ANNUAL ACCOUNTABILITY REPORT

Fiscal Year 2012-13

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

SC EDUCATION OVERSIGHT COMMITTEE

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ACCOUNTABILITY REPORT TRANSMITTAL FORM

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

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CONTENTS

page

SECTION I: EXECUTIVE SUMMARY.....1

SECTION II: ORGANIZATIONAL PROFILE.....4

SECTION III: ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA

Category 1. Senior Leadership, Governance and Social Responsibility 13
Category 2. Strategic Planning.....16
Category 3. Customer Focus.....18
Category 4. Measurement, Analysis, and Knowledge Management.....22
Category 5. Workforce Focus.....25
Category 6. Process Management 28
Category 7. Results.....30

SECTION I: EXECUTIVE SUMMARY

1. Mission, Vision and Values

The mission of the Education Oversight Committee (EOC), adopted in July 1999, affirms the statutory purpose and expectations for the agency:

> Our mission is to affect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders and policymakers.

The values underlying the mission are the following:

- A sole focus on what is best for students;
- A belief in broad-based inclusion and collaboration;
- A belief in standards, assessments, and publicly known results;
- The implementation of research-and-fact-based solutions that improve results; and
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics

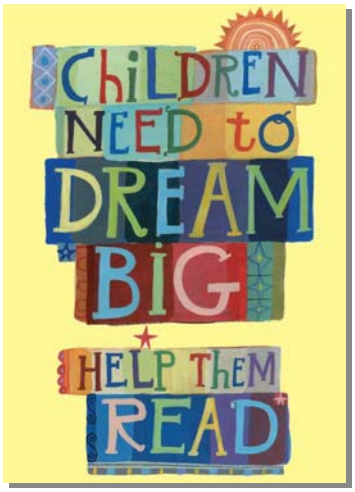
2. Major Achievements from the Past Year

Quality Counts, a publication of the education newspaper, *Education Week*, annually measures each state's public education performance against six indicators, assigning both a letter grade and a numeral score to each state. Overall South Carolina ranked at the national average. On Standards, Assessments and Accountability, the indicators for which the EOC's core mission focuses, South Carolina earned a **Grade of A** and a numerical score of **94.4** along with a national ranking of 6th best in the nation. The EOC contributed to the implementation of South Carolina's accountability system within each of the three components as reported below:

1. Standards, Assessments, and Accountability:
    - Published revised versions of the family-friendly academic content standards in each of the four content areas to assist parents and families with reinforcing content learned in school with their children
    - Created, in partnership with South Carolina Department of Education, a website to dedicated to parents and families with information on family-friendly content standards and supporting information to assist parents in helping their children
    - Approved new criteria for the Palmetto Gold and Silver Award Program
    - Facilitated a cyclical review of current state accountability system with a broad-based stakeholder group
    - Formed a special subcommittee focused on a statewide systemic approach to improving reading proficiency while working with educators and deans of public and private institutions of higher education
    - Analyzed and reported on academic performance of students who participated in the Child Development Education Pilot Program in 2006-07 and 2007-08

2. Professional Development:

- Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
- Designed and created a brochure to assist non-profit organizations, faith-based community, county libraries, etc., ways to volunteer and assist in improving reading proficiency of students
- Using electronic software, provided *Tips for Education Engagement*, research-based and innovative strategies for engaging students in reading and writing from South Carolina schools
- Published in collaboration with Clemson University, electronic flip-book, *Tips For Teachers – Getting Students to Read*, to give classroom teachers research-based support for increasing the amount and time students spend reading



3. Public Reporting and Engagement:

- Published the twelfth annual school and district report cards
- Released *The World is Within Our Reach,* report documenting South Carolina's progress toward the 2020 Vision
- Published the annual *Accountability Manual*
- Published document, *Student Performance in SC – An Issue Brief on the 2012 Release of the State School and District Report Cards*
- Published evaluations and reports on Teacher Loan Program and Parent Survey
- Recommended funding levels and provisos to the Governor and General Assembly
- Engaged middle and high school students in statewide contest focusing on innovation
- Expressed appreciation for teachers using electronic signage during the month of May, Teacher Appreciation Month, with private funds
- Published statewide billboard campaign, "Kids Who Love Reading Live Happier Ever After"

3. Key Strategic Goals for Present and Future Years

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

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

The attainment of this goal is reported annually using progress toward three-year achievements (i.e., expectations specified for 2011, 2014, 2017 and 2020) for:

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

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

Preparedness for Post-High School Success: 85% of graduates will perform at levels for admission to postsecondary education and/or be employed. A measure of workforce readiness will be developed. Achievement gaps will be eliminated.

Schools Rated At Risk: There will be no school in this category.

4. Key Strategic Challenges

The key strategic challenges before the agency to accomplish are the following:

- Sustain and strengthen support for educational improvement and innovation
- Expand access to and understanding of data and analyses of programs, policies and funding to support the continuous improvement of public education
- Focus research on policies and practices that propel each student's achievement to the highest levels
- Educate school and district personnel as well as parents and the general public on using the accountability system to improve teaching and learning.
- Increase visibility of accountability functions and their relationship to sustained school improvement while promoting innovation and creativity
- Increase engagement of higher education, including the technical college system and business in the identification of and strategies to improve the P-20 system
- Engage broad-based stakeholders in school transformation efforts, especially in efforts to improve reading proficiency of students

The barriers to overcome are the following:

- Beliefs that young people from poverty, of minority status, or with disabilities cannot achieve
- Perceptions that publication of data can be harmful to individuals and/or reinforce negative stereotypes
- Receipt of high quality data from other agencies and sources in a timely manner
- Belief that accountability and innovation can't occur simultaneously

5. How the Accountability Report is used to Improve Organizational Performance

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

SECTION II: ORGANIZATIONAL PROFILE

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

- Information and analyses of student performance, educational programs and educational funding to impact decisions at the state and local level to enable continuous improvement of student achievement;
- Public engagement in the success of students and schools;
- Continuous improvement of the accountability system; and
- Public awareness of research-based strategies, targeting reading.

Methods of delivery focus on access through electronic and social media including our website, Facebook and Twitter accounts as well as through emails. We also provide written copies of some key reports and funded statewide billboard campaign.

The EOC captures these functions in its tagline, "Reporting Facts, Measuring Change, Promoting Progress."

SC EDUCATION OVERSIGHT COMMITTEE

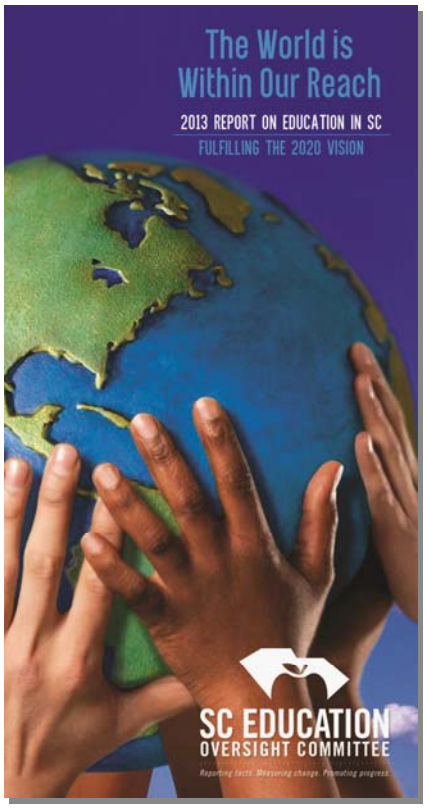
Reporting facts. Measuring change. Promoting progress.

2. Your key customer groups and their key requirements/expectations

Section 59-18-100 of the EAA defines accountability as "acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community." Consequently, the EOC focuses on the following key groups:

- Governor and General Assembly – Information and recommendations for improving instruction and learning
- Educators – Engagement in design and implementation of accountability system and provision of research-based strategies for improving student achievement.
- Students – Reaching out to determine if public education prepared them for college and careers and engaging them in a discussion of how schools are or could be innovative
- Parents – Information to assist parents in reinforcing standards at home and in promoting reading at home
- Business and Community – Engagement in cyclical review of accountability system, especially in defining college and career readiness

- Higher Education –Engagement in determining changes in pre-service and in-service training of teachers, especially to promote reading



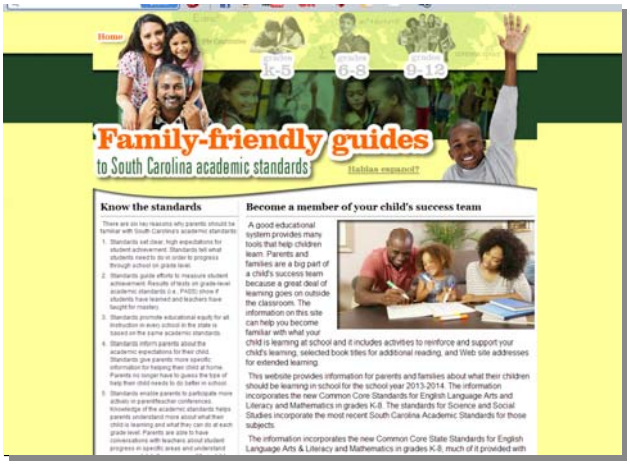
Governor and 170 Members of the General Assembly - The EOC provides recommendations regarding programs, policies and funding based upon the level of achievement for students and schools as well as program evaluations. The EOC serves as a data source for elected officials, maintains the visibility of education among the state priorities and provides publications including those listed below:

- *The World is Within Our Reach*, report documenting South Carolina's progress toward the 2020 Vision – mailed to all members and 17,000 South Carolinians
- *At-A Glance* - distributed quarterly each month to a minimum of 3,000 serving in leadership positions.
- Annual recommendations, including budget and proviso recommendations for subsequent fiscal years, and topical reports are distributed to the elected officials
- Electronic versions of *Legislative Investments in Education Accountability*, distributed to elected officials and educational leaders; electronic versions are distributed to 3,000 online subscribers
- Membership on the following:
  - New Carolina Innovation Initiative
  - Education Policy Fellows Board
  - South Carolina Public Charter School District
  - Charter School Advisory Committee
  - Governor's School for the Arts and Humanities
- Clearinghouse for elected officials, their staff and educators on materials and issues related to school improvement
- Responses to ad hoc data requests from elected officials

Educators - The EOC provides educators with results of research studies on education issues longitudinal-matched student performance data, analyses of ratings and factors related to the ratings as well as technical support for use of the ratings and report cards. The technical documents include those listed below in both print and electronic formats:

- *Accountability Manual* - distributed 1,900 to educators
- *The World is Within Our Reach*, report documenting South Carolina's progress toward the 2020 Vision to over 2,000 educators, legislators, etc.
- *Tips for Education Engagement*, research-based and innovative strategies for engaging students in reading and writing from South Carolina schools
- *Tips For Teachers - Getting Students to Read*, to give classroom teachers research-based support for increasing the amount and time students spend reading
- *Family Friendly Learning Standards* - distributed via electronic media and on special website to schools and community groups
- Provided information monthly to Instructional Leaders' Roundtable

Students and Parents - The EOC disseminated information to parents through electronic means and through a special website on the *Family Friendly Learning Standards, www.scfriendlystandards.org*. The EOC also judged student writing in the South Carolina Center for the Book, SC Literacy Leaders Award determined by the SC State Library, and Service Learning Awards sponsored by the Committee on Higher Education (CHE).



Business Community - EOC staff members participate in a number of business-focused groups including the Innovation Steering Committee, Council for Excellence in Education, the Task Force on Workforce Development and the New Carolina Council. EOC publications are made available to businesses for use with their employees. In turn, the EOC engages business involvement in its work including cyclical review of the accountability system.

3. <u>Your key stakeholders (other than customers)</u>

- General Population - The EOC data-base (for invitations and follow-up correspondence) includes 17,000 individuals recommended by local business, civic and education groups. The EOC also attends local civic and professional clubs and provides materials for local use. The EOC reached out to the public county libraries this year to engage them in improving reading performance across the state. Public at Large - The EOC works with the public at large through various formal and informal structures including the: Innovation Steering Committee, New Carolina, South Carolina Educators for Practical Use of Research (SCEPUR), SC Chapter of the National School Public Relations Association (SC-NSPRA) and media outlets from across the state.

- 50,000 copies of *Children need to Dream Big – Help Them Read* brochure on tangible ways to support reading through public-private partnerships, faith-based communities, and individuals printed and distributed to county public libraries, United Way, South Carolina Baptist Foundation, Boys and Girls Clubs, school districts, School Improvement Councils, etc.

4. Your key suppliers and partners

- South Carolina Department of Education
- South Carolina Commission on Higher Education
- Deans of Colleges of Education representing public and private institutions of higher education
- Student Loan Corporation
- School Districts
- Budget and Control Board's Division of Research and Statistics

5. Your operating locations

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

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

An executive director and five (5) unclassified staff persons
Two temporary employees who work part-time on an hourly basis

7. The regulatory environment under which your organization operates

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

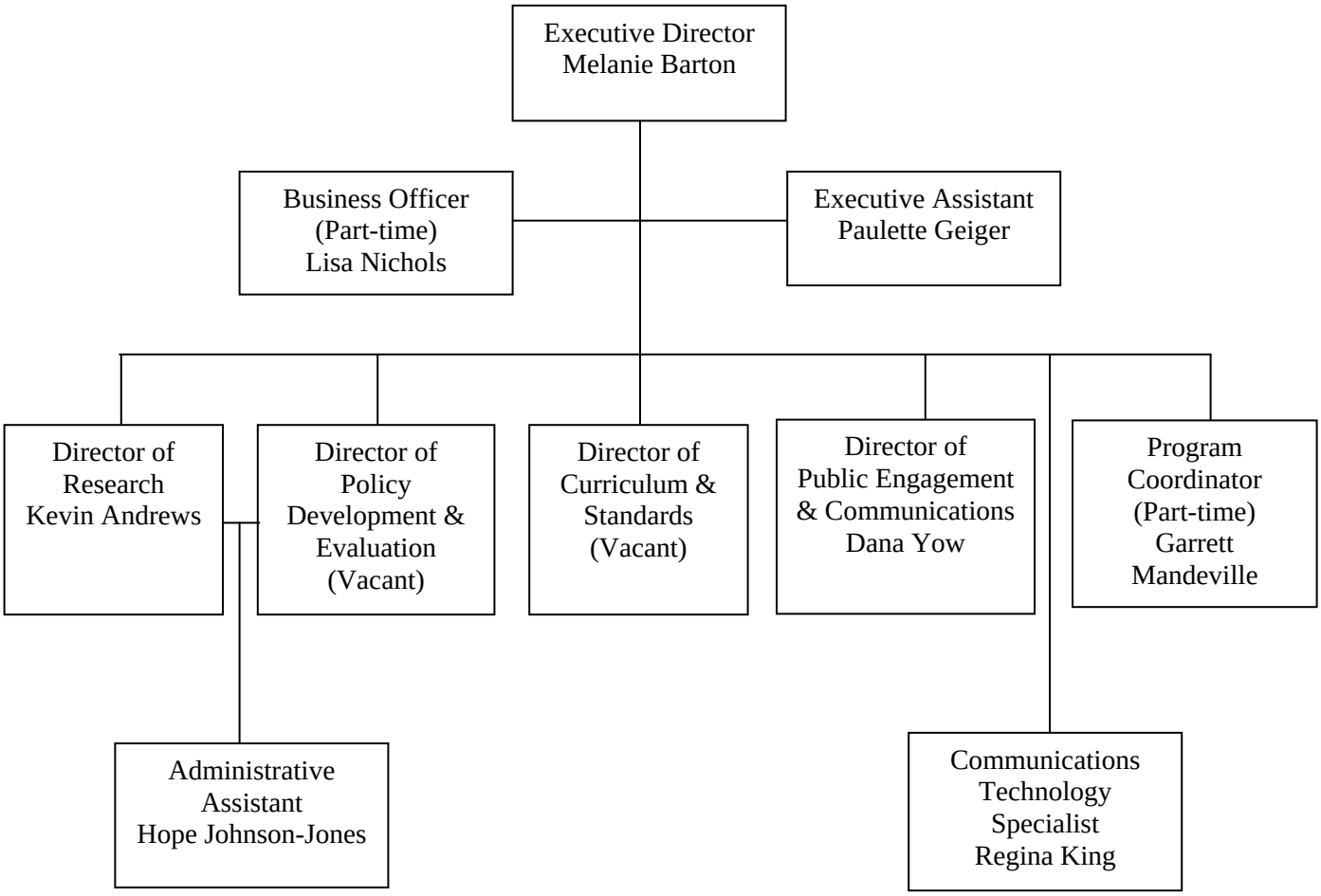
8. Your performance improvement system

During the past year, the EOC has measured the utilization of staff time by projects and employed that information to project assignments and the budgeting of time. In order that the flexibility of EOC data requests could be incorporated, the EOC has budgeted 75 percent of each employee's work days, allowing for holidays and vacation. The system was piloted in 2006-2007 to understand if the allocation of time and the criticality or priority of the work is commensurate. The EOC also uses the state employee appraisal system for annual evaluations with the staff.

9. Your organizational structure

All full-time employees in the following organizational chart are unclassified.

South Carolina Education Oversight Committee
Organizational Chart



10. Your Expenditures/Appropriations Chart

Major Budget Categories	FY11-12 Actual Expenditures		FY12-13 Actual Expenditures		F Y13-14 Appropriations Act	
	Total Funds	**General Funds**	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**
Personal Service	$390,700	N/A	$359,058	N/A	$441,600	N/A
Other Operating	$272,278	N/A	$349,827	$200,000	$522,238	N/A
Public Awareness	$75,724	N/A	$180,489	N/A	$226,574	N/A
Family Involvement	$35,987	N/A	N/A	N/A	N/A	N/A
Middle Grades	$65,160	N/A	$75,000	N/A	N/A	N/A
Fringe Benefits	$86,016	N/A	$109,766	N/A	$104,276	N/A
Transfer to SDE Teacher Supplies	$200,000		N/A	N/A	N/A	N/A
TOTAL	**$1,125,865**	N/A	**$1,074,140**	$200,000	**$1,294,688**	N/A

In addition the EOC was the pass-through agency for the following entities in FY2012-13:
Science P.L.U.S. of $150,000
Science South of $500,000
Teach For America, SC of $2,000,000

OTHER EXPENDITURES

Sources of Funds	FY 11-12 Actual Expenditures	FY12-13 Actual Expenditures
Public Awareness Private Funds	$19,427	$15,376

11. Your Major Program Areas Chart

Program Number and Title	Major Program Area Purpose	FY 11-12 Budget Expenditures	FY12-13 Budget Expenditures	Key Cross References for Financial Results
Agency Administration: overhead	Supports personnel, financing and administrative functions of EOC in accordance with duties outlined in the Education Accountability Act, Teacher Quality Act of 2000, Parental Involvement in Their Children's Education Act of 2000 and other duties outlined in the annual General Appropriation Act. Include supervision, communications, data processing, employer contributions, personnel services, professional development, etc. general	State: Federal: Other:$170,925 Total:$ 170,925 5.2%of Total Budget	State: Federal: Other: $244,519 Total: $244,519 19.19% of Total Budget	7.1-1 7.6-1
Implementation and Oversight of Education Accountability System	Fulfills requirements of 59-6-10(1) and (4) and 59-6-110 (1) and (2) to ensure that the EAA is implemented in a manner consistent with its intent and in the time frame defined in statute.	State: Federal: Other:$ 390,327 Total: $ 390,327 34.7% of Total Budget	State: Federal: Other: $282,673 Total: $282,673 22.19% of Total Budget	7.1-1 7.2-1 7.6-1
Innovation and Evaluation of the Functioning of Public Education	Fulfills requirements of 59-6-10 (2) and 59-6-110 (3) and (4) and appropriate sections in the Teacher Quality Act of 2000 to ensure a continuous evaluation of South Carolina's	State: Federal: Other: $137,742 Total:$137,742 12.2% of Total Budget	State: Federal: Other: $191,459 Total: $191,459 15.02% of Total Budget	7.1-1 7.2-1 7.6-1

Program Number and Title	Major Program Area Purpose	FY 11-12 Budget Expenditures	FY12-13 Budget Expenditures	Key Cross References for Financial Results
	education policies, programs and funding so that student achievement continues to improve			
Family Involvement	Fulfills the support and evaluation requirements outlined in the Parental Involvement in Their Children's Education Act 59-29-190 *Function merged with Public Awareness in FY12-13*	State: Federal: Other: $35,987 Total:$35,987 3.2% of Total Budget	N/A	7.2-1
Public Awareness	Fulfills the responsibilities outlined in 59-18-1700 through the public awareness program.	State: Federal: Other:$75,724 Total: $75,724 6.7% of Total Budget	State: Federal: Other:$180,489 Total: $180,489 14.17% of Total Budget	7.1-1 7.2-1 7.6-1
Proviso-directed actions	EOC serves as the fiscal agent for Middle Grades Project ($75,000) and per proviso allocates funds to SC Economics In FY2011-12 proviso directed $200,000 to Teacher Supplies	State: Federal: Other:$ 315,160 Total:$ 315,160 28.0% of Total Budget	State: Federal: Other: $375,000 Total: $375,000 29.43% of Total Budget	7.6-1
Flow Throughs	Per Proviso 1A.40. EIA funds for Science PLUS, Science South and Teach For America SC flow through EOC		State: Federal: Other: $2,650,000	

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

Remainder of Expenditures	**FY11-12**	**FY12-13**
Public Awareness Private Fund	State: Federal: Other: $19,427 Total:	State: Federal: Other: $15,376 Total:

SECTION III: ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA

Category 1. SENIOR LEADERSHIP, GOVERNANCE AND SOCIAL RESPONSIBILITY

1. How do senior leaders set, deploy and ensure two-way communication for: a) short and long-term direction and organizational priorities b) performance expectations, c) organizational values, and d) ethical behavior?

(a) The Executive Director works with EOC members in an annual process to outline the critical areas for the year. Annual objectives are developed and approved by the EOC members to guide actions relative to its statutory responsibilities and achievement of the agency's mission or 2020 Vision to shape the work and focus of staff. The Executive Director then develops a management plan to provide time lines, identifies data requirements, allocates resources, and establishes the criteria for satisfactory accomplishment. The Executive Director meets quarterly with all staff persons and, in additional meetings, with individual staff persons. The EOC also engaged in a discussion led by Dr. Jon Pierce, Senior Fellow at the Institute of Public Service and Policy Research at the University of South Carolina to focus on the overall mission of the agency.

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

(c) The EOC values are showcased below with examples of incorporation:

Value	Example(s)
Sole focus on what is best for students	Inclusion of all students in the accountability system Publication of progress of disaggregated groups of students against 2020 Vision
Belief in broad-based inclusion and collaboration	Utilization of advisory groups for all EOC initiatives and decisions Incorporation of reports from a Key Constituency at EOC meetings
Belief in standards, assessments and publicly known results	Implementation of a standards-based rating system Development of communication supports for individual and public action
Implementation of research- and fact-based solutions that improve results	Annual review of EIA programs Recommendations for program, policy and funding changes to Governor and General Assembly
Passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics	Involvement in a number of advisory, professional and policy groups

(d) The EOC staff is organized around primary responsibilities. Each staff member is expected to be an advocate for agency functions by exploring ways in which the materials and actions can have greater impact. Over the years the EOC has developed practices including required advisory groups, explicit criteria, use of simulations to generate wider acceptance for its work. The EOC ascribes to the professional standards as specified by the following organizations: American Educational Research Association; National Council on Measurement in Education; Association for Supervision and Curriculum Development; International Reading Association; National Council of Teachers of English; National Council Teachers of

Mathematics; American Assoc. for the Advancement of Science; National Council for the Social Studies; South Carolina Science Council; and National Network of Partnership Schools.

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

The focus on customers, legislators included, is established through agreements that staff respond to communication promptly in the following manner:

- Respond to all requests for available information, including presentations for school districts, before community groups, and for professional organizations;
- Provide access to technical documentation for each proposal and/or decision;
- Respond to e-mail and telephone calls within twenty-four hours;
- Provide information in multiple formats; and
- Meet with superintendents and instructional materials throughout the state.

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

The EOC uses a multi-stage process to address the impact of its work: (1) assesses the relationship of the issue under study to the achievement of the state's goals and 2020 Vision, incorporating research findings, comments from constituents and related educational priorities; (2) explores alternative actions or values and conducts simulations to identify factors confounding or contributing to higher performance; (3) reviews the simulations using advisory groups to appraise consistency with goal attainment and fairness; and (4) presents recommendations to EOC members for consideration, review, and adoption or rejection.

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

The EOC fiscal actions and plans are processed through the Office of State Budget, the Office of the Comptroller General, and the Office of the State Treasurer. In June the EOC began using SCEIS. The Office of the State Auditor reviews agency's fiscal operations to insure compliance within the state system. Procedural fiscal guidelines are afforded through the South Carolina Enterprise Information System (SCEIS), the South Carolina Consolidated Procurement Code, and General Accepted Accounting Principles (GAAPs). The EOC is subject to audits of agreed-upon procedures, procurement, and state employee insurance records.

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

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

6. How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness, the effectiveness of management throughout the organization including the head of the organization and the governance board/policy making body? How do their personal actions reflect a commitment to the organizational values?

Performance expectations for individual staff members are set at the beginning of each employment year. Using the Employee Performance Management System (EPMS) as the basis

for evaluation, the Executive Director and individual staff persons appraise the previous year's performance, identify areas for professional growth in the succeeding year, and outline assistance needed to achieve those goals. Each year the EOC Chairman meets with the EOC to evaluate the Executive Director. The Chairman and the Executive Director then discuss the performance appraisal, progress in the EOC's work, accomplishment of the annual objectives and the use of EOC resources to contribute to the achievement of the 2020 Vision. Areas for increased attention are identified and addressed. EOC members and staff are active in professional groups, task forces, committees, and local communities to promote higher student achievement, to share the work of the EOC and to encourage others to be engaged.

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

EOC staff members are asked to demonstrate leadership of individual projects. The EOC continues to deepen staff understanding of fiscal and administrative decision-making for cross-training purposes.

8. How do senior leaders create an environment for performance improvement and the, accomplishment of strategic objectives and innovation?

By modeling the monitoring and evaluation of their own performance, senior leaders provide an environment which encourages self-monitoring and individual skill development on the part of employees. Senior leaders also model vigilance for innovative ways to accomplish the goals of the organization using technology.

9. How do senior leaders create an environment for organizational and workforce learning?

EOC employees are encouraged to grow professionally through a number of mechanisms: payment of membership in professional organizations, released time for activities and/or conferences, payment of travel and fees for regional and national meetings and payment of fees and tuition for coursework.

10. How do senior leaders communicate with, engage, empower and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

In small organizations, senior leaders provide individual and personal encouragement through providing up-to-date technology and software, to writing notes for extraordinary work, to promoting individuals to more responsible positions.

11. How does senior leadership actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support and how senior leaders, the workforce and the organization contribute to improving these communities.

Staff is encouraged to be active as parents, professionals and members of the larger community including service on: school improvement councils; and boards and commissions. Staff is provided opportunities to volunteer for one hour each week in public schools as reading buddies and Statewide Campaign for the United Way.

Category 2. STRATEGIC PLANNING

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

Each year the EOC members meet for a retreat to review the progress of the past year, conduct an environmental scan to determine opportunities and barriers, and set priorities for the ensuing year. The participants include all EOC members and staff, gubernatorial and legislative staff, invited speakers and key consultants.

The strategic planning process includes four stages with the groups outlined above engaged.

Stage One: Environmental scan of educational progress, opportunities and barriers
Review of statutory and legislative requirements and limitations
Exploration of customer needs and expectations
Review of previous impact
Establishment of annual objectives and critical actions

Stage Two: Translation of objectives into action plans
Study of financial, societal and other potential risks
Assignment of human resources, based upon analyses of capabilities and needs
Evaluation of operational capabilities and needs
Assignment of supplier/contractor/partner capabilities and needs

Stage Three: Engagement of broader communities to explore impacts and options
Involvement of professional advisory boards
Performance of simulations and critical studies of alternatives

Stage Four: Communication and advocacy for recommendations and decisions
Incorporation into public awareness plan
Involvement of EOC members and staff in communications strategies
Provision of reports and materials to customers to assist them in their responsibilities

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

The objectives align with the challenges by addressing public engagement, improved access to data and analyses, focused research, and linking accountability to progress. The barriers (e.g., data quality and comfort with the status quo) are stubborn and although the objectives focus on these, we have not yet achieved the impact to which we aspire.

3. How do you develop and track action plans that address your key strategic objectives, and how do you allocate resources to ensure accomplishment of your action plans?

(a) Implementation of the EAA: The EOC has direct responsibilities for implementation of the Education Accountability Act (EAA). To ensure that those responsibilities are met, the agency develops an annual time line that corresponds to the statutory requirements of the legislation and the time line for accomplishment of the EOC objectives. Internally, the staff members use the annual strategic plan to ensure that work is accomplished in accordance with the time lines of the legislation and the requirements of the EOC.

(b) Within each of the areas of the agency plan, key measurable results were specified, including actions and staff persons responsible for those actions.

(c) Actions also are traced through EOC agendas, actions and minutes.

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

The strategic objectives and critical actions and performance measures are distributed in print and web-based publications. Materials are distributed through the education associations, school districts, South Carolina Chamber of Commerce, and related advocacy organizations. Presentations are made to community and professional audiences. Special sessions are held with legislators and both during and end-of-session materials are provided.

5. How do you measure progress on your action plans?

There is an annual staff review of the accomplishments and/or progress toward accomplishment of specific tasks, with reallocation of resources as needed to ensure objectives are met. The agency employs an annual agenda plan to ensure that the work can be considered in a time frame that fits the legislative schedule; that agenda plan drives the completion of many tasks as the materials must be prepared, printed and distributed to ensure public access and thoughtful decision-making.

6. How do you evaluate and improve your strategic planning process?

The members and staff vet the plan annually to determine what actions have been completed and how the plan has yielded the results anticipated by the EOC. This occurs in annual staff planning sessions and at the EOC annual retreat.

7. If the agency's strategic plan is available to the public through the agency's internet homepage, please provide a website address for that plan.

   Note: List your key strategic objectives (goals) and your key actions plans/initiatives and time lines in the Strategic Planning Chart

   If the agency's strategic plan is available to the public through the agency's internet homepage, please provide a website address for that plan. The agency plan is available at www.eoc.sc.gov.

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

Category 3. CUSTOMER FOCUS

The EOC is composed of eighteen (18) members.

2012-13 Membership

Appointing Authority	Term of Office	Representing	Name	Service
Governor	Coterminous	Self/Designee	Gov. Nikki Haley	January 2011-Present
	2011-2014	Business	Evelyn Perry	April 2012 to Present
	2006-2010	Education	Dennis Drew	2003-Present
State Superintendent	Coterminous	Self/Designee	Mick Zais	2011- Present
Speaker of the House of Representatives	Coterminous	Self/Designee	Joe Neal	2005-Present
	2011-2015	Business	Phillip Bowers	July 2012 - Present
	2009-2013	Education	Alex Martin	1998-Present
President Pro Tempore of the Senate	Coterminous	Self/Designee	Mike Fair	2001-Present
	2010-2014	Business	Neil Robinson	2005-Present
	2010-2014	Education	Barbara Hairfield	2007-Present
Chairman, House Ways and Means	Coterminous	Self/Designee	J. Roland Smith	2011-Present
Chairman, Senate Finance	Coterminous	Self/Designee	John Matthews	2013-Present
Chairman, House Education and Public Works	Coterminous	Self/Designee	Andy Patrick	December 2011-Present
	2008-2012	Business	David Whittemore	2010-Present
	2010-2014	Education	Danny Merck	2010-Present
Chairman, Senate Education	Coterminous	Self/Designee	Robert W. Hayes	2005-Present
	2010-2014	Business	John Warner	2011-Present
	2010-2014	Education	Ann Marie Taylor	2010-Present

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

The key customers of the Education Oversight Committee are listed in the agency's enabling legislation: the Governor, the General Assembly, the S.C. Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community. Because the overriding objective of improving academic achievement is the focus of the EOC, the agency focuses its products and services on this goal while marketing its products and services to the individual needs and responsibilities of its key customers.

Efforts are made to determine customer requirements in a variety of ways. First, the EOC members and staff participate in a variety of organizations and civic roles in order to ascertain public will. Second, the members of the EOC meet with legislators in their local communities both before and during the legislative session. Often, the EOC conducts workshops throughout South Carolina where educators and community leaders attend. Information, research and evaluations also are provided to the Governor, legislators, and legislative committees as requested. EOC members serve on the South Carolina Chamber of Commerce's Council on Excellence in Education. EOC staff persons are assigned liaison responsibilities to work with major professional associations. Finally, the EOC conducts surveys and focus groups as needed.

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

The EOC and its staff have worked diligently to provide information on the accountability system and to learn from its customers using the following direct methods of communication:

- Printed publications including the *Accountability Manual*
- Electronic monthly publications including *At a Glance*, Stakeholder Engagement Report
- Regional meetings with school district superintendents and instructional leaders
- Use of an electronic survey methodology with selected groups
- Incorporation of advisory groups and circulation of preliminary reports for comments
- Maintenance of a comments section on the website
- Workshops and community meetings throughout the state
- Surveys
- Upgrading of its web site to provide more information, in an efficient, easy-to-use format
- Presentations at conferences, legislative committees, caucuses, and professional associations
- Inclusion of school and school district officials in an advisory capacity
- Participation of EOC staff and members on advisory boards, task forces and local school and district committees

3. What are your key customer access mechanisms, and how do these access mechanisms enable customers to seek information, conduct business and make complaints?

Customer access mechanisms include the open comments capacity on the website, publication of information and inclusion of contact information for reaction, presentations at civic and professional meetings and participation in the legislative process, and numerous surveys on various topics. The EOC also utilizes a range of media including print, web-based information, paid/in-kind media and a comments section on the website. The EOC offices are located in the

State House complex which facilitates informal and repeated contact with decision makers. EOC staff persons also attend professional group meetings (e.g., Instructional Leaders Roundtable, District Public Information Officers meetings.)

The EOC staff also meets at least six times a year with staff at the South Carolina Department of Education regarding the accountability and assessment systems.

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

Customer satisfaction is measured through face-to-face meetings with key legislative leaders, requests for publications, structured meetings with education groups and records of requests for materials or presentations. The EOC staff members also monitor legislation and changes in policy or funding to determine impact of recommendations on decisions. EOC staff members routinely are asked to serve on task forces and advisory groups in other agencies and entities.

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

Information from customers is used most often to determine if the products and services provided by the EOC assist schools in improving academic success and in supporting the implementation, efficiency, and the effectiveness of academic improvement efforts. Among the groups providing advice during the 2012-13 year were the following:

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

CDEPP Evaluation Contributors
Mellanie Jinnette, Columbia

SC Family-Friendly Standards
Meka Childs, Columbia
John Holton, Columbia
Lewis Huffman, Columbia
Cathy Jones, Columbia
Regina King, Columbia
Briana Timmerman, Columbia
Dana Yow, Columbia

Parent Survey Analysis
Cynthia Hearn, Columbia

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

Teacher Loan Evaluation
Mim Armour, Columbia
Bill Billingsley, Columbia
Camille Brown, Columbia
Marta Burgin, Columbia
Linda Wargel, Columbia

Cyclical Accountability Review Panel
Larry Allen, Clemson
Cynthia Ambrose, Conway
Mona Lisa Andrews, Pamplico
Mike Brenan, Columbia
Ray Brooks, Greenwood
Jon Butzon, Summerville
Jennifer Coleman, Columbia
Jim Delisle, North Myrtle Beach
Jim Dumm, Georgetown
Mike Fair, Greenville
Governor Haley, Columbia
Jan Hammond, Columbia
Chip Jackson, Columbia
Rainey Knight, Darlington
C.J. Lake, Saluda
John Matthews, Bowman
Amy McAllister, Lake City
Charles Middleton, Jr., West Union
Glenda Morrison-Fair, Greenville
Wesley Mullinax, Greenville
Maggie Murdock, West Columbia
Linda O'Bryon, Columbia
Darryl Owings, Roebuck
Arthur Perry, Spartanburg
Josh Putnam, Piedmont
Jim Reynolds, West Columbia
Janet Rose, Johns Island
Phillip Waddell, Lexington
Gary West, Ridgeland
Leila Williams, Walterboro
Reginald Harrison Williams, Orangeburg
Carol Wilson, Greenville
Lee Yarborough, Greenville
Bernie Zeiler, Spartanburg
Dr. Mick Zais, Columbia

Reading Higher Education Panel
Gail China, Morris College
J. Ron Faulkenberry, Francis Marion
Linda Gambrell, Clemson
Valerie Harrison, Claflin
Kelly Harrison-Maguire**,** Converse
Kathy Headley, Clemson
Tony Johnson, The Citadel
Zach Kelehear, USC-Columbia
Jennifer Morrison, Newberry
Lynne Noble, Columbia
Dava O'Connor, Lander
Jenny Rakestraw, Winthrop
Windy Schweder, USC-Aiken
Diane Stephens, USC-Columbia
Renarta Tompkins, USC-Beaufort
Lemuel Watson, USC-Columbia
Kim Welborn, Southern Wesleyan
Ed Welchel, Wofford
Francis Welch, College of Charleston

2012 Student Video Contest Team
Melanie Barton, Columbia
Charles Bierbauer, Columbia
Kara Brown, Columbia
Michelle Flamos, Columbia
Hope Johnson Jones, Columbia
Regina King, Columbia
Eleanore Vaughan, Columbia
Dana Yow, Columbia

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

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

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

Category 4. MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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

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

Budget.....Appropriations Act
Finance Operations .....South Carolina Enterprise Information System (SCEIS)
Asset Management.....General Accepted Accounting Principles (GAAP)
Finance/Payroll SC Enterprise Information System (SCEIS) (June 2013)
Procurement.....South Carolina Procurement Code
Employee Benefits.....S.C. Code of Laws and
.....South Carolina Public Employee Benefit Authority (PEBA)

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

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

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

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

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

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

Financial performance	
Monthly Budget Status Reports	Agency Level Planning Document
Monthly Reconciliations	SC Enterprise Information System (SCEIS)
Employee Benefits Reconciliations	Public Employee Benefit Authority (PEBA)
Operational performance	Annual Agreed Upon Procedures State Auditor's Office
Data quality and integrity	American Educational Research Association National Council on Measurement in Education Association for Supervision and Curriculum Development
Technical quality of analyses	Program Evaluation Standards published by the Joint Committee on Standards in Educational Evaluation
Publication Quality	External editor Chicago Manual of Style
Responsiveness to calls	Telephone logs Website visitors' records

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

The EOC seeks and uses data from reputable national and regional organizations such as the National Center for Educational Statistics, the Southern Education Foundation, the EOC Technical Advisory Panel, the Southern Regional Education Board, the Council of Chief State School Officers, and the Education Commission of the States for comparative purposes. Data useful for comparison with other states and the nation are vital to the EOC's annual evaluation of its measures of success in achieving its 2020 vision. The EOC also collects data useful for comparisons of educational programs implemented in South Carolina with outcomes from programs in other locations through literature searches from traditional resources and from web-based resources. Within-state comparisons based on data also are conducted by the EOC, such as in its annual report on reducing the achievement gaps in which schools showing success are identified so educators may study them for models of success.

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

Ensuring data quality and availability is an important concern for the EOC. The data elements and the procedures for assessing school outcomes for the accountability system are defined in the annual *Accountability Manual* published by the EOC. Accountability data from the school and district report cards are analyzed annually and specific data elements are identified for further

review. The EOC has established a data quality advisory committee composed of state and district level data specialists to assist in this data review. Based on the advice from this committee, the EOC conducted a study of the high school graduation rate data and the graduation rate data collection methodology.

The EOC uses SAS statistical analysis software and Microsoft Excel and Access for analysis of data. In its analyses, the EOC uses either original, raw data such as student test data or finance data obtained from the South Carolina Department of Education, Budget & Control Board's Division of Research and Statistics, or aggregations of data from sources which follow accepted standards for statistical quality such as the federal National Center for Educational Statistics, the South Carolina Department of Education, or from test publishers. Internal EOC finance data follow SC Enterprise Information System (SCEIS) and General Accepted Accounting Principles (GAAP) guidelines, with monthly budget reconciliations and annual audits from the Comptroller General, State Auditor, Office of Materials Management, and the Public Employee Benefit Authority (PEBA).

The EOC makes its data available to researchers and other interested parties, subject to Family Education Rights Privacy Act (FERPA) guidelines, through reports published on its web site and in response to requests for data. The EOC conforms to federal and state laws, as well as professional standards, regarding the security of data.

There is a need to make EOC data and reports more accessible to a wider audience so that customers are not overwhelmed with the statistical terminology, that the issues revealed through the data analyses are readily apparent and that there are understandings sufficient to contribute to the decision-making process.

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

The organizational review findings are studied by senior staff to determine specific changes to processes. These are implemented either through the annual strategic planning process or immediately upon determination of positive impact.

7. How do you collect, transfer and maintain organizational and employee knowledge (your knowledge assets)? How do you identify and share best practices?

The EOC maintains an administrative *Policy and Procedures Manual* and a *Fiscal Procedures Manual*. A publications library containing all EOC reports is maintained, and all meeting packets, reports and minutes from EOC committee meetings are published on the EOC web site. EOC staff members have worked with the South Carolina Department of Archives and History to implement procedures and schedules for complying with state guidelines.

As a very small agency, all staff members are in frequent daily contact and consult with one another about on-going activities and projects. Regularly scheduled bi-weekly staff meetings have been established to ensure that all staff members are apprised of policies and that all members of the team share and maintain the same focus and vision for the agency.

Category 5. WORKFORCE FOCUS

1. How does management organize and measure work to enable your workforce to: (1) develop to their full potential, aligned with the organization's objectives, strategies and action plans, and (2) promote cooperation, initiative, empowerment, innovation and your desired organizational culture?

The agency plan is developed collaboratively with employees as well as the supporting projections for utilization of employee time and agency fiscal resources. The plan reflects the statutory responsibilities of the EOC as well as the annual priorities developed by its membership. Employees have leadership responsibilities within the action plans and are expected to draw upon advisory groups and consultant expertise to ensure that the agency products and services are exemplary.

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

2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs and locations? Give examples.

This is achieved through sharing and collaborating among staff members. Staff members are teamed on projects to ensure multiple perspectives are considered in developing a study and/or interpreting the findings. The adaptation of a survey mechanism to the annual collection of budget requests and justifications is an example. This reduced redundancies in responding agencies, eliminated creation and duplication of paper copies and allowed individuals to create the documents over an extended time period.

3. How does management recruit, hire, place and retain new employees? Describe any barriers that you encounter.

The EOC advertises positions through the State Office of Human Resources and uses the temporary or contracted service when there are long-term employee absences. The major barrier encountered is the limited number of professionals with quantitative backgrounds who are qualified to complete the work.

4. How do you assess your workforce capability and capacity needs, including skills, competencies and staffing levels?

Comparisons are made among current and projected statutory/proviso assignments or initiatives sponsored by the EOC and the time and talents available for assignment. The leadership discusses alternatives to include a contracted study, consultant or temporary assistance and expansion of the agency staff.

5. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

The EOC implemented a universal review date in August 2003. The required evaluation is to be completed for all employees at the same time. Each staff person is asked to set a professional development goal for the year and, working through available programs, services or professional organizations pursue that goal. The Executive Director uses the EPMS system and frequent

informal meetings as an opportunity to discuss progress, interests and ways in which the EOC can benefit its personnel.

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

   (a) Lead staff persons have participated in the Executive Institute, the Education Policy Fellows Program and shorter-term sessions to development leadership attributes;
   (b) Because the agency is small, organizational knowledge can be shared through interpersonal contact and through use of the *Administrative Policy Manual*;
   (c) Ethical practices are established through the professional standards to which the agency adheres; and
   (d) The competencies, challenges and accomplishments are developed through staff work sessions.

7. How do you identify and address key developmental training needs for your workforce, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation and safety training?

Within a small agency staff, there is a need for content expertise related to particular organizational functions and for the capacity of each employee to provide "back up" to his colleagues. Over the past year the EOC has invested in specialized skills through trainings on supervision, statistical packages, Microsoft Access, web software and desktop publishing software.

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

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

9. How does employee training contribute to the achievement of your action plans?

The EOC has invested in employees to improve its functioning and its agency responsiveness. Employees have been trained on the CMS web software, In-Design, Access, and SAS for data analysis. Other employees participated in the Education Policy Fellows Program and procurement regulations and processes training.

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

The processes are evaluated for (1) conformity to state law and regulation, (2) creation of a high expectations environment, and (3) agency fulfillment of responsibilities. Employee absenteeism and turnover are monitored to determine where additional resources might be needed. Because the EOC staff is a small team and works in a political environment, temporary or new employees must be oriented to the staff relationships and work schedule to be effective.

11. How do you motivate your workforce to develop and utilize their full potential?

The EOC is committed to excellent employee-employer relations. This includes creating an environment where employees understand how their positions support the agency mission and that they are valued for their efforts. EOC staff members are encouraged to participate in professional organizations, attend conferences, and work with consultants and colleagues to improve their practice. EOC staff members also have permission to work a flexible schedule so that staff members can participate in their children's schools and/or accommodate individual and family needs.

As staff members must meet professional certification requirements, the EOC adjusts work schedules accordingly. The EOC encourages and motivates employees through innovation and flexibility. Flexible and compressed workweek schedules have allowed employees to adjust their work schedules to accommodate their employment and personal lives.

12. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction and motivation? How do you use other measures such as employee retention and grievances? How do you use this information?

The Executive Director employs a number of formal and informal mechanisms to receive feedback and determine staff well-being and satisfaction. She meets with individual staff persons monthly (or more frequently, if necessary) to identify ways in which the organization can be more effective and ways in which the EOC can assist the individual to be more effective. The Executive Director also examines attendance records to determine if employees are having difficulties and/or are dissatisfied. The Executive Director maintains an open door policy and if problems surface, these are explored privately.

13. How do you manage effective career progression and effective succession planning for your entire workforce throughout the organization?

This is quite difficult for a small specialized agency. When we have advance notice that an employee is leaving the agency, we are able to re-evaluate the position and use the Office of Human Resources to hire a new staff person.

14. How do you maintain a safe, secure and healthy work environment? (Include your workplace preparedness for emergencies and disasters).

The EOC offices are in the Solomon Blatt Building on the State House grounds. Each staff person has been given a list of procedures to be followed in case of an emergency. EOC staff members are asked to identify potential hazards.

The House of Representatives and the Budget and Control Board maintain the facilities. The Records Officer is working with the South Carolina Department of Archives and History to implement a storage schedule for a large volume of materials.

Employees have access to the state's health screening services and other programs offered by the Budget and Control Board.

Category 6. PROCESS MANAGEMENT

1. How do you determine and what are your organization's core competencies, and how do they relate to your mission, competitive environment and action plans?

The EOC core competencies are the following:

(a) Data analysis and simulation of impact: The EOC built a six-year longitudinal data file based on PACT as well as a compendium of data sets that foster understanding of performance over time and simulates changes in school and district ratings as differing values are assigned to aspects of school performance. The EOC is now in the process of building a similar longitudinal data file for PASS results. The EOC is able to correlate student and school characteristics with performance. The EOC also completes analyses of the parent, student and teacher surveys to explore data patterns. To date, the responses to the parent survey are insufficient to draw deep conclusions.

(b) Long-range planning: The EOC works beyond the political cycle with a number of groups and individuals to understand conditions that contribute to or detract from school and student achievement.

(c) Public reporting: The EOC contributes to the publication and understanding of the school and district report card as well as works with media on individual program evaluations, on school improvement efforts and recognition of programs and services that are having impact.

(d) Component quality: Through the cyclical reviews and program evaluations the EOC is able to inform practice and promote recommendations for change.

(e) Reports to General Assembly and other elected leaders: The EOC bears statutory responsibility to recommend changes in programs, policies and funding and does so annually. These recommendations must be researched thoroughly to ensure that the desired impact is achieved and that the change is understood fully. Through *At a Glance,* summaries of detailed reports are presented. The EOC also distributes *Legislative Investment in Education Accountability* to showcase investments over time. Both staff and committee members meet with individual legislators or committees frequently.

2. How do you determine and what are your key work processes that produce, create or add value for your customers and your organization and how do they relate to your core competencies? How do you ensure these processes are used?

The key processes have been defined through work with the EOC and the staff over time. These processes include public engagement, use of data, and recognition of changes. These are affirmed in all of the agency activities.

3. How do you incorporate organizational knowledge, new technology, cost controls and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

The EOC worked with its key customers to determine the most effective means of delivering its products (i.e., research and recommendations) to the various publics. It was determined that three levels of publications are required: highly technical documentation, research briefs for

general audiences, and graphic representations of the information. For each study these three levels of product are available and distributed in print or electronic format. In 2005-2006 the EOC developed a vision for an interactive web site and began developing the programs and materials for that site. The site became operational in winter 2007. In 2010, the EOC partnered with S.C. Interactive for a second phase to expand the site to include data searches of all available data complied for the annual school and district report cards. EOC staff is currently working with SCDE and SC Interactive to update the site and make it current.

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

Concepts for new projects are processed and reviewed to ensure comprehensive research, quality of printed materials, on-time delivery and availability. The EOC staff members follow the strategic plan to ensure that work is accomplished in accordance with the time lines. Staff members constantly seek input from key suppliers, contractors and stakeholders in order to improve agency processes. Ultimately, these plans drive the day-to-day operation of the EOC.

5. How do you systematically evaluate and improve your key product and service related work processes?

The products and services are examined first for their positive contributions to improvement in students, school, district and state academic performance. They are examined to determine if they contributed to decisions made by policymakers and practitioners, and if they did not, why not? The quality of the product or service is examined and then its distribution and/or promotion are examined. The EOC constantly works with a variety of audiences and therefore, any product or service may be represented in three levels: a technical document, an education practitioner's document and a policy-maker's perspective. This three level view facilitates understanding from multiple levels and [hopefully] brings the three communities together to resolve an issue.

6. What are you key support processes and how do you evaluate, improve and update these processes to achieve better performance?

The EOC focused on process improvement to better deliver summary publications for reports to broaden the utilization of research findings. The EOC provides a variety of online resources and publications to help key stakeholders get involved in the success of South Carolina's students and schools. In 2011-12 the EOC began making extensive use of social media including Twitter and Facebook to expand access to the agency's work; that work has continued and we have seen growth among social media users.

7. How does your organization determine the resources needed to meet current and projected budget and financial obligations?

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

Category 7. RESULTS

7.1 What are your performance levels and trends for key measures of mission accomplishment/product and service performance that are important to your customers? How do your results compare to those of comparable organizations?

The EOC is a legislative agency and its employees are at-will employees. The assignment of new tasks and the inclusion of agency staff and EOC members in task forces, planning groups and advisory bodies on the improvement of South Carolina's public education system. The EOC also works with other key customers to determine the utility of technical analyses and publications in their work. Publication requests and requests for presentations and data analyses are measures of customer satisfaction. First and foremost, the EOC fulfilled each of the requirements of the EAA and provisos in the 2012-13 General Appropriation Act in accordance with the legislative timeline.

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

Chart 7.1-1
South Carolina Grades and Ranking
***Quality Counts* 2013**

INDICATOR	2013		
	Grade	Scores	Ranking
Standards, Assessments, and Accountability	**A**	**94.4**	**6th**
Standards	**A**	**100.0**	
Assessments	**D**	**83.3**	
School Accountability	**A**	**100.0**	

Standards:

- *Quality Counts 2013,* Standards, Assessments and Accountability "A" Grade <http://www.edweek.org/ew/qc/2013/state_report_cards.html?intc=EW-QC13-LFTNAV>.
- Fordham 2012. *The State of State Science Standards.* South Carolina Science Standards "A-."<http://www.edexcellencemedia.net/publications/2012/2012-State-of-State-Science-Standards/2012-State-of-State-Science-Standards-FINAL.pdf>.

Assessments:

- *Quality Counts 2013,* Standards, Assessments and Accountability "A" Grade <http://www.edweek.org/ew/qc/2013/state_report_cards.html?intc=EW-QC13-LFTNAV>.

Public Reporting:

- 2012 Notable State Document Award for *Reading Performance in South Carolina,* a document reporting on state and district level reading achievement presented to EOC by the South Carolina State Library.

7.2. What are your performance levels and trends for the key measures on customer satisfaction and dissatisfaction (a customer is defined as an actual or potential user of your organization's products or services)? How do your results compare to those of comparable organizations?

Mission accomplishment is measured through improvement in student and school performance on state standards-based tests and the school and district rating system. Status reports are published in February and are available on the agency website. The tables below show the Absolute Ratings and the Growth Ratings for schools and school districts for 2012:

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

ABSOLUTE Ratings for School Districts

Accountability Rating	2012	2011	2010	2009
Excellent	**27 (32.1%)**	11 (12.8%)	6 (7.0%)	1 (1.2%)
Good	**15 (17.9%)**	22 (25.6%)	12 (14.0%)	0
Average	**30 (35.7%)**	35 (40.7%)	48 (55.8%)	24 (28.2%)
Below Average	**4 (4.8%)**	9 (10.5%)	14 (16.3%)	39 (45.9%)
At Risk	**8 (9.5%)**	9 (10.5%)	6 (7.0%)	21 (24.7%)
Number of Districts:	**84**	86	86	85

GROWTH Ratings for School Districts

Accountability Rating	2012	2011	2010	2009
Excellent	**21 (25.0%)**	18 (20.9%)	23 (26.7%)	0 (0%)
Good	**34 (40.5%)**	24 (27.9%)	28 (32.6%)	2 (2.4%)
Average	**16 (19.0%)**	21 (24.4%)	17 (19.8%)	5 (5.9%)
Below Average	**6 (7.1%)**	20 (23.3%)	11 (12.8%)	20 (23.5%)
At Risk	**7 (8.3%)**	3 (3.5%)	7 (8.1%)	58 (68.2%)
Number of Districts:	**84**	86	86	85

ABSOLUTE Ratings for Schools

Accountability Rating	2012	2011	2010	2009
Excellent	**395 (33%)**	318 (27%)	242 (21%)	188 (16%)
Good	**234 (20%)**	211 (18%)	209 (18%)	185 (16%)
Average	**404 (34%)**	462 (39%)	510 (44%)	537 (46%)
Below Average	**97 (8%)**	120 (10%)	136 (12%)	170 (15%)
At Risk	**61 (5%)**	69 (6%)	69 (6%)	83 (7%)
Number of Report Cards	**1,191**	1,180	1,166	1,163

GROWTH Ratings for Schools

Accountability Rating	2012	2011	2010	2009
Excellent	**374 (32%)**	251 (21%)	263 (23%)	110 (10%)
Good	**265 (22%)**	249 (21%)	242 (21%)	201 (17%)
Average	**390 (33%)**	456 (39%)	402 (35%)	535 (46%)
Below Average	**101 (9%)**	140 (12%)	135 (12%)	161 (14%)
At Risk	**57 (5%)**	75 (7%)	116 (10%)	150 (13%)
Number of Report Cards	1,187	1,171	1,158	1,156

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

State law requires an annual review of agencies' accounting procedures by the Division of the State Auditor. The EOC's accounting operations and stewardship of state resources for Fiscal Years 2006-2007 were reviewed during Fiscal Year 2008-2009. These reviews resulted in no findings of material weaknesses or violations in the EOC's accounting procedures.

7.4. What are your performance levels and trends for the key measures of workforce management, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety and security?

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

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

The EOC operations have been audited by the South Carolina State Auditor's Office including reviews of fiscal procedures, benefits, closing packages and contractual obligations.

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

The EOC consistently receives positive audits and clearances from its oversight agencies that the actions conform to regulation and legal requirements. To guide the work of the EOC, the committee adopted the following objectives for 2012-13. These objectives are currently under review for 2013-14.

Chart 7.6-1

1. Continue the implementation of the Education Accountability Act of 1998, *as amended*, and fulfill other responsibilities assigned by the General Assembly including those within the Teacher Quality Act, the Parental Involvement in Their Children's Education Act, the Education and Economic Development Act and those made by special requests, including:
   a. Monitoring the development of assessments, technology needs and related resources linked to the Core Curriculum and communicating alignment with SC aspirations and instruction;
   b. Implementing the cyclical review of the state accountability system;
   c. Increasing the impact of the accountability system on decisions which impact state, school and student performance;
   d. Ensuring the system is effective for the young people currently enrolled and for those young people to come;
   e. Evaluating the progress of all schools including separate reporting for public charter schools and schools in technical assistance;
   f. Reporting on growth in achievement across four years of PASS data for the four core academic subjects;
   g. Reviewing the Palmetto Gold and Silver Award Program criteria with new growth indices;

h. Supporting and promoting innovative practices in South Carolina public schools and other initiatives that encourage innovation and creativity; and
i. Participating in the development of new science standards

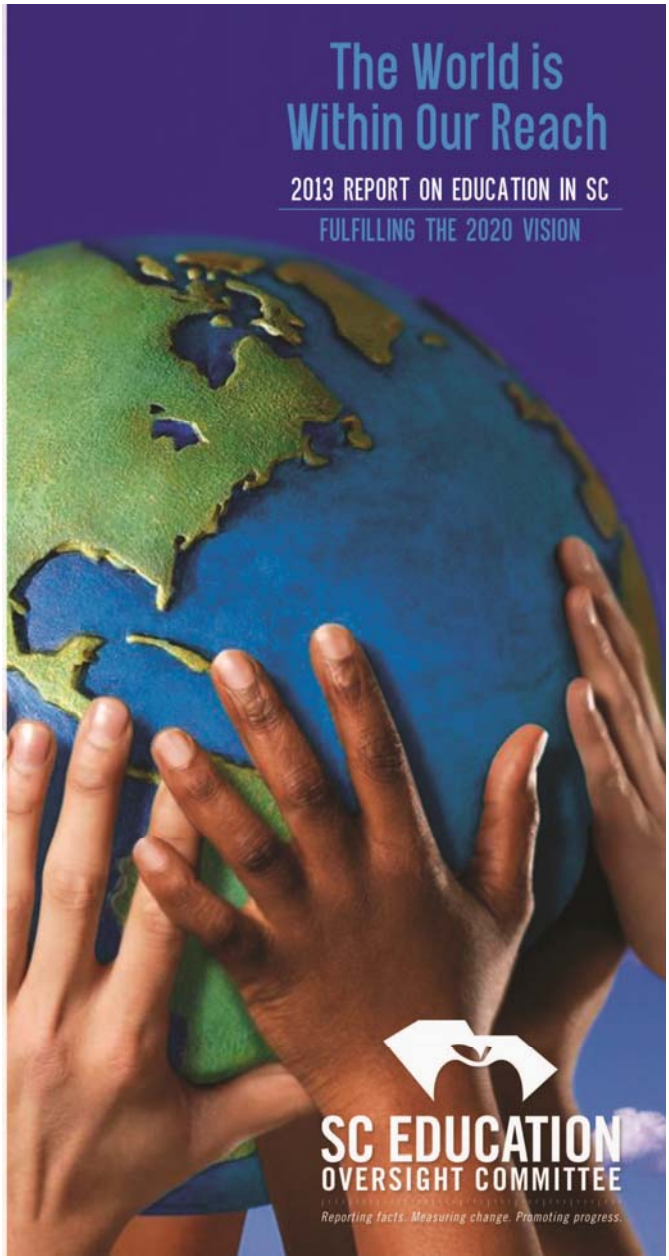
2. Measure progress toward the 2020 vision for statewide educational performance including:
   a. Ensuring that no student is enrolled in a school rated At Risk;
   b. Working with stakeholder groups including higher education to understand state aspirations and the tasks necessary to achieve those;
   c. Adjusting or expanding reporting methods and content to increase sensitivity to growth in performance; and increased knowledge of the performance of students disaggregated by student instructional needs (i.e., EFA and EIA program codes) for the four core academic subjects;
   d. Recommending actions for policy, practice and funding to accomplish the 2020 vision; and
   e. Promoting more open dialogue about the gains, challenges and strategies to accomplish the 2020 vision.

3. Increase the level of student reading proficiency by:
   a. Examining the performance of students, individual and in groups, to understand how and where emphasis is needed in policy and practice;
   b. Linking student performance to instructional strategies and policies and promoting those which are most effective;
   c. Engaging the higher education community and other stakeholder groups in discussions of reading achievement to promote changes in teacher preparation and pre-kindergarten through grade twelve policies and practices; and
   d. Using the recommendations of the South Carolina Reading Achievement Systemic Initiative and group of stakeholders to develop a systemic reading initiative.

4. Develop a long-term strategy for increasing the utility of technology, including:
   a. Identifying the availability and distribution of virtual courses in public schools;
   b. Identifying lead districts and examining how technology in instruction has been supported, utilized and with what impact on student achievement;
   c. Identifying cutting-edge strategies for use of technology to address traditional education functions; and
   d. Promoting a statewide commitment for world-class technology in our schools.

5. Examine the performance of students to achieve at the highest level including:
   a. Expanding a longitudinal PASS data base for the four core academic subjects; and
   b. Determining opportunities for high ability students to access the gifted and talented programs and advanced college preparatory work generally and in low-performing schools.

6. Fulfill responsibilities outlined in the General Appropriations Act.



http://www.eoc.sc.gov/reportsandpublications/2020Vision/Pages/default.aspx