

Evaluating Title IV-A: Practical Approaches from Districts

ESSA Academy

Martha Walker

Karen Cook, Brett Vaughn, & Wanda Greenfield

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**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Agenda

Title IV, Part A

- Overview
- Evaluation Requirements

Logic Models

- The Connection
- Examples

District Approaches

- FY 2024 Survey Results
- Lexington 1 – Karen Cook
- Spartanburg 7 – Brett Vaughn & Wanda Greenfield





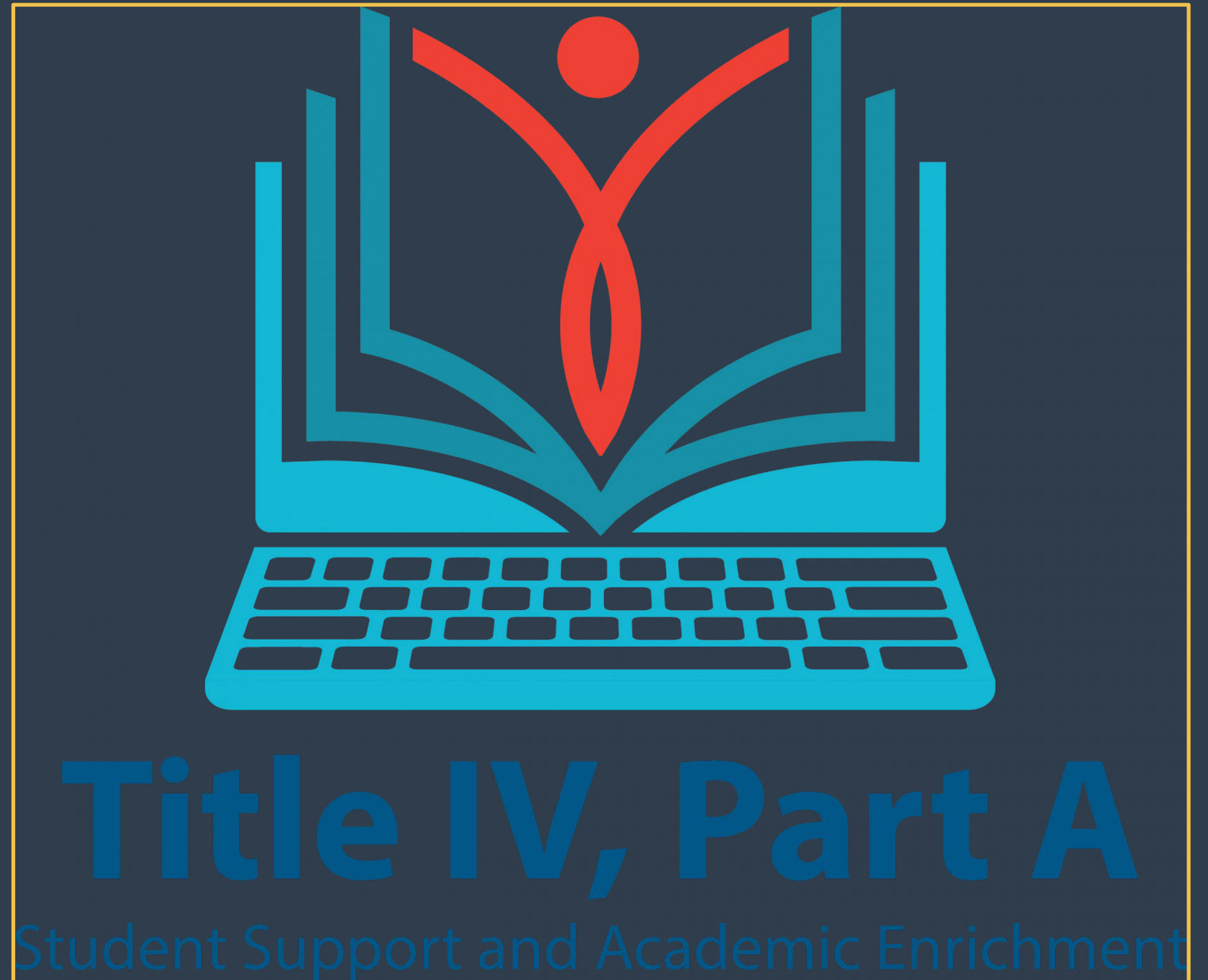
Title IV, Part A

Overview



Title IV, Part A

1. Provide all students with access to a well-rounded education.
2. Improve school conditions for student learning; and
3. Improve the use of technology to increase the academic achievement and digital literacy of all students (ESEA section 4101).



Why Evaluation Matters: Beyond Compliance

Compliance and Improvement

Evaluation ensures Title IV-A activities meet federal compliance and drive program improvement effectively.

Decision-Making Support

Evaluation guides decision-making by identifying successful strategies and discontinuing low-impact activities.

Return on Investment

Evaluation links outcomes to ROI, highlighting value relative to costs for better resource allocation.

Stakeholder Communication

Systematic evaluation helps districts communicate impact and justify funding to stakeholders clearly.



What the Law Requires: Objectives, Outcomes, and Reporting



Title IV-A statute requires SEAs to publicly report how funds are spent across the three content areas and progress toward program objectives and outcomes.



Consequently, LEAs must report these same data to the SEA.



The law doesn't just ask 'what did you buy?' It asks: 'What did you intend to change, and what evidence shows progress?'

Where This Shows Up in Practice (Planning → Reporting)



Determine activities based on identified needs



Write high-quality objectives and outcomes



Continuously monitor and evaluate objectives



Publicly report outcomes

**Evaluation
Requirements =
“Objective →
Outcome →
Evidence”**

Objective: the goal the program hopes to achieve

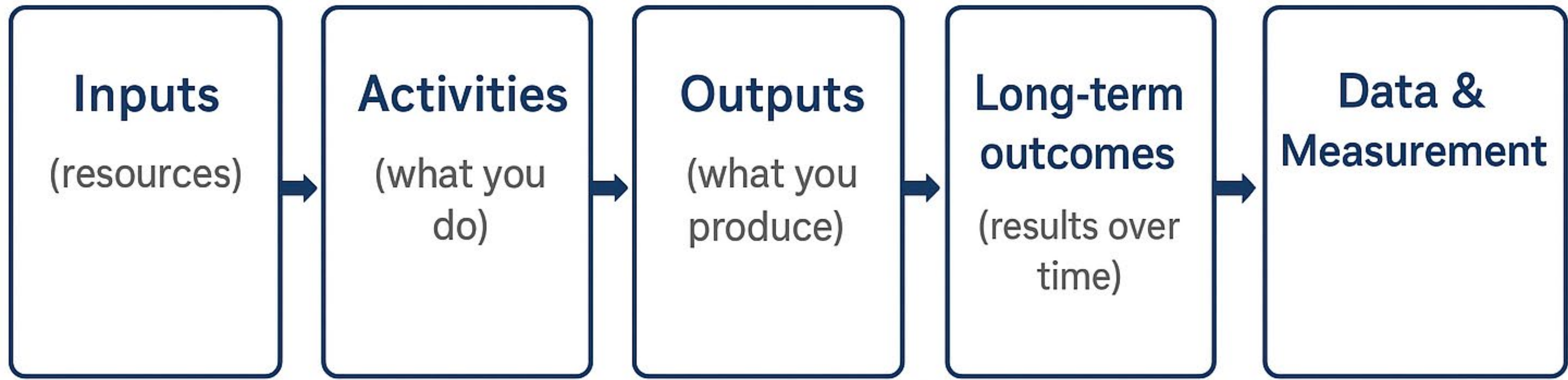
Outcome: the end result measured after implementation

If you can't finish the sentence 'We will know this worked when...,' the objective/outcome likely needs tightening.



Logical Model: The Fast Overview

How a Logic Model Works



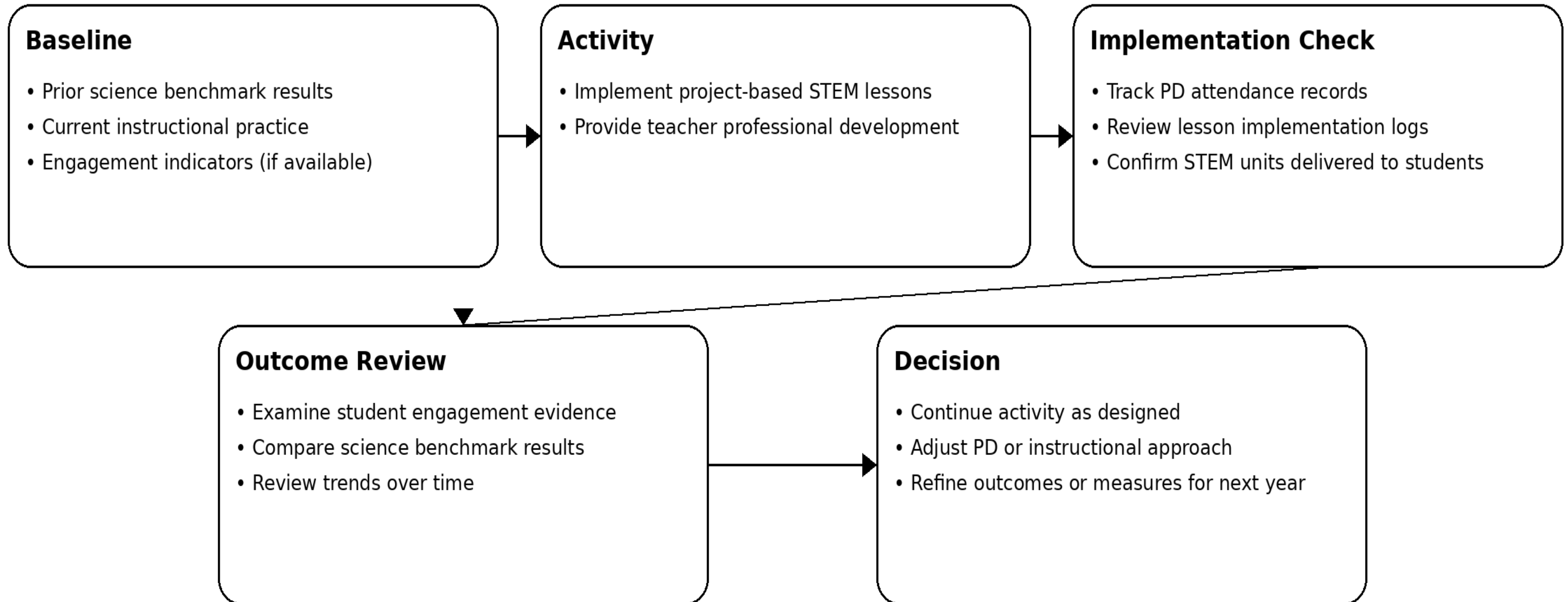
Title IV-A Example (Well-Rounded Education)

- **Inputs:** Title IV-A funds, instructional materials, teacher time
- **Activities:** Implement project-based STEM lessons and provide teacher professional development
- **Outputs:** Teachers trained; STEM units delivered to students
- **Outcomes:** Increased student engagement and improved performance on science benchmarks
- **Data & Measurement:** PD attendance records, lesson implementation logs, benchmark assessment results



What Evaluation Looks Like

Example Evaluation Flow: Project-Based STEM (Title IV-A / WRE)



What the FY24 Results Suggest About Evaluation Practice

- Districts are moving beyond implementation to measuring progress toward outcomes
- Evaluation practices vary by content area, especially in WRE. Most districts reported having some form of data or evidence to support outcomes.
- The focus is shifting toward alignment: outcomes → measures → evidence
- Evaluation is happening statewide — but how districts do it looks different.



Well-Rounded Education (WRE)

Activities were implemented across multiple instructional areas, including arts, STEM, literacy, and advanced coursework. WRE-funded work is well-implemented and evaluated, despite wide variation in activity design



Safe & Healthy Students (SHS)

Districts reported 227 total outcomes, with 189 met (83.3%). Outcomes most often related to mental health supports, school climate, discipline reduction, and prevention training.



Effective Use of Technology (EUT)

Districts reported 135 total outcomes, with 113 substantially or completely met (83.7%). Outcomes were frequently tied to technology integration, coaching support, PD participation, and student usage of digital tools.



On Average

Districts funded more Well-Rounded Educational Opportunities activities (mean ≈ 5.6) than Safe and Healthy Students (mean ≈ 3.8) or Effective Use of Technology activities (mean ≈ 1.7), indicating a stronger emphasis on well-rounded programming.



What to Listen for in the District Spotlights

As districts present, listen for:

- What outcome was intended?
- What did they measure to track progress?
- What evidence supported their conclusions?
- What decisions were made (continue, change, or stop)?

There is no single “right” way — the goal is clear alignment and usable evidence.



Title IV in Lexington One **Dropout Prevention Program**

Presented by Karen Cook
ESSA Academy
March 24, 2026

Grow with Lexington One. **Lead** with Confidence.





What We Saw

Graduation Rate	
24-25	89.1%
23-24	88.2%
22-23	88.2%
21-22	88.1%
20-21	90.0%
19-20	90.7%
18-19	89.6%
17-18	89.5%



Annual Dropout Rate	
24-25	0.9
23-24	1.2
22-23	1.0
21-22	0.9
20-21	0.6
19-20	0.6
18-19	0.4
17-18	0.6





Data Dashboard - Not on Track



Proviso 1.92 Students Not on Track



SC Ready Not Met (8th and 9th grade) and Failed two or more core subject courses
Semester 1 or



Credits not on track to graduate on time or not on track for grade level promotion (grades 10,11,12)



grade level	Credits Not on Track	SC READY Not Met	Total
9	76	53	129
10	193	0	193
11	112	0	112
12	150	0	150
Total			584



Data Dashboard - Graduation Tracker Detail

student number	lastfirst	grade level	ninegr	Status	transfer	DIPLOMA TYPE	gpa	Cr Hrs Ernd	Cr Hrs Enrolled	Program	College Or Career
		9	26	Active		F	2.967	2.00	5.00	504	Not CCR
Course	Termid	Q1	Q2	Q3	Q4						
Musical Theater	3500										
Theatre 1	3500										
Chorus 1	3501	100	99								
Geometry	3501	48	45								
Earth Science	3502			79	60						
English 1	3502			76							
Mod World Hist	3502			86							
Strat for Suc	3503	100									
Personal Finance	3504		81								



What We Proposed - FY25

Dropout Prevention Partnership with Graduation Alliance

At risk students in grade 9-12 who are in danger of dropping out of school.

Short Term Outcomes: Supports for at-risk students including tutoring, credit recovery, advocacy, college/career planning, and technology resources

Mid Term Outcomes: Increase in students on-track to graduate on time.

Long Term Outcomes: Reduction of dropout rate and increased graduation rate.



What We Did - Short Term Evaluation



Are we doing what we planned?



- Graduation Coaches tracked the number of students identified vs. the number engaged
- Tracked the frequency of logins/activity by student on the Graduation Alliance platform
- Tracked the number of tutoring sessions per student per week
- Graduation Coaches logged contacts with assigned students





What We Are Doing - Mid Term Evaluation



Is the partnership working as intended?



- Monitoring the percentage of students passing EOC exams (critical predictor of graduation)
- Tracking the rate at which targeted students are recovering credits
- Using PowerSchool to monitor discipline referrals (early warning sign)
- Using EveryDay Labs to track chronic absenteeism (early warning sign)





What We Will Do - Long Term Evaluation



Did we meet the goal?



- How many students who re-engaged via the alliance stayed enrolled until completion vs. those who dropped out a second time?
- How many program completers earned a “College Ready” or “Career Ready” designation?
- Compare the cohort graduation rate against the control group graduation rate





What We Proposed - FY26



Continued Dropout Prevention Partnership with Graduation Alliance



Conference Attendance



Graduation Coaches to gain strategies, tools, and frameworks they can implement to improve attendance, engagement, and graduation outcomes

- 
- National Dropout Prevention Conference (4 Graduation Coaches)
 - Innovative Schools Conference (3 Graduation Coaches)



Short Term Outcome: Professional Learning for Graduation Coaches



Mid Term Outcomes: Improved professional capacity



Long Term Outcomes: Long-term implementation of high-quality practices



Graduation Alliance Data

Student Progress Tracker

My Queues											Bulk Actions				
☐	Student b...	Program	Course	Start Date	End Date	Last Login	Teacher	Assignme...	Current...						
		=		= mm	= mm	= mm		=	≥						
☐		Lexington-Gilb... Lexington County Sc...	English 12 Sem2	03/09/2026	03/19/2026	03/18/2026 08...	Christina Robi...	15 / 37 22 left	41.56% (F)	...					
☐		Lexington-Gilb... Lexington County Sc...	CPR and Emer...	-	03/12/2029	03/18/2026 08...	Darin Nolan	0 / 5 5 left	-	...					
☐		Lexington-Whi... Lexington County Sc...	Fitness for Life...	03/12/2026	03/26/2026	03/17/2026 05...	Darin Nolan	20 / 30 10 left	93.14% (A)	...					
☐		Lexington-Whi... Lexington County Sc...	Geometry Sem2	03/12/2026	04/02/2026	03/17/2026 05...	Stephanie Hano	22 / 40 18 left	88.65% (B)	...					
☐		Lexington-Whi... Lexington County Sc...	Nutrition and ...	03/04/2026	03/19/2026	03/17/2026 11...	Darin Nolan	24 / 30 6 left	79.11% (C)	...					

Graduation Alliance Data

Enrollment Report

February 2026

20 school days in period

Funding Breakdown

- 11** Total Number of Students Claimable for Funding
- 0** Total Number of Students Not Claimable for Funding
- 0** Total Number of Students Withdrawn
(e.g. enrollment pause, graduate, dropout...)



11

Active Students

3

9th Grade

27.27%

2

10th Grade

18.18%

3

11th Grade

27.27%

3

12th Grade

27.27%

Graduation Alliance Data

Claimabil...	Student First Name	Student Last Name	Enrollment Date	Grade Level	Cohort Year	Weekly two-way communicati...	Satisfact... Progress	Months of Unsatisfa...	Successful Courses Completed
=			= mm	=	=			= mm	
Claimable			11/13/2025	11	2027	4th , 11th , 25th	Yes	-	Career Development Sem1 , English 11 Sem2
Claimable			12/09/2025	9	-	-	Yes	-	Algebra 1 (EOC) Sem1
Claimable			01/23/2026	10	2028	2nd , 2nd , 3rd , 5th , 5th , 13th , 18th , 19th , 26th , 26th , 26th , 12th , 26th	Yes	-	Fitness for Life Sem1

Graduation Alliance Data

Graduates



This Month

0

Last Month

0

Year to Date

0

All Time

33

EOM Projection

0

EOY Projection

3



Partnership Evaluation

- 3 Year Contract
 - Web portal configuration
 - Enrollment
 - Instruction
 - Academic coaching
 - Online tutoring
 - Case management
 - 30 students for \$150,000
- 12 Graduates in 2023; 15 Graduates in 2024; 6 Graduates in 2025; 3 Projected for 2026
- 13 Active Students
- Amended contract to 10 students for \$50,000

Karen Cook
Special Revenue Coordinator

kcCook@lexington1.net

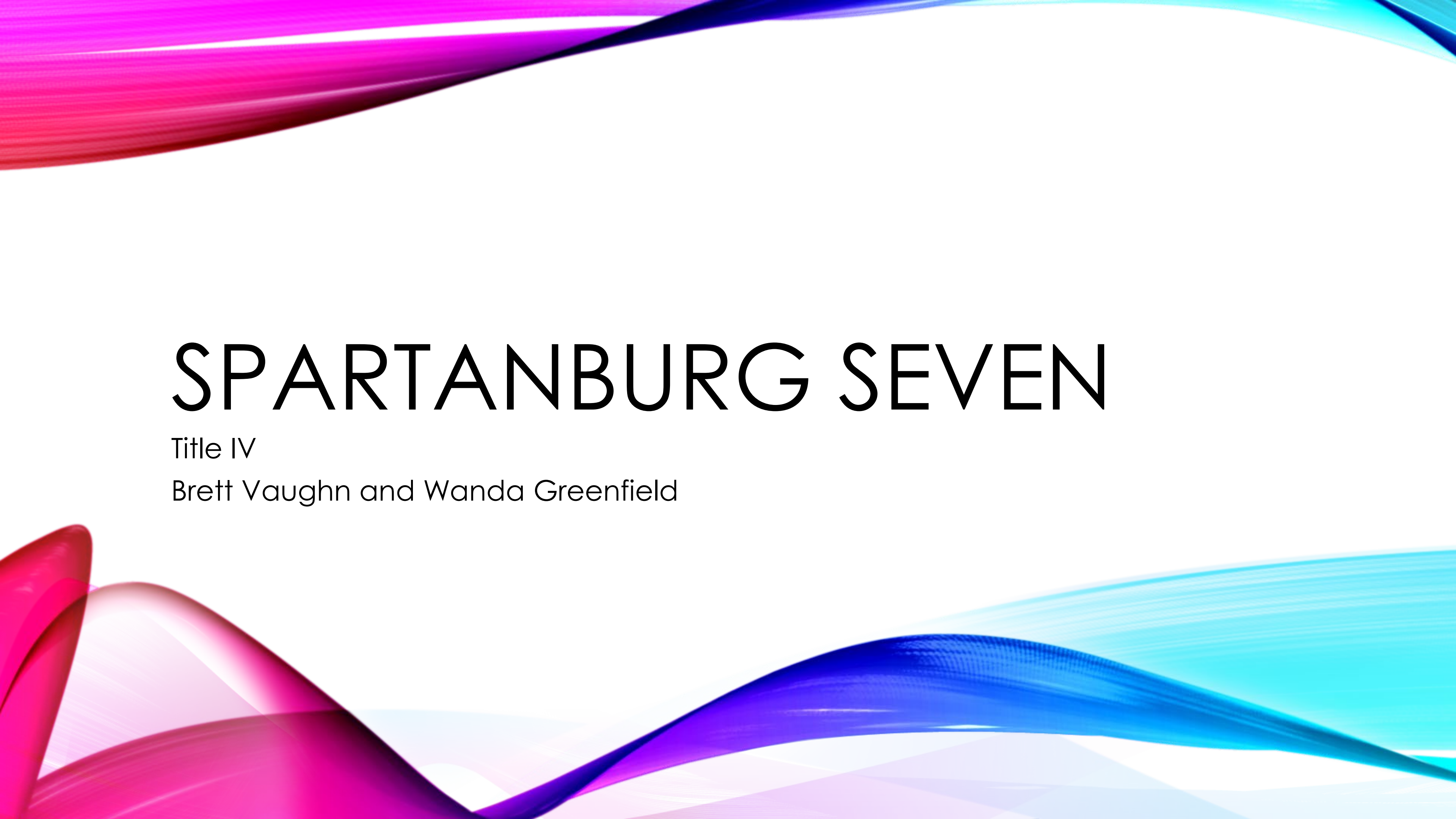
803-821-1054

Casey Calhoun
Executive Director for High Schools and
Postsecondary Pathways

cbcalhoun@lexington1.net

803-821-1064





SPARTANBURG SEVEN

Title IV

Brett Vaughn and Wanda Greenfield

EFFECTIVE USE OF TECHNOLOGY



Professional Development



Conferences and onsite facilitators



Instructional Technology Coaches offering
in building support

DATA TO SUPPORT

Stakeholder
surveys

Professional
Development
Feedback



CHALLENGES AND NEXT STEPS

Practice to implementation

Careful selection of who, what,
when, where and why for PD

Stay the course

Inspect what we expect



WELL ROUNDED

eSports Team

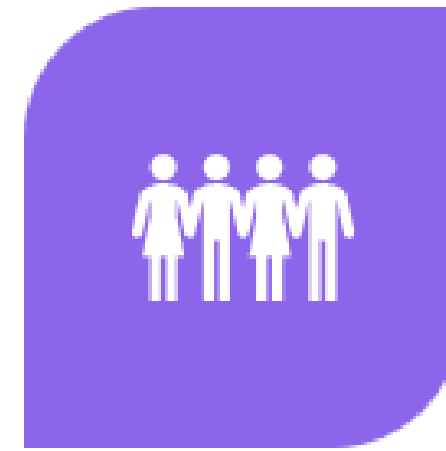
DATA TO SUPPORT



ATTENDANCE
INCREASE



GRADES



SOCIAL COMPONENT

CHALLENGES AND NEXT STEPS



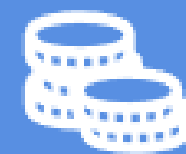
Wanted to pay coaches



Hoped to be able to pay for jerseys



Increase help and volunteers for team



Sustainability of equipment to stay competitive and stay within spending percentages for Title IV

QUESTIONS AND COMMENTS



Contact Information

Brett Vaughn
Spartanburg 7
Bvaughn@spart7.org

Martha Walker
SCDE
Mwalker@ed.sc.gov

Wanda Greenfield
Spartanburg 7
WCGreenfield@spart7.org

Karen Cook
Lexington 1
Kcook@lexington1.net





ed.sc.gov