

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: Education Oversight Committee

Current Fiscal Year: 2011-12

Current EIA Appropriation: \$1,193,242

Name of Person Completing Survey and to whom EOC members may request additional information:

Melanie D. Barton

Interim Executive Director

Telephone Number:

803- 734-6148

E-mail:

mbarton@eoc.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998
- has been operational for less than five years
- was funded last fiscal year by general or other funds
- is a new program implemented for the first time in the current fiscal year
- Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

SC Code of Laws:

Chapter 18 of Title 59 of the South Carolina Code of Laws (Education Accountability Act) – approval and cyclical review of state standards and assessments; establishment of annual report card format; criteria for establishing school and district performance ratings; etc.

- Section 59-6-10 (EOC General Objectives)
- Section 59-6-110 (Duties of Accountability Division)
- Section 59-18-1700 (Public Awareness Campaign)
- Sections 59-28-190, 59-18-200, 59-28-210 and 59-18-900 (Parental Involvement in Their Children's Education Act) – Parent survey and analysis of programs as well as development of parent friendly standards
- Section 59-26-29(j) – Evaluation of SC Teacher Loan Program

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified.)

Provisos in Fiscal Year 2011-12 General Appropriation Act as ratified:

- 1.97.
- 1A.19.
- 1A.30.
- 1A.41.
- 1A.46.

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

Yes

No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The long-term objectives of the Education Oversight Committee (EOC) are defined in statute in the Education Accountability Act as amended. Among the specific objectives of the EOC are:

SECTION 59-18-110. Objectives.

The system is to:

- (1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
- (2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
- (3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
- (4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
- (5) support professional development as integral to improvement and to the actual work of teachers and school staff; and
- (6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

SECTION 59-6-10. Appointment of committee.

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

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

The EOC currently uses the following vision and measurements to determine progress toward the legislative intent:

2020 Vision:

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

The attainment of this goal is to be reported annually using progress toward three-year achievements (i.e., expectations specified for 2011, 2014, 2017 and 2020) including reading proficiency, high school graduation, preparedness for post-high school success and schools rated at-risk.

Measurements:

Reading Proficiency:

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

High School Graduation

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

Preparedness for Post-High School Success

85% of graduates will perform at levels for admission to postsecondary education and/or be employed. A measure of workforce readiness will be developed. Achievement gaps will be eliminated.

Schools At Risk

There will be no school in this category.

Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

During Fiscal Year 2010-11, the EOC contributed to the implementation of South Carolina's accountability system within each of the five components as reported below:

1. Standards:
 - Approved revised academic content standards in social studies
 - Published revised versions of the family friendly academic content standards in each of the four content areas to assist parents and families in working with young people
 - Continued partnership with S.C. State Library to develop interactive web presence to accompany the Family Friendly English language arts standards
 - Recognized winner of the S.C. Literacy Champions program
2. Assessments:
 - Approved new criteria to establish absolute and growth ratings for high schools
 - Approved new criteria to establish absolute and growth ratings for school districts
3. Professional Development and Technical Assistance:
 - Reported on technical assistance and professional development initiatives of the Education Accountability Act (EAA) as amended
 - In partnership with a research team from the University of South Carolina, reported on the results of student and classroom assessments conducted in school year 2009-10 on the Child Development Education Pilot Program (CDEPP), which included recommendations for professional development and technical assistance
 - Reported on reading and differences among student population and student needs.
 - Creation of South Carolina Reading Achievement Systemic Initiative at the recommendation of the EOC. This reading panel will make recommendations for comprehensive state reading policy by January 15, 2012
 - Assisted Senate Select Committee on K-12 Funding in considering changes to the state's school finance system to incorporate EOC Funding Model weights
 - Collaborated with S.C. Kids Count and South Carolina Department of Education (SCDE) on an early reading proficiency grant
 - Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
4. Public Reporting:
 - Established benchmarks to gauge progress toward meeting the 2020 Vision for South Carolina's public schools and young people
 - Published the tenth annual school and district report cards
 - Published the annual *Accountability Manual*

- Published studies on the following:
 - Ninth Annual Report on the Teacher Loan Program
 - Annual Report on the Parent Survey
- Continued partnership with S.C. Interactive for expanded web-based interactive functionality with expanded online, interactive search of school and district report cards
- Recommended funding levels and provisos to the Governor and the General Assembly for the FY2011-12 state budget
- Published recommendations of the High School Working Group
- Published all current and archived EOC reports and materials online at www.eoc.sc.gov

5. Rewards and Interventions:

- Identified schools on target to meet 2014 Reading Proficiency benchmarks established to measure progress toward 2020 Vision

Other special requests were made by the General Assembly or others that resulted in the EOC:

- Investing in the teaching of economics;
- Continuing the Middle Grades project;
- Updating the EOC funding model for public education; and
- Promoting SC Minds at Work initiative

Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

The direct products include, but are not limited to, the following:

- Published the tenth annual school and district report cards
- Published the annual *Accountability Manual*, Ninth Annual Report on the Teacher Loan Program, and results of the annual parent survey
- *At a Glance* - distributed electronically each month to a minimum of 3,000 serving in leadership positions. The December issue, reporting on progress toward the 2010 goal and the 2020 vision, was printed and distributed to 17,000 South Carolinians
- Annual recommendations, including budget and proviso recommendations for subsequent fiscal years, and topical reports are distributed to the elected officials
- Electronic versions of *Legislative Investments in Education Accountability* were distributed to 600 elected officials and educational leaders; electronic versions were distributed to 3,000 online subscribers
- Held 10 community meetings with legislators across the state to discuss reading performance in districts. Meetings were held in Charleston, Beaufort, Rock Hill, Spartanburg, Greenville, Anderson, Aiken, Myrtle Beach, Florence and Columbia in November and December 2010
- *Accountability Manual*-distributed 1,900 to educators
- *TIPS* booklets - updated content and format and provided for use with parents, businesses and community organizations; distributed over 100,000 parent TIPS through the schools and agencies and approximately 5,000 business and community TIPS
- *Family Friendly Learning Standards* - distributed via electronic media to schools and community groups

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program’s objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

In January 2011, *Quality Counts 2011: Uncertain Forecast*, the 15th annual report card on the state of school reform nationwide, was released. The report, published by Education Week, uses a variety of sources for its annual evaluations, including data from the National Assessment of Education Progress (NAEP). South Carolina ranked 15th in the nation with an overall score of C+ and score of 78.3. There were six criteria evaluated: Chance for Success; K-12 Achievement; School Finance: Standards, Assessments, & Accountability; Transitions & Alignment; and Teaching Profession.

Looking at the above criteria over which the EOC has responsibility, South Carolina ranked 7th nationally in Standards, Assessment & Accountability earning the following scores.

	South Carolina
Standards	A (100.0)
Assessments	B (83.3)
School Accountability	A (100.0)

In December of 2010 the EOC established benchmarks or targets to measure progress made to reach the vision. These benchmarks were established for years 2011, 2014, and 2017.

2020 Vision Benchmark

Target	2009 Actual Performance	2010 Actual Performance	2011 Performance	2011	2014	2017	Vision 2020
PASS, Reading, grade 3	78	80.7	80.0	81	85.5	90	95
Target: African American	67.1	70.9	68.5	72.1	79.6	87.1	95
Hispanic	67.8	74.5	73.6	72.1	79.6	87.1	95
White	86.5	87.9	87.9	87.9	90.3	92.7	95
Non-Subsidized	89.8	91.1	91.0	90.8	92.3	93.8	95
Subsidized Meals	69	73.6	72.4	73.6	80.6	87.6	95
With disabilities	48.4	50.2	45.9	56.8	69.5	82.2	95
Without disabilities	81.8	85.4	85.1	84.2	87.8	91	95
PASS, Reading, grade 8	67.5	63.7	67.8	73.5	80.7	87.9	95
Target: African American	53.8	47.2	51.9	61.2	72.3	83.4	95
Hispanic	60.6	58.1	64.8	66.8	76.1	85.4	95
White	79	74.5	77.8	81.8	86.2	90.4	95
Non-Subsidized	81.9	78.6	81.8	84.3	87.9	91.5	95
Subsidized Meals	56.7	50.7	55.5	63.7	74.2	84.7	95
With disabilities	25.3	19.9	22.7	37.9	56.8	75.7	95

Target	2009 Actual Performance	2010 Actual Performance	2011 Performance	2011	2014	2017	Vision 2020
Without disabilities	74.8	69.7	73.7	78.4	83.8	89.2	95
NAEP, Reading, grade 4	62	No new data	TBD	68	77	86	95
Target: African American	53			60.4	71.8	83.2	95
Hispanic	49			57.4	70	82.6	95
White	74			78	84	90	95
Non-Subsidized	77			80.2	85	89.8	95
Subsidized Meals	49			57.4	70	82.6	95
With disabilities	34			45	60.5	75	95
Without disabilities	65			70.4	78.5	86.6	95
NAEP, Reading, grade 8	69			73.8	81	88.2	95
Target: African American	52			60	72	84	95
Hispanic	70			74.6	81.5	88.4	95
White	79			82	86.5	91	95
Non-Subsidized	81			83.6	87.5	91.4	95
Subsidized Meals	56			63	73.5	84	95
With disabilities	34			45	61.6	78.2	95
Without disabilities	71			75.4	82	88.6	
On-time Graduation	73.7	72.1		76.1	80.3	84.5	88.3
Target: African American	69.1	68.0		72.5	77.6	82.7	88.3
Hispanic	68.3	62.6		71.9	77.3	82.7	88.3
White	77.1	75.5		79.1	82.1	85.7	88.3
Non-Subsidized	80.2	78.1		81.6	83.7	85.8	88.3
Subsidized Meals	65.2	64.9		69.4	75.7	82	88.3
With disabilities	42.9	45.1		51.1	63.4	75.7	88.3
Without disabilities	77.3	74.7		79.3	82.3	85.3	88.3
Preparedness for Postsecondary Success (High school completers enrolled in two or four-year colleges and technical schools)	2008 data 67.1%	2009 data 65.8%	2010 data 65.9%				
Schools Rated at Risk	83	69	TBD				0

“TBD” – To be determined are: (1) the results of the 2011 administration of the National Assessment of Educational Progress (NAEP) in reading which will be available later the year; and (2) the number of schools rated At-Risk which will be available in November 2011 with release of the school and district report cards.

In addition, the data and reports are used to advise the members of the General Assembly, education policymakers at the state and local levels, and the general public on the status of public education and to recommend actions to further progress. For example, the General Assembly used the budget recommendations to create the South Carolina Reading Achievement Systemic Initiative.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Spring 2008

Has an evaluation ever been conducted?

Yes

No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The National Technical Advisory Committee met to review general functioning of the accountability system. The notes of that meeting may be obtained from the EOC office. The next scheduled comprehensive evaluation of the accountability system is in 2013 as defined in statute.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes

No

If yes, please provide URL link here.

If no, why not?

TAC notes can be provided in hard copy. The PACT reviews and Act 282 of 2008 are on the web.

Question 8:

While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

5% -- Reduce all accounts proportionately

10% -- Reduce all accounts proportionately

15% -- Reduced reductions proportionately and furlough employees if needed.

Currently the EOC is operating with 40% of its authorized FTEs unfilled.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The agency would have resources to continue its operations and initiatives at the current funding level.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2012-13

The total amount of EIA funds requested for this program for the next fiscal year will be:

- The same as appropriated in the current fiscal year's appropriation**
- An increase over the current fiscal year's appropriation**
- A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2010-11 and 2011-12

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	\$1,515,186.00	\$1,193,242.00
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant: Annie E. Casey	\$40,000	0
Contributions, Foundation	0	0
Other: Private Fund (Specify)	\$18,000.00	
Carry Forward from Prior Year	\$85,795.94	\$205,685.25
TOTAL	\$1,658,981.94	\$1,398,927.25

Other: Please specify here.

The carry forward for the current year estimated includes the Middle Grades carry forward of \$3,677.81 which per proviso reverts to the EOC operating funds.

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	\$556,483.72	\$530,498.00
Contractual Services	\$175,945.07	\$490,782.50
Supplies and Materials	\$22,166.14	\$22,831.12
Fixed Charges	\$4,270.85	\$4,398.98
Travel	\$20,817.28	\$21,773.65
Equipment	\$0.00	\$13,000.00
Employer Contributions	\$130,613.44	\$115,643.00
Allocations to Districts/Schools/Agencies/Entities State Department of Education: Teacher Supplies CDEPP (Office of First Steps)	\$546,678.00	\$200,000
Other: Please explain	0	0
Balance Remaining	\$202,007.44	0
TOTAL	\$1,658,981.94	\$1,398,927.25
#FTES (Authorized)	10.00	10.00

Other: Please explain here.

Note: In the prior fiscal year the allocation to the Office of First Steps for CDEPP was \$296,678 and the allocation to Teacher Supplies was \$250,000. In the current fiscal year, the line item appropriation to the Office of First Steps for CDEPP was increased by \$296,678 and the line item appropriation to the EOC for the program was reduced by \$296,678. Proviso 1A.41. in the current fiscal year reallocated \$200,000 from the EOC to Teacher Supplies.