BOARD MONITORING REPORT

Policy Reference: R-01
Student achievement in literacy will be measured according to the *Strategic Plan Performance Goals* and annual results. Overall student performance in literacy will meet or exceed the *District Consolidated Goals* baseline measures for reading and English language arts. The district will allocate the necessary resources to ensure students can achieve the district goal in literacy.

Purpose/Background
Provide the Board with evidence that the Superintendent is complying with Board Policy R-01 and summarize the current status, key outcomes, and significant trends.

Monitoring Report Summary
Overall Compliance Status

☐ In Compliance ☐ Compliance with Exception(s) ☐ Not in Compliance

Executive Summary

Key Performance Indicators
- Lexile Data (iReady)
- Individualized Growth and Development Indicators (myIGDIs)
- Kindergarten Readiness Assessment (KRA)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- SC READY Data for ELA
- English 2 EOCEP Data
- Advanced Placement Literature and Language Courses

Year-over-Year Trends
- In the 2025-26 school year, HCS had a 3.3 percent increase across grades 3-8 on the South Carolina SC READY test, with our largest gain occurring in sixth grade at 6.1 percentage points.
- In the 2025-26 school year, 74% of HCS students had a C or higher on the English 2 EOCEP, a slight dip from 75% in the 2024-2025 school year.

Significant Accomplishments
- Over the last five years, HCS students in grades 3-8 have shown an overall growth of 19 points in the percentage of students performing at or above grade level on the SC Ready ELA assessment from 48.9% in 2021 to 67.8% in 2026.

New Initiatives or Significant Changes
- iReady testing K-12 to monitor Lexile Growth
- Rise with Reading: Phase 2
    - Focus on Novel Reading
    - Connecting to Families and Community Resources
    - Development of K-12 Multi-tiered System of Support (MTSS) Model
- Professional Learning Communities (PLC) common language and expectations.
- Vocabulary and Writing Focus

Areas Requiring Attention
- Subgroup performance

- MTSS Development K-12

Planned Next Steps

- Continue Science of Reading and Literacy Focus K-12 with Rise with Reading
- Further develop MTSS Plan to include Administrative Dean support and subgroup focus
- Enhance use of Lexile as a measure K-12
- Ongoing professional development and organizational development

Certification of Accuracy

I certify that the information contained in this monitoring report is true, accurate, and complete to the best of my knowledge.

Superintendent_____Date: November 2, 2026

Board Disposition

☐ In Compliance
☐ Compliance with Exception(s)
☐ Not in Compliance

Board Chair: David Cox Date: November 2, 2026

Appendix Items

Contact for Additional Information

Name Jonathan Lee James Title Chief Academic Officer

Phone 843-488-6764 Email jjames@horrycountyschools.net

Recommended Board Action

Move to accept the Superintendent's Monitoring Report for Results Policy R-01 – Literacy as evidence of compliance with the provisions of Board Policy in Section 04 Results, Code R-01.

Strategies:

Reading and Language Instructional Materials

- Instructional materials adoption processes comply with state requirements.
- PreK On My Way, a core research-based reading program, is utilized in child development.
- iReady MyPath is utilized as a digital content resource that supports reading in grades K-8.
- Heggerty strengthens K–2 literacy instruction by providing explicit, systematic phonemic awareness practice that builds the foundational sound skills students need for successful decoding, spelling, and reading development.
- CommonLit is utilized as a digital content resource that supports reading in grades 9-12.
- HMH-Into Reading, a core research-based reading program, is utilized in grades K-5.
- SAAVAS Learning Company, myPerspectives is used for instruction for grades 6-12.
- National Geographic In the USA and Inside the USA is used as a K-12 newcomer curriculum for multilingual learners (MLs).
- Reach, Inside, and 21st Century are used as the K-12 core curriculum for ML learners.

Reading and Languages Curricula and Instructional Strategies Core Academic Strategies

- Horry County Schools curricula and course offerings are aligned with the 2024 South Carolina College- and Career-Ready Standards for English Language Arts (SCCCR) expectations.
- Implementation of the South Carolina support documents has been emphasized since their release as a means of further ensuring student mastery of standards.
- Consensus maps (pacing guides), lesson plans, and assessments are aligned to the 2024 South Carolina College- and Career-Ready Standards (SCCCR).
- To increase students' college and career readiness, opportunities are available for students to take dual-enrollment, Advanced Placement, and International Baccalaureate courses.
- Novel/book study has been implemented in grades K-12.
- There is a K-12 focus on literacy that includes morphology, vocabulary, and writing.
- Comprehensive Literacy Tasks are used in grades 6-12. In addition, a literature-based questioning process (LBQ) is utilized to promote evidence-based writing in English I - IV.
- Utilization of written scientific explanations using claims, evidence, and reasoning is emphasized in K-12 science.
- Text-dependent writing prompts aligned to SC READY and English EOCEP are utilized in grades 3-8 and English I and English II.
- The SC READY and English EOCEP writing rubrics are used to score writing outcomes.
- The SC Honors Framework is utilized for honors-weighted courses at the high and middle school levels in order to ensure rigor and comparability across the state.
- A comprehensive K-12 ESOL curriculum is utilized to assist Multi-Lingual (ML) students with language acquisition and literacy development.
- Schools developed a site-based reading plan following the guidelines required by the state Read to Succeed Act.
- Library media specialists monitor patron usage and circulation statistics to ensure increased utilization of literary resources.
- Beanstack is used for students to track the number of pages read throughout the school year.
- Library collections are updated annually to include a variety of print and digital resources that support language and reading acquisition.
- Digital content and resources are utilized to help students prepare for AP exams, college entrance exams, and above-grade-level assessment opportunities: Albert.io, AP Classroom, March2Success, Naviance, Progress Learning, and Khan Academy.

Strategies for Students Performing Below Grade Level

- District protocols are in place to ensure students needing reading intervention receive services.
- Literacy workstations provide opportunities for targeted small-group instruction and practice in essential literacy skills.
- Research-based curricula for students with disabilities are utilized: Read It Once Again, University of Florida Institute Foundations (UFLI), Sounds Sensible, SPIRE, Reading Mastery Signature Edition, Wilson Reading System, Linda Mood Bell - Seeing Stars, iReady (modified), Read 180, PowerUp by Lexia, and Unique Learning System.
- Reading intervention programs and materials are being used to provide additional support and remediation for students who are struggling with reading. Programs include, but are not limited to, Passport, iReady, Read 180, Class Intervention, and UFLI.
- Special education academic instruction curriculum is utilized to support students and improve literacy in all content areas.
- Opportunities are available for students to earn initial credits and recover credits through online curricula.

- School-level RtI teams adhere to ACT 213: Multi-Tiered Systems of Support (MTSS) and consider additional data points based on students' individual needs.

Strategies for High-Achieving Students

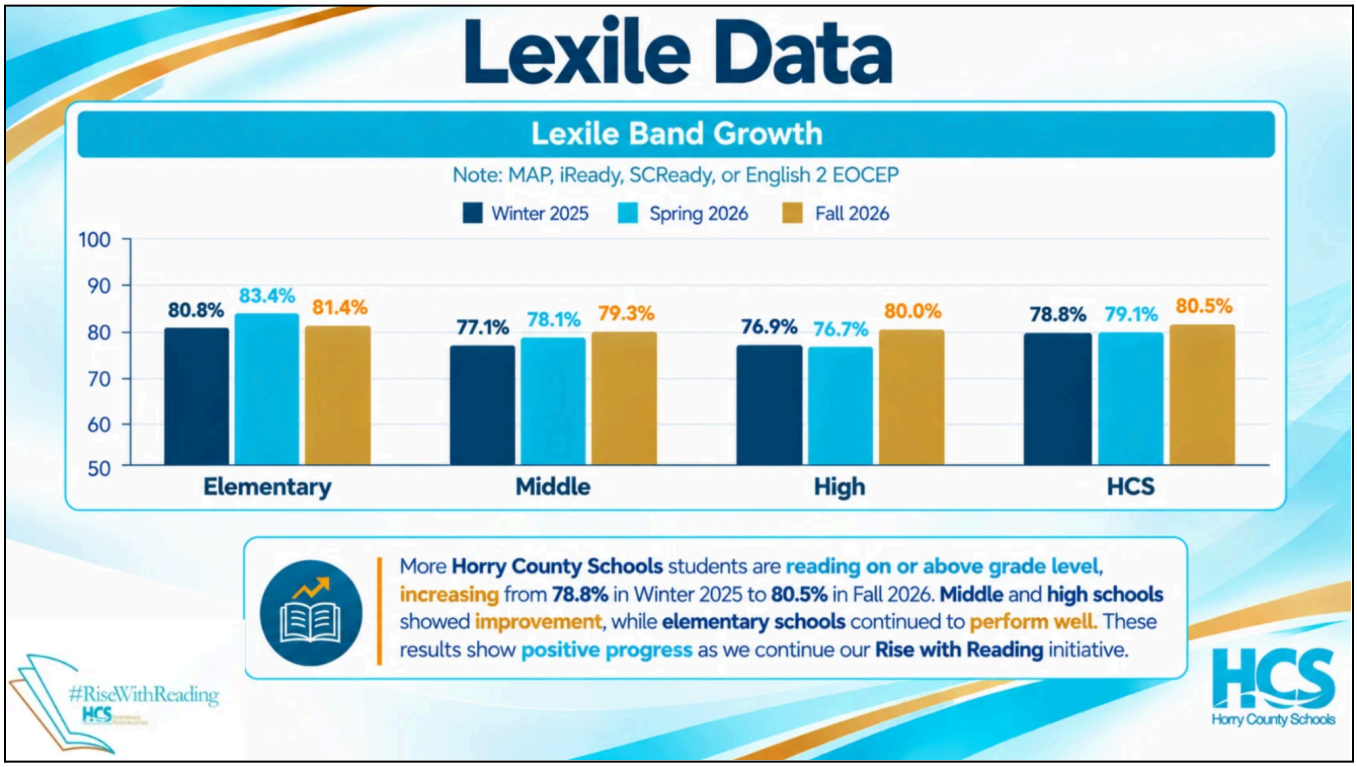
- Elementary Gifted and Talented ELA curriculum materials include research-based units of study, as well as district-developed research, morphology, and integrated units utilizing Junior Great Books and HMH: Into Reading.
- The units address SC gifted goals and objectives, extend beyond the grade-level standards, and incorporate instructional strategies appropriate in response to the needs of gifted learners, including learning experiences to enhance the capacity to think critically, logically, and creatively.
- English language arts curricula for honors and accelerated courses in grades 6-12 include thematic study, advanced content, writing, research, and word part study.
- Courses are designed to follow the SC Honors Framework.
- English language arts instruction is differentiated to accommodate the level and pace of gifted and talented learners.
- High school curriculum maps provide indicator extension activities to accelerate students to the next grade level indicator.
- Opportunities are available for students to participate in honors, Advanced Placement, International Baccalaureate, and dual-enrollment courses at the high school level.

Professional Development for Teachers

- The district participates in early childhood collaboratives with community agencies, higher education representatives, and school-based services to facilitate the development of a comprehensive intervention program for children who are at risk for school readiness.
- HCS teachers receive Science of Reading research-based training. (LETRS)
- LETRS training, focused on early literacy foundational skills, is being implemented across the district.
- Middle and high school English teachers receive professional development in reading strategies, writing, and research.
- Ongoing professional development in rigorous standards-based planning, instruction, and assessment is provided at the district level for principals, instructional coaches, and lead teachers.
- Teachers and paraprofessionals are provided professional development opportunities in reading intervention curriculum and instructional strategies.
- Teachers are provided with professional development strategies for supporting gifted and talented students.
- Advanced Placement English teachers participate in professional development with College Board trainers and AP teacher collaboration sessions.
- Designated certified professionals are required to earn the Read to Succeed endorsement through professional development or coursework.
- Teachers and district staff serve on various state committees that include standards setting, curriculum and assessment, development of assessments, textbook adoption, and South Carolina College- and Career-Ready Standards (SCCCR) implementation.

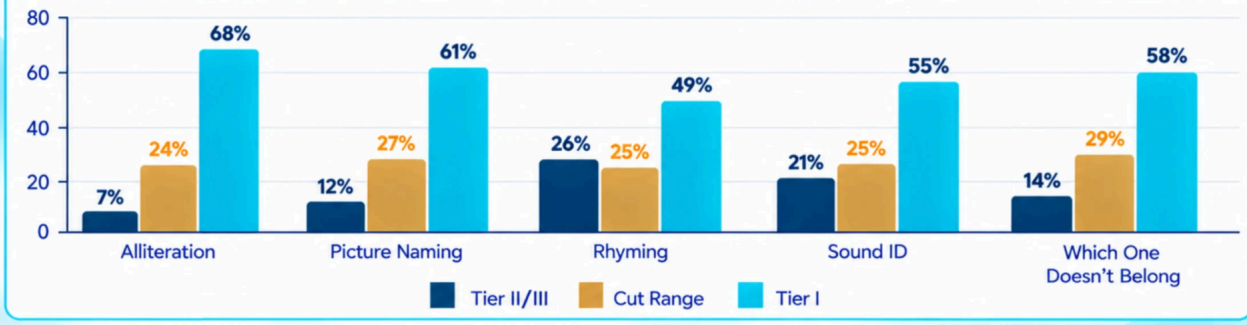
R-1 Literacy Data





PreKindergarten Assessment

Spring 2026 Individual Growth and Development Indicators (MyIGDIs)



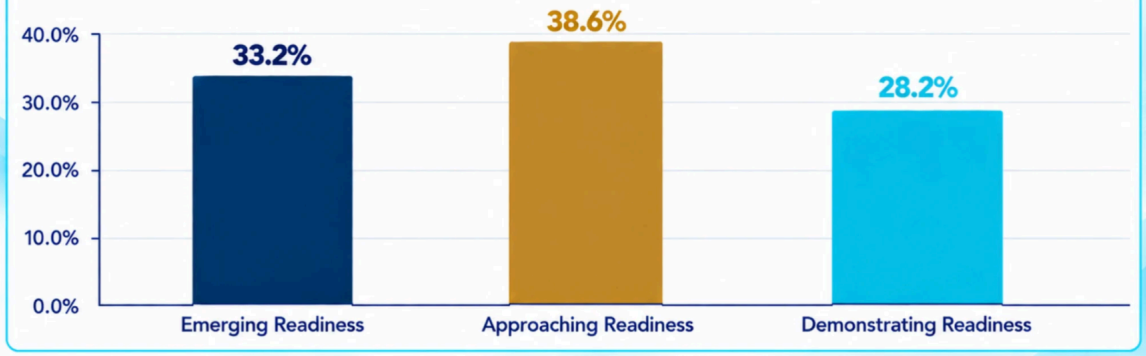
Most students demonstrated **Tier I performance** across all five MyIGDIs in spring 2026, with the **highest results** in **Alliteration (68%)** and **Picture Naming (61%). Rhyming (49%)** and **Sound Identification (55%)** were the next highest, while **Tier II/III results** ranged from **7% to 26%**, showing continued growth and support.

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Horry County Schools

Kindergarten Readiness

Fall 2025 Kindergarten Readiness Assessment (KRA)



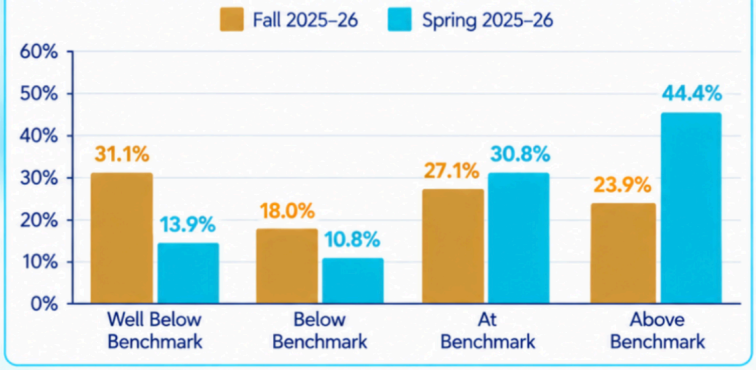
In Fall 2025, **28.2%** of kindergarten students demonstrated readiness, **38.6%** were approaching readiness, and **33.2%** were at the emerging readiness level.

#RiseWithReading

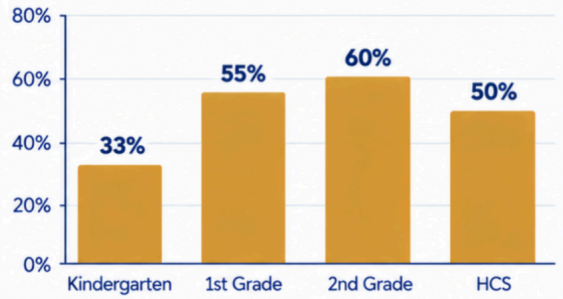
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DIBELS Assessment

Fall to Spring 2025–26



Fall 2026
Benchmark or Above



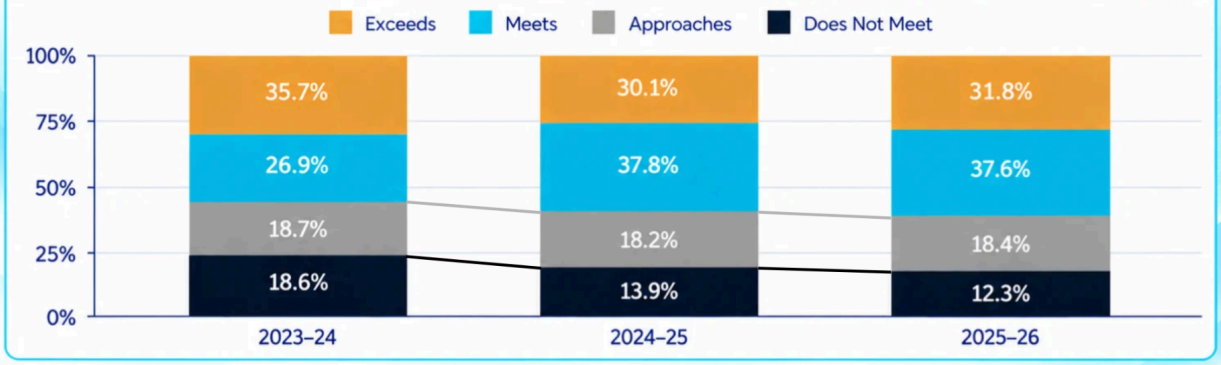
#RiseWithReading

Students made strong reading gains from fall to spring 2025–26. In fall 2026, **33%** of kindergarten, **55%** of first-grade, and **60%** of second-grade students are at or above benchmark, compared with **50%** districtwide.

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SC READY Assessment Elementary

SC READY - ELA Performance (Grades 3-5)

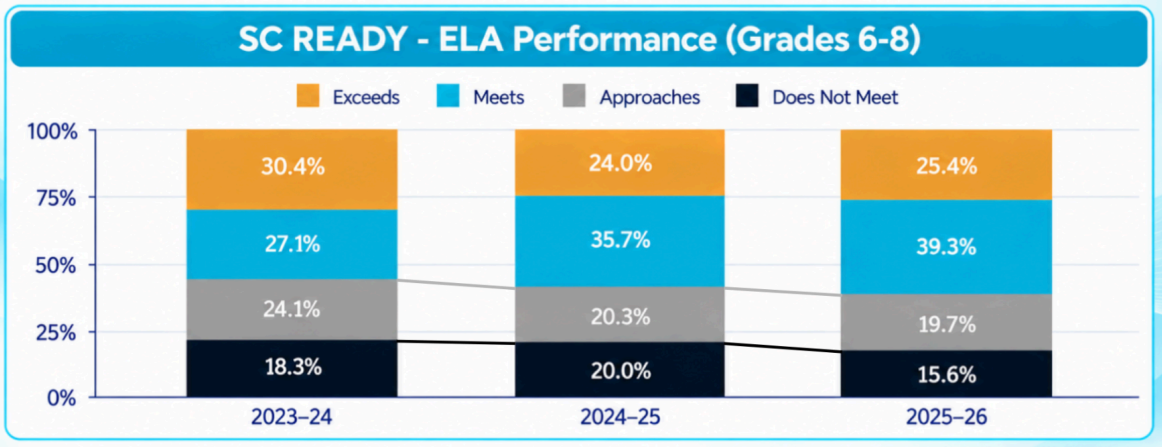


#RiseWithReading

ELA achievement in grades 3–5 has improved over the past three years. The percentage of students **meeting** or **exceeding** expectations increased from **62.6%** in 2023–24 to **69.4%** in 2025–26, a gain of **6.8 percentage points**. At the same time, fewer students scored Does Not Meet, decreasing from **18.6%** to **12.3%**.

Horry County Schools

SC READY Assessment Middle School

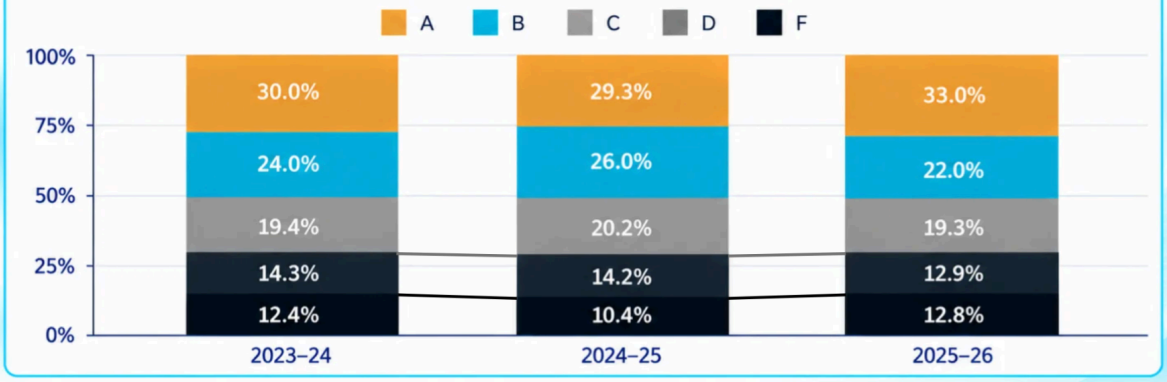


In grades 6–8, the percentage of students **meeting** or **exceeding** expectations increased from **57.5%** in 2023–24 to **64.7%** in 2025–26, a gain of **7.2 percentage points**. At the same time, fewer students scored Does Not Meet, decreasing from **18.3%** to **15.6%**.

#RiseWithReading

Horry County Schools

English 2 End of Course Exam

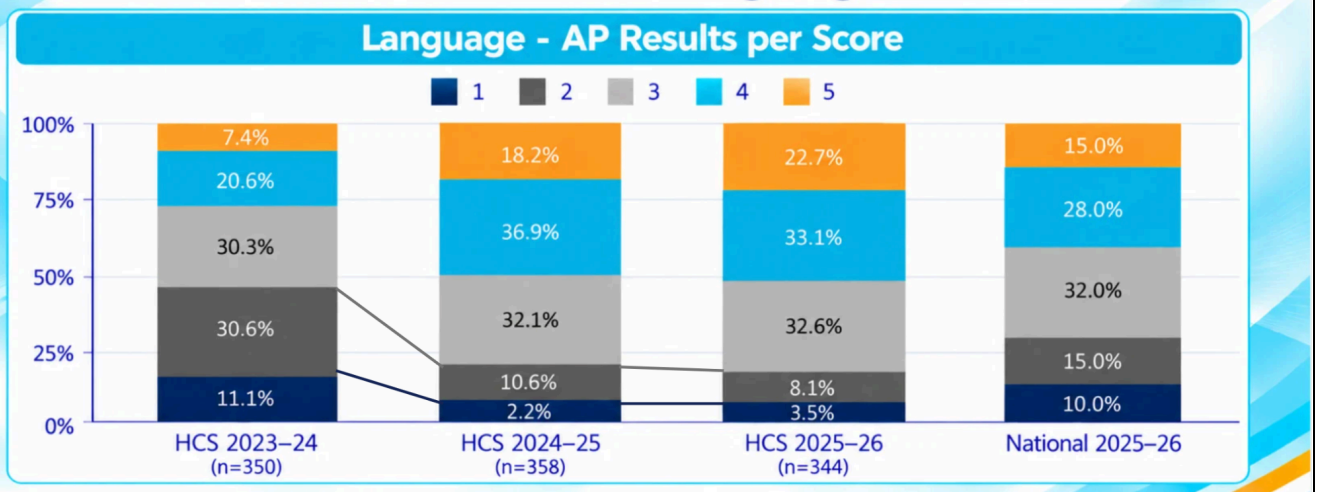


The percentage of English 2 students earning an **A** increased from **30.0%** in 2023–24 to **33.0%** in 2025–26. The percentage earning a **B** decreased from **24.0%** to **22.0%**. Overall, the percentage of students earning a **D** or **F** decreased from **26.7%** in 2023–24 to **25.7%** in 2025–26.

#RiseWithReading

Horry County Schools

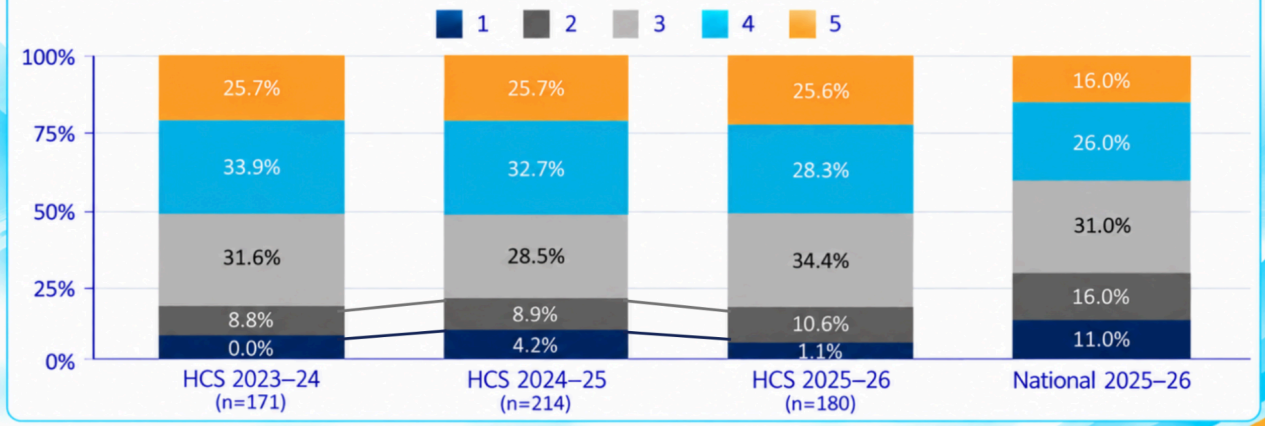
Advanced Placement Language Test Scores



#RiseWithReading

The percentage of students earning a 3, 4, or 5 on the AP Language exam increased from **58.3%** in 2023–24 to **77.2%** in 2025–26, a gain of **18.9 percentage points.**

Advanced Placement Literature Test Scores



#RiseWithReading

The percentage of students earning a 3, 4, or 5 on the AP Literature exam was **91.2%** in 2023–24 and decreased slightly to **88.3%** in 2025–26, compared with **73%** nationally, a difference of **15.3 percentage points.**