Consent Agenda #

HORRY COUNTY SCHOOLS
MONITORING REPORT – R-2 Math

I certify that the information in this report is true.

Signed: _____ Date: _____
Rick Maxey, Acting 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 academic standards 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

- Horry County Schools curriculum and course offerings are aligned with the South Carolina adopted mathematics standards.

- HCS has developed curriculum maps and pacing guides to ensure an effective teaching of the SC adopted state standards in mathematics.
- Instructional materials adoption processes comply with state requirements.
- All HCS mathematics curricular resources and assessments are available online for teachers' use.
- *Everyday Mathematics* is the current adopted text for elementary schools.
- Glencoe mathematics materials were adopted as the mathematics middle school text materials during the adoption process in spring 2013 and are currently being used.
- Emphasis has been placed on fluency and accuracy of basic math facts in elementary school, and additional resources and curriculum have been developed for this mathematical concept.
- Child Development uses *Building Blocks* as their math curriculum, with a technology component.
- HCS offers a STEM (Science, Technology, Engineering, and Mathematics) program for students who demonstrate an aptitude and interest in one of these areas.

Assessment

- The Circle assessment is administered to all Child Development students at the beginning, middle, and end of the school year, and kindergarten at the beginning of the year.
- Benchmark assessments for Algebra I, Algebra II, and Geometry are used in the high school courses to plan instruction.
- Teachers and administrators continue to design common assessments that can be used to evaluate mastery of standards and plan enrichment or remediation.
- USA Testprep, a computer software program that allows students to complete diagnostic tests by grade level and by standard, has been implemented at the middle and high school levels and can be utilized both at school and home. Teachers have the ability to create mini-assessments using this program that can be used to help students prepare for the Algebra 1 end-of-course test.
- District-developed math fact assessments and kindergarten math benchmark assessments are implemented to progress monitor.
- District developed performance tasks are available for teacher implementation.
- Online assessments for *Everyday Math* are available and are aligned to the SC adopted standards in mathematics for grades K-5.

Instruction

- *Compass Learning*, a computer software program that individualizes instruction based on MAP scores, has been implemented and can be utilized both at school and at home.
- Professional development and coaching have been offered extensively at all levels. These coaching sessions focus on the implementation of programs as well as effective teaching strategies for SC adopted standards and how to teach conceptually versus procedurally and how to create assessment items.
- An online Algebra I course is available through Horry County Virtual School (HCVS).

- *ALEKS* math, a web-based assessment and learning system which uses adaptive questions to determine what a student knows and does not know, has been implemented at middle school and high school levels to address individual student weaknesses and target prerequisite skills for learning.
- *Everyday Mathematics* offers online instructional activities that can be used to differentiate instruction in elementary mathematics.

Interventions and Strategies for Struggling Students

- District protocols for screening students for intervention have been developed and intervention materials have been selected for mathematics.
- *Transmath* has been implemented in middle schools as an intensive intervention program.
- *VMath*, a results driven, research-based intervention for Tier II students who require intervention in addition to core instruction, has been implemented in grades 6-8.
- Connecting Math Concepts has been implemented in elementary schools as a core replacement for Tier III B and can be utilized as a supplement for strategic students in Tier II and Tier III B. Support is being provided by consultants and Program Specialists.
- *Algebra Ready* has been implemented at the high school level for students in the occupational diploma program.
- *Inside Algebra* is being implemented at two high schools for students in strategic intervention.
- Co-teaching support continues to be provided through a cohort collaboration with 2Teach, LLC.

Interventions and Strategies for High-Achieving Students

- The Horry County Virtual School program provides opportunities for students to enroll in Advanced Placement courses and other higher-level courses.
- *Mentoring Mathematical Minds* (M^3), a mathematics curriculum for gifted elementary students that is both enriched and accelerated with a focus on developing conceptual understanding and mathematical thinking, is currently being implemented in all elementary schools in grades 3-5. In addition, the *Everyday Math* curriculum is compacted for gifted and high achieving elementary students.
- Instructors are provided professional development opportunities in gifted curriculum and best practices.
- An online pre-algebra course is utilized for identified students during spring semester of the fifth-grade year.
- Mathematics curriculum for honors and accelerated courses at the middle school level is based on research from the field of gifted education about the academic effects of acceleration. Content may be accelerated by one or more grade levels.
- Time is allocated daily at the elementary level to differentiate instruction and meet individual student needs.

Other Strategies

- Teachers serve on various state committees that include, but are not limited to, standards setting, curriculum teams, development of assessments, numeracy leadership and textbook adoption.
- As recognition, teachers are often asked to share their knowledge with others at the state and national level.
- Online resources are available to assist students with ACT, SAT, and WorkKeys preparation.
- Students compete in mathematics competitions such as Math Counts, the Pee Dee Regional High School Mathematics Tournament, and High School Mathematics Contest at USC.