

**Accountability Report Transmittal Form**

**Agency Name:** SC Department of Education

**Date of Submission:** September 15, 2006

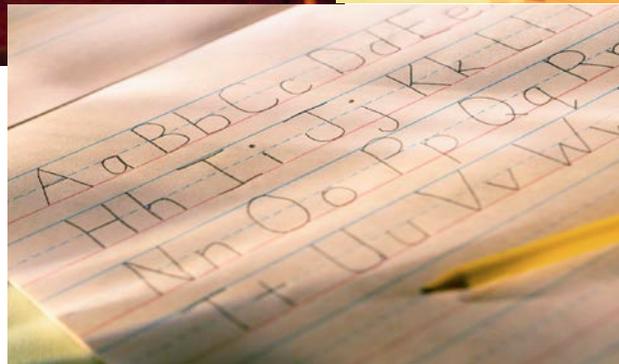
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# South Carolina Department of Education Annual Accountability Report Fiscal Year 2005–06

The South Carolina Department of Education’s annual accountability report for FY 2005–06 presents the performance of the Department and a concurrent review of the state’s public education system, which relies on the agency for leadership and support. This accountability report addresses both agency and system: the South Carolina Department of Education in terms of its mission-driven, values-centered strategic focus and the public education system in terms of data that demonstrate how the state’s schools are responding to our leadership.



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## Section I: Executive Summary

*The public school is the greatest discovery made by man.*

—Horace Mann

### MISSION AND VALUES

The mission of the South Carolina Department of Education (SDE) is to provide leadership and services to ensure a system of public education through which all students will become educated, responsible, and contributing citizens.

The SDE defines values as attitudes about the worth or importance of people, concepts, or things and recognizes that they influence our attitudes, priorities, and behavior. An organization's values reflect the collective attitudes and values of all its members. Thus, for an agency with the societal responsibilities that the SDE bears, values become critically important. Our strategic planning process has led us to seven core human values, believing that their embrace by all of our employees will strengthen our ability to fulfill our educational mission:

- **Respect.** Treat all people with dignity and respect in all circumstances.
- **Trust.** Be trustworthy, believable, credible, and truthful in character and competence.
- **Honesty.** Be truthful in words and deeds.
- **Integrity.** Be consistent and do what is right all the time.
- **Responsibility.** Willingly accept the obligations and duties for both success and failure.
- **Accountability.** Be answerable for what was done with what was given and the results that were achieved.
- **Service.** Put success and service to students before personal success and self-service.

### MAJOR ACHIEVEMENTS FROM THE PAST YEAR

There is continuing and convincing evidence that South Carolina's public schools are moving in the right direction and that the Education Accountability Act has been an important catalyst for the improvements that have been made. The state's strong, significant, and steady progress in strengthening its education system and raising student achievement won national accolades again in FY 2005–06:

- The math scores of South Carolina's students exceeded the national average on National Assessment of Educational Progress (NAEP) tests, which are required by the federal No Child Left Behind Act. The state's reading scores were slightly below the national average, while science scores rose dramatically. The United States Department of Education announced that the Palmetto State's fourth graders had the best science gains in the nation, while eighth graders had the third-best gains. Three independent research studies (Educational Testing Service, Council of Chief State School Officers and Education Trust) have recognized South Carolina as a leader in improvement on NAEP examinations.
- The summer 2006 issue of the national research journal *Education Next* ranked South Carolina as one of the top three states in the nation for the rigor of its academic standards. South Carolina received an A in every category used to rank state standards. To date, a total of seven

independent research studies have found that South Carolina's academic standards are among the nation's most rigorous.

- PACT (Palmetto Achievement Challenge Tests) spring 2006 test results showed gains in English language arts (ELA) in grades four, five, six, and seven. Mathematics scores in grade three also showed significant gains.
- *Quality Counts 2006*, the annual report card on the state of school reform published by *Education Week* magazine, ranked South Carolina second in the nation for its progress in improving teacher quality and third in the nation for raising standards and improving accountability.
- South Carolina's student testing program became the first in the nation to win federal approval under the No Child Left Behind Act.
- Standard & Poor's identified South Carolina as one of fourteen states that are consistent "outperformers" on federal standardized tests. Standard & Poor's identified those fourteen states in the hope that they could serve as benchmarks for states with lower performance and similar demographics.
- Average scores of South Carolina high school seniors on the ACT college entrance exam improved for the second straight year while the number of test-takers grew. The national average did not change. Although the SAT is the most-taken college entrance exam in South Carolina, the ACT's popularity is rising. Participation has increased 53 percent over the past five years, and one in every three of the state's high school seniors now takes this national test. ACT officials say that when a state dramatically increases the number of its students who take the test, scores usually decrease. But scores have continued to rise in South Carolina.
- A new study by the National Institute for Early Education Research (NIEER), at Rutgers University, found that South Carolina's state-funded preK programs for four-year-olds "produce significant, meaningful improvements in children's early language and literacy skills development" before they begin kindergarten at age five. Vocabulary gains for children enrolled in 4K programs were 42 percent higher than children who were not enrolled; gains in understanding print concepts (recognition of letters, sounds that letters represent, etc.) were 102 percent higher.
- More than 300 South Carolina schools received Palmetto Gold or Silver Awards for outstanding educational improvement under the state accountability system: 185 schools received the Palmetto Gold Award, and 125 received the Palmetto Silver Award.
- In the 2005–06 school year, more than 52,000 classroom teachers, library media specialists, guidance counselors, and speech-language therapists were evaluated under the state's ADEPT (Assisting, Developing, and Evaluating Professional Teaching) system. Ninety-five percent of them met the ADEPT standards.
- South Carolina high school seniors in the class of 2006 won nearly \$610 million in college scholarships. This amount is a \$55 million increase over the previous year's total.
- South Carolina has 4,444 National Board–certified teachers, ranking the state number three in the nation.

- PACT (Palmetto Achievement Challenge Tests) spring 2005 scores showed significant improvements in English language arts for grades three and eight. Grades three, eight, and five made improvements in mathematics. Scores on also increased significantly in science in grades three and four and in social studies in grades three, four, and eight.
- The SDE was awarded a \$5.8 million grant (the largest of fourteen) by the United States Department of Education to design, develop, and implement a statewide longitudinal data system to enable South Carolina to integrate the data that currently rest in multiple systems, to expand the data that can collected and utilized, and to meet federal and state reporting requirements. The data system will also facilitate research that seeks to improve student learning and close achievement gaps and will promote linkages across the state.
- In June 2006, a redesigned Web site, with new information and an improved format, was launched. The site is also more efficient and comprehensive.

## **KEY STRATEGIC GOALS FOR THE PRESENT AND FUTURE YEARS**

**Vision:** Our shared vision is for a system of public education through which all students will become educated, responsible, and contributing citizens.

### **Strategic aims:**

1. High Student Achievement
2. Educator Quality
3. Early Childhood Education
4. Parental and Community Partnerships
5. Safe and Healthy Schools
6. Education Leadership

### **Strategic goals:**

1. High Student Achievement
  - 1.1. Students are held to rigorous and relevant academic standards.
  - 1.2. Students demonstrate essential knowledge and skills as described in the curriculum standards.
  - 1.3. Students graduate from high school ready for college or a career.
  - 1.4. Students use technology to reach higher levels of learning.
  - 1.5. The state educational system components are accountable and aligned so that all students reach a high level of academic achievement.
2. Educator Quality
  - 2.1. Educator recruitment and retention programs are successful.
  - 2.2. Educator preparation programs produce competent teachers.
  - 2.3. Educator are highly qualified, competent, ethical, and caring.
  - 2.4. Educator professional development programs are effective.
3. Early Childhood Education
  - 3.1. Children enter the first grade ready to learn and succeed.
  - 3.2. Children have access to quality early childhood programs.
  - 3.3. Children and their families have access to quality family literacy programs.

4. Parental and Community Partnerships
  - 4.1. Parents are active partners in their child’s learning.
  - 4.2. Communities are active partners in student learning.
  - 4.3. Businesses are active partners in student learning.
5. Safe and Healthy Schools
  - 5.1. Schools are safe, healthy places with environments that are conducive to learning.
  - 5.2. School facilities are safe, functional, and adequate.
  - 5.3. The public school transportation system is safe and efficient.
  - 5.4. Schools form community and state alliances that promote the health, safety, and well-being of students.
6. Education Leadership
  - 6.1. School leaders are highly qualified, caring, and supportive.
  - 6.2. State education leadership is aligned.
  - 6.3. Education leadership is accountable.
  - 6.4. Professional development programs support education leaders.

## **OPPORTUNITIES AND BARRIERS**

We have identified the following conditions that present opportunities and obstacles with regard to the accomplishment of the SDE mission.

### **Opportunities**

- The General Assembly took an important step by funding full-day kindergarten for at-risk four-year-olds in the school districts that were plaintiffs in the “equity lawsuit.” Research studies have proved the educational value of prekindergarten for economically disadvantaged children, and South Carolina’s prekindergarten programs in particular have drawn national recognition for their excellence. The state should move quickly to expand its 4K programs so that all at-risk four-year-olds can be served, not just those in the plaintiff school districts.
- In our efforts to implement the Education and Economic Development Act, we have made an excellent start on the urgent work of redesigning high schools to encourage all students to graduate and to pursue postsecondary education. After an exhaustive study of South Carolina’s high schools, the High School Redesign Commission, cochaired by State Superintendent Tenenbaum and Carolina First Bank President Mack Whittle, recommended a number of additional measures to help the state achieve these goals.
- The General Assembly again fully funded the base student cost, guaranteeing a stable financial foundation for the school districts.
- The Education Accountability Act and the federal No Child Left Behind Act continue to support the SDE’s efforts to set high goals for student achievement and teacher quality, to provide a climate for continuous improvement, and to target resources to schools most in need of improvement.

## **Barriers**

- South Carolina's poorest districts lack the resources to hire and retain qualified teachers and to offer programs to help disadvantaged children. We continue to need a more equitable system of distributing K–12 funds.
- South Carolina's aging school bus fleet and a lack of logistical support for the education transportation system (fuel, parts and maintenance, bus drivers' and mechanics' salaries) hamper schools' ability to provide needed before- and after-school transportation to students. Maintenance difficulties resulting from the age of the fleet continue to reduce instructional time for thousands of South Carolina students, who arrive late to school on many days. There were positive signs during FY 2005–06, however. The General Assembly appropriated funds to buy more than 600 new school buses for the upcoming school year, South Carolina's first significant bus purchase in ten years. Additional funds were budgeted to help cover the skyrocketing costs of diesel fuel and bus parts.
- A shortage of classroom teachers in critical subject areas, coupled with a looming shortage of school administrators, will pose significant challenges in many areas of the state, particularly the low-income areas.
- The recently approved 4K pilot program is a step in the right direction, but without additional funding, thousands of disadvantaged children will not benefit from high-quality programs that enable preschool children to enter school ready for educational success.
- Additional data collection and analysis required by the No Child Left Behind Act have the potential to overwhelm not only the current systems in the school districts but also the SDE's ability to do research, to develop data for the Education Accountability Act and federal report cards, and to provide proper monitoring of school and district performance.
- The SDE's inability to pay competitive salaries in order to attract and retain high-quality employees continues to have a negative effect on the morale of its current staff members and impacts the agency's capacity to carry out its mission.
- Poverty, a pervasive fact of life in South Carolina, affects student achievement. In one sixth South Carolina schools, 90 percent or more of the student population lives in extreme poverty. In over half of the state's schools, at least 70 percent of the student population is living in poverty. Only 6 percent the state's schools have less than one-third of their students living in poverty.

## **HOW THE ACCOUNTABILITY REPORT IS USED TO IMPROVE ORGANIZATIONAL PERFORMANCE**

We use the accountability report for multiple purposes. First, the report is an effective tool for managing the organization. Second, the report serves as an after-action review for the most recently completed fiscal year. The Baldrige criteria serve as the framework for the analysis of current action plans, for the modification of existing strategies and action plans, the development of new strategies and action plans, and the assessment of strategic results. Finally, the report is used to identify opportunities for improvement.

## Section II: Organizational Profile

- **ORGANIZATION’S MAIN PRODUCTS AND SERVICES AND THE PRIMARY METHODS BY WHICH THESE ARE DELIVERED**

The system’s end product is an educated, responsible, and contributing citizenry. Our core business is education—bringing students, teachers, and information together to instill knowledge and to encourage the proper application of that knowledge. The SDE’s products are leadership and services delivered to school districts and their staff members who assist in the development of teaching and learning programs.

The SDE’s products and services are both internal and external, however. Services within the agency include human resource services, finance and accounting services, research and statistical reports, policy planning, auditing services, information technology services, legal counsel services, and government relations. Within the public education system, the SDE provides the following services: curriculum and assessment, district and community, professional development, school quality resources, educator guidance and resources, school leadership, grant support, food services, facility planning, transportation, and technology services. The agency’s primary delivery methods are based on the needs of its customers. In some cases, state law or other mandates determine the delivery method. Our delivery methods include revising and developing standards, and guidelines; providing resources and materials; providing training and technical assistance; funding programs and initiatives; evaluating programs and staff; developing and administering assessments; collaborating with partners and stakeholders; providing timely and accurate information; responding to customer inquiries; promoting and recognizing educational achievements; and monitoring and recommending changes to policies, laws, and regulations.

- **KEY CUSTOMER SEGMENTS AND STAKEHOLDERS AND THEIR KEY REQUIREMENTS/EXPECTATIONS**

*Baldrige Education Criteria for Performance Excellence* focuses on students and stakeholders, who are the key beneficiaries of educational programs and offerings. As all businesses must do, education organizations must respond to a variety of requirements and expectations—all of which should be incorporated under customer focus. This approach distinguishes between students and stakeholders for purposes of clarity and emphasis. Stakeholders include parents, employers, schools, and communities. Therefore, the primary and most important customers of the public school system and the SDE are the students.

The product/service linkage is the state’s public school system and the SDE’s leadership and services, which are focused on learning-centered education to ensure student achievement. However, in truth, SDE customers and stakeholders are diverse and many. They are categorized as internal and external and are identified as part of our strategic planning process. The internal customers/stakeholders include the State Superintendent of Education; the State Board of Education; and the SDE’s administrative, professional, clerical, and trades staff. External customers/stakeholders include educators, administrators, school districts, other professional staff, and support staff in schools; parents, the business community, and the general public; state government personnel and the General Assembly; professional organizations and special interest

groups; the news media; and state universities, public colleges, private colleges, and technical colleges. More information on key customers is provided below, in Section III, Category 3—Customer Focus.

- **KEY SUPPLIERS AND PARTNERS**

Suppliers of the state system and the SDE are also diverse and many. Parents and families supply students; higher education supplies teachers and training for teachers; bus manufacturers supply buses; textbook publishers supply textbooks and instructional materials; testing companies supply and score assessment instruments. As are our customers, our internal and external suppliers are identified in our strategic planning process. The internal suppliers include the State Superintendent of Education, the State Board of Education, and the SDE staff. External suppliers include not only those mentioned above but also state government personnel and the General Assembly; teachers, administrators, school districts, and other professional staff; and state universities, public colleges, private colleges, and technical schools.

- **OPERATING LOCATIONS**

The entire South Carolina public school system consists of more than 90,000 employees located in 1,186 schools within 85 school districts and in related operating units throughout the state. The SDE’s primary operations are conducted in the Rutledge Building in Columbia, in the schools, and in the district offices. School bus maintenance operations are conducted in shops and maintenance facilities strategically located to serve all public schools throughout the state.

- **NUMBER OF EMPLOYEES**

The SDE has 457 staff members. An additional 423 staff work in 47 school bus maintenance shops or rebuild facilities located throughout the state. The following table provides both a current and a historical summary of full-time equivalency (FTE) authorization for the SDE:

YEAR	AGENCY STATE FTE	AGENCY EIA FTE	AGENCY FED/OTHER FTE	AGENCY TOTAL FTE	OTHER ENTITY STATE FTE	OTHER ENTITY FED/OTHER FTE	OTHER ENTITY TOTAL FTE	TOTAL STATE FTE	TOTAL EIA FTE	TOTAL FED/OTHER FTE	TOTAL FTE
1991	886	81	198	1,165	23	1	24	909	81	199	1,189
1992	821	71	196	1,088	24	1	25	845	71	197	1,113
1993	819	71	191	1,081	24	1	25	843	71	192	1,106
1994	775	72	201	1,048	24	1	25	799	72	202	1,073
1995	775	72	201	1,048	25	1	26	800	71	202	1,074
1996	775	72	201	1,048	25	1	26	800	72	202	1,074
1997	750	58	162	970	25	1	26	775	58	163	996
1998	732	57	141	930	39	1	40	771	57	142	970
1999	731	54	130	915	85	1	86	816	54	131	1,001
2000	743	55	124	922	100	3	103	843	55	127	1,025
2001	768	64	138	970	108	13	121	876	64	151	1,091
2002	772	77	147	996	108	13	121	880	77	160	1,117
2003	772	77	147	996	108	17	125	880	77	164	1,121
2004	763	77	159	999	108	21	129	871	77	181	1,129
2005	751	77	171	999	108	21	129	859	77	193	1,129
2006	714	125	139	978	117	4	120	831	125	142	1,098
Change 1991–2006	-172	44	-59	-187	94	3	96	-78	-44	-57	-91

Note: The “Other Entity” designation includes the Governor’s School for Science and Mathematics, the Governor’s School for the Arts and Humanities, and First Steps.

The following table illustrates employees, segmented by category:

<b>Employee Category</b>	<b>SDE</b>	<b>Governor’s School for the Arts and Humanities</b>	<b>Governor’s School for Science and Mathematics</b>	<b>First Steps</b>
Classified	869	39	10	21
Unclassified	0	35	21	0
Temporary grant	32	0	1	10
Temporary classified	84	32	3	3
Temporary unclassified	0	57	3	0

The following table shows FY 2005–06 FTE authorization, excluding “Other Entity” FTE authorization, by bus shop and non-bus shop operating units:

<b>Bus Shop FTEs</b>	<b>Non-Bus Shop FTEs</b>	<b>Total FTEs</b>
454	524	978

The following table shows FY 2005–06 total agency employees, excluding “Other Entity” employees, by transportation system support and non-transportation system support:

<b>Transportation System Support Employees</b>	<b>Non-Transportation System Support Employees</b>	<b>Total Employees</b>
423	457	880

- **REGULATORY ENVIRONMENT**

The SDE operates within the state government system and must maintain fiscal, legal, and regulatory accountability. The United States Department of Education issue requirements and provide guidance that the SDE must also follow. In addition, the SDE is accountable to the customers of the education system and, ultimately, to the citizens of South Carolina.

- **KEY STRATEGIC CHALLENGES**

The regulatory environment under which the SDE operates is continually changing. The strategic plan aims to meet all state and federal requirements and is updated when necessary to reflect new requirements. However, many districts lack the necessary resources to hire and retain qualified teachers. The school bus fleet is aging, and therefore maintenance costs are high; the need to hire and to retain maintenance staff also presents difficulties. The data collection and analysis requirements of the No Child Left Behind Act are beginning to become overwhelming.

- **PERFORMANCE IMPROVEMENT SYSTEM**

Our strategic plan, which contains multiple measures of agency performance, establishes our system for improvements in this regard. The SDE utilizes both internal and external performance assessments. Key strategic performance evaluations are conducted to determine if the agency is making steady progress toward the accomplishment of its vision. Senior leadership regularly reviews performance data from various sources. Internally, the leadership team uses organizational performance review findings and employee feedback to evaluate the agency’s performance. In addition, the EPMS (Employee Performance Management System) and employee surveys serve as effective tools for assessing the individual employee and the organization as a whole.

- **EXPENDITURES AND APPROPRIATIONS**

The following tables provide expenditures and appropriations for the years listed for the SDE, the Governor’s School for Science and Mathematics, the Governor’s School for the Arts and Humanities, and First Steps.

**Base Budget Expenditures and Appropriations**

(Note: Nonrecurring expenditures are reflected in major budget categories.)

Major Budget Categories	2004–05 Actual Expenditures		2005–06 Actual Expenditures		2006–07 State Appropriation Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$41,601,198	\$25,661,047	\$47,983,182	\$32,054,041	\$50,133,105	\$32,280,833
Other Operating	\$88,812,755	\$61,372,560	\$105,174,833	\$75,729,201	\$93,210,574	\$59,814,171
Special Items	\$24,316,459	\$58,137,181	\$248,236,369	\$23,704,894	\$179,013,451	\$44,457,566
Permanent Improvements	\$292,300	\$149,982	\$1,454,746	\$86,834	\$0	\$0
Case Services	\$0	\$0	\$0	\$0	\$0	\$0
Distributions to Subdivisions	\$2,841,054,383	\$1,675,389,338	\$3,051,459,821	\$1,904,853,159	\$3,153,784,864	\$1,987,549,673
Fringe Benefits	\$19,028,653	\$14,383,121	\$13,443,384	\$9,194,444	\$12,933,066	\$9,147,006
Nonrecurring	\$0	\$0	\$0	\$0	\$139,378,209	\$0
<b>TOTAL</b>	<b>\$3,205,105,748</b>	<b>\$1,835,093,229</b>	<b>\$3,467,752,335</b>	<b>\$2,045,622,573</b>	<b>\$3,610,453,269</b>	<b>\$2,133,249,249</b>

**Other Expenditures**

(The below expenditures are reflected in the above totals.)

Sources of Funds	2004–05 Actual Expenditures	2005–06 Actual Expenditures
Supplemental Bills	\$0	\$0
Capital Reserve Funds	\$0	\$0
Bonds	\$0	\$0

**Interim Budget Reductions**

Total 2004–05 Interim Budget Reduction	Total 2005–06 Interim Budget Reduction
\$0	\$0

- **MAJOR PROGRAM AREAS CHART**

See Excel workbook *SDE Charts*, worksheet “Major Program Areas Chart.”

- **ORGANIZATIONAL STRUCTURE**

The SDE is led by the State Superintendent of Education, who is a constitutional officer of the state. The State Superintendent also serves as secretary to the State Board of Education. Five deputy superintendents and twenty-three directors administratively carry out the mission of the agency. The chart in the appendix graphically displays the organizational structure of the agency.

## Section III: Elements of Malcolm Baldrige Award Criteria

### CATEGORY 1: LEADERSHIP

1.1a How do senior leaders set, deploy, and ensure two-way communication for short and long term direction and organizational priorities?

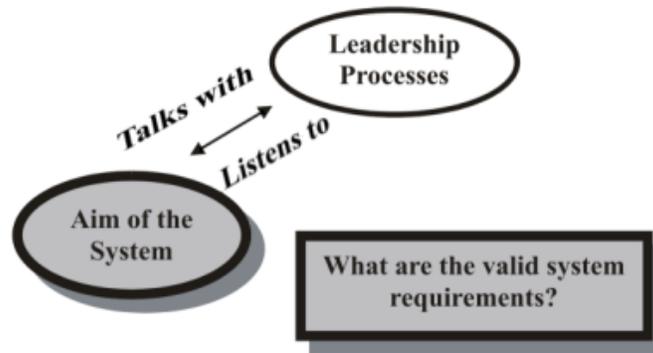
The SDE senior leadership team consists of the State Superintendent of Education and five deputy superintendents, who lead the agency's divisions: Curriculum Services and Assessment, District and Community Services, Educator Quality and Leadership, Finance and Operations, and School Enterprise Operations. The leadership team sets, deploys, and communicates short- and long-term direction and organizational priorities based on the SDE's strategic plan. The senior leadership team is actively involved in guiding the organization by setting, deploying, and communicating strategic aims, strategic performance goals, and short- and long-term objectives and by monitoring operational action plans. Our middle management leadership team consists of the office directors in the divisions. Directors work with deputy superintendents to effectively communicate, implement, and reinforce the senior leadership's strategic direction and to formulate operational objectives and action plans, policies, and practices to ensure high expectations clear direction, and accomplishment of objectives. SDE's strategic goals for education leadership are to ensure that leadership is aligned and accountable. The Aligned Management System provides the SDE leadership's operating framework.

SDE senior leadership works with the executive and legislative branches of state government to convey a bipartisan spirit to improve the education system. We actively communicate the needs of our students, schools, and districts to the General Assembly. We work with specific districts for common alignment of strategic aims and goals. In addition, we continually interact with school district administrators and teachers, providing two-way communications for improvement. Examples include monthly superintendent and instructional leader roundtable meetings. The SDE's strong relationship with school and district administrators, teachers, parents, public and private businesses, our elected officials, and the general public have contributed to the continuous improvement of the public education system.

1.1b How do senior leaders set, deploy, and ensure two-way communication for performance expectations?

Performance expectations are set, deployed, and communicated as part of the SDE's strategic planning process. The SDE's strategic aims, strategic performance goals, and short- and long-term objectives form the basis of performance expectations. These expectations are communicated by the senior leadership team to SDE staff and stakeholder and customer groups through a variety of methods. The primary method is our published strategic plan, which is available on the SDE Web site, and constant communication internally and externally. Internally, our middle management leadership team provides continuing focus on performance expectations, assessment against those expectations, and appropriate feedback to SDE staff. Externally, constant dialogue is maintained through various public forums and frequent meetings.

## Aligned Management System



1.1c How do senior leaders set, deploy, and ensure two-way communication for organizational values?

The leadership team is responsible for communicating and modeling our organizational values, which form the basis for standards of ethical behavior. Our values and standards of ethical behavior are consistently articulated both inside and outside the organization. These values provide the underlying foundation for our culture of continuous improvement and high performance. Our personal values include respect, trust, service, integrity, honesty, accountability, and responsibility. Our organizational values include leadership, customer focus, results orientation, responsibility and citizenship, partnership development, management by fact, long-range outlook, designing in quality, fast response, employee participation, continuous improvement, teamwork, open communication, and recognition.

1.1d How do senior leaders set, deploy and ensure two-way communication for empowerment and innovation?

Our employees are empowered and innovation is fostered through the leadership climate. SDE leadership establishes key goals and objectives and provides guidance. Within this framework, our employees are permitted to determine the methods by which goals and objectives are accomplished. Employees are challenged to seek out innovative methods and solutions to the challenges faced by the education system and the SDE. Employees are given appropriate freedom to act, and leadership avoids the temptation to micromanage. SDE leadership accepts the fact that if employee growth and learning are to occur, mistakes will be made.

1.1e How do senior leaders set, deploy and ensure two-way communication for organizational and employee learning?

As mentioned above, organizational and individual learning is promoted for all employees through extensive internal and external learning opportunities. Our Office of School Leadership facilitates internal and external training opportunities for all employees. In addition, all employees are encouraged not only to participate in internal training that enhances personal, organizational, and professional development but also to attend conferences and job-related workshops. For example, all deputy superintendents and directors participated in organizational and personal training with the Center for Creative Leadership that involved team evaluation and 360-degree evaluation by superiors, peers, and subordinates. In addition, all employees were provided a two-day training session on the Baldrige Quality Criteria and the Aligned Management System, conducted by the Andrews Group. In addition, employees are surveyed and asked to identify their training needs.

1.1f How do senior leaders set, deploy, and ensure two-way communication for ethical behavior?

The SDE promotes ethical behavior by keeping its staff informed of the agency’s expectations and standards, conducting briefings on legal and ethical issues, providing EPMS counseling as well as counseling to employees who have breached ethical standards.

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

Leadership establishes and promotes a focus on customers through constant contact with key customers/stakeholders. Senior leaders meet with customers/stakeholders on a regular basis to determine progress and needs. The State Superintendent and senior staff meets regularly with district superintendents and the leadership teams from the seven school districts participating in the Baldrige collaborative effort. Promotion of customer focus is inherent in the implementation of our mission to “provide leadership and services.” The focus is concentrated on providing service rather than monitoring. An example of customer focus is the fact that the SDE maintains an ombudsman and a toll-free number (1-800-763-KIDS) to assist the public.

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

Through a systematic and logical analysis, the SDE addresses the current and potential impact, including associated risks that its products, programs, services, facilities, and operations have on the public. Senior leadership—as part of the course of action development and the recommendation process—assesses all current and potential strategic actions. Risk assessments are performed as part of this process. For example, the SDE conducted public hearings before recommending a uniform school start date as directed by the South Carolina General Assembly. In addition, the Office of Internal Auditing performs risk-based audits.

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

The SDE maintains fiscal, legal, and regulatory accountability through various proactive oversight activities. The Offices of General Council, Internal Auditing, and Finance provide strategic-level oversight coupled with operational oversight and monitoring conducted by the responsible offices. Results are reported to the leadership team. The SDE’s provisos are routinely monitored and reviewed to ensure that requirements are followed and reports submitted on a timely basis. The Office of Policy and Planning (OPP) ensures compliance with state and federal laws as well as with agency policies and procedures. The OPP also provides information, analyses, and financial recommendations to the ensure efficient and effective use of education resources.

1.5 What key performance measures are regularly reviewed by your senior leaders?

The following are the key strategic performance measures used by the SDE to determine if we are making progress toward our vision and the accomplishment of our mission:

- student performance and academic progress as measured by multiple tests;
- school readiness data;
- high school graduation rates and statistics regarding postgraduation education and employment;
- enrollment numbers and completion rates of adult education and general education diploma programs;

- teacher quality statistics (test scores, evaluation results, waivers, the number of National Board–certified teachers, accreditation ratings);
- district and school report card results;
- infrastructure measures (school facilities, transportation, textbooks, food service);
- levels and percentages of parent, family, volunteer, community, and business involvement;
- crime report statistics;
- ratings of the education system by professional external organizations;
- leadership measures (unsatisfactory and below average schools and districts);
- customer and stakeholder surveys (educators, special interest groups, parents of students, and the general public); and
- human resource statistics (attrition, average years with agency, employee survey).

1.6 How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness and the effectiveness of management throughout the organization? How do their personal actions reflect a commitment to organizational values?

The leadership team uses organizational performance review findings and employee feedback to improve its own leadership effectiveness and the effectiveness of management throughout the SDE. For example, all members of the leadership team participated in leadership development activities sponsored by the Center for Creative Leadership that included a 360-degree feedback and a team assessment of management.

The use of the EPMS and the employee survey has established a two-way communication system between managers and employees within the organization. Job tasks are discussed, clarified, measured, and changed to meet our mission statement. Our senior leaders act on feedback given by SDE employees during the EPMS review and on the employee survey. In senior staff meetings, feedback is discussed and acted upon as needed to enhance our efficiency and effectiveness. Senior managers in turn give feedback to their employees so that they know the *how* and the *why* of the organization and its mission.

Members of the leadership team are available to all the employees in their respective divisions/offices and to the agency as a whole. The leadership team’s personal actions of putting forth extra effort and being honest and fair are essential. The members of the team are not merely leaders by title but have the ability to provide guidance and assistance to others in a mentor/motivator role. Team members work to maintain a positive environment and to empower other agency staff by engaging them in all aspects of the organization. Additionally, the leadership team members share a commitment to an ongoing constant learning about themselves, their staff, the agency, and their individual expertise.

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

Senior leaders regularly monitor the agency’s human resources, determining critical positions and assessing upcoming changes by identifying expected vacancies that may result from retirements and turnover. While the process is not formal, each division works to ensure that employees are retained, educated, and prepared for advancement as positions become vacant. Many positions are first advertised internally.

1.8 How do senior leaders create an environment for performance improvements, accomplishment of strategic objectives, and innovation?

The environment for performance improvements is established by our strategic plan, which contains multiple measures of performance. Performance results are shared agencywide and serve both as motivators and as rewards. Collaboration is a key element of this environment. Innovation is created by the “tone at the top.” The State Superintendent and the leadership team provide an atmosphere that encourages creativity, communication, and challenge.

1.9 How does senior leadership actively support and strengthen the communities in which your organization operates? Include how senior leaders and employees contribute to improving these communities.

SDE leadership and employees recognize their responsibility for good citizenship and community involvement. Our areas of primary interest are education related. For example, we participate in the Lunch Buddies program with Richland School District One, and we strongly support the annual school supply drive sponsored by Cooperative Ministry. Both of these efforts provide support for selected children to enhance their potential for success in school. Internally, the Employee Activity Committee supports a number of worthy activities to enhance internal employee involvement and participation. Our employees are involved in a number of civic, social, charitable, and faith-based organizations that support local communities. Employees voluntarily give their time, effort, and money to a variety of worthwhile organizations that benefit the community as well as the nation: the Red Cross; the National Guard and Army Reserve; the Boy Scouts, Girl Scouts, and Explorer Scouts; and local churches and temples. In addition, they contribute to the United Way and March of Dimes campaigns as well as walks for cancer and diabetes research.

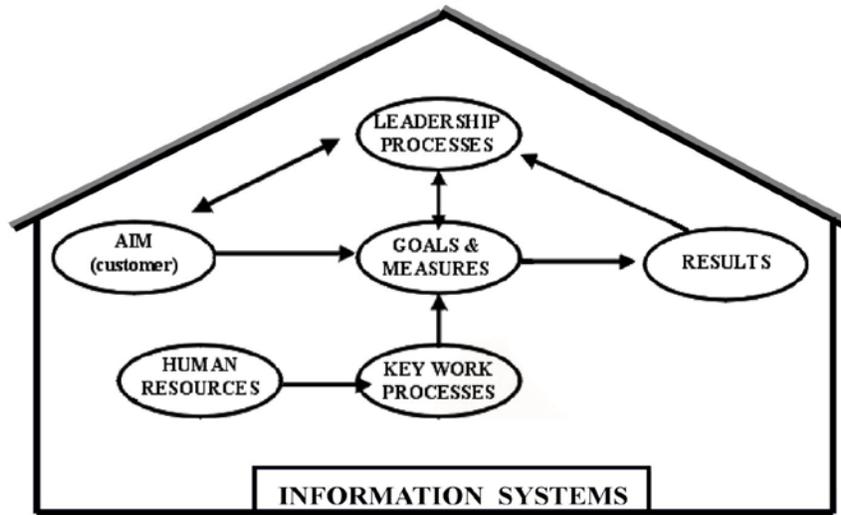
## **CATEGORY 2: STRATEGIC PLANNING**

2.1 What is your Strategic Planning process including KEY participants?

Upon assuming the role of State Superintendent of Education in 1999, Inez Moore Tenenbaum commissioned an extensive study of the education climate, culture, and environment of South Carolina and the SDE. The firm Management, Analysis, and Planning (MAP), of Davis, California, conducted the study that provided our starting point for strategic planning. This nearly two-hundred-page report gave us great insight both into the circumstances producing the current education situation and into customer/stakeholder identification and expectations and provided the general direction for our strategic planning efforts.

Armed with information from the MAP study, we adopted as our strategic planning model the Aligned Management System, a Baldrige-type approach to strategic planning and operations. This graphic displays this model:

## Aligned Management System



Such a structure provides for a logical relationship among all elements and affords a framework for strategic planning, the development of strategic goals and measures, the alignment of activities, and the monitoring of results. The desired end is a high-performing SDE and delivery of value-added services that improve teaching and student learning. The components of the system are as follows:

- A. **Leadership** is responsible at all levels of the SDE for promoting alignment and core values and sharing with internal and external stakeholders the progress on the aim/goal and the measures/results.
- B. **Aim** is the strategic purpose as determined by the voice of the customers and by leadership's filtering process.
- C. Aim is translated by the SDE into **goals and measures**. These become the stated deliverables for which the SDE holds itself accountable.
- D. **Results** are the degree to which the SDE has been successful in accomplishing its goals and the measure as to whether or not it has produced the stated deliverables.
- E. The SDE established its **strategic plan** by forging a clear link between the customer and planning at all levels within the agency.
- F. **Key work processes** are the methods, programs, and services the SDE uses to produce its stated goals (deliverables). Data are regularly collected on processes for guidance or improvement of the processes.
- G. **Human resources** (staff development, recognition programs, and employee well-being) are aligned with processes.
- H. **Information systems** are the data collected throughout the system on benchmarks, results, and all the other components of the system.

The SDE's strategic plan was updated as of June 2006 and is available on the SDE's Web site at <http://ed.sc.gov/agency/superintendent/documents/StrategicPlanJune2006.doc>.

2.1a What is your Strategic Planning process, including key participants, and how does it address strengths, weaknesses, opportunities, and threats?

Our strategic plan is guided by input from a variety of sources that include the Governor, the General Assembly, the federal government, educators, students, parents, professional organizations, the general public, and other groups internal and external to the SDE. These constituents, stakeholders, and customers serve as links for identifying, documenting, and articulating concerns regarding the implementation and operation of educational programs and the performance of the SDE. A continuous line of communication exists between the SDE and customers for the free flow of needs and expectations.

Our strategic plan's goals and objectives utilize the SDE's strengths to overcome weaknesses and take advantage of opportunities. While risk is assessed (see 2.1b, immediately below), specific threats are not addressed.

2.1b What is your Strategic Planning process, including key participants, and how does it address financial, regulatory, societal and other potential risks?

As part of the strategic process, SDE leadership assesses environmental factors with regard to barriers, obstacles, threats, and risks. The assessment includes the analysis of financial, societal, and political risks. Financial risks stem from dependence on appropriations and from the volatility of state revenues. Societal risks stem from the reactions of the public to the conduct of the SDE and the leaders of the education system. Political risks are inherent in the strategic environment of state government and in the actions of elected leaders. For all contemplated strategic actions, a systematic and logical risk assessment is performed to determine both the most probable and the unintended consequences. Once possible sources of risk are identified, selected actions are shaped into a single course of action that will minimize or reduce the financial, regulatory, societal, and political risks.

The use and deployment of the Baldrige criteria allows us to develop budget objectives to support action plans that address the strategic goals and objectives. Funding is provided for activities and action plans that will lead to the achievement of goals and objectives.

2.1c What is your Strategic Planning process, including key participants, and how does it address shifts in technology or the regulatory environment?

The SDE's leadership team, the Office of Technology, and the Office of Career and Technology Education recognize that technology is constantly evolving and that it is essential not only to the achievement of many of our strategic goals but also to the maintenance of our information systems. Our planning process includes assisting local school districts in establishing an effective technology infrastructure and ensuring that all school buildings are linked to educational resources. The SDE document *The South Carolina State Technology Plan* contains guidelines that can enable educators and districts to translate long-range technology visions for student achievement and technology literacy into compelling, meaningful learning activities. The SDE strategic plan includes promoting and providing for data-driven decision making with technologies to collect and analyze student achievement data. The SDE also aims to increase technological competence in the public schools by establishing competency levels for students as well as educators.

The SDE recently redesigned its Web site to be more efficient and user-friendly. Its content is more comprehensive and is organized by both topic and audience.

The SDE's leadership team, the Office of General Counsel, the Office of Policy and Planning, and the Office of Internal Auditing are responsible for the overall regulatory environment. The agency's five divisions and the offices within those divisions are responsible for monitoring the regulatory environment of the programs they administer. The SDE operates many grant programs and must ensure compliance with grantor requirements. The District Auditing and Field Services section of the Office of Finance must remain aware of changes in accounting and auditing standards and must ensure school district compliance with those standards. The Office of Policy and Planning provides information and assistance to ensure compliance with state and federal laws as well as agency policies and procedures. The leadership team oversees financial accountability systems at the state, district, and school levels.

2.1d What is your Strategic Planning process, including key participants, and how does it address for human resource capabilities and needs?

Execution of strategic and operational plans requires various resources. One of the most important is human resources. Potential strategic actions are constrained by available human resources and the capabilities and skills of these resources. Senior and operational leaders assess human resource needs. In addition, open communication exists between leadership and employees for the purpose of allowing employees to express their perceived needs. The SDE's employee survey provides valuable human resource data that leadership analyzes and acts upon. When shortcomings are identified as part of the strategic planning process, actions are taken to improve human resources, or contemplated plans are modified.

2.1e What is your Strategic Planning process, including key participants, and how does it address the opportunities and barriers you described in the Executive Summary (question 4)?

Strategic planning yields the operational concepts or the *how* of executing plans to achieve goals and objectives. Leadership assesses potential strategic and operational courses of action based on current and potential operational capabilities. If current or future capacity and capabilities are insufficient for a desired course of action, steps are taken to increase or improve capabilities, or the course of action is modified to conform to capabilities.

2.1f What is your Strategic Planning process, including key participants, and how does it address business continuity in emergencies?

The SDE has developed a document titled "Fire Prevention, Emergency Action and Homeland Security Plan for the Rutledge Building," which contains a detailed emergency action plan to be activated when necessary by a team of twelve Rutledge Building safety officers. The plan, which was created by the SDE in conjunction with the Budget and Control Board's General Services Division, addresses security as well as emergency prevention and recovery procedures and was updated March 24, 2006. The agency's technology policy is currently being revised and will involve a complete overhaul of the organization's backup systems and processes. Currently, there is no formal plan regarding facilities startup and business resumption in the aftermath of a crisis.

2.1g What is your Strategic Planning process, including key participants, and how does it address your ability to execute the strategic plan?

Key participants in the execution of the strategic plan include all of those mentioned in 2.1a, above. However, the key participants immediately responsible for the plan's execution in practical terms are all levels of staff members within the SDE, with key work processes in place in the appropriate divisions and offices so that the SDE is able to fulfill its stated goals. Data on techniques for guidance or the improvement of systems are regularly collected and reviewed. Communication is a key element in ensuring the success of the strategic plan. Risks are regularly assessed, action is taken to overcome those risks. We also align our budget objectives to support our action plans and activities. Senior leadership regularly accesses the agency's human resources.

2.2 What are your key strategic objectives?

See Excel workbook *SDE Charts*, worksheet "Strategic Planning Chart."

2.3 What are your key action plans/initiatives?

See Excel workbook *SDE Charts*, worksheet "Strategic Planning Chart."

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

Action plans that support strategic goals and objectives are developed at the operational level. The leadership team monitors the development of these plans to ensure adequacy, feasibility, and acceptability. Middle- and senior-level leadership hold monthly meetings to review the status of operational action plans. The State Superintendent meets individually with each deputy on a monthly basis and reviews the progress of operational action plans that address key strategic goals and objectives. A Web-based template for tracking and reviewing action plans and performance measures is currently being developed.

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

Strategic objectives, action plans, and performance measures are communicated and deployed by the leadership team through meetings and training sessions for all SDE personnel. All employees have access to the SDE's strategic plan. Frequent updates on results against performance measures are provided through e-mails and agency reports. Leadership also conducts periodic agency meetings to inform and update all employees on the progress toward achieving strategic goals and objectives and to solicit feedback from employees.

2.6 How do you measure progress on your action plans?

Progress is regularly reviewed by staff members within the office responsible for the action plan and by the senior leadership. The measures of progress used by the SDE include student performance and academic progress indicators, rates and statistics, external education system ratings, and survey results. See question 1.5, above, for more detailed information on progress measures.

2.7 How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

Our plan's goals and objectives utilize the SDE's strengths to overcome strategic challenges. Our main catalyst for addressing challenges is the goal of ensuring that the state's education leadership is aligned. The work processes undertaken in order for the agency to accomplish this goal involve developing policy, ensuring adequate funding, communicating goals, and reporting achievements. All of these processes help to enable the SDE to deal effectively with the challenges it faces.

### **CATEGORY 3: CUSTOMER FOCUS**

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

The SDE's external customers are people or groups of people who receive or use the goods we produce and/or the services we provide or whose success or satisfaction depends on our actions. Stakeholders are people or groups of people with a vested interest in the actions we might be considering. The end customers of both the system and the SDE are students. It is ultimately their long-term satisfaction with the education provided to them and their educational achievement that will determine our success. The SDE uses the strategic planning process to identify customers/stakeholders and their key requirements.

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

Offices within the SDE perform internal reviews and examinations of their customer services on an ongoing basis. The Office of Finance has a finance steering committee that meets to address district concerns and gather input. Additionally, the South Carolina Association of School Business Officials meets twice a year to discuss how the SDE can better serve its customers. The Office of Transportation holds regular meetings with its area supervisors and shop supervisors to address needs and seek input. The District Auditing and Field Services section of the Office of Finance established a committee that consists of CPAs who review the office's publications, such as the *Single Audit Guide*.

The State Superintendent holds bimonthly meetings throughout the year to receive input from district superintendents and district officials. The discussion-based agenda allows for clearer understanding of how policies are being implemented. In addition, the State Superintendent and the SDE senior leadership team participate in frequent meetings with customer and stakeholder organizations such as the South Carolina Association of School Administrators, the South Carolina School Boards Association, the South Carolina Education Association, the Palmetto State Teacher's Association, school improvement councils, the deans of college teacher-education programs, local school boards, and parent-teacher organizations.

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

Many of the processes used to determine customer needs and expectations rely on the results of surveys. Therefore, the method for improving these processes is continually to evaluate and examine the reliability of the survey instruments and the accuracy of survey results and then to improve the methods of analyzing the results. Personnel in each SDE office who perform the analysis of their

survey results take notes on how the survey could be changed to improve the reliability of feedback received. Key changes in survey results are indicators of changes in customer needs and expectations and help us assess how effective we are at anticipating particular issues or changes in educational trends. All stakeholders are given the opportunity to suggest improvements in services and procedures either through conversations or in writing. SDE customer focus is driven in part by federal regulations, state statutes, legislative mandates, State Superintendent directives, and the State Board of Education's regulations and guidelines. These governing entities create customer needs for technical assistance. The SDE uses both formal and informal means to identify the short- and long-term requirements and expectations of its customers.

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

We use several measures to determine customer satisfaction with our services. Since these services range widely—from on-site classroom instructional assistance to the purchase and maintenance of school buses, for example—the measurements of customer satisfaction must also span a wide range. Likewise, the improvement and evaluation of the measures are relative to the services provided and the customers served. As a public agency, elected officials, who determine the final priority for funding, measure us each year. Private citizens communicate with these elected officials and the SDE on how we are doing our job. The willingness of private businesses to locate in our state is partly determined by the quality of education that will be provided to their employees' children. The economic expansion in South Carolina is a measure of satisfaction with public education. But most important measure comes through the SDE's constant interaction with and feedback from school districts throughout the state.

Constant feedback is obtained so that action plans can be updated, appropriate training services can be designed, specific technical assistance can be provided, and new products and procedures can be developed to improve learning and educational opportunities.

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

Customer focus and satisfaction is one of the core values of the Aligned Management System. It serves as the foundation for our continuous improvement efforts and includes all attributes that contribute to improved customer satisfaction. Our customer relationships are developed based on trust, confidence, and loyalty as well as sensitivity to emerging customer requirements and measurements of customer satisfaction factors.

The Division of Educator Quality and Leadership has shortened the certification processing time for over 50,980 instructional staff and 4,100 other staff currently employed in the public schools. The Division has successfully managed the certification process for over 136,000 educators and has assisted thousands more who applied for initial certification or certification renewal. During the past fiscal year alone, the Division fielded over 68,000 phone calls, responded to 69,000 e-mails, assisted 2,756 walk-ins, and worked 64,379 certification cases.

The SDE has put increased emphasis on customer service by making it the subject of training sessions that have been conducted for all current employees and are required for all new employees.

Educator resources, reporting tools, contact information, and program support need to be available to customers at any time of the day. The agency's Web site (<http://ed.sc.gov>) is therefore a key tool in the SDE's effort to build positive relationships and serve customer needs. Averaging 4,500 visits per day (150,000 page views), the site is a portal of news and information, an organizational directory, and the source of more than thirty Web-based applications for data collection and reporting. These applications reduce paper, enhance data quality, and improve timeliness for our schools, districts, and the agency itself.

#### **CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

4.1 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?

Information and analysis requirements are determined by our strategic plan. Operations, processes, and systems that impact learning-centered education to ensure student achievement are measured. All data/information analysis flows from our vision of a system of public education where all students will become educated, responsible, and contributing citizens. For each strategic aim there are multiple strategic goals. Each of these goals has supporting objectives. Both the goals and the objectives have related performance measures. Key operations and processes that have strategic implications for mission accomplishment are selected for measurement. Then, the information that supports the measures and gives indication of progress toward goal and objective achievement is selected for collection. In those cases where information for measuring a specific operation or process is not readily available, a cost-benefit analysis is performed. State, federal, and legislative mandates also determine many of the SDE operations and processes that are measured. Key customer segments and users of our data also drive the operations and processes that are selected for measurement. For example, the Education Oversight Committee (EOC) and the performance measures established for the school and district report cards have determined data/information selection and analysis. Finally, public interest determines additional processes, operations, and systems that are measured.

4.2 How do you use data/information analysis to provide effective support for decision making throughout your organization?

Management by fact is a key organizational value of the Aligned Management System. We attempt to make all our decisions on the basis of facts. Data/information analysis is used by SDE leadership to verify, support, or adjust our strategic plan. In addition, we provide this information to the executive and legislative branches of state government to assist in their decision-making process. Our goal is well-informed decision makers.

An example of the use of data analysis to support decision making centers in report card data and the evaluation of school and district performance. On the basis of this data/information analysis, assistance is provided to below average and unsatisfactory schools and districts. Decisions and recommendations are made involving targeted assistance and the deployment of state education resources such as the placement of teacher specialists. In addition, report card information is used to reward schools for high and/or improving performance.

Another example of the use of data/information analysis to provide support for decision making centers in InSite™ data. InSite is an expenditure (cost) accounting system that permits analysis of

expenditure data/information at the school, district, and state levels. Expenditure analysis is available in a user-friendly display by five major functions, fifteen subfunctions, and thirty-three detail function categories. This tool permits analysis of financial resources and their application.

4.3 What are your key measures, how do you review them, and how do you keep them current with business needs and direction?

A variety of key measures are used to track strategic financial and operational performance. Among the strategic financial measures are current per-pupil expenditures based on In\$ite™ data; expenditures by major budget categories, functions, and objects; and distribution of total expenditures. Strategic operational measures include the following: for technology operations, classroom connectivity and ratio of students to computers; for transportation system operations and safety operations, average age and mileage for school buses, route miles per bus, count of student-transport trips per day, and student transportation accident statistics.

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

Comparative data/information analysis is employed in a number of instances. For example, comparative data and information is used to assess our education system's progress against that of the education systems in surrounding states and in the nation. We acknowledge that adjacent states are one group of South Carolina's major competitors for key education and economic resources. Because we compete with other states for teachers, we need to compare and track teacher salaries against national and Southeast-state data. Another example of comparative data/information is student performance based on race, ethnicity, sex, and economic status. This comparative analysis is done to measure the progress toward the objective of reducing the achievement gap among the varied student population segments. We also use comparative data analysis of our own performance over time to identify areas of progress and improvement.

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

Our data integrity, timeliness, accuracy, security, and availability are enhanced through detailed instructions to providers, consistent definitions, and data collection methods. Checks are performed to verify the accuracy of data elements. Much of the data used for key decision making originates at the individual level (student, employee, customer). For example in the case of student data, the individual student will generate data in the form of test results. These data are then aggregated at the class, school, district, and state levels. At each level, checks for quality, reliability, and completeness are performed. Significant verifications are performed at the district and state levels. In some cases, outside vendors perform reviews. Upon validation at the state level, information is returned to individual districts and schools for verification. For example, the data/information quality, reliability, completeness, and availability requirements for the school and district report cards are spelled out as part of an accountability manual published by the EOC.

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

A review of performance measures, both formal and informal, is always linked to goals outlined in the strategic plan. The process of review is ongoing. The SDE performs its own reviews; external agencies, organizations, and research groups conduct reviews the agency as well. Priorities are then established by senior leadership with feedback from the key participants in the process identified as needing improvement.

4.7 How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

The SDE manages organizational knowledge to accomplish the collection, transfer, and maintenance of accumulated employee knowledge by integrating the staff development, retention, hiring, and recruiting functions into a holistic and systematic process. Talent management and preparation for possible “brain drain” are primary concerns for the senior leadership team. Projected key staff turnover is monitored, and actions are taken to provide for a smooth transition, the transfer of knowledge, and the sharing of best practices.

## **CATEGORY 5: HUMAN RESOURCES**

5.1 How do you organize and manage work: to enable employees to develop and utilize their full potential, aligned with the organization’s objectives, strategies, and action plans; and to promote cooperation, initiative, empowerment, innovation and your desired organizational culture?

Under the leadership of the State Superintendent of Education, the SDE’s work is organized and managed by the five divisions that serve the agency and are led by deputy superintendents, who are part of senior leadership. Deputy superintendents along with office directors are responsible for the daily operation of their respective offices, which are organized on the principle of work teams. Office work teams are responsible for the development and implementation of the action plans, which are aligned with the strategic plan and which therefore sustain an operational process that promotes cooperation, initiative, empowerment, and innovation. Team members meet regularly to assess performance, review customer feedback, identify opportunities for improvement, and share information on best practices.

Our leadership team encourages and motivates employees to develop and utilize their full potential through multiple means. Through the EPMS, supervisors communicate job expectations for employees to maximize their knowledge and skills. This formal process also requires a review of each employee’s job description to ensure accuracy. Employees are encouraged to participate in staff development activities and to seek additional training to reach the full measure of their ability. Flexible scheduling has allowed employees to attend school while still meeting their job requirements. Employees actively participate on different organizational committees—an experience that exposes them to the variety of the SDE’s activities. Employees continually update their technology skills, expanding not only their own potential but also their worth to the agency.

5.2 How do you evaluate and improve your organization's human resource related process?

The Office of Human Resources has established internal teams to review operational processes on an ongoing basis. These teams review time frames, paperwork flow, and technology for process improvements. Processes related to human resources are evaluated through end-of-class assessments, feedback from exit interviews, and feedback from internal customers.

5.3 How do you identify and address key developmental and training needs, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation and safety training? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

Through an employee survey, the SDE asked its employees to identify their professional training needs. New technology has required training and new performance expectations. The number of promotions and additional job duties granted within the agency demonstrates the variety of development skills that our employees have acquired. Today the SDE has a well-balanced workforce that represents the population of our state. All our employees have had training in the Malcolm Baldrige model so that the organization as a whole demonstrates continuous improvement in meeting the objectives in our mission statement. Staff development and training are an active part of the agency's day-to-day operation. All new employees go through a comprehensive orientation program. Safety training for safety-sensitive positions is conducted annually, with specific training being provided throughout the year as needed.

Education and training are assessed through formal end-of-class evaluations, which provide information that is used to improve existing training and to expand training opportunities for staff. In addition, the objective section of the EPMS is used by supervisors and employees to identify methods and opportunities for individual employees to acquire increased job-related skills and knowledge—a special training course or a project for an employee to complete during the rating period, for example.

5.4 How does your employee performance management system, including feedback to and from employees, support high performance and contribute to the achievement of your action plans?

Components of job duties, objectives, and performance characteristics included in the EPMS are directly aligned with the agency strategic plan and the action plans established by the individual offices. Evaluations of individual employees are centered on criteria that were developed in their EPMS planning stage.

If employees are to attain high levels of performance, they first must understand the expectations of their supervisors and the requirements detailed in their respective position descriptions. The EPMS provides the means for these expectations and requirements to be communicated. In the planning stage the employee and supervisor first review the employee's position description for accuracy and understanding; at this time the position description can be updated or modified to ensure these two factors. The employee can now ask for the supervisor's expectation and can express his or her own expectations.

Also during the planning stage the supervisor or the employee can recommend a performance objective that the employee can accomplish over the course of the rating period. By this means, the

employee can demonstrate performance that even exceeds the supervisor's expectation. In addition, the employee and the supervisor can meet to discuss progress at any time throughout the rating period. This process of active communication between supervisor and employee does support high performance.

**5.5 How do you motivate your employees to develop and utilize their full potential?**

Employees are motivated to develop and utilize their full potential through their EPMS evaluations, which are linked to the agency's strategic plan and to the action plans developed by the individual offices. Supervisors review EPMS assessments with agency employees, who are then encouraged to attend position-specific training sessions and conferences to further develop their skills.

**5.6 What formal and/or informal assessment methods and measures do you use to determine employee well being, satisfaction, and motivation? How do you use other measures such as employee retention and grievances? How do you determine priorities for improvement?**

The SDE utilizes multiple assessment methods and measures to determine employee well-being, satisfaction, and motivation. First, the EPMS requires feedback between management and the employee. Second, the Employee Activity Committee, which is composed of employees from each division, meets monthly to address issues within the agency. Feedback is encouraged at the monthly division and directors meeting between management and employees. Third, the SDE conducts an agencywide survey to determine employee expectations and perceptions. Survey responses are given serious consideration by leadership, and appropriate actions are taken. Fourth, the Office of Human Resources has an open-door policy whereby any employee with a concern can communicate that concern without reprisal. Only with the employee's approval will Human Resources communicate the concern to the appropriate authority. Finally, leadership seeks and encourages feedback from employees at all levels within the organization at all times.

Information from exit interviews and employee grievances is used in supervisory training in the form of case studies and examples. Priorities for improvement are determined by the particular SDE office or through updated action plans.

**5.7 How do you maintain a safe, secure, and healthy work environment?**

Our facilities comply with OSHA (Occupational Health and Safety Administration) standards and are reviewed on a regular basis for compliance. Both the air quality and the water quality in the building are tested. In addition, the Budget and Control Board has tested for asbestos. Each floor of the Rutledge Building has a safety officer and two assistant safety officers. Preparation for workplace emergencies and disasters include controlled access to the building and monitoring by security personnel. The building has a fire plan, a bomb threat plan, and a Clean Indoor Air Act policy. Safety training is conducted yearly for safety-sensitive positions. Employees notify either the Office of Human Resources or Administrative Services if they identify any unsafe condition within their work environment. In addition, the SDE has attempted to make the physical facilities more pleasant by improving the appearance of the landscaping. Student art now dresses the walls of many offices, halls, and conference rooms within the physical facilities.

## **CATEGORY 6: PROCESS MANAGEMENT**

6.1 What are your key processes that produce, create, or add value for your customers and your organization? How do you ensure that these processes are used?

Processes differ greatly among the various public school systems and SDE operations. The most important system process is the learning process, the success of which is determined by multiple measures of students' academic achievement. The SDE's processes range from providing leadership and technical assistance to schools and districts to providing public education services such as support for teachers and teacher certification, transportation, school facilities plan and building approval, food service support, human resources, purchasing, and finance. Therefore, factors such as the nature and the type of the products and services, the technology requirements and limitations, customer and supplier relationships and involvement, and product and service customization impact our process utilization.

6.2 How do you incorporate organizational knowledge, new technology, changing customer and mission-related requirements, cost controls, and other efficiency and effectiveness factors such as cycle time into process design and delivery?

The design and delivery of our products and services are based primarily on the requirements of our customers. Due to the nature of our products and services, the cycle time varies for each of them. Through the SDE's performance of formal needs assessment, changes in customer needs and the impact of technology are incorporated into the design and delivery of our products and services. This procedure is followed for services both internal and external to the SDE. In some cases, SDE product and service design, production, and delivery processes are determined by state law or legislative mandates. For example, the SDE strictly adheres to the state-established procurement code and the state-established human resource process. The updated Web site provides instant access to more agency products and reduces cycle time for certification processing, grant applications, and so forth. Because SDE employees are knowledgeable about emerging "hot" topics and educational issues, they are able to respond quickly to customer inquiries. Funds are remitted to school districts both on a monthly schedule and on a reimbursement basis to ensure adequate funding. Other public education services such as food service, curriculum standards, assessment, and professional development are delivered on a regular basis.

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

Our teams, work groups, and individual employees accomplish the day-to-day operation of key production/delivery processes. Therefore, their input is solicited for the creation of new processes and for the improvement of existing processes. Cross-functional teams are also employed to bring the widest range of disciplines into the design of products and services. The leadership team establishes key performance expectations and requirements and then communicates them to the cross-functional teams, work groups, and individual employees. Our goal is to obtain process management at the execution level and to achieve self-monitoring of processes at the work-unit level. Leadership to ensure that all processes are operating within upper and lower control levels performs periodic reviews.

Our day-to-day work with districts, schools, teachers, bus shop personnel, and other specialized local staff provides the agency with immediate and continuous feedback. We constantly seek input from

key suppliers, contractors, and partners in order to improve our processes. For example, a major component of the transportation system is the process of purchasing school buses. A subcomponent of this process is the school bus specification process. Through input and feedback from bus suppliers and vendors, it was determined that the current school bus specification process was neither efficient nor effective. As a result of supplier input, a school bus specifications committee was established to bring major stakeholders together. SDE employees, General Assembly members, and school bus suppliers jointly modified the existing process, thereby improving performance in the process of determining school bus specifications.

6.4 How do you systematically evaluate and improve your key product and service related processes?

To improve organizational performance, the SDE manages key supplier/contractor/partner interactions based on the unique requirements of each product and/or service. The SDE's support functions provide the lead in management of key supplier/contractor interactions. Management and support of key supplier/contractor/partner interactions and processes to improve performance are primarily accomplished through maintaining healthy vendor relations. Suppliers and contractors must adhere to all state and federal procurement codes and regulations. SDE vendors are partners in our endeavors and are key to our success. The SDE seeks long-term partnerships with suppliers and contractors in order to achieve cost-efficient operations.

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

Multiple key support processes help the SDE achieve better performance across a wide range of activities. Key support processes within the SDE include the following:

- human resource services,
- finance and accounting services,
- research and planning services,
- district and internal auditing services,
- information technology services,
- legal counsel services, and
- government relations services.

Key support processes within the public education system include the following

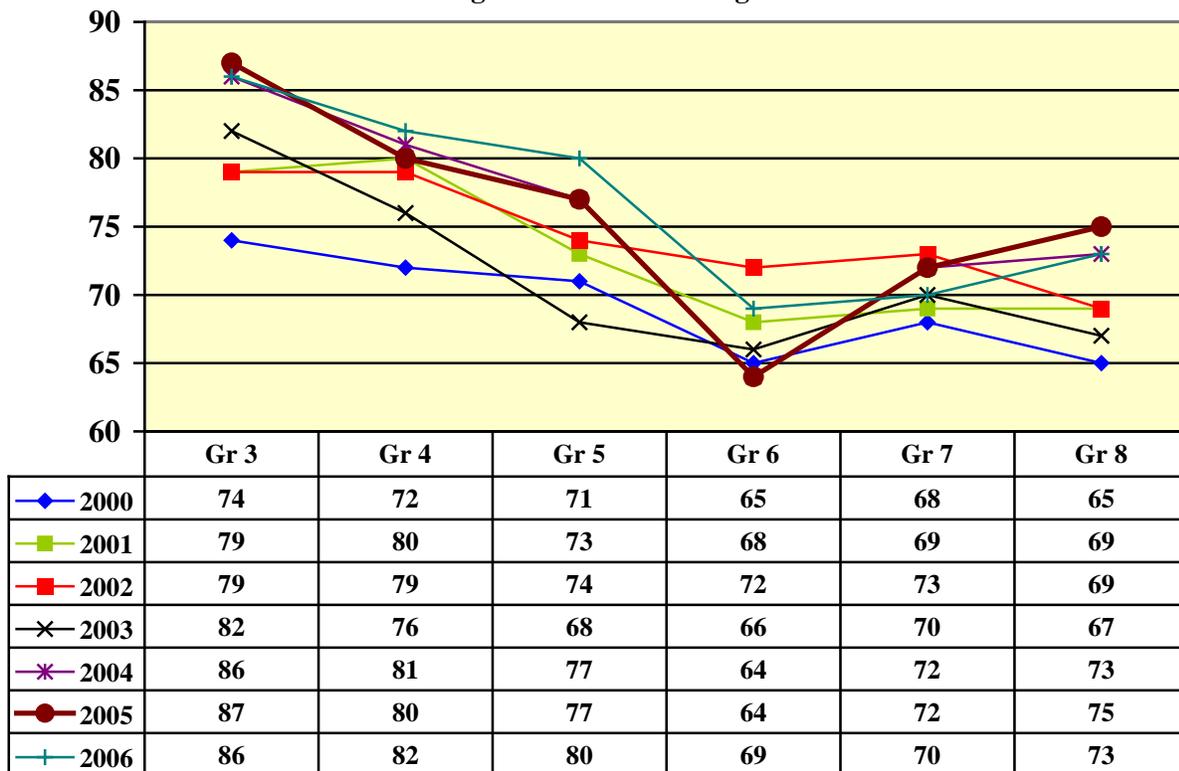
- curriculum and assessment services,
- district and community services,
- professional development and school quality services,
- teacher services (e.g., certification guidance, instructional materials and resources),
- professional development and school leadership services,
- grant support services,
- food services,
- school facility services,
- transportation services, and
- technology services.

## CATEGORY 7: RESULTS

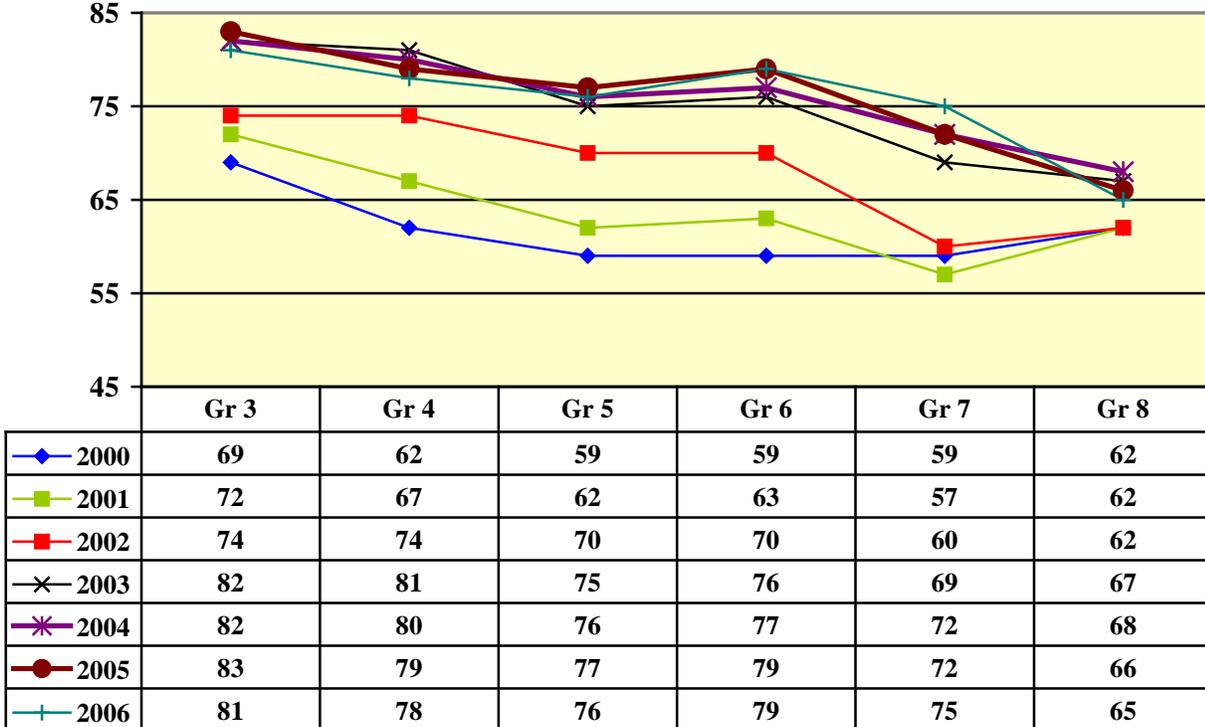
7.1 What are your performance levels and trends for the key measures of mission accomplishment and organizational effectiveness?

Students in grades three through eight continue to show improvement on the Palmetto Achievement Challenge Tests (PACT):

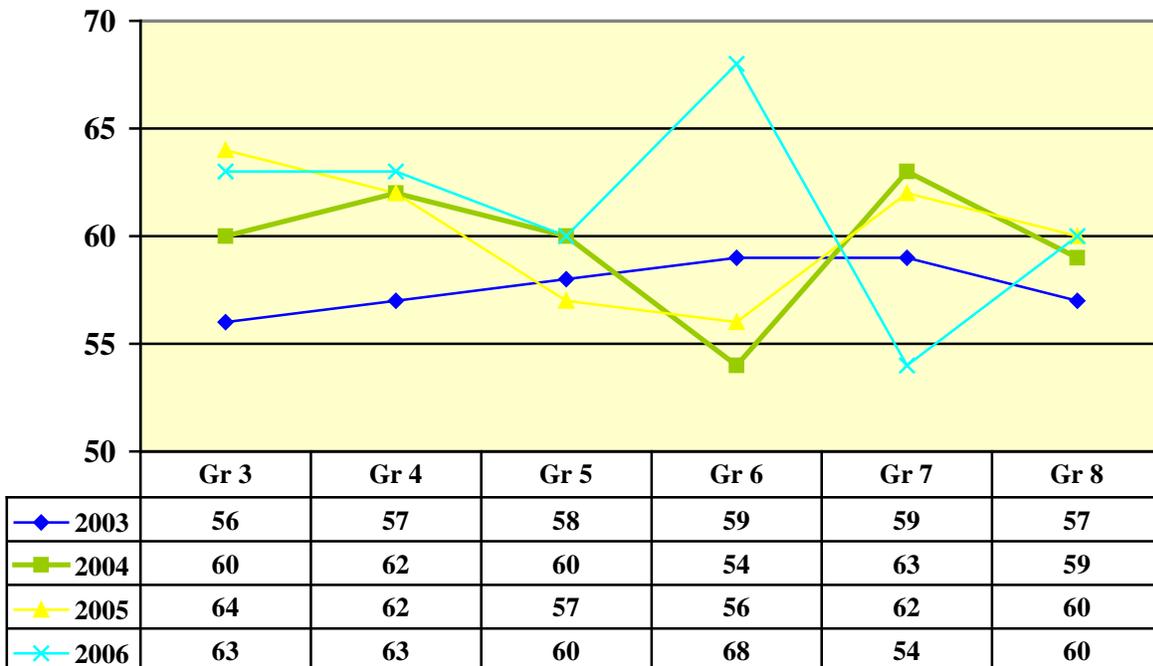
**Figure 7.1-1**  
**PACT English Language Arts**  
**Percentage of Students Scoring Basic and Above**



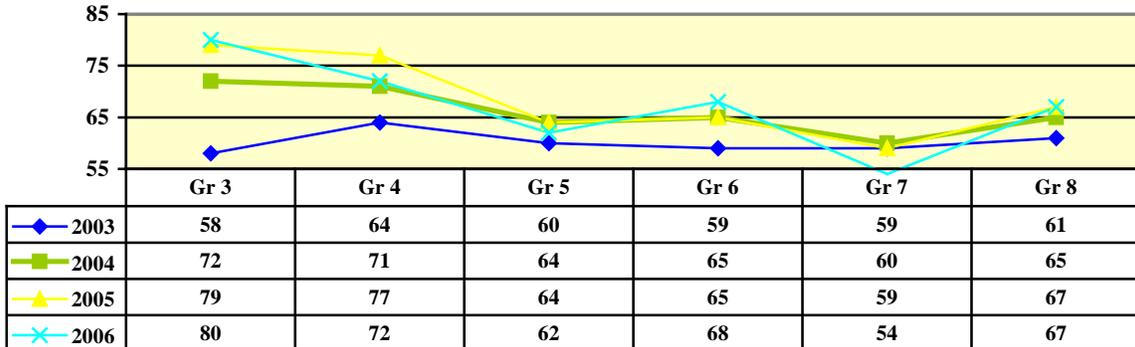
**Figure 7.1-2**  
**PACT Mathematics**  
**Percentage of Students Scoring Basic and Above**



**Figure 7.1-3**  
**PACT Science**  
**Percentage of Students Scoring Basic and Above**



**Figure 7.1-4**  
**PACT Social Studies**  
**Percentage of Students Scoring Basic and Above**



South Carolina students show improvement equal to or greater than those in the nation as a whole on the National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card:

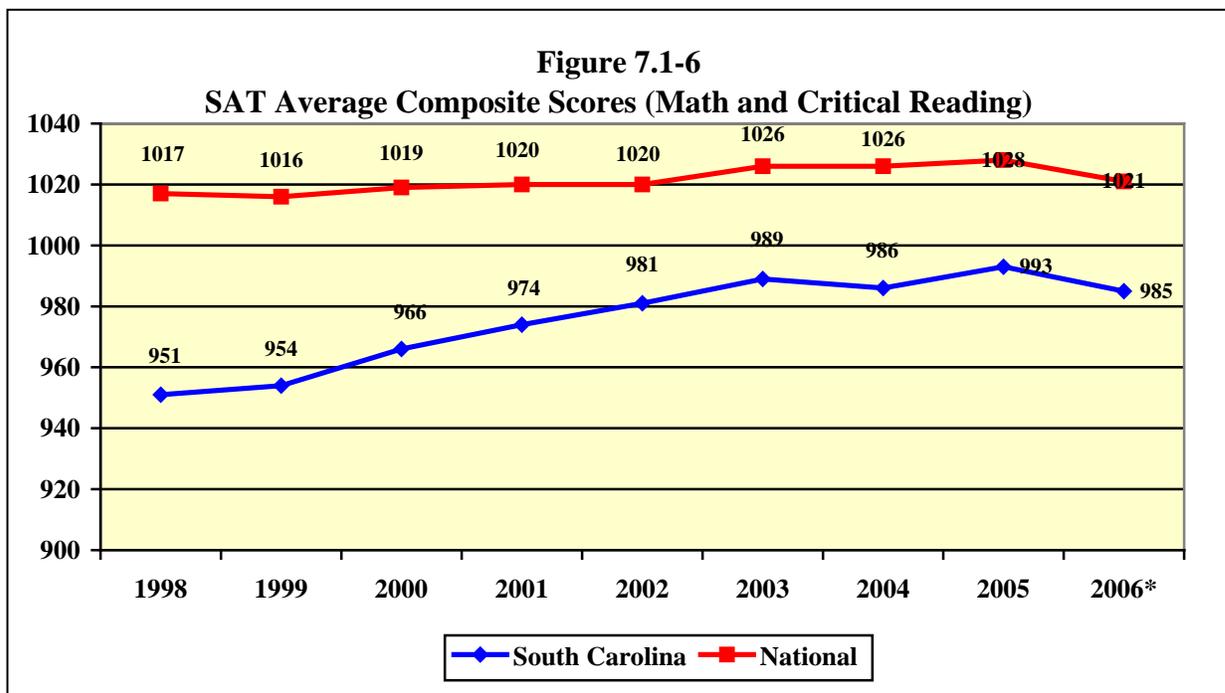
**Figure 7.1-5**

NAEP Subject Area and Test Year	Average Scale Score	
	S.C.	Nation
<b>Grade 4</b>		
Reading 1998	210	215
Reading 2000	[not tested]	215
Reading 2002	214	217
Reading 2003	215	216
Reading 2005	213	217
Mathematics 1996	213*	222
Mathematics 2000	220	226
Mathematics 2003	236	234
Mathematics 2005	238	237
Writing 1998	[not tested]	148
Writing 2002	145	153
Science 1996	[not tested]	145
Science 2000	140	145
Science 2005	148	149
<b>Grade 8</b>		
Reading 1998	255	261
Reading 2002	258	263
Reading 2003	258	261
Reading 2005	257	260
Mathematics 1996	261*	271
Mathematics 2000	266	274
Mathematics 2003	277	276
Mathematics 2005	281	278
Writing 1998	140	148

NAEP Subject Area and Test Year	Average Scale Score	
	S.C.	Nation
Writing 2002	146	152
Science 1996	139*	148
Science 2000	140	148
Science 2005	145	147

\*Accommodations were not permitted for this assessment; therefore, caution should be used in the interpretation of results because samples may not be comparable.

Prior to March 2005, the SAT contained only two tests: a verbal section and a math section. The SAT was then changed to include a third test: a writing section. In addition, the verbal section was renamed “critical reading.” For the purposes of comparison with scores from prior years, only the critical reading and math sections are presented in figures 7.1-6 and 7.1-7, below, as composite scores. The writing score is presented separately in figure 7.1-7a.



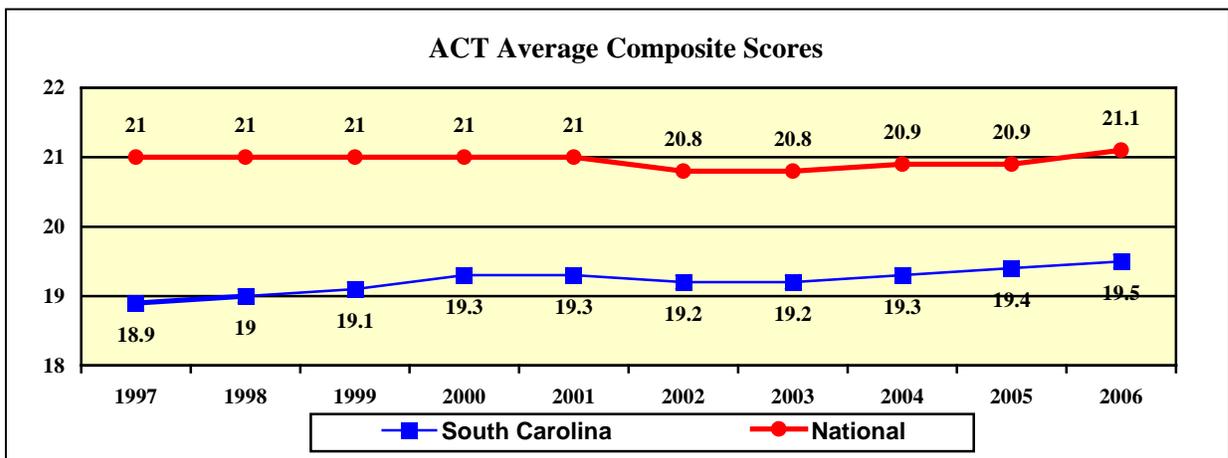
**Figure 7.1-7**  
**South Carolina and National Average SAT Scores**

Year	Critical Reading		Mathematics		Composite	
	S.C.	Nation	S.C.	Nation	S.C.	Nation
1998	478	505	473	512	951	1017
1999	479	505	475	511	954	1016
2000	484	505	482	514	966	1019
2001	486	506	488	514	974	1020
2002	488	504	493	516	981	1020
2003	493	507	496	519	989	1026
2004	491	508	495	518	986	1026
2005	494	508	499	520	993	1028
2006	487	503	498	518	985	1021
Change 1998-2006	-7	-4	-1	-2	-8	-7

**Figure 7.1-7a**

South Carolina and National Average SAT Writing Scores		
Year	S.C.	Nation
2006	480	497

**Figure 7.1-8**

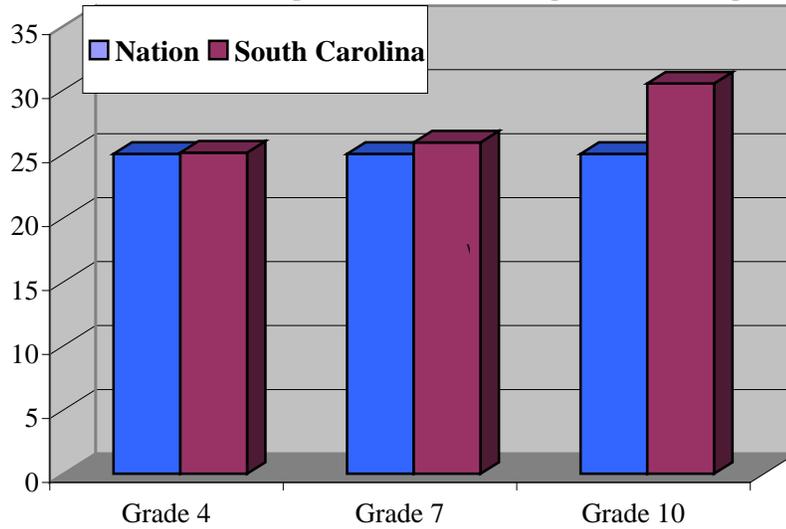


**Figure 7.1-9**

<b>ACT Average Scores for Subject Area and Composite South Carolina and the Nation</b>						
<b>Year</b>	<b>Number</b>	<b>English</b>	<b>Mathematics</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
<b>SOUTH CAROLINA</b>						
1997	4,994	18.1	18.9	19.1	19.0	18.9
1998	5,385	18.4	18.8	19.4	19.0	19.0
1999	6,766	18.6	19.0	19.3	19.2	19.1
2000	9,051	18.7	19.2	19.5	19.2	19.3
2001	10,800	18.8	19.3	19.5	19.2	19.3
2002	11,978	18.8	19.1	19.3	19.2	19.2
2003	13,359	18.7	19.0	19.4	19.2	19.2
2004	13,332	18.8	19.1	19.4	19.3	19.3
2005	13,867	18.8	19.3	19.6	19.3	19.4
2006	14,816	18.9	19.6	19.7	19.4	19.5
<b>NATION</b>						
1997	959,301	20.3	20.6	21.3	21.1	21.0
1998	995,039	20.4	20.8	21.4	21.1	21.0
1999	1,019,053	20.5	20.7	21.4	21.0	21.0
2000	1,065,138	20.5	20.7	21.4	21.0	21.0
2001	1,069,772	20.5	20.7	21.3	21.0	21.0
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1

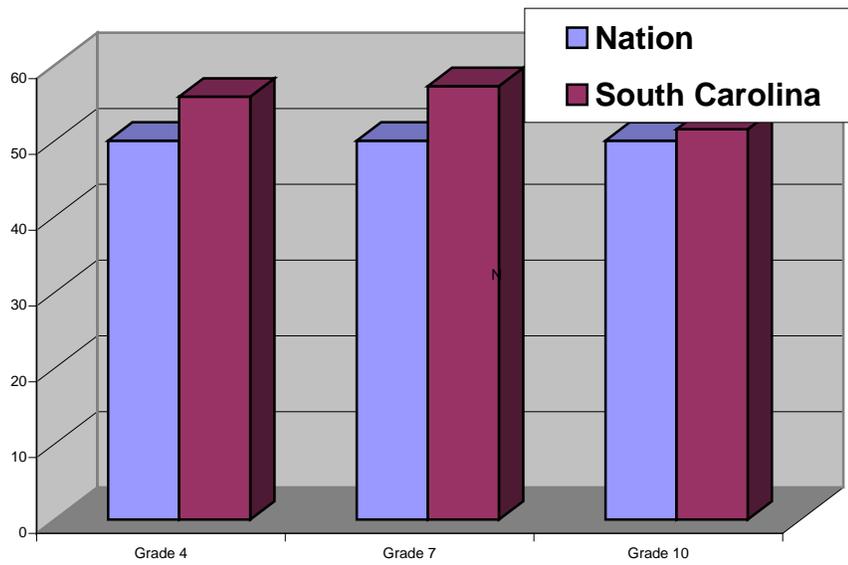
**Figure 7.1-10**

**TerraNova, Total Battery, 2001  
Percentage of Students Scoring Above Average**

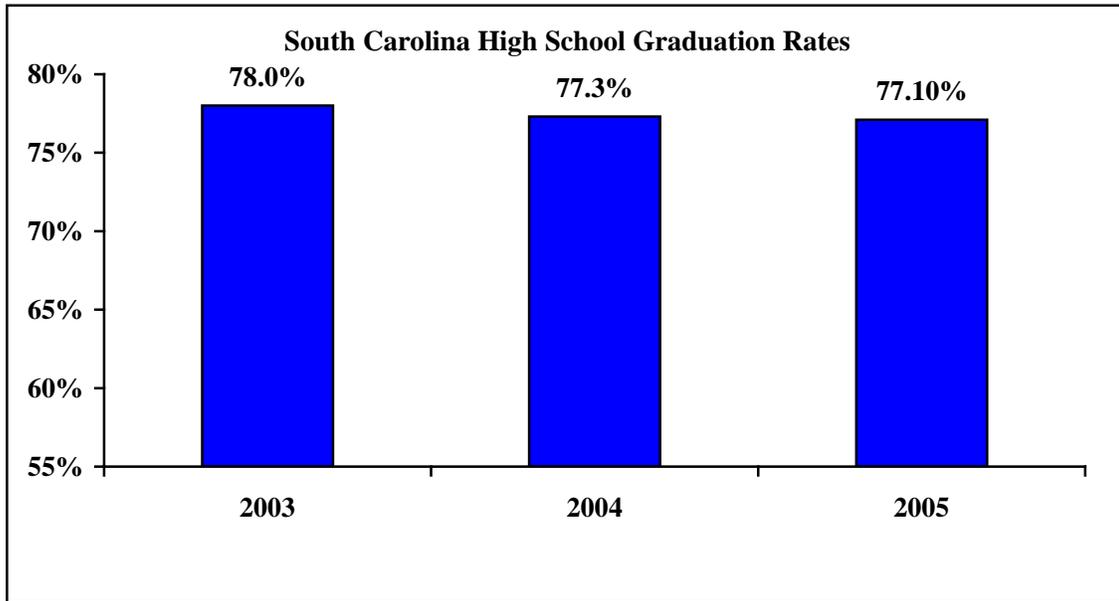


**Figure 7.1-11**

**TerraNova  
Percentage of Students Scoring Average**

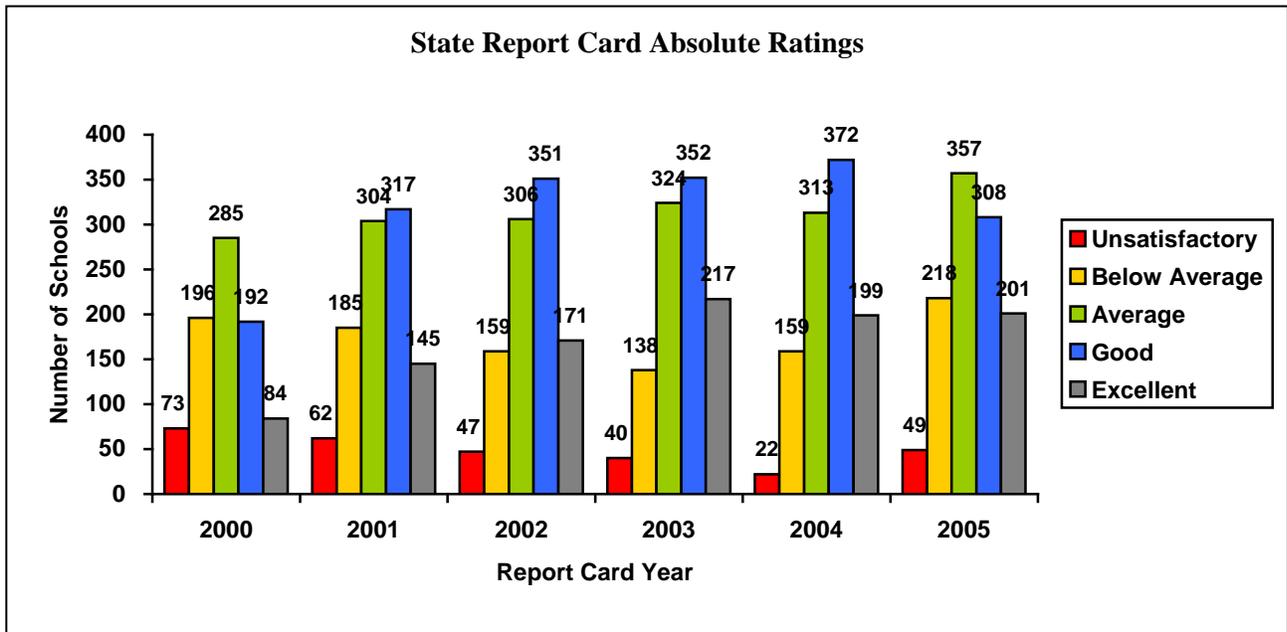


**Figure 7.1-12**



School report card results are based on Education Accountability Act standards, criteria, and measures of performance as established by the Education Oversight Committee. High schools are not included in the data for the year 2000.

**Figure 7.1-13**



Students use technology to reach higher levels of learning, a fact indicated by increased school and classroom connectivity. The lower its student-to-computer ratio, the better positioned a school is to establish a digital learning environment:

Figure 7.1-14

Public Classrooms Connected to the Internet

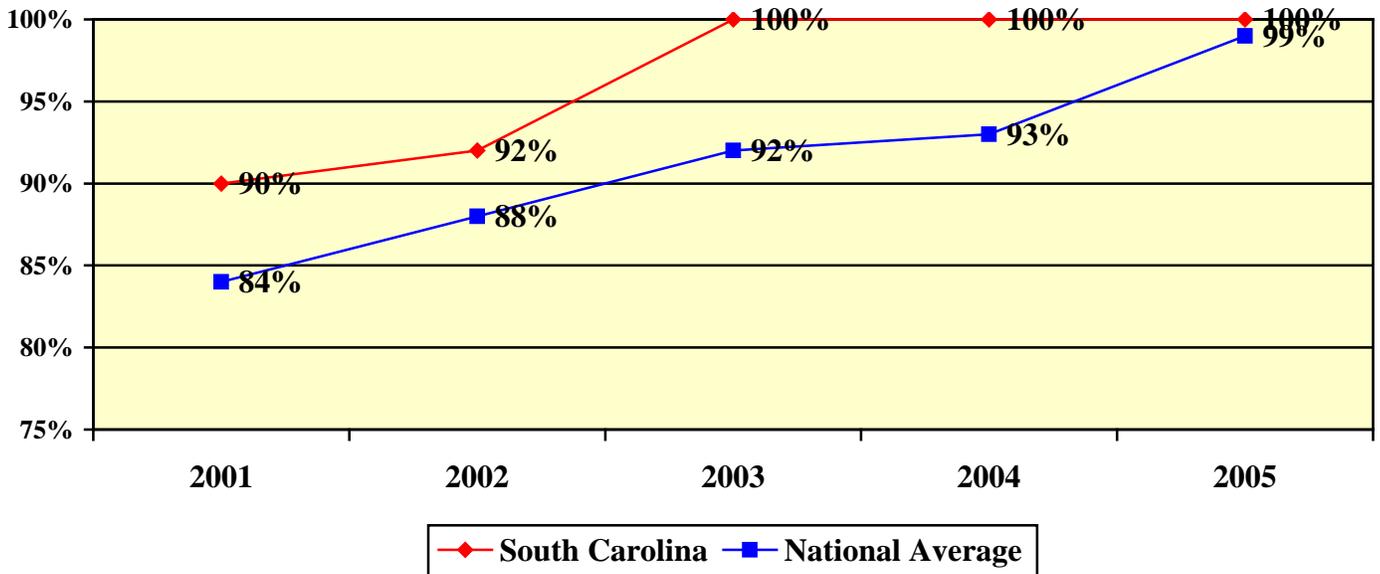
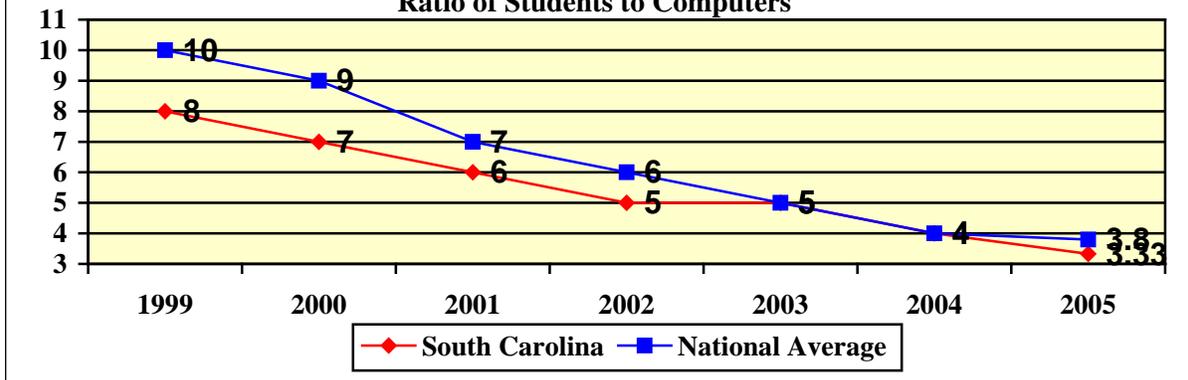


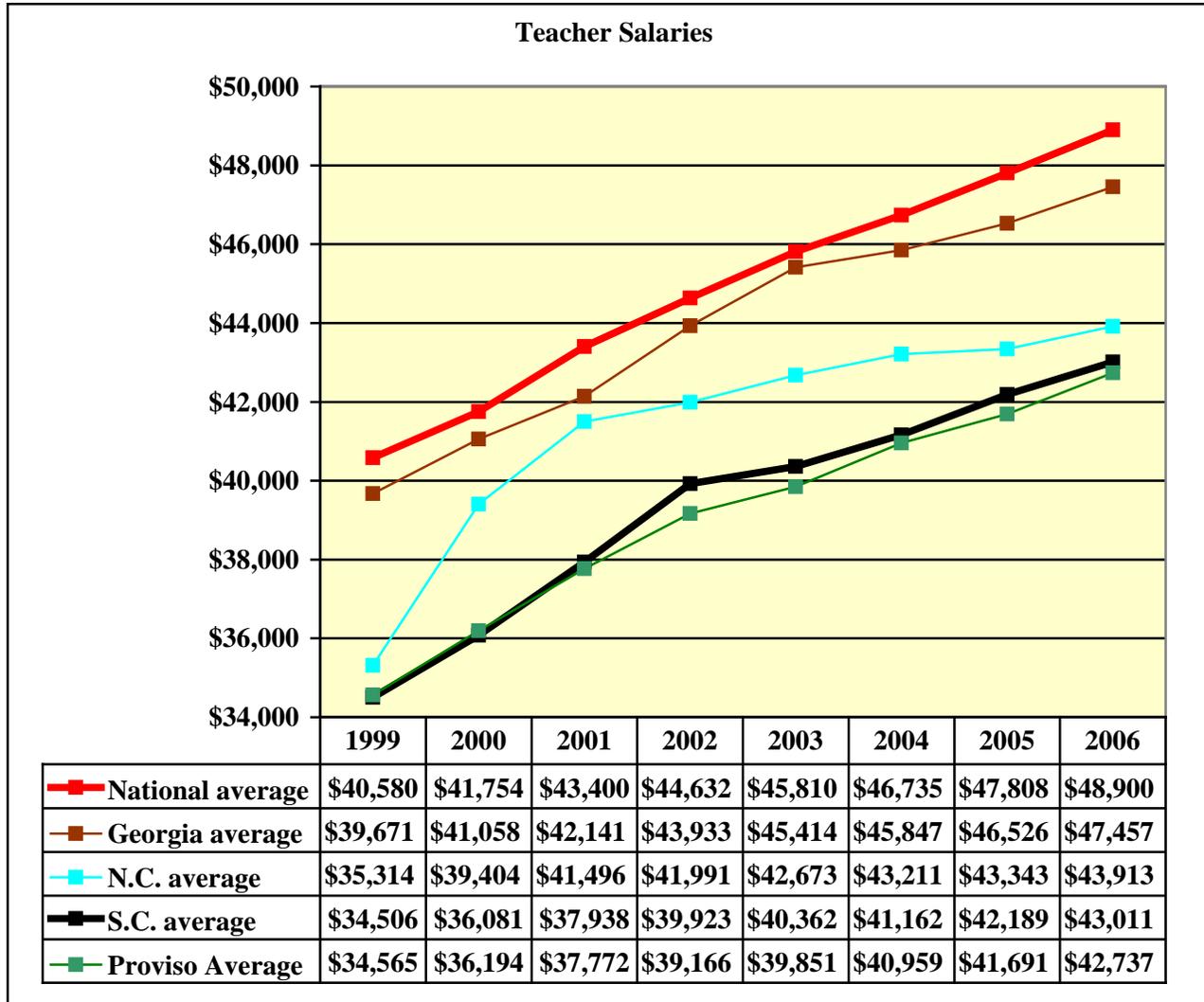
Figure 7.1-15

Ratio of Students to Computers



South Carolina's average teacher salary has risen slightly faster than the nation's average teacher salary but still trails the national average by approximately \$5,900 annually:

**Figure 7.1-16**



A measure of teacher quality in a state, the number of teachers earning certification by the National Board for Professional Teaching Standards has increased significantly in South Carolina:



**Figure 7.1-18**

**Teacher Turnover Rate**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
State average	10.7%	10.4%	10.4%	8.7%	10.3%	10.0%
District median	13.3%	12.5%	10.8%	9.3%	12.4%	13.1%
District's range	4.2%–31.6%	4.4%–31.2%	3.5%–33.3%	2.0%–29.3%	6.2%–34.2%	7.1%–34.3%

ADEPT (Assisting, Developing, and Evaluating Professional Teaching) evaluation results indicate that South Carolina teachers meet required standards:

**Figure 7.1-19**

	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Number of teachers evaluated	46,102	42,983	45,331	51,608	47,578	50,170	52,230
Number meeting standards	45,830	42,808	44,477	49,797	45,427	46,156	49,700
Percentage meeting standards	99.4%	99.6%	98.1%	96.5%	95.5%	92%	95%

The SDE's teacher certification-process improvement measures indicate increased productivity:

**Figure 7.1-20**

<b>Activity</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
New certificates issued	6,874	5,075	4,186	3,447	4,594	5,955
Renewal and add-on certificates issued	14,249	13,648	14,520	14,988	15,229	20,697
Out-of-field permits issued	1,266	1,427	1,212	795	677	91
Critical need certificates issued	1,282	997	1,388	1,106	1,596	1,989
Certification average processing days	20	30	30	30	35	47
Teacher visits to certification office	9,895	5,483	4,082	2,722	2,777	2,756
Certification database Web hits	233,458	342,540	420,990	365,058	405,491	8,450,291
Documents scanned	317,336	257,824	222,660	209,225	271,520	186,627
Cases processed			58,878	60,427	78,037	64,379

School transportation system results indicate an efficient, effective, and safe system despite the increasing mileage and age of school buses:

**Figure 7.1-21**

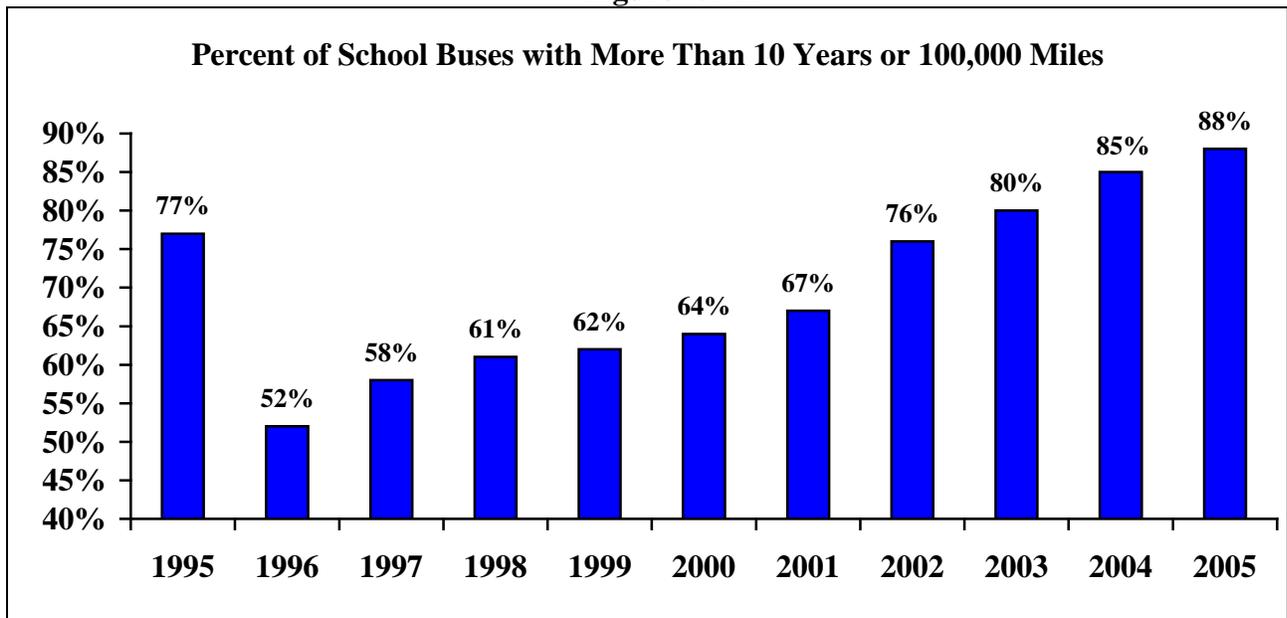


Figure 7.1-22

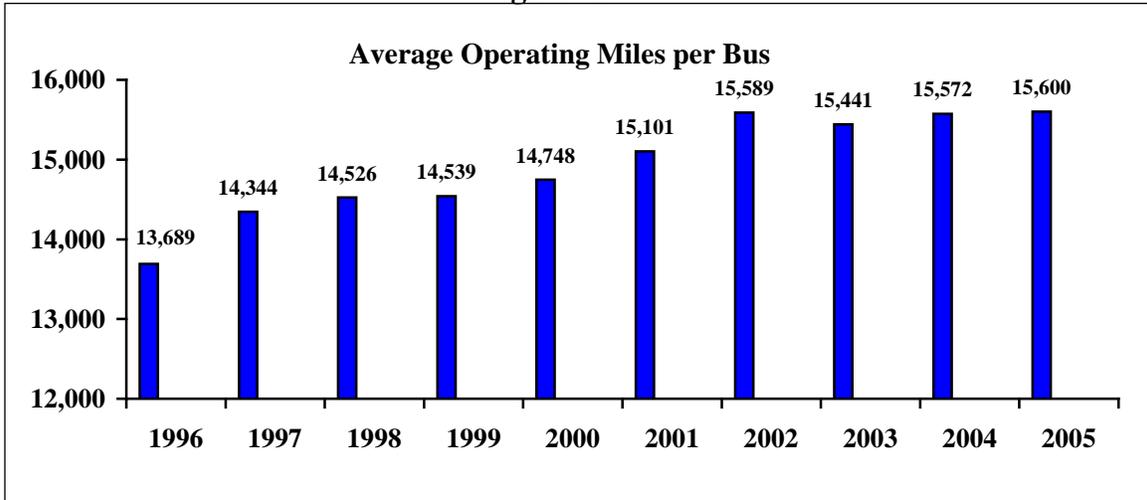


Figure 7.1-23

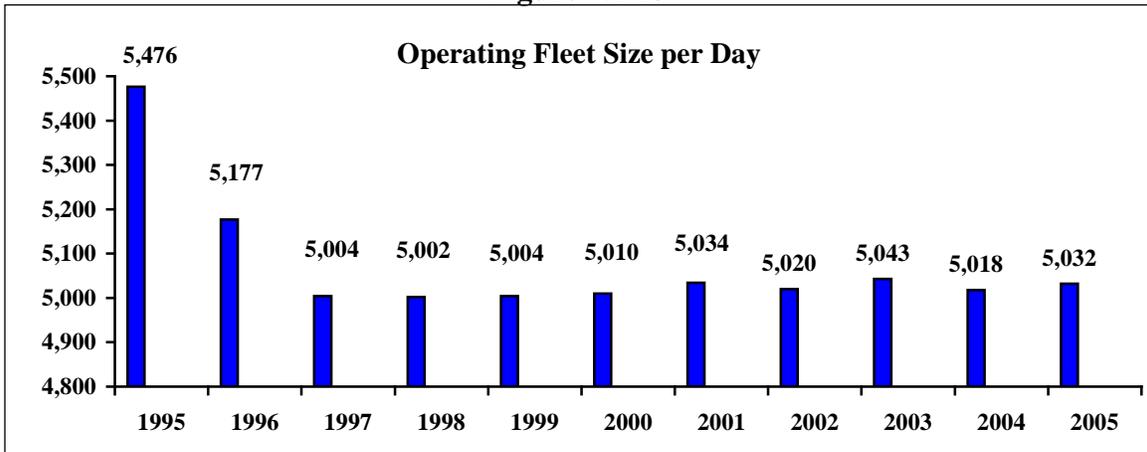
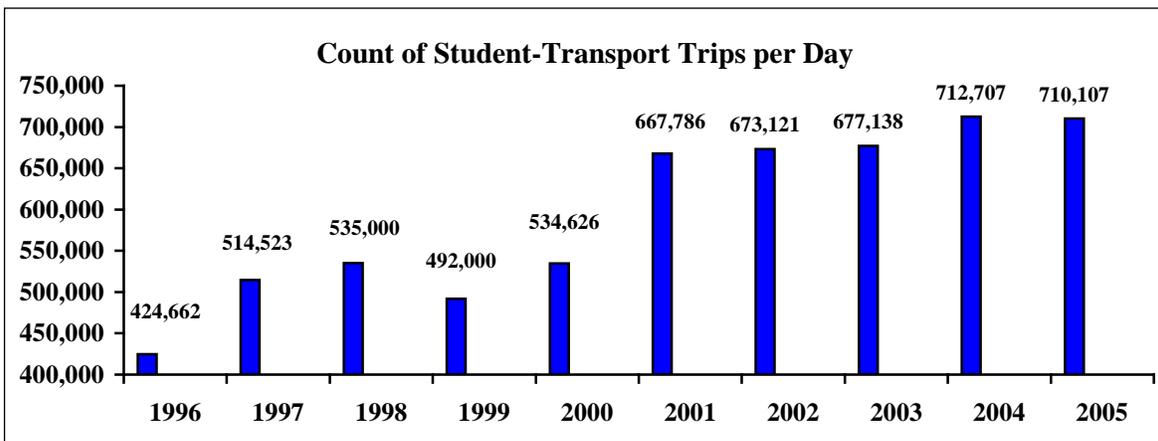
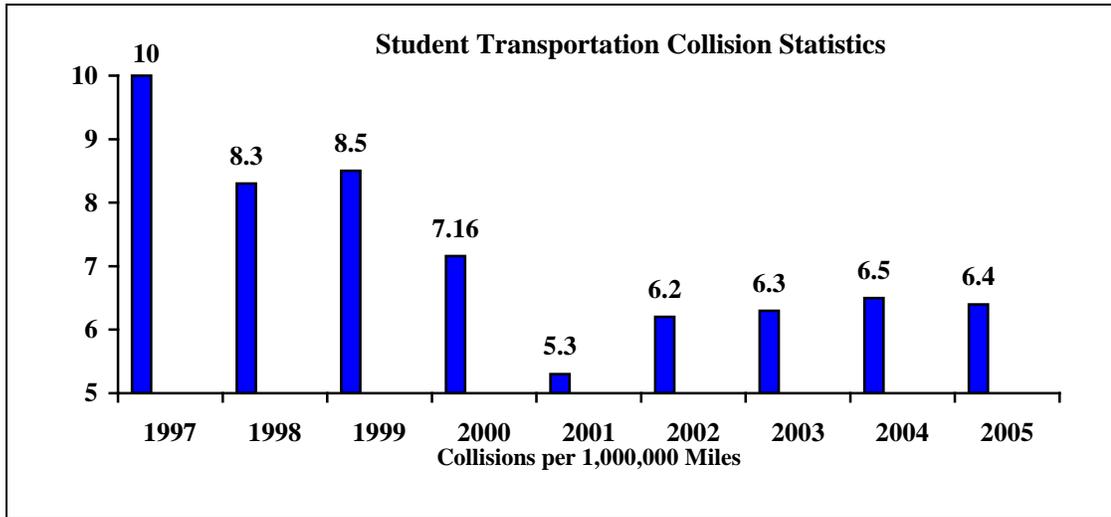


Figure 7.1-24



**Figure 7.1-25**



7.2 What are your performance levels and trends for the key measures of customer satisfaction?

**Figure 7.2-1**

**Evaluations by Teachers, Students, and Parents**

Response	2002-03 Survey	2003-04 Survey	2004-05 Survey	2005-06 Survey
<b>Teachers</b>				
Satisfied with learning environment	87.2%	87.3%	88.3%	88.8%
Satisfied with social and physical environment	88.4%	88.5%	89.6%	90.3%
Satisfied with home-school relations	70.4%	72.0%	73.9%	77.8%
<b>Students</b>				
Satisfied with learning environment	75.4%	76.6%	77.5%	77.2%
Satisfied with social and physical environment	77.3%	78.7%	79.1%	78.6%
Satisfied with home-school relations	83.8%	84.5%	84.8%	84.3%
<b>Parents</b>				
Satisfied with learning environment	82.0%	82.3%	82.9%	83.1%
Satisfied with social and physical environment	79.1%	78.2%	78.9%	79.1%
Satisfied with home-school relations	68.9%	68.7%	69.6%	78.6%

Recognizing the need to help schools improve their ability to engage families and their communities, the SDE developed Red Carpet Schools, a statewide initiative promoting the importance of family-friendly schools and excellent customer service. Red Carpet Schools are inviting places where visitors are welcome and where parents and community members are actively involved in the decision-making process.

**Figure 7.2-2**  
**Red Carpet Schools**

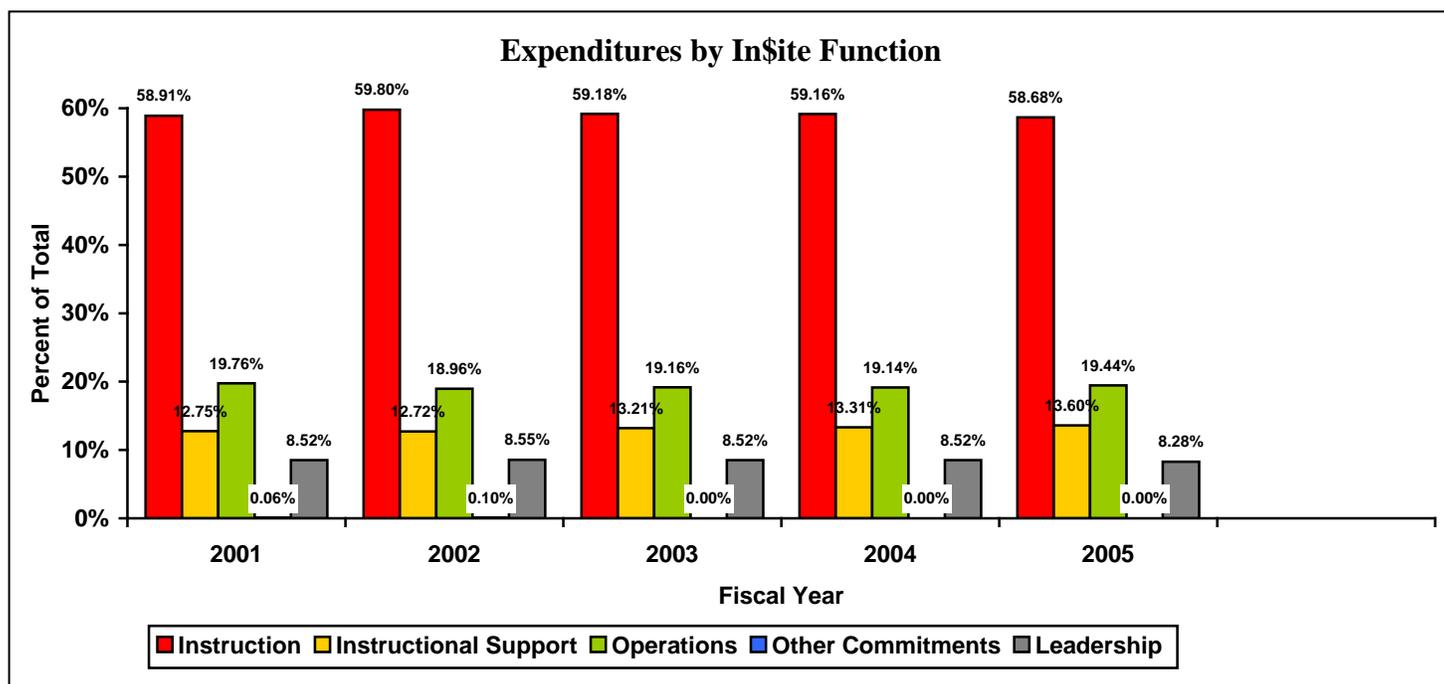
<b>Applicants and Awards</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Number of schools applying	324	307	277	323
Number of schools earning awards	127	78	54	100

NOTE: The Red Carpet Schools program began in 2001. The designation was first awarded to schools in 2002, and since then, 444 schools have received it. Schools maintain the status for three years. School year 2005–06 was the first year that schools originally receiving the Red Carpet designation could reapply for it.

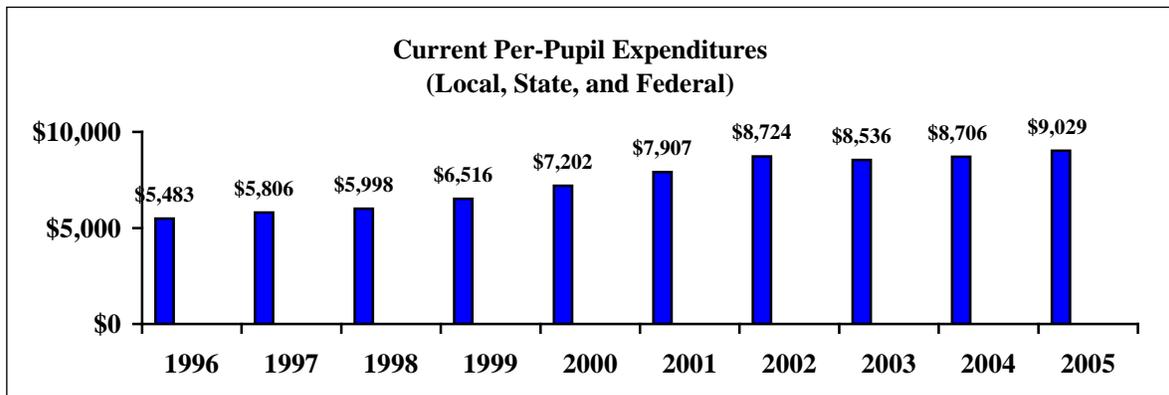
**7.3 What are your performance levels for the key measures of financial performance?**

The In\$ite™ expenditure model reveals that over 72 percent of South Carolina’s public education expenditures are for direct classroom instruction and instructional support.

**Figure 7.3-1**



**Figure 7.3-2**



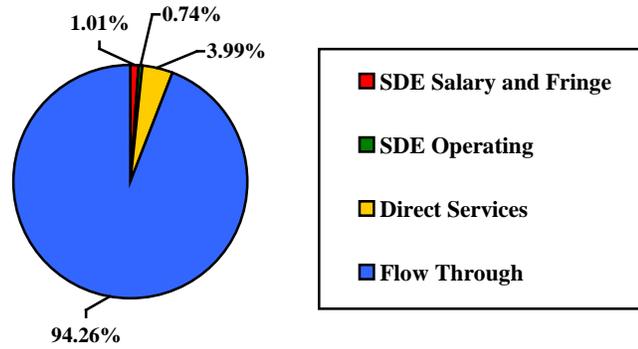
**Figure 7.3-3**

**SDE Expenditures by Major Budget Categories**

Major Budget Category	2004-05 Actual Expenditures		2005-06 Actual Expenditures		2006-07 State Appropriation Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service Agency Leadership	\$25,227,044	\$11,999,305	\$26,484,730	\$11,548,292	\$26,765,504	\$12,365,525
Personal Service Transportation	\$13,137,939	\$8,026,718	\$14,790,549	\$14,034,842	\$16,473,256	\$14,685,734
Other Operating Agency Leadership	\$23,588,280	\$3,218,595	\$24,961,333	\$2,551,892	\$29,853,848	\$4,455,021
Other Operating Testing and Assessment	\$22,238,579	\$13,386,532	\$28,130,096	\$1,935,421	\$19,820,171	\$2,880,000
Other Operating Textbooks	\$41,402,308	\$35,568,307	\$47,245,389	\$34,966,606	\$51,114,425	\$26,498,804
Other Operating Transportation	\$47,471,370	\$28,156,703	\$56,301,805	\$35,933,326	\$41,444,593	\$36,169,593
Distributions to Subdivisions and Entities	\$3,021,081,537	\$1,728,264,673	\$3,257,991,118	\$1,936,913,740	\$3,274,212,161	\$2,029,445,230
Fringe Benefits Agency Leadership	\$7,197,823	\$3,876,965	\$7,387,651	\$3,490,043	\$8,708,164	\$5,192,059
Fringe Benefits Transportation	\$3,760,868	\$2,595,431	\$4,459,664	\$4,248,412	\$2,682,938	\$2,557,283
<b>TOTAL</b>	<b>\$3,205,105,748</b>	<b>\$1,835,093,229</b>	<b>\$3,467,752,335</b>	<b>\$2,045,622,574</b>	<b>\$3,471,075,060</b>	<b>\$2,134,249,249</b>

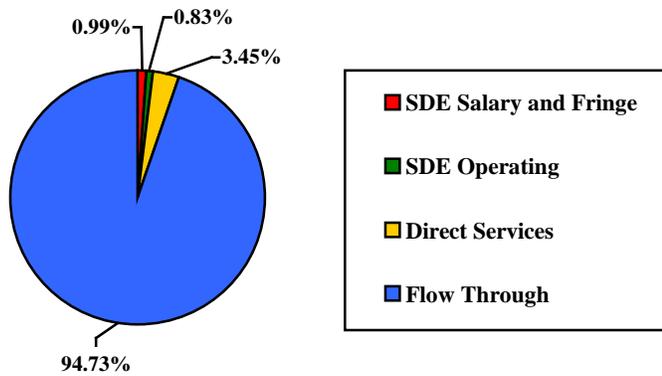
**Figure 7.3-4**

**FY 2004 Distribution of Total Expenditures**



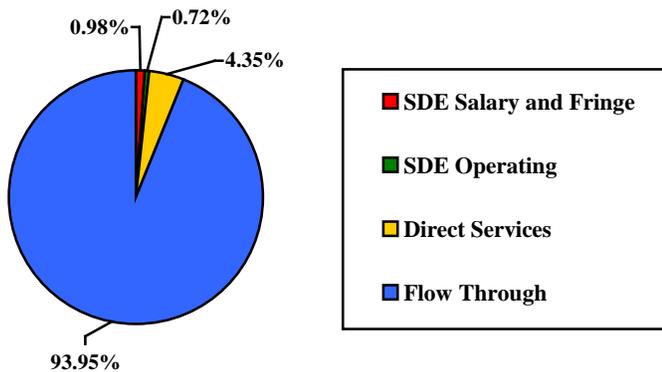
**Figure 7.3-5**

**FY 2005 Distribution of Total Expenditures**



**Figure 7.3-6**

**FY 2006 Distribution of Total Expenditures**



7.4 What are your performance levels and trends for the key measures of Human Resources Results?

**SDE Employee Satisfaction, Involvement, and Development**

The following information is based on the feedback provided by a survey population of 476 SDE employees, with a response rate of over 85 percent (406):

**Figure 7.4-1**

(A score value of 1 means “strongly disagree,” and a score value of 10 means “strongly agree.”)

Survey Statement	Mean Score Value	Mode Score Value	Median Score Value
I am proud to work at the SDE.	8.19	10	9
Overall, I am satisfied with my work at the SDE.	7.79	10	9
Overall, I am satisfied with my job.	7.86	10	9
Overall, my working conditions are good.	7.71	9	8
My job is important to the overall success of the SDE.	7.78	10	8
My job uses my abilities at an adequate level.	7.42	10	8
I understand the requirements of my job.	8.62	10	9
I receive adequate training to do my job.	6.67	5	7

**Figure 7.4-2**

Reasons Given for Position Turnover	2002	2003	2004	2005	2006
Different position in the SDE	28	25	31	38	55
Different position in different state agency	4	3	5	6	16
Retirement	21	24	20	38	83
Better pay/opportunity private/public	31	24	43	70	16
School district employment	8	10	8	5	5
Personal	26	24	26	19	22
Other	30	25	19	30	46
<b>Position Turnover Rates</b>					
Total number of SDE employees	927	933	918	903	880
Total number of SDE position turnovers	148	135	152	206	243
Percentage of total position turnovers	16.0%	14.5%	16.6%	22.8%	27.6%
Number of employees who left the SDE	120	110	124	168	188
Percentage of employees who left the SDE	13.1%	11.8%	13.5%	18.6%	21.3%

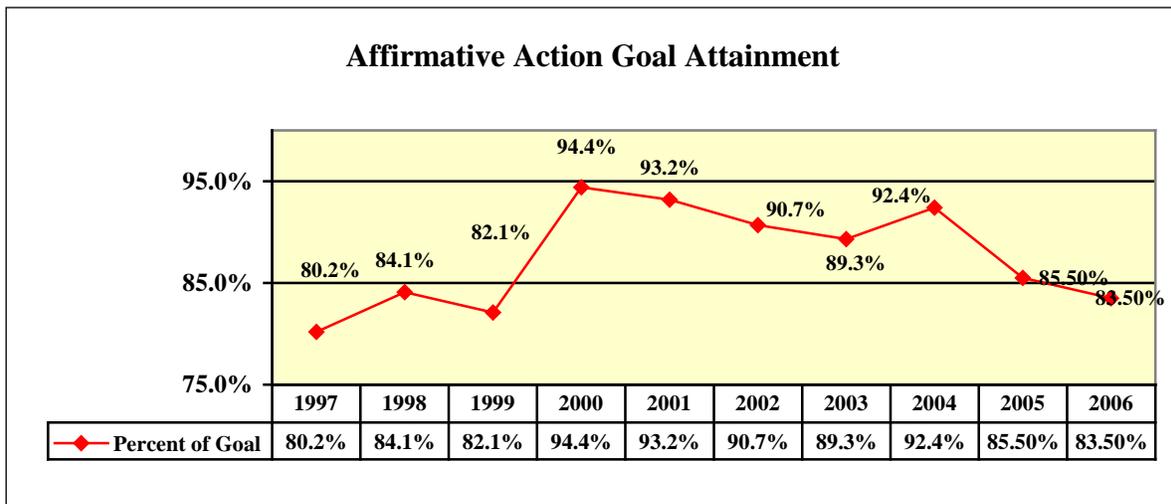
**Figure 7.4-3**

Number of Grievances	
2000	2
2001	2
2002	4
2003	2
2004	2
2005	0
2006	1

**Figure 7.4-4**

Number of Disciplinary Actions	
2000	34
2001	27
2002	41
2003	28
2004	12
2005	7
2006	25

**Figure 7.4-5**



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

**Regulatory/Legal Compliance**

**Figure 7.5**

(SDE results on the statewide single audit conducted by the State Auditor’s Office)

Single Audit	2001	2002	2003	2004	2005
Material weakness	0	0	0	0	0
Reportable conditions	1	0	0	0	0

## APPENDIX

### Organizational Structure Chart

# South Carolina Department of Education

