



**SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

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# **District Proficiency-Based System Plan Application**

**(For use with the Initial Five-Year District Strategic Plan)**

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

**SOUTH CAROLINA DEPARTMENT OF EDUCATION  
OFFICE OF FEDERAL AND STATE ACCOUNTABILITY**

**DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION**

State Board of Education (SBE) [Regulation 43-234](#) allows a school to award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system.

SBE Regulation 43-234 II.C. states that:

A school may award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system. A proficiency-based course may also be offered for one-fourth and one-half unit if the system specifies these units. Each school district that seeks to implement a proficiency-based system must submit a plan to the SCDE that provides procedures for establishing and developing a proficiency-based system including the method for determining proficiency. The SCDE must approve the district-submitted plan prior to the district's use of the proficiency-based system. Districts are accountable for making sure that the academic standards and the individual learning needs of the students are addressed.

1. This plan, upon approval, is valid for one year only. Districts must renew or update the plan annually with the District Strategic Plan.
2. Districts are accountable for making sure the academic standards and the individual learning needs of the students are addressed and that the students receive additional instruction, practice time, and support to help the students achieve proficiency.
3. Teachers of all proficiency-based courses must hold the appropriate South Carolina certification for the content area.
4. If proficiency-based courses include a lab setting, a teacher who is properly certified specific to the content area must communicate regularly with the student and must monitor the student's progress.
5. A properly certified teacher must assign final grades for high school proficiency-based credit.

**For questions or to request this application in a Word document, please contact Laura McNair at (803)734-8111 or [lmcnair@ed.sc.gov](mailto:lmcnair@ed.sc.gov)**

**Section I**

<b>Date Submitted:</b>	
<b>District:</b>	
<b>Name:</b>	
<b>Position:</b>	
<b>Phone Number:</b>	
<b>E-mail address:</b>	

## Section 2

**This document is uploaded into the District Strategic Plan; therefore, add additional space to properly explain each question.**

1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction.
2. Which schools within the district are involved?
3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process?
4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?
5. Will the district's proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern?
6. Please attach the district's policy on the proficiency-based system plan.
7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college?
8. What methods will the district use to check that students earning credit through on-line proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area?
9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?
10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?
11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?
12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course.
13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities?
14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum.
15. Please identify by name and certificate number the teacher(s) in charge of students taking each proficiency-based course.