



**Horry County Board of Education
Curriculum and Instruction Agenda**

April 29, 2024

3:00 PM

District Office

335 Four Mile Road

Conway, SC 29526

As required by SC Law 30-4-80, local news media were informed of the date, time, place, and agenda of this meeting. Copies of the agenda were posted at the District Office and distributed to schools for posting.

1. Welcome and Introductions - Ms. Melanie Wellons
2. Review and Approval of Agenda - Ms. Melanie Wellons
3. Review and Approval of Committee Minutes - Ms. Melanie Wellons
4. Fall, Winter, and Spring MAP Data Analysis - John Washburn
5. DIBELS Data Analysis - Mr. John Washburn
6. Performance Goals - John Washburn
7. 2023 Summer School Results - John Washburn
8. CERDEP Letter - Debbie Edmonds
9. Adjournment

Horry County Board of Education Curriculum and Instruction Committee



Curriculum and Instruction Meeting Minutes Monday, April 15, 2024

Board Members Present:

Melanie Wellons, Curriculum and Instruction Committee Chair
Debbie Edmonds, Curriculum and Instruction Committee Member
Wendy Hodges, Curriculum and Instruction Committee Member
Tracy Winters, Curriculum and Instruction Committee Member
Shanda Allen
Howard Barnard
Pam Dawson
James Edwards
Neil James
David Koch

Staff Members Present:

Dr. Rick Maxey, Superintendent
Velna Allen
Mary Anderson
Lisa Bourcier
Kenny Generette
John Gardner
Ben Hardee

Jill Jeter
Candace Lane
Timi McMullin
Boone Myrick
Mark Porter
April Scott

Media Present:

None

As required by SC Law 30-4-80, local news media were informed of the date, time, place, and agenda of this meeting. Copies of the agenda were posted at the District Office and distributed to schools for posting.

Welcome and Introductions

Committee Chair Melanie Wellons called the meeting to order at 2:30 PM. Introductions were made.

Review and Approval of Agenda

Ms. Hodges moved to approve the agenda as presented. Ms. Winters seconded the motion; all voted in favor. Motion passed.

Review and Approval of Minutes

Ms. Winters moved to approve the minutes of the February 12, 2024, meeting. Ms. Hodges seconded; all voted in favor. Motion passed.

Textbook Adoption

Ms. Wellons turned the meeting over to Boone Myrick. Ms. Myrick provided clarification regarding the minutes for the January 22nd and February 12th meetings. There was a question as to why Mrs. Edmonds notes from the January 22nd were not included in the February 12th meeting minutes. At the February 12th meeting, Mrs. Edmonds asked to have her notes included in the January 22nd meeting minutes. At that time, the committee approved the minutes to include adding Mrs. Edmonds' notes. Ms. Myrick explained that those talking points were presented during the January 22nd meeting, and the minutes reflect the same. Ms. Wellons thanked Ms. Myrick for the clarification.

Ms. Myrick then told the committee that prior to the formation of the Curriculum Committee, there were items that Learning Services presented to the Board. Some were for information, and others for Board approval. For this meeting, the Textbook Adoption agenda item is for informational purposes. The other two items, Courses for Honors Weighting and Course Numbers for the 2024-25 Academic Year, will need board approval. She asked that these items be presented to the Board tonight with a vote for approval at the next Board meeting. Ms. Myrick introduced April Scott to present information related to the three agenda items.

Ms. Scott explained to the group how the textbook adoption process works. The South Carolina Department of Education publishes annually a listing of the newly adopted instructional materials for use in the public schools of South Carolina. All options for textbooks adopted for the 2024-2025 school year were reviewed by HCS committees. These committees included representative parents, classroom teachers, ESOL teachers, principals, and district staff. School-level representatives were instructed to vote based on input from all appropriate teachers in their schools. Based on a previous recommendation by the Curriculum Committee, all advisory board members were also invited to serve on a committee to review the textbooks. The materials were on display for review February 21, 2024, 10:00 a.m. - 6:00 p.m. Selected materials may be placed in schools beginning August 2024. This list of new materials consists of courses in the areas of English/Language Arts (elementary, middle, and high school), Social Studies (high school), Art (middle school), CTE courses (middle and high school).

Courses for Honors Weighting

Ms. Scott told the committee that beginning the 2017-2018 school year, the local school board could approve new courses to receive honors weighting in all content areas except physical education. All new courses must be developed using the South Carolina Honors Framework Guidelines. These honors courses must provide depth in rigor, complexity, challenges, and creativity beyond college-preparatory level (CP). A list of requested courses for the 2024-25 school year was provided for the committee. These courses meet the requirements for honors weighting.

Locally Developed Course Numbers 2024-2025 Academic Year

Ms. Scott said the South Carolina State Department of Education Activity Coding System includes the standardized codes for courses, instructional activities, and non-instructional activities used in the student information systems in all South Carolina public schools. Course codes are assigned to courses by the Office of Federal and State Accountability. In addition, school districts have the option of developing locally board-approved course codes for courses for elective credit only. These locally board-approved courses must be approved by the district's board each year and evidenced in the board's minutes. A complete list of all locally board-approved requested courses was provided for the committee to review.

At the conclusion of the presentations, Ms. Wellons requested a motion for Courses for Honors Weighting and Locally Developed Course Numbers 2024-2025 Academic Year be presented this evening to the full Board for a vote for approval on April 29, 2024. A motion was made by Ms. Winters to present Courses for Honors Weighting and Locally Developed Course Numbers 2024-2025 Academic Year be presented to the Board this evening, April 15, 2024, then full Board vote for approval on April 29, 2024. Ms. Hodges seconded the motion; all voted in favor. Motion passed.

Ms. Wellons requested that the Curriculum Committee meet again on April 29th. She turned the meeting over to Ms. Edmonds to provide what she would like to be discussed during the meeting.

- MAP Assessments (Fall, Winter, Spring)
- Performance Goals Tracking
- DIBELS Data

Adjournment

Ms. Hodges moved to adjourn, seconded by Ms. Winters; all voted in favor. Motion passed.

Respectfully submitted,

Timi McMullin
Administrative Assistant, Learning Services

Approved:



Elementary & Middle Level Data Update

Horry County School Board of Education
Curriculum Committee

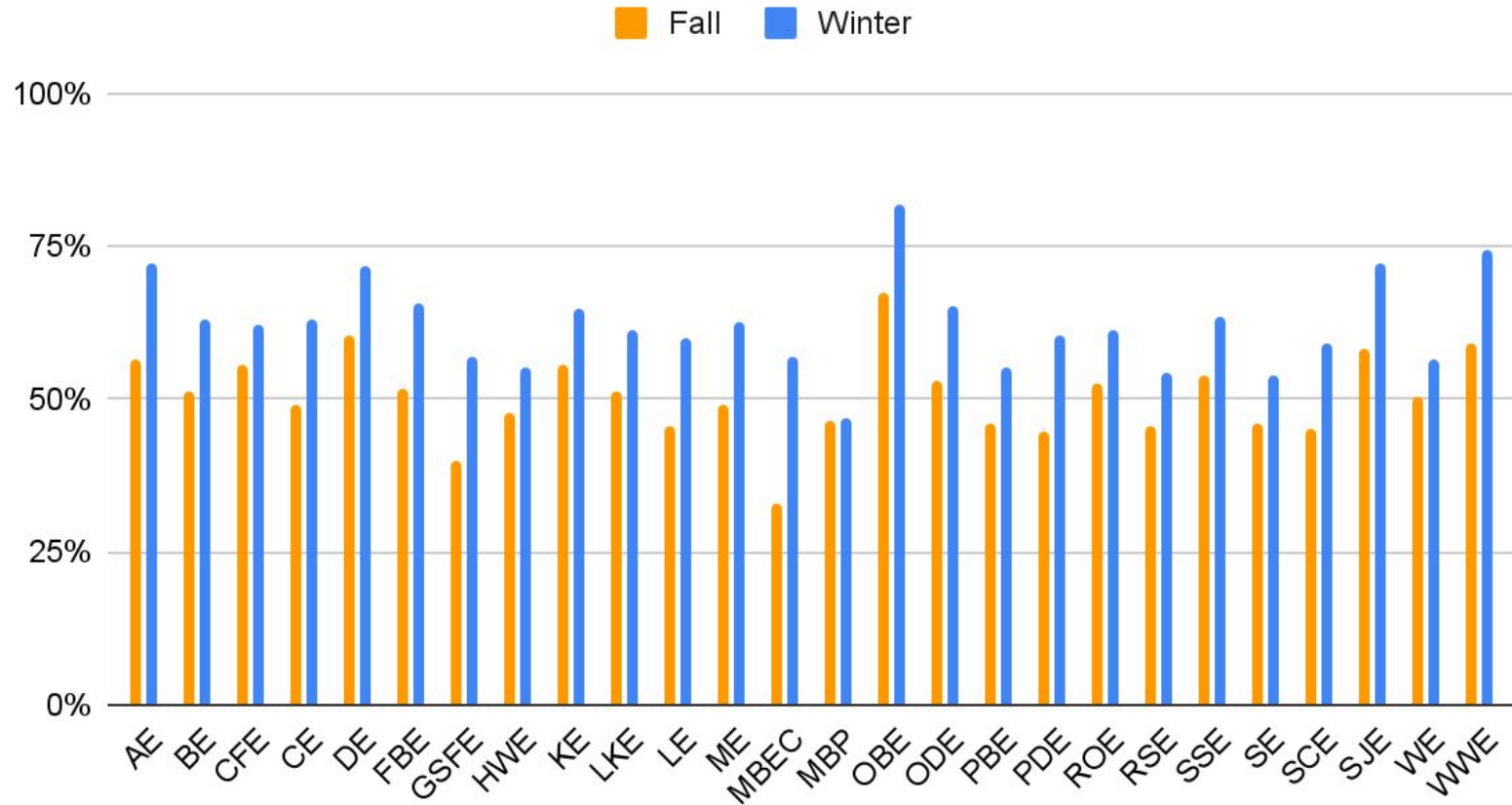
April 29, 2024



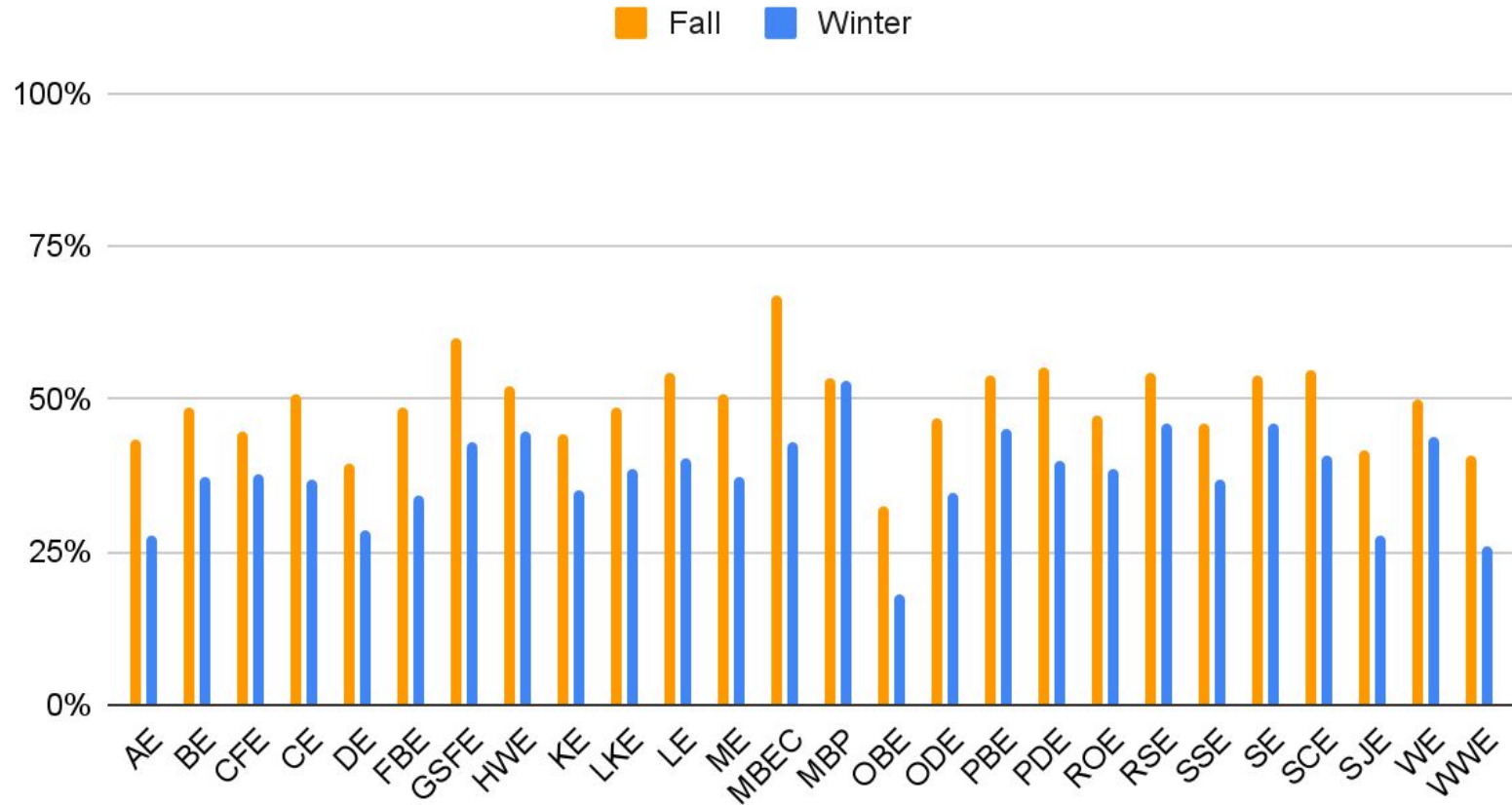
DIBELS 8 Comparative Analysis



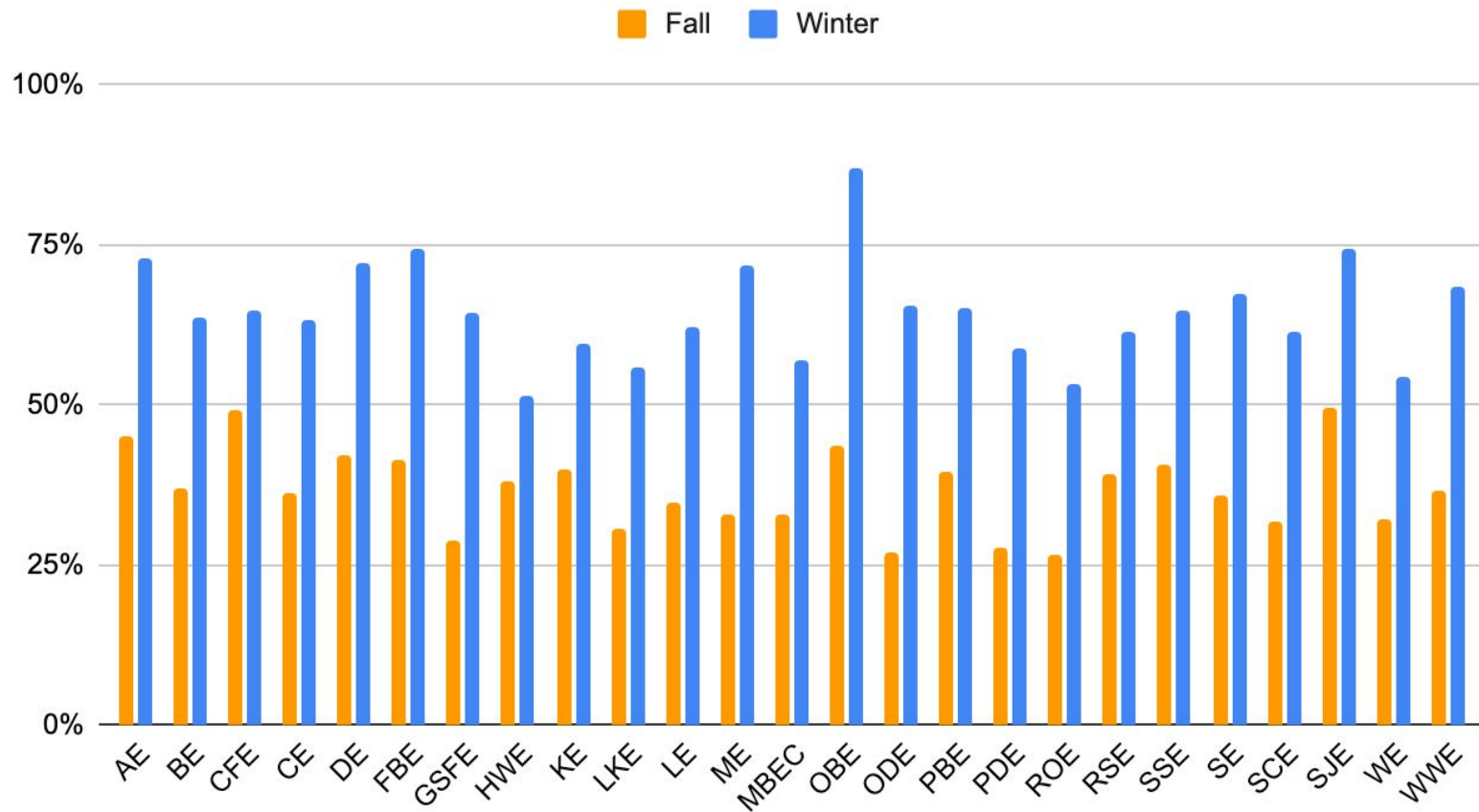
Overall - At or Above Benchmark



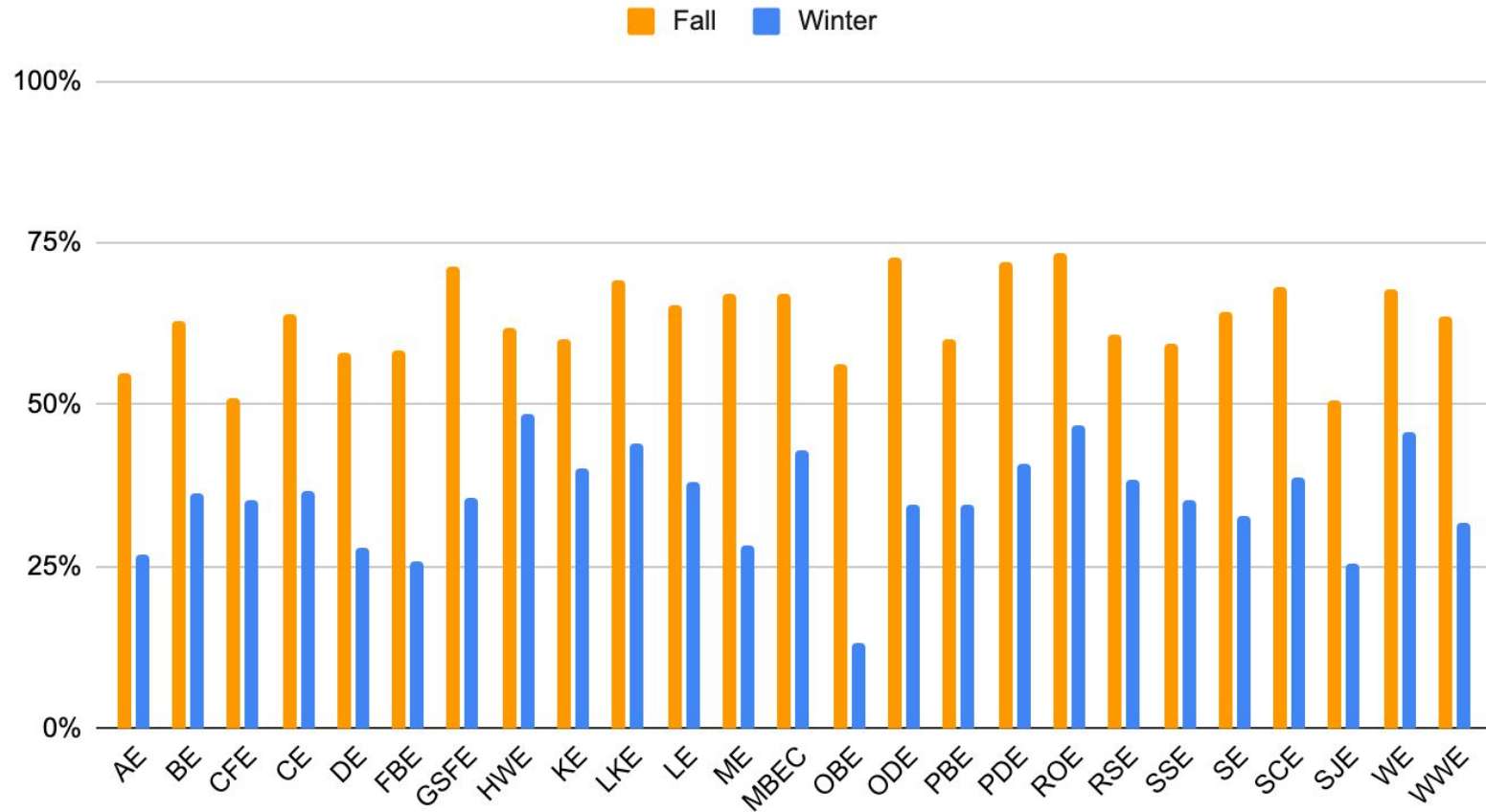
Overall - Below Benchmark



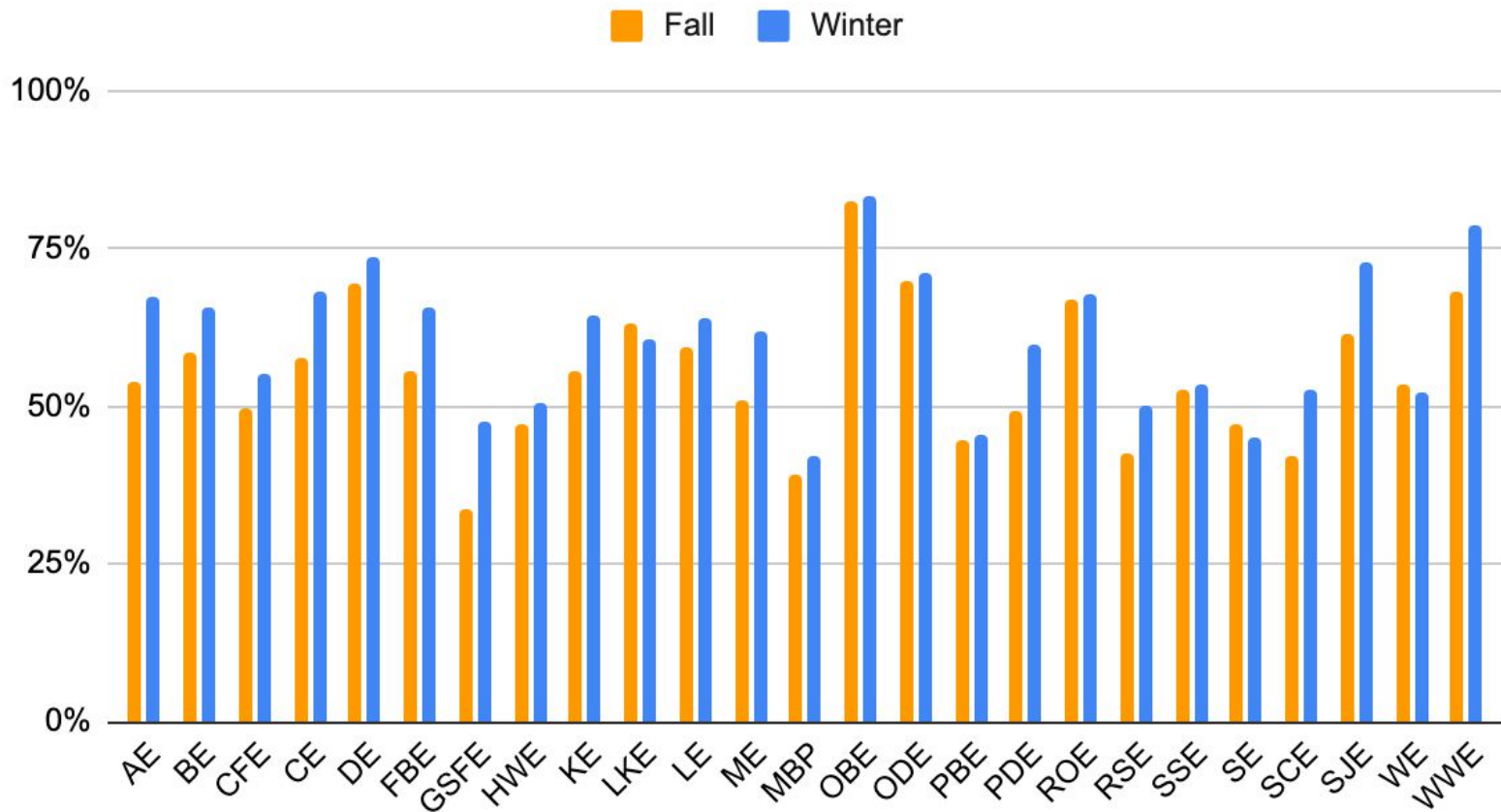
Kindergarten - At and Above Benchmark



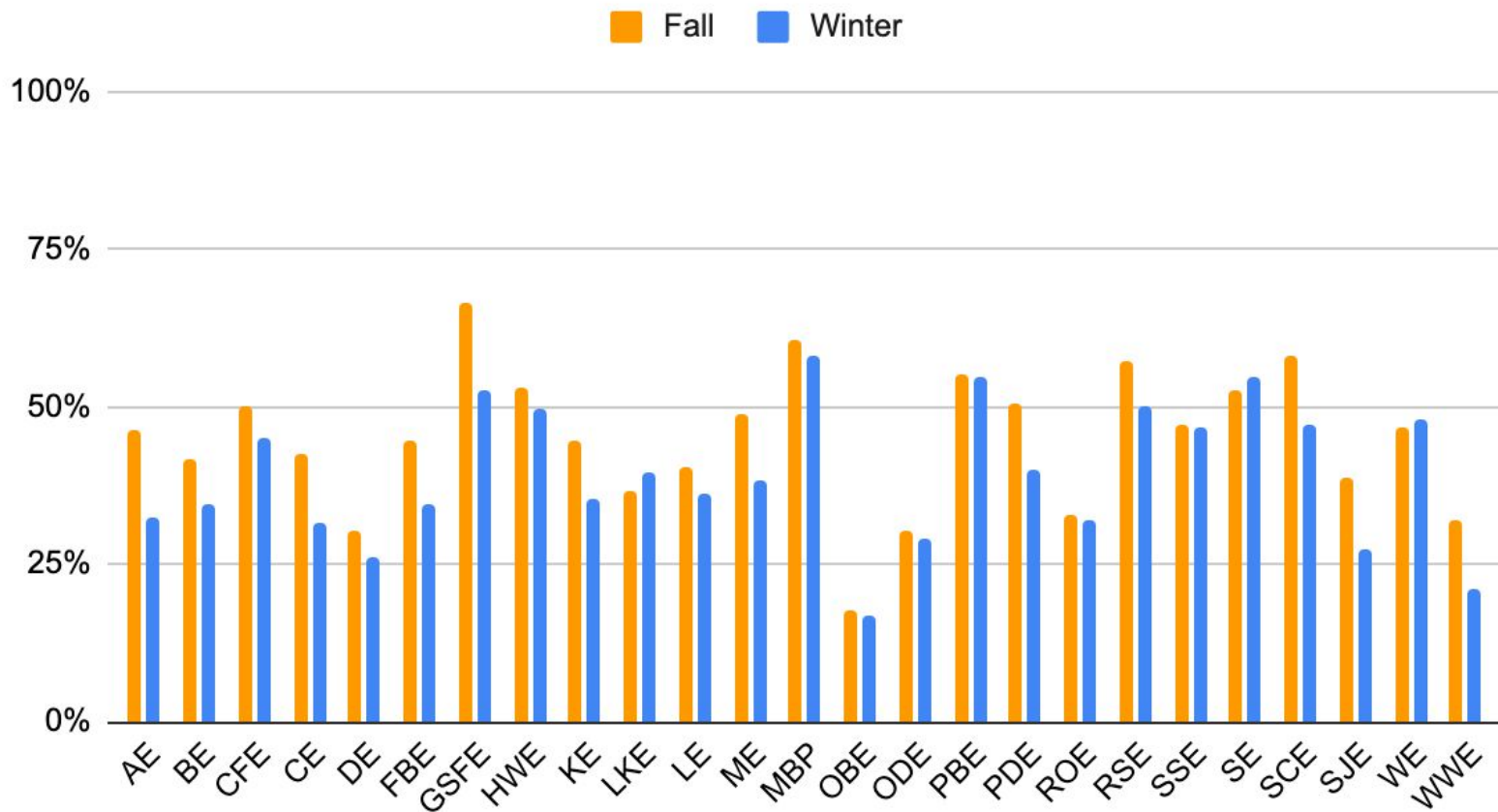
Kindergarten - Below Benchmark



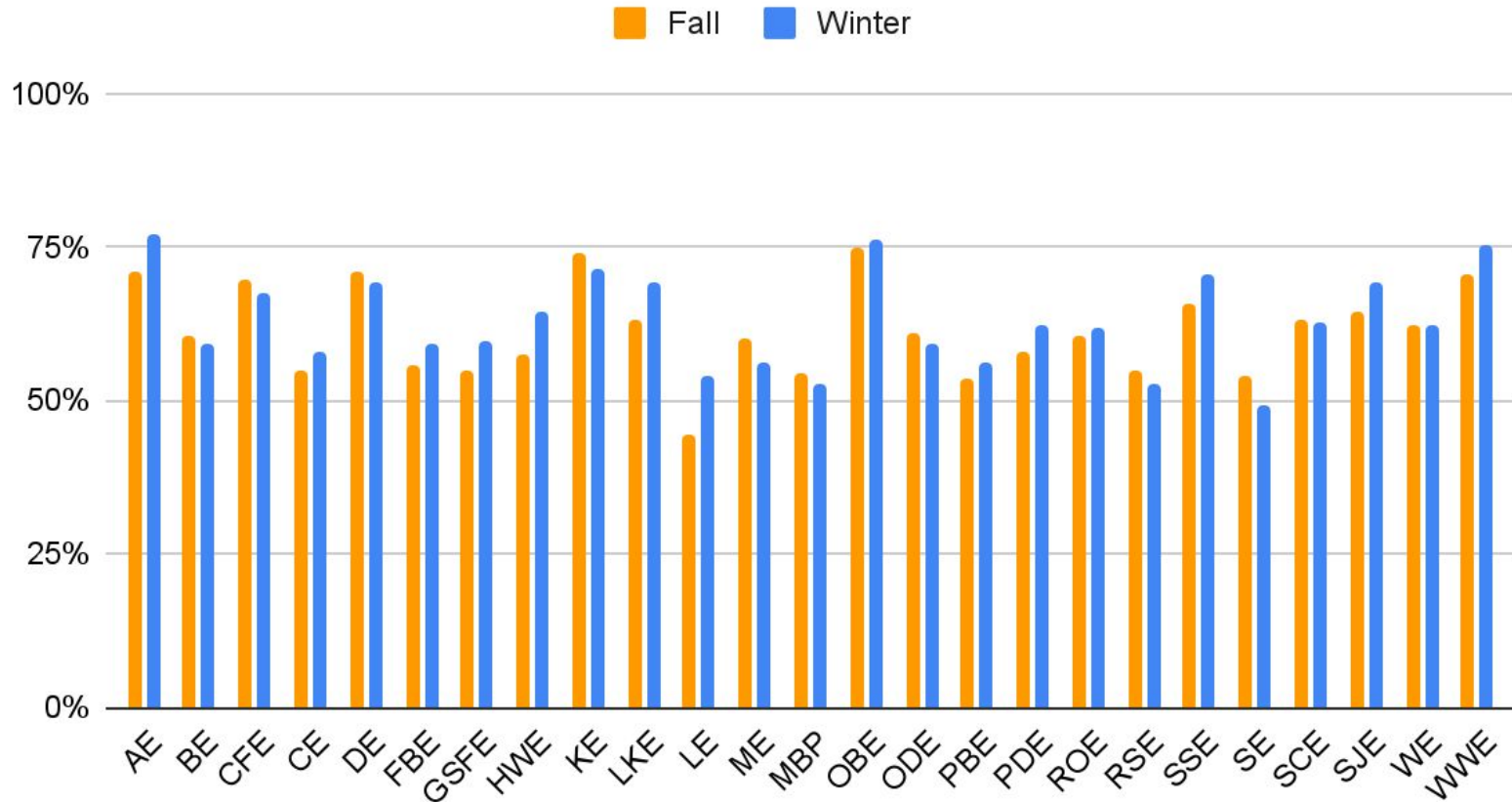
1st Grade - At and Above Benchmark



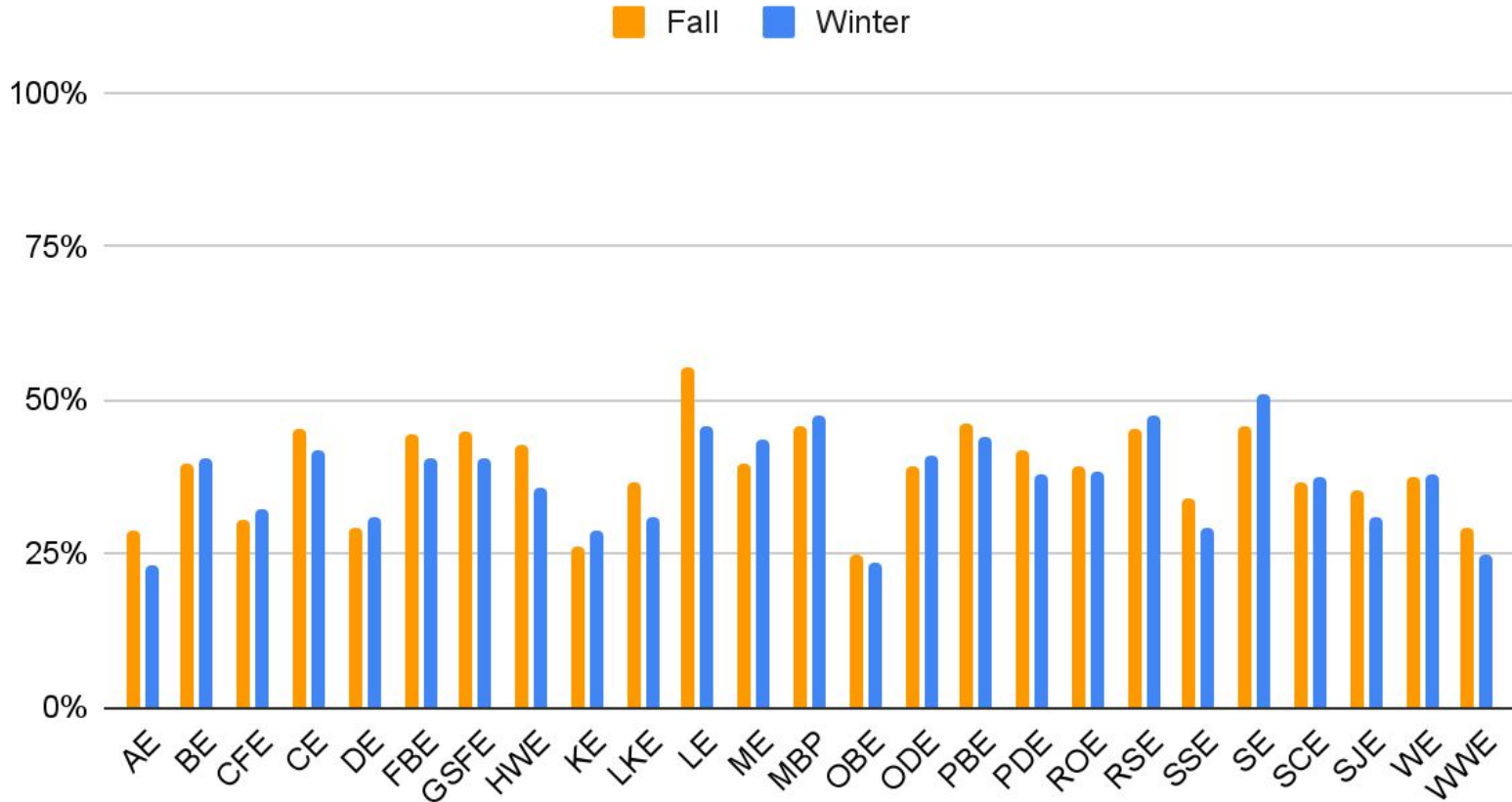
1st Grade - Below Benchmark



2nd Grade - At and Above Benchmark



2nd Grade - Below Benchmark





NWEA MAP Growth Data Analysis





2023 Summer Reading Camp





2023 Elementary Summer Learning Camps

- Participants: Students who were at risk for retention or who were struggling with grade-level content based on final grades and end-of-year assessments in reading and math
- Number of Sites: 7 sites (MES, CFE, HES, LES, MBPS, ODES, SES)
- Number of Participants: 617 students in kindergarten through fifth grade at all 7 sites
- Transportation and meals provided

*Additional Support: 50 child-development (CD) students were served at two sites in partnership with United Way (MBP, LES)

2023 Summer Learning Camps - [MAP Results](#)

Grade Level	Total	Number Increased	Percent Increased	Number Decreased	Percent Decreased
1	90	64	71%	26	29%
2	108	73	68%	35	32%
Total	198	137	69%	61	31%

Grade Level	Total	Number Increased	Percent Increased	Number Decreased	Percent Decreased
3	127	95	75%	32	25%
4	77	43	56%	34	44%
5	35	35	67%	17	33%
Total	256	173	68%	83	32%



CERDEP

CERDEP Defined

The Child Early Reading Development and Education Program (CERDEP) ensures that at-risk four year old children in South Carolina have access to a full-day educational program.

Districts with CERDEP classrooms provide

- *a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district's comprehensive reading proficiency plan;
- *successful administration of the readiness assessment (myIGDIs or Teaching Strategies GOLD);
- *the developmental and learning support that children need for school readiness;
- *parenting education, including methods that may assist the child; and
- *identification of community and civic organizations that can support early literacy efforts.

** The HCS CD program provides each of the above listed elements.*

CERDEP Background

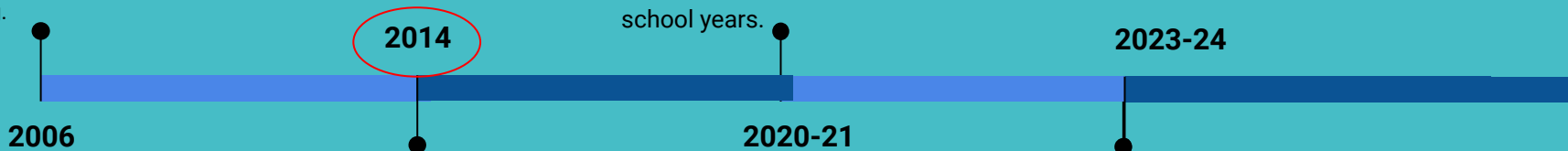
Child Development Education Pilot Program

CDEPP was established as a pilot program for children residing in the plaintiff districts in the Abbeville County School District vs. South Carolina court case regarding inequitable funding.

CERDEP Expansion

The SC General Assembly expanded funding for

- CERDEP programs in participating districts and
- Non-CERDEP districts for **schools** with **60%** or more PIP in the 19-20 and/or the 20-21 school years.



Act 284 - Read to Succeed

The Read To Succeed Act required that the SC Department of Education develop, implement, evaluate, and continuously refine a comprehensive state plan for PreK-12th grade to improve reading achievement. Funds that remained after the Abbeville and 90% PIP districts were used to offer the program to other districts across the state that met CERDEP eligibility requirements.

CERDEP Expansion Continues

Eligibility extended to all districts (based on each school's PIP percentage)

[CERDEP Expansion PIP Eligibility](#)

Note: The HCS CD program has provided a full-day program for four-year-olds since 1985.

Program Eligibility Criteria

CERDEP

- Age four on or before Sept. 1st
- Meets **one** of these eligibility criteria:
 - Family income at or below [185 percent of federal poverty index](#)
 - Medicaid eligibility
- **or**
- Both of these criteria are met:
 - By July 1, at least 75 percent of the eligible children in the **district** are projected to be enrolled in public or private CERDEP, Head Start, or an ABC Child Care Program,
 - **and**
 - The student scores below the twenty-fifth percentile on two of three subscales in DIAL-3 or DIAL-4.

Note: Providers may receive reimbursement for children who are enrolled based solely on test scores if funds are available.

HCS Child Development (CD)*

- Age four on or before Sept. 1st
- Income criteria:
 - Family income at or below [185 percent of federal poverty index](#)
 - **or**
 - Medicaid eligibility
- Scores below the twenty-fifth percentile on two of three subscales in DIAL-4.

Additional Criteria

- Homelessness
- Foster care and/or DSS involvement
- Individualized Education Plan
- Education level of parents
- Military deployment of parent
- Multilingual learner
- Prior family participation in an HCS Family Literacy, Adult Education, or Preschool Parent program
- Prior participation in the HCS Early Childhood Special Education program

**Criteria based on pre-CERDEP guidelines provided by the SCDE for EIA 4K*

Initial CDEP and Early CERDEP Requirements

(including but not limited to the following)

Eligibility Criteria:

- Income or Medicaid eligibility criteria must be met to enroll in August
- Enrollment of children based solely on DIAL-3 or DIAL-4 not allowable until October

Facility Specifications for Classrooms:

- Exit doors with awnings and cement pads
- Access to hot and cold water
- Water fountains not allowed on class sinks
- Alternate sources for drinking water required
- Push bars on playground gates & class doors

Curriculum Requirements

- Curriculum options limited to three instructional programs, each with a primary focus on social skills
- No waiver allowed for previously implemented instructional programs

Staff Requirements:

- Program site director on site at all times and responsible for maintaining and submitting DSS records and reports
- Annual DSS training requirements for directors (20 hours), teachers, assistants, and substitutes (15 hours each) in addition to district trainings
- Extensive DSS documentation and recordkeeping requirements including daily log entries of student and class movement into and out of the classroom.

Professional Development Requirements:

- Successful completion of the Early Childhood Development credential (ECD101) by all instructional assistants
- Approval from South Carolina Center for Child Care Career Development for all required professional development courses
- Professional development training
 - Site Director: 20 hours
 - Teachers: 15 hours
 - Assistants: 15 hours

Additional Layers of Oversight:

DSS / DHEC:

- Initial licensing visits by DSS
- Scheduled monitoring visits by DSS
- Unscheduled monitoring visits by DSS
- Regular monitoring visits from DHEC and/or Fire Marshal

SCDE

- Annual monitoring visits
- Permission for program expansion or reduction
- Approval for disenrollment of students
- Approval by SCDE for supplies and materials purchases

Current CERDEP Requirements

(including but not limited to the following)

Eligibility Criteria:

- Income or Medicaid eligibility criteria must be met to enroll before July
- Enrollment of children based solely on DIAL-3 or DIAL-4 is not allowed until **July**

Facility Specifications for Classrooms:

- Exit doors with awnings and cement pads
- Access to hot and cold water
- Water fountains not allowed on class sinks
- Alternate sources for drinking water required
- Push bars on playground gates & class doors

Curriculum Requirements

- Curriculum must be approved by SCDE

Staff Requirements:

- Program site director on site at all times and responsible for maintaining and submitting DSS records and reports
- Annual DSS training requirements for directors (20 hours), teachers, assistants, and substitutes (15 hours each) in addition to district trainings
- Extensive DSS documentation and recordkeeping requirements including daily log entries of student and class movement into and out of the classroom.

Professional Development Requirements:

- Successful completion of the Early Childhood Development credential (ECD101) by all instructional assistants
- Approval from South Carolina Center for Child Care Career Development for all required professional development courses
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Additional Layers of Oversight:

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SCDE

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How Would CERDEP Participation Negatively Impact HCS?

- Reduction in the Number of Students Served
 - Ineligible students based on CERDEP criteria who are currently enrolled: **96 students**
 - Ineligible schools based on most recent CERDEP criteria for Pupils in Poverty (PIP Data*):
 - Ocean Bay Elementary
 - River Oaks Elementary
 - St. James Elementary
 - Total Students: **120 students** (6 classes)
 - **113 students** of the 120 currently enrolled qualify based on income, Medicaid eligibility, and/or DIAL-4 results
- Negative Feedback from Stakeholders Regarding Limited Eligibility Criteria and Available Seats
- Limitations on Local Decision-Making Autonomy
 - SCDE Review and Approval Requirements
 - Program Changes: expansion, class moves, class closures
 - Disenrollment of students
 - Approval of materials and supplies purchased with CERDEP funds

**CERDEP PIP criteria of 60% or higher.*

Closing Considerations

- CERDEP eligibility requirements reduce the number of children who have the opportunity to participate in a quality preschool education program through Horry County Schools.
- Approval processes required for CERDEP impedes the district's ability to make expedient and crucial decisions regarding individual student needs and/or services.
- District autonomy for decision-making processes is eliminated by CERDEP for a number of considerations including, but not limited to, student eligibility, class additions, changes in class location, class deletions, and disenrollment of students.
- EIA funds for 4-year-old kindergarten programs are not provided to CERDEP districts.
- CERDEP fails to provide adequate funding to fully support the child development program.

The current HCS child development program has a proven record of success as will be evidenced in the following information presented by John Washburn.

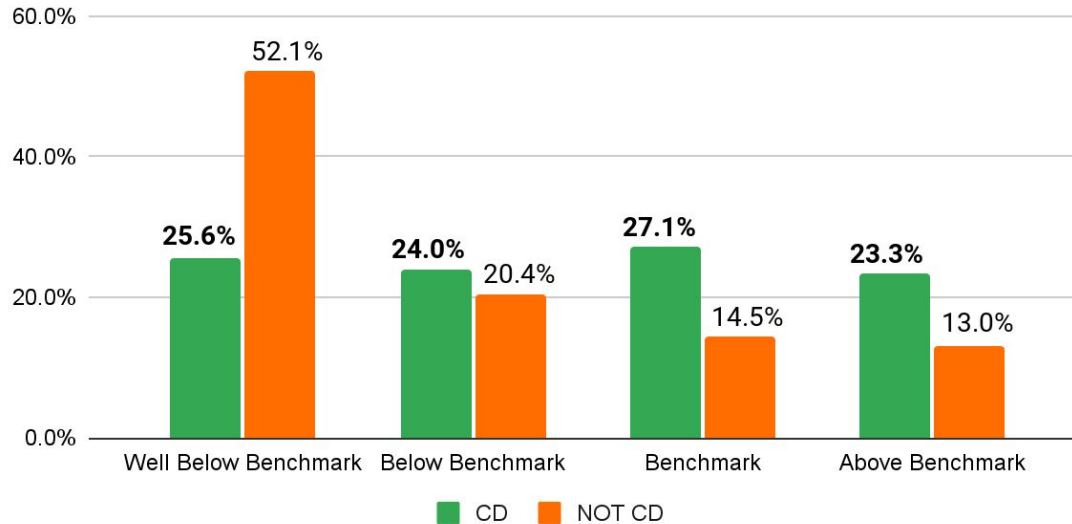


Child Development (Pre-K) Performance Comparisons



DIBELS 8: BOY Performance

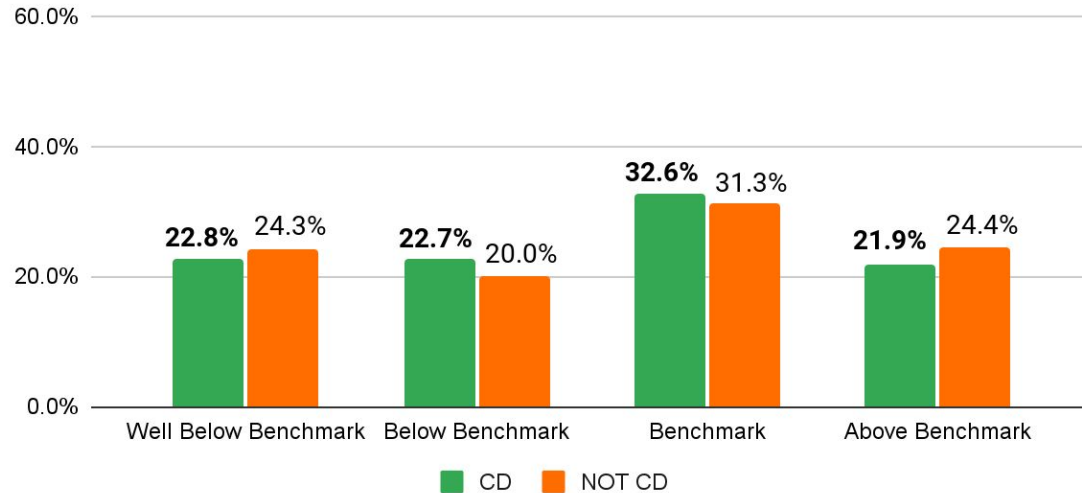
2023-24 Kindergarten



This chart represents our current Kindergarten students (23-24). When comparing beginning of year (BOY) DIBELS data, identified at-risk students who participated in the HCS Child Development (CD) program dramatically outperformed those students who were not part of the CD program by 23%.

DIBELS 8: BOY Performance

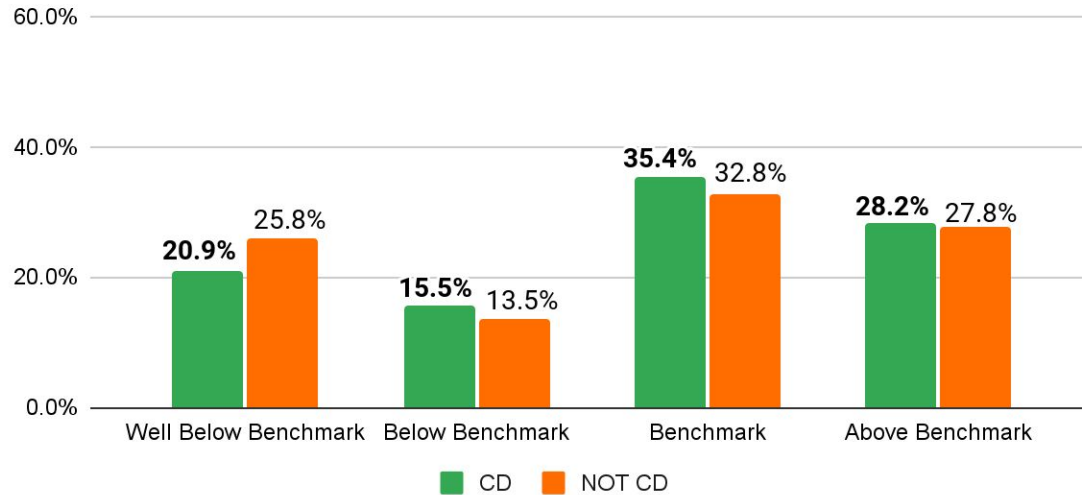
2023-24 Grade 1



These are our current 1st grade students (23-24). It is significant that 55% students who participated in the HCS CD program scored “At” or “Above Benchmark” comparable to 56% of non-participants. Also, a higher percentage of non-CD students scored “Well Below Benchmark” (24.3%) as compared to those at-risk students who attended the CD program (22.8%).

DIBELS 8: BOY Performance

2023-24 Grade 2



This is a look at our current 2nd grade students (23-24). This data shows that for our most at-risk students, participation in the HCS CD program has a sustained positive impact on performance with early learning literacy skills with 64% of CD participants scoring “At” or “Above Benchmark” compared to 61% for non-CD participants.

Kindergarten Readiness Assessment Comparisons (22-23)

Level	CD		NOT CD	
	Count	%	Count	%
Demonstrating Readiness	420	35.4	440	24.2
Approaching Readiness	486	40.9	657	36.1
Emerging Readiness	279	23.5	723	39.7
Did Not Participate	2	.2	1	.05
Total	1187		1821	

This chart includes data for our current first graders (23-24). When these students entered Kindergarten in the 2022-23 school year, they were significantly more ready for Kindergarten if they had been in the CD class.

Kindergarten Readiness Assessment Comparisons (21-22)

Level	CD		NOT CD	
	Count	%	Count	%
Demonstrating Readiness	376	40.0	577	32.5
Approaching Readiness	378	40.2	690	38.9
Emerging Readiness	182	19.3	482	27.2
Did Not Participate	5	.5	25	1.4
Total	941		1774	

These are current second graders (23-24). When the current second graders entered Kindergarten, they were also significantly more ready for Kindergarten if they had been in the CD class.

NOTE: some of the students reflected in this table may no longer be in HCS



Sustained Impact

Current 4th Grade Longitudinal Review

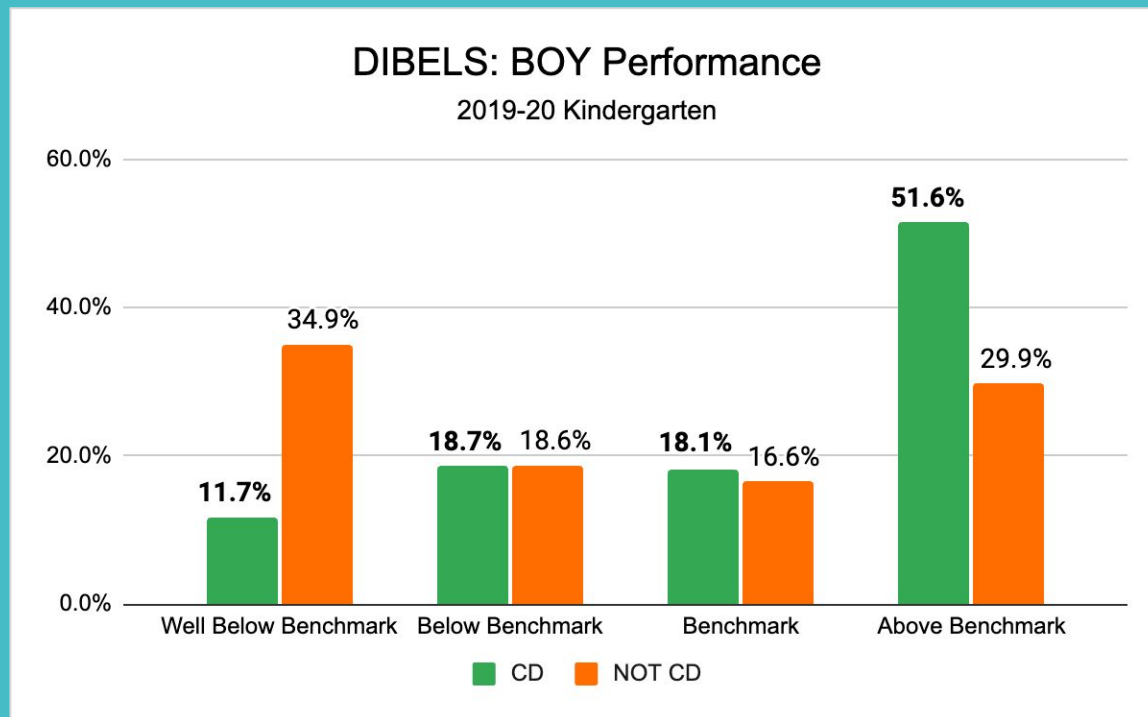


Kindergarten Readiness Assessment Comparisons (19-20)

Level	CD		NOT CD	
	Count	%	Count	%
Demonstrating Readiness	433	44.3	684	42.9
Approaching Readiness	377	38.6	584	36.6
Emerging Readiness	167	17.1	327	20.5
Total	977		1595	

This table represents our current fourth graders (23-24). When the current fourth graders entered Kindergarten in 2019, at-risk students who participated in the HCS CD program outperformed their non-CD peers in demonstrating overall readiness for Kindergarten.

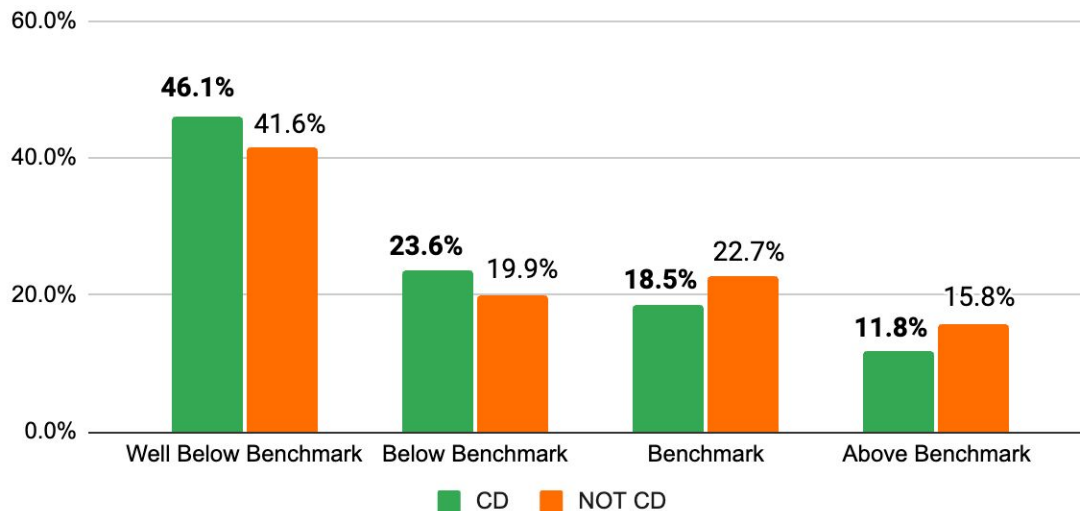
NOTE: some of the students reflected in this table may no longer be in HCS



Our current 4th graders entered Kindergarten in the 2019-20 school year. The data in this chart is from the Beginning of Year (BOY) DIBELS assessment in the fall. Nearly 70% of the at-risk students who participated in the CD program scored at or above benchmark compared to 47% of non-CD students. This cohort of students were in Kindergarten at the start of the COVID-19 pandemic causing them to miss nearly 5 months of direct instruction.

DIBELS: BOY Performance

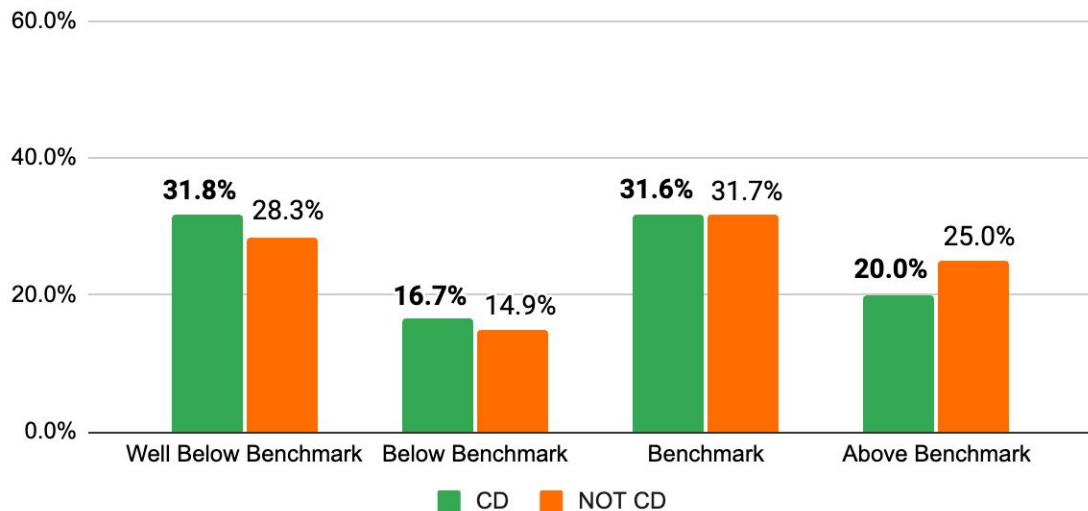
2020-21 Grade 1



Our current 4th graders entered 1st grade in the 2020-21 school year. Students experienced a hybrid instructional model and continuing impacts from COVID-19 related interruptions. The data in this chart is again Beginning of Year DIBELS. It is important to note the data from this assessment was significantly impacted by non-instructional factors, such as illness related absences (both student and teacher), the amount of direct instruction versus virtual instruction, etc.

DIBELS: BOY Performance

2021-22 Grade 2



Our current 4th graders entered 2nd grade in the 2021-22 school year. The data illustrates the growth students were able to achieve in spite of the instructional obstacles of the previous academic year. For the at-risk students who participated in the CD program, foundational skills needed for reading recovery occurred at or near the pace of students who were not CD participants.

Grade 3 - Spring 2023 SC READY (Reading) (Current 4th Graders)		
	CD	NOT CD
Above 274	94.5%	94.6%
Below 274	5.5%	5.4%

- Our current 4th graders were administered their first state summative assessment in ELA, SC READY, in the spring of 2023.
- SC Read to Succeed (Act 284) requires retention of 3rd grade students who “fail to demonstrate reading proficiency.”
 - Scoring at the lowest achievement level - “Not Met 1” on SC READY Reading subscore
 - The state determines the “Not Met 1” cut score - 274 or below.
- Data clearly show the sustained impacts of participation in the HCS Child Development program.
 - Student performance is at or above benchmark expectations on foundational literacy skills K-2.
 - Identified at-risk students perform at virtually the same level in reading proficiency on the state assessment as do non-CD participants.

Current Program

	Funding	Source	2023-24
Title I		Federal	5,717,204
Title I Carryover Funds		Federal	1,285,591
4-Year Old Early Childhood		State	1,686,430
4-Year Old Early Childhood Carryover Funds		State	1,193,797
Total Funding			<u>9,883,022</u>

	Expenditures	Current Budget	Projected Expenditures	Balance
Salaries & Benefits		8,954,344	(8,954,344)	-
Supplies		265,690	(92,361)	173,329
Potential Residual Funds		662,988	-	662,988
Total Expenditures		<u>9,883,022</u>	<u>(9,046,705)</u>	<u>836,317</u>

Total Possible Students Served	1,240
Salary & Benefits Per Student	7,221

Current Program with CERDEP

	Funding	Source	2023-24
Title I		Federal	4,624,922
CERDEP (based on 1,031 eligible students @ \$5,100 per student)		State	5,258,100
Total Funding			<u>9,883,022</u>
	Expenditures	Projected Expenditures	Balance
Salaries & Benefits	8,954,344	(8,954,344)	-
Supplies	265,690	(92,361)	173,329
Potential Residual Funds	662,988	-	662,988
Total Expenditures	<u>9,883,022</u>	<u>(9,046,705)</u>	<u>836,317</u>
Total Possible Students Served		1,240	
Salary & Benefits Per Student		7,221	

From: Ferguson, Matthew <mferguson@ed.sc.gov>

Sent: Monday, April 15, 2024 11:58 AM

To: Debbie Edmonds <DebbieEdmonds@horrycountyschools.net>; Gunnlaugsson, Rebecca <rgunnlaugsson@ed.sc.gov>

Subject: Re: Use of Title 1 Funds as it relates to the CERDEP Program

***** NON-HCS EMAIL ADDRESS ***** This email originated from outside of the school district. Do not click links, open attachments or provide personal information unless you recognize the sender and know the content is safe.

Hello Debbie,

I hope this message finds you well. Thank you for reaching out, even on a Sunday – I understand the urgency and importance of the matter at hand.

Regarding the use of Title 1 funds within districts participating in the CERDEP Program, Title 1 funds may still be used to support and enhance 4K (Pre-K) efforts. In the context of CERDEP, these funds can be strategically allocated towards initiatives like improving curriculum and instruction, professional development, supplementary resources, parent and family engagement, and educational technology. As with current EIA funding, Title 1 funds must supplement, not supplant, non-federal funds. SCDE staff will gladly support Horry County District staff in the navigation of any transition.

On another note, we need to address the feasibility of transitioning into the CERDEP Program for the 2024-2025 academic year. Due to the program's continued expansion across the state and budget constraints at this point in the process, a transition within the next academic year would not be feasible. However, we are fully committed to the success and expansion of the CERDEP Program and strongly believe in its potential benefits for students and communities alike.

We would love to continue engaging in conversations about potentially integrating the CERDEP Program in the 2025-2026 academic year. We believe that with more time for planning and collaboration, we can ensure a seamless and effective implementation that maximally benefits Horry County Schools. Please keep us updated on your district's discussions.

We hope this information is helpful in your discussions and planning for the upcoming meeting and beyond. Please do not hesitate to reach out if further clarification or assistance is needed. We are here to support your efforts and look forward to the opportunity to work together in the future to make the CERDEP Program a valuable asset for your students and the broader community.



C. Matthew Ferguson, Ed.D., Esq.

Deputy Superintendent & Chief Academic Officer

[SC Department of Education](#)

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E-mail: mferguson@ed.sc.gov

Excellence in teaching and learning for each child, each day!



[Book time to meet with me](#)