# ANNUAL ACCOUNTABILITY REPORT

Fiscal Year 2007-2008

To
The Honorable Mark Sanford
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)** |
| **DATE OF SUBMISSION:** | **September 15, 2008** |
| **AGENCY EXECUTIVE DIRECTOR:** | **Jo Anne Anderson** |
| **AGENCY CONTACT:** | **Jo Anne Anderson** |
| **AGENCY CONTACT'S TELEPHONE:** | **803-734-6148** |

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## SECTION I: EXECUTIVE SUMMARY

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

### Major Achievements from the Past Year

This year has been a significant year in the implementation of South Carolina's accountability system. The system, rated an "A" by *Quality Counts 2008*, is composed of these elements: Standards, Assessments, Professional Development and Technical Assistance, Public Reporting and Rewards and Interventions. The South Carolina public education system was given the following grades by *Quality Counts 2008*, a publication of Editorial Projects in Education/ Education Week:

| | |
|---|---|
| *Standards, Assessments & Accountability* | *A* |
| *Teaching Profession* | *A-* |
| *Achievement* | *D* |
| *Chance for Success* | *C* |
| *Transitions & Alignment* | *B-* |
| *School Finance* | *C* |

1. Standards:
   - Approved final revisions to the academic content standards in English language arts
   - Published revised English and Spanish versions of the family friendly academic content standards in each of four content areas to assist parents and families in working with their young people
   - Expanded a community effort, Parents and Adults Inspiring Reading Success (PAIRS), to support student achievement in reading
   - Established SC Literacy Champions recognition program
   - Partnered with the SC State Library on summer reading initiative

2. Assessments:
   - Completed reviews of SC-Alternate Test in science and social studies
   - Provided analyses of student PACT performance with particular attention to the following issues: schools closing the achievement gap; students retained in grade

- Participated in Superintendent Rex's assessment review panel
- Surveyed teachers of US History on the extent to which students had an opportunity to learn the content prior to assessment
- Advocated and laid implementation groundwork for Act 282 of 2008

3. Professional Development and Technical Assistance:
   - Conducted annual audit of the use of retraining grants
   - Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
   - Achieved continuation of funding for alternative technical assistance and school-defined technical assistance
   - Communicated with superintendents regarding strategies to increase response rates to the parent survey
   - Co-sponsored a summit on out-of-school time programs, with emphasis on reading sessions
   - Submitted report of the Task Force on Teacher Recruitment and Retention
   - Advised Consortium of Directors of Gifted and Talented Programs in the development of program improvement strategies
   - Established evaluation of innovative schools strategy
   - Completed year two evaluative reports on implementation of the Child Development Education Pilot Program
   - Gained approval for increased investments in professional development
   - Implemented triennial evaluation model to facilitate greater depth in research and greater use of findings
   - Conducted interviews with superintendents about their experiences with technical assistance

4. Public Reporting:
   - Published the seventh annual school and district report cards
   - Published the annual *Accountability Manual*
   - Published studies on the following:
     Sixth Annual Report on Closing the Achievement Gap
     Report on the Use of the Flexibility Provisos
     Sixth Annual Report on the Teacher Loan Program
     Annual Evaluation of the Retraining Grant Program
     Annual Report on the Parent Survey
     Six-Year Matched Data study
   - Developed schedule for changes in the ratings calculation for career-technology centers and reviewed calculations for special schools
   - Established the graduation rate goals for the State and for the districts and schools
   - Served on Supt. Rex Task Forces on Accountability and Accreditation
   - Amended report card format in conjunction with the State Department of Education and the State Board of Education
   - Conducted regional workshops on ratings calculations to assist principals in talking about the ratings

- Published interim report on Alternative Technical Assistance
- Launched online, interactive search of school and district report cards
- Recommended funding levels and provisos to the Governor and the General Assembly

5. Rewards and Interventions:
   - No changes were made to the Palmetto Gold and Silver Awards program; 235 schools received the awards.
   - Continued its recognition of schools closing the achievement gap; 141 schools were recognized
   - Initiated the evaluation of the Palmetto Priority Schools project

6. Special Requests:
   - Completed interim and first annual reports of publicly-funded programs providing full-day pre-kindergarten to four-year-old at-risk students in public schools and private centers
   - Worked with legislative bodies on legislation to establish permanent authority for the program serving four-year-olds
   - Invested in the teaching of economics
   - Continued the Middle Grades project

**Key Strategic Goals for Present and Future Years**

The Education Oversight Committee has adopted the 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. |

To achieve this goal, the EOC established the following objectives for its operations in 2007-2008:

1. Continue the implementation of the Education Accountability Act of 1998 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 the early childhood development pilot program proviso and those made by special requests, including
   - Establishing a goal for high school graduation to include reporting data for different student groups and the inclusion of fifth year graduates; and
   - Conducting a comparative examination of ratings methodologies including simulations with the Measures of Academic Progress (MAPS) assessments.

2. Provide analyses and recommendations to achieve the 2010 goal by increasing the return on investment in education through the following:
   - Determining the assignments of NBPTS-certified teachers; their availability to work in high poverty settings and their impact on student achievement;

- Working with school administrators and teacher preparation institutions to understand the differences between the competence level of the teacher graduate and the competence level needed in the classroom;
- Emphasizing the need for valid and reliable data on student performance to guide improvements in policy and practice at the middle grades;
- Convening a stakeholder effort to define the instructional technology infrastructure needed in our classrooms;
- Following the progress of the Palmetto Priority Schools; and
- Advocating for public choice innovation schools.

3. Increase partnerships among those who invest in South Carolina's schools by:
   - Convening informal meetings among the Governor, the State Superintendent of Education, the leadership of the legislative education committees, the State Board of Education, the Commission on Higher Education, the South Carolina Technical College System and First Steps;
   - Continuing to employ formal and informal advisory groups representing parents, educators and business and civic leaders;
   - Providing information for and connections among those building community infrastructure in support of higher student achievement; and
   - Collaborating with informal education providers to encourage extended learning programs sponsored by civic, community and faith-based groups.

4. Increase the impact of communications to focus attention on achievement of the 2010 goal and heighten awareness of the value of educational achievement for all South Carolinians.

5. Promote innovations and foster urgency to accelerate improvements in student, school and state performance.

To continue its work, the EOC set the following objectives for 2008-2009 (August draft shown).

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 the early childhood development pilot programs proviso and those made by special requests, including
   a. Examining the new assessments provided through Act 282 of 2008 and making decisions regarding their administration and utilization statewide;
   b. Working with stakeholder groups to understand state aspirations and the tasks necessary to achieve those aspirations;
   c. Increasing the utility of the accountability system for decisions which impact state, school and student performance; and
   d. Evaluating the progress of the Palmetto Priority Schools.

2. Establish a 2020 goal for statewide educational performance including
   a. Refusing to tolerate any school performing at an at-risk level;

b. Adjusting or expanding reporting methods and content to increase sensitivity to growth in performance;
c. Ensuring the system is effective for the young people currently enrolled and for those young people to come; and
d. Recommending actions for policy, practice and funding to accomplish the 2020 goal.

3. Increase the level of student reading proficiency by
   a. Examining the performance of students and disaggregated groups of students;
   b. Linking student performance to instructional strategies and policies and promoting those which are most effective; and
   c. Engaging the higher education community in discussions of reading achievement to include changes in teacher preparation and increases in service learning.

4. Develop a long-term strategy for increasing the utility of technology in instruction, including
   a. Identifying funding sources for the infrastructure proposed in the TechThink recommendations;
   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.

**Key Strategic Challenges**

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

- Sustain and strengthen public support for educational improvement
- Provide 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
- Increase visibility of accountability functions and their relationship to sustained school improvement

The barriers to overcome are the following:

- Comfort with the current rate of improvement
- Beliefs that "poor" children cannot do well in school
- Incomplete or inaccurate data
- 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

**How the Accountability Report is used to Improve Organizational Performance**

In 2004, the Baldrige criteria and agency actions became a discussion point in staff meetings on a monthly basis. 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.

The agency examined the use of technology for efficiency and for access to opinions of customers and stakeholders. The agency contracted with CoGix for web-based survey services, and continued expansion of its web-based information to include an interactive website developed with SC Interactive. The EOC, through its online survey mechanism, polled a number of populations to gain information about the general quality of EOC publications. The results of the survey of US History teachers were shared with instructional leaders and others. Early reports indicate the data are used in instructional planning and development of support documents for the coming academic year. The web-based survey also was used to streamline EIA program reporting.

The EOC works with consultants and higher education experts to expand its capacity. When developing the inventory and recommendations for the four-year-old pre-kindergarten program, the EOC again drew upon USC's talent pool and worked with Professor William Brown. The EOC convened a national technical advisory committee to review the accountability system and is negotiating a multi-state contract by which South Carolina's ratings system is to be gauged against a number of other methodologies. The advisory committee included representatives of the University of South Carolina, the University of Wisconsin, Louisiana State University and former directors of assessment from North Carolina.

The agency is committed to continuous improvement of internal operations and processes. The agency works with standing professional groups and through advisory groups in the professional areas. EOC staff members meet monthly with the Instructional Roundtable (the statewide group of assistant and associate superintendents of instruction), bimonthly with the Superintendent's Roundtable and as needed with the Data Quality Advisory Group. The EOC maintains a comment section on its website and responds to inquiries by telephone and face-to-face meetings.

**The EOC continues to live its tagline:**

**Reporting Facts, Measuring Change, Promoting Progress**

SC EDUCATION OVERSIGHT COMMITTEE

*Reporting facts. Measuring change. Promoting progress.*

## SECTION II: ORGANIZATIONAL PROFILE

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

The EOC's main products and services are (1) information and analyses of student performance, educational programs and educational funding; (2) information to impact decisions at the state and local level to enable continuous improvement of student achievement; (3) public engagement in the success of students and schools and (4) continuous improvement of the accountability system. The EOC captures these functions in its tagline, "Reporting Facts, Measuring Change, Promoting Progress."

### 2. Your key customer segments and their key requirements/expectations

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:

- *At a Glance* -distributed electronically each quarter to a minimum of 3,000 serving in leadership positions. The December issue, reporting on progress toward the 2010 goal, is distributed to 17,000 South Carolinians
- Annual recommendations, including budget and proviso recommendations for subsequent fiscal years, and topical reports are distributed to the elected officials
- Print versions of *Legislative Investments in Education Accountability* were distributed to 600 elected officials and educational leaders; electronic versions were distributed to 3,000 online subscribers
- Membership on the following:
    - New Carolina Task Force on Workforce Development and the related Parent Involvement Work Team
    - Participation in two sponsored parent involvement conferences
    - South Carolina Public Charter School District
    - Charter School Advisory Committee
    - Subcommittee on the Root Cause of Poverty
    - Education and Economic Development Act Committee on the Individual Graduation Plan
    - Education and Economic Development Act Coordinating Council
    - Supt. Rex Task Forces on Accountability, Accreditation and Assessment
    - Governor's School for the Arts and Humanities
    - Commission on Higher Education Curriculum Alignment Project
- 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 the achievement gap, 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
- *TIPS* booklets- updated content and format and provided for use with parents, businesses and community organizations; distributed over 100,000 parent TIPS (in both English and Spanish) through the schools and agencies and approximately 5,000 business and community TIPS
- *The Performance of Historically Underachieving Groups of Students in South Carolina Elementary and Middle Schools*- recognized 141 schools and distributed copies of the report statewide, including briefings for media
- *Family Friendly Learning Standards*-distributed 2,500 printed sets in English and Spanish to schools and community groups

Parents - The EOC works with parents in workshops sponsored by the EOC or other organizations. These workshops address the 2010 goal, the school and district ratings and related information, and ways in which parents can be engaged with their child and with schools. Publications for parents include:

- Guides to using the report card-incorporated into the *Communications Tool Kit* and available on the website for all schools, parent groups and community members
- Publication of the *Summer Reading Supplement*
- *Family Friendly Learning Standards*-distributed 2,500 sets in English and Spanish to schools and community groups
- *TIPS* publications- distribution noted above

Public at Large - The EOC works with the public at large through a series of informational and leadership meetings, including training on how to use the annual school and district report cards. The EOC works with the media to ensure that data are interpreted accurately and widespread communication is maintained with the public. Publications targeting the general public include the following:

- *At a Glance*
- *TIPS* publications for parents, businesses and communities
- *PAIRS Connections*
- *Summer Reading Supplement*
- *Teachers "Moving S. C. to the Top" Public Awareness Initiative*

Further efforts have been made to increase web access to all materials. The EOC website provides access to all EOC analyses and studies, EOC information including meeting materials and minutes, supplementary information and presentations to the EOC and linkages to other educational agencies.

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

Business Community - EOC staff members participate in a number of business-focused groups including the 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. The EOC staff also work with the Midlands Education and Business Alliance and the SC Chamber of Commerce to provide them materials for use with employees.

General Population - Working through the county meetings, EOC members and staff met with a broad-based leadership group in each county. 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.

**4. Your key suppliers and partners**

The EOC explores issues and concerns for its customers through analyses of data from South Carolina's public education system, primarily the South Carolina Department of Education, the Commission on Higher Education, the Office of First Steps, Head Start-South Carolina, the Student Loan Corporation and school districts. The EOC utilizes the financial, professional, programmatic and academic testing programs for data sources. The EOC also conducts focus groups, surveys, and other data collections as required by the particular program or service under study. Through work with the Budget and Control Board's Division of Research and Statistics, the EOC has been able to explore aspects of student lives and performance from multiple perspectives.

**5. Your operating locations**

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

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

The Education Oversight Committee employs an executive director, eight (8) unclassified staff persons and two (2) individuals who work 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**

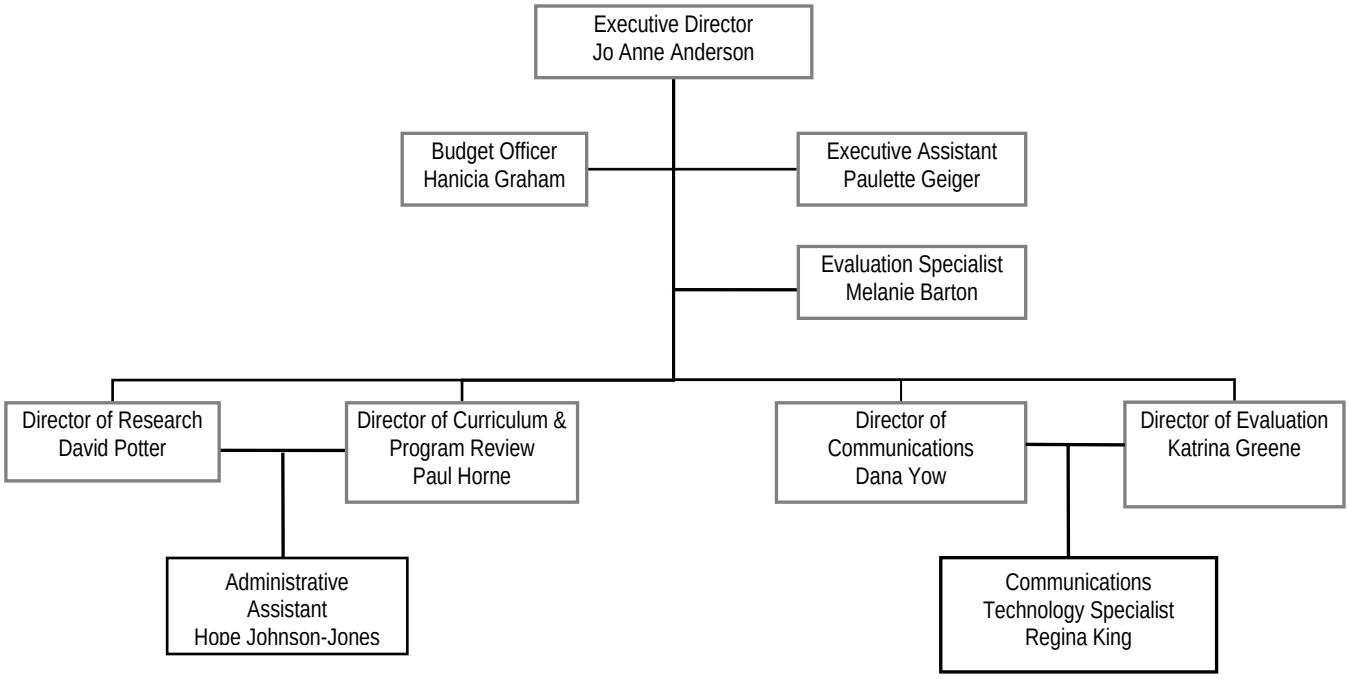
During the past year the EOC has measured the utilization of staff time by projects and employed that information to project assignments and the budgeting of time. For the 2007-2008 year, each staff member has developed/agreed to a time by responsibility commitment. In order that the flexibility of EOC 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**

In 2007-2008 the EOC was organized as shown in the figure on the next page:

## South Carolina Education Oversight Committee
## Organization Chart



## Accountability Report Appropriations/Expenditures Chart

### Base Budget Expenditures and Appropriations

| Major Budget Categories | FY 06-07 Actual Expenditures | | FY 07-08 Actual Expenditures | | FY 08-09 Appropriations Act | |
|---|---|---|---|---|---|---|
| | Total Funds | General Funds | Total Funds | General Funds | Total Funds | General Funds |
| Personal Service | $ 553,607 | | $ 593,610 | | $ 628,963 | |
| Other Operating | $ 532,013 | | $ 207,721 | | $ 814,280 | |
| Public Awareness | $ 226,592 | | $ 226,592 | | $ 213,398 | |
| Family Involvement | $ 45,318 | | $ 44,631 | | $ 41,575 | |
| Middle Grades | $ 100,000 | | $ 99,630 | | $ 100,000 | |
| 4-Year Old Evaluation | N/A | | $391,969 | | $ 365,126 | |
| Fringe Benefits | $ 109,380 | | $ 165,056 | | $ 184,212 | |
| EIA Reducation | N/A | | $ 27,377 | | $ 44,021 | |
| **Total** | $ 1,566,911 | $ - | $ 1,756,586 | $ - | $ 2,391,576 | $ - |

### Other Expenditures

| Sources of Funds | FY 06-07 Actual Expenditures | FY 07-08 Actual Expenditures |
|---|---|---|
| Public Awareness Private Funds | $ 435 | 0.00 |
| | | |
| | | |

Major Program Areas

| Program Number and Title | Major Program Area Purpose (Brief) | FY 06-07 Budget Expenditures | FY 07-08 Budget Expenditures | Key Cross References for Financial Results* |
|---|---|---|---|---|
| Agency Administration: Overhead | This function supports personnel, financial and administrative function of the agency in accordance with duties outlined in the Education Accountability Act of 1998, the Teacher Quality Act of 2000, the Parental Involvement in Their Children's Education Act of 2000 and other duties outlined in the annual General Appropriations Act. Costs reflected include supervision, communications, data processing, general administration and similar costs. | State:<br>Federal:<br>Other: 145,314.00<br>Total: 145,314.00<br>% of Total Budget 9% | State:<br>Federal:<br>Other: 153,922.48<br>Total: 153,922.48<br>% of Total Budget: 9% | Compliance to state statutes and regulations; clean audit by appropriate agencies |
| Implementation and Oversight of the Educational Accountability System | This function fulfills the requirements of 59-6-10 (1) and (4) and 59-6-110 (1) and (2) to ensure that the Education Accountability Act of 1998 is implemented in a manner consistent with its intent and in the time frame defined in the statute. | State:<br>Federal:<br>Other: 372,933.03<br>Total: 372,933.03<br>% of Total Budget 24% | State:<br>Federal:<br>Other: 348,519.39<br>Total: 348,519.39<br>% of Total Budget: 20% | Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2010 goal |
| Evaluation of the Functioning of Public Education | This function fulfills the requirements of 59-6-10 (2) and (3) and 59-6-110 (3) and (4) and appropriate sections in the Teacher Quality Act of 2000 to ensure that there is a continuous evaluation of South Carolina's education policies, programs and funding so that student achievement continues to improve | State:<br>Federal:<br>Other: 576,754.00<br>Total: 576,754.00<br>% of Total Budget 37% | State:<br>Federal:<br>Other: 391,322.13<br>Total: 391,322.13<br>% of Total Budget: 22% | Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2010 goal |
| Family Involvement | This function fulfills the support and evaluation requirements outlined in the Parental Involvement in Their Children's Education Act 59-29-190 | State:<br>Federal:<br>Other: 45,318.00<br>Total: 45,318.00<br>% of Total Budget 3% | State:<br>Federal:<br>Other: 44,831.00<br>Total: 44,831.00<br>% of Total Budget: 3% | Improved relationships between parents and schools (immediate data factors are reported on the annual school report card) |
| Public Awareness | This function fulfills the responsibilities outlined in 59-18-1700 through the public awareness program. The public awareness program receives funding through an appropriation within the SDE. | State:<br>Federal:<br>Other: 226,592.00<br>Total: 226,592.00<br>% of Total Budget 14% | State:<br>Federal:<br>Other: 226,592.00<br>Total: 226,592.00<br>% of Total Budget: 13% | Engagement of broader community in support for student and school improvement |
| Proviso-Directed Actions | The Education Oversight Committee serves as the fiscal agent for Middle Grades Project funds as provided in Proviso 1A.22 and for funds provided to the South Carolina Council on Economic Education in accordance with Proviso 1A.40. The agency also administers fund distribution for the Child Development as outlined in Proviso | State:<br>Federal:<br>Other: 200,000.00<br>Total: 200,000.00<br>% of Total Budget 13% | State:<br>Federal:<br>Other: 591,599.00<br>Total: 591,599.00<br>% of Total Budget: 33% | Administrative processing of funds in accordance with state statutes and regulations |

Below: List any programs not included above and show the remainder of expenditures by source of funds.

| | | |
|---|---|---|
| Remainder of Expenditures: | State:<br>Federal:<br>Other:<br>Total:<br>% of Total Budget | State:<br>Federal:<br>Other:<br>Total:<br>% of Total Budget: |

* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

## SECTION III: ELEMENTS OF THE MALCOLM BALDRIGE AWARD CRITERIA

### Category 1. LEADERSHIP

The EOC is composed of eighteen (18) members. The membership is shown in the chart below, with appointing official and term of office detailed.

**EDUCATION OVERSIGHT COMMITTEEE**
**2007-2008 Membership**

| Appointing Authority | Term of Office | Representing | Name | Service |
|---|---|---|---|---|
| Governor | Coterminous | Self/Designee | Michael Brenan | 2007-present |
| | 2006-2010 | Business | *open* | *open* |
| | 2006-2010 | Education | Dennis Drew | 2003-present |
| State Superintendent | Coterminous | Self/Designee | James H. Rex | 2007-present |
| Speaker of the House of Representatives | Coterminous | Self/Designee | Joe Neal | 2005-present |
| | 2006-2010 | Business | Harold Stowe | 2002-present |
| | 2005-2009 | Education | Alex Martin | 1998-present |
| President Pro Tempore of the Senate | Coterminous | Self/Designee | Mike Fair | 2001-present |
| | 2006-2010 | Business | Neil Robinson | 2005-present |
| | 2005-2009 | Education | Barbara Hairfield | 2007-present |
| Chairman, Ways and Means Committee | Coterminous | Self/Designee | William Cotty | 2005-present |
| Chairman, Senate Finance | Coterminous | Self/Designee | Kent Williams | 2005-present |
| Chairman, House Education and Public Works | Coterminous | Self/Designee | Bob Walker | 2002-present |
| | 2004-2008 | Business | Bob Daniel | 2000-2008 |
| | 2006-2010 | Education | Kristi Woodall | 2007-present |
| Chairman, Senate Education | Coterminous | Self/Designee | Robert W. Hayes | 2005-present |
| | 2004-2008 | Business | Thomas DeLoach | 2006-2008 |
| | 2006-2010 | Education | Buffy Murphy | 2006-present |

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 objective setting process to outline the critical areas for the year. For each of the EOC's ten years of operation, annual objectives have been established to guide actions relative to its statutory responsibilities and achievement of the 2010 goal. The 2010 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.*) has shaped the work plan and the focus of the staff. After the establishment of annual objectives, the Executive Director develops a management plan to provide time lines, identify data requirements, allocate resources, and establish the criteria for satisfactory accomplishment. The Executive Director meets twice monthly with all staff persons and, in additional meetings, with individual staff persons. The small number of employees permits almost daily interaction among staff on projects.

(b) Performance expectations are established each August in individual employee meetings with each employee. The EOC uses the EPMS system established by the South Carolina Office of Human Resources.

(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<br>Publication of program reviews on the progress of disaggregated groups of students |
| Belief in broad-based inclusion and collaboration | Utilization of advisory groups for all EOC initiatives and decisions (see EOC Annual Report 2008)<br>Incorporation of Reports from a Key Constituency in each meeting<br>Partnerships realized with S.C. After School Alliance, newspaper publishers (PAIRS), S.C. Press Association and the S.C. State Library<br>Collaboration with DSS, First Steps, Head Start and SCDE on 4K inventory and evaluation plan<br>County meetings on Common Ground<br>Work with the SCDE to evaluate the Palmetto Priority Schools<br>Work with SCDE on implementation of Act 282 of 2008<br>Collaboration with nine entities and/or agencies in the development and publication of a Back to School publication |
| Belief in standards, assessments and publicly known results | Implementation of a standards-based rating system<br>Development of communication supports for individual and public action |
| Implementation of research- and fact-based solutions that improve results | Reviews of EIA programs<br>Recommendations for program, policy and funding changes |
| Passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics | Involvement in a number of advisory, professional and policy groups<br>Implementation of PAIRS<br>Initiation of S.C. Literacy Champions |

To build greater understanding through data and evidence, the EOC works with the Division of Research and Statistics at the Budget and Control Board, the South Carolina Department of Education, the Department of Social Services, the Office of First Steps, the Employment

Security Commission, Head Start-South Carolina, the University of South Carolina, Clemson University, the Commission on Higher Education and other agencies. The partnerships enable the EOC to examine health, economic and social circumstances impacting upon school performance as well as student, school and district performance.

(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. Staff members are expected to complete necessary training so that they can perform at higher levels.

Over the years the EOC has developed practices including required advisory groups, explicit criteria, use of simulations to generate wider acceptance for its work. Employees are encouraged and supported financially as they acquire new knowledge and skills so that the agency performs at a higher level.

The EOC ascribes to the professional standards as specified by the following organizations:

| | |
|---|---|
| Testing and Assessment | American Educational Research Association<br>National Council on Measurement in Education<br>Association for Supervision and Curriculum Development |
| Standards | International Reading Association<br>National Council of Teachers of English<br>National Council Teachers of Mathematics<br>American Assoc. for the Advancement of Science<br>National Council for the Social Studies<br>South Carolina Science Council |
| Parent Involvement | National Network of Partnership Schools |
| Publications | Chicago Manual of Style<br>National School Public Relations Association |

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

The focus on customers is established through agreements that the staff shall respond to communication promptly. These include commitments to respond 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; and
- Respond to e-mail and telephone calls within twenty-four hours.
- Provide information in multiple formats (print, web and English or Spanish versions)

While a response may require analyses or information not immediately available, staff members are expected to reply to customers as soon as possible. The staff members also work with

legislators and other customers to provide them with information and recommendations in the timeframe for legislative decision-making. In the last year, the staff has published technical and evaluation studies using multiple formats: print, electronic and public presentation. The Executive Director maintained a listing of school districts to ensure that staff drew upon district expertise and the processes were available to all South Carolina school districts. Customer focus is extended through presentations and participation in multiple association meetings and in informal meetings with leaders in the education and legislative communities. The Executive Director travels statewide to meet with district superintendents to learn of their concerns and to understand the issues as they impact school districts differently. Each EOC professional staff member is assigned to serve as liaison to a professional community.

During this year the EOC staff expanded use of survey mechanisms and executive interviews to meet the needs of our customers. Among these activities are the following:

- Survey of all audiences regarding structure and content of EOC publications;
- Executive interviews with superintendents of districts having received technical assistance
- Electronic surveys of high school principals and U. S. History teachers on assessment issues
- Electronic survey on principals to determine their views of the readiness of first year teachers for classrooms

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. The process can be described in four phases: (1)the EOC assesses the relationship of the factor under study to the achievement of the state's goals, incorporating research findings, comments from constituents and related educational priorities; (2) the EOC explores alternative actions or values and conducts simulations to identify factors confounding or contributing to higher performance; (3) the simulations are reviewed by advisory groups to appraise consistency with goal attainment and fairness; and (4) recommendations are presented to the EOC members for consideration and adoption or rejection.

The EOC continues to seek ways in which to increase the impact of its information.

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. 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 Statewide Accounting and Reporting System (STARS), 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. The EOC operations were audited by the South Carolina State Auditor's Office including reviews of fiscal procedures, benefits, closing packages, and contractual obligations during the 2008 fiscal year. No material weaknesses or violations have been identified in any audits.

The EOC incorporates statutory and regulatory references in its work to ensure that the legal requirements are met fully.

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

The key performance measures include the following:

- Mission accomplishment
- Student, school and district academic performance
- Human resource effectiveness
- Procurement and administrative process effectiveness
- Employee satisfaction and involvement
- Professional development

These measures are reviewed through analyses of written reports, bi-weekly staff meetings and through individual interactions with the leadership.

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 2010 goal. Areas for increased attention are identified and addressed.

EOC members are active in professional groups and in their local communities to promote higher student achievement, to share the work of the EOC and to encourage others to be engaged. EOC members nominate individuals for the Education Policy Fellows Program as well as encourage local board members to use student achievement data in their work. EOC members serve on task forces, committees and commissions to promote the principles and values of the agency.

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

Increasingly the EOC staff is asked to demonstrate leadership of individual projects. For example, 50 percent of a staff person's time is devoted to the evaluation of the Child Development Pilot Program or another staff person is asked to serve as the agency archivist. The EOC continues to deepen staff understanding of fiscal and administrative decision-making so that there is back-up in case of illness or extended absence.

Shared responsibilities and extended professional development in new areas is an increasing characteristic of the agency. Administrative support personnel each have a function in which they are expected to lead (e.g., web development, archives, legislative information). The EOC employed an additional researcher in Fiscal Year 2008.

8. How do senior leaders create an environment for performance improvement, 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 on the part of employees. Opportunities for self-identified areas for individual skill enhancement are provided, such as the identification by an employee that her usefulness to accomplishing office goals would be increased by seeking and obtaining training in the use of SAS statistical software or another employee who achieved proficiency in using graphics software to enhance the EOC reports. Senior leaders also model vigilance for innovative ways to accomplish the goals of the organization, such as the identification and exploration of web-based methods for collecting survey data to replace the slower and more expensive methods used previously.

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

EOC employees are encouraged to grow professional 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. The EOC has adopted a practice of testing presentations or data and/or work with the entire staff to facilitate effective communication of messages as well as to engage the entire staff in the mission of the agency.

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 have an opportunity to 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. The EOC is expanding opportunities for administrative support staff into program as well as developing skills and certifications in areas that reinforce achievement of the agency mission.

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.

All staff members are encouraged to be active as parents, professionals and members of the larger community. In the most recent year, staff members have participated in the following ways:

- Service on school improvement councils and district textbook adoption committees
- Service on boards and commissions to include the Governor's School for the Arts and the Humanities, Arts in the Basic Curriculum Committee, the Task Force on Work Force Development (New Carolina), the Communities in Schools Advisory Board, the College of Charleston Advisory Board, Education Policy Fellows Program, Clemson University Educational Leadership Advisory Board, Citadel College of

Education Advisory Board, Board of the South Carolina Educators for the Practical Use of Research, Statewide Campaign for the United Way, and the leadership council for the SC Chapter of the National School Public Relations Association

- Service on the National Council of Social Studies Board of Directors
- Community volunteer work with Sister Care, Juvenile Diabetes Research Foundation, and Red Cross

**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, regulatory, societal and other potentials risks, 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 two-day 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? Note: Include how you allocate resources to ensure accomplishment of your action plans.

a) Implementation of the EAA: The Education Oversight Committee has direct responsibilities for implementation of the Education Accountability Act (EAA). To ensure that those responsibilities are met, the agency developed a time line that corresponds to the statutory requirements of the legislation and the time line for accomplishment of the EOC objectives.

The time line permits tracking of the EAA implementation. 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 the agency plan used in the agency and 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 within-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. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile (Section II-Question 8)?

The strategic plan, through both the analytic and communication tasks, is relentless in the expectation that all students are to achieve at high levels. Evaluation projects, publications and public relations efforts focus on the goal and increasing responsibilities to achieve the goal. The EOC staff works with agency and school district personnel to improve data quality through

implementation of transparent formulas, data retrieval mechanisms and advice from personnel in the school districts. During 2006-2007 EOC staff and the Data Quality Advisory Committee focused on improving accuracy of report card data. In 2007-2008 the EOC staff worked with advisory groups to modify data collection procedures to improve accuracy. A working group on graduation rates and documentation of student completion provided EOC members with advice ultimately leading to modification of policy and procedures. To counter stereotypes the EOC reports adhere to the principles evident in its tag line: reporting facts, measuring change and promoting progress.

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

See agency plan on the following pages:

**Strategic Planning**

| **Program Number and Title** | **Supported Agency Strategic Planning Goal/Objective** | **Related FY 07-08 Key Agency Action Plan/Initiative(s)** | **Key Cross References for Performance Measures** |
|---|---|---|---|
| 1: Administration | Actions and reports should be completed accurately and in a timely manner to reflect effective management of agency resources in accordance with state statute, regulations and guidelines in accordance with duties outlined in the Education Accountability Act of 1998, the Teacher Quality Act of 2000, the Parental Involvement in Their Children's Education Act of 2000, Act 282 of 2008 and other duties outlined in the annual General Appropriations Act. | Manage agency resources in accordance with state regulation and professional standards | Audit results, utilization of STARS, GAAP, adherence to SC Procurement Code and Budget and Control Board regulations |
| 2. Implementation and oversight of the educational accountability system | EOC 2007-2008 Objective(s)<br><br>1. Continue the implementation of the Education Accountability Act of 1998 and fulfill other | Analyze and make approval decisions regarding ELA standards.<br><br>Conduct alignment and technical studies of SC-Alternative, Science and | Documentation of completion in EOC minutes and/or publication files; completion of |

| Program Number and Title | Supported Agency Strategic Planning Goal/Objective | Related FY 07-08 Key Agency Action Plan/Initiative(s) | Key Cross References for Performance Measures |
|---|---|---|---|
| | 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 the early childhood development pilot program proviso and those made by special requests, including<br>* Establishing a goal for high school graduation to include reporting data for different student groups and the inclusion of fifth year graduates; and<br>*Conducting a comprehensive examination of ratings methodologies including simulations with the Measures of Academic Progress (MAPS) assessments. | Social Studies.<br><br>Continue examination of US History End-of-course assessment<br><br>Establish high school graduation goals and procedures<br><br>Publish *Accountability Manual*<br><br>Conduct regional workshops on ratings calculations<br><br>Monitor :Alternative Technical Assistance<br><br>Complete study of growth methodologies | tasks in accordance with statutory or legislative mandates and most important, changes in student and school performance |
| 3. Evaluation of the functioning of public education | EOC 2007-2008 Objective(s)<br><br>2. Provide analyses and recommendations to achieve the 2010 goal by increasing the return on investment in education through the following:<br>*Determining the assignments of NBPTS-certified teachers, their availability to work in high poverty settings and their impact on student achievement;<br>*Working with school administrators and teacher | Complete annual evaluations:<br>(a) Teacher Loan Program,<br>(b) Retraining grants<br>(c) Use of flexibility Proviso<br>(d) longitudinal performance<br><br>Survey principals regarding new teacher preparation in order to identify gaps to serve as the foundation for future policies and actions<br><br>Develop "white paper on technology needed in classrooms"<br><br>Provide information and perspective on | Documentation of completion in EOC minutes and/or publication files; completion of tasks in accordance with statutory or legislative mandates, and most important, changes in student and school performance |

| Program Number and Title | Supported Agency Strategic Planning Goal/Objective | Related FY 07-08 Key Agency Action Plan/Initiative(s) | Key Cross References for Performance Measures |
|---|---|---|---|
| | preparation institutions to understand the differences between the competence level of the teacher graduate and the competence level needed in the classroom;<br>*Emphasizing the need for valid and reliable data on student performance to guide improvements in policy and practice in the middle grades [also see Program 6.0];<br>*Convening a stakeholder effort to define the instructional technology infrastructure needed in our classrooms;<br>*Following the progress of the Palmetto Priority Schools; and<br>*Advocating for public choice innovations schools. | (a) funding model options<br>(b) expenditure patterns and long-term equity issues<br>(c) National Board for Professional Teaching Standards<br><br>Monitor progress in Palmetto Priority Schools, including climate studies | |
| 4.<br>Family Involvement | 1. Promote and recognize school and district efforts to increase parental involvement 2. Evaluate statewide efforts for parental involvement 3. Provide materials for parents to support high achievement. | Examine results of parent, teacher and student surveys<br><br>Publish *Family Friendly Content Standards* and *TIPS* | Distribution of findings of analyses, distribution of publications to wide audiences |
| 5.<br>Public Awareness | EOC 2007-2008 Objective(s)<br><br>3. Increase partnerships among those who invest in South Carolina schools by:<br>*Convening informal meetings among the Governor, the State Superintendent of Education, the leadership of the legislative education committees, the State Board | Provide information and analyses for consideration in policy development<br><br>Maintain 2-way communication with constituencies<br><br>Expand PAIRS<br><br>Establish service learning/literacy initiative | Engagement of constituencies in policy development and research; evidence in advisory groups and in agency and/or state records indicating changes in policy |

| Program Number and Title | Supported Agency Strategic Planning Goal/Objective | Related FY 07-08 Key Agency Action Plan/Initiative(s) | Key Cross References for Performance Measures |
|---|---|---|---|
| | of Education, the Commission on Higher education, the South Carolina Technical College system and First Steps;<br>*Continuing to employ formal and informal advisory groups representing parents, educators and business and civic leaders;<br>*Providing information for and connections among those building community infrastructure in support of higher student achievement; and<br>*Collaborating with informal education providers to encourage extended learning programs sponsored by civic, community and faith-based groups.<br><br>4. Increase the impact of communications to focus attention on achievement of the 2010 goal and heighten awareness of the value of educational achievement for all South Carolinians.<br><br>5. Promote innovations and foster urgency to accelerate improvements in student, school and state performance. | Sponsor *Be There* pilot<br><br>Recognize schools for closing the gap<br><br>Serve on designated advisory boards and task forces to include the following:<br>(a) EEDA Coordinating Council<br>(b) GSAH<br>(c) State Public Charter School District<br>(d) Charter School Advisory Committee<br>(e) Supt. Rex Task Forces on Accountability, Assessment and Accreditation<br>(f) Task Force on Workforce Development<br>(g) Advisory boards: Clemson, College of Charleston, Healthy Learners, Education Policy Fellows Program<br><br>Provide information and analyses relevant to SC, district and school progress on the following:<br>(a) Annual ratings<br>(b) *Where Are We Now*: 2010 goal<br>(c) Importance of high school graduation<br>(d) Value of teachers and of the teaching profession<br><br>Publish *At A Glance* monthly | |

| Program Number and Title | Supported Agency Strategic Planning Goal/Objective | Related FY 07-08 Key Agency Action Plan/Initiative(s) | Key Cross References for Performance Measures |
|---|---|---|---|
| | | Promote policies and implement practices so that each student is able to earn a state high school diploma<br><br>Maintain relationships with professional and parent groups<br>(a) Meet with Executive Committee of SCSBA | |
| 6. Proviso-Directed Actions | Fulfill responsibilities outlined in annual General Appropriations Act | Evaluate CDEPP program to determine the most efficient model for providing state support to public and private providers; determine appropriate teacher credentialing; establish costs for high quality programs; build longitudinal evaluation to link with student performance<br><br>Provide resources for teacher professional development in the teaching of economics<br><br>Provide resources for expansion of teacher knowledge and skills in teaching students in the middle grades and improvements in grades 6-8 student achievement | Distribution n of report and work with related audiences in using the report<br><br>Procurement of services<br><br>Distribution of research studies and work with constituencies |

**Category 3. CUSTOMER FOCUS**

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 State 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, at each meeting of the full committee, the EOC sets aside a portion of the meeting to receive "Remarks from a Key Constituency." These key constituents represent the customers of the EOC. 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. The Chairman of the EOC meets several times each year with the Executive Board of the South Carolina School Boards Association. A number of 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 *At a Glance* and the *Accountability Manual*
- Executive Interviews with school district superintendents
- 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. 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 monthly.)

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 2007-2008 year were the following:

**National English Language Arts Review Panel**
Mark Bauerlein, Emory University
Allen Berger, Miami University of Ohio (Retired)
Vicki Jacobs, Harvard University
Sandra Stotsky, Educational Consultant, Fordham Foundation
Dorothy Winchester, Indiana Department of Education

**English Language Arts Parent/Business/Community Leader Review Task Force**
Hannah Baker, West Columbia
Robert Bockman, Columbia
Gloria Bockleman, Beaufort
Beth Collins, Lamar
Robert Gathers, Orangeburg
Joyce Hill, Timmonsville
John Macomson, Campobello
Joseph McEachern, Columbia
Donald Myers, Scranton
Frances Patrick, St. George
John Peoples, Blair
Tom Roe, Greenville
Phillip Taylor, Walterboro
Beth Wells, Union
Judith Wylie, Sumter

**English Language Arts Special Education/ELL Review Task Force**
Danielle Allen, Goose Creek
Maria Beckner, Laurens
Brian Blitch, Moncks Corner
Lori Corley, Saluda
Ann Cureton, Lancaster
Donna Edmonds, Mayo
Debbie Gunter, Swansea
Patricia Hutchinson, Columbia

Keturah Inabinett, Harleyville
Andree Jaynes, Charleston
Sharon Moss, Sumter
Kristy Powell, Conway
Mary Reed, Walterboro
Nancy Rollison, West Columbia
Vicki Steadman, Inman
Connie Thomas, Timmonsville
Heather Thomson, Pawleys Island
Guadelupe Vincent, Lugoff

**National Mathematics Review Panel**
Deborah Bliss, Virginia Department of Education
Jeane Joyner, Meredith College
David Klein, Fordham Foundation
Cathy Seeley, National Council of Teachers of Mathematics

**Mathematics Parent/Business/Community Leader Review Task Force**
Rita Bixler, Laurens
Shirley Collenton, Georgetown
Robert Hunter, Pamplico
Patty Lee, Hemingway
Jill Marshall, Lancaster
Ruth Murray, Dalzell
Alma Pearson, Ridgeville
Lynn Perry, Saluda
Nick Sherfesee, Myrtle Beach
Jane Wilkes, Union

**Mathematics Special Education/Ell Review Task Force**
Sally Adams, Jefferson
Bonnie Byrd, Lexington
Victoria Caldwell, North Augusta
Maria Cruz, Summerton
Lynn Dowis, Anderson
Angela Fulton, Kingstree
Dawn Greene, Landrum
Andree Jaynes, Charleston
Sharon McCullough, Conway
Yvonne Mitchell, Orangeburg
Ann Moore, Woodruff
Renee Nouvelle, Cross
Paula Watson, Bowman

**Back-To-Supplement Work Team**
Mary Anne Byrd, SC-NSPRA
Janie Davis, SC Commission on Minority Affairs
Tom Hudson, SC School Improvement Council

Amy Love, New Carolina – Council on Competitiveness
Jim Reynolds, Total Comfort
Cleo Richardson, SCDE
Frank White, SCDE
Claudia Wolverton, SC School Improvement Council

**CDEPP Evaluation Team**
Melanie Barton, Education Oversight Committee Staff
William Brown, University of South Carolina
Christine DiStefano, University of South Carolina
Heather Smith Googe, University of South Carolina
Fred Greer, University of South Carolina
Dr. Kathy Paget, University of South Carolina
Dr. Jon Pierce, University of South Carolina
David Potter, Education Oversight Committee Staff
Dr. Ken Stevenson, University of South Carolina

**Computer Based Testing Advisory Group**
Dee Appleby, Columbia,
Charmeka Bosket, Columbia
Buck Brown, Columbia
John E. C. Davis, Columbia
Elizabeth Eason, Columbia
Peggie Grant, Georgetown
Henrietta Green, Sumter
William Gummerson, Batesburg-Leesville
Clara Heinsohn, Charleston
Jake Jacobs, Columbia
Liz Jones, Columbia
David Longshore, Holly Hill
Kristin Maguire, Clemson
Tammy Mainwaring, Columbia
Len Marini, Columbia
Marty Martin, Columbia
David Mathis, Aiken
Jason McCreary, Greenville
Neil Mellen, Columbia
Richard Nadeau, Conway
Leon Nelson, Columbia
David O'Shields, Clinton
Lane Peeler, Columbia
Ted Pitts, Lexington
Luke Rankin, Conway
Mildred Huey Rowland, York
Teri Siskind, Columbia
Nancy Thompson, Laurens
Barbara Teusink, Columbia
Bob Walker, Landrum

Missy Wall-Mitchell, Ballentine

**Gap Study Team , April 2008 (South Carolina Educational Policy Center, USC)**
Christina DiStefano,
Jennifer Gay
John May
Diana Mindrila
Diane M. Monrad
Anita Rawls

**Palmetto Priority Schools Advisory Group**
Marvin Greene, Anderson
Mary Grimes, Greenville
Barbara Hairfield, Charleston
Odell Stuckey, Columbia

**PAIRS Advisory Board**
Steven Brandt, *Greenville News*
Kim Buckner-Land, *Spartanburg Herald-Journal*
Valerie Canepa, *Rock Hill Herald*
William Collins, *Greenwood Index-Journal*
Fred Foster, *Anderson Independent-Mail*
Henry Haitz, *The State*
Cathy Hughes, *Orangeburg Times and Democrat*
Scott Hunter, *Aiken Standard*
Mark Laskowski, *Florence Morning News*
Milton Miles, *The Sun News*
Jack Osteen, *Sumter Item*
Beth Patton, *Island Packet/Beaufort Gazette*
Anthony Summerlin, *Union Daily Times*
Larry Tarleton, *Charleston Post and Courier*
Joni Weerheim, *Seneca Daily Journal*

**Teacher Loan Program**
Camille Brown, CHE
Mike Fox, Student Loan Corporation
Falicia Harvey, SCDE
Jennifer Jones-Gaddy, Student Loan Corporation
Wayne Landrith, Student Loan Corporation
Gail Sawyer, CERA
Karen Woodward, CHE

**Teacher Recruitment And Retention Task Force Members**
Michele Antonucci, Rock Hill
Gary Bettinger, Sumter
Tara Brice, Belton
Leslie Carter, Myrtle Beach

Lonnie Craven, Columbia
Reggie Dean, Camden
Charlie FitzSimons, Columbia
Mike Fox, Columbia
Jason Fulmer, Rock Hill
Hanicia Graham, Columbia
Barbara Hairfield, Charleston
Falicia Harvey, Columbia
Jennifer Hunter, Johnsonville
Allison Jacques, Columbia
Terri Denise James, Ridgeland
R. Lynn Kelley, Columbia
Therese Kuhs, Columbia
Tina Marshall-Bradley, Orangeburg
Leonard McIntyre, Orangeburg
Sharon Moore-Askins, Florence
Terri Myers, Moncks Corner
Yvette Salters, Pacolet
Gayle Sawyer, Rock Hill
Kindra Simon, Pageland
Wendel Sims, Columbia
Mary Steppling, Columbia
Don Stowe, Columbia
Wanda Summers, Branchville
Edgar Taylor, Laurens
Jim Turner, Columbia
Nancy Turner, Principal, Lexington
Traci Young-Cooper, Columbia

**Technical Advisory Committee**
Jo Anne Anderson, Education Oversight Committee
Bill Brown, Brownstar, Inc.
David Burnett, South Carolina Department of Education
Gail Gaines, Southern Regional Education Board
Douglas Harris, University of Wisconsin
Robert Johnson, University of South Carolina
Eugene Kennedy, Louisiana State University
Garrett Mandeville, Consultant
David Potter, Education Oversight Committee
Joe Saunders, South Carolina Department of Education
Missy Wall-Mitchell, School District Five of Lexington and Richland Counties

**US History and the Constitution End of Course Test Review Panel**
Sherri Beam, Blacksburg
Charles Black, Bennettsville
Leslie Carter, Myrtle Beach
Steve Childers, Hanahan

Elizabeth Crenshaw, Columbia
Jane Eason, Columbia
Marie Hallman, Neeses
Michael Jensen, Walhalla
Anna Langley, Columbia
Cathy Love, York
Wardie Sanders, Hartsville
Eva Seawright, Columbia
Trish Shealy, Columbia
DeAna Smoland, Aiken
Anna Stoner, Saluda
Mi Young Gross, Mt. Pleasant

**South Carolina Education Oversight Committee**
*Current February 1, 2008*
Harold Stowe, Pawley's Island (Chairman)
Alex Martin, Greenville
Michael R. Brenan, Columbia
Bill Cotty, Columbia
Robert C. Daniel, Belton
Thomas O. DeLoach, Columbia
Dennis Drew, Greenwood
Mike Fair, Greenville
Barbara B. Hairfield, Charleston
Robert W. Hayes, Jr., Rock Hill
Buffy Murphy, Columbia
Joseph H. Neal, Hopkins
Jim Rex, Winnsboro
Neil C. Robinson, Jr., Charleston
Robert E. Walker, Landrum
Kent M. Williams, Marion
Kristi V. Woodall, Union

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.

Each spring the EOC recognizes schools that are closing the achievement gap. Initially presented as a research study, the EOC now welcomes representatives from over 100 schools to a spring meeting during which time the schools are recognized and presented with a certificate and a representative group of principals addresses the EOC on strategies.

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 .....Statewide Accounting and Reporting System (STARS)
Asset Management.....General Accepted Accounting Principles (GAAP)
Procurement .....South Carolina. Procurement Code
Employee Benefits.....Budget and Control Board Employee Insurance/S.C. Code of .....Laws

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 | Statewide Accounting & Reporting Sys. |
| Employee Benefits Reconciliations | Employee Insurance Program Acctng. Div. |
| Operational performance | Annual Agreed Upon Procedures State Auditor's Office |
| Data quality and integrity | American Educational Research Association<br>National Council on Measurement in Education<br>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<br>Chicago Manual of Style |
| Responsiveness to calls | Telephone logs<br>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 2010 goals. 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 and SPSS 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 S.C. 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 State Department of Education, or from test publishers. Internal EOC finance data follow Statewide Accounting and Reporting System (STARS) 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 Budget & Control Board Insurance Division.

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 revised its administrative Policy and Procedures Manual and a Fiscal Procedures Manual in 2005 to reflect improvements in processes and operations. A review was completed in 2007-2008, with changes to be implemented in 2008-2009. A publications library containing all EOC reports is maintained, and all 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.

In 2007-2008 the EOC continued flexible time schedules for employees requesting that schedule. The number of employees utilizing the flexible schedule increased as prices for gasoline increased.

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.

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 *TEMPO* service when there are long-term employee absences. The major barrier encountered is the limited number of professionals with quantitative backgrounds who could apply for openings.

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 page design 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, 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. During the 2007-2008 year, the agency used temporary employees to address gaps in service between positions and employee illness. 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. The EOC implemented a "leave bank" to assist employees with extraordinary health problems that exceeded their available sick leave.

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 reevaluate the position and use the Office of Human Resources to hire a new staff person. The agency added a new researcher in FY08 and anticipates shifts occurring over the next several years. Quantitative researchers are in demand nationally and salaries must be competitive to attract individuals with the skill set and experience necessary to accomplish the tasks before the EOC.

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. In Fiscal Year 2008, the offices are to be repainted and furniture reupholstered. 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?

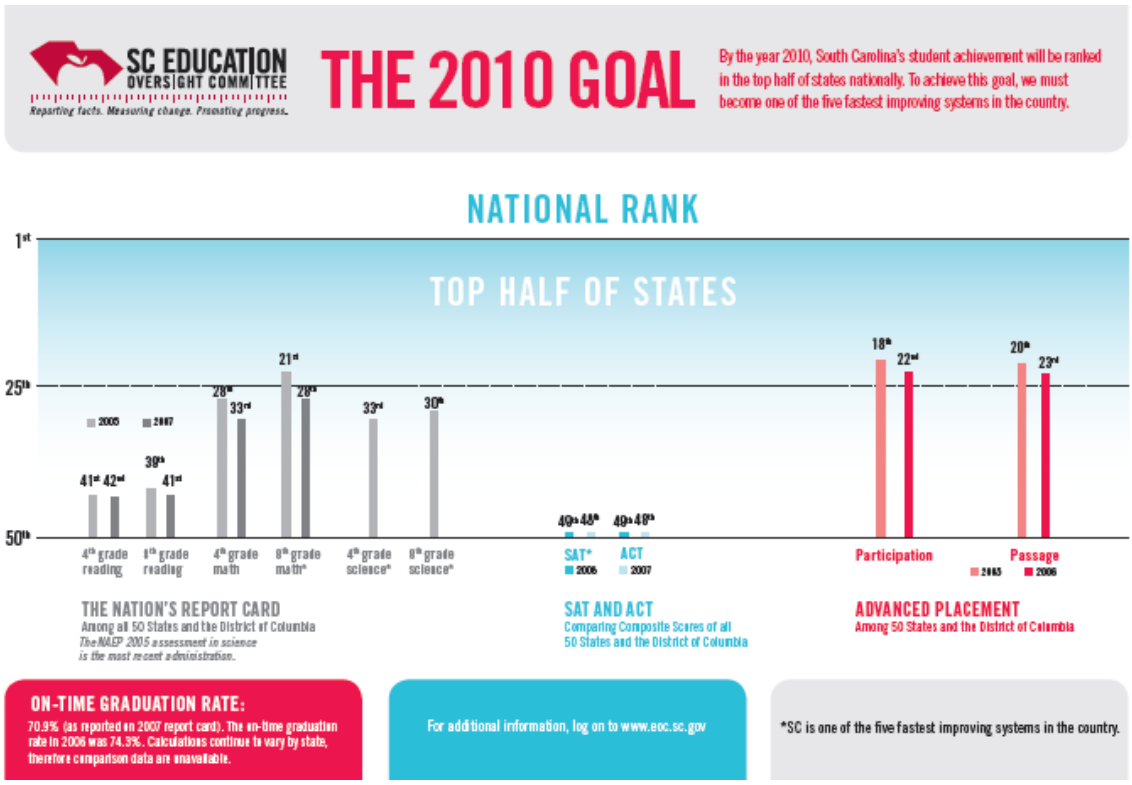
The EOC core competencies are the following:

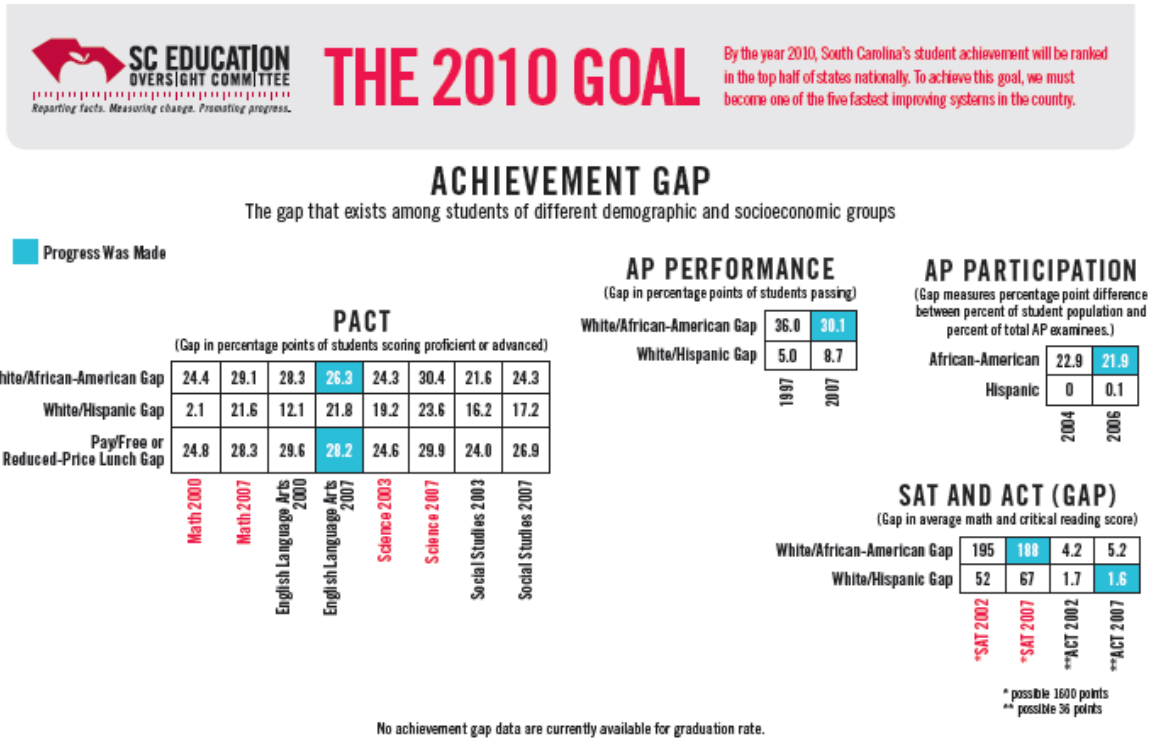
(a) Data analysis and simulation of impact: The EOC has built a six-year longitudinal data file as well as a compendium of data sets that foster understanding of performance over time and simulates changes in school and district ratings as differing values are assigned to aspects of school performance. The EOC is 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.

Reporting on the attainment of the 2010 goal was revised to present the data in brief, graphical and high impact form. The postcard strategy is presented on the next page:




(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

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 employs an editor to review major publications for readability and conformity to the agency-adopted *Chicago Manual of Style*. The agency also acquired additional software to permit graphing and mapping data. For example, demographical maps, charts and graphs were used in reports to illustrate the performance levels of students in order to improve the understanding of district and school success. 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.

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, materiel and personnel allocations are determined. Costs are then determined based upon the consulting fee schedules, average costs for materiel and current salary and benefits costs adjusted for annual increases. The agency also must budget for mid-year reductions as the Fiscal Year 2008 and 2009 revenue projections are not optimistic.

## Category 7. RESULTS

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. Ultimately a key measure of customer satisfaction is the continuation of funding for the agency, 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.

The EOC fulfilled each of the requirements of the EAA in accordance with the legislative timeline. The funding model was updated in December 2008 and introduced as legislation in the subsequent session. The model and other analyses have been provided to Senate and House of Representatives work teams on school finance. Budget recommendations were aligned with the 2010 goal and related actions. The achievement gap report was published in April 2008 with information related to the successful schools distributed widely. Expanded analyses were presented at the annual meeting of the American Educational Research Association in April 2008.

The EOC, through partnership with two external groups, published tool kits to enable local leaders to complete their work more effectively. The *Toolkit for Communicating the School and District Report Cards* and the *After School Learning Programs* were distributed during the year.

The EOC worked with legislative committees and with individual legislators to ensure that public education funding was increased and those initiatives integral to the accountability system were funded fully.

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

Standards:

- Fordham 2006 "The State of State Standards, 2006" http://www.edexcellence.net/doc/South%20carolina.pdf
- Fordham 2005 Review of English language arts and science standards "A" grade for each http://www.edexcellence.net/doc/Full Report [01-03-05] pdf http://www.edexcellence.net/doc/Science%20Standards.FinalFinal.pdf
- Fordham 2005 Review of math Standards "D" grade http://www.edexcellence.net/doc/mathstandards05FINAL.pdf
- Fordham 2006 Review of world history standards "A" grade http://www.edexcellence.net/doc/State%20of%State%20World%20Hisotry%20Standards%202006.pdf
- Fordham 2003 review of US History "C" grade http://www.edexcellence.net/doc/Hisotry_Standards2003.pdf
- *Quality Counts 2006* Standards and Accountability "A" Grade
- 2007 Quality Counts, "A" Grade

Assessments:

- 2007: SC Proficiency Standards in English Language Arts and Math rated in the top five nationally, Thomas H. Fordham Foundation.
- 2006 Successful peer review of assessments for NCLB http://www.ed.gov/admins/lead/account/finalassess/sc3.html
- *Education Next*, Summer 2006: SC proficiency standards at 4th and 8th grades in reading and math receive "A" grades http://www.educationnext.org/20063/28.html
- *Quality Counts 2006* Standards and Accountability "A" Grade

Professional Development/Technical Assistance:

- *Quality Counts 2006* Improving Teacher Quality "A" grade
- National Board Professional Teaching Standards Certification: 3rd highest rate in the nation http://www.scteachers.org/cert/nbcert.cfm

Public Reporting:

- 2005 Silver Wing Award for Publications—Books Category from the S. C. Chapter of the Public Relations Society of American (PRSA) awarded for the Out-of-School Time Program Tool Kit

2. What are your performance levels and trends for the key measures on customer satisfaction and dissatisfaction? 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. The EOC adopted four measures to determine the accomplishment of the 2010 goal. Status reports are published each December (*Where Are We Now*) and available on the agency website.

Progress can be viewed in the distribution of ratings across the most recent four years of the state school and district report cards:

| Rating | 2007 Absolute Rating # (%) | 2006 Absolute Rating # (%) | 2005 Absolute Rating # (%) | 2004 Absolute Rating # (%) | 2007 Improvement Rating # (%) | 2006 Improvement Rating # (%) | 2005 Improvement Rating # (%) | 2004 Improvement Rating # (%) |
|---|---|---|---|---|---|---|---|---|
| Excellent | 75 (6.6) | 130 (11.6) | 169 (15.2) | 224 (20.4) | 52 (4.6) | 90 (8.1) | 76 (6.9) | 170 (15.9) |
| Good | 223 (19.5) | 246 (21.9) | 304 (27.4) | 372 (33.9) | 148 (13.1) | 171 (15.3) | 210 (19.1) | 215 (20.1) |
| Average | 377 (33.0) | 359 (31.9) | 349 (31.5) | 312 (28.5) | 107 (9.5) | 108 (9.7) | 84 (7.6) | 97 (9.1) |
| Below Average | 298 (26.1) | 250 (22.2) | 222 (20.0) | 160(14.6) | 338 (29.9) | 285 (25.5) | 339 (30.8) | 276 (25.8) |
| Unsatisfactory | 170 (14.9) | 139 (12.4) | 65 (5.9) | 28 (2.6) | 485 (42.9) | 462 (41.4) | 393 (35.7) | 313 (29.2) |
| Total | 1143 (100) | 1124 (100) | 1109 (100) | 1096 (100) | 1130 (100) | 1116 (100) | 1102 (100) | 1071* (100) |
| New/Special—No Rating | 24 | 25 | 18 | 25 | 37 | 33 | 25 | 50 |

**Note:** Totals may not add up to 100 percent due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (elementary, middle, high). Based on data from the S.C. Department of Education, November 2004, November 2005, March 2006, May 2007, and May 2008.

*Thirty-one schools receiving Absolute and Improvement ratings in 2004 were missing 2003 data, most likely because they were new schools in 2004.

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 2007-2008. These reviews resulted in no findings of material weaknesses or violations in the EOC's accounting procedures.

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.

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.

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. The EOC is a legislative agency and its continuing receipt of appropriations is evidence of its community support.