

Elementary & Secondary School Emergency Relief (ESSER)



Arlington

INDEPENDENT SCHOOL DISTRICT

More Than a Remarkable Education

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Chief Academic Officer

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Overview

Texas received \$12.4 billion in ESSER III funding to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus on students. Ninety percent or \$11.2 billion will be awarded to local school districts. Arlington ISD will be receiving approximately \$134.6 million of those funds to be spent by September 2024.



What does this mean?

- Texas Allocation: \$12.4 B
- 90% LEA Subgrants \$11.2 B
- 9.5% State Discretionary \$1.2 B
- 0.5% TEA Admin \$62 M
- The USDE has made two-thirds of the funds available for immediate use
- School systems can use these funds to respond to the pandemic and the impact it has had on student learning Funds Available: March 13, 2020 through September 30, 2024.



Spending Requirements

School districts must expend a minimum of 20% of their grant funds on:

1. Evidence-based interventions, such as summer learning, extended day comprehensive after-school programs, or extended school year programs; and
2. Ensure interventions respond to students' academic, social, and emotional needs and address disproportionate impact of coronavirus on student populations as defined in ESEA, Title I, Part A; students experiencing homelessness; and youth in foster care



Maintenance of Effort vs. Equity

(a) STATE MAINTENANCE OF EFFORT.—

(1) IN GENERAL.—As a condition of receiving funds under section 2001, a State shall maintain support for elementary and secondary education, and for higher education (which shall include State funding to institutions of higher education and State need-based financial aid, and shall not include support for capital projects or for research and development or tuition and fees paid by students), in each of fiscal years 2022 and 2023 at least at the proportional levels of such State's support for elementary and secondary education and for higher education relative to such State's overall spending, averaged over fiscal years 2017, 2018, and 2019.

(2) WAIVER.—For the purpose of relieving fiscal burdens incurred by States in preventing, preparing for, and responding to the coronavirus, the Secretary of Education may waive any maintenance of effort requirements associated with the Education Stabilization Fund.

(b) STATE MAINTENANCE OF EQUITY.—

(1) HIGHEST-NEED LOCAL EDUCATIONAL AGENCIES.—As a condition of receiving funds under section 2001, a State educational agency shall not, in fiscal year 2022 or 2023, reduce State funding (as calculated on a per-pupil basis) for any high-need local educational agency in the State by an amount that exceeds the overall per-pupil reduction in State funds, if any, across all local educational agencies in such State in such fiscal year.

(2) HIGHEST POVERTY LOCAL EDUCATIONAL AGENCIES.—Notwithstanding paragraph (1), as a condition of receiving funds under section 2001, a State educational agency shall not, in fiscal year 2022 or 2023, reduce State funding (as calculated on a per-pupil basis) for any highest poverty local educational agency below the level of funding (as calculated on a per-pupil basis) provided to each such local educational agency in fiscal year 2019.

Unallowable Expenditures include...

- Debt service (lease-purchase)
- Hosting or Sponsoring of Conferences
- Subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEA
- Expenditures related to state or local teacher or faculty unions or associations
- Bonuses, merit pay, or similar expenditures unless specifically related to disruptions or closures resulting from COVID-19



Allowable Expenditures may include...



Supported Teachers & Empower Parents

- Professional Development: comprehensive Reading Academies, dyslexia training, professional development stipends, technology integration training
- Staffing: tutors, reduced class sizes, small group instruction, staff retention and recruitment incentive pay, after school enrichment programs, instructional coaching and leadership
- Mental Health and Behavioral Supports: teacher training and programming, social workers, At-risk coordinators, additional counseling services, wrap-around and community partnerships

Rigorous Instructional Materials

- Materials, Technology, and Training: Instructional materials to help address areas of need for COVID learning loss, learning management systems, training on materials and LMS

More Time

- Extended Instructional Time: extended day, extended year, high-dosage tutoring, summer learning

Other Supports

- Facilities: ventilation, cleaning, HVAC systems, specialized instructional spaces • Technology: devices, infrastructure upgrades, learning management systems, and digital tools

Challenges to address



Gaps in student learning



Equity



Students' social and emotional well-being and re-engagement

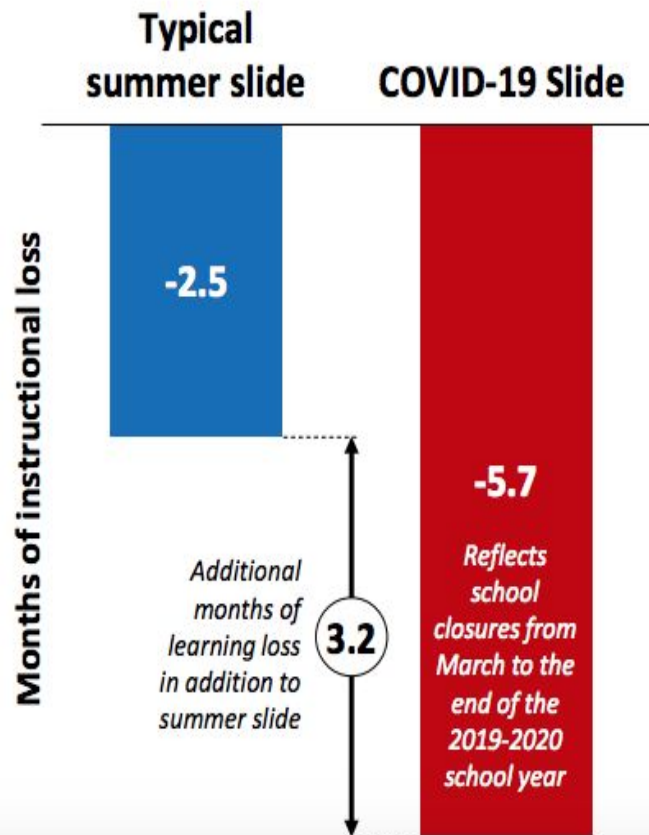


Sustainability

A photograph of a diverse group of young children in a classroom. In the foreground, a young Black girl with pigtails, wearing a pink cardigan, looks directly at the camera with a serious expression while raising her right hand. To her left, a young girl with long brown hair, wearing a blue shirt and a red cardigan, smiles broadly with her hand raised. To the right, a young boy in an orange shirt has his hands raised in a gesture. In the background, another child's hand is visible, also raised. The classroom setting includes wooden desks and a whiteboard with some text in the background.

What we know.

With COVID, the number of students below grade level is likely to increase dramatically.

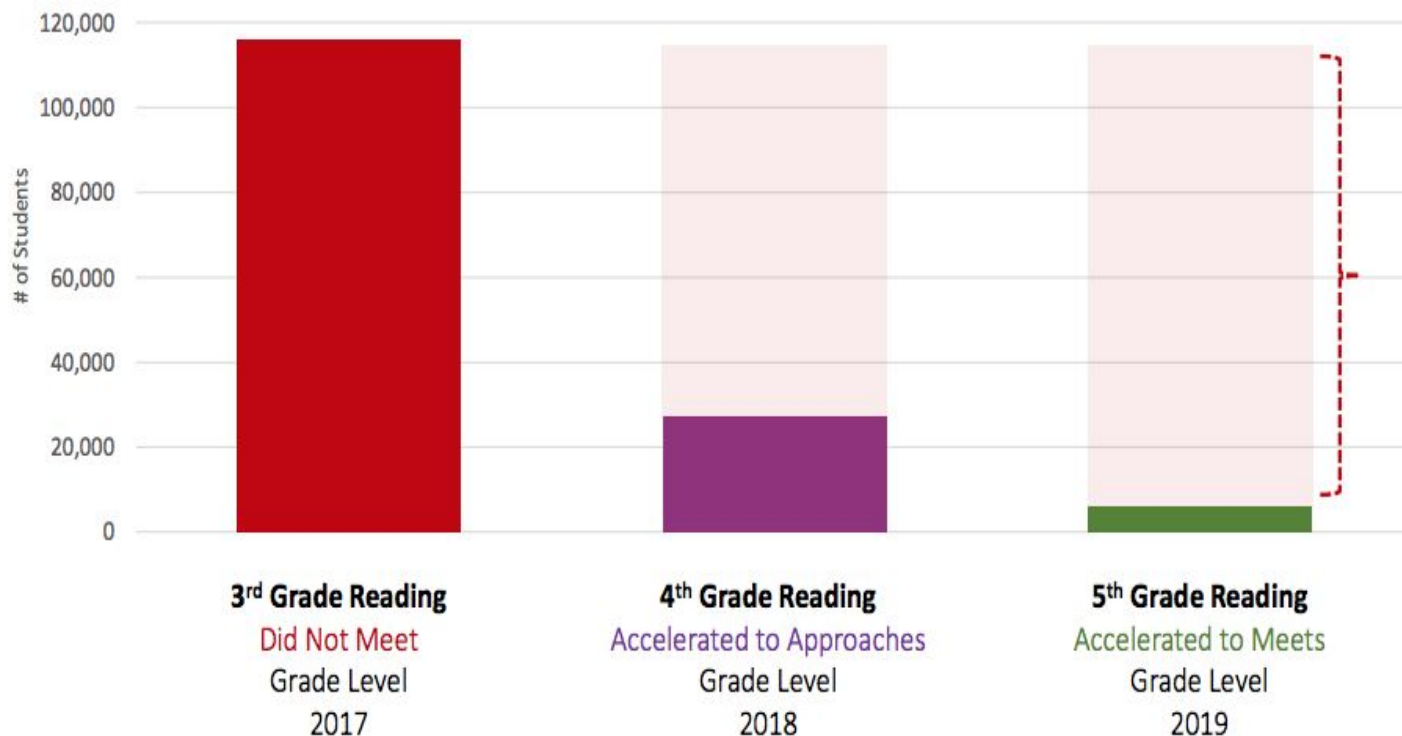


Achievement Gaps 01

- Challenges faced in the 2021-2022 will be unprecedented;
- Students will be returning to school with unfinished learning from the past school year;
- The scale of the challenge is new, but addressing unfinished learning is not;
- Addressing skill gaps, unfinished learning and misconceptions has always been a part of the learning process; and
- It has also been an area educators have often struggled to address.



Pre-COVID: # of Students Accelerating Up A Performance Level Each Year



95% of the students who were behind in 3rd grade reading in 2017 did not catch up by 5th grade.

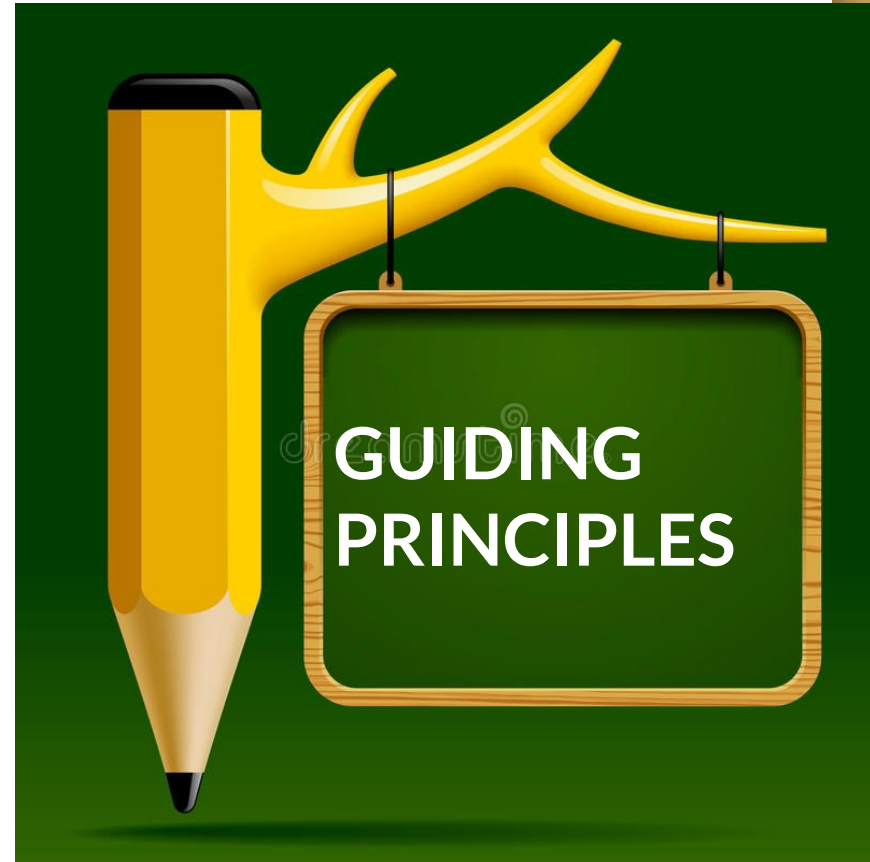
Source: Texas Education Agency, 2021

Across all grades and subjects, on average, only 4% of students who are below grade level catch up to grade level in 2 years

Accelerate
in lieu of
remediate.



1. Stick to grade level content and instructional rigor;
2. Focus on the depth of instruction and not the pace;
3. Prioritize content and learning;
4. Ensure inclusion of each and every learner;
5. Identify and address gaps in learning through instruction, avoiding the misuse of standardized testing; and
6. Capitalize on commonalities not differences.



Social and Emotional Well-being

02

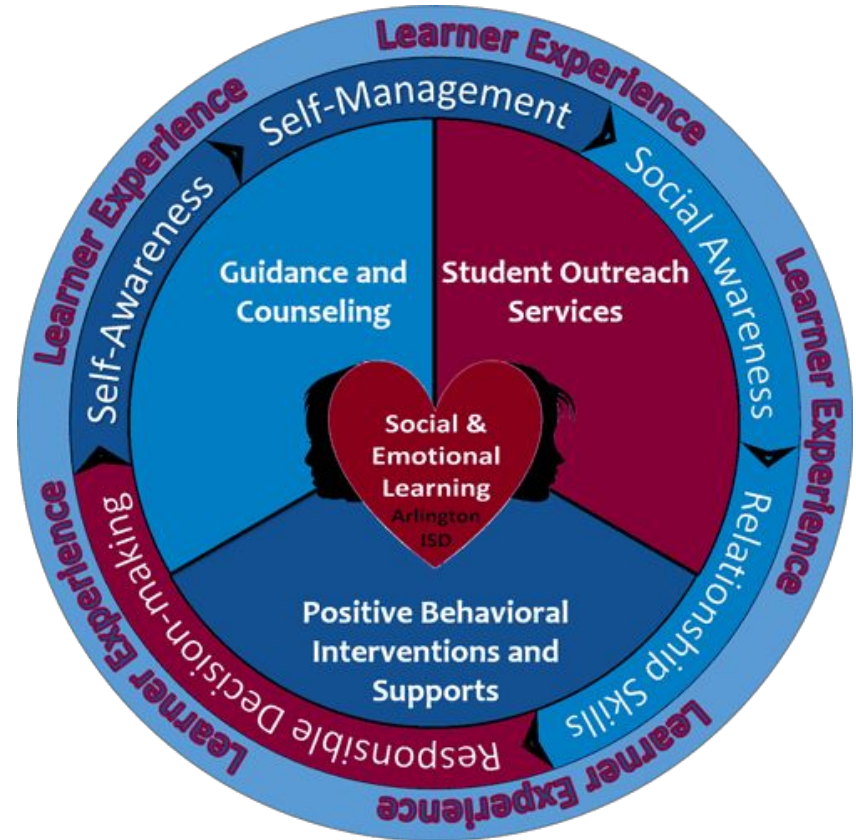
Students report:

- Experiencing some level of isolation during this last year;
- Having challenges with motivation and engagement;
- Feeling “checked out”;
- Missing interaction with peers and teachers;
- Potential mental health implications; and
- A preference for increased accountability.



Addressing the Need

- Routine guidance and counseling with defined standards;
- Access to robust student outreach and community-based services;
- Provision of therapeutic mental health services;
- Fostering meaningful student/staff relationships and a positive classroom culture; and
- Coaching and support of staff as all students transition to in-person



Equity

03

- Importance of addressing the achievement gaps that exist and have potentially grown among the various student populations;
- High expectations for all learners;
- Access to rigorous, on-grade level content and tasks for all learners;
- Avoid the “one-size-fits-all” solution



“When students who started the year off behind grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, the gap between these students and their higher achieving peers began to narrow substantially.”

-The Opportunity Myth

Bridging the Gap

- Providing students with consistent opportunities to engage in **grade-appropriate** assignments;
- Support **strong instruction** that allows the students to do the majority of the thinking in the lesson;
- Foster relevant learning experiences that promote students' **deep engagement** in what they are learning; and
- Holds **high expectations for all** students and believe they can meet grade level standards.



Sustainability

04

Focus on the six essential questions:

1. How does the investment address current and long-term student needs?
2. How does the investment advance the strategic plan, instructional priorities, vision and goal of the district?
3. What do we already know about the efficacy of the investment and likelihood that it will be successful?
4. What will it take to effectively and equitably implement the identified strategies?
5. How will the investment continue to build on the district's capacity when the funding has ended?
6. How will success be measured?



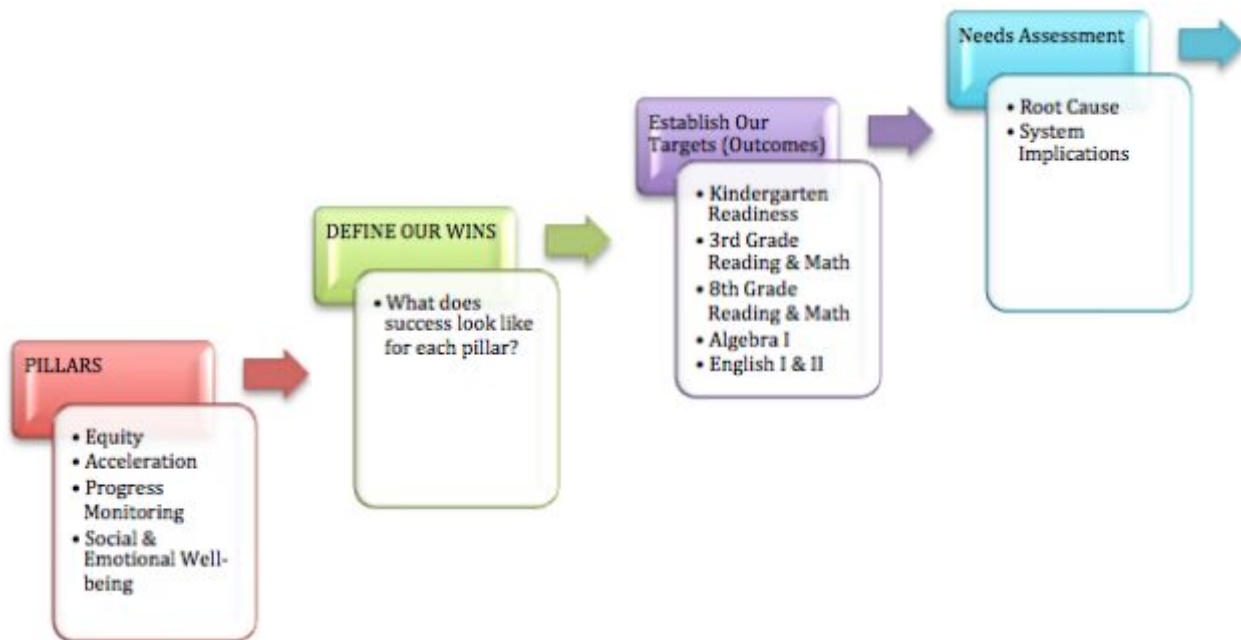
“Much of the stress that people feel doesn't come from having too much to do. It comes from not finishing what they started.”

- David Allen

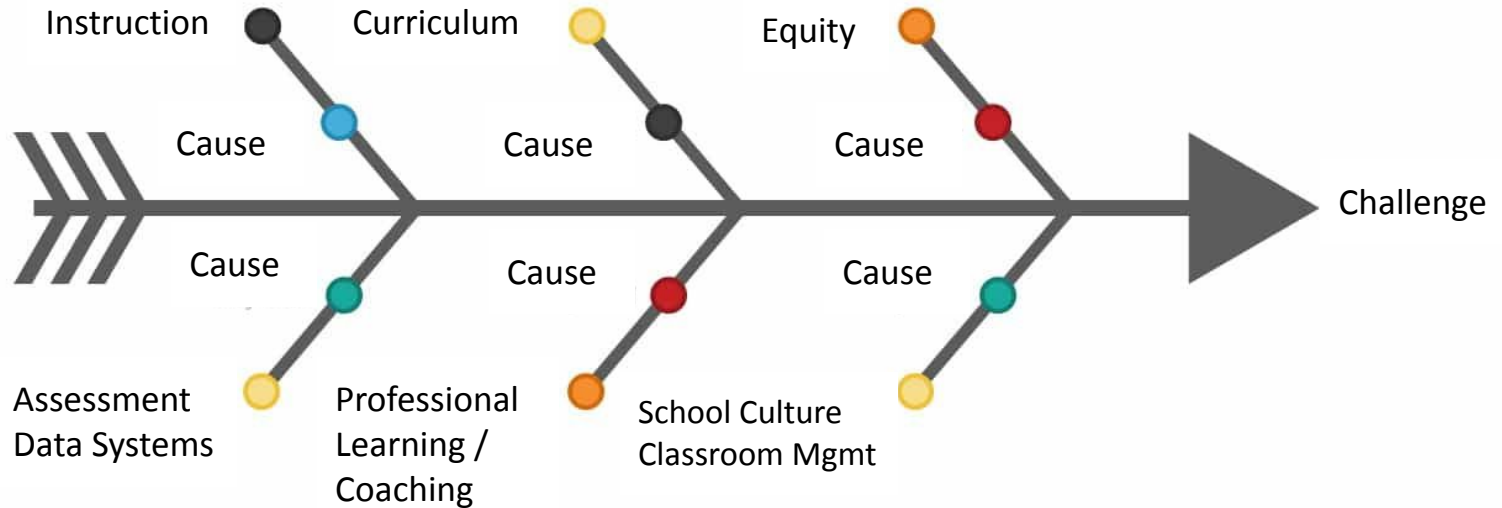
Framing the Work

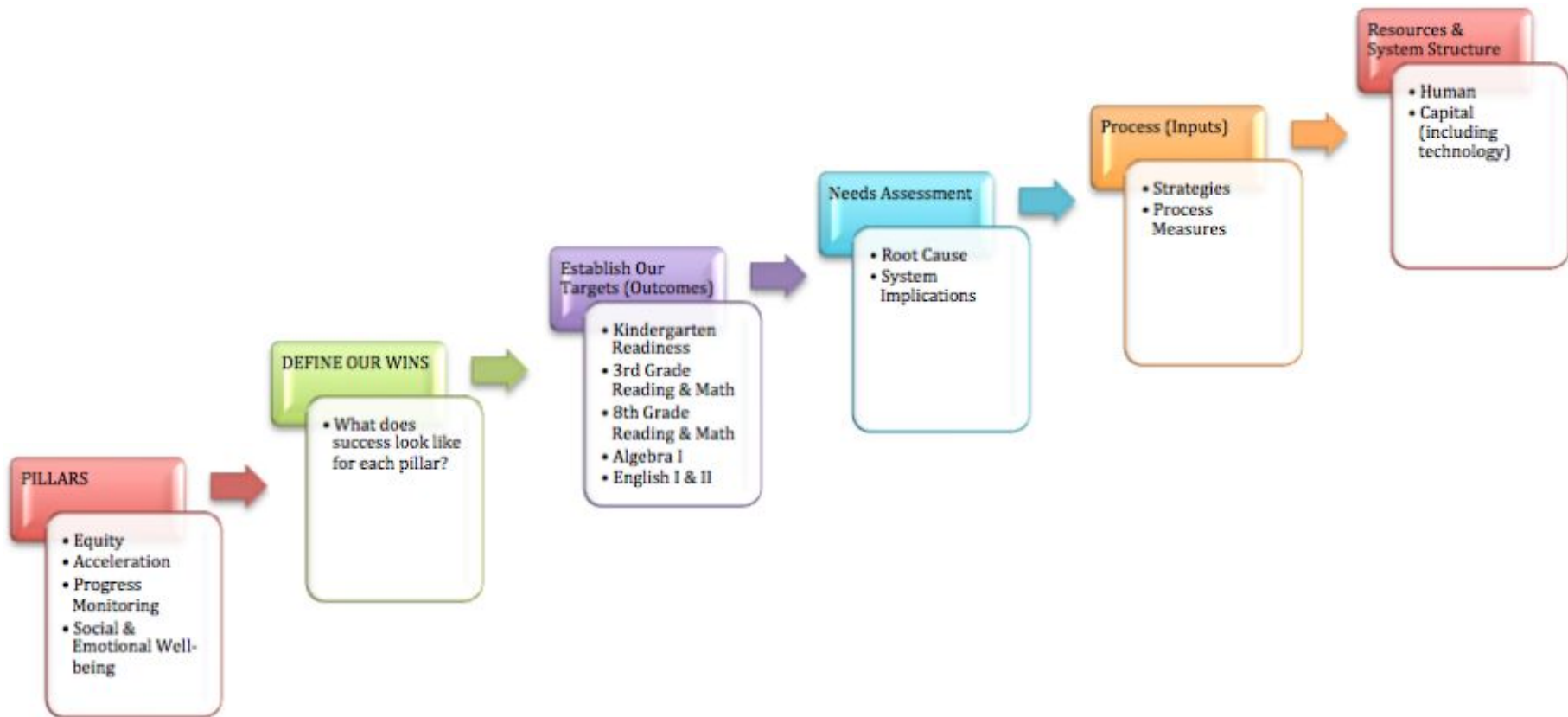
- **Focus on people** and solicit stakeholders' participation in the plan's development;
- Align efforts to **accelerate** strategic plan and instructional priorities to close learning gaps;
- Emphasize **depth over breadth**;
- Effectively stratify support to ensure **equitable** distribution of resources to meet students' varied needs; and
- Ensure systems are in place to **measure** our return on investment (academic and otherwise).





Fishbone Root Cause Analysis





Our Process



Cross Departmental Task Force

Develop draft considerations and recommendations

Campus Leadership and Teachers

Provide feedback and input to refine draft and differentiate for various campus needs aligned to the ESF

Steering Committee

Review draft plan and refine to ensure alignment to district vision and goal

Stakeholders

Provide feedback and input to ensure maximization of community resources and involvement

Departments

Review recommendations and consider final system and infrastructure implications (transportation, technology, etc.)

Steering Committee

Finalize plan and potentially redirect efforts to ensure system focus

It Takes A Team



Notice of Intent to Apply

Arlington ISD administration intends to make application to the Texas Education Agency (TEA), as required, to access and secure ESSER III funding designated for local education agencies.

A rectangular chalkboard with a dark grey surface and a light brown wooden frame. The word "Questions?" is written in the center in a white, sans-serif font. The board is set against a plain white background.

Questions?