



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Evaluation

(For use with the District Strategic Plan Annual Updates)

Office of Federal and State Accountability
South Carolina Department of Education
1429 Senate Street, Room 501
Columbia, South Carolina 29201

The district has an approved Proficiency-Based System Plan pursuant to State Board of Education Regulation 43-234. Please evaluate the district's plan by answering the questions below.

School District: Florence School District Three

Name: Kasey Miles Feagin

Title/Position: Senior Director of Curriculum, Instruction and Assessment

Email Address: kfeagin@fsd3.org

Phone Number: 843-374-8652

1. Explain how your district/schools met its goals/needs by providing proficiency-based system instruction.

Students have been able to earn credits needed for graduation through credit recovery and initial credit. This has allowed our graduation rate to increase. This also allows students to learn in a blended learning environment; traditional and digital which accommodated for a variety of learning styles.

2. Please list the specific courses students took.

Math Courses- Algebra 1, Geometry, Algebra II, Intermediate Algebra, Foundations in Algebra, Precalculus (Algebra III), Probability and Statistics

English courses – English I, English II, English III, English IV, Creative Writing, Reading Skills and Strategies, Writing Skills and Strategies

Science courses- Earth Science, Physical Science, Biology, Chemistry, Environmental Science (Biology 2), Psychological, Science Foundations

Social Studies courses- Geography & World Cultures, World History, US History, US Government, Multicultural Studies, Sociology, Psychology

Electives course- Art Appreciation, Music Appreciation, Financial Literacy, Media Literacy, Health, Physical Education, College and Career Preparation I, College and Career Preparation II World Languages courses: Spanish I, Spanish II, French I French II

CTE courses – Business Applications, Introduction to Business and Marketing, Computer Applications, Information Technology Applications, Introduction to Health Science, Introduction to Business and Technology

3. Please provide the number of students who took a course, and how many students successfully completed it.

- Out of approximately 700 enrollments taken this school year, 344 courses have successfully been completed as of April 10, 2019.

4. Please list the South Carolina properly certified teachers who were assigned to the above students.

- Math – Jeff Collins, English – Crystal Huckabee, Science – Latia Fleming, Social Studies – Trey Parker, World Languages- Kristal Martinez, Business – Tonia Wilson

5. Please have the properly certified content area teachers provide examples of how they directly assisted struggling students. Examples include manipulating or differentiating on-line curriculum to accommodate the student's learning modalities, providing tutoring, exchanging emails to discuss lessons, etc.

English teacher -- To help ensure that struggling students learn and understand content, I teach most APEX lessons. I then allow the students to complete APEX quizzes. Students are allowed to retake any quiz once. It is strongly suggested that if they fail a quiz, they come see me before retaking it. Any student who does not understand the lesson is given the opportunity to have a one on one teacher-student private reteach lesson. I may use APEX, or a teacher made lesson to assist the student. I also give homework assignments to help improve a skill. When students submit writing assignments, I grade and offer suggestions to improve the writing. I place a due date for another optional draft on their paper. The student then has the option of keeping the first grade or resubmitting the assignment for a higher grade, paying close attentions to suggestions listed.

Science teacher - In efforts to assist struggling APEX students, one to one tutoring sessions have been conducted to support students. During that time, students have been provided with direct instruction from content notes (power points) made by myself. Students are also encouraged to organize the content in graphic organizers, to assist with retention. Students are also mandated to maintain an organized notebook for the APEX class that is checked periodically. Online tutorials, animations and manipulatives are also provided to students for additional practice.

Math teacher - I have assisted APEX students with guided one-on-one tutoring, as well as small group workshops. I have assisted them with use of calculators which many students do not have proficiency. I have also used manipulatives on occasion to help students grasp difficult concepts.

6. Provide examples of how schools used content-recovery (best practices or alternative methods of instruction) for low performing students in danger of failing a course.

- As students are in danger of failing courses, teachers provide unit recovery courses though the APEX learning system in addition to traditional pedagogy. Content recovery modules are assigned based on units most recently covered where students struggle the most. Students have the opportunity to replace failing grades by completing unit recovery modules with proficiency.

7. Please attach any revisions or updates to your existing proficiency-based system plan or policies.

See below:

South Carolina Department of Education Proficiency-Based District-Wide Application for 2014–2015

With the approval of the revised State Board of Education Regulation 43-234, districts may submit a Proficiency-Based System application to the South Carolina Department of Education (SCDE). Career and Technical Education (CATE) proficiency courses must be reviewed and approved separately by the Office of Career and Technology Education due to funding and work experience attached to this course type. The application submitted for approval will provide an overview of the district Proficiency-Based System and will be signed by both the district superintendent and the local board of education chairperson.

Any district having schools using proficiency-based courses for **initial credit**, **credit recovery** or **credit through prior knowledge** during the 2014–15 school year should complete this application and submit it by July 14, 2014. Questions or clarification needed? Call 803-734-3749.

Applications should be e-mailed to Darlene Prevatt at dprevatt@ed.sc.gov or mailed to the

following address: Ms. Darlene Prevatt
South Carolina Department of Education
Room 501-A
Rutledge
Building 1429
Senate Street
Columbia, S.C. 29201

The Division of Accountability staff will review the application and will approve the application by August 1, 2014, or request additional information. The approved application will be valid for the 2014–15 school year, or if the district chooses, it may be submitted as part of the district strategic plan and be renewed on the same 5 year cycle. If changes are made in the Proficiency-Based System during the 5 year cycle, an amendment must be filed.

The Proficiency-Based System will be part of the annual district accreditation review.

Please Complete the Following:

District:	Florence District Three
Date Submitted:	Revisions Submitted 2017-2018
School Year:	2014-2015
Person Submitting the Application:	Ms. Laura Hickson
Position:	Assistant Superintendent of Instruction
Mailing Address:	125 S. Blanding St.
Phone Number, including area code:	(843) 374-8652
E-mail Address:	lhickson@fsd3.org
Contact for Day to Day Operation of District Proficiency-Based System:	Laura Hickson
E-mail Address:	lhickson@fsd3.org
Phone Number:	(843) 374-8652

This application contains **two sections**, both of which must be completed. **Section I** contains a list of assurances with which the district is required to comply. Check these and have both the superintendent and the local board of education chairperson sign and date the Assurances page. **Section II** contains three comprehensive questions, each part of which must be answered.

SECTION I

ASSURANCES

Assurances, checked by the district superintendent, attest that the district has or will comply with the following requirements:

- 1. The local school board will annually approve the district's Proficiency-Based System. The documentation for submission to the local school board should include, but not be limited to, the following criteria. Documentation of the local board approval will be housed at the district level and available for review.
 - An explanation of how the needs assessment conducted substantiates the need for the district Proficiency-Based System or changes within the system.
 - A description of the subject area course procedures for the high school proficiency-based credits the district will implement.
 - A complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught.
 - Documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year.
 - A list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required.
 - An explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
- 2. The Proficiency-Based System will be evaluated annually, and districts will report the results back to the local board of education.
- 3. The district will communicate NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
- 4. Proficiency-based courses meet all relevant state statutes and regulations unless a State Board of Education (SBE) waiver has been granted to the district.
- 5. Teachers of all proficiency courses must hold South Carolina certification and be appropriately certified for the proficiency subjects taught unless a SBE waiver has been granted.

Signature of District Superintendent

Date

Signature of Chairperson of Board of Education

Date

SECTION II

Description of District Plan for Proficiency-Based System

1. Describe your rationale and justification for using a Proficiency-Based System, including any pertinent needs assessment data. This answer must include the following:

- Discuss, in detail the district goals/needs that precipitated the decision to use proficiency-based instruction or the decision to make changes within the established plan.

We implemented our Credit Recovery Program after many students were not being successful in some of their core classes. Our main focus was providing 9th grade students with an opportunity to recover credits especially since studies have shown that grade 9 can be a tough transition for students. Many of our students were failing classes with averages between 50 and 59. We decided to implement a credit recovery program that would address the needs of all our students and help them graduate on time. We also saw a need for

- How will this plan address the individual needs of students as they work toward receiving a diploma, moving into the workforce, and/or attending college?

The plan will allow students to recover content they may have missed during regular instructional hours (credit recovery). As they recover the content through enrichment and tutorials, assignments will be based on their individual needs. We also allow students to earn initial credit since some of our students are starting high school over aged and already behind academically.

- Describe evidence of stakeholder support for a proficiency-based program. Include students, parents, staff, and the community as stakeholders.

During the most recent year, as many as 100+ students took advantage of the opportunity to recover content for credit. Parents must sign their child up for any credit recovery opportunities and meet with an administrator or guidance counselor as needed to discuss the progress of their child.

- How will the district policy on proficiency be communicated to stakeholders?

Our district's policy will be communicated through various methods. For example, the policy will be located on school and district websites, as well as referenced during parent meetings. In addition, parents will be informed by our school messenger and text messaging systems. Copies of our policy will be available in the main office area as well as student handbooks.

- Please paste, attach or record the URL for district policy on the Proficiency-Based System.

<http://www.lchs.florence3.k12.sc.us/>

2. Provide a description of the structure and scope of the Proficiency-Based System in your district. This answer must include the following:

- What content/vendor will be used for initial credit, credit recovery, and/or blended learning within the proficiency-based system? (If you wish to change or add vendors/providers during the year, please send an amended application at such time.)

We will be using APEX as a vendor in conjunction with certified teachers to assist in meeting the needs of the students who seek to attain credit recovery and initial credit.

- Will proficiency-based courses be used to award initial credit? Credit recovery?

Yes. Proficiency based courses will be used to award initial credit and credit recovery.

- Will the district offer a comprehensive curriculum or target particular areas such as: remediation, advanced course work, homebound, alternative learning, adult learning or another area?

The district will offer a comprehensive curriculum that addresses standards covered in individual courses. Certified teachers will ensure that standards are taught in depth and completed with a level of proficiency. APEX will be used as remediation for some students, as well as used for our homebound and homebased students, adult learning students and in our alternative learning setting

- What criteria will be used for student eligibility for these types of proficiency-based credit: initial credit, credit recovery, credit through prior knowledge or credit through blended learning opportunities? Is there an appeal process?

The credit recovery program allows students who have a final grade between 50 and 59 in any of the core classes or elective courses that are offered through APEX. Students can appeal the process if they have a valid reason. Students are eligible for initial credit courses once they get approval from administration.

- Explain how credit recovery will function: participation requirements, cost to students, interaction with teachers, and grade reporting.

Students must complete the required amount of assignments and activities. Once all the requirements are met, students will take a proficiency exam to see whether not they can demonstrate mastery on standards. Students can attend free of cost during the regular school year. Teachers will assign activities as well as quizzes for them to take and tutor students as needed. Parents will receive reports which measure their child's progress.

- Explain how initial credit acquisition will function: participation requirements cost to students, interaction with teachers, and grade reporting.

All students are eligible for initial credit courses if approved by administration. There is no cost during the regular school year. Student will use APEX and be assigned a teacher. Students have access to their grades and progress daily.

- Describe district proficiency-based education implementation to include the following:
 - ❖ schools/school levels involved (If you wish to change or add schools/school levels during the year, please send an amended application.)

Lake City High School, J Paul Truluck Magnet School, Alternative Center for Education, Adult Education
 - ❖ delivery of instruction
Florence School District 3 students will receive digital curriculum (APEX) and face to face instruction.
 - ❖ system for awarding credit
Students will receive credit upon the completion of requirements as specified in district policy. Students will have to demonstrate proficiency by taking a cumulative assessment and scoring at least a 60 before receiving credit.
 - ❖ time frame: rolling enrollment or following district calendar
For all EOC initial credit courses, the entire course must be completed prior to EOC testing. Students must complete all credit recovery work before attempting initial credit in the same content area.
 - ❖ implementation of the Uniform Grading Policy with the proficiency-based system (dropping or retaking a course; recording grades, etc.)
For all courses, in the instance of a credit recovery, both attempts are posted on a student's transcript. The initial failing grade is posted and the credit recovery of that course is also posted with a grade of P for passing or F for failed. CR will note a credit recovery course on the
 - ❖ physical location of the students completing the work (Only at school or both in and outside of the school)
Both in and outside of school. All quizzes and test must be taken at school except by administrative approval.
 - ❖ method and position or person recording proficiency-based courses in PowerSchool
The APEX/ Virtual School Administrator and Coordinator in addition to a highly qualified teacher in the content areas will be listed as dual instructors in the APEX courses. The guidance counselor assigned to the student is responsible for entering the course on the student's transcript once all of the required documentation is completed.
- Will the hosting (district server or vendor) learning management system (LMS), if necessary, allow modification of courses to reflect all South Carolina State Standards?

APEX is aligned to SC State Standards and teachers can adjust courses if needed.

- All proficiency courses must be taught by a South Carolina Certified teacher. Please explain how the district will assure all proficiency-based course teachers have the required credentials for the course he or she is teaching? Is there required teacher interaction with students and required teacher interaction with parents?

For each content area, there will be a certified teacher who possesses the credentials to teach a proficiency- based course. Teachers will be required to interact with students and parents on a consistent basis. Teachers will interact with students on a daily basis and follow up with parents.

- What staff development or training for using a proficiency-based system is required for teachers, administrators, and students?

All parties will have to attend staff development throughout the school year.

- Will locally-used content be reviewed course by course or on the venter level?

The district will review content course by course and update as needed.

- How will the district address challenges special needs or 504 plan students might face to be successful in proficiency-based courses?

A special needs teacher will serve as a resource for students to ensure that their IEP's are being met. This teacher will be designated an additional resource to address special needs or 504 plans concerns.

3. Describe the methods the district will annually use to evaluate the overall proficiency-based process and the program outcomes.

- When and how will the plan implementation be analyzed and evaluated? At what stages will data gathered from students participating in the proficiency-based system be analyzed and evaluated?

The program will be analyzed on a consistent (yearly) basis. We will look at the amount of students who signed up vs. the amount of students who did not but needed to. In addition, we will analyze the amount of students who were successful in completing the requirements and look at ways to ensure that all students are provided with avenues to attain success.

- Who will do the analysis and evaluation, and what methods and measures will be used?

The school's leadership team in conjunction with district officials will be conducting the analysis. The data will be reviewed and decisions will be made based on our findings.

- How will students who have gained success through proficiency be tracked in their next steps?

The students will be encouraged to attend tutoring to ensure that they are adequately maintaining a high level of mastery in the subject area of the previous course taken.

- What methods will the district use to check that students earning credit through this process have the skills and knowledge they need for subsequent work in the specific course content area?

Students will be given a cumulative assessment at the end of each course and they should make a score of at least a 60.

(Add pages as needed.)