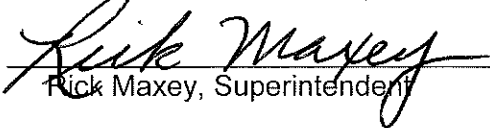


**HORRY COUNTY SCHOOLS
MONITORING REPORT – R-2 Numeracy**

I certify that the information in this report is true.

Signed:  Date: December 12, 2016
Rick Maxey, Superintendent

Disposition of the Board:

☐ In compliance
☐ Not in compliance
☐ Compliance with exception

Signed: _____ Date: _____
Joe DeFeo, Board Chair

Comments: _____

R-2 – Math	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards or state competencies in Math.	✓			

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 that 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 the 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 curriculum 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:

Curriculum and Instruction

- Horry County Schools curriculum and course offerings are aligned with the South Carolina College-and Career-Ready Standards for Mathematics.
- HCS has implemented curriculum maps and pacing guides to ensure effective teaching of the South Carolina College-and Career-Ready Standards for Mathematics.
- Professional development and coaching are offered extensively at all levels for implementation of mathematics programs and standards.
- Instructional materials adoption processes comply with state requirements.
- HCS mathematics curricular resources and assessments are available online for teacher use.
- Child Development uses *Building Blocks* as the math curriculum with a technology component.
- *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.
- An online pre-algebra course is utilized for identified students during the spring semester of the fifth-grade year.
- The District is implementing a blended learning instructional model in grades 3-12 to support personalized learning that differentiates mathematics instruction to meet individual student needs.
- Emphasis is placed on fluency and accuracy of basic math facts in elementary school.
- Mathematics curriculum for honors and accelerated courses at the middle school level is based on research from the field of gifted education. Content may be accelerated by one or more grade levels.
- HCS offers STEM (Science, Technology, Engineering, and Mathematics) programs for high school students who demonstrate an aptitude and interest in one of these areas. All high schools continue to add STEM-related courses and complete programs. Middle schools are offering and expanding STEM exploratories.
- Digital content has been implemented in grades 3 – 12 to address individual student weaknesses and target prerequisite skills for learning.
- Online mathematics courses, including Advanced Placement and other higher level courses, are available through HCS Virtual.

Interventions

- District protocols for screening students for interventions are utilized.
- *Connecting Math Concepts* is being implemented in elementary schools.
- Research-based interventions, including *Transmath* and *VMath*, are currently being implemented in middle schools.
- *Algebra Ready* is being implemented at the high school level.

Assessment

- Teachers and administrators continue to design common assessments and performance tasks that can be used to evaluate mastery of standards and plan enrichment or remediation.
- The *Circle* assessment is administered to all child development students at the beginning, middle, and end of the school year.
- District-developed math fact assessments and kindergarten math benchmark assessments are implemented to progress monitor.
- Online assessments and teacher-created assessments for *Everyday Math* are available and are aligned to the South Carolina College- and Career-Ready Standards for Mathematics for grades K-5.
- Computer software programs that allow students to complete diagnostic tests by grade/course level and by standard, are used at the middle and high school levels. Teachers have the ability to create assessments using this program.
- Benchmark assessment results for Algebra I, Foundations in Algebra, and Intermediate Algebra are used in the high school courses to plan instruction.
- Online resources are available to assist students with ACT, SAT, and WorkKeys preparation.

Other Strategies

- Teachers serve on various state committees that include, but are not limited to, standards setting, curriculum teams, development of assessments, and textbook adoption.
- Students compete in mathematics competitions such as Math Counts, the Pee Dee Regional High School Mathematics Tournament, and High School Mathematics Contest at USC.
- Teachers' expertise is recognized, as they are asked to share their knowledge with others at the state and national levels.
- Guidelines developed by a committee of teachers, principals, and district staff are being used for implementation of mathematics digital content.