

AGENCY NAME:	Education Oversight Committee		
AGENCY CODE:	A850	SECTION:	004

**Fiscal Year 2018–2019
Accountability Report**

SUBMISSION FORM

AGENCY MISSION	<p>Our mission is to affect the dramatic, results-based and continuous improvement of South Carolina’s education system by creating a truly collaborative environment of parents, educators, community leaders, and policymakers.</p>
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AGENCY VISION	<p align="center">2020 Vision</p> <p>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.</p>
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Does the agency have any major or minor recommendations (internal or external) that would allow the agency to operate more effectively and efficiently?

	Yes	No
RESTRUCTURING RECOMMENDATIONS:	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Is the agency in compliance with S.C. Code Ann. § 2-1-230, which requires submission of certain reports to the Legislative Services Agency for publication online and the State Library? See also S.C. Code Ann. § 60-2-30.

	Yes	No
REPORT SUBMISSION COMPLIANCE:	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Is the agency in compliance with various requirements to transfer its records, including electronic ones, to the Department of Archives and History? See the Public Records Act (S.C. Code Ann. § 30-1-10 through 30-1-180) and the South Carolina Uniform Electronic Transactions Act (S.C. Code Ann. § 26-6-10 through 26-10-210).

RECORDS MANAGEMENT COMPLIANCE:	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is the agency in compliance with S.C. Code Ann. § 1-23-120(J), which requires an agency to conduct a formal review of its regulations every five years? **To date, the EOC has not promulgated any regulations.**

REGULATION REVIEW:	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
PRIMARY CONTACT:	Melanie D. Barton	(803) 734-6148	mbarton@eoc.sc.gov
SECONDARY CONTACT:	Dana Yow	(803) 734-6148	danay@eoc.sc.gov

I have reviewed and approved the enclosed FY 2018–2019 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN AND DATE):	August 6, 2019
	
(TYPE/PRINT NAME):	Melanie D. Barton

BOARD/CMSN CHAIR (SIGN AND DATE):	August 6, 2019
	
(TYPE/PRINT NAME):	Ellen Weaver

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AGENCY'S DISCUSSION AND ANALYSIS

The Education Oversight Committee (EOC) is an independent, nonpartisan group of educators, business leaders, and elected officials appointed by the Governor and General Assembly to oversee implementation of the Education Improvement Act (EIA) and the Education Accountability Act (EAA) of 1998, as amended. The EOC:

- Recommends to the General Assembly and Governor programmatic and funding recommendations to improve public education;
- Reports annually on the progress of education programs while maintaining an ongoing public awareness campaign to inform the public;
- Approves all standards and annual assessments used to evaluate public schools;
- Approves the joint accountability system that evaluates schools to comply with federal and state laws; and
- Designs the online report card for public schools and school districts.

In recent years, the EOC's roles and responsibilities have increased to include:

- Implementation and evaluation of the Community Block Grants for Education Pilot Program and other innovative programs;
- Annual evaluation of the full-day 4K program for at-risk children; and
- Approval of private schools for participation in the Educational Credit for Exceptional Needs Children Program.

The EOC has no regulatory or fiscal audit functions over schools, and per state law, no employee of the EOC may urge or oppose any legislation. As the name implies, the EOC is responsible for overseeing and monitoring the functioning of the K-12 system.

In 2009 the EOC adopted the **2020 Vision**. The attainment of this goal was to be reported annually using progress toward three-year achievement benchmarks (i.e. expectations specified for 2011, 2014, 2017 and 2020) for reading proficiency, high school graduation, preparedness for postsecondary success, and number of underperforming schools.

Reading Proficiency:

95% of students scoring on grade level at grades 3 and 8 on state assessments and 95% of students scoring Basic and above on the National Assessment of Educational Progress (NAEP) at grades 4 and 8, eliminating the achievement gaps.

High School Graduation

88.3% of student 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/Unsatisfactory

There will be no school in this category.

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The following chart highlights the state's progress toward the 2020 vision based on NAEP (National Assessment of Educational Progress) assessment results, the on-time graduation rate, and the number of schools with an overall rating of Unsatisfactory. The results of the 2019 administration of NAEP have not been released. The results of the state summative assessments for school year 2018-19 also have not been released. The decline in the graduation rate is likely due to a change in the uniform definition of on-time graduation rate. Students transferring to adult education are no longer removed from the graduation cohort and are expected to earn a diploma in the summer following the spring semester. It is also important to note that the accountability system, by which schools are rated, changed significantly in 2018.

Target	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Vision 2020
NAEP, Reading, grade 4	62	No new data	61	No new data	60	No new data	65	No new data	59	No new data	95
Target: African American	53		44		43		45		40		95
Hispanic	49		57		60		49		51		95
White	74		73		72		78		72		95
Non-Subsidized	77		79		79		83		79		95
Subsidized Meals	49		48		49		53		48		95
With disabilities	34		19		20		21		20		95
Without disabilities	65		67		66		71		65		95
NAEP, Reading, grade 8	69	No new data	72	No new data	73	No new data	71	No new data	71	No new data	95
Target: African American	52		56		58		52		52		95
Hispanic	70		69		70		59		66		95
White	79		82		82		83		82		95
Non-Subsidized	81		83		86		86		84		95
Subsidized Meals	56		61		62		61		61		95
With disabilities	34		30		27		22		23		95
Without disabilities	71		75		78		77		77		95
On-time Graduation	73.7	72.1	73.6	74.9	77.5	80.1	80.3	82.6	84.6	81.0	88.3
Target: African American	69.1	68.0	69.7	71.2	74.5	76.3	76.7	80.3	82.9	76.9	88.3
Hispanic	68.3	62.6	68.5	69.3	74.3	77.1	77.2	79.9	81.1	80.5	88.3
White	77.1	75.5	76.8	78.1	79.8	83.1	82.7	84.1	82.9	83.6	88.3
Non-Subsidized	80.2	78.1	79.4	81.3	84.3	87.4	88.3	96.6	96.2	95.9	88.3
Subsidized Meals	65.2	64.9	67.0	68.3	70.5	72.7	73.7	87.7	85.5	83.2	88.3
With disabilities	42.9	45.1	38.4	40.3	43.1	43.3	49.0	52.1	54.0	52.1	88.3
Without disabilities	77.3	74.7	77.2	79.0	81.6	84.6	84.1	86.4	88.1	85.3	88.3
Preparedness for Postsecondary Success (High school completers enrolled in two or four-year colleges and technical schools)	65.8%	65.9%	66.0%	67.9%	67.4%	68.9%	68.7%	68.6%	69.4%	N/A	
Schools Rated At Risk/Unsatisfactory	83	69	69	61	47	42	--	--	--	110	0

N/A – not available at the time of submission.

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For the first time since 2014, school report cards were published in November of 2018 with schools receiving an overall rating of Excellent, Good, Average, Below Average or Unsatisfactory based on a 100-point scale and on academic performance in school year 2017-18. The results are below:

Ranges of scores necessary to receive overall Ratings by school type

Overall Rating	Elementary Schools	Middle Schools	High Schools
Excellent	61-100	56-100	67-100
Good	53-60	48-55	60-66
Average	42-52	36-47	51-59
Below Average	34-41	29-35	40-50
Unsatisfactory	0-33	0-28	0-39

Number and percentage of schools receiving overall Ratings for school year 2017-18

Overall Rating	Elementary Schools	Middle Schools	High Schools	TOTAL
Excellent	99 (14.9%)	51 (15.6%)	36 (14.8%)	186
Good	136 (20.5%)	63 (19.3%)	53 (21.7%)	252
Average	241 (36.3%)	118 (36.1%)	74 (30.3%)	433
Below Average	122 (18.4%)	59 (18.0%)	46 (18.9%)	227
Unsatisfactory	62 (9.3%)	30 (9.2%)	18 (7.4%)	110
Not rated	4 (.6%)	6 (1.8%)	17 (7.0%)	27
TOTAL	664	327	244	1235

Not included are Primary Schools, Career Centers, and schools with fewer than 20 students.

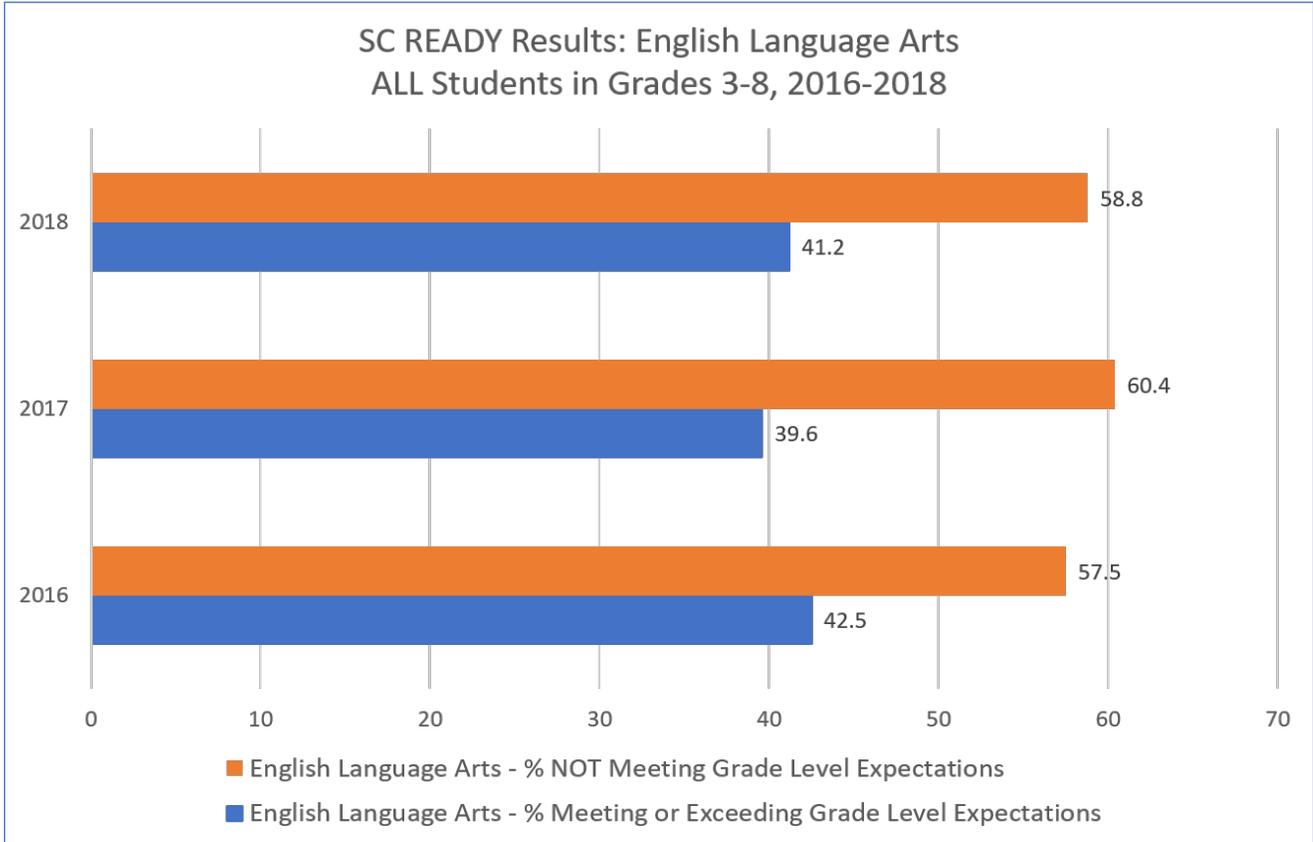
2018 State Assessment Results in grades 3 through 8 – The results were mixed.

- ✓ Across all grades, more students met or exceeded grade-level expectations in mathematics from 2017 to 2018, with the greatest increase occurring at the 5th grade. These students were deemed *prepared or well prepared* for the next grade level. The increased performance across all grade levels was due to more students scoring at the highest achievement level, *Exceeds Expectations*.
- ✓ Similarly, in English Language Arts, at all grade levels except grade 8, there was a greater percentage of students who met or exceeded grade-level expectations. Again, the increase was primarily due to more students scoring at the highest achievement level, *Exceeds Expectations*.
- ✓ Overall, across all grades, 41 percent of students were *prepared or well prepared* for the next grade level in ELA. And, 44 percent were *prepared or well prepared* for the next grade level in mathematics.
- ✓ The percentage of 3rd grade students meeting or exceeding grade-level expectations in English Language Arts increased from 2017 to 2018, from 42.1 percent to 45.1 percent.

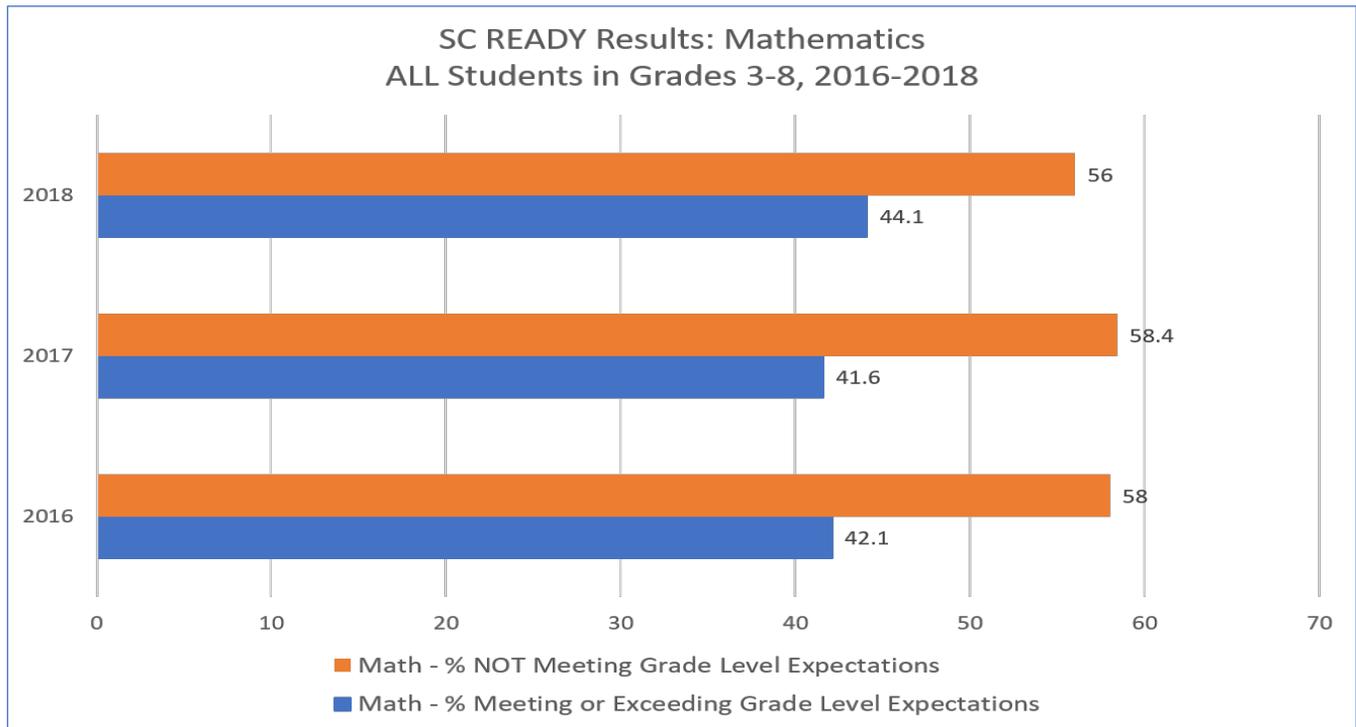
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The concern is the persistently large percentage of students who are not meeting grade level expectations:

- In 2018, 59 percent of students overall needed additional academic support or substantial academic support to be prepared for the next grade level in ELA. In mathematics, 56 percent of students needed additional academic support or substantial academic support to be prepared for the next grade level.
- In both ELA and mathematics, across all grades, approximately 27 percent or one in four students are in need of *substantial academic support*; these are the children most at risk of not graduating college or career ready.
- In science, the 2018 results were unchanged from 2017. Approximately 49 percent of students met or exceeded state standards in science.
- In social studies, across all grade levels approximately 68 percent of students met or exceeded state standards in social studies, which was similar to the 2017 results.



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End-of-Course Assessment Results On the English I End-of-Course exam, the average score increased from 71.4 to 74.4 and the percentage of students scoring a grade of C or better on the exam increased by 6.8% in 2018 from 56.2% to 62.1%.

- The percentage of students scoring a grade of C or higher on the Biology 1 exam declined by over 10 percent in 2018, from 59.4% to 49.2%.
- Algebra 1 and US History and the Constitution scores were relatively unchanged between school year 2016-17 and school year 2017-18.
- Less than half of the students who took the Algebra 1 exam (44%) earned a score of C or higher in 2018.

End-of-Course Test	Mean Score	% Students Scoring:				
		A	B	C	D	F
Algebra 1	68.4	9.1%	14.0%	20.9%	24.0%	32.0%
Biology 1	69.5	16.2%	16.3%	16.7%	18.3%	32.6%
English 1	74.4	18.9%	20.4%	22.8%	18.6%	19.2%
US History and the Constitution	69.9	12.8%	16.0%	21.4%	20.8%	28.9%

College and Career Readiness – ACT results for the graduating class of 2018 were released. South Carolina was one of 10 states who had at least 98 percent participation in 2018. Fewer South Carolina students in 2018 were academically ready for college coursework. In the US the percentage of students meeting at least three out of four of the ACT College Readiness in reading, English, science and mathematics declined from 39% in 2017 to 38% in 2018. In South Carolina, the percentage declined from 25% in 2017 to 22% in 2018.

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South Carolina, Results of The ACT Plus Writing®

	2018 (Nation)	2017 (Nation)	2016 (Nation)
Composite Score	18.3 (20.8)	18.7 (21.0)	18.5 (20.8)
% Students Meeting at Least 3 out of 4 Benchmarks	22% (38%)	25% (39%)	23% (38%)
% Students Not Meeting Any Benchmark	53% (35%)	50% (33%)	51% (34%)

The percentage of 11th graders earning a Work Readiness Certificate of Silver or better on either the ACT WorkKeys or WIN Ready to Work increased from 60.8% in 2016-17 to 63.3% in 2017-18. The following chart documents the percentage of 11th graders over time who earned a Silver or better certificate on either career assessment.

**% Students Earning Silver or Better Certificate
on WIN Ready to Work® or ACT WorkKeys®**

2017-18	2016-17	2015-16	2014-15
63.3%	60.8%	65.1%	62.9%

On the 2018 report cards, high schools received a rating for college or career readiness. Statewide, **70%** of students who graduated were deemed college or career ready as measured by the students' scores on the ACT, SAT or ASVAB, passage rates on Advanced Placement (AP), International Baccalaureate (IB) exams and dual enrollment courses, scoring a Silver or better on a career readiness assessment, completing a work-based learning program, or earning an industry credential.

Kindergarten Readiness Assessment - For the second consecutive year, kindergarten students were assessed in the fall of 2018 to determine if they were “ready” for kindergarten. Across four areas (early literacy, mathematical thinking, physical development and social development), the statewide results show that a readiness gap exists when students enter kindergarten.

- Statewide, **37%** of kindergarten students were “ready to learn,” in 2018 as compared to 36% in 2017.
- About 46% percent of White children were “ready to learn” compared to 27% of African American children and 24% of Hispanic children.

The EOC’s budget recommendations and March 1 report to the General Assembly identified policies and actions to improve the overall K-12 education system. As an agency, the EOC published the website <https://expectmoresc.com/> to engage the public in supporting the improvement of public education while offering parents and families, business leaders and community leaders with tools to help children and support public schools.

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RISK ASSESSMENT AND MITIGATION STRATEGIES

The Lumina Foundation has documented that by the year 2025, 60% of working-aged Americans (ages 25-64) should have a postsecondary degree or industry certificate because two-thirds of all jobs created will require some form of postsecondary education. The 2018 data document 43.7% of the working-age adults in South Carolina have a postsecondary degree or industry credential, ranking South Carolina **36th** in the nation, up from 41st in the prior year.¹ As in other states, our attainment rates across racial and ethnic groups reveal large disparities.

% Working-Aged Adults in South Carolina
With Postsecondary Degree or Industry Credential, by ethnicity

Hispanic	20.5%
African-American	25.8%
White	44.4%
Asian and Pacific Islander	55.3%

If students do not graduate college- and career-ready, then the workforce needs of the state will not be met by South Carolina residents. To help resolve this issue, the state might consider:

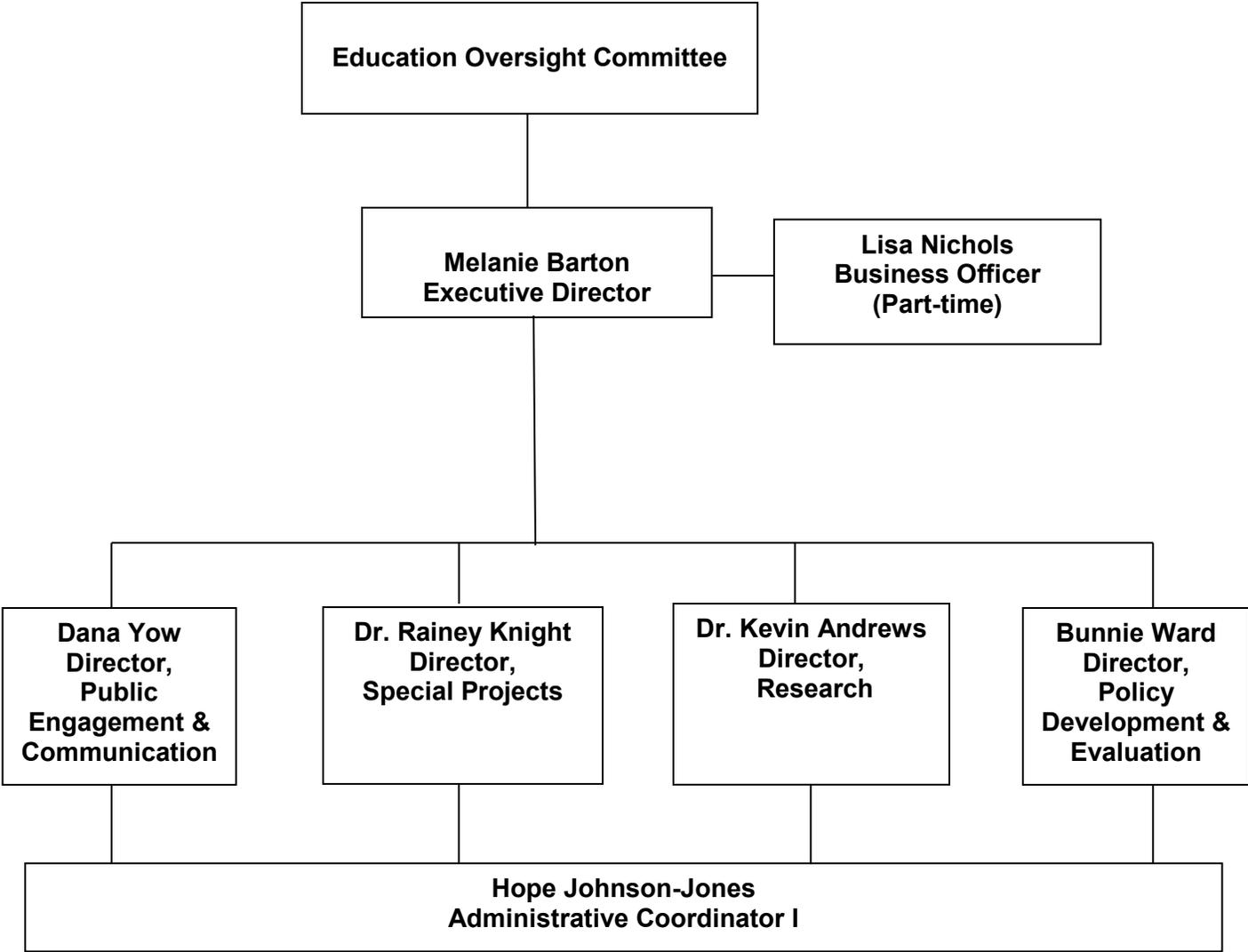
- (1) Strategic planning between early childhood education, K-12 and higher education to align the workforce needs of today and the future. The state might consider an approach employed by other states to create systems of improvement. Tennessee has the **State Collaborative on Reforming Education (SCORE)**. North Carolina has **myFutureNC Commission** whose goal is to have two million North Carolinians with a high-quality postsecondary degree or credential by 2030. The North Carolina General Assembly is also targeting improved early childhood learning from birth through grade 3 in predominantly disadvantaged school districts to close the achievement gap by the end of third grade.²
- (2) Establishing common remediation scores by which all technical colleges would operate to ensure students graduate from high school prepared to succeed in degree or credential programs. The common remediation scores to enter a diploma track would ensure that all students regardless of geographic location would be expected to perform at comparable levels to enter a two-year college without the need for remediation.
- (3) Implementing fiscal policies to incentivize greater educational outcomes. For example, the Texas Commission on Public School Finance recommended in December of 2018 that Texas invest \$800 million annually in college readiness and third-grade reading proficiency. The plan would allocate to districts at least \$1,450 for each student proficient in third-grade reading and \$3,400 if the student was from a low-income family. Districts would receive funding for each high school graduate who enrolled in a postsecondary education without needing remediation, enlisted in the military, or earned a high-demand industry credential. The objective is to reward higher performance, especially for gains made by students who are historically at risk of not achieving. The objective is to improve student achievement and to reduce the achievement gap.

¹ <http://strongernation.luminafoundation.org/report/2019/#nation&n-tsid=byAttainment>

² https://ncleg.net/PED/Reports/documents/Disadvantaged_Schools/DisadvantagedSchools_Report.pdf

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The following organizational chart reflects **all** employees of the EOC for Fiscal Year 2018-19. The EOC also contracts out work with higher education institutions, other state agencies, and K-12 consultants:



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Strategic Planning and Performance Measurement Template

Statewide Enterprise Strategic Objective	Type	Item #			Description	2018-19			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
Education, Training, and Human Development	G	1			Achieve continuous and dramatic improvement in public education							
	S	1.1			Document South Carolina's Progress Toward ESSA Goals							
	M			1.1.1	On-time high school graduation rate.	84.6%	88.3%	81.0%	2017 to 2020	Annual School Report Cards	Percentage of students who began the 9th grade and graduated from high school four years later. Target set in ESSA plan	High school graduation is a critical but not sufficient measure of a child's readiness for college or career. Goal is 88.3% graduation rate of 90% by 2035
	M			1.1.2	Percentage of students who meet or exceed expectations on state assessments that are aligned with college/career readiness standards in English language arts (ELA) in grades 3 through high school.	42.1%	50.0%	44.2%	2017 to 2020	Annual release of state assessment data, generally September following spring administration	Percent of students who scored Meets or Exceeds Expectations on SC Ready in grades 3-8 in ELA or who earned C or higher on the end-of-course assessment in English 1.	Documents improvement in reading/literacy across grade levels
	M			1.1.3	Percentage of students who meet or exceed college/career readiness on state assessments that are aligned with college/career readiness standards in mathematics in grades 3 through high school.	42.0%	50.0%	44.0%	2017 to 2020	Annual release of state assessment data, generally September following spring administration	Percent of students who scored Meets or Exceeds Expectations on SC Ready in grades 3-8 or who earned C or higher on the end-of-course assessment in Algebra 1.	Documents improvement in mathematics achievement across grade levels
	S	1.2			Document South Carolina's Progress on National Assessments							
	M			1.2.1	Percentage 4th grade students scoring Basic and above on NAEP reading	59%	95%	TBD	2017 and 2019 Results	NAEP - Administered every other year. 2019 results not released yet.	% of students who have at least partial mastery of reading	Measures progress as a state toward improving literacy. Goal is 95% by 2020
	M			1.2.2	Percentage 8th grade students scoring Basic and above on NAEP reading	71%	95%	TBD	2017 and 2019 Results	NAEP - Administered every other year. 2019 results not released yet.	% of students who have at least partial mastery of reading	Measures progress as a state toward improving literacy. Goal is 95% by 2020
	M			1.2.3	Percentage of graduating seniors who met college readiness benchmarks on all four subject tests on ACT	15%	18%	14%	Annually released	ACT	% of students who met college readiness benchmarks in reading, English, math and science	Provides information on college readiness of graduates. Student who meet benchmark have 50% chance of earning a B or better and a 75% chance or better of earning a C or better in corresponding college course or courses
	M			1.2.4	Percentage of graduating seniors who met college readiness benchmarks on both Math and ERW (English, reading and Writing) on SAT	45%	48%	44%	Annually released	College Board	% of students who met college readiness in ERW and math	Provides information on college readiness of graduates
	M			1.2.5	Percentage of graduating seniors earning Silver, Gold or Platinum on career readiness assessment	60.8%	TBD	63.3%	Annually released	Worldwide Interactive Network National Career Readiness Certificate	% of students earning Silver or higher certificate	Provides information on college readiness of graduates
Education, Training, and Human Development	G	2			Document Improvement of School Report Card Ratings							
	S	2.1			Increase Number of High-Performing Schools							
	M			2.1.1	Number of schools with an overall rating of Excellent or Good	438	TBD	438	Annually released each fall.	Annual school report cards. 2018 was base year.	Based on multiple metrics and 100-point scale	Provides measure of school performance

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Statewide Enterprise Strategic Objective	Type	Item #			Description	2018-19			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
	M			2.1.2	Number of schools earning Palmetto Gold and Silver Awards	TBD	TBD	TBD	Criteria approved in May 2019 by State Board of Education. No awards made to date.	Annual school report cards	Based on multiple metrics and 100-point scale	Provides measure of school performance
	S		2.2		Reduce Number of Low-Performing Schools							
	M			2.2.1	Number of schools with an overall rating of Unsatisfactory or Below Average	337	TBD	337	Annually released in fall.	Annual school report cards. 2018 was base year.	Based on multiple metrics and 100-point scale	Provides measure of school performance
	M			2.2.2	Number of schools receiving federal or state technical assistance	206 ATSI and 41 CSI schools	TBD	206 ATSI and 41 CSI schools	Updated again in 2020 and thereafter every three years.	Annual school report cards. 2018 was base year.	Based on multiple metrics and 100-point scale	Provides measure of school performance
Government and Citizens	G		3		Inform, Engage and Support Public in Improving Educational Outcomes							
	S		3.1		Develop and Disseminate Resources to Inform and Engage Public							
	M			3.1.1	Number of <i>users</i> of new website www.expectmoresc.com	17,687	TBD	17,687	07/01/18 to 06/30/19.	Analytics. 2018 was base year.	Number of <i>users per year</i>	Measures impact of EOC in engaging public
	M			3.1.2	Number of copies of Student Reading Success Activity Guides distributed to schools, county libraries, and after-school programs	7,500	9,000	2,500	07/01/18 to 06/30/2019	Actual receipts for cost of printing guides	Number of guides printed and mailed	Provides tool to assist families, caregivers, tutors and teachers who work with young children in Kindergarten through Grade 3 to improve reading skills.
	M			3.1.3	Number of individuals (educators, community leaders, parents, etc.,) in attendance at informational and training sessions	2,399	2,879	2,336	07/01/18 to 06/30/2019	Internal Records	Number of individuals attending events where EOC members and staff provided information and resources	Engaging stakeholders in the work of the EOC builds support for continuous improvement
	-				TBD - To be determined							

Italics denote changes from 2017-18 Accountability Report. The target for the graduation rate was a typographical error. The original targets for percentage of students who meet or exceed expectations on state standards were the calculations as submitted by SC Department of Education to US Department of Education in ESSA plan. The revised targets measured only students assessed annually in Algebra 1 and English 1 and not the 12th grade cohort.

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Statewide Enterprise Strategic Objective	Type	Item #			Description	2019-20			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
Education, Training, and Human Development	G	1			Achieve continuous and dramatic improvement in public education							
	S		1.1		Document South Carolina's Progress Toward Every Student Succeeds Act (ESSA) Goals							
	M			1.1.1	On-time high school graduation rate	81.0%			2018-19 school year results	Annual School Report Cards	Percentage of students who began the 9th grade and graduated from high school four years later. Target set in ESSA plan	High school graduation is a critical but not sufficient measure of a child's readiness for college or career. Goal is graduation rate of 90% by 2035
	M			1.1.2	Percentage of students who meet or exceed expectations on state assessments that are aligned with college/career readiness standards in English language arts (ELA) in grades 3 through high school.	44.2%	47%		2018-19 school year results	Annual release of state assessment data, generally September following spring administration	Percent of students who scored Meets or Exceeds Expectations on SC Ready in grades 3-8 in ELA or who earned C or higher on the end-of-course assessment in English 1.	Documents improvement in percentage of students in public schools who are mastering college/career readiness standards in English language arts.
	M			1.1.3	Percentage of students who meet or exceed college/career readiness on state assessments that are aligned with college/career readiness standards in mathematics in grades 3 through high school.	44.0%	47%		2018-19 school year results	Annual release of state assessment data, generally September following spring administration	Percent of students who scored Meets or Exceeds Expectations on SC Ready in grades 3-8 or who earned C or higher on the end-of-course assessment in Algebra 1.	Documents improvement in percentage of students in public schools who are mastering college/career readiness standards in mathematics.
	M			1.1.4	Percentage of high school graduates who graduate college or career ready	69.80%	74.8%		2018-19 school year results	Annual school report cards. College/Career Readiness. 2018 was base year. ESSA goal is 90% by 2035.	This information is provided on the annual school report card and is based on multiple metrics including: SAT and ACT scores, passage rates on Advanced Placement (AP) and International Baccalaureate (IB) courses, passage rates in dual enrollment courses, national industry certifications, career readiness assessment (WIN) in 11th grade, etc. For complete explanation see: Guide to the Report Cards at https://eoc.sc.gov/sites/default/files/Documents/RC%202018%20Info/School%20Report%20Cards%20Guide.11092018.pdf	Documents improvement in college/career readiness of students. State must increase the percentage of working-aged adults who possess a postsecondary degree or industry credential to meet workforce needs.
	S		1.2		Document South Carolina's Progress on National Assessments							

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Strategic Planning and Performance Measurement Template

Statewide Enterprise Strategic Objective	Type	Item #			Description	2019-20			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
	M			1.2.1	Percentage 4th grade student scoring Basic and above on NAEP reading	59%	95%		2017 and 2019 Results	NAEP - Administered every other year. 2019 results not released yet.	% of students who have at least partial mastery of reading	Measures progress as a state toward improving literacy. Goal is 95% by 2020
	M			1.2.2	Percentage 8th grade students scoring Basic and above on NAEP reading	71%	95%		2017 and 2019 Results	NAEP - Administered every other year. 2019 results not released yet.	% of students who have at least partial mastery of reading	Measures progress as a state toward improving literacy. Goal is 95% by 2020
	M			1.2.3	Percentage of graduating seniors who met college readiness benchmarks on four subject tests on ACT	14%	18%		2018-19 school year results	ACT	% of students who met college readiness benchmarks in reading, English, math and science	Provides information on college readiness of graduates. Student who meet benchmark have 50% chance of earning a B or better and a 75% chance or better of earning a C or better in corresponding college course or courses. State needs more students academically prepared for postsecondary education.
	M			1.2.4	Percentage of graduating seniors who met college readiness benchmarks on both Math and ERW (English, Reading & Writing) on SAT	44%	48%		2018-19 school year results	College Board	% of students who met college readiness in ERW and math	Provides information on college readiness of graduates. State needs more students academically prepared for postsecondary education.
	G	2			Document Improvement of School Report Card Ratings and Key Indicators							
	S		2.1		Increase Number of High Performing Schools and Reduce number of low-performing schools							
	M			2.1.1	Number of schools with an overall rating of Excellent or Good	438	460		2018-19 school year results	Annual school report cards issued in fall.	Based on multiple metrics and 100-point scale	Provides measure of overall school performance
	M			2.1.2.	Number of schools with an overall rating of Unsatisfactory	110	88		2018-19 school year results	Annual school report cards issued in fall.	Based on multiple metrics and 100-point scale	Provides measure of overall school performance
Government and Citizens	G	3			Inform, Engage and Support Public in Improving Educational Outcomes							
	S		3.1		Develop and Disseminate Resources to Inform and Engage Public							
	M			3.1.1	Number of users of new website www.expectmoresc.com	17,687	20,000		July 1-June 30	Analytics.	Number of users per year.	Measures impact of EOC in engaging public and in providing material on the website to inform public on ways to engage in and improve local schools.
	M			3.1.2	Number of individuals (educators, community leaders, parents, etc.) in attendance at informational and training sessions	2,336	2,400		July 1-June 30	Internal Records	Number of individuals attending events where EOC members and staff provided information and resources	Engaging stakeholders in the work of the EOC builds support for continuous improvement of public schools.
	S		3.2		Publish Reports and Evaluations as Required by State Law							

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Strategic Planning and Performance Measurement Template

Statewide Enterprise Strategic Objective	Type	Item #			Description	2019-20			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
	M			3.2.1	Percentage of reports completed on-time and distributed to the appropriate customer or stakeholder	100%	100%		July 1 - June 30	Publication of documents on EOC and State House websites.	Number of reports issued compared to statutory requirements	For the Governor and General Assembly to have data to improve functioning of K-12 education, EOC must provide required reports in timely manner.

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Program Template

Purpose	<i>FY 2018-19 Expenditures (Actual)</i>				<i>FY 2019-20 Expenditures (Projected)</i>				Associated Measure(s)
	General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
Affect dramatic, results-based and continuous improvement of SC's educational system by creating a truly collaborative environment of parents, educators, community leaders, and policymakers.				\$ -				\$ -	
Focus on the customer (Governor, 170 members of the General Assembly, educators, students, parents, general public, 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.		\$ 563,895		\$ 563,895		\$ 530,620		\$ 530,620	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 2.1.1, 2.1.2, 3.1.1, 3.1.2, 3.2.1
Information is delivered through surveys, focus groups, constituent contacts with access through electronic and social media, emails, websites, and written copies of key reports.		\$ 958,636		\$ 958,636		\$ 984,636		\$ 984,636	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 2.1.1, 2.1.2, 3.1.1, 3.1.2, 3.2.1
Employees are eligible for state retirement, health and dental insurance, FICA, workers' compensation and liability insurance.		\$ 181,495		\$ 181,495		\$ 185,717		\$ 185,717	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 2.1.1, 2.1.2, 3.1.1, 3.1.2, 3.2.1
				\$ -				\$ -	

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Legal Standards Template

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who your agency must or may serve? (Y/N)	Does the law specify a product or service your agency must or may provide?	<i>If yes, what type of service or product?</i>	<i>If other service or product, please specify what service or product.</i>
1	59-6-10	State	Statute	Establishes membership and terms of Education Oversight Committee, including annual submission to General Assembly on progress of educational achievement	No	Yes	Report our agency must/may provide	
2	59-6-100	State	Statute	Establishes staffing of the EOC	No	No - Does not relate directly to any agency deliverables		
3	59-6-110	State	Statute	Outlines duties of Accountability Division of EOC	Yes	Yes	Report our agency must/may provide	
4	59-6-120	State	Statute	Requires collaboration between Accountability Division and SC Department of Education, State Board of Educations, schools and school districts.	Yes	No - Does not relate directly to any agency deliverables		
5	59-18-100	State	Statute	Requires EOC to establish performance-based accountability system for K-12 education	Yes	Yes	Other service or product our agency must/may provide	Criteria for how schools are rated on annual report cards.
6	59-18-320	State	Statute	Requires EOC to approve state standards and assessments	No	Yes	Other service or product our agency must/may provide	Ensures rigorous standards and high quality assessments adopted to measure student academic performance
7	59-18-325	State	Statute	Requires EOC to develop and recommend single accountability system that meets federal and state requirements	Yes	Yes	Report our agency must/may provide	
8	59-18-350	State	Statute	Requires EOC to conduct review of state standards at least once every 7 years. All new standards require advice and consent of EOC. EOC must convene stakeholder groups of parents, educators, business leaders, etc., to review standards	Yes	Yes	Report our agency must/may provide	
9	59-18-355	State	Statute	EOC must review and approve all new standards	Yes	Yes	Other service or product our agency must/may provide	Ensures rigorous standards adopted that guide instruction and learning
10	59-18-900 (A) and (B)	State	Statute	Requires EOC to develop online state report cards	Yes	Yes	Other service or product our agency must/may provide	Design of annual district and school report cards
11	59-18-900 (H)	State	Statute	Requires EOC to issue annual report on military-connected students and their achievement	Yes	Yes	Report our agency must/may provide	
12	59-18-910	State	Statute	Beginning 2020 EOC to conduct comprehensive cyclical review of accountability system every 5 years and report to General Assembly	Yes	Yes	Report our agency must/may provide	
13	59-18-1700	State	Statute	Requires EOC to administer public awareness campaign	Yes	Yes	Other service or product our agency must/may provide	Ongoing tools and support for engaging public in improving educational outcomes
14	59-18-1940	State	Statute	Requires EOC to collaborate with SC Department of Education to design and pilot district accountability models focused on competency-based education	Yes	Yes	Other service or product our agency must/may provide	Support to SCDE
15	59-18-1950	State	Statute	Requires EOC to collaborate with Revenue and Fiscal Affairs Office to develop, implement and maintain longitudinal data system	Yes	Yes	Other service or product our agency must/may provide	Technical Support to RFA in design of system and reporting features
16	59-28-190	State	Statute	Requires EOC to survey parents annually to determine effectiveness of parent involvement programs	Yes	Yes	Report our agency must/may provide	
17	59-28-200	State	Statute	Requires EOC, in collaboration with SC Department of Education, to develop parent friendly standards whenever new standards are adopted	Yes	Yes	Other service or product our agency must/may provide	Tools developed
18	59-29-210	State	Statute	Requires EOC to disseminate to schools and districts parent friendly standards	Yes	Yes	Other service or product our agency must/may provide	Tools distributed online
19	59-6-20(j)	State	Statute	Requires EOC to evaluate annually the SC Teacher Loan Program	Yes	Yes	Report our agency must/may provide	
20	Section 12-6-3790	State	Statute	Requires EOC to approve schools for participation in the Educational Credit for Exceptional Needs Children Program and to document impact of the program on student achievement	Yes	Yes	Report our agency must/may provide	

21	1.3	State	FY 2019-20 Proviso	Requires EOC to post on website district allocation of per pupil state, federal and local revenues	Yes	Yes	Other service or product our agency must/may provide	Public dissemination of information
22	1.64	State	FY 2019-20 Proviso	Requires EOC to administer SC Community Block Grants for Education Pilot Program	Yes	Yes	Other service or product our agency must/may provide	Administer funds through a competitive grants process and publish evaluation - review the grantee reports and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors; then highlight the accomplishments and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share the lessons learned with the state's public education community.
23	1.69 and 1A.59.	State	FY 2019-20 Proviso	Allocates funds to EOC for SC Community Block Grants for Education Pilot Program	Yes	No - But relates to sources of funding for one or more agency deliverables		
24	1A.4.	State	FY 2018-19 Proviso	Requires EOC to recommend EIA line item increases or decreases to state agencies/special schools for teacher salary increases	Yes	Yes	Other service or product our agency must/may provide	Recommendations to budget-writing committees of House and Senate and to Governor's Office
25	1A.6.	State	FY 2019-20 Proviso	Requires EOC to appoint member to SC Teacher Loan Advisory Committee	No	No - Does not relate directly to any agency deliverables		
26	1A.7.	State	FY 2019-20 Proviso	Governs how EIA funds are allocated to the EOC	No	No - Does not relate directly to any agency deliverables		
27	1A.11.	State	FY 2019-20 Proviso	Allows EOC to collect or retain revenues from fees charged	No	No - Does not relate directly to any agency deliverables		
28	1A.21.	State	FY 2019-20 Proviso	Allows EOC to carry forward funds from one fiscal year to the next	No	No - Does not relate directly to any agency deliverables		
29	1.57 and 1A.29	State	FY 2019-20 Proviso	Requires EOC to evaluate full-day 4K program	Yes	Yes	Report our agency must/may provide	
30	1A.34.	State	FY 2019-20 Proviso	Requires EOC to be fiscal agent for any entity that receives EIA funds and is not a state agency	Yes	Yes	Other service or product our agency must/may provide	Fiscal Agent for EIA funds for Teach for America SC, Reach Out and Read, and Science PLUS
31	1A.37.	State	FY 2019-20 Proviso	Requires EOC to determine how to calculate a dropout recovery rate to be reported on school and district report cards	Yes	Yes	Other service or product our agency must/may provide	Calculation and a published dropout recovery rate
32	1A.41.	State	FY 2019-20 Proviso	Allows EOC to promote public-private partnership to transform assessment of public education	Yes	Yes	Other service or product our agency must/may provide	Promote and fund innovative projects with funds appropriated to the agency
33	1A.46.	State	FY 2019-20 Proviso	Directs \$500,000 in funds appropriated to EOC to SC Autism Society	Yes	Yes	Distribute funding to another entity	EOC is fiscal agent for funds directed to SC Autism Society.
34	1A.48	State	FY 2018-19 Proviso	Directs funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized to be carried forward and expended on EOC-Partnerships - \$5,109,000	Yes	Yes	Other service or product our agency must/may provide	Promote and fund innovative projects with funds appropriated to the agency
35	1A.50.	State	FY 2019-20 Proviso	Directs EOC to issue a report to General Assembly recommending one or more funding systems for charter schools based on student performance.	Yes	Yes	Report our agency must/may provide	Report to be conducted by June 1, 2020.
36	1A.51.	State	FY 2018-19 Proviso	Directs EOC to allocate \$375,000 to low-achieving schools	Yes	Yes	Distribute funding to another entity	EOC is fiscal agent for funds.
37	1A.52.	State	FY 2018-19 Proviso	Directs EOC to allocate \$300,000 to TransformSC	Yes	Yes	Distribute funding to another entity	EOC is fiscal agent for funds directed to TransformSC which is a subsidiary of New Carolina.
38	1A.54.	State	FY 2019-20 Proviso	Requires EOC to provide consultation to CERRA in implementing the Rural Teacher Recruiting Incentive program	Yes	Yes	Other service or product our agency must/may provide	Technical advice to CERRA

39	1A.65.	State	FY 2018-19 Proviso	Directs EOC to allocate \$1,425,000 to Palmetto Digital Literacy Program	Yes	Yes	Distribute funding to another entity	EOC is fiscal agent and evaluator of the Palmetto Digital Literacy Project which is an initiative of Learning.com. Reports published on the program are also available on our website.
40	1A.64.	State	FY 2019-20 Proviso	Directs EOC to allocate funds to low-achieving schools for afterschool programs	Yes	Yes	Distribute funding to another entity	EOC is fiscal agent.
41	1A.70.	State	FY 2018-19 Proviso	Directs EOC to allocate \$225,000 for STEM labs	Yes	Yes	Distribute funding to another entity	EOC is fiscal agent by which funds are allocated to school districts to implement STEM labs.
42	1A.76.	State	FY 2018-19 Proviso	Directs EOC to issue report to K-12 Technology Committee on how districts expended EIA funds for technology	Yes	Yes	Report our agency must/may provide	
43	1A.80.	State	FY 2018-19 Proviso	Directs EOC to expend \$75,000 to pilot a Teacher Academy	Yes	Yes	Distribute funding to another entity	
44	1A.81.	State	FY 2018-19 Proviso	Directs EOC to expend \$187,500 for a kinesthetic learning platform	Yes	Yes	Distribute funding to another entity	
45	1A.82.	State	FY 2018-19 Proviso	Directs EOC to expend \$1,125,000 for videos, online practice tools, tutoring, study guides, etc. in algebra and to evaluate effectiveness	Yes	Yes	Distribute funding to another entity	
46	1A.83.	State	FY 2018-19 Proviso	Directs EOC to expend \$225,000 to online support for parents to improve kindergarten readiness	Yes	Yes	Distribute funding to another entity	
47	1A.85.	State	FY 2018-19 Proviso	Directs EOC to expend \$375,000 to provide early learning and literacy support through Save the Children	Yes	Yes	Distribute funding to another entity	
48	1A.83.	State	FY 2019-20 Proviso	Directs EOC to pilot and evaluate eLearning programs	Yes	Yes	Report our agency must/may provide	
49	1A.92.	State	FY 2018-19 Proviso	Directs EOC to conduct external evaluation initiatives funded by SC Department of Education to support innovation pilot initiatives in schools and school districts	Yes	Yes	Report our agency must/may provide	
50	117.27	State	FY 2019-20 Proviso	Requires representative of EOC to serve on the K-12 Technology Committee which oversees e-Rate program	Yes	No - Does not relate directly to any agency deliverables		
51	1A.69. and 3.6	State	FY 2018-19 Proviso	Directs EOC to allocate \$225,000 in EIA funds and \$350,000 in lottery revenues to districts to support military-connected students	Yes	Yes	Distribute funding to another entity	EOC was the fiscal agent by which funds for school districts and funds for Military Child Education Coalition were allocated.
52	3.5	State	FY 2019-20 Proviso	Directs EOC to allocate \$1.5 million in lottery revenues to after-school pilot program and Clemson Forestry Initiative	Yes	Yes	Distribute funding to another entity	EOC will be the fiscal agent to allocate funds as directed by the General Assembly.

Provisos in bold were also provisos in the 2018-19 General Appropriation Act.

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Customer Template

Service/Product Provided to Customers	Customer Segments	<i>Specify only for the following Segments: (1) Industry: Name; (2) Professional Organization: Name; (3) Public: Demographics.</i>	Divisions or Major Programs	Description
Reports, Data and Policy Recommendations	Legislative Branch		Evaluation	Evaluations prescribed in law
Monthly newsletters, information on accountability, accountability manual, and support for block grants and pilot programs	School Districts		Accountability	Information and support
Support documents, parent-friendly standards information and other tools to help parents support children in public schools as well as expectmoresc.com website which provides tool kits for community and business leaders on how to invest and support public education	General Public	Parents and guardians with school-aged children as well as community and business leaders	Public Awareness	Information

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Partner Template

Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Goal(s)
SC Department of Education	State Government	Share data to implement accountability system and to evaluate programs	Goals 1, 2, and 3
Office of First Steps to School Readiness	State Government	Share data and information to evaluate full-day, state-funded 4K program for at-risk students	Goal 3
State Board of Education	State Government	Collaborate on cyclical review of standards and assessments that are used in accountability system	Goal 1
SC Commission on Higher Education	State Government	Share data to evaluate SC Teacher Loan Program and to set state goals for college readiness	Goal 3
Public Schools	K-12 Education Institute	Receive input on implementing accountability system and provide resources and support to schools and districts	Goals 1, 2 and 3
SC Student Loan Corporation	Private Business Organization	Share data to evaluate SC Teacher Loan Program and to set state goals for college readiness	Goal 3
Department of Revenue	State Government	Assist with reporting on Educational Credit for Exceptional Needs Children (ECENC) Program	Goal 3
Exceptional SC	Non-Governmental Organization	Assist in implementing ECENC Program	Goal 3
Department of Defense State Liaison Office	Federal Government	Share data to produce report on military-connected students	Goal 3
SC Independent Schools Association	Professional Association	Work with EOC to implement ECENC Program	Goal 3
SC Association of Christian Schools	Professional Association	Work with EOC to implement ECENC Program	Goal 3
Department of Commerce	State Government	Assist EOC in defining metrics to measure career-readiness of students and to identify industry credentials	Goal 3
Center for Educator Recruitment, Retention, and Advancement (CERRA)	State Government	Collaborate on initiatives, including Rural Teacher Initiative, to recruit and retain teachers	Goal 3
District Public Information Officers	K-12 Education Institute	Disseminate information to districts and schools through Public Awareness Campaign	Goals 2 and 3
Coordinating Council for Workforce Development	State Government	EOC staff serves on Strategic Partners Group to vet and provide guidance to Council	Goal 3
EEDA Coordinating Council	State Government	Chairman of EOC or designee serves on EEDA Coordinating Council	Goal 3
Independent Schools	Non-Governmental Organization	Assist in implementing ECENC Program	Goal 3
SC Revenue and Fiscal Affairs Office	State Government	Collects and maintains student assessment data for students who received grants from Exceptional SC to protect privacy of information. EOC staff analyzes de-identified data to measure academic achievement of students	Goal 3

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Report and External Review Template

Item	Is this a Report, Review, or both?	Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed	Method to Access the Report or Information from the Review
1	External Review and Report	State Auditor's Report on Applying Agreed-Upon Procedures for Fiscal Year 2017-18	State Auditor	State	Other	February 25, 2019	Reviewed financial activity of the EOC for Fiscal Year 2017-18 regarding cash disbursements; payroll; journal entries and transfers; appropriation act; reporting packages; and minutes.	https://osa.sc.gov/wp-content/uploads/2019/03/A8518.pdf
2	Internal Review and Report	SC Teacher Loan Report	General Assembly	State	Annually	June 10, 2019	Documented applications and recipients of SC Teacher Loan Program in FY 2017-18 and analyzed data related to teacher shortages.	https://www.scstatehouse.gov/reports/EducationOversightComm/2017-18%20Teacher%20Loan%20Program%20Report.pdf
3	Internal Review and Report	SC Parent Survey Report	General Assembly	State	Annually	June 10, 2019	Documented results for 2018 administration of the parent survey, including parental involvement activities.	https://eoc.sc.gov/sites/default/files/Documents/Parent%20Survey%20Reports/Parent%20Survey%20Report.pdf
4	Internal Review and Report	Educational Performance of Military-Connected Students	General Assembly	State	Annually	June 10, 2019	Documented academic achievement of military-connected students in school year 2017-18 and implementation of training events in districts through military Child Education	https://www.scstatehouse.gov/reports/EducationOversightComm/2019%20Annual%20Report%20on%20Educational%20Performance%20of%20Military-Connected%20Students.pdf
5	Internal Review and Report	State-Funded, Full-day 4K	General Assembly	State	Annually	January 15, 2019	Documented program results and growth of students in early literacy skills in Fiscal Year 2017-18; provided initial enrollment and budget estimates for Fiscal Year 2018-19; and provided independent cost analysis for future funding of the program. implementation in 2018-19	https://www.scstatehouse.gov/reports/EducationOversightComm/STATE-FUNDED%20FULL%20DAY%204K%20PROGRAM%20REPORT.pdf
6	Internal Review and Report	Accountability Report	General Assembly	State	Annually	February 28, 2019	Documented functioning of SC's public education system	https://www.scstatehouse.gov/reports/EducationOversightComm/EOC_2019_AnnualReport.03012019.pdf
7	Internal Review and Report	EIA Budget and Proviso Recommendations	General Assembly	State	Annually	December 10, 2018	Recommended EIA budget and proviso for FY2019-20	https://www.eoc.sc.gov/sites/default/files/Documents/EIA%202018/EOC%20Budget%20and%20Proviso%20Recommendations%20for%20FY2019-20.pdf
8	Internal Review and Report	K-12 Technology Initiative Report	K-12 Technology Committee	State	Annually	June 10, 2019	Documented district expenditures of FY2018-19 EIA funds for technology infrastructure and 1:1 capacities.	https://eoc.sc.gov/sites/default/files/Documents/Technology/K-12%20School%20Technology%20Report%202019.pdf
9	Internal Review and Report	SC Community Block Grants for Education Pilot Program Evaluation	General Assembly	State	Annually	October 8, 2018	Documented how districts receiving grants spent the funds and documents student outcomes of the grants	https://www.eoc.sc.gov/sites/default/files/Documents/2018%20Community%20Block%20Grants/10.03.18%20FINAL%20Community%20Block%20Grant%20Evaluation%20Report%20for%202016-17%20Cohort.pdf
10	Internal Review and Report	Educational Credit for Exceptional Needs Children (ECENC) Program	General Assembly	State	Annually	June 10, 2019	Documented program's impact on students who received a grant in 2017-18 and attended private schools eligible to participate in the program.	https://www.scstatehouse.gov/reports/EducationOversightComm/ECENC%20Annual%20Report,%202019.pdf
11	Internal Review and Report	eLearning Program for School Make-Up Days	House Ways and Means and Senate Finance Committees	State	Annually	May 7, 2019	Documented implementation of eLearning pilot program for school make-up days in five districts in school year 2018-19.	https://eoc.sc.gov/sites/default/files/Documents/Technology/eLearning%20Final%20Report%20May%207%202019.pdf
12	External Review and Report	Algebra Nation	General Assembly	State	Other	February 11, 2019	Documented implementation and impact of Algebra Nation on student achievement.	https://eoc.sc.gov/sites/default/files/Documents/Algebra%20Nation/Algebra_Nation_Evaluation_Report.pdf