ANNUAL ACCOUNTABILITY REPORT
Fiscal Year 2000-2001

Submitted by the

South Carolina
Education Oversight Committee

To

The Honorable James H. Hodges
Governor of South Carolina
And
Members of the
South Carolina General Assembly

August 31, 2001

ACCOUNTABILITY REPORT TRANSMITTAL FORM

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

DATE OF SUBMISSION: **AUGUST 31, 2001**

AGENCY EXECUTIVE DIRECTOR: **JO ANNE ANDERSON**

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Statutory Authority

The South Carolina Education Oversight Committee (EOC) was established through the Education Accountability Act of 1998 to assist in, recommend and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984. The EOC is assigned responsibilities directly and through its Division of Accountability. These responsibilities include the following:

Responsibilities Assigned Directly
§59-6-10(A)
1. Review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
2. Make programmatic and funding recommendations to the General Assembly;
3. Report annually to the General Assembly, State Board of Education and the public on the progress of the programs; and
4. Recommend Education Accountability Act and EIA program changes to state agencies and other entities, as it considers necessary.

Responsibilities Assigned Through EOC Division of Public Accountability
§59-6-110
1. Monitor and evaluate the implementation of the state standards and assessments;
2. Oversee the development, establishment, implementation and maintenance of the accountability system;
3. Monitor and evaluate the functioning of the public education system and its components, programs, policies and practices and report annually its findings and recommendations in a report to the EOC no later than February first of each year; and
4. Perform other studies and reviews as required by law.

MAJOR ACHIEVEMENTS

This year has been a development of South system. The system is components: Standards, Development and Technical and Rewards and

- **Standards**
- **Assessments**
- **Professional Development and**
  Technical Assistance
- **Public Reporting**
- **Rewards and Interventions**

significant year in the Carolina's accountability represented within five major Assessments, Professional Assistance, Public Reporting, Interventions.

The South Carolina accountability system was rated a "B+" (ranking fifth among the 50 states) in the January 2001 *Quality Counts* published by Education Week. Only three states earned an "A" or "A-". The EOC contributed to the implementation of South Carolina's accountability system within each of the five components, as reported below.

STANDARDS

The EOC conducted a comprehensive cyclical review of the English/language arts standards using criteria agreed upon by South Carolina and national leaders in the field of English/language arts education. The cyclical review involved four teams of educators representing national curriculum leaders, state and local leaders, parents and business leaders, and educators of students with disabilities. South Carolina's content standards have benefited from the vetting process. In 2000, the Fordham Foundation rated South Carolina's content standards the third best in the nation, an improvement from 28th in the 1998 Fordham review.

Through a cooperative project with the State Department of Education, content standards in English/language arts and mathematics were condensed into a parent-friendly format. Copies

of the condensed standards were provided to each South Carolina public school administrator in multiple formats for distribution to parents and families.

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ASSESSMENTS

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The EOC reviewed the Grades One and Two Palmetto Achievement Challenge Tests (PACT) and the Terra Nova Norm-Referenced Test.

> *PACT Assessments*. The Grades One and Two PACT assessments are optional for use by schools and districts. The PACT assessments were determined to be aligned with the content and cognitive demand of the standards and to have met accepted technical standards for item and test form construction; however, the EOC found that standardized testing is inappropriate for students at this age. Drawing upon the work of national organizations and recognized researchers, the EOC recommended elimination of the Grade One and Two tests from the Statewide Testing Program. Subsequently, the General Assembly enacted legislation to delete the tests from the program.

> *Terra Nova Norm-Referenced Tests*. At the request of the EOC and educators statewide, the Terra Nova Norm-Referenced Tests were studied to determine the degree to which the tests are aligned with the South Carolina curriculum standards, either in content or cognitive demand. Depending upon grade level and subject matter, the tests were found to reflect 70-80 percent of the content standards and to be less rigorous. [A comprehensive report is available from the EOC.] While the tests are used as "an indicator of performance nationally", the lack of alignment precludes the use of the tests for making decisions about South Carolina students, personnel, programs or schools.

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**TECHNICAL ASSISTANCE
AND
PROFESSIONAL DEVELOPMENT**

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Through the advocacy of the EOC and other entities state appropriations for professional development increased significantly. The EOC published findings and recommendations from a comprehensive review of professional development in South Carolina. The need for systemic use of the national and/or State Board of Education adopted standards for professional development was a major finding. Legislation enacted in Summer 2001 put that recommendation into law. The study also recommended more effective use of time for professional development and that current appropriations be spent with greater impact before additional resources were appropriated.

Under EOC auspices the reviews of the retraining grants, the academic planning process and summer school were completed. Reviews of the retraining grants led to modification in program administration at both the state and local levels.

The EOC also began its work under the requirements of the Parental Involvement in Their Children's Education Act of 2000. Over 200,000 copies of the Committee's publication *"Tips to Help Your Children Succeed in Schools"* were distributed to schools, the Department of Social Services, the South Carolina Academy of Pediatrics, and to others who requested copies through the Committee's hotline or other contact.
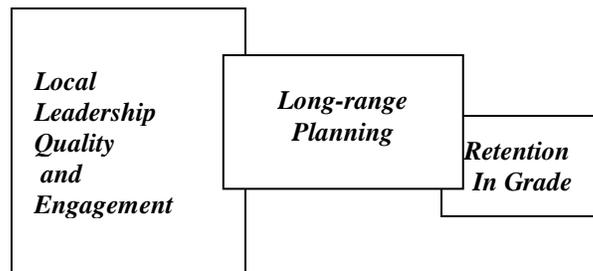
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PUBLIC REPORTING

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<u>School and District Report Cards</u>. The EOC developed the format and contents of the annual school and district report cards to be published in November 2001. The report card provides information about the quality of school results and the organizational context in which those results are achieved. The EOC also established the criteria upon which schools are to be rated. Criteria are established for schools enrolling students in grades two or below; elementary schools; middle schools; high schools; career and technology centers; charter schools; alternative schools; and districts. Those criteria are provided in the table below.

COMPARISON OF RATINGS CRITERIA REQUIRED FOR 2001 and 2002

Schools Enrolling Students in Grades	K-2	3-8	9-12	Career and Technology Centers	Districts
Criteria	•**Student Attendance** •**Pupil-Teacher Ratio** •**Parental Involvement** •**External Accreditation** •**Professional Development**	•**Student scores on PACT** •**Percentage of students scoring below basic**	•**Longitudinal exit examination passage rates** •**First time exit exam passage rates** •**Eligibility for LIFE scholarships at 4-year colleges/ universities**	•**Enrollment** •**Mastery of course competencies and/or certifications** •**Graduation rate** • **Three-year placement rate**	•**Weighted index of grade 3-8 PACT performance** •**Weighted value of high school index**

The EOC also assisted the state's special schools in establishing report card ratings criteria appropriate to each school's unique program offerings, students and grade levels.

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┌─────────────────┐
│ Local           │
│ Leadership  ┌───┴─────────────┐
│ Quality     │ Long-range      │
│  and        │ Planning   ┌────┴──────┐
│ Engagement  │            │ Retention │
│             │            │ In Grade  │
└─────────────┤            │           │
              └────────────┤           │
                           └───────────┘
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EOC Study Groups.   The public reporting function also included the initiation of three study groups. ***The Study Team on Local Leadership Quality and Engagement*** reported its recommendations to the EOC in October 2000. These recommendations were adopted by the EOC in February 2001 and have formed the basis for substantive legislative discussion. *A Study on Retention in Grade*, working with external consultants and South Carolina educators, yielded legislative changes to the state's provisions on grade retention. ***The Long-range Planning Team*** began its work in November 2000 and continues to work through a comprehensive strategic plan for educational improvement in South Carolina. (The plan is discussed later in this report).

Partnerships. Public reporting also has included a significant effort to engage the public in school improvement.   Through a partnership with the South Carolina Broadcasters Association and the South Carolina Outdoor Advertisers Association, two television announcements, two radio announcements, and billboards were distributed throughout the state.   The value of time donated by the South Carolina Broadcasters Association was $313,223.54. The television announcements won the Telly Award.

County/Community Meetings – Report Card. The EOC also completed meetings with community leaders in each of South Carolina's 46 counties. The county meetings, scheduled between January and May 2001, engaged EOC members and staff with local educators and community leaders to lay the foundation for the publication of the school and district report cards. EOC members urged community leaders to use the report card in local planning and for resource allocation purposes, and to promote the use of the report card as a tool for improvement.

Workshops. To ensure that school and district administrators are prepared to work with their communities, the EOC developed a *Communications Tool Kit* and offered fourteen workshops for educators throughout the summer. Thirteen complementary workshops for local business leaders were co-sponsored by the State Chamber of Commerce, the South Carolina Manufacturers' Alliance, and the Association of Urban Chambers. Tool kits for each group were developed with the support of the South Carolina Chapter of the National

School Public Relations Association (NSPRA). The proactive effort received the 2001 Named Honoree Award from the American Association of University Women.

The fifth element of the accountability system acknowledges high levels of performance and improvement and interventions for situations that do not improve even with technical assistance. The EOC adopted criteria for the Palmetto Gold and Silver Awards which emphasize improvement.

MISSION AND VALUES

This is the MISSION of the Education Oversight Committee

MISSION

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

VALUES

- *A sole focus on what is best for students*

- *A belief in broad-based inclusion and collaboration*

- *A belief in standards, assessments, and publicly known results*

- *The implementation of research-and fact-based solutions that improve results*

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

These VALUES guide the achievement of the MISSION.

KEY STRATEGIC GOALS
FOR PRESENT AND FUTURE YEARS

The Education Oversight Committee has adopted this GOAL

EOC GOAL

By 2010, South Carolina student achievement will be ranked in the top half of the 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 seven objectives for its operations in 2000-01. These seven objectives are stated below.

1. Continue the implementation of the Education Accountability Act reaffirming the timeline outlined in the 1998 legislation.

2. Persuade others to work toward our shared vision, including the promotion of a common agenda, with the Governor and State Superintendent, as well as developing a strong relationship with the minority community.

3. Continue to implement a proactive public relations effort and provide information on all EAA issues through education and engagement.

4. Support intervention measures with sufficient resources to meet the goals of our accountability system and provide information on the current or proposed approaches and allocate funding.

5. Recommend changes in Education Improvement Act or Education Accountability Act program allocations, including Act 135 programs, to ensure maximum impact.

6. Determine the needs for data base and information systems to allow for informed decisions from the State House to the classroom.

7. Affirm our commitment to quality teaching of the standards in every classroom through provision of professional development and adequate instructional resources.

OPPORTUNITIES AND BARRIERS

Through its work, the EOC has identified three essential areas for development and achievement of the 2010 goal. These areas, as described below, encompass the opportunities before the Committee.

Heightened Awareness.
The Education Accountability Act requires the EOC to establish an on-going public information campaign to apprise the public of the status of the public schools, and the importance of high standards for academic performance for the public school students of South Carolina. This has been a major component of the EOC's work and has attracted considerable support. Yet South Carolina is hindered by low expectations students have of themselves, the historic under-education of her citizenry, and the remnants of a society that did not place equal value on the potential of students from differing demographic groups.   The EOC is exploring alternative approaches to build grassroots support for individual achievement and for investments to strengthen the educational system.

Evidence.
All too often, appraisals of the public education system and/or justifications for programs and services are based upon anecdotal, rather than objective, reliable evidence. The EOC is increasing the utilization of evidence in its own work and demanding evidence from other entities seeking the EOC's endorsement or support. Providing evidence requires a much more comprehensive student database that is longitudinal in nature and encompasses programs and services information, not just test scores.   The EOC is designing a longitudinal study of school effects.

Demonstrated Accomplishment.
Recognizing reluctance among citizens to invest in programs and services that are not effective, the EOC is using results information and trend analyses to demonstrate programmatic or service accomplishment. The EOC has plans to work with other agencies and professional groups to develop evidence and utilize the evidence to demonstrate accomplishment. The educational system must build citizen confidence, just as corporations must build the confidence of their shareholders.

Committee Members

The EOC is composed of seventeen members representing the education, business and legislative communities in South Carolina. The EOC is divided into five subcommittees: Academic Standards and Assessments, EIA and Improvement Mechanisms, Parental Involvement, Public Awareness, and Staff and Administration.

Staff

Nine full-time staff persons support the EOC's. Two part-time temporary employees and a graduate assistant provide additional support.

Meeting Schedule

The EOC is required by law to meet quarterly. The Chairman has discretion to call meetings at other times during the year as may be needed to accomplish EOC work. In the past year, the EOC, as a whole, met almost monthly to conduct its business.   The various Subcommittees also met regularly throughout the year to carry out assigned duties.

Location

The Committee's offices are located in 227 Blatt Building in Columbia on the State House grounds.   The Columbia location serves the Committee well, providing access to other agencies of government and key professional associations and affording a central base from which staff or members can travel statewide.

Base Appropriations

The Education Oversight Committee is funded with EIA revenues and does not receive any General Funds. Base Budget Expenditures and Appropriations are detailed in the table below:

Base Budget Expenditures and Appropriations

	99-00 Actual Expenditures		00-01 Actual Expenditures		01-02 Appropriations Act	
Major Budget Categories	Total Funds	EIA Funds	Total Funds	EIA Funds	Total Funds	EIA Funds
Personal Service	$395,675.20	$395,675.20	$507,383.10	$507,383.10	$579,712.00	$579,712.00
Other Operating	$619,280.18	$619,280.18	$488,860.59	$488,860.59	$396,568.00	$396,568.00
Public Awareness			$250,000.00	$250,000.00	$250,000.00	$250,000.00
Family Involvement					$ 50,000.00	$ 50,000.00
Middle Grades	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$100,000.00
Fringe Benefits	$ 81,958.41	$ 81,958.41	$110,387.92	$110,387.92	$143,059.00	$143,059.00
Total	$1,196,913.79	$1,196,913.79	$1,456,631.61	$1,456,631.61	$1,519,339.00	$1,519,339.00

Other Funds
The EOC has decision-making authority for expenditures of funds secured by the EOC's business leadership for the Public Awareness Fund.

Other Expenditures

Sources of Funds	99-00 Actual Expenditures	00-01 Actual Expenditures
Public Awareness Fund	$38,191.42	0
Carnegie Grant Fund	$ 2,227.98	0
Other Operating Fund	$ 1,134.53	0

Key Customers
The work of the EOC informs several key customers including the members of the General Assembly, local civic and community leaders, educators, other state agencies and South Carolina's citizens generally. EOC analyses and reports inform decision-makers so that the purposes of the accountability system may be accomplished.

Key Suppliers
The EOC explores issues and concerns for its customers through analyses of data from South Carolina's public education system. 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.
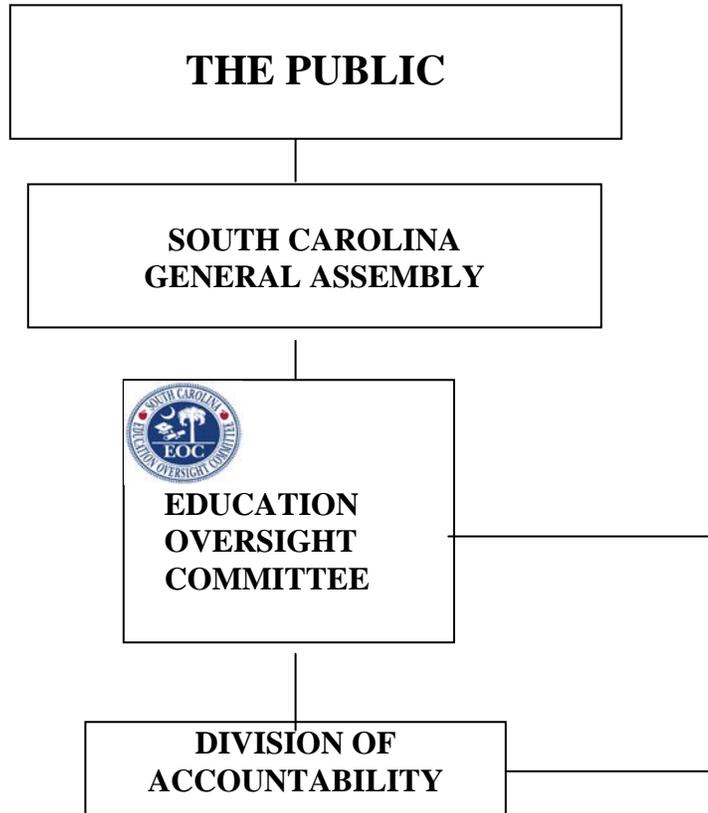
Major Products and Services
The EOC provides research and recommendations through multiple strategies: comprehensive published reports, budgetary and programmatic recommendations, newsletters and public presentations.

Organizational Structure
The EOC and its staff are organized as shown in the charts on the following pages.

The EOC organization is depicted in the following chart.

THE PUBLIC

SOUTH CAROLINA
GENERAL ASSEMBLY

EDUCATION
OVERSIGHT
COMMITTEE

DIVISION OF
ACCOUNTABILITY

The Staff organization is depicted in the following chart. Staff members in the Accountability Division support the work of the EOC, and carry out independent duties and responsibilities prescribed to the Division by the Education Accountability Act of 1998.

EXECUTIVE DIRECTOR

Executive Assistant

Budget Officer

Director of Curriculum and Program Reviews

Director of Evaluation Studies

Director of Research

Communications Specialist

Administrative Assistant

Administrative Assistant
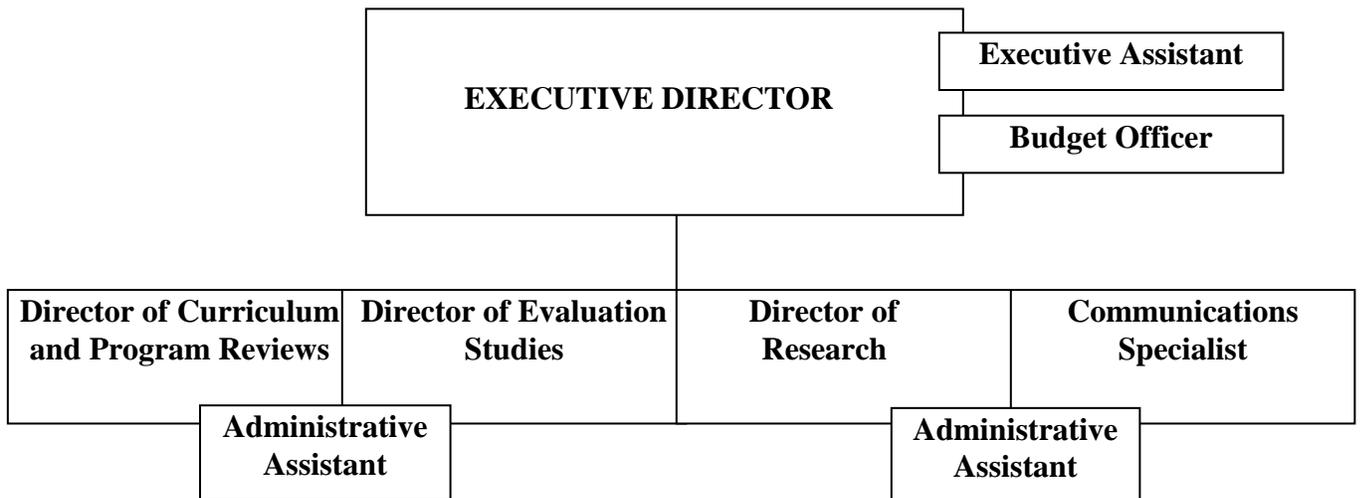
SECTION III: ELEMENTS OF THE
MALCOLM BALDRIGE AWARD CRITERIA

LEADERSHIP

The EOC is composed of seventeen (17) members appointed by the Governor or legislative leaders. The membership is shown in the chart below, with appointing official and member term of office detailed. Although the State Superintendent of Education is not an official member, the EOC asked her to join as a non-voting participant. With EOC endorsement, legislation was introduced in 2001 to add the State Superintendent as an official member. Members and their appointed positions on the EOC are listed below:

MEMBER	REPRESENTATION	APPOINTMENT OF	APPOINT DATE	TERM
William Barnet, III *Chairman*	Business	Speaker	1998	1998-2002
Rosie Marie Berry *Vice Chairman*	Education	President Pro Tempore, Senate	1998	1998-2001
Robert Daniel	Business	Chairman, House Education and Public Works Committee	2000	2000-2004
Barbara Everson	Education	Chairman, House Education and Public Works Committee	2000	2000-2002
Mike Fair	Designee	President Pro Tempore, Senate	2001	Coterminous
Warren Giese	Chairman, Senate Education Committee		2001	Coterminous
William Gummerson	Education	Governor	1998	1998-2002
Robert Harrell	Chairman, House Ways and Means Committee		1998	Coterminous
Susan Hoag	Designee	Speaker of the House	1998	Coterminous
Alex Martin	Education	Speaker of the House	1998 *reappointed in 2001*	2001-2005
John Matthews	Designee	Chairman, Senate Finance Committee	1998	Coterminous

MEMBER	REPRESENTATION	APPOINTMENT OF	APPOINT DATE	TERM
Douglas McTeer	Designee	Governor	1999	Coterminous
Joel A. Smith, III	Business	President Pro Tempore, Senate	1998	1998-2002
Robert E. Staton	Business	Chairman, Senate Education Committee	1998 *reappointed in 2000*	2000-2004
Inez M. Tenenbaum	State Superintendent of Education	Participant at EOC request	2000	Coterminous
Lynn D. Thompson	Education	Chairman, Senate Education Committee	1998	1998-2002
Ronald Townsend	Chairman, House Education and Public Works Committee		1998	Coterminous
G. Larry Wilson	Business	Governor	1998	1998-2002

2000-01 Membership

An Executive Director directs the EOC operations. 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 three 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 senior staff persons. The small number of employees permits almost daily interaction among staff on projects.

The EOC and its staff commit to the values stated below:

- 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

Incorporating these values into the work of the EOC is an on-going effort. The work of the EOC, especially evidenced in the criteria to rate schools and districts, includes distinct measures to value all students. The ratings formulas require inclusion of the performance of all student groups, offer incentives for improvements in the performance of historically under-performing students, focus heavily on improvement measured longitudinally, and recognize increasing levels of student knowledge and skill.

The EOC is responsible for recommendations on a number of EAA programs and services. As the staff work through proposals, advisory groups are formed from among the education profession, parents and community leaders. These collaborations broaden understanding of the complex issues and contribute to the quality of recommendations. The work of the EOC is open to the public. Through its website, print publications and presentations, the EOC provides descriptive and technical documentation for each of its decisions. At each of the EOC meetings, time is reserved on the meeting agenda for "Reports from a Key Constituency." These reports provide civic, business and education leaders an opportunity to comment on issues relevant to the work of the EOC and/or to describe programs and services contributing to higher levels of performance.

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 University of South Carolina 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.

Finally, with great deliberation, the EOC acts in a non-partisan manner, endorsing principles and practices that contribute to higher levels of student performance. The EOC refrains from endorsing particular bills before the General Assembly or candidates for office.

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. Annually, the Executive Director conducts end-of-year evaluations with each staff member.

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 Committee resources to contribute to the achievement of the 2010 goal. Areas for increased attention are identified and addressed.

Each staff member is asked to identify an area for professional growth annually and to participate in the professional organizations that support that growth. EOC staff persons hold memberships in the American Educational Research Association, the American Evaluator Association, the Association for Supervision and Curriculum Development, the American Association of School Administrators and its South Carolina affiliate, the National School Public Relations Association (NSPRA) and its South Carolina affiliate, the National Council on Social Studies and its South Carolina affiliate, the South Carolina Educators for the

Practical Use of Research, and others. Dr. Jo Anne Anderson, Executive Director, serves on the College of Charleston School of Education Advisory Board. This year, Mrs. Deborah Elmore served as President of the South Carolina Chapter of the NSPRA; Mr. David Potter served as President of the South Carolina Educators for the Practical Use of Research and served on the First Steps Evaluator Committee; and Dr. Paul Horne served on the Board of the Foundation for the Advancement of Social Studies Education. Staff members also participate in conferences sponsored by the Southern Regional Education Board and the Education Commission of the States.

The EOC ascribes to the professional standards on testing and assessment of the American Education Research Association and the standards on program evaluation of the Joint Committee on Standards for Education Evaluation. The EOC draws upon work on curriculum and assessment issues by the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Science Teacher Association, South Carolina Science Council and the National Council for the Social Studies. Colleagues representing the American Federation of Teachers, the Council on Basic Education and the Fordham Foundation support reviews of South Carolina standards and assessments.

The focus on customers is established through agreements that the staff shall respond to communication promptly. These include commitments to:

> ### *EOC Staff Commitments*
>
> - *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.*

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 7provide 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 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 key performance levels for the work of the Committee are linked to the accomplishment of the 2010 goal. There are nine points of evaluation:

1. South Carolina will rank in the top half of states on NAEP examinations and other international and national measures.
2. Nine out of ten South Carolina students will score at or above grade level on PACT.
3. South Carolina will rank in the top half of states on the SAT/ACT.
4. AP and IB passage rates will be at or above the national average.

5. South Carolina's high school completion rate will be at or above the national average.
6. South Carolina's dropout rate will be in the lower half of states.
7. South Carolina will be in the top half of states in percentage of students with disabilities earning a high school diploma.
8. South Carolina will rank in the top half of states in freedom from drugs, weapons, violence and teacher victimization by students.
9. The gap among the achievements of students of different racial/ethnic groups and different economic status will be eliminated.

The EOC has been concerned with the impact of the accountability system since its inception. Rating schools and providing continuing evaluation has the potential for inciting negative reactions to the public education system. At each point in system design and implementation the Committee has engaged broad constituencies in the discussion. A comprehensive public awareness campaign is a major component of the EOC's work. The EOC members and staff worked with community and educational leaders in each of the forty-six counties in winter and spring 2001. The EOC members and staff are concluding a cycle of 28 workshops with business leaders or educators to prepare them for the publication of the report card and suggest strategies for using the information to strengthen the public education system and support educators in their work.

Organizational priorities are set during the July two-day meeting of the EOC. At that meeting the EOC reviews the work of the previous year and establishes priorities for the ensuing year. The Executive Director communicates organizational priorities through formal and informal meetings with other groups and individuals. Formal presentations are made at meetings and conferences as well as written materials provided to individuals. These groups range from the South Carolina Chamber of Commerce to the Legislative Black Caucus. Informal meetings include monthly luncheons with leaders in the South Carolina School Boards Association, quarterly dinners with a representative group of superintendents, and monthly meetings with the Instructional Roundtable.

The EOC and the Executive Director support the community through participation in a number of professional and agency activities. These include purchase of the Apple license tags, support for the March of Dimes Luxury Lock-up and service on the Communities-in-Schools Evaluation Committee. The staff also participated in ETV fundraising initiatives. Staff members served as judges in the South Carolina Bar Association's Annual "We the People" competition for high schools

STRATEGIC PLANNING

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. Some EAA tasks are assigned to the State Board and/or State Department of Education and are noted accordingly. Tasks that have been completed and tasks to be completed are separated. The time line is reviewed quarterly by the EOC members.

The time line permits tracking of the EAA implementation. Internally, the staff members use the Executive Director's annual management plan to ensure that work is accomplished in accordance with the time lines of the legislation and the requirements of the EOC.

These materials are available on the EOC website and are distributed among interested educators and policy-makers.

The Long-range Plan: The EOC organized a long-range planning group to advise the EOC on the core issues to be addressed and the strategies to address those issues in order that the state might achieve the 2010 goal. Twenty-two persons representing the EOC, the Office of the Governor, the State Superintendent of Education, the State Board of Education, the Governor's Math-Science Advisory Board, the South Carolina Center for Teacher Recruitment, local school boards, superintendents, principals, teachers, and community leaders met during the fall, winter and spring.

The planning group conducted an environmental scan, examined materials detailing the Governor's vision for South Carolina, the SDE Baldrige project, data on student performance, school and district structure, funding and other materials descriptive of South Carolina public school students and the schools that serve them. Because of the EOC's function as a legislative agency with advisory responsibilities to other agencies of government, the plan encompasses the needs of the educational system, not only the EOC.

Nine areas for public action were identified, as follows:

- The Governance and Structure of the System
- Sufficient Funding for All School Districts and Schools
- Efficient Use of Resources and Accountability
- Education for Economic Development
- Leadership and Coalition Building
- Teacher Quality
- Early Childhood Education and Development
- Community and Parental Support and Involvement
- Safe and Healthy Schools

Within each of the nine areas, key measurable results were specified, including actions and agencies responsible for those actions. Preliminary funding requirements were projected.

[Special Note: The long-range plan was accepted as a "working document" at the July 2001 EOC meeting. Recommendations are to be studied and evidence on their utility and impact provided before formal adoption. The EOC members also are to meet with representatives of the political, civic, business and education communities to develop consensus.]

CUSTOMER FOCUS

Key customers and stakeholders for the work of the EOC include the Governor, the State Superintendent of Education, members of the General Assembly and its leadership, the

education community, business and community leaders and, ultimately, the students of South Carolina's public schools.

The requirements of these customers and stakeholders are specified in the enabling legislation and through the overriding task of moving South Carolina's public education system to higher levels of achievement.

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

- Printed publications, including Bulletins, the Accountability Manual, written correspondence
- Sponsorship of ETV programs and participation in ETV programs sponsored by the School Improvement Council Assistance Program and the Columbia Urban League
- Presentations at conferences or meetings of the South Carolina Senate Education Committee and House Committee on Education and Public Works, the Legislative Black Caucus, the South Carolina School Boards Association, the South Carolina Association of School Administrators, the South Carolina Education Association, the Palmetto State Teachers Association, the Friends of Education Coalition, the South Carolina Chamber of Commerce, local chambers of commerce, the League of Women Voters, the American Association of University Women, the School Improvement Council Assistance Project, Delta Kappa Gamma, Phi Delta Kappa, local school district teacher, administrator and board meetings
- Meetings with community leaders in all 46 SC counties
- Workshops (27) on Communicating the School and District Report Card
- Informal meetings with the leadership of the SC School Boards Association and the South Carolina Association of School Administrators
- Appointment of advisory groups to Committee projects
- Maintenance of a telephone hot line and website
- Individual consultations as requested

In 2000-2001 members of the EOC and/or its staff made presentations or engaged in dialogue with representatives of all 86 school districts. Representatives of over 60 districts served in an advisory capacity to the EOC. The EOC members and its staff also maintained communication with the Governor, the State Superintendent of Education, and members of the State Board of Education. EOC members served on a number of Task Forces (e.g., the Commission on Teacher Quality, the Middle Grades Task Force, the Task Force on Workforce Development).

INFORMATION AND ANALYSIS

The Education Accountability Act (EAA) provides a clear focus on the results of schooling. The legislation establishes a

> *"…performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community" [SECTION 59-18-100, SC Code of Laws].*

The enabling legislation provided time lines for selected activities. The EOC first conducted the two major analyses required in statute. These were the Parental Involvement Task Force and the comprehensive evaluation of professional development. The recommendations of the Parental Involvement Task Force were shaped into the Parental Involvement in Their Children's Education Act of 2000 and the recommendations from the comprehensive evaluation of professional development yielded legislation requiring accountability processes for professional development and stable funding with an emphasis on increased impact. The EIA and Improvement Mechanisms Subcommittee conducts annual reviews of EIA program budget requests. Summary information is requested from agencies that administer EIA-funded programs. Upon recommendation of the Subcommittee and full EOC, the EIA budget was reorganized into six broad categories. The number of programs was reduced from 68 to 54. Several programs were shifted to the General Fund as a revenue source and accountability-related programs were moved from the General Fund to the EIA. The EOC also authorized three initial studies of EIA programs: the Teaching of Black History, the Advanced Placement Program and the Program serving four-year olds. Two of those studies are to be reported in late summer 2001. The study of programs serving four-year olds is a multi-year study. Staff members also work with a research advisory group representative of the state's school districts to identify critical areas for study.

The EOC staff members are concerned about the quality of data, including its completeness, reliability and availability. To facilitate strong data collections for the annual school and district report card, the EOC published the 2001 Accountability Manual [Available for download from the Committee website: www.state.sc.us/eoc]. The Manual details the decisions of the accountability system, the criteria for the ratings, and the formulas for all data requested. Staff members work with staff in the State Department of Education to ensure that the formulas are administered appropriately. [Special Note: the State Department of Education collects data presented on the report card; the Committee works from data collected by that agency].   In independent analyses, the EOC works directly with school districts.

Data are used to simulate criteria for the school and district ratings and awards programs. Correlational studies are conducted to identify patterns in school services that are linked strongly with results. Recommended statistical procedures are used as appropriate to the

questions under study, ranging from differential item analyses of assessments to case studies of students in selected programs.

The EOC utilized the research literature, recommendations of major policy-making bodies, models from other states, and surveys of South Carolinians to determine the data for decisions. Data are chosen that are valid, reliable and objective and meaningful to the decision before the EOC or educational practitioners.

HUMAN RESOURCES FOCUS

The EOC employs nine full-time staff persons, two temporary part-time staff persons and, through a contract with the University of South Carolina, a graduate assistant. These persons are recruited from the fields of curriculum, research and statistics, instructional evaluation, communications, and administration. The staff members are recruited to provide specific expertise in a primary area and general understanding of how components of the educational process merge in a school or district setting. EOC staff persons are unclassified employees.

The EOC is a small agency and benefits from informal interactions among the staff. A number of activities are undertaken to build collegiality, including summer cookouts, a joint holiday dinner with staff from another small agency, a joint birthday celebration, and similar events.

EOC staff persons are encouraged to participate in professional organizations, attend conferences, and work with consultants and colleagues to improve their practice. The EOC has supported the Budget Officer's enrollment in the Government Finance Officers Certification program and the development of technology skills among the administrative assistants. As staff members must meet professional certification requirements, the EOC adjusts work schedules accordingly.

Through reference and utilization of professional standards for research, curriculum construction and other aspects of EOC work, staff members are compelled to learn and meet the highest standards. Staff members have participated in workshops on the Baldrige criteria and continue to study its application in state government. The Executive Director involves all staff persons in EOC work, particularly, in major projects so that the work is "owned" by the entire staff. Staff members are required to have others review work before its release. This is accomplished through collegial interaction and through discussion at a staff meeting. All education staff persons have been involved in the EOC's public awareness effort, attending meetings across the state as their schedules and assignments permitted. Administrative personnel attend meetings in accordance with their projects.

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. When problems are evident, these are explored privately.

The EOC offices are in the Solomon Blatt Building on the State House grounds. The House of Representatives and the Budget and Control Board maintains facilities.

Involvement in the Community is detailed in the previous section.

PROCESS MANAGEMENT

The EOC examines each component of the accountability system as well as its results through benchmarking aspirational peers for South Carolina. Analyses of accountability systems are conducted by the Education Commission of the States, the Southern Regional Education Board and Education Week. System components also are compared by these and other entities. Results comparisons include those by the previous organizations as well as the National Assessment Governing Board, the National Governor's Association, the Rand Corporation and small policy groups. Materials and results from other states are monitored to determine progress.

The evaluation measures to determine achievement of the 2010 goal are pegged against national measures. The EOC also identified the five highest-ranking states on each of the measures so that those systems can be analyzed.

Participation in groups such as the Southern Regional Education Board provides the EOC with continuing information and interaction with similarly purposed organizations. Earlier this year the Committee examined the structure and operations of the Texas Business Education Partnership and the Kentucky Prichard Committee.

Areas for Process Improvement. The EOC focused on ideas and strategies to improve data collections, including work with other agencies and the utilization of internet-based retrieval systems. The EOC also focused on ways to increase two-way communication with customers and key suppliers. The county meetings and community workshops each received high evaluations based upon end-of-meeting response sheets. A second stage evaluation of the communications workshops is scheduled for fall 2001. The EOC publishes agenda materials and reports on the website as well as providing print copies to district superintendents, associate superintendents and public information officers   List-serve mailing lists are used for superintendents and district public information officers. Summary publications for reports are under development to broaden the utilization of research findings.

BUSINESS RESULTS

EOC Operations. State law requires an annual review of agencies' accounting procedures by the Division of the State Auditor. The EOC's accounting operations and stewardship of state resources for Fiscal Years 1998-99 and 1999-2000 were reviewed during Fiscal Year 2000-01. These reviews resulted in no findings of material weaknesses or violations in the EOC's accounting procedures.

There was a transition in staff members during 2000-01. Two staff persons left the agency for positions with greater responsibility in either another state agency or a school district. These individuals were replaced with educators bringing significant experience to the work. The EOC is allocated ten full-time equivalent staff positions. Prior to 2000-2001 the EOC had used only eight of the positions. During this year an additional professional staff person was employed to increase the EOC's capacity to perform advanced statistical work and program evaluations.

The EOC received two appropriations under the EIA. These appropriations included $1.19 million for personal services and other operating costs and $250,000 for the public awareness campaign. The EOC also has a separate public awareness fund for donations, ending the year with a balance of $23,779.31.

Annual Objectives. The EOC uses the mission and objectives to monitor accomplishment of its work. Listed below is a summary of key results linked to each of the objectives for 2000-2001.

1. Continue the implementation of the Education Accountability Act, reaffirming the time line outlined in the 1998 legislation.

    - *EOC met time line requirements for its responsibilities*

2. Persuade others to work toward our shared vision, including the promotion of a common agenda with the Governor and State Superintendent as well as developing a strong relationship with the minority community

    - *Invited State Superintendent to participate in EOC and advocated legislation to place State Superintendent as an EOC member*
    - *Formed long-range plan steering committee, including Governor's designee and State Superintendent*
    - *Worked with African-American leaders to increase understanding and address key issues*

3. Continue to implement a proactive public relations effort and provide information on all EAA issues through education and engagement.

    - *Broadcast radio and TV spots*
    - *Distributed TIPS through schools, pediatricians, DSS and telephone hot line*
    - *Conducted meetings in each SC county*
    - *Presented at professional conferences and meetings*
    - *Met with civic and other groups as invited*
    - *Initiated training for school, district and business leaders in preparation for the report card*

4. Support intervention measures with sufficient resources to meet the goals of our accountability system and provide information on the current or proposed approaches and advocating funding.

- ▪ *Advocated full funding of technical assistance to underperforming schools*
- ▪ *Supported expansion of SDE personnel to address underperforming schools*

5. Recommend changes in EIA or EAA program allocations, including Act 135 programs, to ensure maximum impact.

   - ▪ *Recommended changes to EAA including (1) inclusion of subgroup performance in absolute rating; (2) elimination of grade 1 and 2 optional PACT; (3) addition of State Supt. to EOC; and (4) changes to policy regarding student retention in grade*
   - ▪ *Studying Act 135 allocations and expenditure patterns*
   - ▪ *Conducting program evaluations: Advanced Placement, programs serving 4-year-olds, teaching of African-American history, retraining grants*

6. Determine the needs for data base and information systems to allow for informed decisions from the State House to the classroom.

   - ▪ *Worked with Budget and Control Board on data base to link PACT performance to health and demographic data*
   - ▪ *Advocated for data warehouse and electronic collection and retrieval*

7. Affirm our commitment to quality teaching of the standards in every classroom through provision of professional development and adequate instructional resources.

   - ▪ *Published report and recommendations on professional development programs (subsequently legislation was enacted to provide for district-level accountability systems for professional development)*
   - ▪ *Supported recommendations for teacher recruitment initiatives and other approaches to address shortages*

Achievement of the 2010 Goal: The Committee also measures the achievement of the 2010 goal. The nine criteria for evaluation and South Carolina's status on each of these is detailed on the following pages.

ACHIEVEMENT OF THE 2010 GOAL

Criteria for Evaluation

South Carolina Status

Goals

Measurements

1. **South Carolina will rank in the top half of states on NAEP examinations and other international and national measures.**

    a.   **NAEP** assesses achievement in the nation and in most states, the results are comparable across states. NAEP tests are given every two or four years.

    In order to be in the top half of states, South Carolina scores have to be at least equal to the national average.

    The most recent math (2000) results shows that SC improved at a higher rate than the nation.

    b.   TIMSS & TIMSS-R (Third International Math & Science Study, 1995 and 1999 Repeater. Of 13 participating states SC ranks 9th

    c.   TerraNova Survey Testing Program
    TerraNova replaced MAT–7 (1995-98) in 1999. A sample of students from grade 3, 6 and 9 took the tests in 1999, a sample of students from grades 5, 8, 11 took the tests in 2000.
    South Carolina students scored lower than national average in 1999. However, the 2000 results showed that SC students performed at or above national level in almost all grade/subjects.

    Note: In order to reach national average, the number of SC students scoring in the upper half has to be at 50 percent or above.

Where We Are Now

NAEP Grade/Subject	Average Scale Score		National Ranking
	SC	National	
4 / Reading 1998	210	215	33 of 42
4 / Math 1996	213	222	41 of 47
4 / Math 2000	220	226	30 of 46 *
8 / Reading 1998	255	261	33 of 39
8 / Math 1996	261	271	39 of 44
8 / Math 2000	266	274	29 of 46 **
8 / Science 1996	139	148	39 of 45
8 / Writing 1998	140	148	32 of 39

* TN, GA, and NA scored the same as SC.   ** GA scored the same as SC.

TIMMS-R 8th Grade, 1999	SC	US	International
Mathematics	502	502	487
Science	511	515	488

TerraNova Percentage of SC Students in the Upper Half Category, 1999 - 2000								
Grade	Reading		Language		Math		Total	
	1999	2000	1999	2000	1999	2000	1999	2000
3	44.7		48.5		49.8		49.1	
5		48.2		51.1		51.4		50.0
6	43.1		41.4		42.1		41.6	
8		52.3		49.5		52.0		51.5
9	45.0		44.3		43.7		42.2	
11		57.1		56.7		52.9		55.9

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

Goals	Measurements	Where We Are Now

2. Nine out of 10 SC students will score at or above grade level on PACT, South Carolina's standard based criterion-referenced tests.

PACT uses three levels to indicate student performance levels in meeting standards: basic, proficient, and advanced. Performance at the basic level or above means a student has passed the test at grade level.

(PACT) English Langauge Arts 1999-2000
Percentage of Student Scoring Basic and Above

English Language Arts:

Percentages of students scoring basic or above increased for all grades.

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
1999	65	65	65	63	63	62
2000	74	72	71	65	68	65
change	9	7	6	2	5	3

Mathematics:

Percentages of students scoring basic or above increased for all grades.
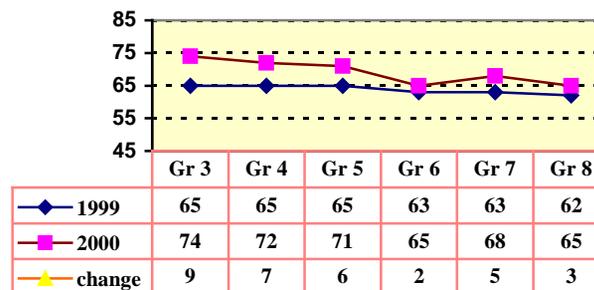
(PACT) Mathematics 1999-2000
Percentage of Student Scoring Basic and Above
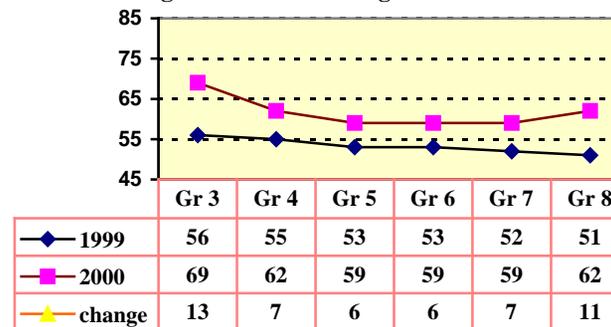
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
1999	56	55	53	53	52	51
2000	69	62	59	59	59	62
change	13	7	6	6	7	11

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

Goals	Measurements	Where We Are Now

3. a. South Carolina will rank in the top half of states on the SAT.

When the 2000 performance is compared with 1996 performance, the verbal score has increased 4 points in SC, as compared to no change within that time period for the nation. The math score increased by 8 points in SC, as compared to an increase of 6 points for the nation.
State Ranking - 51

South Carolina and National Average SAT Scores, 1997-2001						
	Verbal		Math		Composite	
Year	SC	Nation	SC	Nation	SC	Nation
1997	479	505	474	511	953	1016
1998	478	505	473	512	951	1017
1999	479	505	475	511	954	1016
2000	484	505	482	514	966	1019
2001	486	506	488	514	974	1020
1997-01	+7	+1	+14	+3	+21	+4

Each year, there are 24 states with 40 percent or more of their students participating SAT.

SAT SC Ranking of States with 40% or More Participation (24)		
YEAR	VERBAL	MATHEMATICS
96	20th	23rd
97	24th	24th
98	24th	24th
99	24th	24th
00	24th	24th

b. South Carolina will rank in the top half of states on the ACT.

ACT is a college-entrance testing program focusing on identifying the very best students for admission to colleges and universities.

The information on ACT ranking by state is not available.

South Carolina and National ACT Scores at a Glance, 2000 Results					
	English	Math	Reading	Science Reasoning	Composite
South Carolina	18.7	19.2	19.5	19.2	19.3
Nation	20.5	20.7	21.4	21.0	21.0

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

Goals	Measurements	Where We Are Now

4. a. SC Advanced Placement passage rate will be at or above national Average.

Comparison between SC and national Advanced Placement passage rates

A score of 3, 4, or 5 is considered passing the test and qualifying for college credit.
Currently, SC is below national average by 4 percentage points.

AP Exam Results, 1995-2001, All Exams

Year		1995	1996	1997	1998	1999	2000	2001
Number of Tests Taken in SC		13,139	13,896	14,177	14,994	14,894	14,560	15,703
Qualifying Percentage	SC	51	52	53	54	55	55	56
	National	61	62	63	63	62	62	60

AP participation

AP participation is increasing at the national level, while SC AP participation remains about the same.

South Carolina AP Course Participation, 1995-2000

Year		1995	1996	1997	1998	1999	2000
AP Participation	SC	8,514	9,036	8,962	9,269	9,402	9,130
	National	407,030	432,751	467,133	509,895	568,021	617,547

b. SC International Baccalaureate Program passage rate will be at or above national Average.

The table on the right presents number of schools offer IB program, number of students participate in IB as well as a comparison between SC and National in terms of percent qualifying.

South Carolina and National IB Scores, 1998 -2000

	South Carolina				National	
Year	# Schools Participate	# Candidate	# Exams	% Qualifying	% Qualifying	# Exams taken
1998	7	212	498	62	79	36,108
1999	12	303	809	76	81	43,017
2000	9	290	750	77	81	50,745

c. Dual credit SC student receiving for college credit as well as high school credit.

Dual Credit SC students receive college credit as well as high school credit. A student may take more than one course for dual credit.
    Data are not available. USC PACE Program enrollment serves as an example. Credit earned with PACE program at USC is transferable to most institutions of higher education in the US.

Dual Credit: USC PACE Program Enrollment, 1992 - 2001

Year	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Program Enrollment	613	752	929	1,175	1,199	1,171	1,292	1,263	1,048	1,145

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

Goals	Measurements	Where We Are Now

Goals

5. **High school completion rate will be at or above national average**

6. **High school dropout rate will be in the lower half of the states.**

Measurements

There are three ways of calculating high school completion rates.

1. Table A presents information from *State Rankings 2000, A Statistical View of the 50 United States.* The rates are calculated by comparing estimated number of public high school graduates in 1999 with 9th grade enrollment in Fall 1995.

2. The information is from a report by SDE. The rates are calculated by comparing estimated number of public high school graduates in 2000 with 8th grade enrollment in Fall 1996 (see Table B).

3. The rate is calculated by comparing estimated number of public high school graduates in 2000 plus number of students getting a GED with 8th grade enrollment in Fall 1996 (see Table C).

State Rankings 2000, A Statistical View of the 50 United States did not have information for SC as well as for 11 other states that did not follow the same data collection procedures.

However, SC calculates dropout rates using the total number of dropout for grade 9-12 divided by total number of enrollment for grades 9-12 expressed as a percent (see chart on the right).

Where We Are Now

Table A
High School Graduation 1999
(*State Rankings 2000*)

South Carolina	National	SC Ranking
56.1%	67.5%	45

Table B

8th Grade Enrollment 95-96	12th Grade Enrollment 99-00	Completion Rate
52,704	33,247	63.1

Table C

8th Grade Enrollment 95-96	12th Grade Enrollment 99-00	Number of Student Get GED	Completion Rate
52,704	33,247	5,511	73.5

SC Dropout as A Percent of Total Enrollment for Grades 9-12
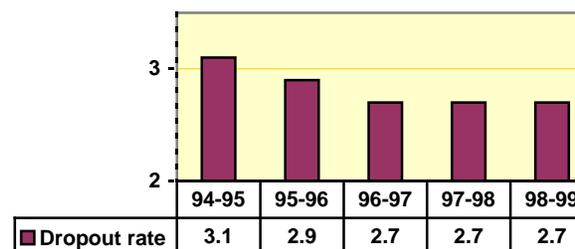
	94-95	95-96	96-97	97-98	98-99
Dropout rate	3.1	2.9	2.7	2.7	2.7

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

Goals	Measurements	Where We Are Now

7. SC will be in the top half of states in percentage of students with disabilities earning a high school diploma.

Percent of students with disability receiving high school diploma or certificate.

Comparison of SC and National , Percent of Student with Disability Receiving High School Diploma or Certificate

Year	Total Number	# Receiving Diploma	# Receiving Certificate	South Carolina	National
	Student with Disability in SC Age 17-21			Percent of students with disability Receiving a diploma or certificate	
1998	3,245	703	978	51.8	
1999	3,455	1,093	1,094	63.3	
2000	NA	1,033	986		

8. SC will be in the top half of states in freedom from drugs, weapons, violence, and teacher victimization by students

There are no national data available for comparison at this time. As federal data collections are adjusted, those data are to be reported.

South Carolina has its own report on school safety and crime. South Carolina State Department of Education produces annually the *SC School Crime Reports.* The table on the right presents a comparison over the past 4 years on the number of incidents of the top 10 crimes.

Crime	1997	1998	1999	2000
		Year		
Simple Assault	NA		3,489	3,504
Pagers	797	1,103	NA	
Disturbing Schools	2,176	2,690	2,051	2,051
Intimidation	353	539	1,017	1,017
Weapon Possession	786	970	996	860
Drug Possession	810	940	N/A	751
Larceny/Theft	592	655	718	720
Vandalism	503	618	646	616
Aggravated Assault	598	596	724	412
Liquor Violations	149	265	202	233
Burglary/B&E	405	363	320	230

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

Goals

9. The gap among achievements of different racial/ethnic groups and different economic status will be eliminated.
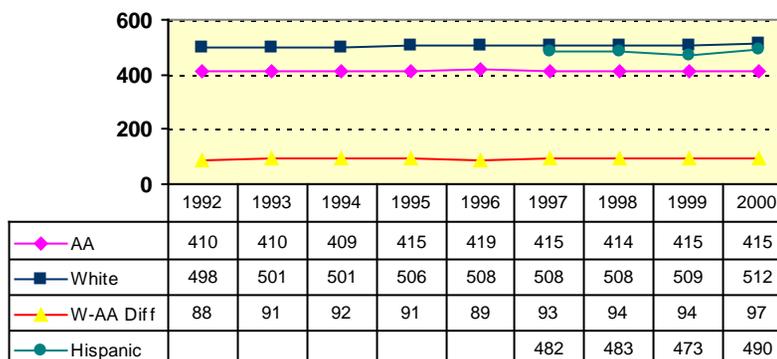
Measurements

a.   SAT
     Difference in SAT performance between white and African Americans

     There has been a slight increase in the achievement of African-American students in the last decade, while the improvement in achievement for White students has been more significant. While both grroups have shown improvement, the achievement gap between the two groups has not been narrowed.
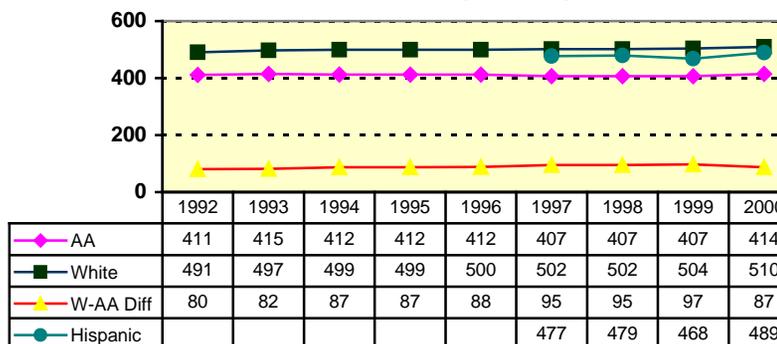
     The gap between White and Hispanic students is narrowing.

Note: Data for free/reduced price lunch participation status are not available.

available.

SAT Verbal Performance by Ethnicity 1992-2000

	1992	1993	1994	1995	1996	1997	1998	1999	2000
AA	410	410	409	415	419	415	414	415	415
White	498	501	501	506	508	508	508	509	512
W-AA Diff	88	91	92	91	89	93	94	94	97
Hispanic						482	483	473	490

SAT Mathematics Performance by Ethnicity 1992-2000

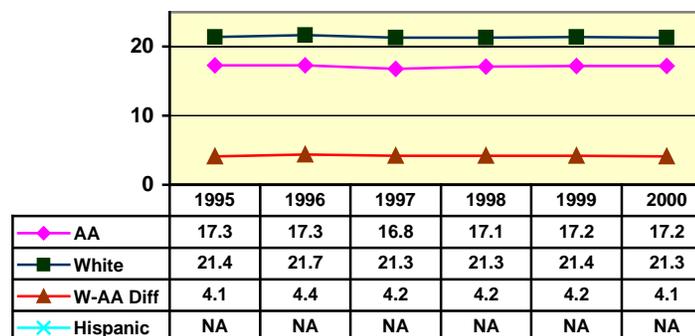|	1992	1993	1994	1995	1996	1997	1998	1999	2000
AA	411	415	412	412	412	407	407	407	414
White	491	497	499	499	500	502	502	504	510
W-AA Diff	80	82	87	87	88	95	95	97	87
Hispanic						477	479	468	489

b.   **ACT**
Colleges and universities use tests such as the ACT or the SAT, along with other information, to make admission decisions.

The ACT includes four tests: English, Mathematics, Reading, and Science Reasoning. Results are reported for all four tests and as a composite score. The range of the scores for each ACT subject area, as well as the composite score, is from 1 to 36.

Note: Data for Hispanic students are not

ACT Composite Scores by Ethnic Group (1995-2000)

	1995	1996	1997	1998	1999	2000
AA	17.3	17.3	16.8	17.1	17.2	17.2
White	21.4	21.7	21.3	21.3	21.4	21.3
W-AA Diff	4.1	4.4	4.2	4.2	4.2	4.1
Hispanic	NA	NA	NA	NA	NA	NA

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Where Are We Now

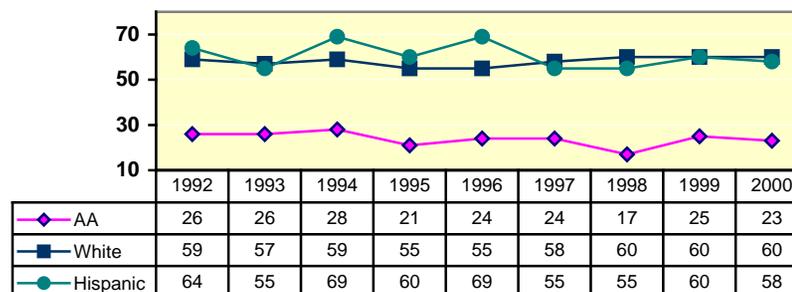| Goals	Measurements	Where We Are Now

c.   Advance Placement
Difference in Advanced Placement performance (percent of qualifying scores) between white, African Americans, and Hispanic students.

A score of 3, 4, or 5 is considered passing the test and qualifying for college credit.

Note: Data for free/reduced price lunch participation status are not available.

AP Composite Score Difference by Ethnic Group

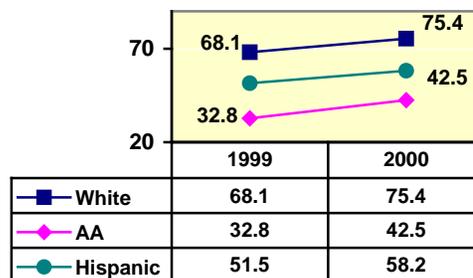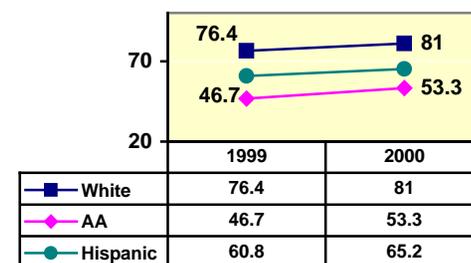|	1992	1993	1994	1995	1996	1997	1998	1999	2000
AA	26	26	28	21	24	24	17	25	23
White	59	57	59	55	55	58	60	60	60
Hispanic	64	55	69	60	69	55	55	60	58

d.   PACT

Percent of students below basic across grades 3-8 by subject.

The gap between white and African-American students as well as the gap between White and Hispanic is narrowing both for English Language Arts and Mathematics.
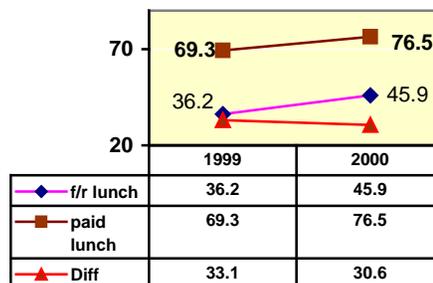
PACT Mathematics/Basic & Above

	1999	2000
White	68.1	75.4
AA	32.8	42.5
Hispanic	51.5	58.2

PACT ELA\ Basic & Above

	1999	2000
White	76.4	81
AA	46.7	53.3
Hispanic	60.8	65.2

The gap between student free/reduced lunch participants and non-participants is narrowing both for English Language Arts and Mathematics.

PACT Mathematics\Basic & Above

	1999	2000
f/r lunch	36.2	45.9
paid lunch	69.3	76.5
Diff	33.1	30.6

PACT ELA\Basic & Above

	1999	2000
f/r lunch	48.5	55.2
paid lunch	78.4	82.7
Diff	29.9	27.5

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