

October 20, 2000

Members, Budget and Control Board  
Office of State Budget  
1122 Lady Street, 12<sup>th</sup> Floor  
Columbia, SC 29201

Dear Honorable Members:

On behalf of the South Carolina Education Oversight Committee I am transmitting our Fiscal Year 1999-2000 Accountability Report.

This report provides information on the second year of the Committee's operation. Established by the Education Accountability Act of 1998, the Education Oversight Committee (EOC) held its first meeting on July 18, 1998. William Barnet, III of Spartanburg was re-elected chairman in August 2000.

The Committee has worked within the legislated responsibilities assigned to both the Committee and to its staff (referred to in the legislation as the Division of Accountability). These measures include the following:

Education Oversight Committee

**§59-6-10 (A)** *In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:*

- (1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;*
- (2) make programmatic and funding recommendations to the General Assembly;*
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;*
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities, as it considers necessary.*

## Division of Accountability

**§59-6-100.** *Within the Education Oversight Committee, an Accountability Division must be established to report on the monitoring, development, and implementation of the performance based accountability system and reviewing and evaluating all aspects of the Education Accountability Act and the Education Improvement Act.*

**§59-6-110.** *The division must examine the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning. The division will recommend the repeal or modification of statutes, policies, and rules that deter school improvement. The division must provide annually its findings and recommendations in a report to the Education Oversight Committee no later than February first. The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:*

- (1) monitor and evaluate the implementation of the state standards and assessment;*
- (2) oversee the development, establishment, implementation and maintenance of the accountability system;*
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies,, an practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and*
- (4) perform other studies and reviews as required by law.*

During its second year the EOC has worked through details of its legislated responsibilities. A review of the Education Accountability Act of 1998 included time-specific tasks and broad responsibilities. Among the time-specific tasks during the initial year are the following:

- Review of social studies content standards;
- Initiation of the cyclical review of the mathematics content standards;
- Review of grades 1-2 PACT assessments;
- Review of the Terra Nova to determine alignment with the content standards;
- Continued development of a sampling plan for the norm-referenced testing program;
- Development of the annual school and district report card (an on-going project);
- Continuing implementation of the public awareness campaign;
- First year activities in the evaluation of the professional development program; and
- Review and development of budget and programmatic recommendations regarding the Education Improvement Act and Education Accountability Act programs.

Specific annual objectives and guiding principles were developed to form the foundation for performance measures in the Committee's second year.

Should you have questions regarding this information or information presented in the attached documents, please contact me. I look forward to discussing our work with you.

Sincerely yours,

Jo Anne Anderson  
Executive Director

## **I. Executive Summary**

The South Carolina Education Oversight Committee is established to assist in, supervise and implement provisions of the Education Accountability Act of 1998. The Committee performs evaluation functions and is responsible for oversight of actions and programs funded through the Education Improvement Act revenues or within the programmatic responsibilities of the Education Improvement Act and the Education Accountability Act. The Education Oversight Committee also bears administrative responsibility for the middle grades initiative, a project directed by staff from the Budget and Control Board.

The goal of the EOC is to assist in, recommend and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act. Toward that end, the legislation defined the following objectives (addressed later in this report as program area one):

1. Review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
2. Make programmatic and funding recommendations to the General Assembly;
3. Report annually to the General Assembly, the State Board of Education; and the public on the progress of the programs;
4. Recommend Education Accountability Act and EIA program changes to state agencies and other entities as is considered necessary;
5. Monitor and evaluate the implementation of the state standards and assessments;
6. Oversee the development, establishment, implementation and maintenance of the accountability system;
7. Monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations;
8. Perform other studies and reviews as required by law.

The Committee concluded the study of parent involvement and provided recommendations to the General Assembly. Those recommendations were enacted through the Parent Involvement in Their Children's Education Act (signed by the Governor on September 28, 2000). The Committee initiated studies of performance in middle grades, the academic planning process, the relationship of school facilities to student performance, the impact of retraining grants and the evaluation of professional development programs.

Supportive of the accomplishment of this goal, the Education Oversight Committee's second program is the administration of the Committee.

The third program area is the implementation of an ongoing public awareness campaign. Article 17 of the Education Accountability Act provides for the implementation of a public awareness campaign. The campaign is to apprise the public of the status of public schools and the importance of high standards for academic performance for the public school students of South Carolina. The campaign is funded through public and private donations maintained in a separate account within the General Fund.

The fourth program area is administration of the middle grades project. This is the continuation of the work begun under a grant from the Carnegie Corporation. The project focuses on analysis of achievement and underachievement in middle schools and the provision of planning and professional development to enhance achievement.

The Education Oversight Committee works with staff from the State Department of Education, the Commission on Higher Education, the school districts and institutions of postsecondary education as relevant to the tasks. The Committee also works with and through the professional organizations, both at the state and national level.

## **II. Mission Statement**

The Education Oversight Committee is established to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984. Toward that end, the Education Oversight Committee adopted the following mission statement; "Our mission is to effect 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 Education Oversight Committee is established through the Education Accountability Act of 1998. Composed of business leaders, educators and elected officials (or their designees) the Committee serves the people of South Carolina by providing assistance, supervision and evaluation of educational efforts funded through the Education Improvement Act revenues or established by the Education Accountability Act. The Committee is an element of systemic improvement efforts designed to ensure that South Carolina's children achieve at levels competitive with children in other states of this country and other countries of the world.

## **III. Leadership System**

### Organization

The Education Oversight Committee is composed of seventeen members representing the education, business, and legislative communities in South Carolina. The Committee is divided into five subcommittees: Academic Standards and Assessments, EIA and Improvement Mechanisms, Parent Involvement, Public Awareness and Staff and Administration. The full Committee and most subcommittees meet monthly. Through requested appearances and public testimony the Subcommittees and full Committee hear and respond to constituent concerns.

Seven persons staff the Committee. An executive director supervises the staff composed of three coordinators (curriculum, assessment and programs), an executive assistant and two administrative assistants. Each coordinator provides expertise in an educational area. The Executive Assistant provides support by handling fiscal, employee compensation and benefits, and operational matters.

Staff meetings are held weekly to ensure that the work is accomplished in a manner consistent with the values and directives of the Education Oversight Committee.

To guide the Committee's work the following organizational statements have been adopted:

### Shared Vision

South Carolina must unite, with a sense of urgency, to build an educational environment that fosters academic excellence and provides the children of our state with a world class education. This energetic effort will create a better future for our children and our state. It requires setting high standards and providing our student support and encouragement to reach those standards.

### Shared Mission

Our vision is to effect 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.

### Shared Values

We are guided in our efforts by the following values:

- 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
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics

### Shared Goal

By 2010, South Carolina' student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

*In pursuit of its responsibilities and our shared vision, the EOC has established its priorities for the year 1999-2000 as follows:*

### EOC Objectives 1999-2000

1. Continue the implementation of the Education Accountability Act.
2. Persuade others to work toward our shared vision.
3. Implement a proactive public relations effort and provide information on all EAA issues through education and encouragement.
4. Collaborate with all partners to effect the implementation of a comprehensive educator-training program relative to the standards.
5. Collaborate with the Commission on Teacher Quality to achieve our shared goals.
6. Implement the approved recommendations of the Parent Involvement Task Force.
7. Serve as catalyst and form study teams on a) improving local leadership quality and engagement and b) the utilization of resources, specifically the utilization of educators, facilities, and time to meet the 2010 goal.

### Administrative Procedures and Personnel Performance Reviews

During the initial year the Committee developed an Administrative Procedures Manual which includes administrative, fiscal and personnel policies and procedures. This manual is available for public scrutiny.

To evaluate and improve the performance of staff, the Committee is using a state employee performance system. Position descriptions with expected performance levels are defined. Through individual meetings and continuing consultation, the Chairman of the Committee works with the Executive Director and the Executive Director works with other staff persons to ensure the highest level of individual and Committee performance.

### Communication Strategies

The Education Oversight Committee employs a multi-phased communication strategy with external constituencies. This strategy includes the following:

- Written reports as required by law
- Periodic bulletins on critical issues or work
- Informal meetings with constituent groups
- Participation in professional, civic, and governmental meetings
- Participation in individual meetings as appropriate to an issue
- Radio and television broadcast announcements
- Billboards along major thoroughfares

Article 17 of the Education Accountability Act provides for the implementation of a public awareness campaign. The campaign is to apprise the public of the status of public schools and the importance of high standards for academic performance for the public school students of South Carolina. The campaign is funded through public and private donations maintained in a separate General Fund.

## **IV. Customer Focus and Satisfaction**

To ensure that the work of the Education Oversight Committee is informed by the needs of its constituents and that the work is of the quality and focus consistent with its mission, the Education Oversight Committee works toward effective relationships and satisfactory performance.

### Working Relationships

Through publications, participation in professional and community activities, and an open access policy, the Education Oversight Committee is working to clarify the goals and objectives of the performance-based accountability system. South Carolina is focused on dramatic improvement of the education system. The EOC's work is aligned with that goal and, through the broad responsibilities and specific tasks assigned to the Committee, the EOC contributes to the achievement of the State's goal.

Over the course of the year, the EOC and/or its staff conducted numerous meetings to engage and inform educators and other audiences about the requirements of the Education Accountability Act. The EOC staff formed numerous advisory groups for each of its projects, including advisory groups on the following:

- Social Studies Curriculum Content Standards
- Mathematics Curriculum Content Standards
- Terra Nova Alignment
- PACT 1 and 2 Study Team
- Evaluation of Professional Development Programs
- The Teaching of Black History
- Ratings Criteria
- Affective Assessments
- Parent Involvement Task Force
- Local Leadership Quality and Engagement
- Research Project Advisory Group
- Baldrige Criteria Review Group

Meeting with district and school leaders either in statewide, regional or local settings was a priority task. EOC records indicate that staff presentations and/or meetings involved seventy-four of the eighty-six (86) superintendents or their designees.

The EOC provides periodic reports to the Governor, State Superintendent, members of the General Assembly, the State Board of Education and other state and local policymakers. During its initial year, the EOC recommendations were adopted or refined and included in actions by the General Assembly (e.g., professional development funding, academic plans for students performing below grade level).

#### Measures of Satisfactory Performance

The Education Oversight Committee established time lines and performance expectations through a careful review of the enabling legislation. The time lines are specific, primarily leading toward the publication of the annual school and district report card in November 2001 and the provision of technical assistance to schools that historically have underperformed and to schools identified through the rating system [See Appendix A for implementation time line].

Although the work of the EOC eventually shall be reflected in the performance of students and the satisfaction of the general public with the performance of its schools, evaluation measures were not available during the first year. Student performance is profiled on the following page.

## SOUTH CAROLINA PERFORMANCE PROFILE

### Shared Goal

By 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

### PALMETTO ACHIEVEMENT CHALLENGE TESTS

#### Percentage of Students Scoring Below Basic, Basic, Proficient, Advanced

#### Spring 1999

Grade	Mathematics				English/Language Arts			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	44	38	13	5	35	37	26	2
4	45	37	13	5	35	37	26	2
5	47	37	12	4	35	39	24	2
6	47	37	11	5	37	39	21	3
7	48	36	11	5	37	39	21	3
8	49	36	10	5	38	41	19	3

(Baseline year: 1999.)

### TERRA NOVA

#### Percentage of Students Scoring Above 50<sup>th</sup> National Percentile Rank Spring 1999 (SDE: October 1999 Report)

Grade	Mathematics	Reading	Language	Total Battery
3	49.8	44.7	48.5	49.1
6	42.1	43.1	41.4	41.6
9	43.7	45.0	44.3	42.2

(Administered to a sample of students at three grades annually.)

### NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

	Average Scale Scores for South Carolina, the Southeast, and the Nation			Comparison of SC with Other Jurisdictions		
	South Carolina	The Southeast	The Nation	Higher than SC*	Same as & Including SC	Below SC*
1996 Grade 8 Science (0-300)	139	141	148	31	7	5
1996 Grade 4 Math (0-500)	213	216	222	32	9	4
1996 Grade 8 Math (0-500)	261	264	271	27	11	4
1998 Grade 4 Reading (0-500)	210	210	215	25	12	4
1998 Grade 8 Reading (0-500)	255	258	261	23	11	4

(Administered to a sample of students, cyclically, in participating jurisdictions including states, U.S. territories, and Department of Defense schools.)

\*Number of jurisdictions with significantly higher/lower percentages of students scoring at or above Proficient.

### HIGH SCHOOL COMPLETION RATES

- National Education Goals Panel (1997): 89% (defined as the percentage of non-high-school enrolled population ages 18-24 who hold high school credentials)
- SC State Department of Education (1996): 69% (defined as grade 8 to grade 12 completion rate)

### ADVANCED PLACEMENT PASSAGE RATE

- National Education Goals Panel (1998): 96 per 1,000 eleventh and twelfth graders received a grade of 3 or higher

- SC State Department of Education (1998): Of 14,921 exams administered, 54.2% were scored 3 or higher

## **V. Other Performance Excellence Criteria**

The Education Oversight Committee asked a cross-agency team to explore the Baldrige criteria for use in all South Carolina improvement efforts within or across organizations. The team endorsed the use of the criteria but cautioned that the system must be used in an informed manner.

With respect to the EOC operations, the EOC laid the foundation for long-range strategic planning with the creation of a vision, goal and annual objectives. These are used to gauge EOC operations. Annually the EOC meets in two-day conference setting to review the previous year's accomplishments, identify barriers to goal attainment, and plan for the next year. The EOC is endorsing a long-range plan for education improvement in the State. At these meetings the EOC reviews work from multiple sources, identifies research-grounded actions and integrates efforts into a cohesive plan of action.

The collection and utilization of information for strong decision-making is integral to the work of the EOC. Currently, the EOC works from existing databases. With the development of the school and district report card, the EOC has prescribed additional data needs and the employment of those data in decision-making. The current data requirements are specified in the Accountability Manual adopted by the EOC on May 18, 2000. The Accountability Manual provides rationale, formulas for data analysis and utilization models for the data. The Accountability Manual has been distributed statewide to educators and can be accessed from the EOC website. Through work with the National Education Goals Panel, the EOC has established a basis for comparing South Carolina's progress.

During the 1999-2000 year, the EOC reviewed the tasks before them and determined to expand the staff to nine persons to incorporate greater statistical capabilities. Positions were advertised and candidates selected. As of November 1, 2000, the staff should encompass those talents and capabilities.

The EOC has maintained several quality principles in its work: data-informed decisions; public review and comment; open communication throughout the developmental stages; and utilization of advisory groups for all decisions.

## VI. Description of Programs

- A. Program Name: Implementation of the Education Accountability Act and the Education Improvement Act
- B. Program Rank: 1
- C. Program Cost: State: \$803,749.41 (Education Improvement Act)  
Federal:  
Other:  
  
TOTAL: \$803,749.41
- D. Program Goal:  
To assist in, recommend and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act.
- E. Program Objectives:
1. Review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
  2. Make programmatic and funding recommendations to the General Assembly;
  3. Report annually to the General Assembly, the State Board of Education; and the public on the progress of the programs;
  4. Recommend Education Accountability Act and EIA program changes to state agencies and other entities as is considered necessary;
  5. Monitor and evaluate the implementation of the state standards and assessments;
  6. Oversee the development, establishment, implementation and maintenance of the accountability system;
  7. Monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations;
  8. Perform other studies and reviews as required by law.
- F. Program Results (Key Performance Indicators):
1. Review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding:
    - The EOC implemented program review protocol that is applied to programs funding through Education Improvement Act revenues. This protocol included establishing a common reporting format linked to
    - objectives and results for each of the EIA-funded programs. Priority for extensive evaluation in FY 00 and FY01 has been given to the Advanced Placement Program, the teaching of Black History and the Child Development Program serving four-year olds;
    - The EOC established and implemented a cost-benefit analysis protocol that is applied to new program ideas and recommendations. Initial use of this protocol was applied to a series of program recommendations offered by the Governor, the State Superintendent and the Palmetto Business Forum.

2. Make programmatic and funding recommendations to the General Assembly:
  - The EOC provided budgetary recommendations to the General Assembly in December 1999.
  - The EOC, through its March 1 report, provided programmatic and budgetary recommendations to the General Assembly. Among the recommendations adopted by the General Assembly were the realignment of the EIA budget into six categories representing current improvement efforts and an emphasis on long-range planning in those six areas.
3. Report annually to the General Assembly, the State Board of Education; and the public on the progress of the programs:
  - The EOC and the Accountability Division provided reports as required by the enabling legislation.
  - The EOC published prototype annual school and district report cards and provided them to the General Assembly and the public. Over 100 meetings were held with educator and public groups to discuss the ratings and the report card.
  - The EOC published two bulletins describing processes related to the development of school ratings and distributed it to policymakers and the general public. Commentary is provided through newsletters in the publications of the professional associations.
4. Recommend Education Accountability Act and EIA program changes to state agencies and other entities as is considered necessary:
  - The EOC provided evaluations of the retraining grants, supported a review of academic planning processes and initiated work on the relationship of school facilities to student achievement.
5. Monitor and evaluate the implementation of the state standards and assessments:
  - The EOC reviewed the social studies content standards and provided recommendations to the State Board of Education and the State Department of Education for changes.
  - The EOC reviewed the Grades 1-2 English/Language Arts and Mathematics Palmetto Achievement Challenge Tests (PACT) optional assessments and provided recommendations to the State Board of Education and the State Department of Education for changes.
6. Oversee the development, establishment, implementation and maintenance of the accountability system:
  - The EOC developed a prototype for the annual school and district report card.
  - The EOC pursued time lines and developed procedures to ensure its work was accomplished in a manner supportive of the legislation.
  - The EOC identified criteria for clustering "schools similar in student characteristics".
  - The EOC conducted research on school profile information and identified factors related to high student achievement. The EOC distributed this information throughout the educator, political and business community.
7. Monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations:
  - The EOC published a survey of parent and educator attitudes toward parent involvement in their children's education.

- The EOC published a March 1 report as required by the General Assembly.
  - The Accountability Division published a February 1 report as required by the General Assembly.
8. Perform other studies and reviews as required by law:
- The EOC contracted with Policy Studies Associates for an 18-month comprehensive evaluation of the professional development programs as required in the enabling legislation.
  - The EOC published the recommendations of the Parent Involvement Task Force to identify policies and practices that facilitate parental involvement in their child's education. These recommendations were modified slightly and forwarded to the General Assembly for their review. The recommendations eventually became the Parent Involvement in Their Children's Education Act of 2000.

## VI. Description of Programs (cont.)

- A. Program Name: Administration
- B. Program Rank: 2
- C. Program Cost: State: \$148,020.89 (Education Improvement Act)  
Federal:  
Other:  
  
TOTAL: \$148,020.89
- D. Program Goal:  
To provide management and support services needed to accomplish the goals, objectives and results of the agency with maximum efficiency
- E. Program Objectives:
1. Establish the agency through staff, facilities, fiscal and administrative procedures;
  2. Provide training for staff to ensure their responsibilities are met;
  3. Establish a structure for staff evaluation;
  4. Ensure that reliable financial controls are exercised.
- F. Program Results (Key Performance Indicators)
1. Establish the agency through staff, facilities, fiscal and administrative procedures:
    - The EOC maintained a staff of seven individuals to accomplish the tasks outlined in the legislation.
    - The EOC followed administrative, fiscal and personnel procedures and published those procedures in an Administrative Procedure Manual.
  2. Provide training for staff to ensure their responsibilities are met:
    - The EOC staff participated in a series of staff development programs designed to optimize work time and resources.
    - As appropriate to job function, EOC staff completed computer software and telecommunications training.
    - As appropriate to job function, EOC staff participated in professional conferences and meetings.
  3. Establish a structure for staff evaluation:
    - Comprehensive personnel responsibilities, descriptions and performance expectations were employed with each EOC employee.
    - Midyear conferences were held with each EOC employee to address work environment and performance concerns.
  4. Ensure that reliable financial controls are exercised:
    - Fiscal procedures were maintained to ensure proper management of funds.
    - Financial accounting software was utilized to ensure accurate records.

**VI. Description of Programs (cont.)**

- A. Program Name: Public Awareness Campaign
- B. Program Rank: 3
- C. Program Cost: State: \$147,782.30 (Education Improvement Act)  
Federal: none  
Other: \$ 38,191.42 (Public Awareness Fund)

TOTAL: \$185,973.72

- D. Program Goal: The goal of the public awareness campaign is to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina.

E. Program Objectives:

- 1. Provide information on the status of public schools and their relative performance to the goals South Carolina has established;
- 2. Provide information to parents and business and community leaders on how they can support and create higher levels of student achievement;
- 3. Create momentum for continuous progress to higher levels of student achievement.
- 4. Provide technical information on the school and district ratings system, report cards, and other efforts to elevate student achievement.

F. Program Results (Key Performance Indicators)

- 1. The public awareness campaign received both public and private financial support;
- 2. The public awareness campaign was expanded through requirements of the Parent Involvement in Their Children's Education Act;
- 3. Public service announcements were development for television, radio, and billboards through partnerships with the South Carolina Broadcasters' Association and the South Carolina Outdoor Advertiser's Association;
- 4. Collateral materials for the public service announcements were developed for public distribution;
- 5. A series of meetings were conducted with editorial boards, broadcasters, news media, and school public relations officials to extend the message.

**VI. Description of Programs (cont.)**

- A. Program Name: Middle Grades Project
- B. Program Rank: 4 The Middle Grades Project funds flow through the Education Oversight Committee, although a Budget and Control Board staff member directs the project.
- C. Program Cost: State: \$ 99,991.73 (Education Improvement Act,  
through proviso allocation)  
Federal: none  
Other: \$ 72,378.58 - Carnegie  
  
TOTAL: \$172,370.31
- D. Program Goal:  
The SC Middle Grades Project works with the State Department of Education and other state-level organizations to assist school districts and middle-level schools to enhance the academic achievement and responsible personal development of students in grades 6-8.
- E. Program Objectives:
1. Analyze the academic deficiencies of middle grades students vis-à-vis the state standards;
  2. Investigate the causes of student academic deficiencies;
  3. Promote the development and licensure of high quality teacher education programs in colleges and universities;
  4. Support school districts in developing effective middle grades schools by promoting standards-based achievement and responsible student development;
  5. Collaborate with the State Department of Education in addressing the needs of middle grades schools and students.
- F. Program Results (Key Performance Indicators)
1. The project has reviewed the testing data regarding student academic deficiencies and initiated a process to assess the causes of the deficiencies. The Project has shared the findings with Middle Grades Task Force established by Governor Hodges.
  2. The Project worked with the State Board of Education, the State Department of Education school officials and higher education to secure approval of new regulations for middle school certification. The Project also continued to work with individual colleges and universities to develop high quality middle grades teacher preparation programs.
  3. The Project has organized periodic training for school improvement councils at the middle grades level.
  4. The Project has worked closely with the State Department of Education to strengthen its organization to improve its effectiveness in promoting quality middle grades programs in South Carolina. The State Department of Education has established a fulltime coordinator for middle level programs.

5. The Project has gathered academic, school climate and organization, and student attitude and behavioral data in order to evaluate success in promoting academic and personal development among middle grades students in South Carolina. These data have been and will continue to be reviewed to enhance program improvement efforts. This work, conducted under contract with faculty of Coastal Carolina University was published in June 2000 and distributed to educators statewide.

APPENDIX A

# TIME LINE FOR IMPLEMENTATION OF THE EDUCATION ACCOUNTABILITY ACT OF 1998

Updated October 11, 2000

Notes: 1) Statutory deadlines are shown in **bold**; optional work shown in *italics*.

2) AD=Accountability Division; EOC=Education Oversight Committee; SBE= State Board of Education; SDE=State Department of Education; STW=School to Work Advisory Council; SICA-School Improvement Council Assistance

Special Note: This document represents the statutory requirements and is not a comprehensive management document communicating the internal tasks of an agency or entity.

## Completed Tasks

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
<b>STANDARDS</b>				
59-18-300	Adopt grade specific standards  <i>[Develop criteria for evaluation of standards]</i>	<i>AD, working w/SDE &amp; districts</i>	Completed, to be reviewed in spring 2000	<i>Dec. 1998</i>
	<input type="checkbox"/> Science Adopted <i>Extraordinary Review</i> Revision Adoption	SBE <i>EOC</i> SDE SBE	Completed Completed Completed Completed	1998 <i>1999</i> 1999 1999
	<input type="checkbox"/> Mathematics	SBE	Completed	1994-1998
	<input type="checkbox"/> English/language arts	SBE	Completed	1994-1998
	<input type="checkbox"/> Social Studies Adoption Advice Revision Approval	SBE <i>EOC</i> SDE <i>EOC</i>	Completed Completed Completed Completed	1999 2000 2000 2000

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
ASSESSMENTS				
59-18-320	Provide Grade 3-8 Assessments  <input type="checkbox"/> Mathematics Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve (w/ SDE agreement) Administer  <input type="checkbox"/> English/language arts Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve (w/ SDE agreement) Administer	SBE, through SDE SDE AD EOC SDE EOC SDE  SBE, through SDE SDE AD EOC SDE EOC SDE	1 <sup>st</sup> round-Continuing process-all math categories Completed Completed Completed Completed Completed Completed Ongoing  Completed  Completed Completed Completed Completed Completed Ongoing	Pre-1998 Pre-1998 Fall 1998 Dec. 1998 Jan. 1999 Dec. 1998 Spring 1999  Pre-1998  Pre-1998 Fall 1998 Dec. 1998 Jan. 1999 Dec. 1998 Spring 1999
59-18-310	Provide optional Grade 1-2 standards-based assessments  Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer	SBE, through SDE SDE AD EOC SDE EOC SDE	Completed Completed Completed Completed Underway	Pre 1998 1998-99 May 2000 May 2000
59-18-340	Develop/select a norm referenced test  Advise Adopt Administer	EOC SBE SDE	Completed Completed Annually	Oct 1998 Dec. 1998 Annually

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
59-18-340	Determine sampling plan for NRT <input type="checkbox"/> Grades 4, 7, and 10 <input type="checkbox"/> Thereafter <input type="checkbox"/> <i>Conduct alignment studies</i> <input type="checkbox"/> <i>Publish report on alignment</i>	EOC EOC EOC EOC	Jan 2001 Annually <i>Completed June 2000</i> <i>August 2000</i>	Jan 2001  <i>Special request, 2000</i>
59-18-370	Format assessment results  Draft initial format Advise on format  Revise formats Implement format	SDE AD  SDE SDE	Completed Awaiting SDE scoring choice Jan. 2000	Fall 1999 Spring 2000  May 2000 Fall 2000
59-18-350	Implement PSAT/PLAN to 10 <sup>th</sup> graders	SDE & School districts	Annual	Fall 1998
59-18-500	Academic Plans: <input type="checkbox"/> Adoption of guidelines <input type="checkbox"/> <u>Revised Guidelines</u> <input type="checkbox"/> Implement <input type="checkbox"/> Providing report on promotion/probation/retention	SBE working w/ EOC SBE working w/ EOC Schools & Districts SBE working w/ AD	Completed Completed Annual Completed (in acct. report) Required by Academic Plan Guidelines	Fall 1998 Oct. 1999 <b>1998-1999</b> 1 <sup>st</sup> year-on-going
<b>ANNUAL REPORT CARD</b>				
59-18-900(A)	Establish format for report card	EOC working with SBE	Adopted	May 2000
59-18-910	Report card progress reports <input type="checkbox"/> Report to EOC and SBE <input type="checkbox"/> Report on collection procedures <input type="checkbox"/> Report on baseline data <input type="checkbox"/> Report on levels of difficulty	AD AD AD SDE	Completed Completed Completed Completed	<b>June 1999</b> <b>Sept 1999</b> <b>Mar 2000</b> <b>Sept 1999</b>
59-18-1110	Establish flexibility regulations & guidelines <input type="checkbox"/> Establish guidelines  <input type="checkbox"/> Incorporate extension provisions <input type="checkbox"/> Approve exceptional requests	SBE in consultation with EOC SBE SBE	Completed	<b>Dec. 1, 2001</b>
<b>LOCAL ACCOUNTABILITY</b>				
59-18-1300	District Accountability Systems <input type="checkbox"/> Promulgate regulations	SBE <u>w</u> /recommendation from AD	Under review, guidelines completed in Fall 1999	<b>Aug 1999</b>

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
59-18-1300	District Accountability Systems <input type="checkbox"/> Establish guidelines	SBE SBE w/recommendations from AD	Completed	Fall 1998
	<input type="checkbox"/> Revised Guidelines	SBE w/recommendations from AD	Completed	Dec. 1998
	<input type="checkbox"/> Establish peer review process	SDE w/recommendations from AD	Completed	Winter 1999
<b>INTERVENTION AND ASSISTANCE</b>				
59-18-1500-1510	<input type="checkbox"/> Designate procedures for intervention and assistance	SBE	Ongoing	Annual designation - Nov.
	<input type="checkbox"/> Establish criteria for review team	EOC in consultation w/ SDE	Completed	July 1999
59-18-1530	Establish criteria for teacher specialists <input type="checkbox"/> Establish interim guidelines	SDE in consultation w/ AD	Completed	Feb. 1999
	<input type="checkbox"/> Final Guidelines	SDE in consultation w/ AD	Completed	March 1999
59-18-1530 D and E	Establish criteria for principal specialists <input type="checkbox"/> Establish criteria	EOC in consultation with Leadership Academy	Completed	July 1999
	<input type="checkbox"/> Initiate evaluation of program	AD	Initial year underway	Sept. 1999
59-18-1540	Define principal mentoring program	SDE working with EOC	Completed	Summer 1998
59-18-1560  Annual Process	Establish retraining grants programs <input type="checkbox"/> Establish focus and requirements	SBE working w/ AD & EOC	Completed	Aug-Sept. 1998
	<input type="checkbox"/> Establish eligibility (w/out ratings)	SBE	Completed	Aug-Sept 1998
	<input type="checkbox"/> Conduct annual evaluation	AD	1 <sup>st</sup> round completed	Oct. 1999
	<input type="checkbox"/> Extend grants as appropriate	SBE		Jan. 2000
<b>PUBLIC AWARENESS CAMPAIGN</b>				
59-18-1700	Conduct public awareness campaign	EOC		<b>Ongoing</b>
	<input type="checkbox"/> Establish focus	EOC	Completed	July 1999
	<input type="checkbox"/> Develop long-range plan	EOC	Completed	1999-2000
	<input type="checkbox"/> Establish "Fund"	AD	Completed	Jan. 1999
	<input type="checkbox"/> Raise funds for campaign	EOC	Ongoing	Ongoing
<b>GRANTS PROGRAMS</b>				
59-18-1900	Establish alternative schools grants program	SBE working w/SDE and EOC	SBE through SDE	Summer 1998
59-18-1910	Establish homework center grants program	SBE	Completed	Summer 1998
59-18-1920	Establish modified school year/day grant	SBE through SDE	Completed (projects in five districts)	Summer 1998
* Programs funded annually and continue.				

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
<b>PROFESSIONAL DEVELOPMENT</b>				
59-24-10	Implement new principal assessment	SDE, Leadership Academy	Combined w/ existing model	<b>1998-1999</b>
59-24-30	Provide programs for professional development plans for all administrators	SDE	Implemented July 1998	June 30, 1999, and ongoing
59-24-80	Provide principal induction program	SBE	Combined w/ existing program	<b>1998-1999</b>
<b>PARENT INVOLVEMENT</b>				
Section 10	Establish Parent Involvement Task Force <input type="checkbox"/> Establish membership <input type="checkbox"/> Develop recommendations <input type="checkbox"/> Implement recommendations <input type="checkbox"/> <i>Publish standards document for parents' use</i>	EOC PITF EOC, SDE and others <i>EOC &amp; SDE</i>	Completed Completed Legislation pending <i>Math &amp; ELA completed; planning for Science &amp; SS</i>	<b>Sept. 1998</b> <b>Oct. 1999</b> Leg. Pending <i>Jan. 2000</i>
<b>STUDIES AND EVALUATIONS</b>				
<b>ANNUAL REPORTS</b>				
59-6-10	Provide annual report to EOC	AD	Completed	<b>Feb. 1999</b> <b>Feb. 2000</b> <b>Feb. thereafter</b>
59-6-10	Provide annual report to Gen'l Assembly	EOC	Completed	<b>Mar. 1999</b> <b>Mar. 2000</b> <b>Mar. thereafter</b>

## Tasks to be completed

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
STANDARDS				
59-18-300	Adopt standards for benchmark courses  Adoption Advice Revision Approval  [NOTE: extensions and adaptations for students with disabilities should be included]	SBE EOC SDE EOC	Math under development with cyclical review; other courses to be determined	
59-18-360	Provide a cyclical review of standards [NOTE: extensions and adaptations for students with disabilities should be included]  Mathematics Recommendations Revision Approval Approval  <input type="checkbox"/> English/language arts Recommendations Revision Approval Approval  <input type="checkbox"/> Science Recommendations Revision Approval Approval  <input type="checkbox"/> Social Studies Recommendations Revision Approval Approval	AD & SDE SDE SBE EOC  AD & SDE SDE SBE EOC  AD & SDE SDE SBE EOC  AD & SDE SDE SBE EOC	Underway for Sum 2000	<b>By 2005</b>  Sept. 2000 Oct. 2000 Nov. 2000 Dec. 2000  Sept. 2001 Oct. 2001 Nov. 2001 Dec. 2001  Sept. 2003 Oct. 2003 Nov. 2003 Dec. 2003  Sept. 2004 Oct. 2004 Nov. 2004 Dec. 2004

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
ASSESSMENTS				
59-18-310	Provide Grade 3-8 Assessments  <input type="checkbox"/> Science Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer  <input type="checkbox"/> Social Studies Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer	SBE, through SDE SDE AD EOC SDE EOC SDE  SBE, through SDE SDE AD EOC SDE EOC SDE		2000-2001 Fall 2001, pending data access Fall 2001  2001-2002  2001-2002 Fall 2002, pending data access Fall 2002  2002-2003
59-18-330	Implement Grade 1-2 Readiness  Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer	SBE, through SDE SDE ADEOC SDE EOC SDE	Selected 12/99 Proviso approved for delay	<b>2000-2001</b>  2001 2000-2001 2001 2001  2001 Spring 2002 Limited field test, Spring 2000 Full field test, 2000-01 school year
59-18-310	Provide for a revised Exit Exam (Math/ELA)  Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer	SBE, through SDE SDE AD EOC SDE EOC SDE		Spring 2002 Fall 2002, pending data access  Spring 2003

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
	Provide for a revised Exit Exam (Science)  Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer (10 <sup>th</sup> grade)	SBE, through SDE SDE AD EOC SDE EOC SDE		Spring 2003 Fall 2003, pending data access  Spring 2004
	Provide for a revised Exit Exam (Social Studies)  Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer	SBE, through SDE SDE ADEOC SDE EOC SDE		Spring 2004 Fall 2004, pending data access  Spring 2005
	Provide end-of-course assessments (Math)  Identify courses Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer	SDE SBE, through SDE SDE AD EOC SDE EOC SDE	Under discussion	Summer 2000 2001 Dec. 2001-May 2002 Summer 2002 Summer 2002 Fall 2002 Fall 2002 2002-2003
	Provide end-of-course assessments (ELA)  Identify courses Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer	SDE SBE, through SDE SDE ADEOC SDE EOC SDE	Under discussion	Summer 2000 2002 12/02 - 5/03 Summer 2003 Summer 2003 Summer 2003 Fall 2003 2003-2004

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
	Provide end-of-course assessments (Science)  Identify courses Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer	SDE SBE, through SDE SDE AD EOC SDE EOC SDE	Under discussion	Summer 2000 2005 Dec. 2004-May 2005 Summer 2005 Summer 2005 Fall 2005 Fall 2005 2005-2006
	Provide end-of-course assessments (Social Studies)  Identify courses Develop/select Pilot and field tests Review field tests Recommend changes Revise Approve Administer	SDE SBE, through SDE SDE AD EOC SDE EOC SDE	Under discussion	Summer 2000 2005 12/05 - 5/06 Summer 2006 Summer 2006 Summer 2006 Fall 2006 2006-2007
59-18-340	Determine sampling plan for NRT  <input type="checkbox"/> Grades 4, 7, and 10 <input type="checkbox"/> Thereafter <input type="checkbox"/> Conduct alignment studies <input type="checkbox"/> Publish report on alignment	EOC EOC EOC EOC	Jan 2001 Annually Completed June 2000 August 2000	Jan 2001  <i>Special request, 2000</i>
59-18-370	Format assessment results  Draft initial format Advise on format  Revise formats Implement format	SDE AD  SDE SDE	Completed Awaiting SDE scoring choice Jan. 2000	Fall 1999 Spring 2000  May 2000 Fall 2000
59-18-370	Provide for longitudinal data match	SDE	Ongoing	<u>Sept., 2001</u>
59-18-500	Academic Plans: <input type="checkbox"/> Adopt regulations <input type="checkbox"/> Promulgate regulations on reporting <input type="checkbox"/> Implement cycle for retention	SBE SBE working w/EOC  Schools & Districts	Changes requested in September 2000  Delayed by proviso	To be determined  1998, but delayed by proviso
59-18-700	Establish criteria to ensure instructional materials aligned with standards	SBE		April 1999

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
59-18-710	Accreditation: Incorporate student achievement into criteria	SBE, with recommendations from AD & SDE	SBE first reading in October 2000	<b>Nov. 2000</b>
<b>ANNUAL REPORT CARD</b>				
59-18-900(B)	Establish criteria for performance ratings <input type="checkbox"/> Define methodology <input type="checkbox"/> Define "schools similar in students characteristics" <input type="checkbox"/> Define precision within ratings formula application	EOC  EOC EOC	Awaiting 2000 test data  Draft for absolute Recommendation pending  Recommendations pending	Fall 2000
59-18-920	Establish report card for vocational schools	EOC working with SBE and STW	Working with advisory group	July 2000
59-18-930  Annual Process	Issue report cards to schools and districts <input type="checkbox"/> <i>Conduct trial run</i> <input type="checkbox"/> Obtain narratives from principals and SICA <input type="checkbox"/> Provide report cards to schools and districts <input type="checkbox"/> Publish notices in newspapers	SDE  <i>SDE working with AD</i> SDE  SDE  Schools & Districts	  <i>40 districts participating</i>	<b>Nov. 1, 2001</b>  <i>Fall 2000</i>  <b>Nov. 1, 2001</b>  <b>Feb. 1, 2002</b>
59-6-10	Provide annual and longitudinal evaluations of report card	EOC	Design to be developed in Fall 2000	Annual
59-18-1100	Establish Palmetto Gold and Silver Awards <input type="checkbox"/> <i>Consider interim incentive structure</i> <input type="checkbox"/> Specify criteria for school awards <input type="checkbox"/> Promulgate regulations on use of funds	  <i>SDE &amp; AD</i>  AD SBE	  <i>Completed</i>  Awaiting 2000 test data	  <i>Fall 1998</i>  Fall 2000
59-18-1110	Establish flexibility regulations & guidelines <input type="checkbox"/> Establish guidelines  <input type="checkbox"/> Incorporate extension provisions <input type="checkbox"/> Approve exceptional requests	  SBE in consultation with EOC SBE SBE	  Completed	  <b>Dec. 1, 2001</b>
<b>LOCAL ACCOUNTABILITY</b>				
59-18-1300	District Accountability Systems <input type="checkbox"/> Promulgate regulations	SBE w/recommendation from AD	Under review, guidelines completed in Fall 1999	<b>Aug 1999</b>
<b>INTERVENTION AND ASSISTANCE</b>				
59-18-1530	Establish criteria for teacher specialists <input type="checkbox"/> Promulgate final regulations	SBE		

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
59-18-1550	Establish criteria for recertification credit for teachers in BA and U schools	SBE		Summer 2000
59-18-1560©	Establish Public School Assistance Program <input type="checkbox"/> Promulgate regulations regarding funds	SBE in consultation w/ EOC SBE		
59-18-1570	Implement intervention strategies			SDE should provide detail
59-18-1580	Implement intervention strategies			
59-18-1590	Implement intervention strategies			
<b>PUBLIC AWARENESS CAMPAIGN</b>				
59-18-1700	Conduct public awareness campaign <input type="checkbox"/> Raise funds for campaign <input type="checkbox"/> Implement plan <input type="checkbox"/> Establish materials for schools and districts	EOC EOC, AD AD working w/ SC-NSPRA	Ongoing Ongoing Initiated in Jan. 2000	Ongoing Ongoing Spring 2001
<b>GRANTS PROGRAMS</b>				
<b>PROFESSIONAL DEVELOPMENT</b>				
59-18-1930	Conduct comprehensive review	EOC	Phase I, II, and III completed; data analysis underway	Dec. 2000
59-24-50	Provide continuous professional development programs linked to nat'l standards <input type="checkbox"/> Include training on work with school councils	SDE SDE w/ SICA	Announcement pending	<b>Jan. 1, 1999</b>  <b>July 1, 1999</b>
<b>PARENT INVOLVEMENT</b>				
59-28-120	Work with state agencies to establish networks with schools	Governor		
59-28-130	Incorporate parent involvement in school and district plans; recognize effective programs that create significant increases in parent involvement	SBE		
59-28-140	Design and implement training programs including evaluations strategies that schools and districts can use;  Work with CHE to ensure that teacher preparation programs address parental involvement	State Supt.		

Code citation	Responsibility	Primary Entity	Status	Schedule for Completion
59-28-150	Promote parental involvement K-12 Recommend ways to integrate funding to attain maximum impact Designate SDE staff position	State Supt.		
59-28-160 and 170	Incorporate parental involvement in local plans and in evaluations of supt and principals	Local Boards of Trustees, Supts.		
59-28-190	Survey parents annually to determine effectiveness of parental involvement initiatives	EOC		
59-28-200	Jointly publish and disseminate informational materials	EOC and State Supt		To be planned
59-28-210	Disseminate materials	EOC		To be planned
59-28-220	Study potential for incentives and make recommendations	EOC	Invitations sent to DOR, DOC and SCCC	<b>January 1, 2001</b>
<b>STUDIES AND EVALUATIONS</b>				
59-63-65	Conduct study on the reduction of class size <input type="checkbox"/> Establish plan for evaluation <input type="checkbox"/> Conduct study <input type="checkbox"/> Report findings to EOC	SDE working w/AD SDE EOC	Completed Underway	Fall 1999 <b>Dec. 1, 2001</b>
59-6-10	Review and evaluation EIA and EAA programs <input type="checkbox"/> Provide annual budget recommendations  <input type="checkbox"/> Conduct specific program evaluations and studies (Advanced Placement Four-Year Old Program Black History Middle Grades Standards Principal Specialist Facilities and the Curriculum)	EOC  EOC	Completed Completed  Under contract Completed Under contract Under contract	Nov. 1998 Nov. 1999  Annually (June 2001 June 2001 Fall 2000 June 2000 Ongoing Fall 2000)
<b>ANNUAL REPORTS (as required by law)</b>				