

ESSER III Funding Update and Safe Return to In-Person Instruction and Continuity of Services Review



Fort Worth ISD Board of Education Meeting
Tuesday, August 22, 2023



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ESSER III

Elementary and Secondary School Emergency Relief (ESSER) III Funds

<https://www.fwisd.org/essser>

The Coronavirus Aid, Relief, and Economic Security (CARES) Act was enacted on March 27, 2020, and included Elementary and Secondary School Emergency Relief (ESSER) III Funds for K-12 schools.

\$261,640,223
Fort Worth ISD Allocation

A Safe Return to In-Person Instruction and Continuity of Services Plan, six-month plan review and stakeholder input is required.

How can ESSER III funds be used?

- These funds are designated for one-time or short-term spending to address learning recovery and the ongoing impact of the pandemic.
- It is recommended that the funds be used for one-time or short-term types of expenses.
- Long-term uses of the ESSER III funds is also allowable, but districts must consider how to support long-term costs after the funding ends.

ESSER III BUDGET

		Budget Allocation Changes		Expenditures as of JUNE 30, 2023
		JUNE 2022	JUNE 2023	EXPENSES
Supported Teachers	Build Teacher Capacity	\$56.3 M	\$67.1 M	\$55.8 M
	Add Instructional Support Staff	\$27.9 M	\$20.4 M	\$24 M
Rigorous Instructional Materials	Adopt High-Quality Instructional Materials	\$42.7 M	\$44.5 M	\$32.9 M
Create More Time for Learning	Summer Learning	\$11.4 M	\$11.5 M	\$5.7 M
	Extended Instructional Time	\$11.6 M	\$11.8 M	\$8.1 M
	High-Dosage Tutoring	\$15.3 M	\$13.6 M	\$5.6 M
	Acceleration Academies	\$11.9 M	\$12.2 M	\$3.9 M
Empower Parents	Family Engagement	\$11.9 M	\$11.1 M	\$6.5 M
	Provide Wraparound Services	\$16.3 M	\$15.5 M	\$8.5 M
Other Priorities	Virtual/Hybrid/Blended Instruction and Connectivity	\$17.6 M	\$15.2 M	\$10.7 M
	Facilities and Infrastructure	\$17.7 M	\$17.7 M	\$1.4 M
SUB TOTAL		\$240,581,271		\$163.1 M
INDIRECT COST		\$21,058,952		\$12.3 M
TOTAL		\$261,640,223		\$175.4 M

BUDGET ADJUSTMENTS

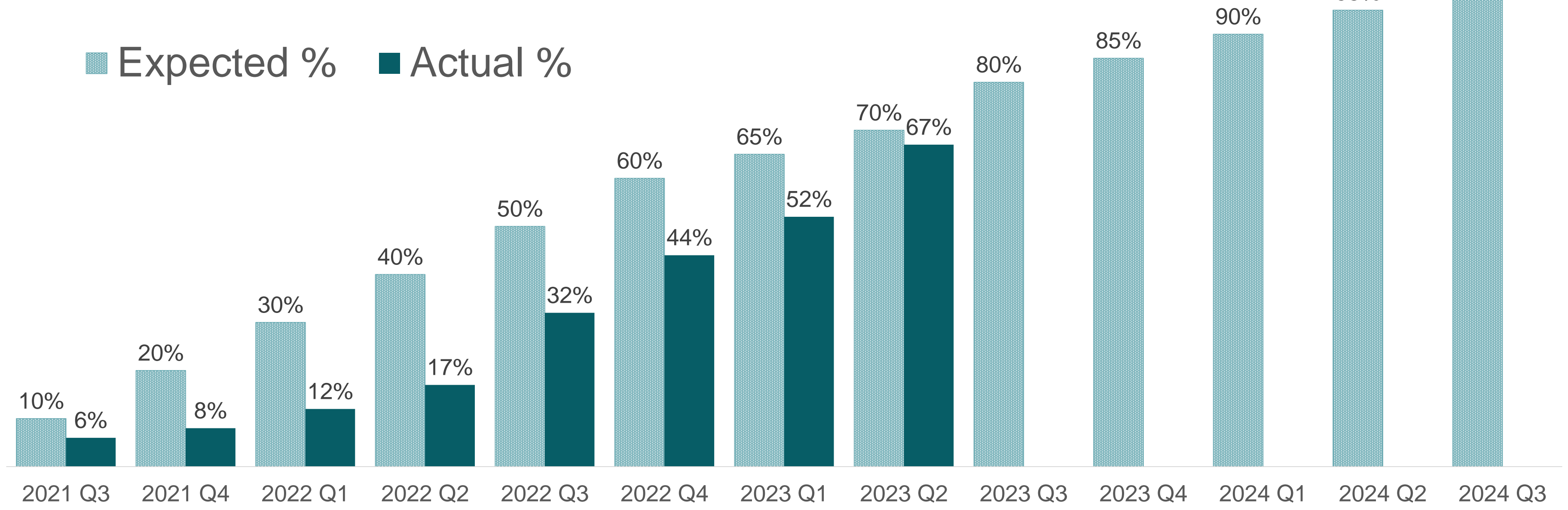


Budget Review Includes:

- Actual Expenditures and Continuation of Services
- Increased Retention Incentives for all Personnel
 - Last installment paid in June
- Recruitment and Hiring Incentives for Hard to Hire Positions
- Reduction of Vacant Positions
- Adjustment in High Quality materials and supplies for Elementary students

EXPECTED VERSUS ACTUAL SPEND

Fort Worth ISD ESSER III 3-Year Spending Projections



ESSER III 3-YEAR COSTS

ACTUAL AND PROJECTED

Description	2021-2022 Actual Costs	2022-2023 June 2023	2023-2024 Projected Costs	TOTAL
Personnel	\$ 42,077,673	\$ 53,730,649	\$ 33,113,357	\$ 128,921,679
Contracted Services	\$ 10,579,570	\$ 13,930,028	\$ 15,440,794	\$ 39,950,392
Supplies and Materials	\$ 24,445,507	\$ 17,102,325	\$ 18,269,580	\$ 59,817,412
Travel/Misc. Operating Costs	\$ 4,635	\$ 212,870	\$ 279,100	\$ 496,605
Capital Outlay	\$ 479,969	\$ 0	\$ 10,915,214	\$ 11,395,183
Total	\$ 77,587,354	\$ 84,975,872	\$ 78,018,045	\$ 240,581,271
Percentage	32%	35%	33%	100%

Indirect Costs \$ 21,058,952

Total \$ 261,640,223

UPDATE ON ACADEMIC RETURN ON INVESTMENT (A-ROI)

Fort Worth ISD and District Management Group A-ROI Partnership Goals:

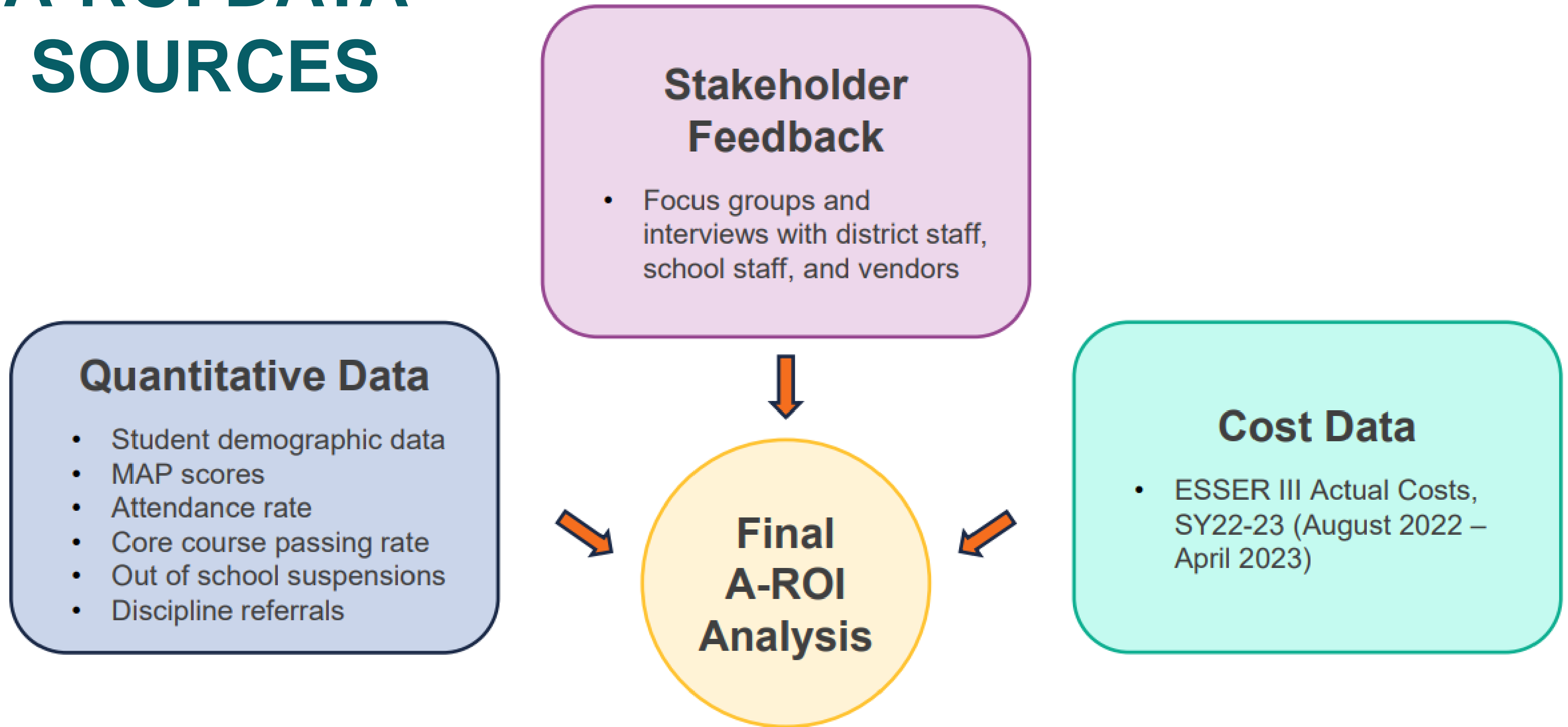
- Consult on the creation and alignment of districtwide systems/processes that helps manage ESSER III funds.
- Understand the impact and cost of ESSER III funded initiatives.

		Today's Focus
Phase I	Phase II	Phase III
June – August 2022	August – December 2022	January – June 2023
Budgeting Diagnostic and Key Takeaways on ESSER Funded Initiatives	Conduct Initiatives Inventory on ESSER Funded Initiatives	A-ROI Analysis of Selected ESSER Funded Initiatives

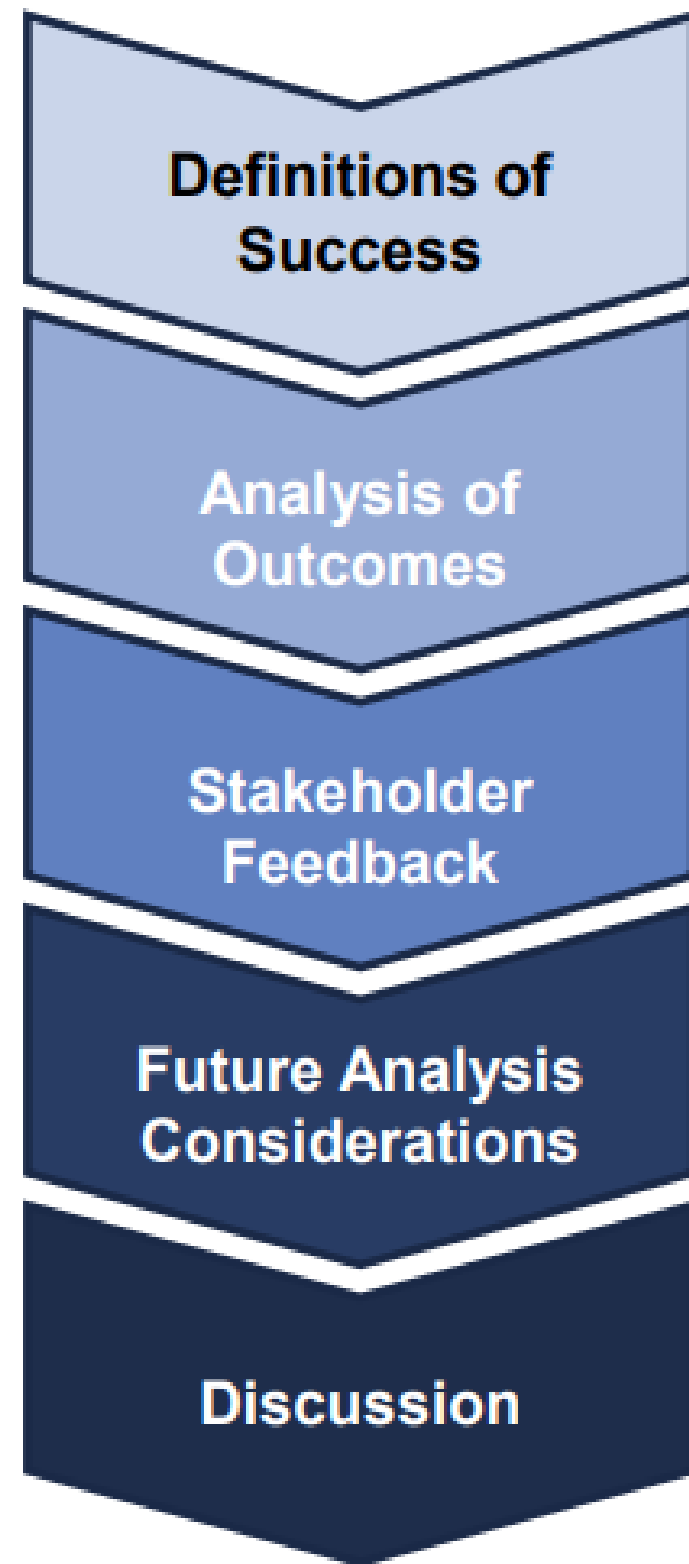
INITIATIVES SELECTED FOR A-ROI ANALYSIS

Potential A-ROI Candidates	Objective	Strong Definition of Success	Metrics Used to Measure Success	Currently Being Monitored	Cost
High Impact Tutoring	✓	✓	✓	✓	\$14.4 M
Early Learning Strategic Plan	✓	✓	✓	✓	\$11.6 M
Saturday Learning Quest	✓	✓	✓	✓	\$9.5 M
External Specialized Wraparound Services	✓	✗	✓	✓	\$9.3 M
Full-time Parent Engagement Specialist for ES and MS	✓	✗	✓	✓	\$8.7 M
Freshman Success	✓	✓	✓	✓	\$6.2 M
TCU Advisor Support College and Career Readiness*	✓	✗	✓	✓	\$3.3 M

A-ROI DATA SOURCES



FINDINGS STRUCTURE



We will review the objectives and definitions of success created by initiative leaders to **establish a common understanding** of each program's goals.

We will share the high-level results from our analysis, **comparing student outcomes to the programs' goals** and highlighting student segments of note.
In-depth results can be found in the Appendix.

We will share takeaways from our conversations with initiative stakeholders to highlight **areas of strength or improvement**.

We will offer several ideas for **any future analyses** that may be conducted for each initiative.

Meeting participants will have an opportunity to discuss each initiative's findings, ask questions, and **identify implications** for the program or for FWISD going forward.

Key findings: External Wraparound Services

Program Background: EWS

Key Program Facts

Program Objective:
Improve connectedness for students needing additional support in attendance, behavior, and academics.

Strategic Overview	Target Student Population(s)	Representative Student Population (all students on relevant campuses)
	Strategic Goal(s)	Goal 4: Learning Environment
	ESSER III Goal(s)	Empower Parents: Provide Wraparound Services
	Number of Students Served	8278
Cost Overview	Non-Vendor Costs	\$70,000
	Vendor Costs	\$3.35 M
	Total Costs	\$3.42 M
	Vendor Costs/ Student: MHMR	~\$300
	CIS	~\$1000
	Girls, Inc.	~\$600
	Total Cost/Student	~\$400

EWS OUTCOMES

	How did students in EWS compare to peers?			How did students in EWS compare to the program's definition of success?		
	Students In EWS	Students Not in EWS	Difference	Students in EWS	Current Target	Difference
Attendance	42%	38%	+ 4%	42%	85%	- 43%
Suspension	52%	52%	0%	52%	85%	- 33%
Discipline Referrals*	64%	66%	- 2%	64%	85%	- 21%
Core Course Passing	98%	95%	+ 3%	98%	85%	+ 13%

Notable Segments – Attendance

(Full Segmentation in Appendix)

- **Middle School Students** were most likely to improve their attendance rate compared to peers (45% vs. 40%, respectively)
- **MHMR** was most likely to improve attendance (+ 4.9%), while Girls, Inc. was least likely (- 3.3%)
- Students entering the program with an **average daily attendance rate below 70%** were much more likely to improve compared to peers (7% higher)

FUTURE CONSIDERATIONS

1

Update Definitions of Success: Consider aligning with EWS vendors on **what success looks like** for the program and **what data needs to be collected** to measure this. Ensure that any definitions of success are SMART goals based on accessible and applicable data.

2

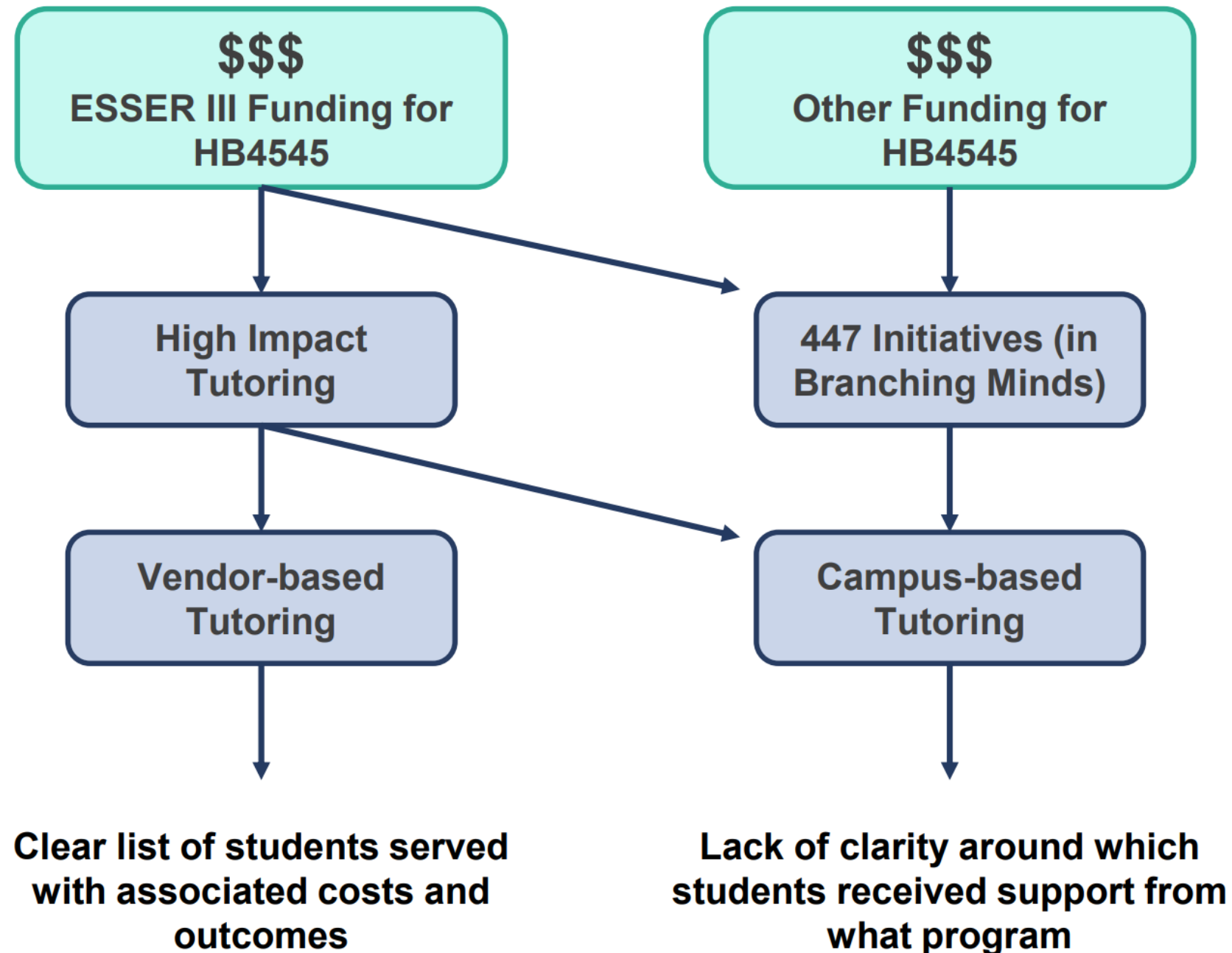
Define Roles and Responsibilities: Consider **clarifying the roles and responsibilities** of vendor personnel on campuses and ensuring that all key stakeholders understand them.

3

Take Action: Consider **segmenting program delivery** to different students based on which program objective is meant to support them.

Key findings: High Impact Tutoring

Challenges with Tutoring Data



Coordinators were unable to confirm which students receiving campus-based tutoring were receiving it through high Impact Tutoring.

As a result, DMGroup's analysis centered on the ~3,350 students receiving vendor-based tutoring.

HIT OUTCOMES

	How did students in HIT compare to peers?			How did students in HIT compare to the program's definition of success?		
	Students In HIT	Students Not in HIT	Difference	Students in HIT	Current Target	Difference
MAP Winter Growth Target - MATH	39%	42%	- 3%	39%	85%	- 46%
MAP Winter Growth Target - ELA	37%	40%	- 3%	37%	85%	- 48%
Core Course Passing	100%	95%	+ 5%	100%	85%	+ 15%

Notable Segments – Math MAP

(Full Segmentation in Appendix)

- Students whose fall MAP score was in the **40th percentile or below** were **more likely than their peers** to meet their goals (+ 4%)
- **HeyTutor** had the highest percent of students hitting their Math MAP goals (41%) while Studentnest had the lowest (30%)
- HIT students in **4th grade (a key target grade)** were much closer to their peers (- 2%) than 6th graders (another key target grade) were (- 5%)
- Students receiving **36-53 tutoring sessions** were most likely to meet their goals (45%) than the program average (39%)

FUTURE CONSIDERATIONS

1

Update Definitions of Success: Consider aligning with HIT vendors on **what success looks like** for the program and **what data needs to be collected** to measure this. Ensure that any definition of success are SMART goals based on accessible and applicable data.

2

Build Buy-In: Consider **further communicating** the program's purpose, reason for implementation, and evidence for success to all FWISD staff to ensure district-wide buy-in.

3

Take Action: Consider **segmenting program delivery** to different students based on whom the program objective is meant to support most.

Key findings: Freshman Success

Program Background: Freshman Success

Program Objective:
Provide first-time freshmen students and staff with a targeted on-track plan for completing high school in four years and CCMR pathways beyond graduation.

Key Program Facts

Strategic Overview	Target Student Population(s)	Hispanic/ Latino Migratory Students
	Strategic Goal(s)	Goal 3: College, Career & Military Readiness (CCMR) Goal 4: Learning Environment
	ESSER III Goal(s)	Extend Instructional Time Add Instructional Support Staff Build Teacher Capacity
	Number of Students Served	4,680
Cost Overview	Non-Coach Costs	\$100,000
	Coaching Positions	\$1.28 M
	Total Costs	\$1.38 M
	Total Cost/Student	~\$300

FS OUTCOMES

Definitions of Success

1. **80% of first-time freshmen students** below a 3.0 GPA in the first quarter will improve their grade average by 20% in the second quarter.
2. **80% of first-time freshmen students** will be 'on track' (enrolled in six credits and passing 3 or more courses) to complete high school in four years by the end of their freshmen year.
3. **90% of all sophomores** who participated in FS last year are receiving a 3.0 GPA or above or are on track to graduate in their first semester.

Student Segments

- Time in the program
- Number of contacts with staff
- Cohort
- Specialized student needs (students with disabilities, including disability type)
- Specialized student needs (ELL students, including ELL level)
- Race and Gender

CHALLENGES

Comparison Group Approach	Sample Outcomes		
	Students in Freshman Success	Students NOT in Freshman Success	Effect
Student Group A	80%	85%	- 5%
Student Group B	70%	70%	0%
Student Group C	65%	40%	+ 25%

As a 'wall to wall' program, Freshman Success could not conduct analysis in this way, as **there were no students outside the program.**

Implementation data was not collected in SY22-23 for Freshman Success, making this analysis approach impossible.

Implementation Comparison Approach	Sample Outcomes		
	Implementation Segments	Freshman Success Program Average	Effect
Implementation Model A	80%	85%	- 5%
Implementation Model B	70%	70%	0%
Implementation Model C	65%	40%	+ 25%

NEW APPROACH

Definitions of Success

- 95% of the freshmen passing three courses or fewer receiving support from Freshmen Success Coaches **will pass as many or more courses (or a more robust academic metric)** in each subsequent grading cycle.
- 80% of freshmen students who have been identified as chronically absent receiving support from Freshmen Success Coaches **will improve their average daily attendance** in each subsequent grading cycle.
- 90% of freshmen receiving support from Freshmen Success Coaches **will report a greater than or equal sense of belonging** in each subsequent grading cycle.

Student Segments

1. **Student Academic Strength** – Is this program providing greater outcomes (especially related to academics) for students of certain levels of academic achievement?
2. **Average Daily Attendance** – Is this program providing greater outcomes (especially related to attendance) for students of certain levels of academic achievement?
3. **Exposure to the Program** – Is there a point at which continued intervention no longer increases outcomes for students?
4. **ELL level** – Is the program supporting its target population? If so, do some levels of ELLs see more benefit than others?

LESSONS LEARNED

Identifying clear objectives, metrics, and definitions of success allows initiatives to effectively monitor progress with minimal additional effort.

Objective

What is my program meant to achieve?



Metrics

How will I measure these achievements?



Definition of Success

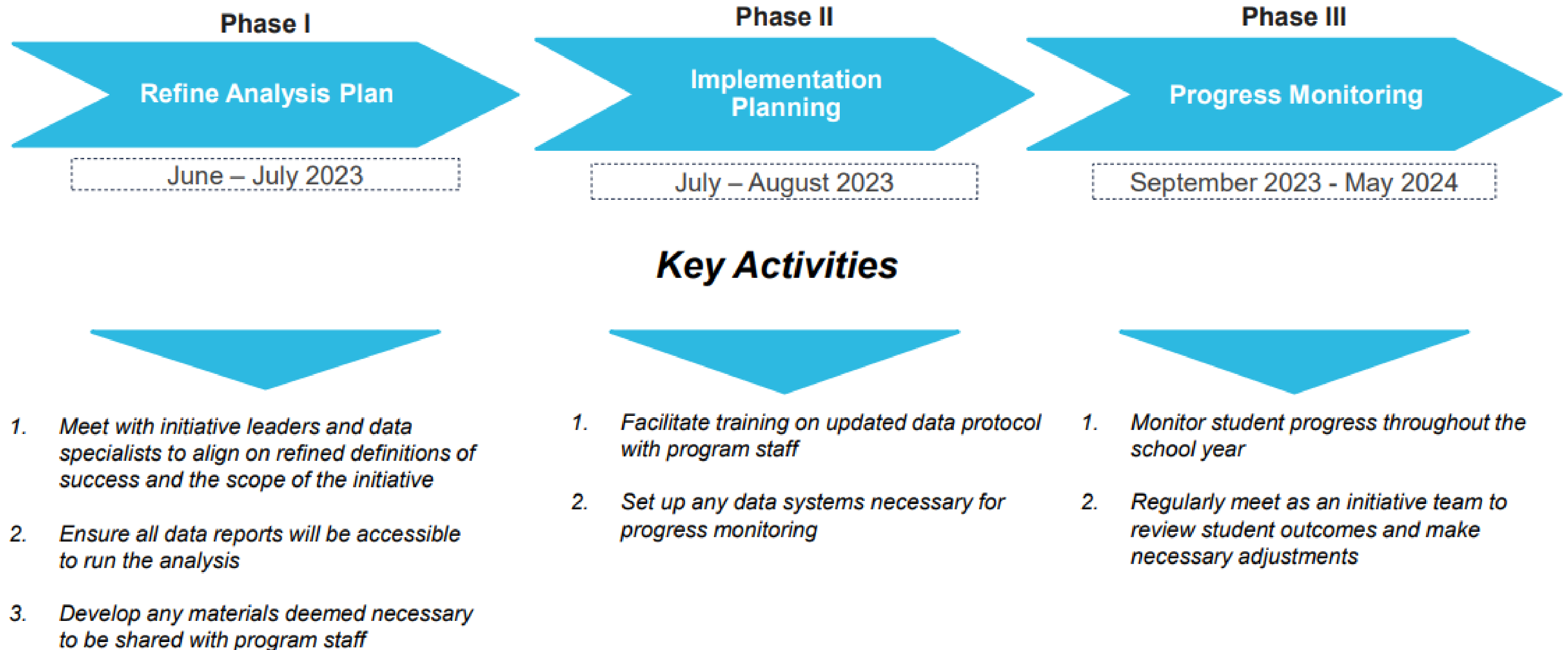
What outcomes would mean this program was successful?

Objectives should consider the **aspirational outcomes** of a program while remaining grounded in the **specific purpose** of the initiative, including **who** the initiative is meant to serve.

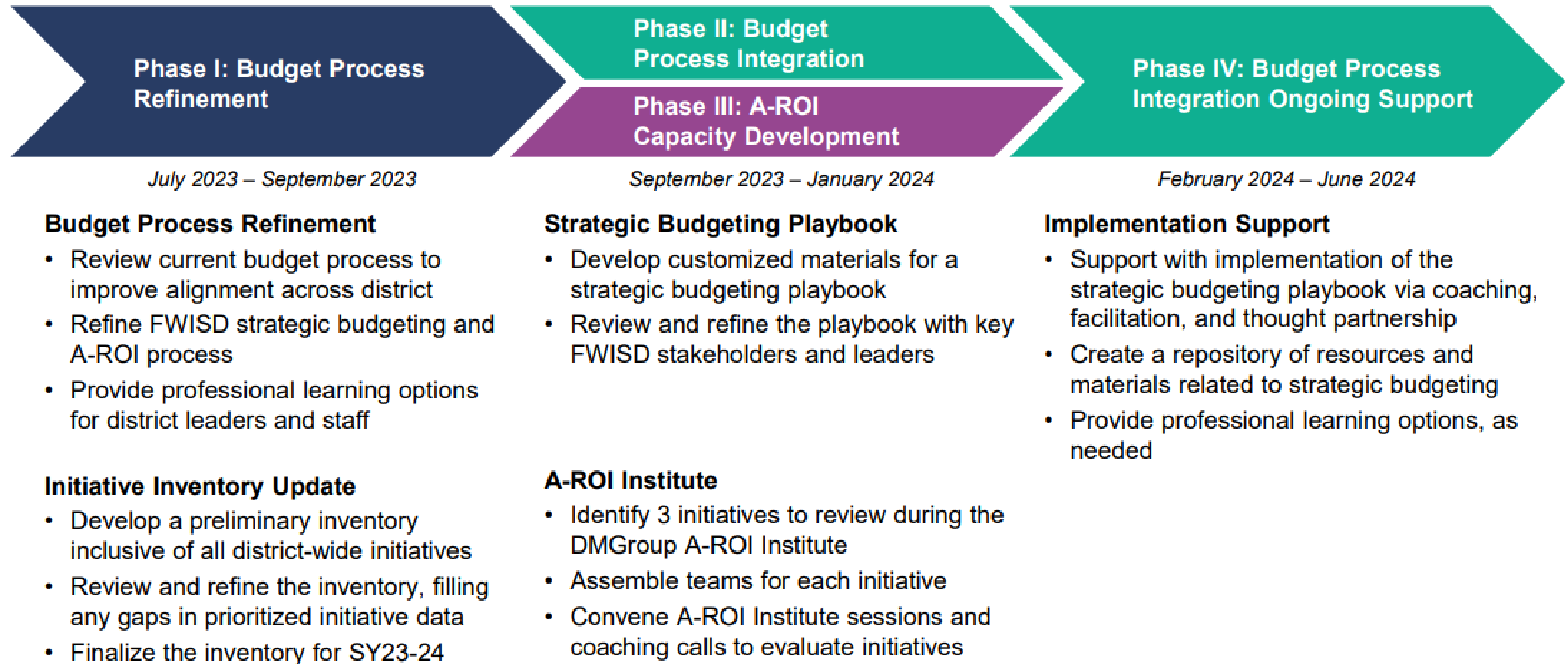
Metrics should be **regularly collected**, **readily available**, and **representative measurements** of a program's objectives. Strong metrics apply to individuals not currently in the program.

Definitions of success are SMART (**S**pecific, **M**easurable, **A**ggressive yet **A**chievable, **R**elevant, and **T**imebound) goals that use identified metrics to assess progress towards a program's objective.

ESSER NEXT STEPS



District Strategic Budgeting and A-ROI



SAFE RETURN TO IN-PERSON INSTRUCTION

- The District was required to create a Safe Return to In-person Instruction and Continuity of Services Plan.
- This plan must be reviewed and revised as needed every six months with input from District stakeholders. Stakeholders are invited to provide feedback using an online survey.
- The survey is open from **August 8 to September 8, 2023**. Survey responses are anonymous and questions are available for review prior to taking the survey.
- Learn more at www.fwisd.org/esser.



A banner for Fort Worth ISD's 'Rediscovers' initiative. It features a collage of four photos: a graduate in a blue cap and gown, a woman playing a flute, a teacher working with a young student, and a young girl at a desk. The Fort Worth ISD logo is in the top right. A red banner across the middle says 'REDISCOVER FORT WORTH ISD' in white. Below the photos, the text 'Back to School and Continuity of Services Plan' is written in large, bold, dark blue letters. At the bottom, a red box contains the date 'August 8, 2023' and a disclaimer: 'This plan is subject to change. Fort Worth ISD will vigilantly monitor conditions and COVID-19 cases within the community, incorporating updates as needed.'



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