



# **ANNUAL ACCOUNTABILITY REPORT**

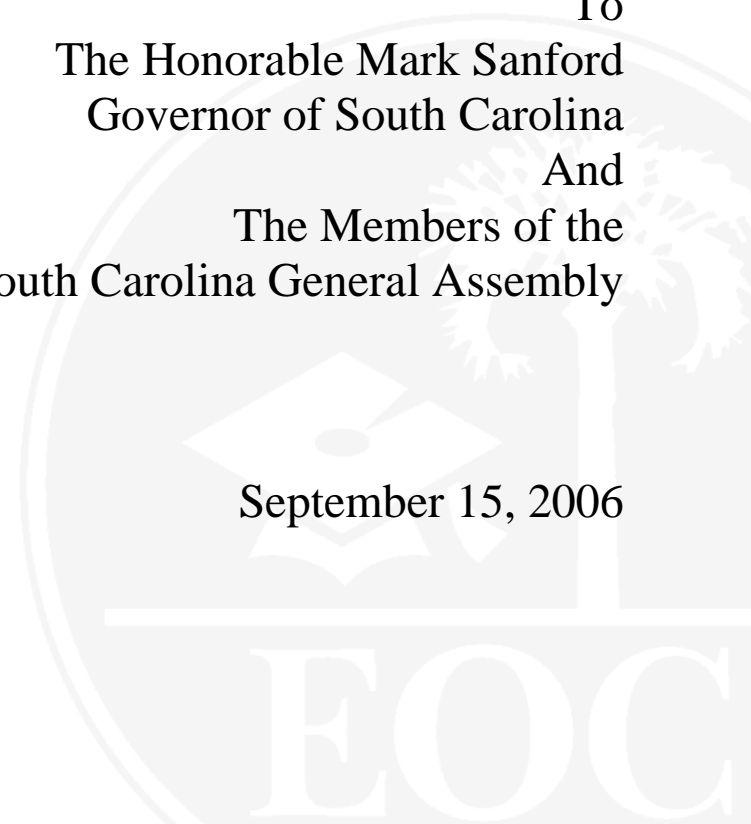
Fiscal Year 2005-2006

To  
The Honorable Mark Sanford  
Governor of South Carolina  
And  
The Members of the  
South Carolina General Assembly

September 15, 2006

PO Box 11867  
Blatt Building, Rm 227  
Columbia, SC 29211

[www.sceoc.org](http://www.sceoc.org)



**ACCOUNTABILITY REPORT TRANSMITTAL FORM**

**AGENCY NAME:** **EDUCATION OVERSIGHT  
COMMITTEE (EOC)**

**DATE OF SUBMISSION:** **September 15, 2006**

**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 is composed of five 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 2006*, a publication of Editorial Projects in Education/ Education Week:

<i>A</i>	<i>Standards and Accountability</i>
<i>A</i>	<i>Teacher Quality</i>
<i>C</i>	<i>School Climate</i>
<i>C</i>	<i>Resources</i>

The EOC contributed to the implementation of South Carolina's accountability system within each of the five components as reported below:

1. Standards:
  - Completed cyclical review of the academic content standards in science
  - Initiated cyclical review of the academic content standards in English language arts and mathematics
  - 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, PAIRS, to support student achievement in reading
  - Piloted a summer reading newspaper insert in three newspapers (Columbia, Union and Spartanburg)

2. Assessments:
  - Advocated Testing Task Force recommendations to the General Assembly to enact legislation and implement changes consistent with the Task Force recommendations
  - Initiated cyclical review of PACT English language arts and mathematics assessments
  - Participated in the development of the request for proposals regarding computer-based or computer-adaptive testing
  - Developed a matched-data set for PACT English language arts and mathematics which matches individual student scores across five years; provided related professional development activities for superintendents
  - Provided analyses of student PACT performance with particular attention to the following student groups: participants in the gifted and talented program; schools closing the achievement gap; students retained in grade
  
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
  - Supported framework for faith communities to contribute to student reading proficiency
  - Achieved legislative support and funding for alternative technical assistance and school-defined technical assistance
  - Completed comprehensive and independent evaluation of the external review process
  - Initiated independent study on extended learning time strategies
  - Communicated with superintendents regarding strategies to increase response rates to the parent survey and provided them with school level detail
  - Developed a technical manual for individuals and entities wishing to establish extending learning time programs; published the manual with the S. C. Afterschool Alliance
  - Sponsored a summit for reading and mentoring programs
  - Initiated Task Force on Teacher Recruitment and Retention
  
4. Public Reporting:
  - Published the fifth annual school and district report cards
  - Published the annual *Accountability Manual*
  - Published studies on the following:
    - Fourth Annual Report on Closing the Achievement Gap
    - Programs for Gifted and Talented Students: Student Performance Study
    - Report on the Use of the Flexibility Provisos
    - Fourth Annual Report on the Teacher Loan Program
    - Annual Evaluation of the Retraining Grant Program
    - Annual Report on the Parent Survey
    - Five-Year Matched Data study
  - Completed a long-range planning initiative, Common Ground, to focus on education in South Carolina 2025
  - Developed schedule for changes in the high school ratings calculation

- Amended report card communications tool kit with assistance from the South Carolina Chapter of the National School Public Relations Association (S. C. NSPRA) and provided workshops for administrators and/or school representatives
  - Initiated third tour of counties where local officials, educators, business representatives and other community leaders meet with EOC members and staff
5. Rewards and Interventions: No changes were made to the Palmetto Gold and Silver Awards program.
  6. Special Requests:
    - Completed inventory of publicly-funded programs providing pre-kindergarten to four-year-old at-risk students and provided recommendations for a statewide program

**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 2005-2006

1. Continue the implementation of the Education Accountability Act of 1998
2. Build a common vision for student, school and system achievement
3. Promote changes in policies that rapidly advance improvements in student achievement
4. Build alliances for higher performance
5. Fulfill the responsibilities assigned to the EOC by the General Assembly including those within the Teacher Quality Act, the Parental Involvement in Their Children’s Education Act and the Education and Economic Development Act.

To continue its work, the EOC set the following objectives for 2006-2007

DRAFT STATEMENTS  
EOC Objectives 2006-2007  
August 30, 2006

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.
2. Provide analyses and recommendations to achieve the 2010 goal by increasing the return on investment in education through the following:
  - a. Defining the role of district administration and identifying models that realize maximum effectiveness and efficiency;

- b. Defining a teacher compensation structure that recognizes differences in teacher qualifications, responsibilities and results;
  - c. Identifying and defining costs of educating successful students who historically have underachieved (e.g., students from poverty, English language learners, minority students, struggling or non-readers, students with disabilities and students whose parents may not have completed high school;) and
  - d. Advocating for public school choice and innovation schools.
3. Increase partnerships among those who invest in South Carolina's schools by
  - a. Continuing to receive broad input, communicate and implement the Common Ground commitment;
  - b. 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;
  - c. Continuing to employ formal and informal advisory groups representing parents, educators and business and civic leaders; and
  - d. 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.

**Opportunities and Barriers that may affect the Agency's Success in Fulfilling its Mission and Achieving its Strategic Goals**

The greatest opportunities before the agency are the following:

- Sustain and strengthen public support for educational improvement
- Provide access to 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 greatest barriers are the following:

- Comfort with the current rate of improvement
- Beliefs that "poor" children cannot do well in school
- Perceptions that the accountability system is harmful to schools and the children they serve
- Perceptions that publication of data can be harmful to individuals and/or reinforce negative stereotypes
- Receipt of data from other agencies and sources in a timely manner
- Poor data quality
- Comfort with the status quo

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

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.

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, shifted to Microsoft Outlook e-mail and continued expansion of its web-based information. Using representatives from local school districts the agency conducted reviews of data quality; in particular a study of student attendance data. The South Carolina Chapter of the National School Public Relations Association (S. C. NSPRA) reviewed the report card information and utilization materials. With their advice, the tool kit, website and related materials were revised and distributed to schools.

The EOC works with consultants and higher education experts to expand its capacity. For example, USC Professor David Cowen has developed a number of population studies and presentations for the EOC. 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 also contracted for a general population survey to determine public attitudes toward the ratings measures, parental choice of schools and the other elements emerging from the Common Ground discussions.

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 occasionally 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.

## SECTION II: ORGANIZATIONAL PROFILE

### 1. Your organization's main products and service 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 continuing improvement of student achievement;(3) public engagement in the success of students and schools and (4) continuous improvement of the accountability system.

### 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

- *Learning Matters*-distributed quarterly to a minimum of 3,000 serving in leadership positions. The December issue, reporting on progress toward the 2010 goal, is distributed to 12,000 South Carolinians.
- Annual recommendations, including budget and proviso recommendations for subsequent fiscal years, and topical reports are distributed to the elected officials
- *Legislative Investments in Education Accountability* was distributed to 600 elected officials and educational leaders
- Technical advice to Governor Sanford's Education Reform Council
- Membership on the Readiness Work Group for First Steps
- Membership on the New Carolina Task Force on Workforce Development and the related Parent Involvement Work Team
- Membership on the Education and Economic Development Act Committee on the Individual Graduation Plan
- Publication of historical analysis of school funding (with New Carolina/Council on Competitiveness)
- 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:

- *Accountability Manual*-distributed 1,900 to educators
- *School and District Report Card Communications Tool Kit*-provided training and materials to over 3,000 educators across five years
- *TIPS* booklets- provided for use with parents, businesses and community organizations; distributed approximately 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 138 schools and distributed copies of the report statewide, including briefings for media
- *Family Friendly Learning Standards*-distributed 2,500 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
- *Family Friendly Learning Standards*-distributed 2,500 sets in English and Spanish to schools and community groups
- A special publication of the *Kindergarten Learning Standards* is distributed through *Countdown to Kindergarten*
- *TIPS* publications-see distribution 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:

- *Learning Matters*
- *TIPS* Publications for parents, businesses and communities
- *PAIRS Connections*
- *Out-of-School Time Program Tool Kit* (published with the S. C. Afterschool Alliance)
- *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. Your key stakeholders (other than customers)**

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 on Competitiveness. EOC publications are made available to businesses for use with their employees. The EOC staff also work with the Midlands Education and Business Alliance to provide them materials for use with employees.

General Population – Working through the county meetings, EOC members and staff meet in each county with a broad-based leadership group. The EOC data base (for invitations to meetings) includes 15,000 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 State 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 operation 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, seven (7) unclassified staff persons and three (3) 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, HIPPA) and state statutes or regulations regarding the treatment of student demographic and performance data.

**8. Your key strategic challenges (could include operational, human resource, financial and community-related strategic challenges)**

Operational

As a small agency, the EOC is challenged to maintain proportional low administrative costs and to provide backup or succession for each position. The EOC has used the state TEMPO service for short-term employees and used consultants in other areas, but often permanent employees feel the unbalance of tasks and time.

Human Resource:

As a small research and evaluation agency, the EOC staff must anticipate issues in the public policy arena and respond to the requests for information at the height of public discussion. In 2006 the EOC was asked to develop an inventory and recommendations regarding programs and policy for pre-kindergarten programs. The EOC anticipates that teacher recruitment and retention is to be debated in 2007. Therefore the staff must have to capacity to develop knowledge and expertise on a topic very quickly. The staff also must be able to expand its work schedules to meet the schedules of the General Assembly without compromising the regularly-scheduled products and services. EOC staff must be flexible and highly productive, willing to

work both independently and as a member of a team, and prompt in completing work assignments. These individuals are very special and often hard-to-find.

### Financial

The EOC has been able to operate within a relatively small budget \$1.5 million or less for the initial eight years. Plans for the longitudinal evaluation of pre-kindergarten programs require substantial increases in funding. The EOC is funded through Education Improvement Act revenues; therefore, its personal services appropriations do not include the annual state increases. While these have been absorbed in operating costs over the past several years, continued absorption now impacts EOC functioning. Technology costs continue to increase and the utilization of advanced solutions (e.g., CoGix survey software) add costs.

### Community -related

South Carolina's student achievement is improving on many leading measures such as PACT performance, SAT performance and NAEP performance. With continued emphasis, focus and energy, the goals of high school graduation and readiness for the workforce, personal independence, and community membership can be achieved. But it is hard to maintain focus at the policy level in an increasingly demanding and politically diverse environment. The work in classrooms is even harder.

The strategic challenge at the community level is continuing to question and challenge the status quo, while celebrating the gains that have been accomplished. Each child that enters the classroom starts fresh--the barriers that our system overcame with last year's students must be overcome with each new class entering our schools. And we must sustain the gains students made in the previous year.

South Carolina cannot become comfortable. We must continue to examine alternative approaches and to utilize research-based practices to advance our student achievement.

### **9. Your performance improvement system(s)**

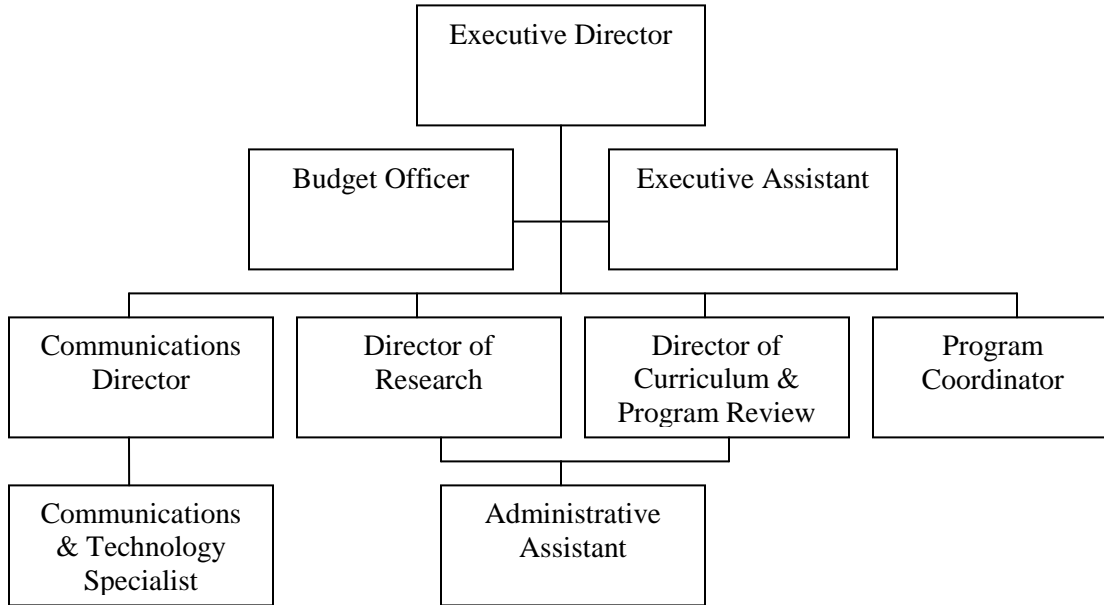
During the past year the EOC has measured the utilization of staff time by projects and employed that information to project assignments and the budgeting of time. For the 2006-2007 year, each staff member has developed/agreed to a time by responsibility commitment. In order that the flexibility of EOC data requests could be incorporated, the EOC has budgeted 75 percent of each employee's work days, allowing for holidays and vacation. The system is to be 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.

### **10. Your organizational structure**

In 2005-2006 the EOC was organized as shown in the figure on the next page:

**Education Oversight Committee  
Division of Accountability**



**11. Your Expenditures/Appropriations Chart**

Major Budget Categories	FY -04-05 Actual Expenditures		FY05-06 Actual Expenditures		FY-06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$541,951.76	\$541,951.76	\$623,876.55	\$623,876.55	\$633,377.00	\$633,377.00
Other Operating	\$415,962.53	\$415,962.53	\$433,290.12	\$433,290.12	\$637,322.00	\$637,322.00
Public Awareness	\$232,000.00	\$232,000.00	\$226,592.00	\$226,592.00	\$226,592.00	\$226,592.00
Family Involvement	\$45,318.00	\$45,318.00	\$45,318.00	\$45,318.00	\$45,318.00	\$45,318.00
Middle Grades	\$100,000.00	\$100,000.00	\$92,959.35	\$92,959.35	\$100,000.00	\$100,000.00
Summer School	\$0	\$0	\$250,000.00	\$250,000.00	\$0	\$0
Fringe Benefits	\$135,387.13	\$135,387.13	\$148,978.39	\$148,978.39	\$143,839.00	\$143,839.00
<b>TOTAL</b>	<b>\$1,470,619.42</b>	<b>\$1,470,619.42</b>	<b>\$1,821,014.41</b>	<b>\$1,821,014.41</b>	<b>\$1,786,448.00</b>	<b>\$1,786,448.00</b>

**OTHER EXPENDITURES**

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Public Awareness Private Funds	\$31,282.70	\$4,197.50

**12. Your Major Program Areas Chart**

Program Number and Title	Major Program Area Purpose	FY04-05 Budget Expenditures	FY05-06 Budget Expenditures	Key Cross References for Financial Results
8.0 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: Federal: Other: \$243,445 Total: 17% of budget	State: Federal: Other: \$231,834.65 Total: 13% of budget	Compliance to state statutes and regulations; clean audit by appropriate agencies
9.0 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	State: Federal: Other: \$492,468 Total: 33% of budget	State: Federal: Other: \$459,975.24 Total: 26% of budget	Completion of tasks outlined in the statute; changes in student and school performance; achievement of

Program Number and Title	Major Program Area Purpose	FY04-05 Budget Expenditures	FY05-06 Budget Expenditures	Key Cross References for Financial Results
	the time frame defined in the statute.			the 2010 goal
10.0 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: Federal: Other: \$257,388 Total: 18% of budget	State: Federal: Other: \$597,817.51 Total: 34% of budget	Completion of tasks outlined in the statute; changes in student and school performance; achievement of the 2010 goal
11.0 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: Federal: Other: \$45,318 Total: 3% of budget	State: Federal: Other: \$45,318 Total: 3% of budget	Improved relationships between parents and schools (immediate data factors are reported on the annual school report card)
12.0 Public Awareness	This function fulfills the responsibilities outlined in 59-18-1700 through the public awareness program and co-sponsors the Education Policy Fellows Program. The public awareness program receives funding through an appropriation transferred from the SDE.	State: Federal: Other: \$232,000 Total: 16% of budget	State: Federal: Other: \$226,592 Total: 13% of budget	Engagement of broader community in support for student and school improvement
13.0 Proviso-directed actions	The Education Oversight Committee serves as the fiscal agent for Middle Grades Project as provided in Proviso 1A.22 and for funds provided to the South Carolina Council on Economic Education in accordance with Proviso 1A.41	State: Federal: Other: \$200,000 Total: 13% of budget	State: Federal: Other: \$200,000 Total: 11% of budget	Administrative processing of funds in accordance with state statutes and regulations

NOTE: Budget figures in the table above are based upon reorganization of the expenditures in accordance with the activities defined in summer 2006 and shown above.

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

### 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.

#### 2005-2006 Membership

<b>MEMBER</b>	<b>REPRESENTATION</b>	<b>APPOINTMENT OF</b>	<b>Initial Appointment</b>	<b>TERM</b>
Robert Staton <i>Chairman</i>	Business	Chairman, Senate Education Committee	1998	2004-2008 <i>(resigned 2006)</i>
Harold Stowe <i>Chairman(2/2006)</i>	Business	Speaker, House of Representatives	2002	2002-2006
Alex Martin <i>Vice Chairman</i>	Business	Speaker of the House	1998	2005-2009
Traci Young Cooper	Education	Chairman, Senate Education Committee	2002	2002-2006
William F. Cotty	Designee	Chairman, House Ways and Means Committee	2005	coterminous
Robert Daniel	Business	Chairman, House Education and Public Works Committee	2000	2004-2008
Tom DeLoach	Business	Chairman, Senate Education Committee	2006	2006-2008
Dennis Drew	Education	Governor	2003	2003-2006
Mike Fair	Designee	President Pro Tempore, Senate	2001	Coterminous
Wallace Hall, Jr.	Education	Chairman, House Education and Public Works	2002	2006-2010
Robert Harrell, Jr.	Chairman, House Ways and Means Committee		1998	Coterminous <i>Designated Rep. Neal in 2005</i>
Robert W. Hayes	Designee	Chairman, Senate Education Committee	2005	Coterminous
Karen Iacovelli	Business	Governor	2005	2005-2006
Hugh Leatherman, Sr.	Chairman, Senate Finance Committee		2002	Coterminous <i>Designated Sen. Williams in 2005</i>
Susan Marlowe	Education	President Pro Tempore, Senate	2001	2005-2009
Joseph Neal	Designee	Speaker of the House	2004	2005-present
Neil Robinson	Business	President Pro Tempore, Senate	2005	2006-2010
Inez Tenenbaum	State Superintendent of Education	Ex Officio	2000	Coterminous
Robert Walker	Designee	Chairman, House Education and Public Works	2002	Coterminous
Judy H. Williams	Designee	Governor	2003	Coterminous
Kent Williams	Designee	Chairman, Senate Finance Committee	2005	Coterminous

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, d) empowerment and innovation, e) organizational and employee learning, and f) 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 eight 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 Publication of program reviews on the progress of selected groups of students
Belief in broad-based inclusion and collaboration	Utilization of advisory groups for all EOC initiatives and decisions (see EOC Annual Report 2006) Incorporation of Reports from a Key Constituency in each meeting Partnerships realized with S. C. Afterschool Alliance and newspaper publishers (PAIRS) Collaboration with DSS, First Steps, Head Start and SDE on 4K inventory and evaluation plan
Belief in standards, assessments and publicly known results	Implementation of a standards-based rating system Development of communication supports for individual and public action
Implementation of research- and fact-based solutions that improve results	Reviews of EIA programs 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 Common Ground long-range planning and action effort Implementation of PAIRS

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 State Department of Education, the Office of First Steps, 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 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 be stronger. Staff members are expected to complete necessary training so that they can perform at higher levels.

(e) 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.

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

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

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.

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

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.

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 2002 fiscal year. A July 2006 audit of Fiscal Year 2004-2005 was completed. 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 key performance measures are regularly reviewed by your senior leaders?

The key performance measures include the following:

- Mission accomplishment
- 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 and the effectiveness of management throughout the organization? 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.

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; another staff person is asked to serve as the agency archivist. The EOC needs to deepen staff understanding of fiscal and administrative decision-making so that there is back-up in case of illness or extended absence.

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

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 Arts in the Basic Curriculum Committee, the Task Force on Work Force Development (New Carolina/Council on

Competitiveness), 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

- Service on the National Council of Social Studies Board of Directors
- Fundraising for a number of schools and the Muscular Dystrophy Association
- Service on the selection committee for “Red Carpet Schools”
- Community volunteer work with Sister Care, Juvenile Diabetes Research Foundation, Red Cross, and the Muscular Dystrophy Association

## 2. **STRATEGIC PLANNING**

1. What is your Strategic Planning process, including KEY participants, and how does it account for (a) customer needs and expectations, (b) financial, societal and other potential risks; (c) human resources capabilities and needs; (d) operational capabilities and needs; (e) supplier/contractor/partner capabilities and needs?

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 as well as 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. What are your key strategic objectives (reference is to 2005-2006)?

1. Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998

2. Develop measures, promote policies and implement practices so that each student is able to earn a state high school diploma
3. Strengthen the teaching of reading
4. Review and revise long-range plans to address strategic issues before South Carolina

3. What are your key action plans/initiatives?

See agency plan for 2005-2006 on the following pages:

**FISCAL YEAR 2005-2006 STRATEGIC PLAN**

**Shaded sections are completed**

OBJECTIVES AND CRITICAL ACTIONS		PROCESS ACTIONS		
Critical Action (Staff Manager)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
<b>1.0 Continue the implementation of the Education Accountability Act of 1998 by (a) advocate quality teaching and learning experiences so that every student can achieve at high levels; (b) advocate for strong professional development for educators and those who work with public schools; (c) extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels; (c) increase the utilization of data published on the annual school and district report cards and from other sources in decision-making for students, schools and the state; and (e) prepare educators and communities to work the system with increasing rigor.</b>				
Conduct cyclical review: Science Standards (Horne)	Informed decision on evolution	Teams of educators, parents, business leaders and teachers of students with disabilities	Cindy Saylor	Approved June 2006
Conduct cyclical review: ELA Standards  Math Standards	Update standards; provide direction to improve reading	Teams of educators, parents, business leaders and teachers of students with disabilities	Cindy Saylor	June 2006  August 2006
Conduct cyclical review of the following assessments: (a) PACT ELA, grades 3-8  (b) PACT-Math, grades 3-8  (Potter)	Explore grade levels by content areas to determine if testing is functioning well  Examine performance over time and reliability of cut scores  Follow "10 questions" agreed with SDE		Teri Siskind	August 2006/deferred to late fall 2006
Conduct review of US History end-of-course test (Potter)	Determine alignment and technical qualities	Educator team, statistical expert	Teri Siskind	December 2006
Complete and disseminate evaluation of retraining grants (Horne)	Identify relationship of grant to changes in practice and achievement		John Suber	December 2005
Follow and disseminate evaluation of external review team processes (Horne)		Advisory group of former team members and SDE personnel	John Suber  Hezel and Assoc.	December 2005
Monitor alternative technical assistance (Ishikawa)	Determine impact on school culture and measures reported on school profile  Determine impact on student achievement	School and District Personnel in ATA schools	John Suber	June 2006 (descriptive report)

OBJECTIVES AND CRITICAL ACTIONS		PROCESS ACTIONS		
Critical Action (Staff Manager)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
Promote budget recommendations				Throughout legislative session
Continue partnership with SC Middle Grades Assn. to develop teacher cadre with middle grades certification		SC Middle Grades Assn; Baron Holmes	Baron Holmes	
Publish compacted standards packet for parents to include Spanish translations (Horne/Yow)	Increase parent involvement; Incorporate science changes'; Give a "fresh" look		Cindy Saylor	June 2006
Expand teacher appreciation campaign With legislative and notables comments and photos on teachers (Yow)				November 13 posting
Examine results of parent, teacher and student surveys, publish and disseminate (Barton/Ishikawa)			Cynthia Hearn	April 2006 – annual parent survey report June 2006-five year data analyses with triangulation
Identify data analyses and reports from survey data that would be useful for school teams (Barton/Ishikawa)		Principals and SIC representatives		
Revise surveys as appropriate	Incorporate teacher working conditions questions; Incorporate changes recommended by USC group		David Burnett, Cynthia Hearn, Janice Poda Consultants: USC Stat Dept.	February 2006
Promote funds for mailing of parent survey				NOTE: Not included in budget recommendations
Continue development of school and district report card (all)	Update profile information, modify ratings for high schools and primary schools; Note changes in Acct Manual	Data quality group, appropriate professional teams particular to profile element		February 2006
Verify data presented on report card: Study Student Attendance (Potter/Ishikawa)	Contract with USC policy center	Data Quality Team		June 2006
Evaluate accountability system : ratings structures, information from assessments, AYP alignment (all)  Conduct discussion of P and A and ratings with technical advisory committee		EOC technical advisors		February 2007
Review and, as recommended, revise calculations of ratings for the following:  High schools (Potter)  Career and technology centers (Horne)  Primary schools (Potter)		High school advisory group  CATE group  Primary school principals	David Burnett	February 2006  NOTE: Career and technology center discussion deferred one year to allow time for amendments to federal Perkins legislation

OBJECTIVES AND CRITICAL ACTIONS		PROCESS ACTIONS		
Critical Action (Staff Manager)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
Inclusion of AYP penalty (Potter)				
Meet with editorial boards, release legislative materials, provide discussion points to school districts, etc. for 2005 report card (Yow)			Jim Foster	November 2005
Distribute materials for 2006 report cards, including Spanish translations and revised tool kit (workshops?) (Yow)				June 2006
<b>2.0 Build a common vision for student, school and system achievement.</b>				
<b>2.1 Establish measurable goals that foster improvements (a) establish a statewide goal for high school graduation; (b) continue tracking measures linked to the 2010 goal and (c) develop and distribute public-friendly reporting materials on the achievement of the goal to increase visibility.</b>				
Publish Learning Matters Quarterly (Yow)	Broaden groups aware of research data			September, December, March, June
Provide information and comparisons with and without increase in rigor (Yow/Potter)				November 2005
Report progress toward the 2010 goal, including exploring the uses and policies related to the measures (All)				January 2006
Establish a statewide goal for high school graduation rate, explaining the methodology for calculation, including a focus on different demographic groups and incorporating the goal within communications actions		High school advisory group		August 2006
Develop and distribute public-friendly reporting materials on the achievement of the goal to increase visibility			Pat Clarke, consultant	October 2005
Emphasize the importance of the high school diploma in all EOC publications and actions (Yow)				On-going
Develop measures , promote policies and implement practices so that each student is able to earn a state high school diploma				Discussed at EOC August 2006 meeting
<b>2.2 Promote the adoption of the 2010 goal and the objectives of NCLB and recognition of significant gains toward their achievement.</b>				
<b>2.3 Communicate the priorities developed through the long-range Common Ground process and work with local and state officials and citizens to implement the priorities.</b>				
<b>3.0 Promote changes in policies that rapidly advance improvements in student achievement.</b>				
<b>3.1 Identify principles for school funding and provide research and information to decision-makers.</b>				
Provide information relative to funding model options (Barton/Anderson)				December 2005 to EOC December 2005 to House Ad Hoc Committee on Property Tax
Evaluate Flexibility Provision (Barton)				June 2006
<b>3.2 Research current performance and best practices that improve student achievement in reading; particularly for students in the middle grades.</b>				

OBJECTIVES AND CRITICAL ACTIONS		PROCESS ACTIONS		
Critical Action (Staff Manager)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
Other Middle Grades Project: Publish profile of middle grades—incorporate 2005 PACT scores		SCMSA	Baron Holmes	Publication date with SCMSA, March 2006
<b>3.3 Identify and advocate policy changes that accomplish :</b>				
<b>(i) determine if early childhood programs are serving the children in most need and if the programs are providing the foundation for success</b>		Multi-agency advisory group		Provided plan pursuant to H4484, March 15, 2006
<b>(ii) increase the instructional utility of statewide assessments</b>	Implement recommendations of Testing Task Force	Testing Task Force	Teri Siskind	Monitor legislation through session Convene advisory group: March 2006
<b>(iii) improve grade-level reading performance</b>	Increase funding for SCRI at middle grades; Modify technical assistance; Provide incentives for teachers in low-performing schools; Review content standards for changes Review ELA assessment			Budget recommendations December 2006
Facilitate evaluation of extended learning time (Horne and Barton)		Outlined in proposals	Learning Point Associates	Interim report, Summer 2006
Support, as appropriate, extensions of the SC Reading Initiative into middle schools				December 2005 budget recommendations
Complete and disseminate “closing the gap” study (Potter)  --Conduct study of 32 schools (Use a design team, Potter/Ishikawa)	Keep issue in forefront of discussions  Identify schools making progress  Potential contract with USC Policy Center			April 2006  April 2007
<b>(v) provide instructional alternatives to better meet student’s needs</b>				
<b>(vi) elevate the performance of high achieving students</b>				
Complete and disseminate evaluation of gifted and talented program Part I: Horne Part II: Ishikawa	Recommend increases in funding  Determine coherence of program with expectations  Profile program performance, identifying ways to strengthen		Wayne Lord, SDE	December 2006  April 2006

OBJECTIVES AND CRITICAL ACTIONS		PROCESS ACTIONS		
Critical Action (Staff Manager)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTEE/ FULL COMMITTEE REVIEW and/or COMPLETION
<b>(vii) develop an understanding of why performance declines across the grades</b>				
Develop and disseminate five and six-year matched student data  (Potter and Ishikawa)	Continue learning from performance over time  Develop research agenda based upon five-year data			August 2005, October 2005 and August 2006
<b>3.4 Publish EOC recommendations in high visibility materials and communicate the urgency of actions to elevate the student and school achievement (Yow)</b>				
<b>3.5 Work with state elected officials to enact and communicate policies, programs, and funding that support the highest level of achievement.</b>				
Follow key legislation through the process (Anderson/Horne)				Through legislative session
Develop issues, recommendations, etc. related to key legislation; publish materials and advocate (Anderson/Horne/Yow)				Through legislative session
Recommend funding for FY07 EIA and EAA budgets to the Governor and General Assembly (Barton/Anderson)				December 2005
<b>4.0 Build alliances for higher performance</b>				
<b>4.1 Develop partnerships with institutions that provide pre-service and in-service teacher education and identify measures of excellence for those institutions that are linked to pre-kindergarten through grade twelve student achievement</b>				
Develop connections with higher education in support of a seamless systems (Anderson/Horne)				Advisory Board memberships
<b>4.2 Work with elected, professional and citizen leaders to promote the highest levels of student performance</b>				
<b>4.3 Engage the public in their individual, civic and professional lives to support actions so that every student achieves at high levels.</b>				
Develop and implement PAIRS (Yow)	Promote reading and student to adult relationships	Publishers of daily newspapers		April 2006-performance report to EOC
Participate in Family Friendly Awards (Barton)				eliminated
Initiate faith, etc. awards (Barton)				October 2005
<b>5.0 Fulfill the responsibilities assigned to the EOC 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</b>				
Complete and disseminate annual study of Teacher Loan Program (Horne)		SDE, CHE, CERRA, SLSLC		October 2005
Incorporate the work of the Council on Economic Education (Anderson)		Council Board		Annual report in July 2006
Respond to ad hoc legislative data requests				
Develop criteria and training program for Act 280 or 2004		SDE, SCSBA		Preliminary work completed with SDE, SCSBA in FY 2005

OBJECTIVES AND CRITICAL ACTIONS		PROCESS ACTONS		
Critical Action (Staff Manager)	Desired Results	ADVISORY GROUP (if appropriate)	AGENCY CONTACT/ CONTRACTOR	SUBCOMMITTE/ FULL COMMITTEE REVIEW and/or COMPLETION
<b>ASSOCIATION LIASION RELATIONSHIPS</b>				
<u>Business Groups</u> Palmetto Business Forum Palmetto Institute SC Chamber SC Chamber Council on Education Competitiveness Council <u>Education Associations</u> SCASA-Supts SCASA-Roundtable- Academic Discipline organizations- SCEPUR- SC-NSPRA SCEA PSTA <u>Parent Groups</u> Cross agency parent group <u>Legislative Members and Staff</u> <u>SREB</u>				

4. 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.

5. 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.

6. 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.

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

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 2005-2006 EOC staff and the Data Quality Advisory Committee focused on student attendance and determined that policies varied across schools and districts to the extent that generalizations cannot be made from the data. To counter stereotypes the EOC reports adhere to three general guidelines: provide evidence, demonstrate accomplishment and encourage future investment.

8. If the agency's strategies and plans available to the public through the agency's internet homepage, please provide an address for that plan on the website.

The agency plan is available at [www.sceoc.org/](http://www.sceoc.org/).

### **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 bi-monthly 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 *Learning Matters* and the *Accountability Manual*
- General population survey with selected questions linked to previous surveys of general and specific populations
- 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. How do you use information 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 utilized during the 2005-2006 year were the following:

### **Career and Technical Education**

Paul Crandall, Marion County Technical Education Center, Marion  
Terrie Duncan, The Printing Industry of the Carolinas, Inc., Charlotte  
Dena Feagin, SC Automobile Dealers Association, Columbia  
Abbiegail Hugine, The Technology Center, Orangeburg  
Jere Kirkley, Career & Technology Center, Williamston  
Kenneth Lake, Lexington One Technology Center, Lexington  
Nick Milasnovich, Office of Career & Technology Education, SDE  
Sherry Rivers, Heyward Career and Technology Center, Columbia  
Robert Sharpe, Fairfield County Career & Technology Center, Winnsboro  
Catherine Smith, Academy for Career Excellence, Ridgeland  
Allen Teal, Applied Technology Education Campus, Camden  
Joseph Williams, Office of Career & Technology Education, SDE  
Sherri Yarborough, R.D. Anderson Applied Technology Center, Moore

### **Common Ground**

James F. Barker, Clemson  
William Barnet, III, Spartanburg  
Luther F. Carter, Florence  
Mignon L. Clyburn, Columbia  
Nancy Cowart, North Augusta  
Joseph A. Darby, Charleston  
Janie A. Davis, Columbia  
Debbie Elmore, Columbia  
Clente Flemming, Columbia  
Chester Floyd, Moncks Corner  
Mike Forrester, Spartanburg  
Sheila Gallagher, Columbia  
Emerson F. Gower, Jr., Florence  
Valerie Harrison, Florence  
Gwen Johnson, Aiken  
Nigel J. Lee, Sumter  
Harry M. Lightsey, III, Columbia  
Jane Clark Lindle, Clemson  
Louis B. Lynn, Columbia  
Steve A. Matthews, Columbia  
Bernard McDaniel, Sr., Pamplico  
James T. McLawhorn, Jr., Columbia  
Edgar Medina, Columbia  
Representative Joseph Neal, Hopkins  
Gerrita Postlewait, Conway  
Jim Reynolds, Columbia  
Terrye C. Seckinger, Charleston  
Cleveland Sellers, Columbia  
Lewis T. Smoak, Greenville

S. Porter Stewart, III, Florence  
Superintendent Inez M. Tenenbaum, Columbia  
James W. Terry, Jr., Greenville  
Representative Ronald P. Townsend, Columbia  
Larry Wilson, Columbia  
Bill Youngblood, Charleston

### **Teacher Loan Program**

Camille Brown, CHE  
Ann Byrd, CERRA  
Mike Fox, Student Loan Corporation  
Amanda Graham, CERRA  
Falicia Harvey, SDE  
Jennifer Jones-Gaddy, Student Loan Corporation  
Karen Woodward, CHE

### **Extended Learning Time**

Mrs. Cindy DeTuelo, EdVenture Children's Museum, Columbia  
Ms. Marcia Duncan, Union County Schools  
Mr. Titus Duren, Hunter-Kinard-Tyler High School, Neeses  
Mr. Doug Hamrick, Office of Transportation, SDE  
Dr. Cynthia Hearn, Office of Research, SDE  
Mr. Larry B. Heath, Chester County Schools  
Dr. Calvin Jackson, Bible Way Church of Atlas Road, Columbia  
Ms. Melissa McCloud, Rains Centenary Elementary School, Mullins  
Dr. Nancy McGinley, Charleston County School District  
Dr. Sabrina Moore, Safe Schools and Youth Services, SDE  
Dr. Tammy Pawloski, Francis Marion University  
Dr. Tammy Ridgeway, Alcorn Middle School, Columbia  
Ms. Angie Rye, Sandhills Middle School, Gaston  
Dr. David A. Sherbine, Marlboro County Schools  
Mr. Greg Tolbert, Boys and Girls Club of Metro Spartanburg

### **Primary School Ratings Advisory Committee**

Louise Anthony, Greenville  
Loretta Arnette, Gilbert  
Mac Brown, Columbia  
James V. Call, Jr., Woodruff  
Kim Clardy, Belton  
Floyd Creech, Florence  
Joy Cutler, Latta  
Cathy Duncan, Ninety Six  
Bobbie Edge, North Myrtle Beach  
Lynn Foes, Goose Creek  
Jay Freeman, Saluda  
Nancy Freeman, Columbia  
Martha Garrick, Cardova  
Tracy Gaskins, Moncks Corner

Marie Gibbons, Manning  
Donna Goodwin, Gaston  
Angie Grice, Marion  
Leslie Hightower, Swansea  
Hal Howington, Blacksburgh  
Gracyn Jackson, Cheraw  
Stacey Jailette, Bennettsville  
Bunny Mack, Columbia  
June Moorhead, Myrtle Beach  
Jo Anne Richardson, Mullins  
Pat Russell, Easley  
Robin Snipes, Columbia  
Marcus Sutton, Pageland  
Victoria Thompkins, West Columbia  
Shirley Tomlin, Sumter  
Patricia Toney, Hartsville  
Tonya Watson, Batesburg-Leesville  
Alan Wilson, Summerville  
Dan Wuori, Columbia

#### **High School Ratings Advisory Committee**

Allie Brooks, Jr., Florence  
Daryl Brown, Hemingway  
David Burnett, Columbia  
Joe Clarke, Spartanburg  
Ed Curlee, Conway  
Lee D'Andrea, Pendleton  
W. Rutledge Dingle, Sumter  
Kay Gossett, West Columbia  
Porter Kennington, Little River  
Bernard McDaniel, Pamplico  
Karen Neal, Woodruff  
Terry Pruitt, Varnville  
J. Robb Streeter, Cross  
William Jay Ward, Monetta  
Steve Wilson, Columbia

#### **PAIRS Advisory Board**

Sara Borton, *Island Packet/ Beaufort Gazette*  
Steven Brandt, *Greenville News*  
Kim Buckner-Land, *Spartanburg Herald-Journal*  
Valerie Canepa, *Rock Hill Herald*  
Ann Caulkins, *The State*  
William Collins, *Greenwood Index-Journal*  
Fred Foster, *Anderson Independent-Mail*  
Cathy Hughes, *Orangeburg Times and Democrat*  
Scott Hunter, *Aiken Standard*  
Milton Miles, *The Sun News*

Michael Miller, *Florence Morning News*  
Mr. Jack Osteen, *Sumter Item*  
Anthony Summerlin, *Union Daily Times*  
Larry Tarleton, *Charleston Post and Courier*  
Ms. Joni Weerheim, *Seneca Daily Journal*

### **Others**

*The following individuals provided the EOC with expertise on one or more projects during the period March 1, 2005 – February 28, 2006, but did not serve on a specific task force or advisory panel.*

Mark Bounds, Columbia  
Wayne Brazell, Lexington  
Glen Carson, Spartanburg  
Min Ching, Columbia  
John Cooley, Columbia  
Jane Eason, Columbia  
Mary Lang Edwards, Greenville  
Heyward Hickman, Columbia  
John Holton, Columbia  
Mellanie Jinnette, Columbia  
Marsha Johnson, Chapin  
Rebecca Keller, Albuquerque, NM  
The Honorable Hugh Leatherman, Florence  
Wayne Lord, Columbia  
Sue Martinez, Columbia  
Audrey McMahan, Columbia  
Missie Wall Mitchell, Columbia  
Ellen Potter, Columbia  
Tom Pritchard, Conway  
Janelle Rivers, Lexington  
Janet Rose-Baele, Charleston  
Peter Samulski, Columbia  
Lucinda Saylor, Swansea  
Karen Stratton, Lexington  
John Suber, Columbia,  
Tom Truitt, Florence  
Richard von Sternberg, Washington, DC  
Larry Wilson, Columbia

### **EOC**

Harold C. Stowe, *Chairman*, Pawley's Island  
Alex Martin, *Vice Chairman*, Greenville  
Traci Young Cooper, Blythewood  
Bill Cotty, Columbia  
Robert C. Daniel, Belton  
Dennis Drew, Greenwood  
Mike Fair, Greenville

Wallace A. Hall, Abbeville  
Robert W. Hayes, Rock Hill  
Karen Iacovelli, Fountain Inn  
Susan Marlowe, Charleston  
Joseph H. Neal, Hopkins  
Neil C. Robinson, Jr., Charleston  
Robert E. Staton, Columbia  
Inez M. Tenenbaum, Lexington  
Robert E. Walker, Landrum  
Judy H. Williams, Columbia  
Kent M. Williams, Marion

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. For example, the EOC staff was asked to develop an inventory and recommendations for four-year-old pre-kindergarten programs. Those recommendations, presented in March, resulted in a multi-million dollar pilot program which the EOC is charged to evaluate.

As the listing above indicates, the EOC and its staff work to maintain an inclusive process that shapes and extends ownership of the accountability system.

5. 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 consortium groups and in statewide meetings. These meetings, particularly the smaller, conversational meetings, encourage open dialogue and understanding.

**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 statutory and regulatory guidelines 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 .....S.C. Procurement Code
- Employee Benefits .....B&C BD 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 use data/information analysis to provide effective support for decision-making throughout your organization?

Data compilations and analyses are the basis for identifying policy issues and policy recommendations. For example, current analyses of data from the teacher loan program, from programs for providing technical assistance to low achieving schools, and from state and national reading tests are providing the basis for policy recommendations by the EOC. All decisions regarding the determination of school achievement ratings for the accountability system have been based on data simulations using the different methodologies under consideration.

Data analyses also underpin decision-making regarding financial issues. Analyses of data on student outcomes, teacher: student ratios, instructional support needs, and teacher quality provided the basis for proposals put forth in 2005 by the EOC regarding models for state funding of public schools. With regard to its own budget, analyses of expenditures from prior and current year budgets along with consideration of EOC goals for the future are critical considerations for the development of each year’s budget.

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

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 Audit      State Auditor’s Office

- Data quality and integrity
  - American Educational Research Association
  - National Council on Measurement in Education
  - Association for Supervision and Curriculum Development

- Technical quality of analyses
  - Program Evaluation Standards published by the Joint Committee on Standards in Educational Evaluation

- Publication Quality
  - External editor
  - Chicago Manual of Style

Responsiveness to calls

Telephone logs  
Website visitors' records

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

The EOC seeks and uses data from reputable national and regional organizations such as the National Center for Educational Statistics, the Southern 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 nine 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 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 State Department of Education, 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.

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?

Findings from organizational performance reviews are used as foci for professional development of staff, information required for the agency to function at a higher level, agency capacity to handle assigned tasks (e.g., technology hardware and software, number of employees) changes to agency policy and procedures and information to be provided to EOC members. These are translated into actions such as outlining areas of improvement and providing access to appropriate learning for an employee, acquisition of hardware or software or requests for additional resources which are submitted to the General Assembly. Priority among the expenditure of time or funds are established in accordance with the EOC annual objectives.

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 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.

**5. HUMAN RESOURCES FOCUS**

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

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.

2. How do you evaluate and improve your organization's human resource related processes?

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 2005-2006 year, the agency used temporary employees to address gaps in service between positions and employee illness. Because the EOC staff is a small team in a political environment, temporary or new employees must be oriented to the staff relationships and work schedule to be effective.

3. How do you identify and address key developmental and training needs, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation and safety training? How do you evaluate the

effectiveness of this education and training? How do you encourage on the job use of the new knowledge and skills?

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 SAS packages, Microsoft Access, and web software.

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

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.

5. How do you motivate your employees 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 feel 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.

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

The 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.

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

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

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

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

## **6. PROCESS MANAGEMENT**

1. What are your key processes that produce create or add value for your customers and your organization? How do you ensure that those processes are used? The key processes used by the EOC 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. The agency is coordinated a multi-constituency long-range planning effort, *Common Ground*. The *Common Ground* commitment and responsibilities are the following:

### **COMMON GROUND COMMITMENT 2020 and Beyond**

We commit to use our influence and energies to create and sustain an aligned educational system that achieves the common mission of South Carolina's young people obtaining the knowledge and skills to be successful members of families and communities, participatory citizens in a democratic society and productive contributors to the state's economy.

To create and sustain the aligned educational system, we believe that we must fulfill five responsibilities:

- We must demand that the pre-kindergarten through grade 20 schooling be dedicated to every student succeeding.
- We must place the individual student at the center of education, simultaneously valuing the student's culture, experience and potential;
- We must respect and foster the role of families as the primary influence on the lives of our young people;
- We must recruit, develop, reward and retain educators who can guide learning so that every student achieves at the highest possible level; and
- We must provide facilities and technology capacities that serve the entire community and affirm that education is the cornerstone of a community's strength.

In fulfillment of these responsibilities, we must take the actions outlined below:

We must demand that the pre-kindergarten through grade 20 schooling be dedicated to every student succeeding.

1. Establish and support schools with the premise of every student succeeding, regardless of gender; race/ethnicity, disability status, economic circumstance or geography:
  - Organize the public entities and actions that define our educational system<sup>1</sup> to achieve coherence among responsibilities, actions and accountability for results;
  - Increase opportunities for pre-kindergarten through grade 20 goal-setting, policy development and results evaluation;
  - Develop and organize the local political, fiscal and community infrastructures to ensure that their priorities are consistent with the common mission;
2. Acknowledge and act upon the interdependence of South Carolina's educational and economic futures:
  - Expand educational options to include early diploma or GED completion, middle colleges and dual enrollment;
  - Utilize assessments that meet both the needs of schools and employers;
  - Expand alternatives to traditional schooling to address the needs of individual students who experience difficulty succeeding in schools;
3. Use accountability mechanisms for the public investments in education that are consistent with objective results and clear expectations and that employ measures of student and state economic well-being;

We must place the individual student at the center of education, simultaneously valuing the student's culture, experience and potential.

4. Prepare educators, advocates and those in communities who work with the schools and students to respect and build upon the strengths of diverse cultures and experiences students bring into the learning setting;
5. Provide for every student, at every level or point in his/her education, a relationship with a responsible adult who advocates for the student's educational goals and is dedicated to the student achieving those goals;
6. Teach self-control, teamwork, and industry and reinforce them at home, in school and through community organizations.

We must respect and foster the role of families as the primary influence on the lives of our young people.

7. Implement services to prepare and engage parents as partners in their child's education from early development activities through postsecondary education:
  - Expand adult education program offerings so that every adult has access to achieving a diploma;
  - Create opportunities for fathers to be involved in their child's education;

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<sup>1</sup> These should include, but not be limited to, the State Superintendent of Education, the State Board of Education, State Department of Education, Department of Juvenile Justice, Center for Educator Recruitment, Retention and Advancement, First Steps to School Readiness, the Education Oversight Committee, the Commission on Higher Education, the State Board for Technical and Comprehensive Education, local school district boards of trustees, postsecondary education boards of trustees and other public educational entities.

- Extend school hours and services to meet family needs;

We must recruit, develop, reward and retain educators who can guide learning so that every student achieves at the highest possible level.

8. Prepare educators with the knowledge and skills to guide every South Carolina student to greater achievements, regardless of the cultural or economic background or learning style of the student:
  - Align teacher preparation with the needs of today's students
9. Revise leadership preparation and development programs for principals and superintendents to ensure knowledge of teaching and learning, executive skills and attitudes that value results over traditional practices
10. Incorporate teaching and learning conditions that support high levels of teacher retention in a school and in the profession into the evaluations of superintendents and principals

We must provide facilities and technology capacities that serve the entire community and affirm that education is the cornerstone of a community's strength.

11. Craft, fund and implement a long-range capital plan for schools to become community centers to house pre-kindergarten through adult continuing education programs, as well as providing opportunities for community social, cultural and recreational activities
12. Provide virtual learning opportunities so that education can be tailored to needs and interests of the individual student and that the limitations of a school or community do not limit the student achievements.
  - Work with non-profit organizations to provide computers for the home of every South Carolina student

EOC members and staff are using the commitment and responsibilities as the core of the county meetings to be conducted beginning in June 2006 and extended through February 2007.

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

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

(e) Reports to General Assembly and other elected leaders: The EOC bears statutory responsibility to recommend changes in programs, policies and funding and does so annually. These recommendations must be researched thoroughly to ensure that the desired impact is achieved and that the change is understood fully.

2. How do you incorporate organizational knowledge, new technology, changing customer and mission-related requirements, cost controls, and other efficiency and effectiveness factors 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. Through a partnership with SC.GOV, the EOC hopes to implement the site in 2006-2007.

3. 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.

4. What are your key support processes and how do you 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. For major documents, 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.

During the cyclical review of the science content standards, the EOC and SDE staff members determined that the procedures should be amended to reflect the formal transmittal of documents, severability of grade levels or course standards, and actions to be taken when one of the approval bodies does not agree with the standards. These improvements strengthen the public review and decision-making process.

## 7. RESULTS

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

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 2005 and introduced as legislation in the subsequent session. Budget recommendations were aligned with the 2010 goal and related actions. The achievement gap report was published in April 2006 with information related to the successful schools distributed widely.

The EOC, through partnership with two external groups, created or revised tool kits to enable local leaders to complete their work more effectively. The "*Toolkit for Communicating the School and District Report Cards*" and "*Creating Quality Out-of-School Programs in SC*" were published 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 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/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%20State%20World%20Hisotry%20Standards%202006.pdf>
- Fordham 2003 review of US History "C" grade  
[http://www.edexcellence.net/doc/Hisotry\\_Standards2003.pdf](http://www.edexcellence.net/doc/Hisotry_Standards2003.pdf)

Assessments:

- 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 4<sup>th</sup> and 8<sup>th</sup> 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: 3<sup>rd</sup> 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

Interventions:

- Authority to assume management of a school rests with the State Superintendent of Education. Authority to assume management of a district rests with the Governor, upon

recommendation of the State Superintendent. Neither have exercised this authority outlined in the Education Accountability Act.

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

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 nine measures to determine the accomplishment of the 2010 goal. Status reports are published each December (*Learning Matters: Where Are We Now*) and available on the agency website.

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

Rating	2005 Absolute Performance Rating Number (%) <sup>*</sup>	2004 Absolute Performance Rating Number (%) <sup>**</sup>	2003 Absolute Performance Rating Number (%) <sup>***</sup>	2002 Absolute Performance Rating Number (%) <sup>****</sup>	2001 Absolute Performance Rating Number (%) <sup>*****</sup>
Excellent	169 (15.2%)	224 (20.4%)	217 (19.9%)	191 (18.1%)	168 (15.2%)
Good	304 (27.4%)	372 (33.9%)	352 (32.3%)	354 (33.5%)	326 (29.4%)
Average	349 (31.5%)	312 (28.5%)	324 (29.8%)	304 (28.7%)	321 (29.0%)
Below Average	222 (20.0%)	160 (14.6%)	150 (13.8%)	159 (15.0%)	200 (18.1%)
Unsatisfactory	65 (5.9%)	28 (2.6%)	46 (4.2%)	50 (4.7%)	71 (6.4%)
<b>Total</b>	<b>1109 (100%)</b>	<b>1096 (100%)</b>	<b>1089 (100%)</b>	<b>1058 (100%)</b>	<b>1086 (100%)</b>

\* Based on SDE data, November 4, 2005  
 \*\* Based on SDE data, October 2004  
 \*\*\* Based on SDE data, October 2003  
 \*\*\*\* Based on SDE data, October 2002  
 \*\*\*\*\* Based on SDE data, November 2001

**IMPROVEMENT RATINGS 2001-2005**

Rating	2005 Improvement Rating Number (%) <sup>*</sup>	2004 Improvement Rating Number (%) <sup>**</sup>	2003 Improvement Rating Number (%) <sup>***</sup>	2002 Improvement Rating Number (%) <sup>****</sup>	2001 Improvement Rating Number (%) <sup>*****</sup>
Excellent	88 (8.0%)	170 (15.8%)	75 (7.0%)	94 (8.9%)	135 (12.2%)
Good	198 (18.0%)	215 (20.0%)	174 (16.1%)	183 (17.4%)	168 (15.2%)
Average	84 (7.6%)	97 (9.0%)	89 (8.2%)	186 (17.6%)	215 (19.4%)
Below Average	340 (30.8%)	276 (25.8%)	275 (25.5%)	311 (29.5%)	299 (27.0%)
Unsatisfactory	393 (35.6%)	313 (29.2%)	466 (43.2%)	280 (26.6%)	267 (24.1%)
<b>Total</b>	<b>1103 (100%)</b>	<b>1071 (100%)</b>	<b>1079 (100%)</b>	<b>1054 (100%)</b>	<b>1084 (100%)</b>

\* Based on SDE data, November 4, 2005  
 \*\* Based on SDE data, October 2004  
 \*\*\* Based on SDE data, October 2003  
 \*\*\*\* Based on SDE data, October 2002  
 \*\*\*\*\* Based on SDE data, November 2001

EOC processes can be evaluated in accordance with the measures displayed in the Strategic Planning Table shown on page 20.

<b>Program Number and Title</b>	<b>Supported Agency Strategic Planning Goal or Objective</b>	<b>Related FY 05-06 Key Agency Action Plan/Initiatives(s)</b>	<b>Key Cross Reference for Performance Measures</b>
9.0 Implementation and Oversight	1.0 Continue the implementation of the Education Accountability Act of 1998 by	6(a) advocate quality teaching and learning experiences so that every student can achieve at high levels;	Cyclical reviews; Assessment reviews; Partnership with SCASA
9.0 Implementation and Oversight		(b) advocate for strong professional development for educators and those who work with public schools	Retraining grant review; ERT Process evaluation; Alternative Technical Assistance review
11.0 Family Involvement		(c) extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels	Publications (TIPS, family friendly standards) in Spanish and English
12.0 Public Awareness		(d) increase the utilization of data published on the annual school and district report cards and from other sources in decision-making for students, schools and the state; and	Analyses of surveys; study of student attendance policies; Review of annual calculations
12.0 Public Awareness		(e) prepare educators and communities to work the system with increasing rigor	Publication of materials; working meetings with educators and media
9.0 Implementation and Oversight	2.0 Build a common vision for student, school and system achievement.	2.1 Establish measurable goals that foster improvements	Publication of Where Are We Now;
10.0 Evaluation of		(a) establish a statewide goal for high school	Establishment of statewide goal for

<b>Program Number and Title</b>	<b>Supported Agency Strategic Planning Goal or Objective</b>	<b>Related FY 05-06 Key Agency Action Plan/Initiatives(s)</b>	<b>Key Cross Reference for Performance Measures</b>
the System		graduation; (b) continue tracking measures linked to the 2010 goal and (c) develop and distribute public-friendly reporting materials on the achievement of the goal to increase visibility.	graduation; meetings with community leaders
12.0 Public Awareness		2.2 Promote the adoption of the 2010 goal and the objectives of NCLB and recognition of significant gains toward their achievement.	Fulfillment of Common Ground planning initiative
12.0 Public Awareness		2.3 Communicate the priorities developed through the long-range Common Ground process and work with local and state officials and citizens to implement the priorities.	Initiated county tours
10.0 Evaluation of the System 12.0 Public Awareness	3.0 Promote changes in policies that rapidly advance improvements in student achievement.	3.1 Identify principles for school funding and provide research and information to decision-makers.	Updated EOC funding model
10.0 Evaluation of the System		3.2 Research current performance and best practices that improve student achievement in reading; particularly for students in the middle grades.	Supported Testing Task Force recommendation through legislative process; Recommended structure of 4K  Advocated increased attention and focus on reading

<b>Program Number and Title</b>	<b>Supported Agency Strategic Planning Goal or Objective</b>	<b>Related FY 05-06 Key Agency Action Plan/Initiatives(s)</b>	<b>Key Cross Reference for Performance Measures</b>
10.0 Evaluation of the System		3.3 Identify and advocate policy changes that accomplish [specific improvements for groups of identified students]	Accomplished changes for 4K, gifted and talented and autistic, Supported budget recommendation
12.0 Public Awareness		3.4 Publish EOC recommendations in high visibility materials and communicate the urgency of actions to elevate the student and school achievement	Increased visibility of TIPS, Where Are We Now, Common Ground and Learning Matters
9.0 Implementation and Oversight  10.0 Evaluation of the System		3.5 Work with state elected officials to enact and communicate policies, programs, and funding that support the highest level of achievement	Collaborated with members of General Assembly, SDE, professional associations
9.0 Implementation and Oversight  12.0 Public Awareness	4.0 Build alliances for higher performance	4.1 Develop partnerships with institutions that provide pre-service and in-service teacher education and identify measures of excellence for those institutions that are linked to pre-kindergarten through grade twelve student achievement	Served on advisory boards for Clemson, College of Charleston, Citadel
9.0 Implementation and Oversight		4.2 Work with elected, professional and citizen leaders to promote the highest levels of student performance	Collaborated with members of General Assembly, SDE, professional associations
12.0 Public		4.3 Engage the public	Promote PAIRS and

Program Number and Title	Supported Agency Strategic Planning Goal or Objective	Related FY 05-06 Key Agency Action Plan/Initiatives(s)	Key Cross Reference for Performance Measures
Awareness		in their individual, civic and professional lives to support actions so that every student achieves at high levels.	Common Ground
10.0 Evaluation of the System	5.0 Fulfill the responsibilities assigned to the EOC 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		Completed statutory review and actions

3. What are your performance levels for key measures of financial performance?

The performance measures include (a) timely payment of all invoices within the billing cycles; (b) accurate records and procedures; (c) no exceptions or notes on agency audits; and (d) utilization of public resources efficiently.

4. What are your performance levels and trends for the key measures of Human Resource Results (i.e., work system performance, employee learning and development, employee well-being, employee satisfaction, diversity and retention?)

Through professional development, individual coaching and annual evaluations, the EOC maintains a staff with positive evaluations. Two changes were made in full time personnel because of staff resignations (one staff person moved out-of-state, another assumed a supervisory role in the private sector. With respect to diversity among full time employees, the EOC staff is 37 percent African-American and 63 percent white.

5. What are your performance levels and trends for the key measures of regulatory/legal compliance and community support? Note: For a governmental agency, this question would apply to compliance with laws and regulations other than the agency's central legal mandate. Results of the agency's legal mandate or mission should be addressed in 7.1)

The EOC has completed tasks assigned in statute, provisos or resolution in accordance with the time lines mandated. No exceptions have been noted on any audits of financial or personnel matters.