

<b>AGENCY NAME:</b>	Education Oversight Committee		
<b>AGENCY CODE:</b>	A85	<b>SECTION:</b>	004

## Fiscal Year 2016-2017 Accountability Report

### SUBMISSION FORM

<b>AGENCY MISSION</b>	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.
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<b>AGENCY VISION</b>	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.
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Please select yes or no if the agency has any major or minor (internal or external) recommendations that would allow the agency to operate more effectively and efficiently.

<b>RESTRUCTURING RECOMMENDATIONS:</b>	<b>Yes</b>	<b>No</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please identify your agency's preferred contacts for this year's accountability report.

	<i>Name</i>	<i>Phone</i>	<i>Email</i>
<b>PRIMARY CONTACT:</b>	Melanie D. Barton	734-6148	Mbarton@eoc.sc.gov
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I have reviewed and approved the enclosed FY 2016-2017 Accountability Report, which is complete and accurate to the extent of my knowledge.

**AGENCY DIRECTOR  
(SIGN AND DATE):**

*Melanie Burton*  
8/24/2017

**(TYPE OR PRINT  
NAME):**

Executive Director

**BOARD/CMSN. CHAIR  
(SIGN AND DATE):**

*Eric Robinson*  
8/24/2017

**(TYPE OR PRINT  
NAME):**

Education Oversight Committee Chairman

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### AGENCY'S DISCUSSION AND ANALYSIS

To sustain economic growth, preparing all students for college and careers must be the central focus of South Carolina's accountability system for public education. With passage of Act 195 of 2016, the state adopted the *Profile of the South Carolina Graduate* as the state's overall mission. As K-12 education works with higher education and business and industry to establish a longitudinal data system, the EOC will use the following metrics to measure South Carolina's progress toward this goal.

The Lumina Foundation has documented that by the year 2025, 60% of working-aged Americans (ages 25-64) should have a postsecondary degree or industry certificate because two-thirds of all jobs created will require some form of postsecondary education. South Carolina's *Competing Through Knowledge* report, likewise, documented that between 2013 and 2030 the percentage of all jobs requiring higher education in the state will increase from 61.5% in 2013 to 66.7%. However, the most recent data document that only 41.8% of the working-age adults in South Carolina have a postsecondary degree or credential, ranking South Carolina 40<sup>th</sup> in the nation in 2015.

### % Adults with Postsecondary Degrees or Credentials

State	2014	2015	Rank
Georgia	46.0%	47.1%	19 <sup>th</sup>
Florida	45.9%	46.9%	21 <sup>st</sup>
North Carolina	45.3%	45.9%	24 <sup>th</sup>
<b>US</b>	<b>45.3%</b>	<b>45.8%</b>	
Kentucky	42.5%	43.6%	33 <sup>rd</sup>
South Carolina	40.7%	41.8%	40 <sup>th</sup>

A Stronger Nation – Lumina Foundation, 2017

South Carolina now has two years of data on college and career readiness of all 11<sup>th</sup> graders. The data document that the state must improve the college- and career-readiness of all students.

### The ACT<sup>®</sup>, A Measure of College Readiness of 11<sup>th</sup> graders in SC

Subject Test	ACT Benchmarks	2014-15		2015-16	
		SC Average Score	% Students Meeting Benchmarks	SC Average Score	% Students Meeting Benchmarks
English	18	16.5	38.7%	16.7	39.5%
Math	22	18.1	21.6%	18.4	23.5%
Reading	22	18.3	25.8%	18.5	29.5%
Science	23	18.1	17.9%	18.5	21.2%
Composite	*	17.9	11.9%	18.2	

\*No composite score has been established by ACT.

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**WorkKeys®  
Career Readiness, 11<sup>th</sup> Grade Results,  
What do National Career Readiness Certificate Levels mean for students?**

Levels	Examinee has necessary foundations skills for:	2014-15	2015-16
		% Students in SC Earning Certificate	% Students in SC Earning Certificate
Platinum	99% of jobs	1%	0.2%
Gold	93% of jobs	22%	17.2%
Silver	67% of jobs	40%	47.7%
Bronze	16% of jobs	25%	21.7%
<b>TOTAL:</b>		<b>88%</b>	<b>86.8%</b>

**87% of 11<sup>th</sup> graders in 2015-16 earned a readiness certificate.  
2/3 (65%) of students were prepared for at least 2/3 (67%) of the jobs in the national database.**

Meeting the *Profile of the South Carolina Graduate* requires students to achieve at higher levels in reading and mathematics and more students to graduate. In 2009 the EOC adopted the **2020 Vision**. The attainment of this goal was to be reported annually using progress toward three-year achievement benchmarks (i.e. expectations specified for 2011, 2014, 2017 and 2020) for reading proficiency, high school graduation, preparedness for postsecondary success, and number of underperforming schools.

Reading Proficiency:

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

High School Graduation

88.3% of student 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.

With passage of Act 200 of 2014 and Act 281 of 2016, the state suspended the rating system for schools and districts until school year 2017-18. Furthermore, between fiscal years 2014-15 and 2016-17, the assessments used to measure student academic achievement in math and English language arts changed annually each year. Therefore, there is no comparable data from 2014 to 2017 by which to measure student achievement gains on state assessments. The 2017 NAEP data will be released in October. Therefore, the following is the most up-to-date measures that document the state's progress toward the **2020 Vision**.

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Target	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Actual	Vision 2020
NAEP, Reading, grade 4	62	No new data	61	No new data	60	No new data	64	No new data	95
Target: African American	53		44		43		45		95
Hispanic	49		57		60		49		95
White	74		73		72		78		95
Non-Subsidized	77		79		79		83		95
Subsidized Meals	49		48		49		53		95
With disabilities	34		19		20				95
Without disabilities	65		67		66				95
NAEP, Reading, grade 8	69		72		73	No new data	70	No new data	95
Target: African American	52		56		58		52		95
Hispanic	70		69		70		59		95
White	79		82		82		83		95
Non-Subsidized	81		83		86		86		95
Subsidized Meals	56		61		62		61		95
With disabilities	34		30		27				95
Without disabilities	71		75		78				95
On-time Graduation	73.7	72.1	73.6	74.9	77.5	80.1	80.3	82.6	88.3
Target: African American	69.1	68.0	69.7	71.2	74.5	76.3	76.7	80.3	88.3
Hispanic	68.3	62.6	68.5	69.3	74.3	77.1	77.2	79.9	88.3
White	77.1	75.5	76.8	78.1	79.8	83.1	82.7	84.1	88.3
Non-Subsidized	80.2	78.1	79.4	81.3	84.3	87.4	88.3	96.6	88.3
Subsidized Meals	65.2	64.9	67.0	68.3	70.5	72.7	73.7	87.7	88.3
With disabilities	42.9	45.1	38.4	40.3	43.1	43.3	49.0	52.1	88.3
Without disabilities	77.3	74.7	77.2	79.0	81.6	84.6	84.1	86.4	88.3
Preparedness for Postsecondary Success (High school completers enrolled in two or four- year colleges and technical schools pursuing a degree)	2009 data 65.8%	2010 data 65.9%	2011 data 66.0%	2012 data 67.9%	2013 data 67.4%	2014 data 68.9%	2015 data 68.7%	2016 data 68.6%	
Schools Rated At Risk	83	69	69	61	47	42	--	--	0

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In simplest terms, the Education Oversight Committee (EOC) is responsible for being the performance management system for public education in South Carolina. The EOC uses data to measure, analyze and promote initiatives to improve public education. In 2016-17 the EOC focused on the following strategies to affect the dramatic, results-based and continuous improvement of South Carolina's educational system:

### IMPLEMENT ACCOUNTABILITY

- Released in November 2016 state report cards for 1,321 schools and career centers and 82 districts. Report cards were based upon the *Profile of the South Carolina Graduate*;
- Completed in fall of 2017 cyclical review of 2011 Social Studies Standards working with 70 state & national educators, parents, and business and community leaders. Recommendations submitted recommendation to State Board of Education and SC Department of Education;
- Issued report documenting the academic achievement of military-connected children and reporting on pilot program to provide training, services, resources and research to teachers and counselors working with military-connected parents and students in two districts. Of note, program has expanded to two additional districts and National Guard & Reserve in FY18; and
- Adopted in January 2017 recommendations for merging state and federal accountability systems that were incorporated into **Act 94 of 2017**;

### IMPROVE READING AND MATHEMATICS ACHIEVEMENT OF STUDENTS

- Disseminated *Parent Friendly Standards in English language arts and mathematics*. The information provides more tangible advice and activities to assist parents in helping their students succeed. <http://www.scfriendlystandards.org/>
- Launched *Martin's Math Club* with Coach Frank Martin, Head Basketball Coach of University of South Carolina Men's Basketball Team to make math relevant and fun for young people. With assistance from SC educators, developed family-friendly math tools for SC parents and non-educators at [www.helpwithmathsc.org](http://www.helpwithmathsc.org). Approximately 317 teachers taught at least one of the 18 Martin's Math Team standards-based lessons and requested 14,880 tickets. 4,000 tickets disbursed to students. And, 14,486 total vies to [www.helpwithmathsc.org](http://www.helpwithmathsc.org). Program recognized by national athletic directors as a "blueprint for backing education and creating future fans."



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- Implemented second year of **Read Your Way to the Big Game**, a partnership with the athletic departments at the University of South Carolina and Clemson University for students in grades kindergarten through grade 8. Students who read at least six books enter a contest to win four tickets to the big football game between USC and Clemson. The results were:
  - **64,937** students in 4K - grade 8 read at least 6 books (**389,622** books read)
  - 31 schools with at least 70% student participation
  - Two school library media centers and 7 classroom teachers honored for their participation
  - EOC Presented 2017 Award of Commendation from the American Association of School Librarians for promoting reading among young people.
  
- Evaluated **Summer Reading Camp Partnerships** and made nine recommendations: to improve accountability for documenting reading progress in camps; to clarify roles of volunteers; to improve planning and preparation; and to improve student attendance.

## ENGAGE STAKEHOLDERS

- EOC members and staff presented to **1,999** educators, parents and business leaders at multiple functions, including, but not limited to, SC Leaders of Mathematics Education, New Superintendent's Orientation, League of Women Voters, NAACP, SC Arts Alliance Board, symposiums, teacher in-service days, etc.
- In collaboration with SC Department of Education, EOC convened a **Computer Science and Information Technology Task Force** of K-12 educators, higher education officials, parents, and business and community leaders to identify barriers and create opportunities to increase number of students, especially minorities and women, with exposure to computer science. Task Force recommended the implementation of a Computer Science Initiative in schools along with \$500,000 in upfront state investment. H.3427, which incorporated the recommendations of the Task Force, passed the House and is pending consideration by Senate Education Committee. FY2017-18 budget contains \$500,000 for initial state investment.

## PROMOTE INNOVATION

- Through a competitive bids process, EOC received 17 applications totaling \$3.6 million to improve quality of early childhood programs in public schools, Head Start and private child care centers. Grants of \$1.0 million were awarded to the following school districts and consortium of districts:
  - Lancaster - \$164,000
  - Lexington 4 - \$201,000
  - Richland 1 - \$118,000
  - York 1 - \$84,000
  - Cherokee - \$10,000

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- o Chesterfield - \$10,000
- o Pee Dee Consortia (Florence 1, 2, 3, & 4; Dillon 3 & 4, Marion, Pee Dee Community Action Head Start) - \$250,000
- o Spartanburg 3 & 7 - \$142,000

**EVALUATE PROGRAMS TO IMPROVE EFFECTIVENESS & EFFICIENCY**

Continuous improvement requires continuous evaluations of education programs. Per statutory requirements, the EOC annually evaluates several programs, including the full-day 4K program and the SC Techer Loan Program. The EOC also makes annual budget recommendations on the Education Improvement Act (EIA) revenues. The key findings and recommendations for full-day 4K report are noted below.

**Full-day 4K Report**

**Program Results:**

- Percentage children served in public schools, 86%, and in private centers, 14%.
- Student enrollment remains a concern as do unexpended funds in the program.
- SCDE overpaid districts between \$5.1 and \$6.3 million in FY2015-16. Agency did not reimburse pro rata for days enrolled in the program.

	<b>FY2014-15</b>	<b>FY2015-16</b>	<b>FY2016-17 *</b>
	<b>Enrollment</b>		
<b>SCDE</b>	10,978	11,578	11,916
<b>First Steps</b>	1,847	2,065	1,946
<b>Total Full-day 4K</b>	12,825	13,643	13,862
	<b>Budget</b>		
<b>Total Available Funds</b>	\$74,326,957	\$76,554,697	\$75,691,378
<b>Carry Forwards</b>	\$16,012,210	\$12,924,570	\$9,799,127

\* Through end of November of 2016.

**Assessment Results:**

4K – Districts have choice of three assessments to measure progress

- By spring of 2016, clear majority of children made progress on the three assessments.
- 11,530 or 43.7% of students who were assessed in 4K were in a non-CDEP classroom. These children are served in either a full or half-day 4K program in public schools.

5K – DRA 2 early literacy assessment was administered to every five-year-old in fall and spring.

- There was no difference in early literacy scores of CDEP versus non-CDEP students entering kindergarten.
- At least 76% of the districts met reading readiness targets in the fall compared to 91% in the spring. The lowest scores were in phonological awareness.
- There were issues with some districts actually showing declining percentage of students meeting targets in spring compared to the fall. And, some districts in the Abbeville equity lawsuit reported having extremely high percentage of students “ready” in early literacy based on fall scores.



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**Recommendations and Impact:**

- Use carry forward funds to expand program or provide wrap-around services for children attending program in public & private centers (Adopted for 2017-18)
- Need outreach and marketing of the program to address stagnant enrollment and ongoing technical assistance with eligible districts to address barriers to expansion.
- Need better data collection system to capture prior early learning experience for students entering 4K in public schools (half, full-day or CDEP) and for students entering 5K in public schools. For example, knowing if the students attended Head Start, Public School 4K (full or half-day), informal child care, etc. (Adopted for 2017-18)
- General Assembly tightened the auditing functions to ensure over or under-payments to districts will not occur in the future.

**IMPLEMENT PROGRAMS**

- **Palmetto Digital Literacy Program** – General Assembly directed EOC to evaluate and oversee implementation of a pilot digital literacy program in Abbeville lawsuit districts and districts with a poverty index of 80 percent or more. Of the 46 districts eligible to participate, 35 did in 2016-17.
- **Educational Credit for Exceptional Needs Children Program (ECENC)** - EOC must identify schools eligible to participate in program. Schools applying to participate in program in 2016-17 reported receiving in prior fiscal year 1,616 grants totaling \$9.8 million.

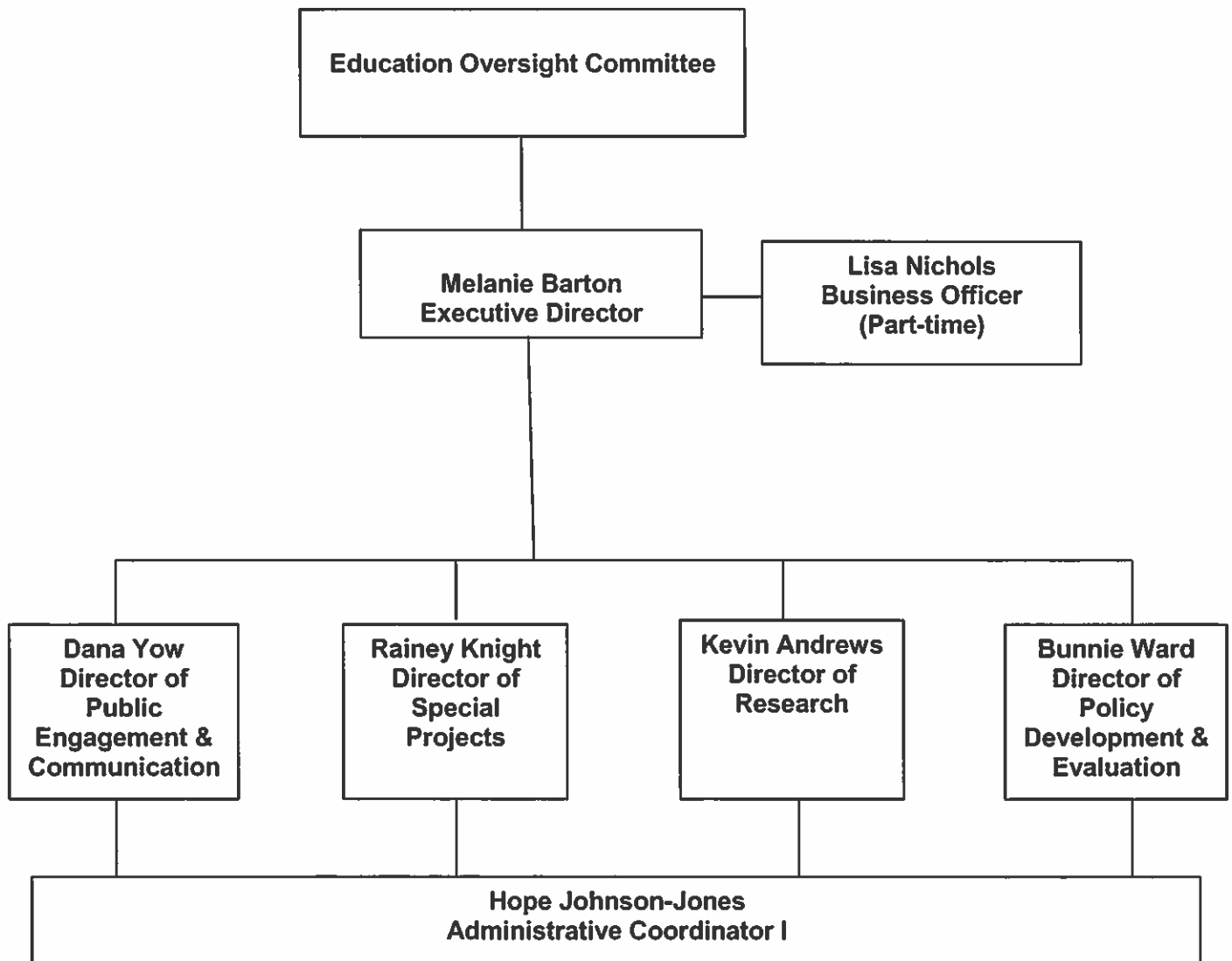
<b>Fiscal Year</b>	<b>Number of Approved Schools</b>
<b>2016-17 *</b>	<b>114</b>
<b>2015-16</b>	<b>117</b>
<b>2014-15</b>	<b>89</b>
<b>2013-14</b>	<b>73</b>

\* Through January 31, 2017

**Risk Assessment & Mitigation Strategies:** If the 2020 Vision is not realized, the state will not be able to sustain economic growth. There will simply not be enough college- and career-ready students to meet the workforce needs. Jobs that could have been filled by South Carolina residents will have to be filled by individuals from other states or countries. To help resolve this issue, the state must consider: (1) strategic planning between early childhood education, K-12 and higher education to set SMART goals for the state that align business and industry needs; (2) a strategic plan to improve the recruitment and retention of quality teachers; and (3) improving English language arts and mathematics achievement in the state, the critical skills that students need for STEM jobs.

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**Restructuring Recommendations:** For small agencies like the EOC, it would benefit the agency and the state to move towards a shared service model for some administrative and financial functions such as payroll and human resources. As our organization chart below documents, we have a part-time business official and our Director of Communications also handles payroll. We reduced the number of FTEs in 2016-17 by one. While the State Auditor’s Office audited the agency for revenue, disbursements, payroll, and other financial functions for FY2015-16 and found no exceptions, the agency would benefit from having a shared services model.



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Strategic Planning Template

Type	Goal	Item # Strat	Object	Associated Enterprise Objective	Description
G	1			Education, Training, and Human Development	Achieve continuous and dramatic improvement in public education
S		1.1		Implement Accountability	
O		1.1.1		Approve metrics to rate schools for 2017-18 school year by January 2018	
O		1.1.2		Design and publish annual online report cards for schools and districts	
S		1.2		Document South Carolina's Progress Toward 2020 Vision	
O		1.2.1		Increase on-time high school graduation rate from 82.6% in 2016 to 88.3% by 2020	
O		1.2.2		Increase percentage of 4th grade students scoring Basic and above on NAEP reading from 64% in 2015 to 95% by 2020 and 8th grade students scoring Basic and above on NAEP from 70% in 2015 to 95% by 2020	
O		1.2.3		Increase by 5% annually percentage of high school graduates who are college- and/or career-ready	
S		1.3		Inform and Engage Stakeholders	
O		1.3.1		Increase by 20% the number of in-person contacts (educators, school board members, business, students and parents) from 1,999 in 2016-17 to 2,399 in 2017-18.	
O		1.3.2		Increase by 20% the number of teachers participating in Martin's Math Club and accessing tools at <a href="http://www.helpwithmathsc.org">www.helpwithmathsc.org</a>	
G	2			Government and Citizens	Improve Effectiveness of Public Education
S		2.1		Evaluate Programs Funded with EIA Revenues	
O		2.1.1		Publish annual evaluations of SC Teacher Loan Program and results of SC Parent Survey	
O		2.1.2		Publish annual evaluation of academic achievement of military-connected students and programs that serve them	
O		2.1.3		Recommend to Governor and General Assembly EIA budget for FY2018-19 by January 1, 2018	
O		2.1.4		Publish by January 15 annual evaluation of full-day, state-funded 4K	
S		2.2		Implement and evaluate effectiveness of Innovation Initiatives as directed by General Assembly	

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Strategic Planning Template

Type	Goal	Item # Strat	Object	Associated Enterprise Objective	Description
0			2.2.1		Award by December 1 grants to districts under Community Black Grants for Education Pilot Program and release evaluations of prior grantees
0			2.2.2		Oversee implementation and evaluation of Partnerships for Innovation Pilot Programs focused on improving students' digital literacy skills and algebra skills
0			2.2.3		Approve schools to participate in Educational Credit for Exceptional Needs Children Program by August 1
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Performance Measurement Template

Item	Performance Measure	Last Value	Current Target Value	Current Value	Future Target Value	Time Applicable	Data Source and Availability	Calculation Method	Account and Objective(s)	Measures in Use of Measure
1	Increase percentage of 4th graders scoring Basic and above on NAEP reading	64%	85%	64%	85%	30-Jun-17	NAEP Data released every other year. To be issued October 2017 www.nationsreportcard.gov	National Center for Education Statistics (NCES) reports NAEP results which are administered every other year.	2.1.2	Data provide national comparisons of educational achievement that can inform policies and programs to address instructional improvements
2	Increase percentage of 8th graders scoring Basic and above on NAEP reading	70%	88%	70%	88%	30-Jun-17	NAEP Data released every other year. To be issued October 2017 www.nationsreportcard.gov	National Center for Education Statistics (NCES) reports NAEP results which are administered every other year.	2.1.2	Data provide national comparisons of educational achievement that can inform policies and programs to address instructional improvements
3	Increase on-time high school graduation rate	80.3%	81.6%	81.6%	84.5%	30-Jun-17	State Report Cards	On-time graduation rate for school year 2016-17 not report until November 2017	2.1.1	Data identify overall evidence of K-12 education system's performance
4	Increase by 20% annually the number of in-person contacts (educators, school board members, business, students and parents)	1,345	1,614	1,599	2,399	30-Jun-17	Electronic Document - Monthly Updated	Total number of stakeholders attending public events	3.1.1	Identify successes and barriers in engaging public in improving educational achievement
5	Increase by 20% the number of teachers participating in Master's Math Club (which was initiated in 2016-17)	317	317	317	380	30-Jun-17	Teachers electronically document usage rates	Total number of teachers submitting verification that they taught at least one math lesson	3.1.2	Provides evidence that agency is assisting educators in engaging students in learning mathematics



Legal Standards Template

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted.	Does this law specify who (customer) the agency must of provide? (Y/N)	Does the law specify a deliverable, product or service that the agency may provide? (Y/N)
1	59-6-10	State	Statute	Establishes membership and terms of Education Oversight Committee, including annual submission to General Assembly on progress of educational achievement	No	Yes
2	59-6-100	State	Statute	Establishes staffing of the EOC	No	No
3	59-6-110	State	Statute	Outlines duties of Accountability Division of EOC	Yes	Yes
4	59-6-120	State	Statute	Requires collaboration between Accountability Division and SC Department of Education, State Board of Education, schools and school districts.	Yes	No
5	59-18-100	State	Statute	Requires EOC to establish performance-based accountability system for K-12 education	Yes	Yes
6	59-18-900 (A) and (B)	State	Statute	Requires EOC to develop state report cards	Yes	Yes
7	59-18-320	State	Statute	Requires EOC to improve state assessments and standards	No	Yes
8	59-18-325	State	Statute	Requires EOC to develop and recommend single accountability system that meets federal and state requirements	No	Yes
9	59-18-350	State	Statute	Requires EOC and SCDE to conduct reviews of state standards at least once every 7 years. All new standards require advice and consent of EOC. EOC convenes stakeholder group of parents, educators, business leaders, etc.	No	Yes
10	59-18-355	State	Statute	All new standards require advice and consent of EOC.	No	Yes
11	59-18-900 (H)	State	Statute	Requires EOC to issue annually report on military-connected students and their achievement	Yes	Yes
12	59-18-910	State	Statute	Beginning 2020 EOC to conduct comprehensive cyclical review of accountability system every 5 years and report to General Assembly	Yes	Yes
13	59-18-1700	State	Statute	Requires EOC to administer public awareness campaign	Yes	Yes
14	59-28-200	State	Statute	Requires EOC, in collaboration with SCDE, to develop parent-friendly information regarding standards	Yes	Yes
15	59-6-200(I)	State	Statute	Requires EOC to evaluate annually the SC Teacher Loan Program	No	Yes
16	59-28-190	State	Statute	Requires EOC to survey parents annually to determine effectiveness of parent involvement programs	No	Yes
17	59-28-200	State	Statute	Requires EOC, in collaboration with SCDE, to develop parent friendly standards whenever new	Yes	Yes
18	59-28-210	State	Statute	Requires EOC to disseminate to schools and districts parent friendly standards	Yes	Yes
19	59-18-1940	State	Statute	Requires EOC to collaborate with SC Department of Education to design and pilot district accountability models focused on competency-based education	No	No
20	59-18-1950	State	Statute	Collaborate with Revenue and Fiscal Affairs Office to develop, implement and maintain longitudinal data system	Yes	Yes
21	1.3	State	Proviso	Requires EOC to post on website 135 ADM for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues	Yes	Yes
22	1.62, and 1A.30.	State	Proviso	Requires EOC to evaluate full-day 4K program	Yes	Yes
23	1.63.	State	Proviso	Requires EOC to evaluate Summer Reading Camp Partnerships	No	Yes
24	1.70, 1.79, and 1A.71.	State	Proviso	Requires EOC to administer SC Community Block Grants for Education Pilot Program	Yes	Yes

		State	Proviso	No	Yes	
25	JA.35.	State	Proviso	Requires EOC to administer allocation of EIA funds to non-state entities	No	Yes
26	1A.45, 1A.52, 1A.55, 1A.57, 1A.75, 1A.78, 1A.81, and 1A.82.	State	Proviso	Requires EOC to oversee administration of funds to several pilot programs that address specific initiatives: STEM, digital learning, teacher recruitment/retention, etc. EOC also submits information or formal evaluations of the pilots to General Assembly.	No	Yes
27	3.6.	State	Proviso	Requires EOC to assist in administration of K-12 Technology Initiative Funds and to report on usage and impact	No	Yes



Divisions of Major Programs Description Service/Product Provided to Customers Customer Segments Specify only for the following segments: (1) Industry Name; (2) Professional Organization; Name (3) Public Dining applies.

Administration The EOC is responsible for establishing an accountability system for schools and districts that informs the public of the successes and challenges. Annual district and school report cards Legislative Branch School Districts

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Administration The EOC is responsible for evaluating education programs and recommending changes in policy. Specific reports as required by law or provision Legislative Branch

Administration The EOC is responsible for informing the public of the status of educational achievement in the state and for providing tools to engage the public in addressing educational challenges. Public Awareness Campaign General Public

Parents of students attending approximately 1,200 schools in 82 school districts as well as business and industry leaders who hire graduates of public schools and institutions of higher education who enroll graduates into degree or credential programs.

Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Objective(s)
SC Department of Education	State Government	Share data to implement accountability system and to evaluate programs	
Office of First Steps to School Readiness	State Government	Share data and information to evaluate full-day, state-funded 4K program	
State Board of Education	State Government	Collaborate on cyclical review of standards	
SC Commission on Higher Education	State Government	Share data to evaluate SC Teacher Loan Report and to set state goals for college readiness	
Public Schools	Local Government	Receive input on implementing accountability system	
Student Loan Corporation	Professional Association	Share data to evaluate SC Teacher Loan Program	
Department of Revenue	State Government	Assist in implementing Educational Credit for Exceptional Needs Children (ECENC) Program	
ExceptionalSC	Non-Governmental Organization	Assist in implementing Educational Credit for Exceptional Needs Children (ECENC) Program	
Department of Defense State Liaison Office	Federal Government	Share data to produce report on military-connected students	
South Carolina Independent School Association	Professional Association	Work with EOC to implement ECENC Program	
South Carolina Association of Christian Schools (SACS)	Professional Association	Work with EOC to implement ECENC Program	
Department of Commerce	State Government	Assist EOC in defining metrics to measure career-readiness of students	
Center for Educator Recruitment, Retention, and Advancement (CERRA)	State Government	Collaborate on initiatives, including Rural Teacher Initiative, to recruit and retain teachers	
District Public Information Officers	State Government	Disseminate information to districts and schools (Public Awareness Campaign)	
Coordinating Council for Workforce Development	State Government	EOC serves on Strategic Partners Group to vet and provide guidance to Council	

Item	Report Name	Name of Entity Requesting the Report	Type of Entity	Reporting Frequency	Submission Date (MM/DD/YYYY)	Summary of Information Requested in the Report	Method to Access the Report
1	SC Teacher Loan Report	General Assembly	State	Annually	June 12, 2017	Report focus on the 2015-16 implementation of the program, noting continued decline in number of individuals applying for loans.	<a href="http://www.sstatehouse.gov/reports/EducationOversightComm/Teacher%20Loan%20Report%20June%2012%2017%20Publication.pdf">http://www.sstatehouse.gov/reports/EducationOversightComm/Teacher%20Loan%20Report%20June%2012%2017%20Publication.pdf</a>
2	SC Parent Survey Report	General Assembly & State Board	State	Annually	June 12, 2017	Report summarizes the results of the parent survey administered in the spring of 2016. Results of survey used to measure parental involvement and parental participation of schools.	<a href="http://www.sstatehouse.gov/reports/EducationOversightComm/ParentSurvey%20Report%20June%2012%2017%20Publication.pdf">http://www.sstatehouse.gov/reports/EducationOversightComm/ParentSurvey%20Report%20June%2012%2017%20Publication.pdf</a>
3	Educational Performance of Military-Connected students	General Assembly	State	Annually	April 10, 2017	Third annual report on military-connected students and their educational achievement. Documents that military-connected students continue to outperform their peers. The report also documents an initiative in two districts to provide more training to school staff on how to meet needs of military-connected students and families.	<a href="http://www.sstatehouse.gov/reports/EducationOversightComm/Military-Connected%20Students%2010-12.pdf">http://www.sstatehouse.gov/reports/EducationOversightComm/Military-Connected%20Students%2010-12.pdf</a>
4	State-funded Full-day 4K	General Assembly	State	Annually	January 15, 2017	Report documents access and impact of program. Report highlighted need for better financial management of program in public schools.	<a href="http://www.sstatehouse.gov/reports/EducationOversightComm/State-Funded%20Full-Day%204K%20Evaluation%20-%20Final%2012-2017.pdf">http://www.sstatehouse.gov/reports/EducationOversightComm/State-Funded%20Full-Day%204K%20Evaluation%20-%20Final%2012-2017.pdf</a>
5	Accountability Report	General Assembly	State	Annually	March 1, 2017	Annually on March 2 the EDC issues a report, similar to an agency accountability report, that summarizes the work of the EDC and progress made in K-12 education in the state.	<a href="http://www.sstatehouse.gov/reports/EducationOversightComm/March%2017%20Report%20Final.pdf">http://www.sstatehouse.gov/reports/EducationOversightComm/March%2017%20Report%20Final.pdf</a>
6	EIA Budget and Proviso Recommendations	General Assembly & Governor	State	Annually	December 31, 2016	Each fall EDC reviews all EA-funded programs and recommends budget and proviso changes to General Assembly and Governor for subsequent fiscal year.	<a href="http://www.sstatehouse.gov/reports/2016%20Publications/Finance/Fin%202017-18%20EIA%20Budget%20and%20Provisos%20Recommendations.pdf">http://www.sstatehouse.gov/reports/2016%20Publications/Finance/Fin%202017-18%20EIA%20Budget%20and%20Provisos%20Recommendations.pdf</a>
7	Palmetto Digital Literacy Program	General Assembly	State	Annually	April 10, 2017	Report is an evaluation of the Palmetto Digital Literacy Program during the first year of its piloting.	<a href="http://www.sstatehouse.gov/reports/2016%20Publications/Palmetto%20Digital%20Literacy%20Report%20April%2010%202017.pdf">http://www.sstatehouse.gov/reports/2016%20Publications/Palmetto%20Digital%20Literacy%20Report%20April%2010%202017.pdf</a>
8	K-12 Technology Initiative Report	General Assembly	State	Annually	October 10, 2016	The report documents how the K-12 Technology Initiative Funds were expended in Fiscal Years 2014-15 and 2015-16 and the progress of schools and districts in meeting the three objectives of the K-12 Technology Initiative: (improved external connections; improved internal connections; and one-to-one computing)	<a href="http://www.sstatehouse.gov/reports/EducationOversightComm/Final%20Technology%20Report%20October%2010%202016.pdf">http://www.sstatehouse.gov/reports/EducationOversightComm/Final%20Technology%20Report%20October%2010%202016.pdf</a>

9	Summer Reading Camp Partnerships	General Assembly	State	Annually	December 12, 2016	<p>This is the second report on the summer reading camp partnership program, which was funded with \$700,000 from summer reading camp appropriation. The report documents changes in data collection that are needed to compare the impact of the partnerships with traditional summer reading camps. The report also identifies barriers and recommends strategies to improve effectiveness of camps and student attendance at camps.</p>	<p><a href="http://www.scsatehhouse.gov/reports/education/overstake/Comm/Summer%20Q&amp;A/online%20Camps%20Part%20Report_12_16_16.pdf">http://www.scsatehhouse.gov/reports/education/overstake/Comm/Summer%20Q&amp;A/online%20Camps%20Part%20Report_12_16_16.pdf</a></p>
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