization's main products and services and the primary methods by which these are delivered</u>

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.   <u>Your key customer groups and their key requirements/expectations</u>

This year the EOC undertook a broad-based initiative to engage to engage all stakeholders (students, parents, educators, policymakers, media, business and community leaders) in efforts to improve public education. In turn, the EOC used the opportunity to inform all stakeholders of the tools and information that the EOC has to assist in the efforts. For example, the EOC:

- Mailed letters to certified-staff at each public school in the state thanking them for their service, focusing on the 2020 Vision and directing them to information on the EOC website to assist them in their efforts;
- Sponsored a contest asking students in elementary and middle schools to create an essay, poster or photograph in response to the following question: what does education mean to you and your future? The winners received a new I-Pad and runner-ups received gift certificates to Books-A-Million. The EOC received over 2,000 entries in the contest but most importantly, interest from parents, teachers and students in the work of the EOC and its vision to improve student academic achievement;
- Engaged media from throughout the state in conversations on local and state public education issues; and
- Expanded its presence on social media channels including Facebook and Twitter.

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:

- *A Wake-Up Call for South Carolina* brochure – mailed to all members

- *At-A Glance* - distributed electronically each month to a minimum of 3,000 serving in leadership positions. The February issue, reporting on progress toward 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,* distributed to elected officials and educational leaders; electronic versions are distributed to 3,000 online subscribers
- Membership on the following:
  - Innovation Steering Committee
  - Education and Economic Development Act Coordinating Council
  - Education Policy Fellows Board
  - New Carolina Task Force on Workforce Development
  - South Carolina Public Charter School District
  - Charter School Advisory Committee
  - Governor's School for the Arts and Humanities
  - SC Reading Achievement Systemic Initiative Panel
- Clearinghouse for elected officials, their staff and educators on materials and issues related to school improvement
- Responses to ad hoc data requests from elected officials

Educators - The EOC provides educators with results of research studies on the achievement gap, longitudinal-matched student performance data, analyses of ratings and factors related to the ratings as well as technical support for use of the ratings and report cards. The technical documents include those listed below in both print and electronic formats:
- *Accountability Manual*-distributed 1,900 to educators
- *A Wake-Up Call for South Carolina* distributed to 1,900 educators
- *TIPS* booklets - updated content and format and provided for use with parents, businesses and community organizations; distributed over 100,000 parent TIPS (in both English and Spanish) through the schools and agencies and approximately 5,000 business and community TIPS
- *Family Friendly Learning Standards* - distributed via electronic media to schools and community groups
- Provided information to Instructional Leaders' Roundtable
- Developed electronic brochure to assist classroom teachers in engaging students in reading

Parents - The EOC disseminated information to parents through electronic means and via social networks. Publications for parents include:
- *Family-Friendly Learning Standards*
- *TIPS* publications - distribution as noted above

Public at Large - The EOC works with the public at large through various formal and informal structures including the: Innovation Steering Committee, New Carolina, South Carolina Educators for Practical Use of Research (SCEPUR) and media outlets from across the state. . Publications targeting the general public include the following:

- Regional meetings held in June with media and EOC members to discuss state and local educational needs
- *TIPS* publications for parents, businesses and communities

3.   Your key stakeholders (other than customers)
Business Community - EOC staff members participate in a number of business-focused groups including the Innovation Steering Committee, 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. In turn, the EOC engages business involvement in its work. During 2012 the EOC reviewed the current science standards and included representatives from the business community on a panel to review the standards.

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 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.)
As of June 30, 2012, the Education Oversight Committee employed an interim executive director, four (4) unclassified staff persons and two (2) individuals who work on an hourly basis.

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

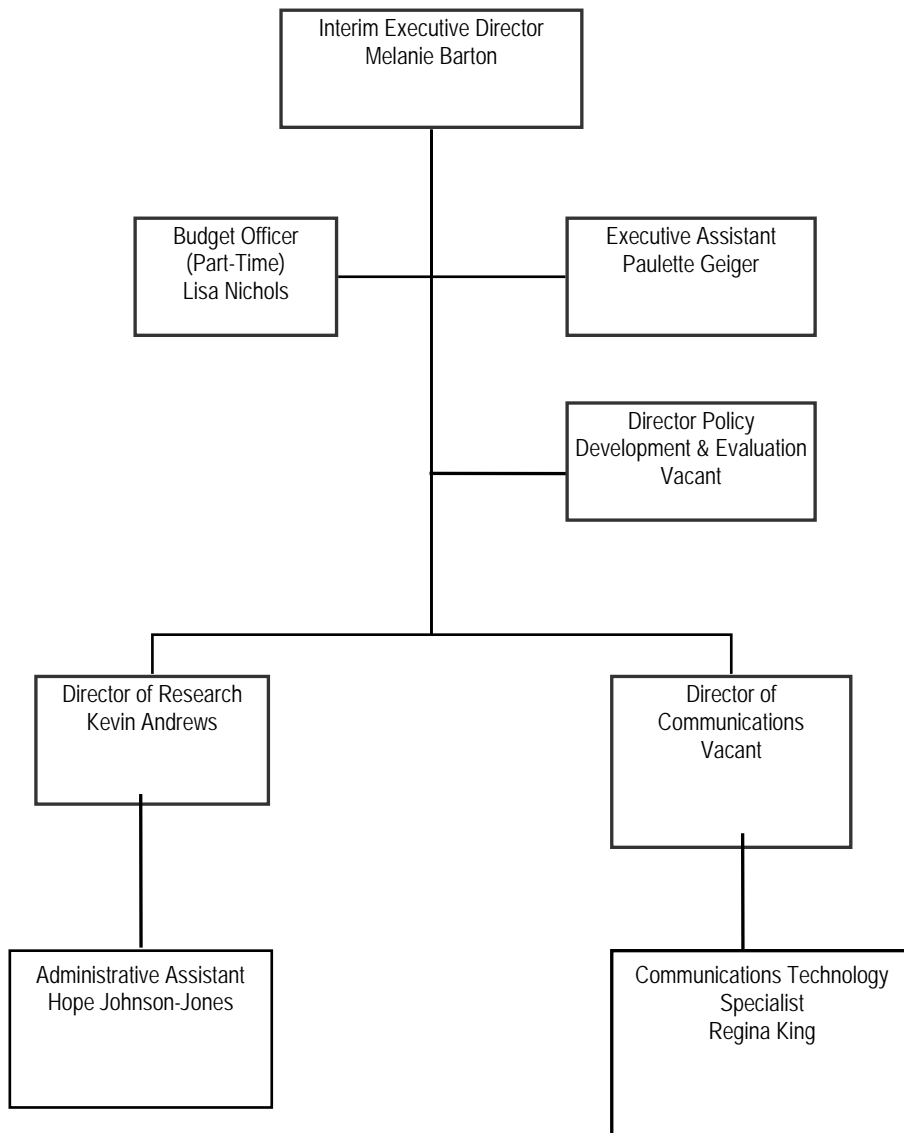### 8.   Your performance improvement system
During the past year, the EOC has measured the utilization of staff time by projects and employed that information to project assignments and the budgeting of time. In order that the flexibility of EOC data requests could be incorporated, the EOC has budgeted 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

When the General Assembly debated the 2011-12 General Appropriation Bill, funding for several agencies was questioned, including continued funding of the EOC. Consequently, upon the retirement of the Executive Director in June of 2011, the position was filled in 2011-12 by an interim. And, other staff positions could not be filled due to the uncertainty of the agency's future. The agency decided to contract with several individuals on a limited basis to complete the work of the agency. The costs of the contracts were significantly less than the cost of hiring full-time employees. Below is the organizational chart of the agency as of June 30, 2012. The "Interim Executive Director" will become the Executive Director on July 1, 2012

South Carolina Education Oversight Committee
Organizational Chart

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                        ┌─────────────────────────┐
                        │ Interim Executive Director│
                        │      Melanie Barton       │
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                                    │
         ┌──────────────────────────┼──────────────────────────┐
         │                                                      │
┌─────────────────┐                              ┌─────────────────────┐
│ Budget Officer  │                              │ Executive Assistant │
│  (Part-Time)    │                              │   Paulette Geiger   │
│  Lisa Nichols   │                              └─────────────────────┘
└─────────────────┘
                                    │
                        ┌─────────────────────────┐
                        │    Director Policy      │
                        │ Development & Evaluation │
                        │        Vacant           │
                        └─────────────────────────┘
                                    │
         ┌──────────────────────────┴──────────────────────────┐
┌─────────────────────┐                        ┌─────────────────────┐
│ Director of Research│                        │   Director of       │
│    Kevin Andrews    │                        │  Communications     │
└─────────────────────┘                        │      Vacant         │
         │                                     └─────────────────────┘
┌─────────────────────┐                                  │
│Administrative Assistant│                    ┌─────────────────────────┐
│  Hope Johnson-Jones │                        │Communications Technology│
└─────────────────────┘                        │      Specialist         │
                                               │       Regina King       │
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10. Your Expenditures/Appropriations Chart

Major Budget Categories	FY10-11 Actual Expenditures		FY11-12 Actual Expenditures		F Y12-13 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$429,558	N/A	$390,700	N/A	$360,000	N/A
Other Operating	$89,908	N/A	$272,278	N/A	$736,392	200,000
Public Awareness	$168,438	N/A	$75,724	N/A	$203,850	N/A
Family Involvement	$33,781	N/A	$35,987	N/A	__	N/A
Middle Grades	$71,322	N/A	$65,160	N/A	$75,000	N/A
Fringe Benefits	$130,612	N/A	$86,016	N/A	$93,000	N/A
Transfer to OFS of CDEPP Evaluation	$296,678					
Transfer to SDE Teacher Supplies	$250,000		$200,000			
TOTAL	**$1,470,297**	N/A	**$1,125,865**	N/A	**$1,468,242**	$200,000

Note: Non-recurring funds in the amount of $300,000 were appropriated to the EOC for an efficiency review; however, the FY2011-12 year-end revenue shortfall resulted in the review not being funded.

OTHER EXPENDITURES

Sources of Funds	FY 10-11 Actual Expenditures	FY11-12 Actual Expenditures
Public Awareness Private Funds	$18,000	$19,427
Annie E. Casey Grant	$40,000	

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

Program Number and Title	Major Program Area Purpose	FY 10-11 Budget Expenditures	FY 11-12 Budget Expenditures	Key Cross References for Financial Results
Agency Administration: overhead	This function supports personnel, financing and administrative functions of the agency in accordance with duties outlined in the Education Accountability Act (EAA) of 1998, the Teacher Quality Act of 2000, the Parental Involvement in Their Children's Education Act of 2000 and other duties outlined in the annual general Appropriations Act. Costs reflected include supervision, communications, data processing, general administration and similar costs.	State: Federal: Other:$99,142 Total:$99,142 6.7% of Total Budget	State: Federal: Other:$170,925 Total:$ 170,925 5.2%of Total Budget	7.1-1 7.6-1
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 EAA is implemented in a manner consistent with its intent and in the time frame defined in the statute.	State: Federal: Other:$ 334,037 Total: $ 334,037 22.7% of Total Budget	State: Federal: Other:$ 390,327 Total: $ 390,327 34.7% of Total Budget	7.1-1 7.2-1 7.6-1
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	State: Federal: Other: $141,839 Total:$141,839 9.6% of Total Budget	State: Federal: Other: $137,742 Total:$137,742 12.2% of Total Budget	7.1-1 7.2-1 7.6-1

Program Number and Title	Major Program Area Purpose	FY 10-11 Budget Expenditures	FY 11-12 Budget Expenditures	Key Cross References for Financial Results
	to ensure that there is a continuous evaluation of South Carolina's education policies, programs and funding so that student achievement continues to improve			
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: $33,313 Total: $33,313 2.3% of Total Budget	State: Federal: Other: $35,987 Total:$35,987 3.2% of Total Budget	7.2-1
Public Awareness	This function fulfills the responsibilities outlined in 59-18-1700 through the public awareness program.	State: Federal: Other:$180,781 Total: $180,781 12.3% of Total Budget	State: Federal: Other:$75,724 Total: $75,724 6.7% of Total Budget	7.1-1 7.2-1 7.6-1
Proviso-directed actions	The EOC serves as the fiscal agent for Middle Grades Project ($75,000) as provided in Proviso 1A.9.; for funds provided to the South Carolina Council on Economic Education in accordance with Proviso1A.19; and $200,000 to SCDE for Teacher Supplies In FY11, Proviso 1A.45. directed $250,000 to Teacher Supplies and the CDEPP evaluation funds ($296,678) to OFS.	State: Federal: Other:$ 681,185 Total:$ 681,185 46.3% of Total Budget	State: Federal: Other:$ 315,160 Total:$ 315,160 28.0% of Total Budget	7.6-1

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

N/A

Remainder of Expenditures	FY10-11	FY11-12
	State: Federal:	State: Federal:
Public Awareness Private Fund	Other: $18,000	Other: $19,427
Annie E. Casey Grant	Other: $40,000	Other: Total:

SECTION III: ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA

Category 1. <u>SENIOR LEADERSHIP, GOVERNANCE AND SOCIAL RESPONSIBILITY</u>

1. <u>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?</u>

(a)   The Executive Director works with EOC members in an annual process to outline the critical areas for the year. Annual objectives are developed and approved by the EOC members to guide actions relative to its statutory responsibilities and achievement of the agency's mission or vision to shape the work plan and focus of staff. . The Executive Director then develops a management plan to provide time lines, identify data requirements, allocate resources, and establish the criteria for satisfactory accomplishment. The Executive Director meets monthly with all staff persons and, in additional meetings, with individual staff persons.

(b)   Performance expectations are established each August in individual employee meetings with each employee using the EPMS system.

(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 Incorporation of Reports from a Key Constituency at each meeting
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 all EIA programs Recommendations for program, policy and funding changes to Governor and General Assembly
Passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics	Involvement in a number of advisory, professional and policy groups

(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. Over the years the EOC has developed practices including required advisory groups, explicit criteria, use of simulations to generate wider acceptance for its work. The EOC ascribes to the professional standards as specified by the following organizations: American Educational Research Association; National Council on Measurement in Education; Association for Supervision and Curriculum Development; 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; and National Network of Partnership Schools.

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

The focus on customers, legislators included, is established through agreements that the staff shall respond to communication promptly 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 and English or Spanish versions)

The Executive Director travels statewide to meet with superintendents and attend other professional meetings.

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: (1) 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) explores alternative actions or values and conducts simulations to identify factors confounding or contributing to higher performance; (3) reviews the simulations using advisory groups to appraise consistency with goal attainment and fairness; and (4) presents recommendations to EOC members for consideration and adoption or rejection.

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.

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

The key performance measures include the following: (1) mission accomplishment; (2) student, school and district academic performance; (3) human resource effectiveness; (4) procurement and administrative process effectiveness; (5) employee satisfaction and involvement; and (6) professional development.

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.

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. 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.

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.

11. <u>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.</u>

All staff members are encouraged to be active as parents, professionals and members of the larger community including service on: school improvement councils; and boards and commissions (Southern Regional Education Board, New Carolina, Education Policy Fellows Program, Board of the South Carolina Educators for the Practical Use of Research, and Statewide Campaign for the United Way.

Category 2.   <u>STRATEGIC PLANNING</u>
1. <u>What is your Strategic Planning process, including key participants, and how does it address:</u>
    <u>(a) your organization's strengths, weaknesses, opportunities and threats;</u>
    <u>(b) financial, regulatory, societal and other potential risks;</u>
    <u>(c) shifts in technology, and customer preferences;</u>
    <u>(d) workforce capabilities and needs;</u>
    <u>(e) organizational continuity in emergencies; and</u>
    <u>(f) your ability to execute the strategic plan.</u>

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 EOC 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.

NOTE: The Middle Grades project was 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

The EOC is composed of eighteen (18) members.

2011-12 Membership

Appointing Authority	Term of Office	Representing	Name	Service
Governor	Coterminous	Self/Designee	Gov. Nikki Haley	January 2011-Present
	2011-2014	Business	Evelyn Perry	April 2012 to Present
	2006-2010	Education	Dennis Drew	2003-Present
State Superintendent	Coterminous	Self/Designee	Mick Zais	2011-Present
Speaker of the House of Representatives	Coterminous	Self/Designee	Joe Neal	2005-Present
	2011-2015	Business	Terry Brown	December 2011 to June 2012
	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
	2009-2013	Education	Barbara Hairfield	2007-Present
Chairman, House Ways and Means	Coterminous	Self/Designee	J. Roland Smith	2011-Present
Chairman, Senate Finance	Coterminous	Self/Designee	Open	
Chairman, House Education and Public Works	Coterminous	Self/Designee	Bill Whitmire	June to November 2011-
			Andy Patrick	December 2011-Present
	2008-2012	Business	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	John Warner	2011-Present
	2010-2014	Education	Ann Marie Taylor	2010-Present

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

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

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 2011-12 year were the following:

CDEPP Evaluation Team
William Brown, Columbia
Christine DiStefano, Columbia
Fred Greer, Columbia

CDEPP Evaluation Contributors
Mellanie Jinnette, Columbia
Pam Wills, Columbia

SC Family-Friendly Standards
Meka Bosket, Columbia
Lewis Huffman, Columbia
Cathy Jones, Columbia
Regina King, Columbia
Dana Yow, Columbia

Parent Survey Analysis
Cynthia Hearn, Columbia

SC Reading Achievement Systemic Initiative
Leigh Bolick, Columbia
William Brasington, Jr., Woodruff
D'Etta P. Broam, Lexington
Dr. Charles Castles, III, Columbia
Dr. Cherry Daniel, Columbia
Cynthia Downs, Newberry
Sen. Mike Fair, Greenville
Dr. Kathy Headley, Seneca
Dr. Baron Holmes, Columbia
Angela Hutto, Hampton
Pamela Lackey, Columbia
Debbie Milner, Spartanburg
Early Mitchell, Charleston
Dr. Lynn Moody, Rock Hill
Mary Annette Parrott, Sumter
Audrea Phillips, Conway
Jay W. Ragley, Columbia
Kelli Sanders, Orangeburg
Rose Sheheen, Camden
Amy Sprague, Moncks Corner
Molly C. Talbot-Metz, Spartanburg
Ann Marie Taylor, Aiken
Mary Elizabeth Thomas, Columbia
Marisa Vickers, Columbia
Rep. Mark Willis, Fountain Inn
Dr. Mick Zais, Columbia

Innovation Initiative
Dr. David Blackmon, Hartsville
Mike Brenan, Columbia
Trip Dubard, Florence
Penny Fisher, Greenville
Don Gordon, Greenville
Don Herriott, Columbia
Jacki Martin, Greenville
Dr. Gerrita Postlewait, Myrtle Beach
Jim Reynolds, Columba
Chad Walldorf, Charleston
Karen Woodward, Lexington

Teacher Loan Evaluation
Mim Armour, Columbia
Camille Brown, Columbia
Marta Brown, Columbia
Falicia Harvey, Columbia
Linda Wargel, Columbia

SC Science Academic Standards Cyclical Review Teams - National
Dr. Lawrence S. Lerner, California State University, Long Beach
Dr. Ursula Goodenough, Washington University St. Louis, MO
Dr. Bert Ely, University of South Carolina
Dr. Christine Lotter, University of SCarolina
Dr. Robert T. Dillon, Jr., College of Charleston, SC
Dr. James Wanliss, Presbyterian College, SC
Dr. Melanie Cooper, Clemson University, SC

SC Science Academic Standards Cyclical Review Teams – Teachers of ELL/ESOL & Special Education
Mr. Kyle Blankenship, Aiken
Ms. Sharon Jackson, Anderson 4
Ms. Lauren McClellan, Anderson 5
Ms. Wanda Coleman, Barnwell 29
Ms. Robin Boyleston, Barnwell 45
Ms. Rachel Amey, Charleston
Ms. Nicole Adams, Charter Schools
Ms. Melisssa Cruse, Dorchester 2
Ms. Mary Atkins, Hampton 2
Ms. Marie Fernandez, Jasper
Ms. Casey Spain, Laurens 56

SC Science Academic Standards Cyclical Review Teams – Teachers of ELL/ESOL & Special Education (Cont.)
Ms. Carla Stegall, Lexington 1
Ms. Emmylou Todd, Lexington 2
Ms. Debra Hall, Lexington 3
Mrs. Pauline Morris, Marlboro
Ms. Cheryl Parr, Newberry
Ms. Liana Calloway, Orangeburg 3
Ms. Juliett Stoute-White, Orangeburg 5
Ms. Sandy Frazier, Richland 1
Ms. Teisha Hair, Spartanburg 2
Ms. Teresa Brown, Spartanburg 3
Ms. Sharon Glenn, Spartanburg 6
Mrs. Vaughn Vick, Spartanburg 7
Ms. Albertha Bannister, Sumter
Ms. Barbara Greene, Williamsburg
Mrs. Susan Conrad, York 3
Ms. Carmen Belei, York 3

SC Science Academic Standards Cyclical Review Teams – Business/Community Leaders & Parents
Ms. Libby Baker, Pageland
Mr. George Brown, Hemingway
Ms. Patricia Caldwell, Newberry
Ms. Rose Choice, Estill
Mr. Dave Coggins, Spartanburg
Sen. Mike Fair, Greenville
Ms. Adrian Grimes, Summerville
Ms. Jennifer Hawthorne, Moncks Corner
Mr. Hugo Linares, Greer
Mr. Edward Lott, Florence
Ms. Collette McBride, Salters
Rev. Robert McClinton, Greenwood
Rev. Jerome McCray, Bishopville
Ms. Jordana Megonigal, Greer
Mr. Robert Oliver, Pinewood
Mr. Scott Owens, Horatio
Dr. Angela Peters, Orangeburg
Mr. Khushru Tata, Columbia
Mr. Mike Taylor, Batesburg-Leesville
Ms. Jamie Thom, Summerville
Ms. Kim Williams-Carter, Clinton

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

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

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

Category 4.   MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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

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

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

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

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

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

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

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

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

<div style="margin-left: 2em;">
<u>Financial performance</u>

Monthly Budget Status Reports	Agency Level Planning Document
Monthly Reconciliations	Statewide Accounting & Reporting Sys.
Employee Benefits Reconciliations	Employee Insurance Program Acctng. Div.
<u>Operational performance</u>	Annual Agreed Upon Procedures State Auditor's Office
<u>Data quality and integrity</u>	American Educational Research Association National Council on Measurement in Education Association for Supervision and Curriculum Development
<u>Technical quality of analyses</u>	Program Evaluation Standards published by the Joint Committee on Standards in Educational Evaluation
<u>Publication Quality</u>	External editor Chicago Manual of Style
<u>Responsiveness to calls</u>	Telephone logs Website visitors' records
</div>

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

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 2020 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.   <u>How do you ensure data integrity, timeliness, accuracy, security and availability for decision-making?</u>

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.

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

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

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

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

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

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

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

7. <u>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?</u>

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 desktop publishing software.

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

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

9. <u>How does employee training contribute to the achievement of your action plans?</u>

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, and SAS for data analysis. Other employees participated in the Education Policy Fellows Program and procurement regulations and processes training.

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

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. <u>How do you motivate your workforce to develop and utilize their full potential?</u>

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 re-evaluate 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.

(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. <u>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?</u>
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. <u>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?</u>
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 complied for the annual school and district report cards. Due to budget reductions, the site needs to be updated for the release of the 2011 and upcoming 2012 state report cards.

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

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 you 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 provides a variety of online resources and publications to help key stakeholders get involved in the success of South Carolina's students and schools. In 2011-12 the EOC made extensive use of social media including Twitter and Facebook to expand access to the agency's work.

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 materiel 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. First and foremost, the EOC fulfilled each of the requirements of the EAA and provisos in the 2011-12 General Appropriation Act in accordance with the legislative timeline.

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

Chart 7.1-1
South Carolina Grades and Ranking
Quality Counts **2012**

INDICATOR	2012	
	Grade	Ranking
Overall	**C+**	**24**[th]
Chance for Success	**C**	**38**[th]
K-12 Achievement	**D**	**45**[th]
Transitions and Alignment	**C-**	**36**[th]
School Finance	**C-**	**36**[th]
Teaching Profession	**B+**	**1**[st]
Standards, Assessments, and Accountability	**A**	**6**[th]

Standards:
- *Quality Counts 2012*, Standards, Assessments and Accountability "A" Grade http://www.edweek.org/media/ew/qu/2010/17sos.h29.saa.pdf
- Fordham 2012. *The State of State Science Standards.* South Carolina Science Standards "A-."<http://www.edexcellencemedia.net/publications/2012/2012-State-of-State-Science-Standards/2012-State-of-State-Science-Standards-FINAL.pdf>.

Assessments:
- *Quality Counts 2012*, 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.

Public Reporting:
- 2012 Notable State Document Award for School Report Cards Database Website presented to EOC and South Carolina Department of Education by the South Carolina State Library

7.2. <u>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?</u>

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 in February and are available on the agency website. The tables below show the Absolute Ratings and the Growth Ratings for schools and school districts for 2011:

Chart 7.2-1
Annual School and District ABSOLUTE and GROWTH Ratings

ABSOLUTE Ratings for Schools

Accountability Rating	2011	2010	2009
Excellent	318 (27%)	242 (21%)	188 (16%)
Good	211 (18%)	209 (18%)	185 (16%)
Average	462 (39%)	510 (44%)	537 (46%)
Below Average	120 (10%)	136 (12%)	170 (15%)
At Risk	69 (6%)	69 (6%)	83 (7%)
Number of Report Cards	1,180	1,166	1,163

Based on data received from SCDE on October 28 and 30, 2011 and November 2, 6, and 7, 2011.
The above table includes all charter schools but does not include ratings for career and technology centers.

ABSOLUTE Ratings for School Districts

Accountability Rating	2011	2010	2009
Excellent	11 (12.8%)	6 (7.0%)	1 (1.2%)
Good	22 (25.6%)	12 (14.0%)	0
Average	35 (40.7%)	48 (55.8%)	24 (28.2%)
Below Average	9 (10.5%)	14 (16.3%)	39 (45.9%)
At Risk	9 (10.5%)	6 (7.0%)	21 (24.7%)
Number of Districts	86	86	85

Note: The SC Public Charter School District started receiving ratings in 2010.

GROWTH Ratings for Schools

Accountability Rating	2011	2010	2009
Excellent	251 (21%)	263 (23%)	110 (10%)
Good	249 (21%)	242 (21%)	201 (17%)
Average	456 (39%)	402 (35%)	535 (46%)
Below Average	140 (12%)	135 (12%)	161 (14%)
At Risk	75 (7%)	116 (10%)	150 (13%)
Number of Report Cards	1,171	1,158	1,156

Accountability Rating	2011	2010	2009
Excellent	18 (20.9%)	23 (26.7%)	0 (0%)
Good	24 (27.9%)	28 (32.6%)	2 (2.4%)
Average	21 (24.4%)	17 (19.8%)	5 (5.9%)
Below Average	20 (23.3%)	11 (12.8%)	20 (23.5%)
At Risk	3 (3.5%)	7 (8.1%)	58 (68.2%)
Number:	86	86	85

Note: The SC Public Charter School District started receiving ratings in 2010.

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

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. <u>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?</u>

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

7.5 <u>What are your performance levels and trends for the key measures of organizational effectiveness/operational efficiency and work system performance?</u>

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

The EOC consistently receives positive audits and clearances from its oversight agencies that the actions conform to regulation and legal requirements.

To guide the work of the EOC, the committee adopted the following objectives for 2011-12. These objectives are currently under revision for 2012-13.

Chart 7.6-1

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 SC aspirations and instruction;
    b. Monitoring 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;

f. Reporting on growth in achievement across three years of PASS data for the four core academic subjects;

g. Reviewing the calculation of the improvement ratings; and

h. Supporting and promoting the statement of purpose adopted by the State Board of Education to encourage innovative practices in South Carolina public schools and other initiatives that encourage innovation and creativity.

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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 including higher education 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;

d. Recommending actions for policy, practice and funding to accomplish the 2020 Vision; and

e. Promoting more open dialogue about the gains, challenges and strategies to accomplish the 2020 Vision.

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3. Increase the level of student reading proficiency by:

a. Examining the performance of students, individual and in groups, to understand how and 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 discussions of reading achievement to promote changes in teacher preparation and pre-kindergarten through grade twelve policies and practices; and

d. Working with the South Carolina Reading Achievement Systemic Initiative to promote a comprehensive reading policy.

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4. Develop a long-term strategy for increasing the utility of technology, including:

a. Identifying the availability and distribution of virtual courses in public schools;

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. Building a longitudinal PASS data base for the four core academic subjects; and
   b.   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.

http://www.eoc.sc.gov/Home/2020%20Vision/2020%20Page/SCEOC%20Brochure%20Jan30.pdf