AGENCY NAME:	Education Oversight Committee		
AGENCY CODE:	A85	SECTION:	004

Fiscal Year 2014-15
Accountability Report

SUBMISSION FORM

AGENCY MISSION	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.

Please identify your agency's preferred contacts for this year's accountability report.

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Melanie D. Barton	734-6148	mbarton@eoc.sc.gov
SECONDARY CONTACT:	Lisa B. Nichols	734-6148	lbnichols@eoc.sc.gov

I have reviewed and approved the enclosed FY 2014-15 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN/DATE):	*Melanie Barton*
	September 2, 2015
(TYPE/PRINT NAME):	Melanie Barton

BOARD/CMSN CHAIR (SIGN/DATE):	*[signature]*
	September 2, 2015

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AGENCY'S DISCUSSION AND ANALYSIS

The agency in 2009 adopted the following vision for South Carolina's educational system:

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 reported annually using progress toward three-year achievement (i.e. expectations specified for 2011, 2014, 2017 and 2020) for: reading proficiency, high school graduation, preparedness for post-high school success, and number of schools rated At Risk. ACT Aspire replaced PASS in school year 2014-15; however, the results of ACT Aspire have not been released. The National Assessment of Educational Progress (NAEP) data will be released in October of 2015. The following chart documents the progress to date. Data in **bold italics and underlined** denote achievement that met or exceeded expectations.

Target	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2017 Target	Vision 2020
PASS, Reading, grade 3	78	80.7	80.0	80.3	82.9	78.9		90	95
Target: African American	67.1	70.9	68.5	68.6	73.5	67.3		87.1	95
Hispanic	67.8	74.5	*73.6*	73.7	77.1	71.4		87.1	95
White	86.5	87.9	*87.9*	88.4	89.3	87.3		92.7	95
Non-Subsidized	89.8	91.1	*91.0*	91.8	*92.7*	91.5		93.8	95
Subsidized Meals	69	73.6	72.4	72.6	76.3	71.0		87.6	95
With disabilities	48.4	50.2	45.9	45.2	49.1	44.2		82.2	95
Without disabilities	81.8	85.4	*85.1*	85.6	*87.7*	84.5		91	95
PASS, Reading, grade 8	67.5	63.7	67.8	69.8	67.4	67.3		87.9	95
Target: African American	53.8	47.2	51.9	55.1	50.7	51.3		83.4	95
Hispanic	60.6	58.1	64.8	64.0	63.7	62.7		85.4	95
White	79	74.5	77.8	79.5	77.8	77.7		90.4	95
Non-Subsidized	81.9	78.6	81.8	82.9	81.6	81.8		91.5	95
Subsidized Meals	56.7	50.7	55.5	59.2	56.1	56.0		84.7	95
With disabilities	25.3	19.9	22.8	25.3	23.3	23.8		75.7	95
Without disabilities	74.8	69.7	73.7	75.8	73.1	73.5		89.2	95
NAEP, Reading, grade 4	62	No new data	61	No new data	60	No new data	Fall 2015	86	95
Target: African American	53		44		43			83.2	95
Hispanic	49		*57*		60			82.6	95
White	74		73		72			90	95
Non-Subsidized	77		79		79			89.8	95
Subsidized Meals	49		48		49			82.6	95
With disabilities	34		19		20			75	95
Without disabilities	65		67		66			86.6	95

Target	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2017 Target	Vision 2020
NAEP, Reading, grade 8	69		72		73	No new data	Fall 2015	88.2	95
Target: African American	52		56		58			84	95
Hispanic	70		69		70			88.4	95
White	79		82		82			91	95
Non-Subsidized	81		83		86			91.4	95
Subsidized Meals	56		61		62			84	95
With disabilities	34		30		27			78.2	95
Without disabilities	71		75		78			88.6	95
On-time Graduation	73.7	72.1	73.6	74.9	77.5	80.1		84.5	88.3
Target: African American	69.1	68.0	69.7	71.2	74.5	76.3		82.7	88.3
Hispanic	68.3	62.6	68.5	69.3	74.3	77.1		82.7	88.3
White	77.1	75.5	76.8	78.1	79.8	83.1		85.7	88.3
Non-Subsidized	80.2	78.1	79.4	81.3	84.3	87.4		85.8	88.3
Subsidized Meals	65.2	64.9	67.0	68.3	70.5	72.7		82	88.3
With disabilities	42.9	45.1	38.4	40.3	43.1	43.3		75.7	88.3
Without disabilities	77.3	74.7	77.2	79.0	81.6	84.6		85.3	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%	2010 data 65.9%	2011 data 66.0%	2012 data 67.4%	2013 Data 68.6% *			
Schools Rated at Risk	83	69	69	61	47	42			0

* **Note**: If students enrolled in technical college certificate programs are included, the percentage increases to 70.3%.

The above data document:

- The on-time graduation rate increased from 77.5 percent in school year 2012-13 to 80.1 percent in school year 2013-14. Data for 2014-15 will be released in November.
- The number of schools rated At-Risk declined from 47 in 2013 to 42 in 2014; and.
- In reading, none of the 2014 target goals were obtained.

Based upon these measurable results, the Education Oversight Committee (EOC) as an agency has focused on the following goals:

Improve Reading Achievement of Students

The agency continues to focus its public awareness efforts on improving the reading achievement of students in the following initiatives:

- Evaluated and assisted school districts in implementing summer reading camps in 2014. Thirteen districts volunteered to participate in an informal study that documented pre and post reading achievement of students participating in summer reading camps. In return, the EOC provided books and materials for the children in the program, including a congratulatory letter from the Governor. The evaluation highlighted best practices as well as challenges. In the initial reading camps, **third grade students averaged approximately three weeks of growth for each week of instruction during the Summer Reading Camp.** The EOC staff also provided technical assistance from the Florida Center for Reading Research to the pilot districts in 2015.

- Published 50,000 copies of a resource, *Student Reading Success Activity Guide*, a guide designed for families, caregivers, tutors, and teachers working with young children in kindergarten through grade 3 with practical strategies to improve student's reading ability, to all 2015 summer reading camps. The guide will also be in electronic and paper form to all primary and elementary schools in the fall of 2015. Community support groups like Save the Children and local United Ways were provided copies.

- Implement **Read Your Way to the Big Game**. In partnership with the athletic departments at the University of South Carolina and Clemson University, students in grades kindergarten through grade 8 who read at least six books will have their names entered into a contest to win four tickets to the big football game between USC and Clemson. There will be two student winners, one a Clemson fan and the other a USC fan. The students will be recognized on the field as well. In addition, two schools with at least 70% participation will be drawn at random to receive $2,000 for their school libraries, five teachers whose class participates will be eligible to receive $500 for their classrooms, and two school media specialists who decorate bulletin boards, doors or walls promoting the challenge can win $500 each for their school libraries. The goal of the program is to motivate children to read and to teach students the importance of reading as a gateway to a lifetime of learning.

Implement Accountability

Created prior to passage of the federal legislation, No Child Left Behind, which implemented federal accountability for public schools, the EOC implements the state's accountability system for public education. The EOC:

- Released in November 2014 state report card ratings for 1,206 schools and 82 districts;

- Approved in March 2015 South Carolina College and Career Readiness Standards in English language arts and mathematics that replaced the Common Core State Standards;

- Recommended to State Board of Education the skills and abilities a child entering kindergarten should be able to exhibit in a comprehensive readiness assessment implemented in school year 2016-17;

- Publicized a report documenting the number of military-connected children and their academic achievement, highlighting the need for better data collections; and

- Created a new state report card format to be released in the fall of 2015 that focuses on the Profile of the South Carolina Graduate. The EOC is also required to develop and recommend by the fall of 2016 a single accountability system that will merge the federal and state systems. The EOC retreat in August of 2015 took a close examination of Kentucky's merged accountability system.

Profile of the South Carolina Graduate

World Class Knowledge
- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills
- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

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Adopted by: SC Arts in Basic Education Steering Committee, SC Chamber of Commerce, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

SC
tomorrow won't wait for our students

AN INITIATIVE OF SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

Evaluate Programs to Improve Effectiveness and Efficiency

Continuous improvement requires continuous evaluations of education programs. The EOC annually evaluates several programs, including the full-day 4K program and the SC Techer Loan Program and makes annual budget recommendations on the Education Improvement Act (EIA) revenues. Key findings for these reports are as follows:

- As in other states in the country, the gap between the number of teachers leaving the classroom and the number graduating from a SC teacher education program is growing.
- The number of applications to the Teacher Loan Program also declined for the second consecutive fiscal year.
- Regarding the state-funded, full-day 4K program, approximately 12,000 at-risk four-year-olds residing in 60 school districts with a poverty index of 70 percent or greater participated in a full-day 4K program in 2014-15 with 86 percentage of students served in public schools and 14 percent in private centers. Statewide, 46 percent of all at-risk four-year-olds are now being served in a publicly funded program including the state program and the federal Head Start program. In 2015-16, the number of districts eligible to participate will increase from 60 to 64.
- While access to full-day 4K has significantly increased, an analysis of the academic achievement of students participating in the program did not support a dramatic improvement in student achievement. While a greater percentage of students met or exceeded state standards in English language arts and mathematics than did low-income students who resided in the similar districts but who did not participate in the program as four-year-olds, the statewide achievement gap between students who participated in full-day 4K and all other students in the state is not narrowing. Instead, especially in mathematics, the gap is actually increasing. The evaluation focused on the need to improve the quality of instruction and teacher-child interactions in these classrooms.

In addition the General Assembly appropriated $300,000 in one-time funds to the EOC in Fiscal Year 2014-15 to conduct at least three district efficiency studies. A company was selected through the State Procurement Process to conduct efficiency review of: Barnwell 19, Clarendon 1, Lexington 4 and Dorchester 2. The evaluators noted recurring themes including the need for: (1) more training of local school board members, especially in policy development; (2) shared central office services; (3) more insurance for breaches in data and technology; and (4) greater assistance from the Department of Education regarding technology.
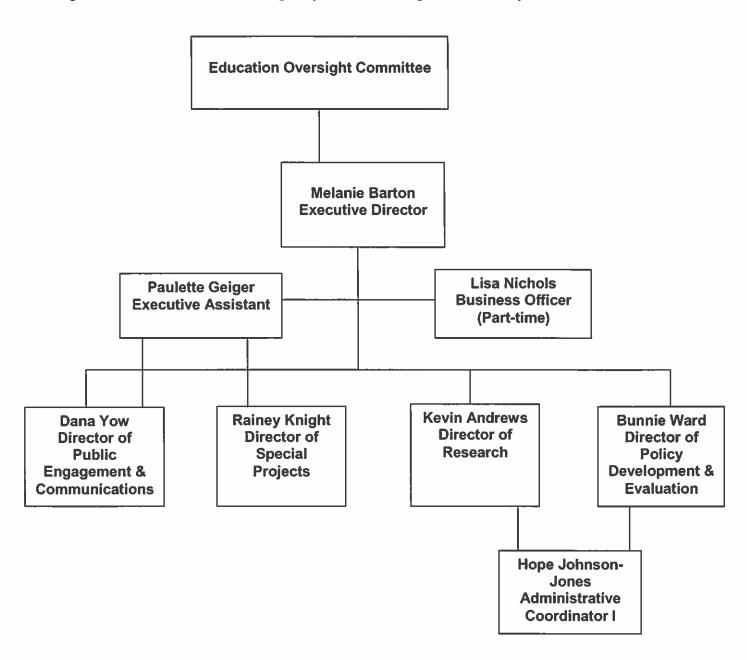
Identify Schools Eligible to Participate in Educational Credit for Exceptional Needs Children Program (ECENC)

The EOC identified 89 schools eligible to participate in the ECENC program in 2014-15. On September 1, 2015 the EOC approved 101 to participate in the program in 2015-16. The EOC engaged an Advisory Committee composed of parents of exceptional needs children, independent school associations, and independent schools to design a school compliance audit form and an academic profile to ensure that the schools met the criteria to participate and that the process was not onerous but transparent and informative.

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AGENCY CODE:	A85	SECTION:	004

Administration

The organizational structure of the agency has not changed since last year.

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                    │  Education Oversight Committee   │
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                          │  Melanie Barton  │
                          │ Executive Director│
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        ┌──────────────────┐              ┌──────────────────┐
        │ Paulette Geiger  │              │  Lisa Nichols    │
        │Executive Assistant│             │ Business Officer │
        └──────────────────┘              │   (Part-time)    │
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Dana Yow Director of Public Engagement & Communications	Rainey Knight Director of Special Projects	Kevin Andrews Director of Research	Bunnie Ward Director of Policy Development & Evaluation

Hope Johnson-Jones
Administrative
Coordinator I

Type	Item # Goal	Strat	Object	Description
G	1			**Achieve continuous and dramatic improvement in public education**
S		1.1		Design and implement a revised state report card for 2015 and 2016
S		1.2		Document South Carolina's progress toward 2020 Vision
O			1.2.1	Decrease number of at risk schools from 42 in 2014 to 0 by 2020
O			1.2.2	Increase the on-time high school graduation rate from 80.1% in 2014 to 88.3% by 2020
O			1.2.3	Increase percentage of 4th grade students scoring Basic and above on NAEP reading from 60% in 2013 to 95% by 2020
-			1.2.4	Increase percentage of 8th grade students scoring Basic and above on NAEP reading from 73% in 2013 to 95% by 2020
G	2			**Improve effectiveness of public education programs**
S		2.1		Evaluate current educational programs and report findings and recommendations to policymakers
O			2.1.1	Evaluate all EIA-funded programs and initiatives and recommend EIA budget for FY2016-17 in December annually
O			2.1.2	Evaluate and report annually on outputs and outcomes of SC Teacher Loan Program and SC Parent Survey
O			2.1.3	Evaluate and report on implementation and effectiveness of full-day, state-funded 4K program for at-risk children by January 15 annually
O			2.1.4	Monitor impact of grants awarded in prior fiscal year through SC Community Block Grants for Education Pilot Program
O			2.1.5	Identify best practices of community partnership programs that support summer reading camps
O		2.2		Report annually on number of military-connected children and their academic achievement
S		2.3		Implement SC Community Block Grants Education Pilot Program
G	3			**Increase number of stakeholders aware of and engaged in improving children's educational achievement**

S	3.1	Implement a comprehensive public awareness campaign around increasing reading proficiency
O	3.1.1	Engage 800 primary, elementary and middle schools, teachers and students in *Read Your Way to the Big Game* contest
O	3.1.2	Distribute 50,000 copies of *Student Reading Success Activity Guide*
S	3.2	Disseminate best practices, tips and information to educators and parents of school-age children
O	3.2.1	Update www.scfriendlystandards.org website with parent-friendly guides on new standards in English language arts and math
O	3.2.2	Disseminate monthly electronic newsletters to all districts, principals and instructional leaders regarding best practices
O	3.2.3	Create and provide parent-friendly brochures explaining new state assessments
G	4	**Identify schools eligible to participate in Educational Credit for Exceptional Needs Children Program**
S	4.1	Implement statutory directives by the General Assembly pursuant to A.92. Publish on agency website list of approved schools and academic profiles of approved schools
O	4.1.1	Convene Advisory Committee at least twice to make school approval process more transparent and efficient
O	4.1.2	Collaborate with Department of Revenue on publishing information on program to be more transparent

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Program Template

Program/Title	Purpose	FY 2013-14 Expenditures				FY 2014-15 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
1. Administration	Affect the dramatic, results-based and continuous improvement of SC's educational system by creating a truly collaborative environment of parents, educators, community leaders and policymakers.		$ -	$ -	-		$ -	$ -	-	
1.1 Personal Service	Focus on the customer, Governor, 170 members of the General Assembly, educators, students, parents and the business community by providing information and analyses of student performance, educational programs and educational funding to impact decisions at the state and local level.		$ 466,160	$ -	466,160		$ 572,979	$ -	572,979	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3
1.2 Other Operating Expenses	Information is delivered through surveys, focus groups, constituent contacts with access through electronic and social media, emails, written copies of key reports and state funded billboard campaigns.	$ 100,000	$ 1,052,790	$ -	1,152,790		$ 1,183,046	$ -	1,183,046	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3
11.C. Employer Contributions	Employees are eligible for state retirement, health and dental insurance, FICA, worker's compensation and liability insurance.		$ 138,587	$ -	138,587		$ 161,453	$ -	161,453	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.
1	Percentage of 4th graders scoring Basic and above on NAEP reading	60.00%	To be released in October	90.00%	By year 2017	NAEP - Administered every other year. 2015 results to be released in October of 2015	Annual
2	Percentage of 8th graders scoring Basic and above on NAEP reading	73.00%	To be released in October	87.90%	By year 2017	NAEP - Administered every other year. 2015 results to be released in October of 2015	Annual
3	On-time graduation rate	77.50%	80.10%	84.50%	By Year 2017	Annual state report cards	Annually in November
4	Number of At Risk Schools	47	42	0	By year 2020	Annual state report cards	Annually in November
5	Number of Schools Eligible to Participate in Educational Credit for Exceptional Needs Children Program	89	101	None set	September 1, 2015	Applications made to EOC by August 1, 2015 and approvals granted by EOC by September 1, 2015	Annually