Maximizing Investments: Getting the Bang for Your Buck

ESSA Academy

Jennifer Rhodes and Martha Walker

March 2025

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Agenda

Evaluating ESSA Programs

- Program Evaluation Requirements and Process
- Example Comprehensive Needs Assessment
- Current Evaluation Surveys

District Spotlight

- Dorchester School District 2

Program Evaluation

Requirements

Evaluation Requirements – Title I, Part A

Required components for successful implementation

- A comprehensive needs assessment
- A comprehensive schoolwide plan
- Annual review and revision of the schoolwide plan

Evaluation Requirements – Title I, Part A

Evaluation Process

- Annually evaluate the schoolwide plan using data from:
  - State assessments
  - Other student performance data
  - Perception data

- Purpose: Assess the effectiveness in addressing major problem areas and improving student achievement, particularly for the lowest-achieving students.

(ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c))

Continuous Improvement

- Revise the plan annually based on:
  - Student needs
  - Results of the evaluation

Evaluation Requirements – Title II, Part A

- LEAs must also use data to continuously update and improve Title II, Part A activities.

- The statute does not specify exact data types but encourages the use of disaggregated data for various groups of students.

Section 2102(b)(2)(D)

Types of Data for Improvement - Title II

- **Student Data**
  - Assessment data reflecting well-being, student outcomes, or preparedness
  - Data measuring the effectiveness of class size reduction (if applicable)
- **Recruitment & Retention Data**
  - Trends related to educator recruitment and retention
- **Survey Data**
  - From educators, students, and families on school climate
  - From educators on available professional development opportunities
- **Evaluation Data:**
  - Educator evaluation data
  - School leader evaluation data
- **Teacher Equity Data**
  - Distribution of effective teachers, ensuring that low-income and minority students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers (per section 1111(g)(1)(B))

Evaluation Requirements – Title IV, Part A

Program Objectives and Intended Outcomes

- The LEA's application **must** include objectives and intended outcomes (Logic Models).
- The LEA or its partners **must** describe how they will evaluate the effectiveness of SSAE program activities.

(ESEA section 4106(e)(1))

Evaluation Requirements – Title IV, Part A

Evaluation and Continuous Improvement

LEAs must periodically evaluate activities based on the set objectives and outcomes.

The evaluation process helps inform decisions on:

- Mid-course corrections
- Steps for continuous improvement
- Next steps

Methods of Evaluation

Performance Monitoring

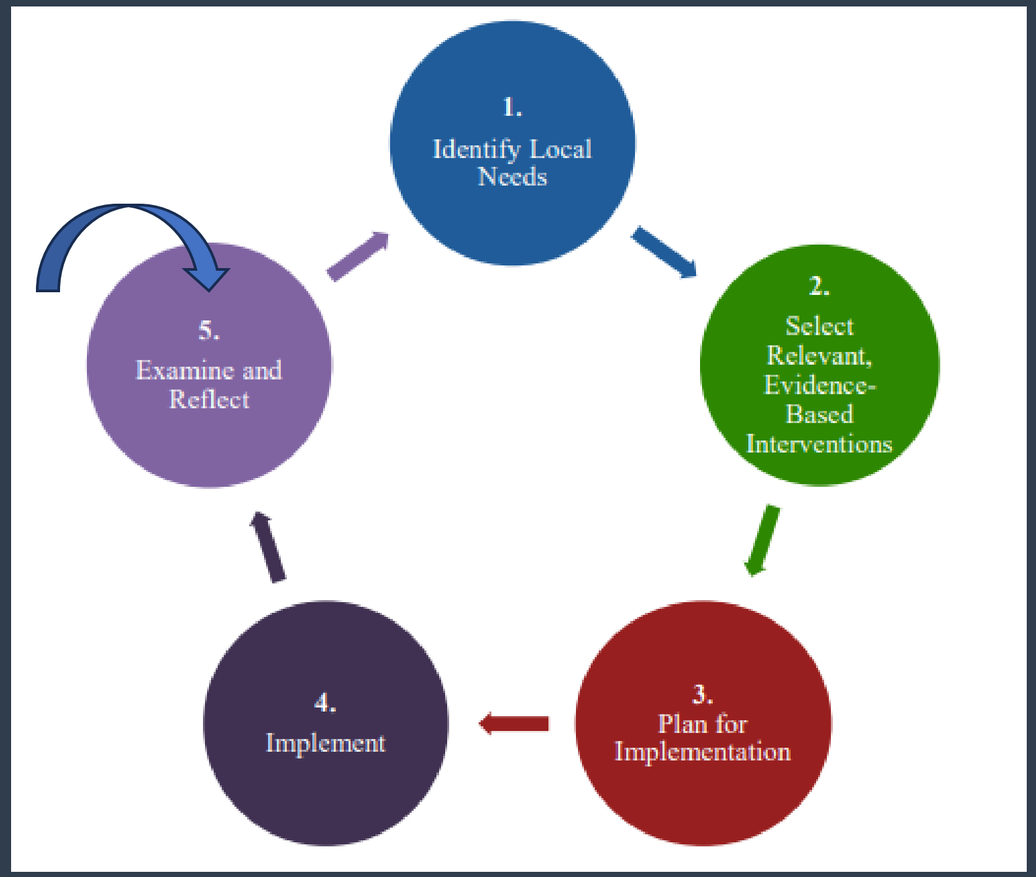
Rigorous Evaluations

*Use evaluation results to guide future investments and decisions.

Program Evaluation

Process

Program Evaluation Process



Ways to strengthen the effectiveness of ESEA investments include identifying local needs, selecting evidence-based interventions that LEA and schools can implement, planning for and supporting the intervention, and examining and reflecting upon how the intervention is working.

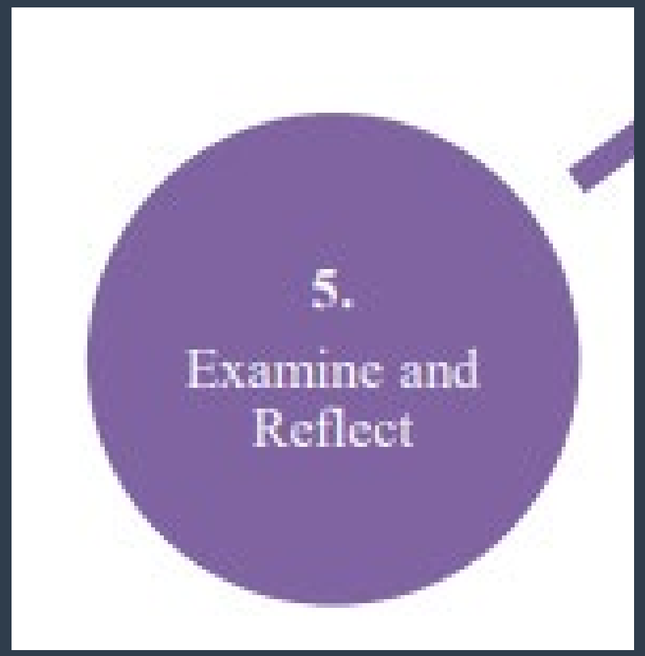
Goals should be set and evaluated throughout the school year.

When taken together, these steps promote continuous improvement and can support better student outcomes.

Examine and Reflect

Performance Monitoring

- Regularly collect and analyze data to track the progress of your activity against specific goals and targets.
- Identify whether the implementation is happening as planned and whether the activity is achieving interim milestones.
- Use this information to make adjustments and optimize the activity for continuous improvement.



Examine and Reflect

Rigorous Evaluations

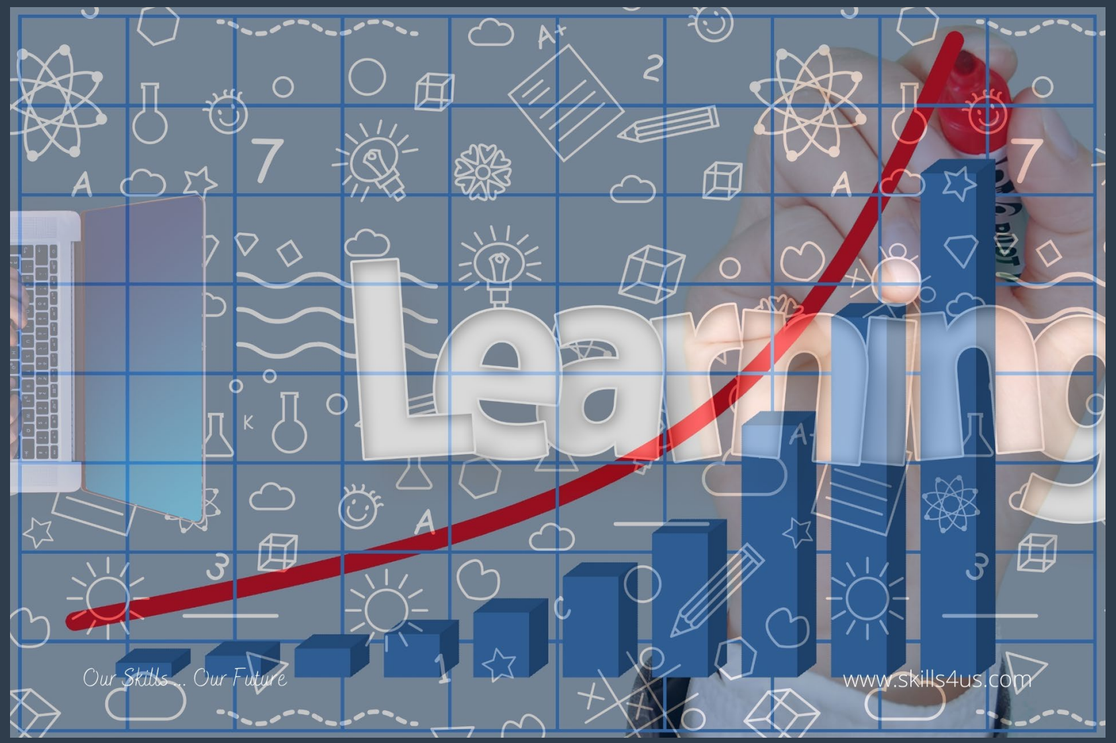
- After gathering data, conduct evaluations to measure the effectiveness and impact of the activity on the desired outcomes.
- Answer key questions regarding how well the intervention is working and whether it is making a measurable difference in the areas it aims to address.
- Did the program work? Are we reaching the outcomes we set out to achieve?

Examine and Reflect

Decision-Making for Future Investments

- The insights from performance monitoring and evaluations are used to guide decisions on future investments.
- This includes deciding whether to continue, modify, or scale up the activity, or whether a different approach is needed.

By using both monitoring and evaluations in tandem, you can make more informed decisions and adjust strategies to maximize the success of an intervention over time.



Questions to Consider

1. What are reasonable expectations of success and how can success be measured?
2. What are interim progress and performance milestones that can be tracked?
3. What have participants (i.e., students and educators) in the intervention shared about their experience and how the intervention was implemented?
4. Is there the need and capacity to evaluate the effectiveness of an intervention through a study that could produce strong evidence or moderate evidence, or would promising evidence from a correlational study or performance data that demonstrates a rationale suffice?
5. How could knowledge about this intervention be shared with others and incorporated into decision-making going forward?
6. Did you hit your programmatic goals?
7. Based on information, should this intervention continue as is, be modified, or be discontinued?

Example Title I Needs Assessment

- Example Comprehensive Needs Assessment

Title IV, Part A Survey

- Title IV-A Evaluation Report (Preview)

Title V Survey

- Title V Survey

District Spotlight

Robert Neuner
Windsor Hill Arts Infused Elementary School
Dorchester School District 2

rneuner@dorchester2.k12.sc.us

Efficient and Effective Use of Resources to Support Student Growth at Windsor Hill Arts Infused Elementary School

Windsor Hill Arts Infused Elementary

VISION

Creativity and community empower every learner to reach their greatest potential in a safe and nurturing environment. Students develop confidence, character, and critical thinking skills through rigorous innovative instruction and diverse, arts-infused experiences.

MISSION

Windsor Hill Arts Infused Elementary is committed to providing meaningful opportunities through arts-infused, technology-based, and differentiated learning experiences that create lifelong learners.

MOTTO

Setting the Stage for Excellence...

Believe, Achieve, Succeed

Developing the Windsor Hill Arts Infused Elementary School Title One Plan

Parent and Community Input

- ABC Steering Committee
- Windsor Hill School Improvement Council
- Title One Nights

Teacher Input

- Multiple opportunities provided by our Title One Facilitator for requests
- Review of School Data including SCReady, MAP, Read 180, Access, District Common Assessments, Foundations Skill Survey, AIMS Webb Progress monitoring data, etc.
- School MTSS Process
- PLC meeting to review data and problem-solve

Windsor Hill Admin Team Review

- The Title One budget is discussed and reviewed during multiple administration team meetings
- Review of the Strategic Plan

District Review

- Meetings throughout the year with the District Title Administrator and Financial Team

*Accessing needs and adjusting instruction and intervention is an ongoing continuous process

Academic MTSS Meetings, 12/03/2024

KINDERGARTEN

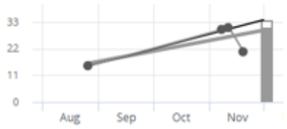
Initial Referrals:

KA DA (Reading: phonics) **5 abs, 1 tardy**

Speech, social worker, repeated K
Small group, restate directions, oral administration
Tier 1.5 intervention
LNF 35 LWSF 31

LNF

LWSF



Very concerned. Retained last year based on attendance. Scored green on winter AIMSweb, struggling to apply it in class. Can't read a full sentence. Team shared that progress looks upward trending and her attendance was very poor last year. Continue to monitor. FSS on target for decoding and high frequency.

KA DS (Reading: phonics) **7 abs, 9 tardies**

Repeated (K at Goodwin Elem)
Restate Directions, oral administration, small group, visual cues
Tier 1.5 intervention
LNF 43 LWSF 27

LNF

LWSF

Concerned, scored green on winter benchmark. McKinney-Vento. In Tier 1.5, working on letter naming and fluency. Young suggested moving to NWF in AIMSweb.

KA J (Reading: phonological awareness) **0 abs, 0 tardy**

ESL
Preferential seating, frequent breaks, restate directions, oral administration, small group, visual cues,

Intervention Resources

Windsor Hill Arts Infused Elementary 2024-25

Tier 2 Interventions

KINDERGARTEN				
ELA	8:00 – 8:30 Dunfee (6) 8:00 – 8:30 McGrew (6)	SPIRE	Math	

FIRST GRADE				
ELA	7:30 – 8:00 Dunfee (6) 7:30 – 8:00 McGrew (6) 8:30 – 9:00 Dunfee (6)	SPIRE	Math	12:00 – 12:30 Dunfee (6)

SECOND GRADE				
ELA	8:30 – 9:00 McGrew(6) 9:00 – 9:30 Dunfee (6) 9:00 – 9:30 McGrew (6)	SPIRE	Math	1:20 – 1:50 Dunfee (6)

THIRD GRADE				
ELA	9:30 – 10:30 Dunfee (12) 9:30 – 10:30 McGrew (12) 10:30 – 11:30 Dunfee (12) 10:30 – 11:30 McGrew (12)	Read 180	Math	1:20 -1:50 McGrew (6)

FOURTH GRADE					
ELA	7:25 – 9:20 Robinson (18) 10:45 – 12:00+ Robinson (18)	Read 180	Math	12:00 – 12:30 McGrew (6)	

FIFTH GRADE					
ELA	8:25 – 10:05 Hammond (18) 10:45 – 12:00+ Hammond (18)	Read 180	Math		

Tier 3 Interventions

ELA/Math	7:00 – 7:25 Clark (up to 3) M, W	7:00 – 7:25 Clark (up to 3) T, Th
ELA/Math	9:05 – 9:25 Clark (up to 3) M, W	9:05 – 9:25 Clark (up to 3) T, Th
ELA/Math	9:25 – 9:45 Clark (up to 3) M, W	9:25 – 9:45 Clark (up to 3) T, Th
ELA/Math	1:20 – 1:45 Clark (up to 3) M, W	1:20 – 1:45 Clark (up to 3) T, Th
ELA/Math	1:45 – 2:10 Clark (up to 3) M, W	1:45 – 2:10 Clark (up to 3) T, Th

**Fridays will be progress monitoring of all Tier 3 students*

Shared leadership is important for acquiring the best information and making good informed decisions.

Windsor Hill School Structure:

Administration

Leadership Team

Grade Level, Fine Arts Health and Wellness, & Special Education Teams

Professional Learning Communities

Committees

Schedule

Windsor Hill Arts Infused Elementary School 2024-2025 Master Schedule

Fine Arts Health and Wellness Schedule

Dance Crawford	6:50-7:15 1/2 FAHW Duty	7:25-8:05 5th Grade	8:15-8:55 3rd Grade	9:00-9:30 Planning/AI	9:40-10:20 4th Grade	10:20-10:45 Planning/AI	10:55-11:35 Kindergarten	11:35-12:05 Lunch	12:15-12:55 Second Grade	1:05-1:45 1st Grade	ABC Project
Drama Enggasser	6:50-7:15 1/2 FAHW Duty	7:25-8:05 5th Grade	8:15-8:55 3rd Grade	9:00-9:30 Planning/AI	9:40-10:20 4th Grade	10:20-10:45 Planning/AI	10:55-11:35 Kindergarten	11:35-12:05 Lunch	12:15-12:55 Second Grade	1:05-1:45 1st Grade	Morning Show
Music Dragity	6:50-7:15 1/2 FAHW Duty	7:25-8:05 5th Grade	8:15-8:55 3rd Grade	9:00-9:30 Planning/AI	9:40-10:20 4th Grade	10:20-10:45 Planning/AI	10:55-11:35 Kindergarten	11:35-12:05 Lunch	12:15-12:55 Second Grade	1:05-1:45 1st Grade	PTA Rep & Reflections
Music Pinkney	6:50-7:15 1/2 FAHW Duty	7:25-8:05 5th Grade	8:15-8:55 3rd Grade	9:00-9:30 Planning/AI	9:40-10:20 4th Grade	10:20-10:45 Planning/AI	10:55-11:35 Kindergarten	11:35-12:05 Lunch	12:15-12:55 Second Grade	1:05-1:45 1st Grade	PTA Rep & Reflections
Visual Art 2D Evans	6:50-7:15 1/2 FAHW Duty	7:25-8:05 5th Grade	8:15-8:55 3rd Grade	9:00-9:30 Planning/AI	9:40-10:20 4th Grade	10:20-10:45 Planning/AI	10:55-11:35 Kindergarten	11:35-12:05 Lunch	12:15-12:55 Second Grade	1:05-1:45 1st Grade	ABC Project
Art 3D Van Leeuwen	6:50-7:15 1/2 FAHW Duty	7:25-8:05 5th Grade	8:15-8:55 3rd Grade	9:00-9:30 Planning/AI	9:40-10:20 4th Grade	10:20-10:45 Planning/AI	10:55-11:35 Kindergarten	11:35-12:05 Lunch	12:15-12:55 Second Grade	1:05-1:45 1st Grade	Yearbook
Physical Education Cooper	6:50-7:15 1/2 FAHW Duty	7:25-8:05 5th Grade	8:15-8:55 3rd Grade	9:00-9:30 Planning/AI	9:40-10:20 4th Grade	10:20-10:45 Planning/AI	10:55-11:35 Kindergarten	11:35-12:05 Lunch	12:15-12:55 Second Grade	1:05-1:45 1st Grade	Field Day + Health & Wellness Lead
Physical Education McDivitt	6:50-7:15 1/2 FAHW Duty	7:25-8:05 5th Grade	8:15-8:55 3rd Grade	9:00-9:30 Planning/AI	9:40-10:20 4th Grade	10:20-10:45 Planning/AI	10:55-11:35 Kindergarten	11:35-12:05 Lunch	12:15-12:55 Second Grade	1:05-1:45 1st Grade	Team Leader + Field Day Support
				8:58-9:38 1stgrade Wednesday FAHW							

An efficient schedule is critical for success. To reach all students with limited intervention and special education resources grade levels must teach the same subjects at the same time where possible.

Schedule

				5th Grade							
5A Scapellato	Breakfast/News 6:50-7:25	FAHW 7:25:8:05	Recess 8:05-8:25	Math 5A 8:25-10:05 GATE	SCI/SS 5A 10:05-10:45	Math 5B 10:45-12:00	Lunch 12:00-12:30	Recess 12:30-12:50	Math 5B 12:50-1:30	Science/SS 5B 1:30-2:10	Dismissal Prep 2:10-2:15
5B Kinsman	Breakfast/News 6:50-7:25	FAHW 7:25:8:05	Recess 8:05-8:25	Reading & Writing 5B 8:25-10:45		Ereading 5A GATE 10:45-12:00	Lunch 12:00-12:30	Recess 12:30-12:50	Writing 5A GATE 12:50-1:30	Writing 5A GATE 1:30-2:10	Dismissal Prep 2:10-2:15
5C Williams	Breakfast/News 6:50-7:25	FAHW 7:25:8:05	Recess 8:05-8:25	Reading & Writing 5D 8:25-10:45		Read 180 5C 10:45-12:00	Lunch 12:00-12:30	Recess 12:30-12:50	Read 180 5C 12:50-1:30	Writing 5C 1:30-2:10	Dismissal Prep 2:10-2:15
5D Pennella	Breakfast/News 6:50-7:25	FAHW 7:25:8:05	Recess 8:05-8:25	Math 5C 8:25-10:05	SCI/SS 5C 10:05-10:45	Math 5D 10:45-12:00	Lunch 12:00-12:30	Recess 12:30-12:50	Math 5D 12:50-1:30	Science/SS 5D 1:30-2:10	Dismissal Prep 2:10-2:15

			4th Grade							
4A Schieldmeier	Breakfast/News 6:50-7:25	Reading 4A GATE 7:25-9:20	Recess 9:20-9:40	FAHW 9:40-10:20	Writing 4A GATE 10:20-11:00	Lunch 11:00-11:30	Recess 11:30-11:50	Math 4A GATE 11:50-1:30	SS/Science 1:30-2:10	Dismissal Prep 2:10-2:15
4B Nelson	Breakfast/News 6:50-7:25	Reading Block 4B 7:25-9:20	Recess 9:20-9:40	FAHW 9:40-10:20	Writing 4B 10:20-11:00	Lunch 11:00-11:30	Recess 11:30-11:50	Reading 4C 11:50-1:30	Writing 4C 1:30-2:10	Dismissal Prep 2:10-2:15
4C Swanson	Breakfast/News 6:50-7:25	Math 4C 7:25-9:20	Recess 9:20-9:40	FAHW 9:40-10:20	SS/Science 4C 10:20-11:00	Lunch 11:00-11:30	Recess 11:30-11:50	Math 4B 11:50-1:30	SS/Science 4B 1:30-2:10	Dismissal Prep 2:10-2:15
4D Robinson	Breakfast/News 6:50-7:25	Read 180 4D 7:25-9:20	Recess 9:20-9:40	FAHW 9:40-10:20	Writing 4D 10:20-11:00	Lunch 11:00-11:30	Recess 11:30-11:50	Read 180 4E 11:50-2:10	Read 180 4E Writing 1:30-2:10	Dismissal Prep 2:10-2:15
4E Wheeler	Breakfast/News 6:50-7:25	Math 4E 7:25-9:20	Recess 9:20-9:40	FAHW 9:40-10:20	SS/Science 4E 10:20-11:00	Lunch 11:00-11:30	Recess 11:30-11:50	Math 4D 11:50-1:30	SS/Science 4D 1:30-2:10	Dismissal Prep 2:10-2:15

An efficient schedule is critical for success. To reach all students with limited intervention and special education resources, grade levels must teach the same subjects at the same time where possible.

We strategically hand schedule each student.

- Additional Funding Sources

  -Title One

  -Arts in the Basic Curriculum $12,500 yearly

  -Arts in the Basic Curriculum Learning Loss Grant $5,000 (last two years)

  -STEAM grant from RK&K Engineering Firm $5,000

  -DAP (past grants)

- Arts Community Support
  - -North Charleston Arts Council
  - -Engaging Creative Minds
  - -Palmetto State Arts Education Arts Conference
  - -South Carolina Arts Commission
  - -ABC Institute
  - -Arts Integration Institute & STEAM (online PD and resources)

Arts Infusion

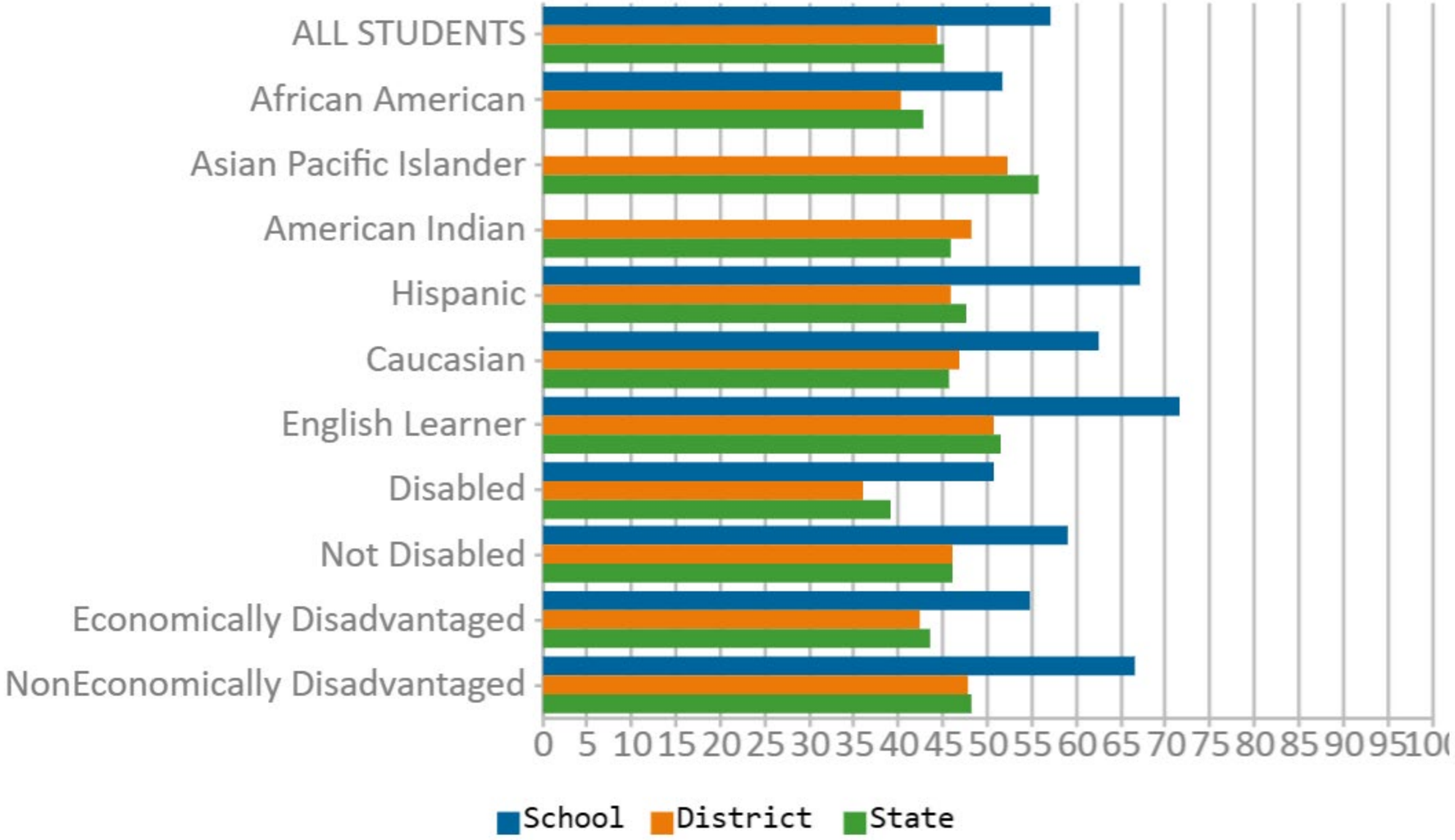
School Culture and Climate

Student Growth

2024

Student Progress

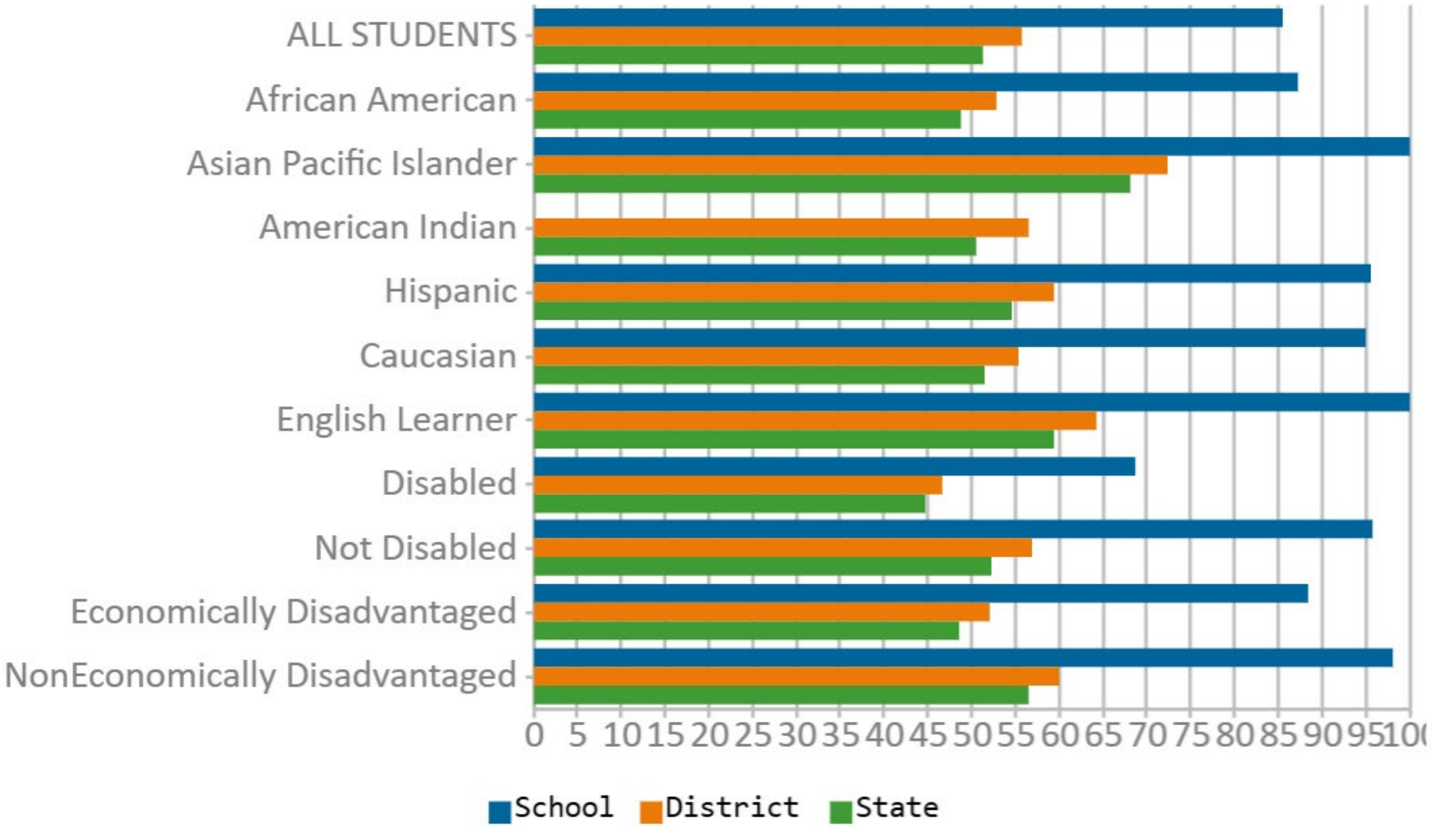
Overall Percentage of Progress Points Earned by Subgroup



2023

Student Progress

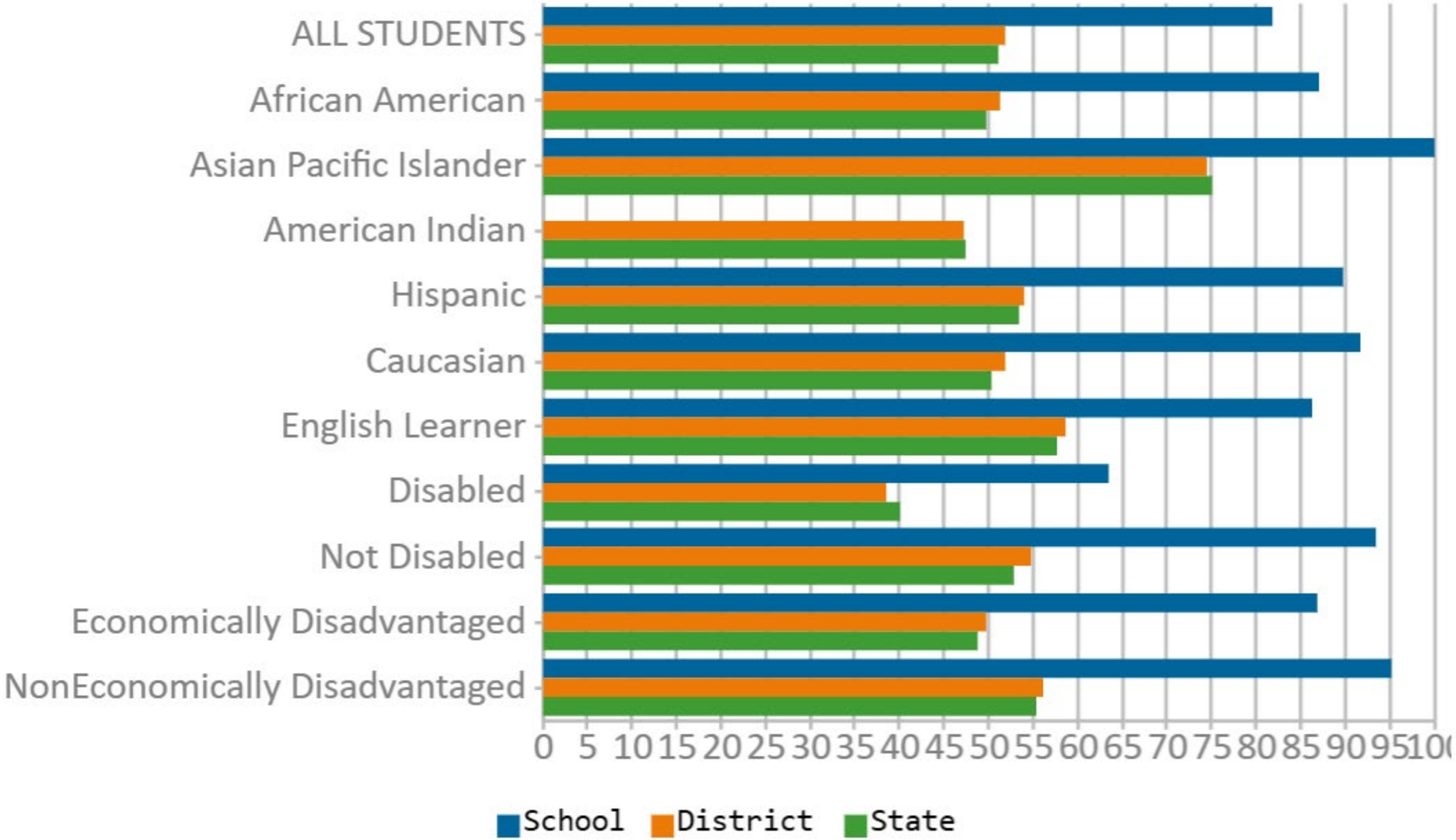
Overall Percentage of Progress Points Earned by Subgroup



2022

Student Progress

Overall Percentage of Progress Points Earned by Subgroup



Questions

Contact Information

Jennifer Rhodes

Team Lead

jrhodes@ed.sc.gov

Martha Walker

Program Manager

mwalker@ed.sc.gov

SOUTH CAROLINA DEPARTMENT OF EDUCATION

1868

ed.sc.gov