

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

I certify that the information in this report is true.

Signed: *Rick Maxey* Date: 12-10-15  
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 developed curriculum maps and pacing guides to ensure effective teaching of the South Carolina College-and Career-Ready Standards for Mathematics.
- Professional development and coaching have been 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* (M<sup>3</sup>), 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.
- Time is allocated daily at the elementary level to differentiate mathematics instruction and meet individual student needs.
- Emphasis has been 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 a STEM (Science, Technology, Engineering, and Mathematics) program for high school students who demonstrate an aptitude and interest in one of these areas.
- *Compass Learning* is a computer software program that individualizes instruction, based on MAP scores.
- *ALEKS* math 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 Horry County Virtual School (HCVS).

### **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.
- Co-teaching support continues to be provided through a cohort collaboration with *2Teach, LLC*.

### **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.
- *USA Testprep*, a computer software program that allows students to complete diagnostic tests by grade/course level and by standard, is used at the middle and high school levels. Teachers have the ability to create assessments using this program.
- Benchmark assessment results for Algebra I, Algebra II, Geometry, 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, and they are asked to share their knowledge with others at the state and national levels.
- A committee of teachers, principals, and district staff developed guidelines for implementation of mathematics digital content.