

INVESTING IN STUDENT SUCCESS

ESSER 3.0 Plan Updates

SUMMER 2023

Congress approved nearly \$200 billion through the Elementary and Secondary School Emergency Relief Fund (ESSER). Knox County Schools’ share of ESSER 3.0 totaled nearly \$114 million. The intent for the use of these funds is to prevent, prepare for and respond to the impact of COVID-19. Our commitment is to “strategically use ESSER 3.0 funds so that ALL students, across ALL Schools, and ALL student groups, will have access to the continuing support and the tools needed to thrive in grade-level instruction to equip them for success post-graduation.”

Community Feedback

Since our last ESSER newsletter was distributed during the month of February, we’ve received feedback from 17 KCS stakeholders which included 9 parents or guardians, 7 certified staff members, and 1 concerned resident, based on their self-identification.

In response to ongoing input from the community, we have created a new feature in our newsletter titled “ESSER in Action”. This segment is intended

to highlight ESSER-funded strategies based on the district’s four priorities that are making a difference for our students and school personnel daily.

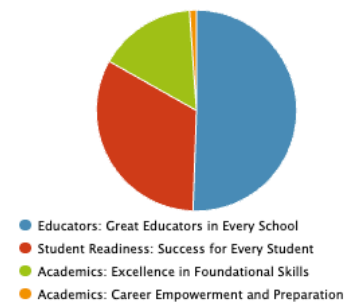
On a quarterly basis, we will continue to provide the status of each ESSER strategy using our Stoplight rating system, and provide updates on our ESSER spending as the September, 2024 spend-down deadline approaches.

ESSER Community Feedback Report

How would you identify yourself?

Choices	Percentage	Count
A parent or guardian of a student	72.97%	81
A certified staff member	27.03%	30
A resident concerned with the success of KCS	12.61%	14
A classified staff member	4.50%	5
Total Entries		111
<i>Unanswered</i>		<i>4</i>

Which priority is most important to you?



In addition, the Tennessee Department of Education (TDOE) has provided guidance about allowable and non-allowable uses of these funds, and their guidance is available at [this link](#).

Specifically, TDOE’s guidance addresses a common provision in federal grant programs for education, which requires that grant funds must be

used as additional spending, rather than replacing basic education funding from other sources.

While ESSER 3.0 does not contain a “Supplement, Not Supplant” provision, TDOE writes that “LEAs should consider how budgeting these funds may impact maintenance of effort (MOE) of state and local funds.”

Stoplight Ratings

Our district leaders update the progress of their respective ESSER 3.0 strategies on an ongoing basis using Stoplight ratings. Each team considers

capacity (staffing), funding, action step progress or delays, and impact metrics when determining the appropriate rating.

Green – On Track

Orange – At Risk

Yellow – Some Concerns

Red – Off-Track

Excellence in Foundational Skills - Overall Likelihood of Success

Based on capacity, funding, action steps completed and impact metric progress



Instructional Expectations around ELA HQIM

Instructional Expectations around Math HQIM

PD Opportunities for Early Literacy Expertise

Math and ELA Tutoring

Instructional Expectations and Math HQIM moved from Yellow to Green as an RFP has been completed and the contract will begin on July 1.

Great Educators in Every School - Overall Likelihood of Success

Based on capacity, funding, action steps completed and impact metric progress



Permanent Substitute

Cognitive Coaching

Grow Your Own Program Expansion

Development of Administrators and Math Certified Educators

Career Empowerment and Preparation - Overall Likelihood of Success

Based on capacity, funding, action steps completed and impact metric progress



Site-based Learning

Credit Recovery

Freshman Academy and Career Themed Academies

Counseling

Academy Coaches

College and Career Readiness Positions

Elementary and Middle School Steering Committees

Counseling moved from Yellow to Green as the vision component has been completed.

Success for Every Student - Overall Likelihood of Success

Based on capacity, funding, action steps completed and impact metric progress



Whole Child Support Team

Intervention Supports for Students

Intervention Supports Tracking System

Maintain Technology Investments

Facility Investment

ESSER COMMUNITY FEEDBACK

Share your thoughts at knoxschools.org/esser

Spend-Down Updates

Building a strong foundation in early literacy and middle-school math prepares students for academic success no matter what path they choose. Knox County Schools is working to provide targeted interventions for students who need them, and the TN All Corps tutoring program is an important part of that effort.

High-dosage, low-ratio tutoring is an effective way to support students. KCS has hired more than 200 during-the-day tutors, along with certified staff who provide tutoring before and after school, serving more than 4,000 students during the 2022-23 school year.



Priority 1 - Excellence in Foundation Skills

Strategy	Budget	Expended	Balance	% Expended
1A - Instructional Expectations*	259,479	199,496	59,983	76.9%
1B - PD Opportunities : Literacy	2,473,946	564,863	1,873,083	23.2%
1C - Tutoring : Literacy	10,077,091	2,039,526	8,037,565	20.2%
2A - Middle School Math Tutors	8,066,797	141,443	7,925,354	1.8%
2B - Instructional Expectations : Math	8,794,065	689,083	8,104,983	7.8%
5B - New Teacher & Admin. Supports	1,428,500	944,864	483,636	66.1%
Priority 1 Totals	31,063,878	4,579,274	26,484,604	14.7%

**The 2B - Instructional Expectations : Math budget of \$62,979 and 5A - Instructional Priorities budget of 24,500 were rolled into 1-1A.*

During the pandemic, one of the greatest challenges facing our district was the increase in staff absences, including those that occurred with little time to find a substitute. We are committed to providing great educators in every classroom, even when a regularly scheduled teacher is not available.

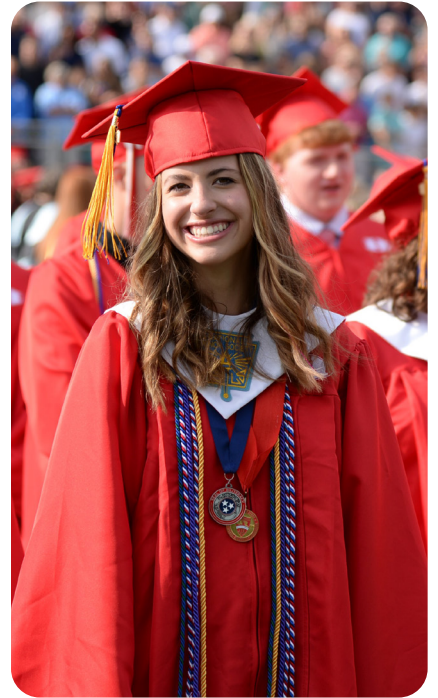
Thanks to funding from ESSER, each district school now has a permanent substitute position. These positions allow for staffing flexibility and help to minimize staffing disruptions at the school level, allowing the students to have a more consistent learning environment. To date, we have filled well over 4,000 vacancies in our 91 school locations.



Priority 2 - Great Educators in Every School

Strategy	Budget	Expended	Balance	% Expended
5C - Teacher/Leader Supports	8,720,744	1,766,583	6,954,161	20.3%
6C - Permanent Substitutes	6,205,581	1,916,035	4,289,546	30.9%
6D - Extended Contracts	3,594,419	387,604	3,206,815	10.8%
2C - Math Talent Pipeline	1,872,078	0	1,872,078	0%
Priority 2 Totals	20,392,822	4,070,222	16,322,600	20.0%

ESSER funds have enabled high school students to recover credits lost due to poor academic performance or learning loss in the wake of COVID, and to gain new credits in order to access additional curriculum. In June of 2022, 17 of our high schools participated in Summer Credit Recovery. This program allows students to work through a virtual platform, Edgenuity, or through Canvas, in which teachers provide students with the work they need to earn their credit. A total of 1,362 KCS students participated in the program and more than 56% earned at least 1 credit. The total number of credits earned during this program was 926.



In 2023, KCS offered a January Blitz program to help students recover credits lost during the first semester of the 2022-23 school year. Eleven of our high schools took advantage of the program and 175 participating students earned a total of 139 credits. The major benefit of the January program is that students do not have to wait until summer to recover their credits; instead, they have the benefit of recovering credits while the material is still fresh in their minds.

Priority 3 - Career Empowerment and Preparation

Strategy	Budget	Expended	Balance	% Expended
3A - Academy High School Model	1,308,234	763,188	545,046	58.3%
3B - Site Based Experiences	7,950,000	524,431	7,425,569	6.6%
3C - MS Career Exploration & Awareness	633,000	24,500	608,500	3.9%
3D - Counseling and Advisement	6,783,892	2,178,854	4,605,038	32.1%
3E - High School Credit Recovery & Training	2,489,023	372,937	2,116,086	15.0%
Priority 3 Totals	19,164,149	3,863,910	15,300,239	20.2%

Thanks to the investment from ESSER 3.0, every KCS classroom now has a new, interactive flat panel. With the help of their new panels, teachers can create engaging and interactive lessons, using multimedia resources to supplement their teaching. These panels can enhance students' understanding of complex concepts through visual and interactive aids. Additionally, teachers can annotate directly on the board, providing real-time feedback to students.

Approximately 60% of KCS teachers have received professional development on their new panels from our educational consultant, enabling them to effectively integrate this technology into their teaching, maximizing its potential and improving student outcomes. With the ongoing development and improvement of interactive panels, the opportunities for teachers and students to enhance their learning experience will continue to expand.



Priority 4 - Success for Every Student

Strategy	Budget	Expended	Balance	% Expended
4A - Whole Child Supports	4,924,867	960,868	3,963,999	19.5%
4B - Intervention Supports for Students	1,606,373	156,685	1,449,688	9.8%
7A - Computers/Student Devices	19,335,000	11,726,038	7,608,962	60.6%
7B - Facility Investments	5,681,504	432,220	5,249,284	7.6%
Priority 4 Totals	31,547,744	13,275,811	18,271,933	42.1%

Grand Totals

Strategies	Budget	Expended	Balance	% Expended
Priorities 1-4	102,168,593	25,789,217	76,379,376	25.2%
All Other*	11,943,526	11,943,526	0	100%
Total	114,112,119	37,732,743	76,379,376	33.1%

*Includes indirect costs, allocation to Emerald Academy, and ESSER Program Manager