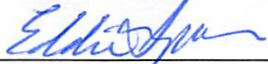


**HORRY COUNTY SCHOOLS
MONITORING REPORT – R-2 Numeracy**

I certify that the information in this report is true.

Signed:  Date: 12-4-2024
Eddie Ingram, Interim Superintendent

Disposition of the Board:
 In compliance
 Not in compliance
 Compliance with exception

Signed: _____ Date: _____
David Cox, Board Chair

Comments:

R-2 – Math	Superintendent	Superintendent	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Student achievement in numeracy will be measured according to the Strategic Plan Performance Goals and annual results. Overall student performance in numeracy will meet or exceed the District Consolidated Goals baseline measures for math. The district will allocate the necessary resources to ensure that students can achieve the district goal in numeracy.	Yes			

Interpretation: I interpret this policy to mean that Horry County Schools will implement a course of study that is aligned with the South Carolina College- and Career-Ready Standards for Mathematics for K-12 mathematics, which will prepare students to be proficient in numerical concepts and skills.

I further interpret this to mean that the staff will regularly monitor and evaluate the instructional programs at each school as part of ongoing efforts to improve student learning in the area of mathematics. Staff will also provide ongoing support through professional development opportunities designed to build capacity by establishing exemplary curricula and assessments and developing content knowledge of mathematical principles.

Indicators of Evidence and Compliance:
We are in full compliance of this policy. Evidence is listed below:

Resources

Math Instructional Materials

- Instructional materials adoption processes comply with state requirements.
- *Building Blocks Math* is the math curriculum for child development classes.
- *Everyday Mathematics* is the current adopted text for elementary schools.
- *Everyday Mathematics* offers online instructional activities that can be used to differentiate instruction in elementary mathematics.
- *Mentoring Mathematical Minds* (M³), along with compacted *Everyday Mathematics*, is currently being implemented as the mathematics curriculum for gifted and talented elementary students.
- The *iReady Mathematics Classroom* curriculum has been adopted for general math courses in grades 6–8.
- *HMH Into Math* has been adopted for grades 6 and 7 honors and grade 6 accelerated students.
- *Savvas enVision A | G | A*, an adopted text for Algebra, Geometry, and Algebra 2, offers online instructional activities that can be used for differentiation and remediation.
- HCS mathematics curricular resources and assessments are available online for teacher use.
- District-supported digital content has been implemented in grades K–12 to address individual student weaknesses and to target prerequisite skills for learning.
 - *Dreambox* is used in grades K–5. *ALEKS* is used in grades 3–5.
 - *iReady Mathematics* is used in grades 6–8.
 - *Khan Academy* can be used in grades 9–12. In addition, *Math Nation*, a state-provided resource, is available for multiple high school courses.

Math Curricula and Instructional Strategies

Core Academic Strategies

- Horry County Schools' curricula and course offerings are aligned with the South Carolina College- and Career-Ready Standards for Mathematics.
- Instructional materials adoption processes comply with state requirements.
- HCS has implemented curriculum maps and pacing guides to ensure effective teaching and opportunities for the application of the South Carolina College- and Career-Ready Standards for Mathematics.
- Summer curriculum teams revise instructional maps and materials to include a wide variety of resources and tools to support effective and engaging instruction in both in-person and distance learning models.
- The District implements a mathematics instructional model in grades K-12 to support differentiated instruction to meet individual student needs.
- Emphasis is placed on fluency and accuracy of basic math facts in elementary school.
- Opportunities are available for students to earn initial credits and recover credits through online curricula.
- High School math teachers are reading and implementing strategies from the *Building Thinking Classrooms* framework. Extensive work was completed this summer to infuse strategies into district curriculum documents.

- Science, Technology, Engineering, and Mathematics (STEM) opportunities for students in grades K-12 are offered.
- Guidelines developed by a committee of teachers, principals, and district staff are used for the implementation of mathematics digital content.

Strategies for High Achieving Students

- Curriculum designed to meet the needs of gifted students is in place at all levels.
- The South Carolina Honors Framework is utilized for honors-weighted courses at the high school and middle school levels in order to ensure rigor and comparability across the state.
- The mathematics curriculum for honors and accelerated courses at the middle school level may be accelerated by one or more grade levels.
- Opportunities are available for students to participate in honors, Advanced Placement, International Baccalaureate, and dual-enrollment courses at the high school level.
- Students compete in local and state mathematics competitions.

Strategies for Struggling Students

- District protocols for screening students for interventions are utilized.
- Special education learning strategies curriculum is utilized to support students and improve mathematical skills.
- *Connecting Math Concepts* and modified *Everyday Math* by McGraw-Hill are implemented in elementary school special education classrooms.
- *Hands on Standards* by Hand2mind has been implemented as a Tier II intervention for grades 3-5.
- *iReady Mathematics* by Curriculum Associates has been implemented in grades 6–8, scaffolded for all tier levels.
- *Mathia* by Carnegie Learning has been implemented as a resource for numeracy support for students enrolled in Formulation of Algebra and/or Intermediate Algebra.
- *iReady Mathematics* is also utilized for intervention to support high school credential students in grades 9 and 10.

Professional Development

- Professional development and coteaching are offered extensively at all levels for implementation of mathematics programs and standards.
- Teachers serve on various state committees that include, but are not limited to, standards development, curriculum development, assessment development, and textbook adoption.
- Elementary school teachers participated in professional development focused on mathematical fluency routines.
- Middle school math teachers participated in conceptual math training utilizing manipulatives and strategies to increase engagement using math discourse.
- High school math teachers participated in the *Building Thinking Classrooms* math framework training which is designed to teach students through critical and creative thinking about real world mathematics concepts.

Assessment

- Teachers and administrators continue to design assessments to evaluate mastery of standards and to plan for enrichment or remediation.
- District-developed kindergarten math assessments are implemented to monitor student progress.

- Assessments are available through *Everyday Math* and are aligned to the South Carolina College- and Career-Ready Standards for Mathematics for grades K - 5.
- Formative state required assessments include NWEA MAP for elementary and iReady Diagnostics for middle.
- The *Progress Learning* program allows students to complete assessments by grade or course level and by standard. Teachers have the ability to create assessments using this program.
- Common assessment results for Foundations of Algebra, Algebra I, and Intermediate Algebra are used in the middle and high school courses to plan for instruction and remediation.
- Online resources are available to assist students with Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), American College Testing (ACT), Advanced Placement (AP), and Ready to Work (R2W) preparation.
- Virtual SAT/ACT preparation sessions and in-person sessions are being offered for students. Test preparation is also embedded in the math curriculum documents.

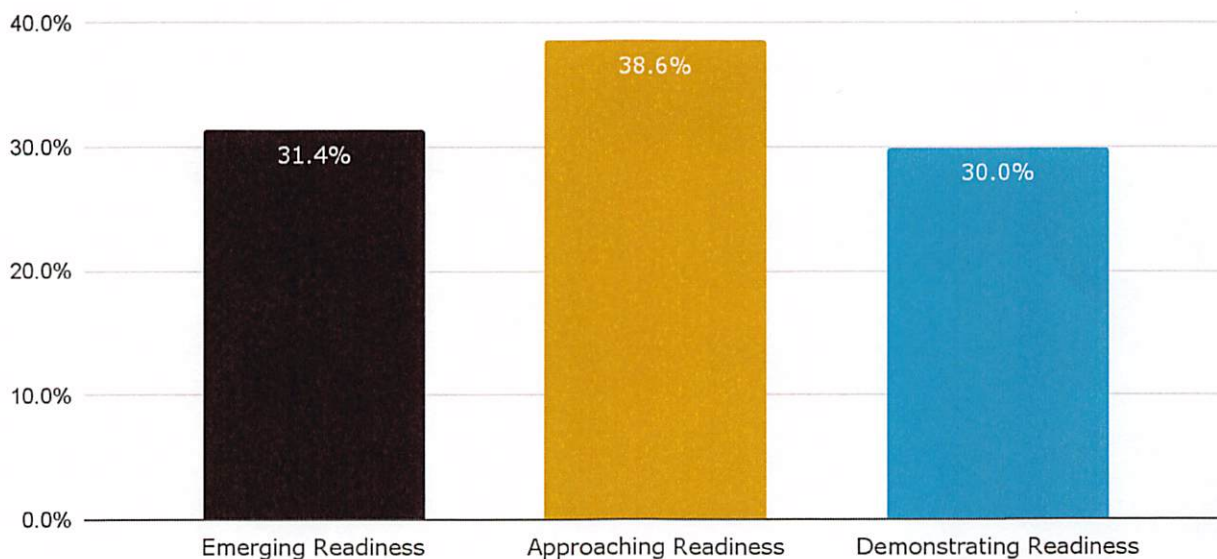
Numeracy Assessments

Kindergarten Readiness Assessment (KRA) Results

The Kindergarten Readiness Assessment (KRA), an assessment required by the South Carolina Department of Education, is a tool that measures a child's readiness for kindergarten prior to kindergarten instruction. This assessment is administered in the beginning of the students' kindergarten year. The results below are from the 2023 administration of this assessment and include a combination of results from literacy and numeracy components. Results for the 2024 school year are not yet available. Based on their performance on this assessment, students are placed into one of three categories:

- Students in the Demonstrating Readiness category have demonstrated foundational skills and behaviors that prepare him/her for a curriculum based on kindergarten standards.
- Students in the Approaching Readiness category have demonstrated some foundational skills and behaviors that prepare them for a curriculum based on kindergarten standards.
- Students in the Emerging Readiness category demonstrated minimal foundational skills and behaviors that prepare them for a curriculum based on kindergarten standards.

Fall 2023 KRA

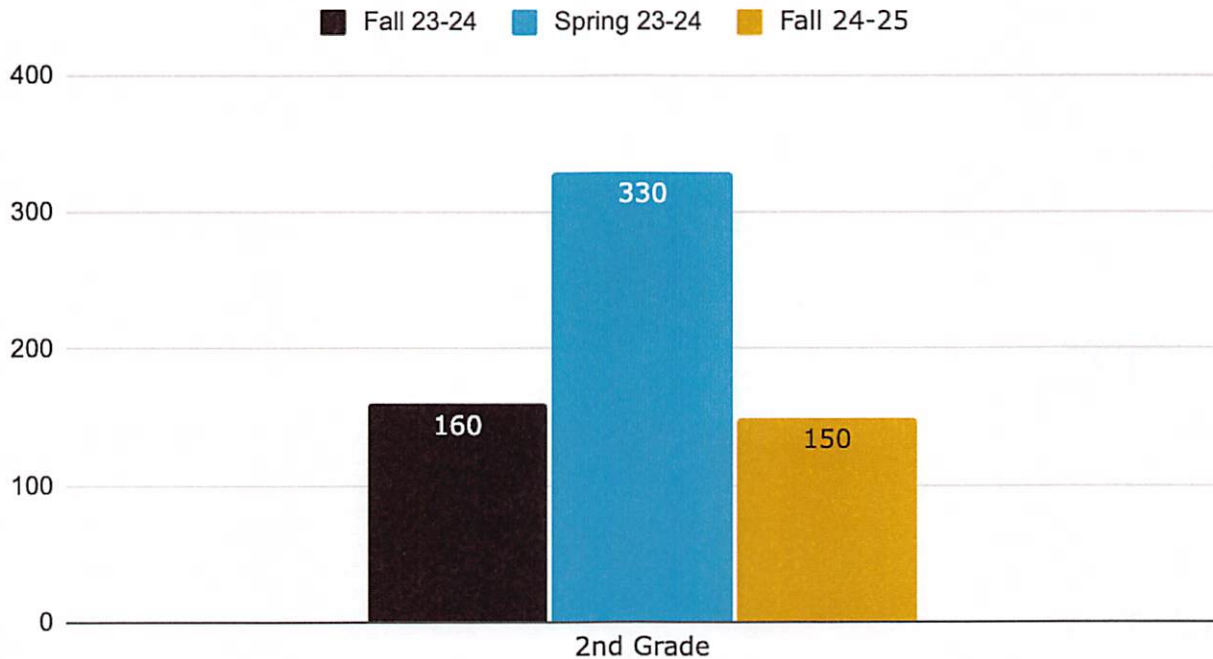


Measure of Academic Progress (MAP) Assessment Results

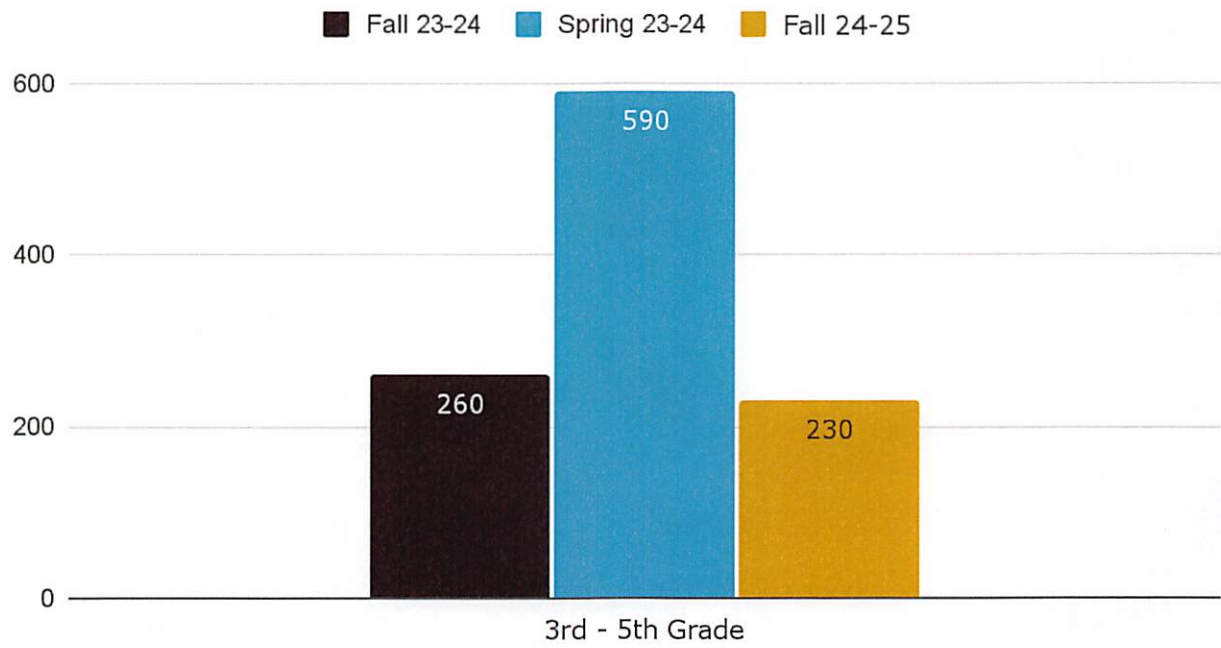
The NorthWest Evaluation Association (NWEA) Measure of Academic Progress (MAP) Growth Math Test is a nationally normed, standardized achievement test which measures a student's numeracy skills. This assessment also provides information regarding what a student is ready to learn next by using a computer adaptive test that adjusts to the ability and knowledge of the student. The MAP® Growth™ Math Test is an interim adaptive assessment for grades K–12 that precisely measures student achievement and growth mathematics.

In Horry County Schools, students in grades three through five are assessed using the MAP Growth assessment three times each year. These assessment results are reported in a Quantile score which indicates the students' math ability. Below are the median quantile scores for students in grades two through five on the assessment at the fall of 2023, spring of 2024, and fall of 2024.

Fall-Spring-Fall Quantile Median



Fall-Spring-Fall Quantile Median

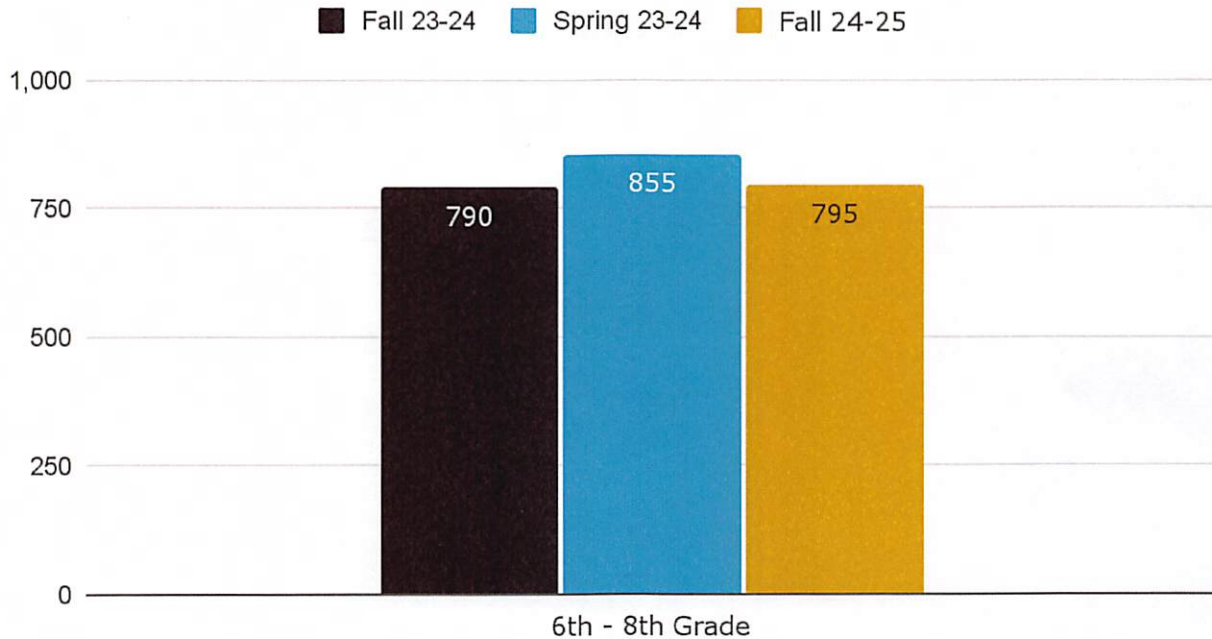


iReady Diagnostic Assessment

The i-Ready Diagnostic is a nationally normed adaptive online assessment tool that measures a student's math skills. During the test, iReady adjusts to the difficulty of the questions based on a student's answers. Reports provide teachers with a personalized view of each student's strengths and areas needing improvement to guide instruction accordingly. The test covers various math domains to include: numbers and operations, algebraic thinking, measurement and data, and geometry.

In Horry County Schools, the iReady Diagnostic assessment is administered three times per year. Below are the median quantile scores for students on the assessment at the fall of 2023, spring of 2024, and fall of 2024.

Fall-Spring-Fall Quantile Median

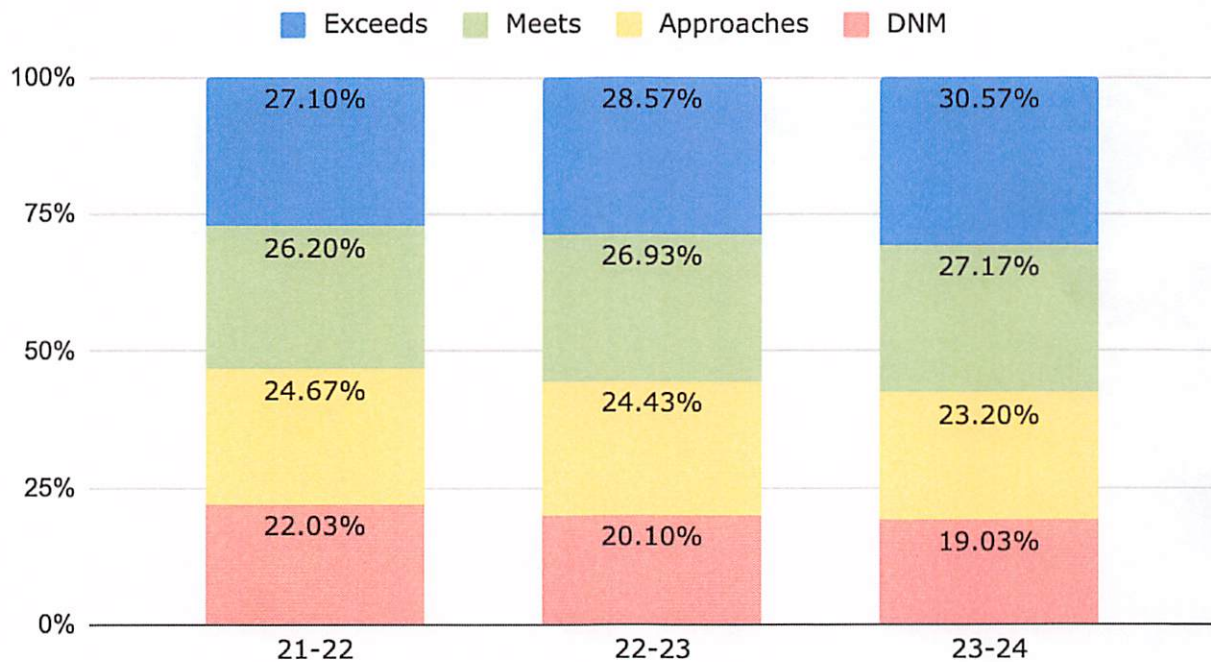


The South Carolina College-and Career-Ready Assessments (SC READY) Assessment Results

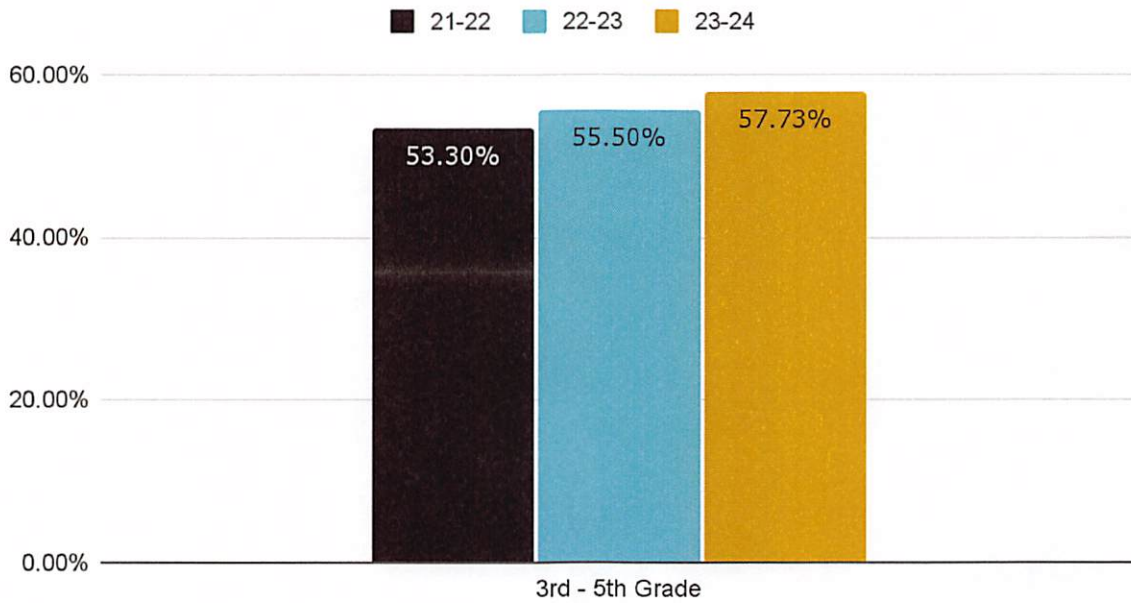
The South Carolina College-and Career-Ready Assessments (SC READY) in Mathematics is administered in the spring of each year to assess students meeting standards by grade level. Students are placed in one of four performance categories: Exceeds, Meets, Approaches, and Does Not Meet.

- Students scoring *Exceeds* are performing well above the grade level standard for Mathematics.
- Students scoring *Meets* are performing at the grade level standard for Mathematics.
- Students scoring *Approaches* are performing below the grade level standard for Mathematics.
- Students scoring *Does Not Meet* are performing well-below the grade level standard for Mathematics.

SC READY - Math Performance (3-5)

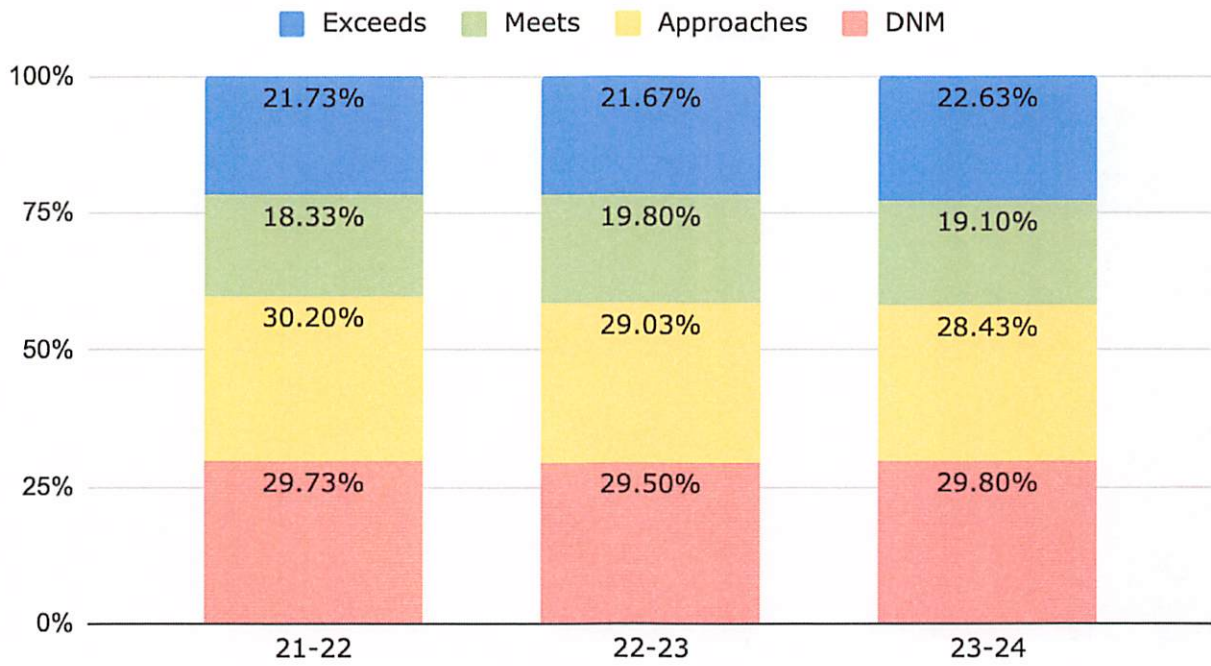


SC READY - Meets+Exceeds Math Performance

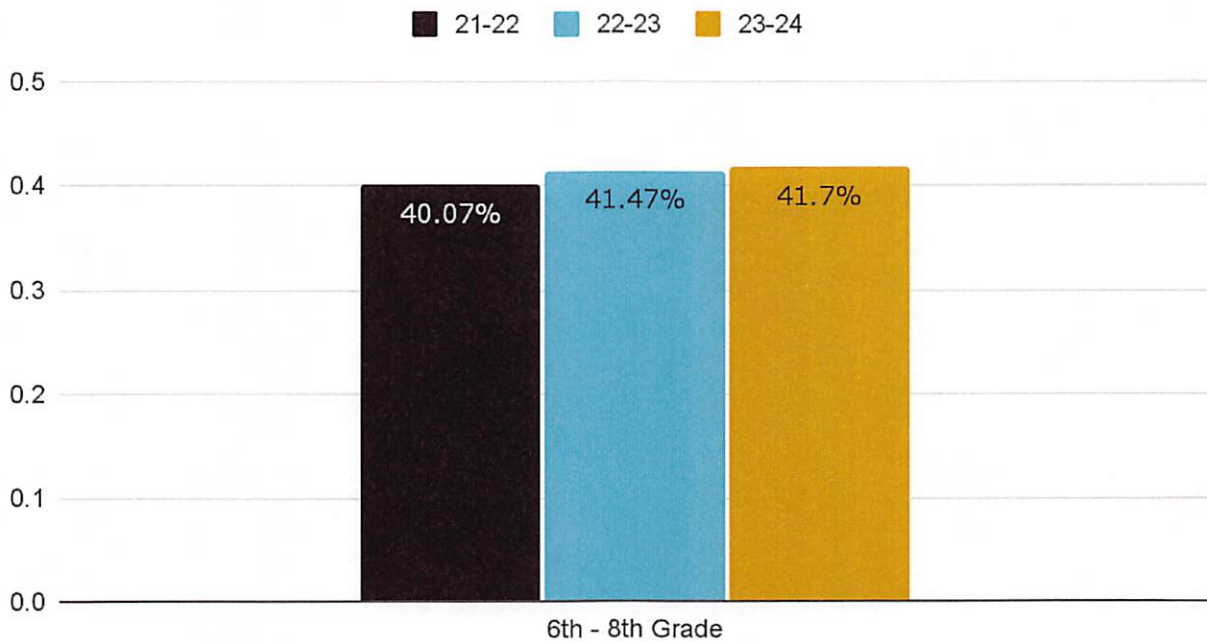


Interim Performance Goal: Meet annual targets below. (Interim targets are adjusted based on prior year's performance)						
Data Source(s)	Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
3rd grade - level 3 or higher: SC READY Math/SC Report Card	54.1	Projected Data:	66.5	69.9	72.4	75
		58.3				
		Actual Data:	67.3 (+13.2)			
		63.6				
4th grade - level 3 or higher: SC READY Math/SC Report Card	49.8	Projected Data:	59.8	64.9	70.0	75
		54.8				
		Actual Data:	59.9 (+10.1)			
		54.7				
5th grade - level 3 or higher: SC READY Math/SC Report Card	48.1	Projected Data:	58.1	59.8	67.4	75
		53.5				
		Actual Data:	52.2 (+4.1)			
		52.4				

SC READY - Math Performance (6-8)



SC READY - Meets+Exceeds Math Performance



Interim Performance Goal: Meet annual targets below.

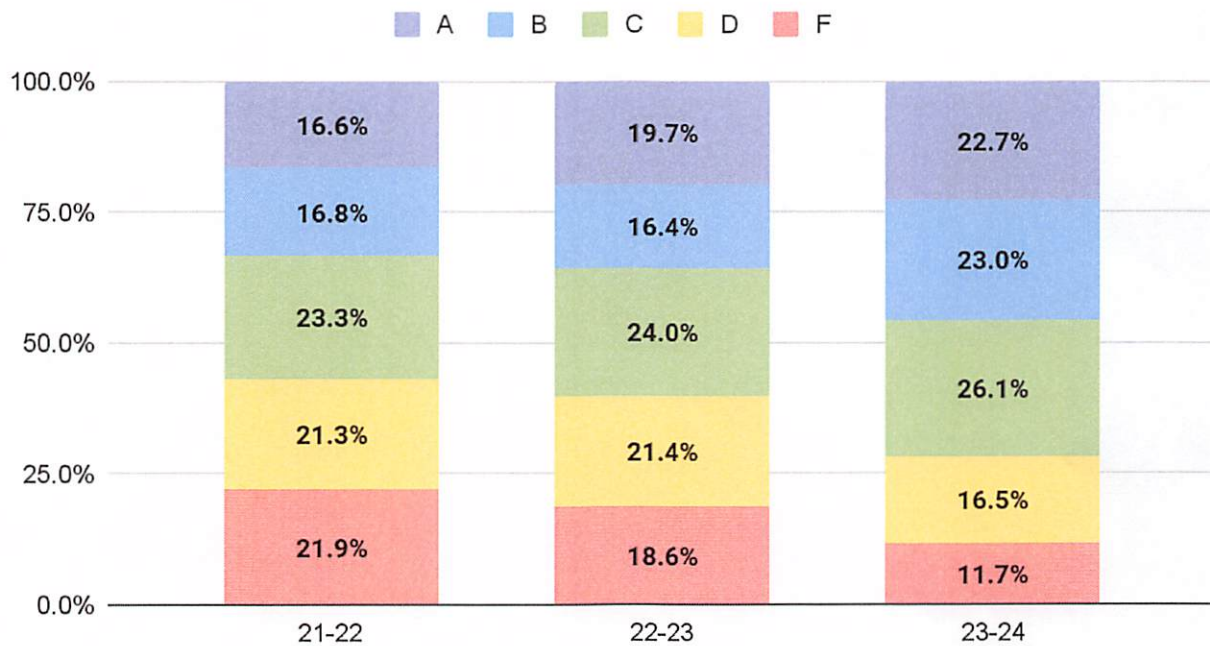
(Interim targets are adjusted based on prior year's performance)

Data Source(s)	Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
6th grade - level 3 or higher: SC READY Math/SC Report Card	42.5	Projected Data:	52.9	56.1	65.5	75
		49				
		Actual Data:	46.6 (+4.1)			
		45.5				
7th grade - level 3 or higher: SC READY Math/SC Report Card	39	Projected Data:	49.3	53.4	64.2	75
		46.2				
		Actual Data:	42.6 (+3.6)			
		40.7				
8th grade - level 3 or higher: SC READY Math/SC Report Card	37.6	Projected Data:	50.5	51.8	63.4	75
		45.1				
		Actual Data:	40.2 (+2.6)			
		42.3				

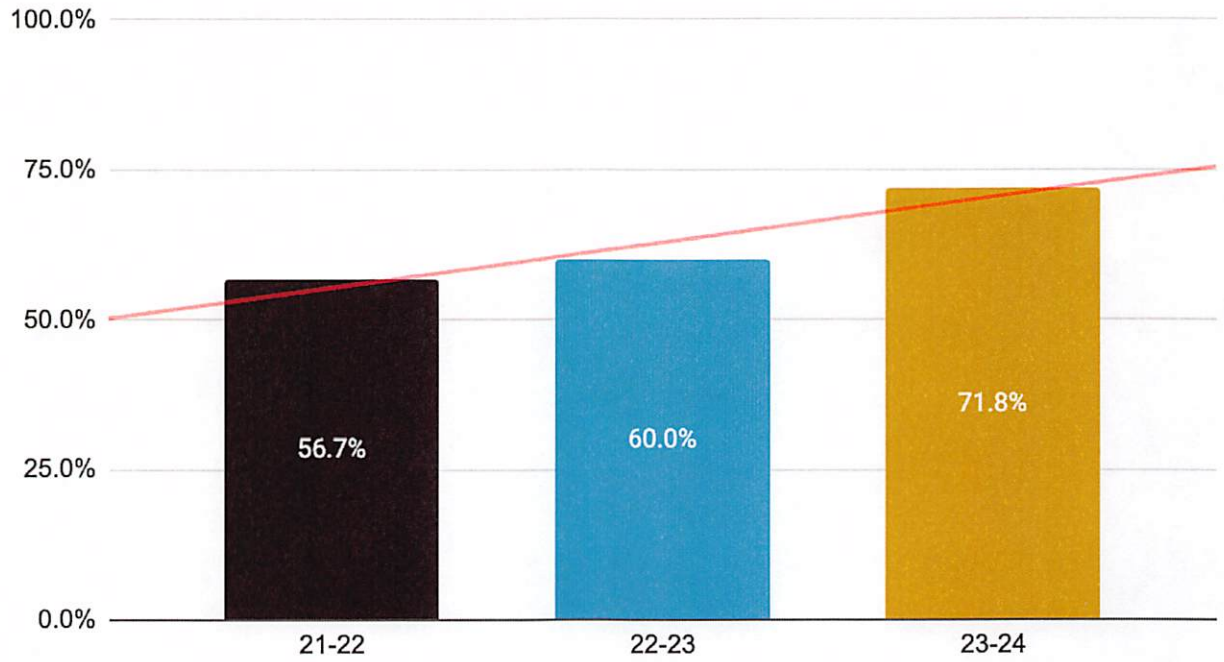
The South Carolina End of Course Examination Program (SC EOCEP) Algebra 1 Assessment Results

The South Carolina End of Course Examination Program Algebra 1 assessment is designed to assess student performance on the Algebra 1 curriculum standards. This assessment is administered each year to students who are enrolled in Algebra 1, Algebra 1 Honors, Intermediate Algebra and Essentials of Algebra 1. Student performance on this assessment is indicated by a score ranging from 0 to 100 and is commonly translated to a letter grade ranging from A to F. Each student's score on this assessment represents 20% of their final grade for the course. The data below contain a summary of HCS students' performance based on these letter grades for the most recent three school years.

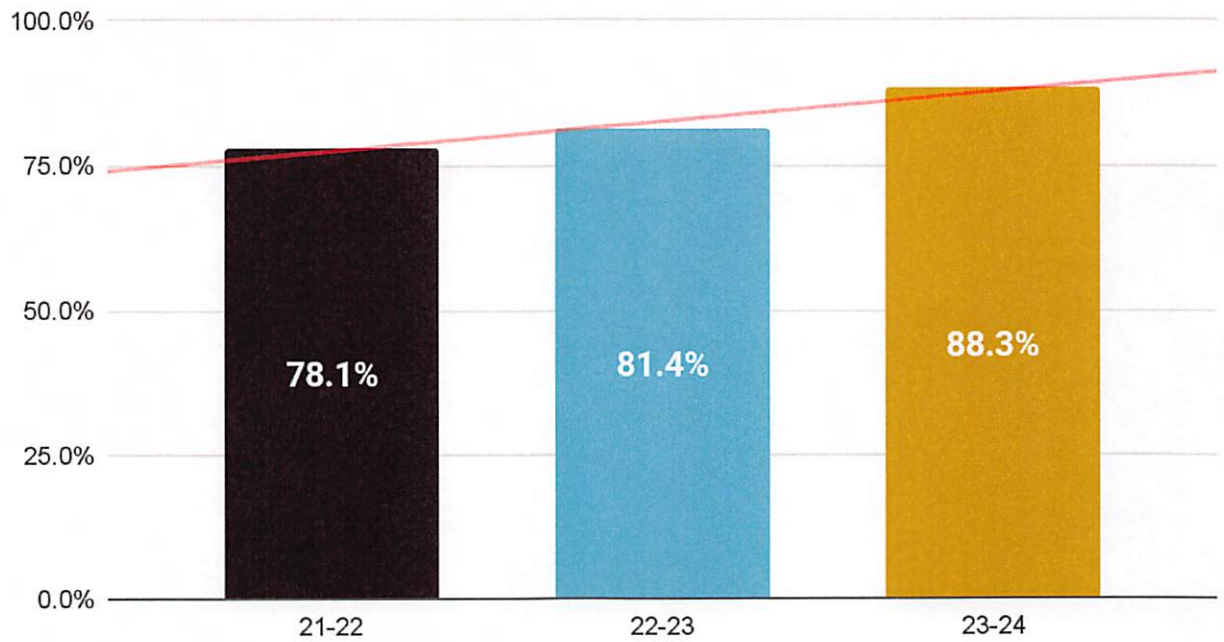
Algebra 1 - EOCEP Results per Letter Grade



Algebra 1 - C or Higher



Algebra 1 - Percent Passing



Interim Performance Goal: Meet annual targets below.

(Interim targets are adjusted based on prior year's performance)

Data Source(s)	Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent scoring a "C" or higher: Algebra I EOCEP/SC Report Card	61	Projected Data:	63.4	71.7	75.9	80
		64.8				
		Actual Data:	67.6 (+6.6)			
		57.8				