

Revisions to the ESSA Accountability Plan proposed by the South Carolina Department of Education***
Recommendations are pending Education Oversight Committee approval.

Recommendation 1 – Effective 2017-18

Include ALL AP and IB courses in the College and Career Ready metrics. The EOC recommendation only includes AP and IB courses in English, mathematics, science, and social studies, which excludes college level courses in the arts, technology, and world languages where students take examinations and earn passing scores that lead to college credit. These courses are not only key facets of the *Profile of the South Carolina Graduate*, they are also rigorous college-level courses that integrate reading, writing, mathematics, and social science knowledge within the disciplines. They also represent fields of study where students can obtain viable skills that lead to careers in the state, nation, and world.

Recommendation 2 – Effective 2017-18

In the career readiness metric for CATE completers with an industry credential, allow for 1) a national or state-recognized industry certification, or 2) a successful state-approved work-based learning exit evaluation from an employer, or 3) a state-approved end-of-pathway assessment to document career-readiness (Example: *Precision Exams*, *KOSSA* assessments, or other end-of-course assessments across CATE programs that document technical skill attainment). Southern Regional Education Board published *A Blueprint for College Readiness: Incorporating Measures of Career Readiness* where they document and endorse several states' approaches to validating authentic career readiness. All three options listed above were praised and are in use in other states. For example, Georgia allows both national and state-recognized industry certifications as well as work-based learning employee evaluations to document career readiness. Kentucky also uses state-approved, end-of-course exams entitled the Kentucky Occupational Skills Standards Assessment (*KOSSA*). The CATE programs in South Carolina that do not have a nationally-recognized industry credential include Cosmetology and Agriculture.

Recommendation 3 – Effective 2017-18

Include social studies dual credit/enrollment courses in the courses that count for college readiness if a student earns a C or higher. The current EOC recommendation only includes English, mathematics, science, engineering and technology dual credit/enrollment courses to be counted for college-ready. There is no research to support the notion that college-level courses in history/social sciences are less rigorous, valuable, or viable for a student's intellectual development and global awareness. The *Profile of the South Carolina Graduate* specifically names the social sciences in the world class knowledge we expect students to attain. Additionally, AP and IB social studies/social science courses are already approved in the college ready metrics.

Recommendation 4 – Effective 2018-19

Include a college and career readiness metric that is aligned to the outcomes of the SC Employability Credential and IDEA for students with moderate to severe disabilities to demonstrate career readiness aligned to their IEP goals and career transition plans. Although these students represent a statistically small population in South Carolina, they should be able to work in ways that are meaningful to them to become career ready. Career preparation is a central part of their high school curriculum, but the appropriate metrics to measure career readiness for these students are not a part of the four "career-ready" metrics in the current EOC proposal. Documentation of career readiness should include:

- ✓ A career portfolio that includes a multimedia presentation project;

- ✓ Work readiness assessment results that demonstrate the student is ready for competitive employment;
- ✓ Work-based learning/training that totals at least 360 hours

Recommendation 5 – Effective 2018-19

Develop a Student Success metric for elementary and middle school that measures student participation, progress and/or mastery in non-tested subjects aligned to the *Profile of the South Carolina Graduate*. ESSA explicitly describes the expectation that students have access to a well-rounded education. The EOC recommendation for elementary and middle schools does not reflect opportunities for students to demonstrate progress and proficiency outside of English, mathematics, science, and social studies. This metric should include:

- ✓ Documented student participation and “meets or exceeds expectations” performance levels in Arts, Technology and/or STEM, World languages, Physical Education, and/or Character Education

Recommendation 6 – Effective 2018-19

Include a School Quality metric that documents continuous improvement initiatives and/or high quality curricular programs (*STEM, STEAM, Arts in Basic Curriculum, Primary Years International Baccalaureate Programme, etc.*) for schools that receive externally-validated scores on national or international program evaluation rubrics. First, schools and districts are intensely involved in continuous improvement initiatives that focus on specific priorities identified within the school and district and externally recommended by external review teams. School quality is documented by an external team on an international rubric across five high leverage standards of quality including mission and vision, governance and leadership, teaching and learning, resource management, continuous improvement which lead to a district Index of Educational Quality (IEQ) Score. Districts with higher IEQ scores indicate that the system is working to create the conditions necessary for effective teaching and learning. Second, the *Profile of the South Carolina Graduate* highlights world class skills (critical thinking and problem solving, creativity and innovation, collaboration and teamwork, communication, and knowing how to learn) and world class characteristics (integrity, self-direction, global perspective, perseverance, work ethic, interpersonal skills). Student focus groups in South Carolina identified that students gain these skills and dispositions through project-based learning and other engaging curricular programs that are deeply embedded into the school instructional program. Students also gain these skills and dispositions through participation in extra-curricular, co-curricular, and athletic programs. Suggestions for this metric include:

- ✓ Differentiated points could be distributed using accreditation or school improvement scores (Ex. AdvancED rating) that are *at or above the state average*. The district IEQ score, which is a compilation of each school’s rating, is compared to the state and national IEQ average.
- ✓ Initiatives, such as STEM certification, Arts in Basic Curriculum, Primary Years and Middle Years International Baccalaureate Programme, Lighthouse Status for Leader in Me, Learning Forward Designation, Partial Immersion Programs, etc. use external teams to validate high levels of curricular implementation in the school.
- ✓ Other student-centered measures of school quality can be obtained by analyzing the unduplicated student participation in a wide range of academic clubs and competitions, service learning programs, sports, and co-curricular programs.