



State and District Use of Title II, Part A Funds in 2022–23

Office of Elementary and
Secondary Education



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U.S. Department of Education
Office of Elementary and Secondary Education

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Executive Summary

Title II, Part A (Title II-A) of the Elementary and Secondary Education Act of 1965 (ESEA) is the key statute through which the federal government provides funds to states and districts to improve the quality and effectiveness of teachers, principals, and other school leaders through professional development and other activities. The Title II-A program also supports states and districts in recruiting new teachers to the field; retaining educators in the profession; and providing low-income and minority students with greater access to effective teachers, principals, and other school leaders. These efforts are critical to eliminating longstanding educator shortages exacerbated by the pandemic. In fiscal year 2022, the U.S. Department of Education (Department) awarded \$2.1 billion in Title II-A funding to states for the 2022–23 school year. This executive summary presents key findings related to state and district use of Title II-A funds for the 2022–23 school year, based on surveys of states and districts. For more information on the Department’s efforts to eliminate educator shortages, including grants, guidance, and other resources that can support states and districts in this work, please see www.ed.gov/raisethebar/educators.

Overall Use of Title II-A Funds

States and districts may choose how to spend their Title II-A funds from a wide range of allowable activities that fit within several major topical areas. These activities support the four program goals: (1) increasing student academic achievement, (2) improving educator quality and effectiveness, (3) increasing the number of effective educators, and (4) providing low-income and minority students with greater access to effective educators.

- **State educational agencies (SEAs) most commonly used Title II-A funds for program administration, monitoring, and technical assistance.** SEAs may reserve up to 5 percent of their Title II-A funds for state-level use. The total amount of funds available for state-level activities was \$101.6 million during school year 2022-23. Fifty states used at least some of the state-level reservation for program administration, monitoring, and technical assistance, representing 31 percent of all Title II-A spending at the state level. Funds for recruiting, hiring, and retaining effective educators represented the largest share of state-level allocations, comprising 32 percent of all Title II-A spending by SEAs and reported by 40 states.
- **Districts most commonly used Title II-A funds for professional development.** In total, districts used 57 percent of all Title II-A allocations to support professional development for teachers, principals, and other school leaders. Seventy-eight percent of districts reported funding professional development for teachers, and 59 percent of districts reported funding professional development for principals and other school leaders. Among districts that used Title II-A funds for teacher professional development, nearly all (88 percent) funded some short-term professional development activities for teachers, defined as 3 days or fewer, allowable as part of a comprehensive plan. Nearly

three-quarters (72 percent) funded longer-term activities for teachers, and 43 percent funded collaborative or job-embedded activities.

- **About one-third of districts (34 percent) reported using funds for activities related to recruiting, hiring, and retaining effective educators.** Districts spent 17 percent of their Title II-A funds for this purpose, and, among these districts, the most common strategies were tailoring professional development to individual teacher or leader needs (80 percent of districts) and induction or mentoring programs for new teachers and leaders (73 percent of districts).
- **Roughly two-thirds of all districts (63 percent) reported examining the distribution of teacher quality or effectiveness across their schools.** The most commonly used measures of teacher quality were teacher certification and teacher evaluation ratings. Sixteen percent of districts reported using Title II-A funds to improve the equitable distribution of effective educators. Among these districts, top strategies for improving equitable distribution included offering more professional development, improving teaching and learning environments, and beginning the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared with other schools.

Allocation by District Type and Use of Flexibility Options

In fiscal year 2022, the Department awarded \$2.1 billion in Title II-A funding for the 2022–23 school year. All states, including the District of Columbia and Puerto Rico, and more than 95 percent of districts receive Title II-A funding each year. While SEAs may directly spend up to 5 percent of their Title II-A funds for state-level use, most of the funding passes through to school districts to support teachers and school leaders.

- **Large, urban school districts received the largest share of Title II-A funding, 28 percent of all funds.** This is consistent with how program funds are distributed according to a formula in the law. Large and medium-sized suburban districts also received significant shares of the funds (24 and 10 percent, respectively).

The ESEA gives states and districts the flexibility to transfer some or all funds between Title II-A and six other federal formula grant programs within Title I, Title III, and Title IV of the ESEA.

- **Few states used existing flexibility to move funds between Title II-A and other federal formula grant programs.** Two states transferred funds *into* Title II-A from another ESEA program in 2022–23, and two states transferred funds *from* Title II-A to other programs.
- **Nearly one-third of all districts took advantage of transferability flexibility.** Thirty percent of districts transferred funds into or out of Title II-A. Among these districts, the average percentage of funds transferred from Title II-A to other programs was 70 percent, and the average percentage of funds transferred to Title II-A from other programs was 46 percent. The most common funds transfer was from Title II-A to

Title I-A. Nineteen percent of districts transferred all their Title II-A funds to another program.

Changes in the Use of Funds Over Time

Key changes in state and district Title II-A spending compared with the previous year included:¹

- **The number of states allocating funds for recruiting, hiring, and retaining effective educators has been steadily increasing each year, and the amount of funding budgeted for this activity has also increased.** In 2022–23, 40 states budgeted funds for recruiting, hiring, and retaining effective educators, up from 38 states in 2021–22 and 36 states in 2020–21. The amount of funding budgeted for recruiting, hiring, and retaining effective educators in 2022–23 was \$31.1 million, the highest state allocation amount by activity, and a \$2.5 million increase in the amount states budgeted for this activity in 2021–22.
- **Fewer states used state-level Title II-A funds for professional development activities in 2022–23.** Although the number of states funding professional development activities declined from 42 states in 2021–22 to 38 states in 2022–23, the number of states funding professional development activities in 2022–23 is still up from the number in 2020–21 (36 states). As a share of overall funding for state activities, this category is also slightly down from the previous year (a decline of roughly \$23,000 overall) but higher than 2020–21.
- **Districts budgeted a larger share of local Title II-A funding for professional development.** Districts spent 57 percent of their Title II-A funds for professional development activities in 2022–23, compared with 55 percent the previous year; the percentage in 2022–23 was the same as in 2020–21. The percentage of districts allocating funding for professional development also increased, with increases largely among small districts.
- **District use of Title II-A funds for selected types of teacher professional development (short-term, longer-term, and collaborative or job-embedded) did not change significantly.** Unlike in 2021–22, when the percentage of districts funding teacher professional development decreased across all categories from the prior year, there were no significant changes from 2021–22 to these percentages in 2022–23. For example, among districts that used Title II-A funds for teacher professional development, the percentage using these funds for longer-term professional development activities decreased from 80 percent in 2020–21 to 72 percent in 2021–22 where it remained in 2022–23. The percentage of districts using program funds for collaborative or job-embedded professional development activities also decreased, from 55 percent in 2020–21 to 43 percent in 2021–22 where it remained in 2022–23.

¹ For the district survey, the report highlights changes or differences that are statistically significant (p -value < 0.05).

Introduction

Title II, Part A (Title II-A) of the Elementary and Secondary Education Act of 1965 (ESEA) is the core program through which the federal government provides funds to states and districts to improve the quality and effectiveness of their teachers, principals, and other school leaders through professional development and other activities. Because Title II-A is the largest source of federal education funds to support this work, it is important to understand how states and districts are leveraging these funds to support educators. Recognizing this need, Congress requires the U.S. Department of Education (Department) to collect and publicly report this information annually. This report presents data from surveys of states and districts in the 2022–23 school year.

The report includes three sections. Section 1 examines how states and districts spent their funds for a variety of activities to support overall program goals. This section also describes the most common professional development activities that districts funded through Title II-A. Section 2 describes the characteristics of districts receiving Title II-A funds. This section also summarizes state and district use of funding flexibility provisions, which allow the transfer of funds between designated federal education programs. Section 3 explores changes in district and state spending priorities over time, focusing on changes from the previous year in two areas: (1) spending across major categories and (2) transfers of funds in or out of Title II-A.

In each section, the report discusses instances in which there are statistically significant differences (p -value < 0.05) by district characteristics and uses of funds from year to year and examines how districts of different sizes, types (regular and charter), and localities (urban, rural, and suburban) may use funds in different ways.

Summary of Data Sources

The data was from two sources. A state survey on the use of Title II-A funds was administered to all 50 states, the District of Columbia, and Puerto Rico in the spring and summer of 2023.² A district survey was also administered to a nationally representative sample of 5,502 local education agencies (LEAs), or “districts” (including 501 charter school districts). The district sample included a sufficient number of districts in each state to permit state-level estimates of district uses of Title II-A funds.

Fifty-two states and 4,915 districts (92 percent of those sampled) responded to the surveys, including 4,512 traditional districts and 403 charter school districts. Appendix A provides more detail on the sample and data collection. Appendix B provides state-level tables summarizing the district survey data. Appendix C includes the state and district survey instruments.

² For simplicity, this report refers to all 52 entities as “states,” consistent with the ESEA, which indicates that the District of Columbia and Puerto Rico are treated as states under this law.

Section 1. How Did States and Districts Spend Title II-A Funds Overall in 2022–23?

States and districts can choose from a wide range of allowable activities to spend their Title II-A funds to support the four program goals of (1) increasing student academic achievement, (2) improving educator quality and effectiveness, (3) increasing the number of effective educators, and (4) providing low-income and minority students with greater access to effective educators. In addition to measuring overall Title II-A spending, this section examines how spending priorities vary across states and different types of districts.

Professional development was the most popular use of Title II-A funds reported by districts. Seventy-eight percent of districts reported this use of funds (Exhibit 1).³ In total, these districts spent 57 percent of their Title II-A allocations for this activity, approximately \$1.1 billion (Appendix Exhibit B.1).⁴ Districts’ next most common use of Title II-A funds was for activities related to recruiting, hiring, and retaining effective educators, which represented 17 percent of total budgeted Title II-A funds (about \$322 million). This use was reported by 34 percent of districts.

Exhibit 1. Percentage of districts that used Title II-A funds for each activity in 2022–23, and the share of funds budgeted

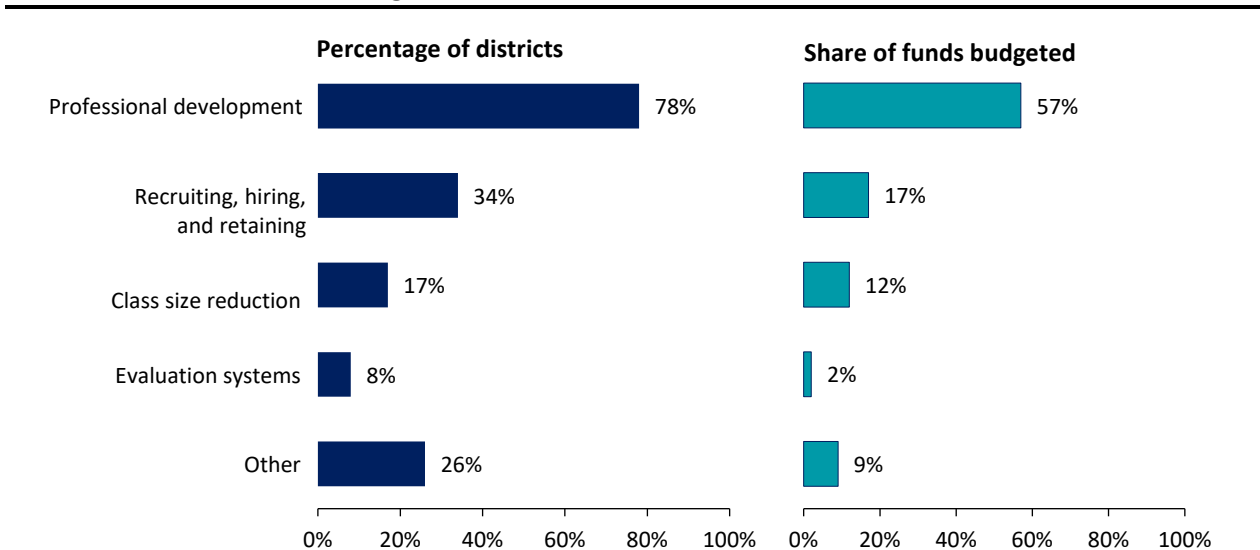


Exhibit reads: Seventy-eight percent of Title II-A districts used Title II-A funds for professional development. Collectively, Title II-A districts spent 57 percent of Title II-A funds on professional development.

NOTE: *N* = 13,227 districts weighted, 4,182 unweighted. See Appendix Exhibits B.2, B.3, and B.4 for results by district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

³ Percentage based on districts with Title II-A funding available after transfers to and from other programs. Appendix Exhibit B.1 also presents information for all districts that received Title II-A funds (i.e., before transfers).

⁴ Percentage based on funding available to districts after transfers to and from other programs. In reporting on use of funds, districts were asked to include funds used for equitable services to private school educators.

Districts spent the majority of their Title II-A funds on activities related to teachers. Overall, districts reported that they used 87 percent of their Title II-A funds to support teachers, including both professional development and other strategies (Appendix Exhibit B.5). On average, 19 percent of district spending supported principals and other school leaders.⁵

At the state level, the most common use of Title II-A funds was for activities related to program administration, monitoring, and technical assistance. Nearly all states (50) reported using funds for this purpose, representing 31 percent of all Title II-A spending at the state level (Exhibit 2 and Appendix Exhibit B.6). Activities related to recruiting, hiring, and retaining effective educators represented the second most common use of Title II-A funds (reported by 40 states) but were the largest share of state-level allocations, representing 32 percent of all Title II-A spending by state educational agencies. Fourteen states reported that, at the time of the survey, they had not yet budgeted all funds they reserved for state activities.⁶ Overall, the amount of funds not yet budgeted represented 6 percent of the total amount available for state activities. Across states, the percentage of funds not yet budgeted ranged from 1 percent to 69 percent.⁷

Exhibit 2. Number of states that used Title II-A funds by type of activity in 2022–23, and the share of funds budgeted

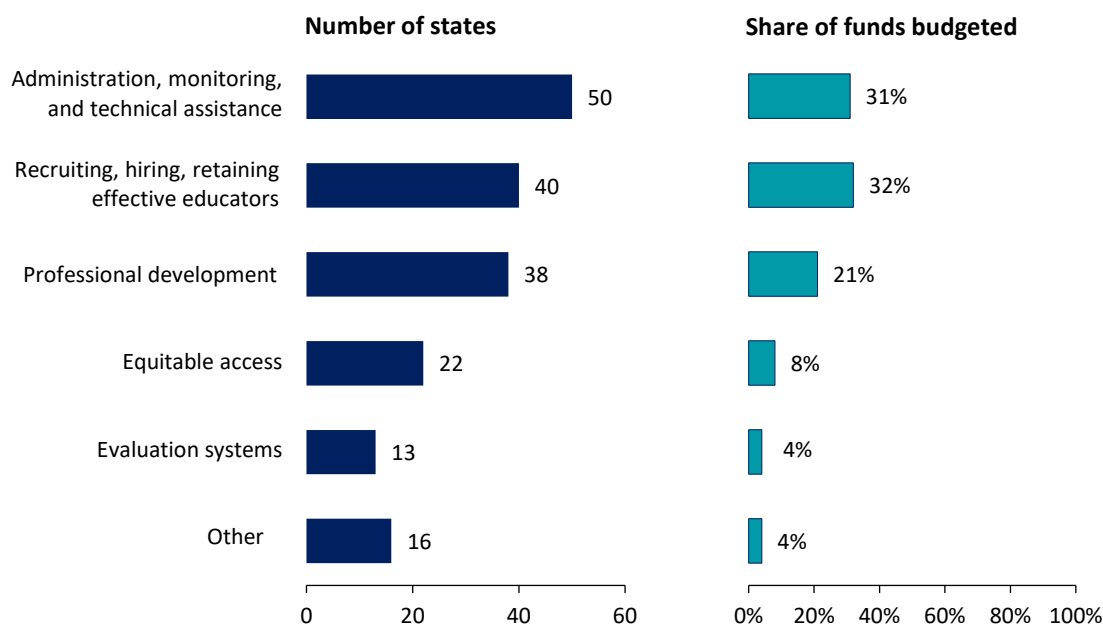


Exhibit reads: Fifty states used Title II-A funds for administration, monitoring, and technical assistance. Collectively, these 50 states spent 31 percent of their Title II-A funds on this set of activities.

NOTE: N = 50 states plus DC and Puerto Rico.

SOURCE: 2022–23 Title II-A Use of Funds State Educational Agency Survey.

⁵ This question on the district survey asked districts to estimate percentages and specified that they did not need to sum to 100. For example, some uses of funds may serve both teachers and school leaders, leading to a total greater than 100 percent.

⁶ States with funds not yet budgeted were Alabama, Colorado, Illinois, Indiana, Kentucky, Maine, Massachusetts, New Hampshire, New Mexico, Ohio, Oregon, Pennsylvania, Virginia, and Puerto Rico.

⁷ One state (New Mexico) had not yet budgeted any of their funds and is not included in this range.

How Were Title II-A Funds Spent in 2022–23 to Improve the Quality and Effectiveness of Educators?

District and state Title II-A funds support strategies for improving educator quality. This section presents findings related to these strategies across three main types of spending: professional development, evaluation systems, and school leadership development.⁸

Professional Development

Professional development is a key strategy districts use to increase the quality and effectiveness of teachers, principals, and other school leaders. Title II-A allows districts to provide “high-quality, personalized professional development that is evidence-based” and focuses on a broad range of topics to improve teachers’ instructional practice. As defined in the ESEA, professional development is “sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused,” which is consistent with what research suggests is most effective.⁹

Overall, 63 percent of all Title II-A subgrant recipients (i.e., school districts) and 78 percent of those with Title II-A funds available after transfers budgeted funds for professional development (Appendix Exhibit B.1). Among districts that budgeted funds for professional development, all districts reported using those funds for teacher professional development, and 75 percent of districts reported also using those funds for professional development for principals or other school leaders.

Large districts and urban districts were more likely than small or rural districts to report allocating funds for professional development overall. For example, 97 percent of large districts and 85 percent of urban districts used Title II-A funds for this purpose (Appendix Exhibits B.2 and B.3). In contrast, 74 percent of small districts and 69 percent of rural districts did so.

In most states, a large proportion of districts reported using Title II-A funds for professional development. Specifically, in 41 states, at least 70 percent of districts reported using Title II-A funds for professional development (Appendix Exhibit B.7).¹⁰ Similarly, professional development dominated the share of district-level Title II-A funds spent in most states. For example, Puerto Rico budgeted 91 percent of its district-level funds for professional development, and districts in Michigan budgeted 83 percent (Appendix Exhibit B.8). Conversely, districts in some states spent a relatively small share of funds on professional development. For example, the percentage of district-level Title II-A funds budgeted for professional development was 24 percent in Iowa, 31 percent in Montana, 33 percent in South Dakota, 36 percent in Connecticut, and 39 percent in North Carolina and Pennsylvania.

⁸ The term “educator” refers to teachers, principals, and other school leaders. Other school leaders, as defined in section 8101(44) of the ESEA, may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

⁹ Kraft et al., 2018; Darling-Hammond et al., 2017; Garet et al., 2016; Blank & de las Alas, 2009.

¹⁰ In analyses in which we examined percentages of districts by state, we excluded Hawaii and Puerto Rico, both of which have a single statewide district.

District reports indicated that, on average, 72 percent of teachers participated in Title II-A-funded professional development (Appendix Exhibit B.9). On average, districts that used Title II-A funds for professional development spent \$527 per participating teacher (Appendix Exhibit B.9).

Types of Professional Development That Districts Funded

While the ESEA defines professional development as activities that are “sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused,” the district survey asked about a range of training types including activities that fully meet the statutory professional development definition on their own and also shorter-term activities, defined for purposes of the survey as 3 days or fewer, that could meet the definition if the short-term training is part of a larger professional development program. (Title II-A funds may be used for short-term activities if those activities are part of a sustained and comprehensive professional development plan for a teacher that meets Title II-A requirements, including the statutory definition of professional development.) Districts were able to select from a list of multiple types of professional development and training activities based on the format, duration, and provider type. This section summarizes these survey results into three main categories: short-term, longer-term, and collaborative or job-embedded.¹¹

Districts’ most common use of Title II-A funds was for short-term professional development and training activities, but many districts also supported longer-term professional development, and some supported professional development that was collaborative or job-embedded. Among districts that reported using Title II-A funds for teacher development, 88 percent supported short-term (3 days or fewer) activities or conferences, 72 percent supported longer-term professional development, and 43 percent supported collaborative or job-embedded professional development (Exhibit 3). Districts that supported teacher training most commonly reported that one of their two largest expenditures was for short-term training activities (72 percent of districts), compared with 59 percent that reported this for longer-term professional development and 25 percent that reported this for collaborative or job-embedded types of professional development (Appendix Exhibit B.11).

Districts reported similar patterns for principal professional development and training. Forty-seven percent of all subgrant recipients and 59 percent of those with funds available after transfer reported funding professional development for principals or other school leaders (Exhibit B.1). Among districts that used Title II-A funds for principal professional development,¹² the most common type was short-term training activities or conferences (82 percent), followed by longer-term professional development (58 percent), then collaborative or job-embedded (33 percent) (Exhibit 3).¹³ Districts supporting principal professional development and training most commonly reported that short-term activities were one of their largest two expenditures

¹¹ District survey questions 8 and 10 asked about specific types of professional development (see Appendix C). Appendix Exhibit B.11 provides more detail on how these types were categorized.

¹² Fifty-nine percent of districts with Title II-A funds available after transfers funded professional development for school leaders.

¹³ Percentages are based on districts with Title II-A funding available after transfers to and from other programs that also reported funding professional development with Title II-A funds (Appendix Exhibit B.1).

(73 percent of districts), compared with 50 percent that reported this for longer-term professional development and 21 percent that reported this for collaborative or job-embedded types of professional development (Appendix Exhibit B.12).

Exhibit 3. Percentage of districts using Title II-A funds for teacher or principal professional development and training that funded various types of professional development in 2022–23

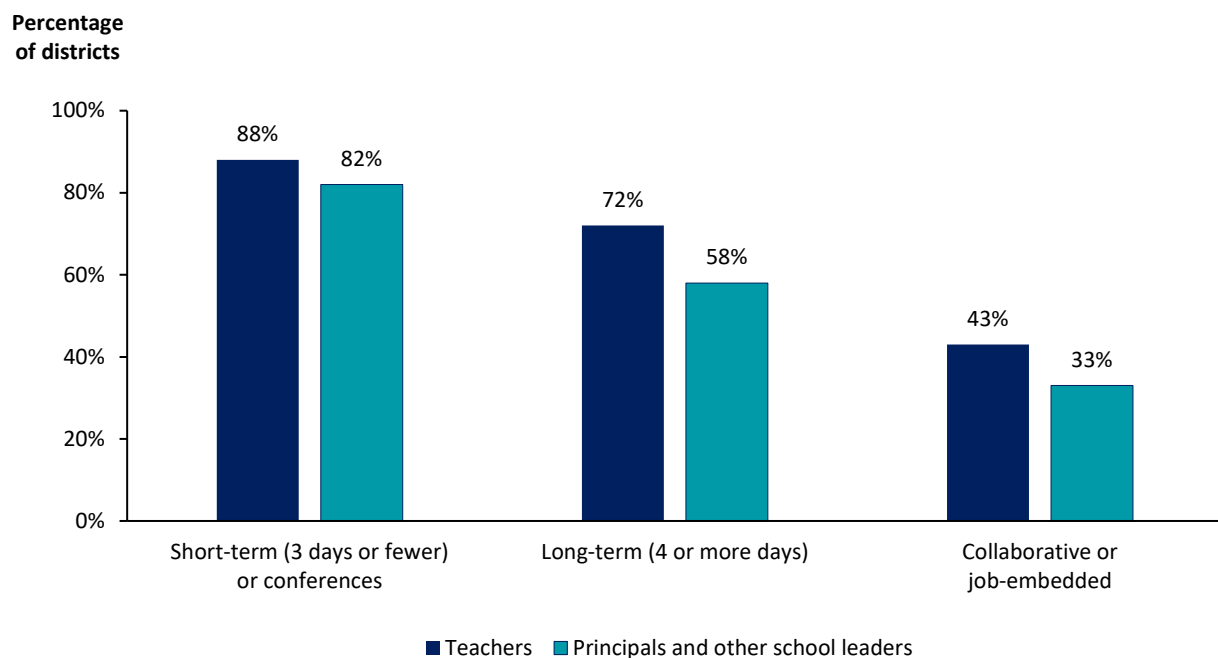


Exhibit reads: Among districts using Title II-A funds for teacher professional development, 88 percent reported supporting short-term professional development of 3 days or fewer or conferences. Among districts using Title II-A funds for professional development for principals or other school leaders, 82 percent reported supporting short-term professional development of 3 days or fewer or conferences.

NOTE: $N = 10,312$ districts weighted, 3,431 unweighted (teacher); $N = 7,764$ districts weighted, 2,850 unweighted (principal). The survey asked districts to indicate all types of professional development for which they used Title II-A funds.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Among districts that used Title II-A funds for teacher professional development, large districts were more likely than small districts to report all types of professional development, including longer-term (93 percent versus 66 percent), short-term (96 percent versus 86 percent), collaborative or job-embedded professional development (76 percent versus 34 percent), and other types of professional development (55 percent versus 30 percent) (Appendix Exhibit B.13). Charter school districts were less likely than traditional school districts to report short-term professional development (83 percent versus 89 percent), longer-term professional development (61 percent versus 75 percent), and collaborative or job-embedded professional development (32 percent versus 46 percent).

In some states, a high percentage of districts reported using Title II-A funds for teacher professional development that was longer-term, collaborative, or job-embedded. In six states, 90 percent or more of districts that used funds for professional development used Title II-A funds for longer-term teacher professional development: District of Columbia (100 percent), West Virginia (96 percent), Maine (95 percent), Maryland (91 percent), Florida (90 percent), and Virginia (90 percent) (Appendix Exhibit B.15).¹⁴ In three states, more than three-quarters of districts that reported using funds for professional development used Title II-A funds for teacher professional development that was collaborative or job-embedded: District of Columbia (100 percent), Florida (84 percent), and Nevada (76 percent).

Eight states had large percentages of districts (75 percent or more) reporting using Title II-A funds for principal professional development that was longer-term: District of Columbia (100 percent), Nevada (92 percent), West Virginia (86 percent), Vermont (82 percent), Florida (79 percent), Georgia (79 percent), Louisiana (76 percent), and Maryland (75 percent) (Appendix Exhibit B.16). In two states, more than three-quarters of districts that reported using funds for principal professional development used Title II-A funds for principal professional development that was collaborative or job-embedded: District of Columbia (100 percent) and Nevada (84 percent).

Professional Development Topics That Districts Funded

Professional development for teachers most commonly focused on improving instructional practice, content knowledge, or technology use. Among districts that invested Title II-A funds in teacher professional development, 94 percent of them reported using Title II-A funds for professional development topics related to instructional practice, while 80 percent funded topics related to content knowledge (Appendix Exhibit B.17). The most common topics were instructional strategies for academic subjects (79 percent of districts) and improving teachers' content knowledge in English language arts (72 percent of districts). In addition, 68 percent of districts supported professional development in the use of data and assessments to guide instruction (Exhibit 4).

Large districts were more likely than other districts to use Title II-A funds for teacher professional development on most topics. For example, 82 percent of large districts that used Title II-A funds for professional development funded professional development for teachers related to state content standards and instructional strategies, compared with 53 percent of small districts (Appendix Exhibit B.18). In addition, large districts more commonly reported professional development related to instruction for English learners than small districts (60 percent versus 28 percent), as did urban districts (42 percent compared with 26 percent of rural districts) (Appendix Exhibits B.18 and B.19).

¹⁴ Throughout the report, when counting the number of states that met a threshold, the percentage of districts within a state (or share of funds spent within a state) was rounded to the nearest percentage point before the state was categorized as having met a threshold. For example, a state in which 9.6 percent of districts transferred funds into Title II-A would be counted as a state in which at least 10 percent of districts transferred funds into Title II-A.

Exhibit 4. Percentage of districts using Title II-A funds for teacher professional development that funded various topics, and the percentage that reported the topic was one of their two largest expenditures in 2022–23

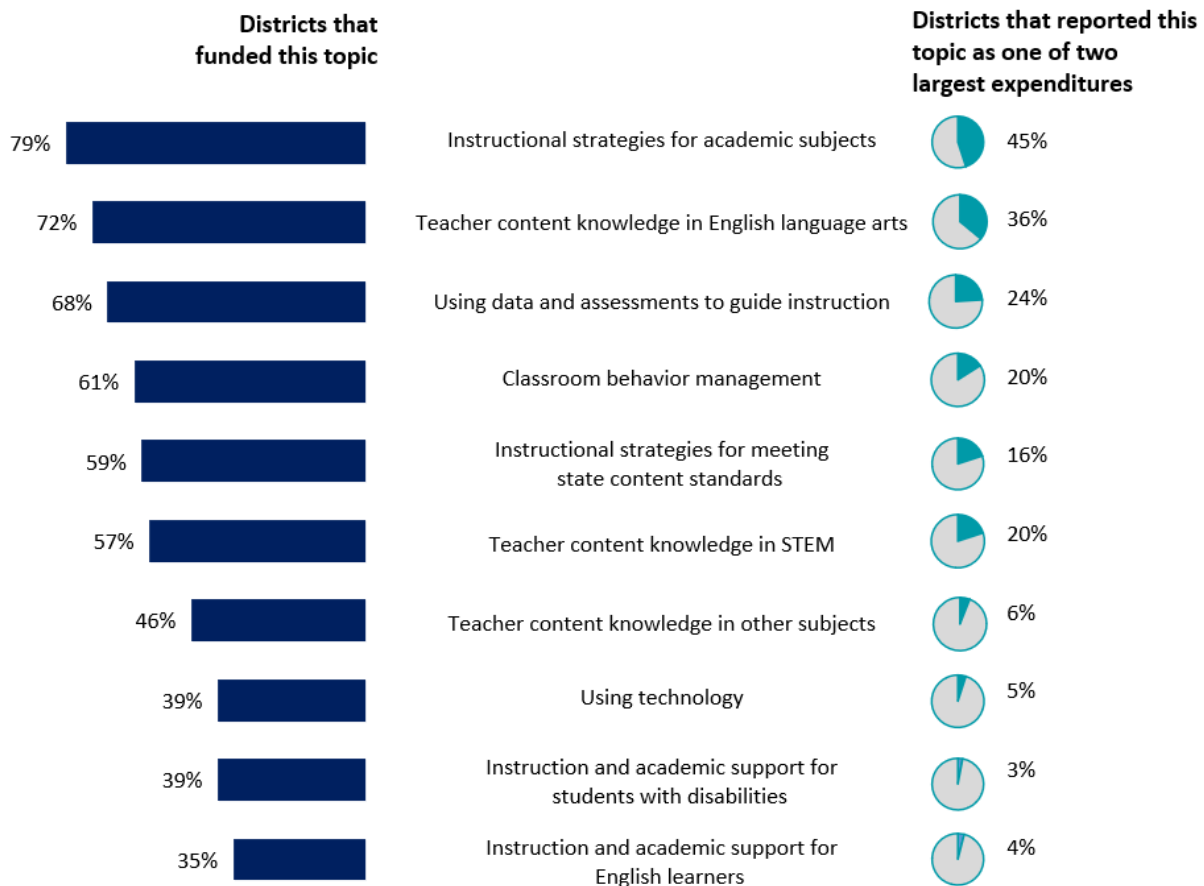


Exhibit reads: Among districts using Title II-A funds for professional development, 79 percent reported funding teacher professional development on instructional strategies for academic subjects, and 45 percent reported that this topic was one of the two largest expenditures based on the amount of funding budgeted.

NOTE: *N* = 10,303 districts weighted, 3,428 unweighted. The exhibit includes the 10 topics districts reported most frequently from a list of 16 teacher professional development topics (see Appendix Exhibit B.17). In the survey, districts first indicated whether they used Title II-A funds for the topic, then indicated which topics were the “top two” based on the amount of funding budgeted. See Appendix Exhibits B.18, B.19, and B.20 for results by district characteristics and Appendix Exhibit B.21 for results by state.

STEM = science, technology, engineering, and math

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

For principal professional development, districts most commonly invested in strategies and practices to help teachers improve instruction. Among districts that reported spending Title II-A funds on principal professional development, the three most common areas focused on strategies and practices to help teachers improve instruction (83 percent), school improvement planning or identifying interventions to support academic improvement strategies (69 percent), and strategies and practices to advance organizational development (59 percent) (Exhibit 5 and Appendix Exhibit B.22). Districts also reported that these three areas were among their largest expenditures for principal professional development.

Exhibit 5. Percentage of districts using Title II-A funds for principal professional development that funded various topics, and the percentage that reported the topic was one of their two largest expenditures in 2022–23

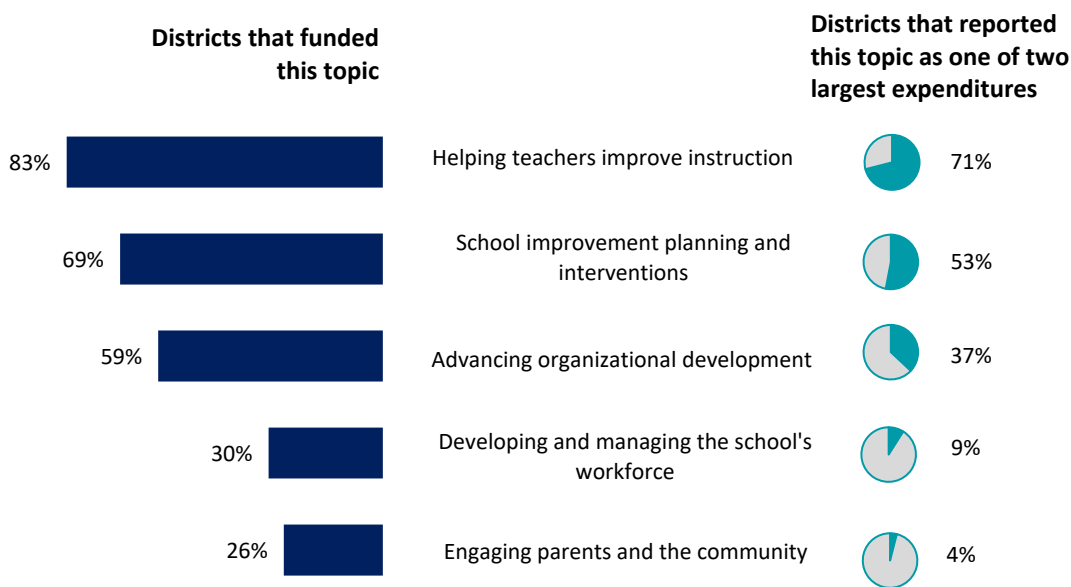


Exhibit reads: Among districts using Title II-A funds for principal professional development, 83 percent reported funding principal professional development on helping teachers improve instruction, and 71 percent reported that this topic was one of the two largest expenditures based on the amount of funding budgeted.

NOTE: *N* = 7,762 districts weighted, 2,849 unweighted. In the survey, districts first indicated whether they used Title II-A funds for each topic, then indicated which two topics were the “top two” based on the amount of funding budgeted. See Appendix Exhibits B.23, B.24, and B.25 for results by district characteristics and Appendix Exhibit B.26 for results by state.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Most of the funds that states spent on professional development were devoted to programs for principals. When asked about their budget for specific Title II-A state activities, states reported spending \$20.2 million for activities related to professional development, or 20 percent of their total Title II-A spending (Appendix Exhibit B.6).¹⁵ While professional development represents a smaller share of Title II-A spending at the state level compared with the district level, in all, 38 states used at least some funds for this purpose. States used most of these funds to support programs for principals (24 states and \$13.2 million). States also reported supporting professional development to improve instruction and instructional leadership in science, technology, engineering, and math (20 states and \$4.8 million), among other topics.

Use of Funds for Teacher and Leader Evaluation Systems

Spending on designing or improving teacher, principal, or other school leader evaluation systems to improve educator quality is another allowable use of Title II-A funds.

¹⁵ For the state educational agency survey, states report on their spending for seven individual activities related to professional development or training. One of these activities is “professional development programs for principals.”

About one-quarter of states and some districts used Title II-A funds for teacher and leader evaluation and support systems, an activity authorized by the ESEA. Thirteen states reported using Title II-A state activities funds for evaluation and support systems for teachers, principals, and other school leaders, totaling \$3.9 million, or 4 percent of total state spending (Appendix Exhibit B.6). Examined as a share of state activities funds used for these systems, North Carolina spent the greatest share of its funds on evaluation and support systems (32 percent), while three states spent less than 10 percent of their funds in this way (Appendix Exhibit B.27).

At the district level, 8 percent of districts reported using funds for evaluation and support systems, amounting to 2 percent of total district Title II-A spending and representing a total of \$45 million (Appendix Exhibit B.1).

School Leadership Set-Aside

Under the ESEA, each state may reserve up to 3 percent of the total district subgrant amount to use for state-level activities that support principal and school leadership development. This set-aside amount is in addition to the funds states already have available for state-level activities (up to 5 percent of the total state allocation).

Nearly half of all states reserved additional funds for activities to support principals and other school leaders (Exhibit 6). States that reserved funds to support principals and other school leaders, on average, allocated 2.9 percent of the funds reserved for local educational agency subgrants for this support (Appendix Exhibit B.28). Of the 25 states that opted for the set-aside, 17 reserved the maximum allowable 3 percent of the state's local educational agency subgrant allocations; 8 states reserved between 1 and 3 percent.

Exhibit 6. Number of states that used the Title II-A funds set-aside to support principals and other school leaders in 2022–23

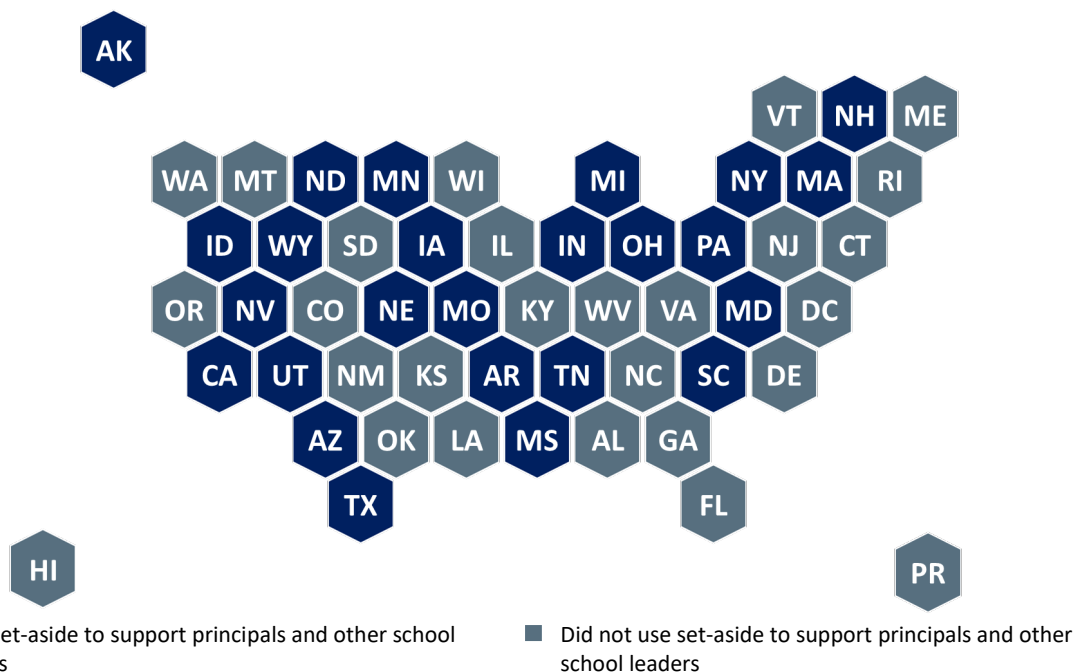


Exhibit reads: Twenty-five states set aside up to 3 percent of their state’s local educational agency subgrant allocations to support activities for principals and other school leaders. They are Alaska, Arizona, Arkansas, California, Idaho, Indiana, Iowa, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New York, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, Utah, and Wyoming.

NOTE: N = 50 states plus DC and Puerto Rico.

SOURCE: 2022–23 Title II-A Use of Funds State Educational Agency Survey.

How Were Title II-A Funds Spent in 2022–23 to Increase the Number of Effective Educators?

States and districts aim to increase the number of effective educators through recruitment, hiring, and retention. In addition, districts may use Title II-A funds to reduce class sizes in the district by hiring additional effective teachers. Under the ESEA, states may also use Title II-A funding to improve teacher effectiveness by establishing preparation academies to train teachers or principals, which can be a different pathway to traditional educator preparation programs.

Recruiting, Hiring, and Retaining Effective Educators

Activities intended to recruit and develop new teachers who will be effective in the classroom include a range of strategies, such as reforming state certification systems and teacher preparation programs, recruiting individuals from other fields to become educators, improving the efficiency of district hiring systems, and developing or improving induction and mentoring programs. Additional strategies support career growth and job satisfaction for experienced teachers, principals, and other school leaders, such as career ladder opportunities that give

veteran teachers additional leadership roles while keeping them in the classroom, differential and incentive pay, and improving the quality of evaluation and support systems.

Overall, 34 percent of districts reported using funds for recruiting, hiring, and retaining effective educators. Collectively, districts spent 17 percent of their Title II-A funds for this purpose (Exhibit 1). Among districts that used Title II-A funds to recruit, hire, and retain educators, the most common strategies reported in this area were tailoring professional development to individual teacher or leader needs (80 percent) and induction or mentoring programs for new teachers and leaders (73 percent) (Exhibit 7 and Appendix Exhibit B.29). These two activities were also the largest two expenditures in this area overall: 67 percent of these districts reported that tailoring professional development was a “top two” strategy, while 57 percent of these districts reported this for induction and mentoring programs.

Exhibit 7. Percentage of districts using Title II-A funds to hire, recruit, and retain effective educators that funded various strategies, and the percentage that reported the strategy was one of their two largest expenditures in 2022–23

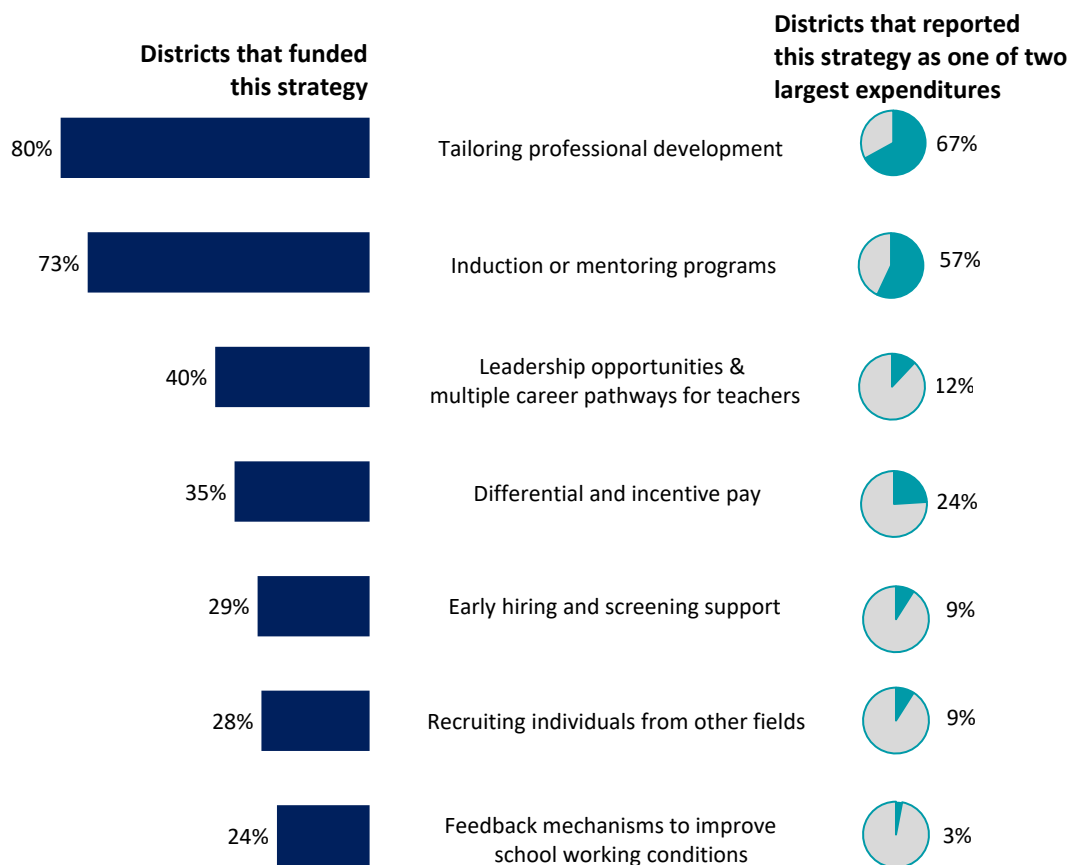


Exhibit reads: Among districts using Title II-A funds to recruit, hire, and retain effective educators, 80 percent reported tailoring professional development to individual needs, and 67 percent reported that this strategy was one of the two largest expenditures based on the amount of funding budgeted.

NOTE: *N* = 4,525 districts weighted, 1,750 unweighted. In the survey, districts first indicated whether they used Title II-A funds for each strategy, then indicated which strategies were the “top two” based on the amount of funding budgeted. See Appendix Exhibits B.30, B.31, and B.32 for results by district characteristics and Appendix Exhibit B.33 for results by state.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Large districts were more likely to use Title II-A funds for recruitment, hiring, and retention (59 percent) than small districts (29 percent) (Appendix Exhibit B.2). Urban districts were more likely to use Title II-A funds for this purpose (39 percent) compared with rural districts (32 percent) (Appendix Exhibit B.3). Charter school districts collectively spent 33 percent of their funds for recruitment, hiring, and retention, compared with 17 percent spent by traditional districts (Appendix Exhibit B.4).

Districts in Hawaii (49 percent), Alaska (39 percent), and Nevada (37 percent) devoted the most funding to recruiting, hiring, and retaining effective educators; in contrast, districts in eight states devoted less than 10 percent of funds to this area (Appendix Exhibit B.8).

Support for recruiting, hiring, and retaining effective educators was the third highest state-level Title II-A allocation, with 40 states reporting using funds for this purpose (Appendix Exhibit B.6). The two most common strategies employed by states focused on (1) training and support for instructional leadership teams, reported by 17 states, and (2) opportunities for effective teachers to lead evidence-based professional development for their peers, reported by 17 states. Of these two strategies, the largest share of funds went toward training and support for instructional leadership teams, representing \$8.2 million across states.

Class Size Reduction

This strategy involves hiring additional effective teachers to reduce class sizes, with the overall goal of increasing teacher effectiveness by enabling them to provide students with more individualized attention.

Fewer than one-fifth of districts used Title II-A funds for class size reduction. Seventeen percent of districts reported using their Title II-A funds to reduce class size; this spending represented 12 percent of their Title II-A allocations (Exhibit 1).

Small districts and rural districts spent a greater share of their funds on class size reduction, while charter school districts devoted a smaller share of funds for this purpose (Appendix Exhibits B.2, B.3, and B.4). Small districts spent a greater share of their funds on class size reduction than large districts (19 percent versus 9 percent), and rural districts spent a greater share of their funds than urban districts (20 percent versus 12 percent) (Exhibit 8). Charter school districts reported spending 2 percent of their Title II-A funds on activities to reduce class size, compared with 12 percent in traditional districts.

Districts' use of Title II-A funds for class size reduction varied considerably across states. Districts in three states—Iowa, Montana, and Pennsylvania—reported spending 40 percent or more of their funds on class size reduction, while districts in 27 states reported spending less than 10 percent of their funds on class size reduction (Appendix Exhibit B.8).

Exhibit 8. Share of Title II-A funds districts used for class size reduction in 2022–23, by district characteristics

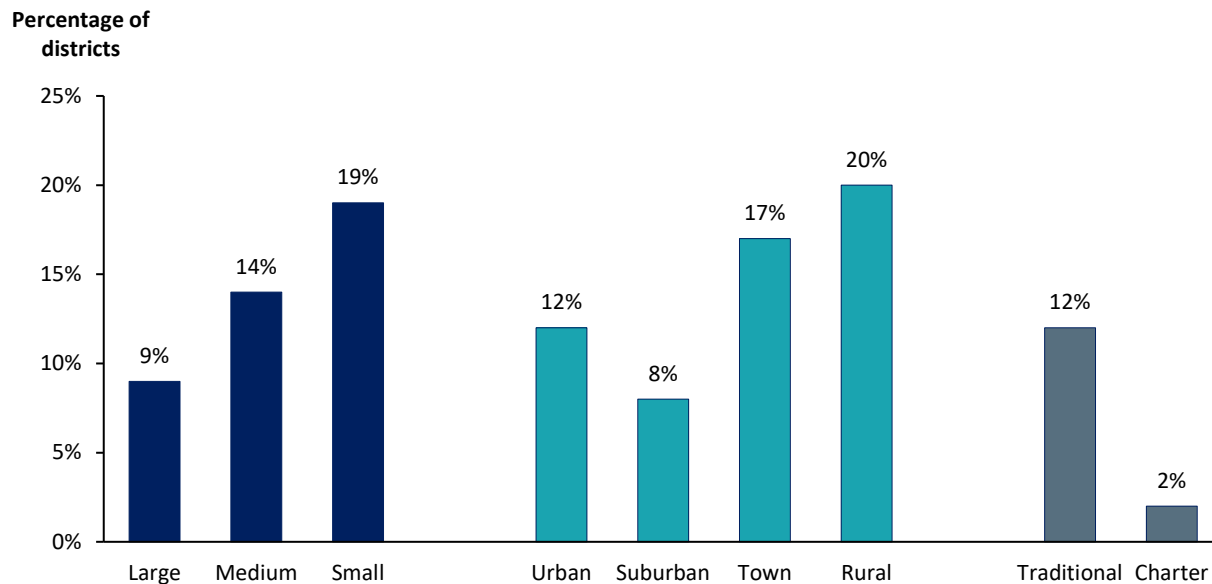


Exhibit reads: Collectively, large districts spent 9 percent of their Title II-A funds on class size reduction, while medium-sized districts collectively spent 14 percent of their Title II-A funds on class size reduction, and small districts collectively spent 19 percent of their Title II-A funds on class size reduction.

NOTE: $N = 13,227$ districts weighted, 4,182 unweighted. The share of funds used for class size reduction differed significantly by district size, urbanicity, and type ($p < 0.05$).

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

How Were Title II-A Funds Used to Provide Low-Income and Minority Students Greater Access to Effective Teachers?

Providing low-income and minority students greater access to effective teachers, principals, and other school leaders is one of the primary purposes of Title II-A. Reflecting this purpose, improving the equitable distribution of effective teachers is a permitted use of funds at both the state and district levels. State or district plans must describe information and data on inequities related to differences in rates at which low-income and minority students are taught by ineffective, out-of-field, or inexperienced teachers.¹⁶

State Use of Funds to Improve Equitable Access

States that use Title II-A funds to improve equitable access to effective teachers also must annually report how they used funds for that purpose. To address this reporting requirement, the 2022–23 State Educational Agency Survey includes a question that asked states about the

¹⁶ See sections 1111(g)(1)(B) and 1112(b)(2) of ESEA, as amended by the Every Student Succeeds Act of 2015 (P.L. 114–95). Available at: <https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf>. States must report information and data on disproportionate rates of access to effective teachers. Local educational agencies (LEAs) must describe how they will identify and address any disproportionate rates.

Title II-A-funded activities that were part of the state’s plan for improving equitable access to effective teachers.

States most commonly used funds for administration and monitoring to improve equitable access to effective educators. Twenty-four states reported that Title II-A funds for administration and monitoring were part of their plan for improving equitable access to effective teachers (Exhibit 9 and Appendix Exhibit B.34). Professional development programs for principals was another strategy states frequently used to support equitable access, with 22 states reporting this use of funds. Overall, 19 states reported generally using Title II-A funds for improving equitable access to effective teachers for low-income and minority students as a spending category.¹⁷

Exhibit 9. Number of states that funded activities for improving access to effective educators in 2022–23 with Title II-A funds

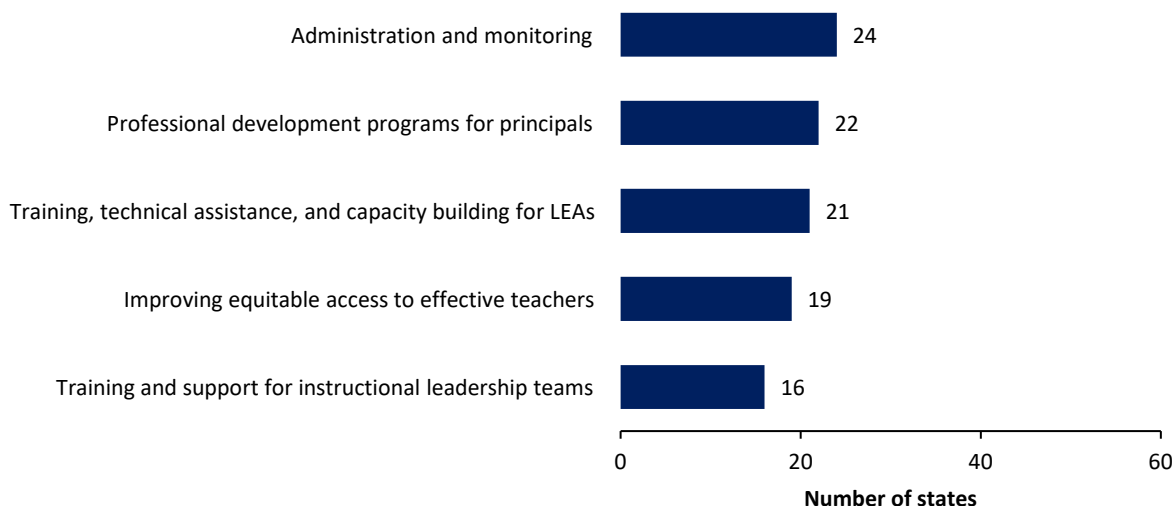


Exhibit reads: Twenty-four states that reported using Title II-A funds for administration and monitoring identified this activity as part of their state plan to improve equitable access to effective educators.

NOTE: *N* = 50 states plus DC and Puerto Rico. The exhibit includes the five most frequently reported activities. Appendix Exhibit B.34 provides a complete list of funded activities that states included in their plan for improving equitable access to effective teachers.

LEA = local educational agency

SOURCE: 2022–23 Title II-A Use of Funds State Educational Agency Survey.

Districts Examining Equitable Distribution and Measuring Teacher Quality

The survey asked districts to report whether they examined information about the distribution of teacher quality or effectiveness to assess whether low-income or minority students were disproportionately taught by inexperienced, ineffective, or out-of-field teachers. Those districts

¹⁷ The state survey (in Appendix C) asked states to report funding for a list of 24 specific authorized activities, one of them being “improving equitable access to effective teachers.” Then states indicated which activities in the list supported equitable access.

that examined equitable distribution were also asked about the measures they used to define teacher quality or effectiveness.

Roughly two-thirds of all districts examined the distribution of effective teachers across their schools (Exhibit 10). Sixty-three percent of districts reported they examined the distribution of effective teachers.¹⁸ In doing so, these districts reported using a variety of teacher quality measures. More than three-quarters of them used teacher certification (80 percent) or teacher evaluation ratings (77 percent) to define quality. Other commonly used information included teacher experience and their assignment in certified fields, reported by 76 and 75 percent of districts, respectively.

Among districts that examined the equitable distribution of teachers, charter school districts were more likely to report using teacher effectiveness measures such as value-added measures or student learning objectives (62 and 59 percent, respectively, compared with 53 and 51 percent for traditional school districts) (Appendix Exhibit B.35).

Exhibit 10. Percentage of districts that examined the distribution of teacher quality or effectiveness and the type of information used to define teacher quality in 2022–23

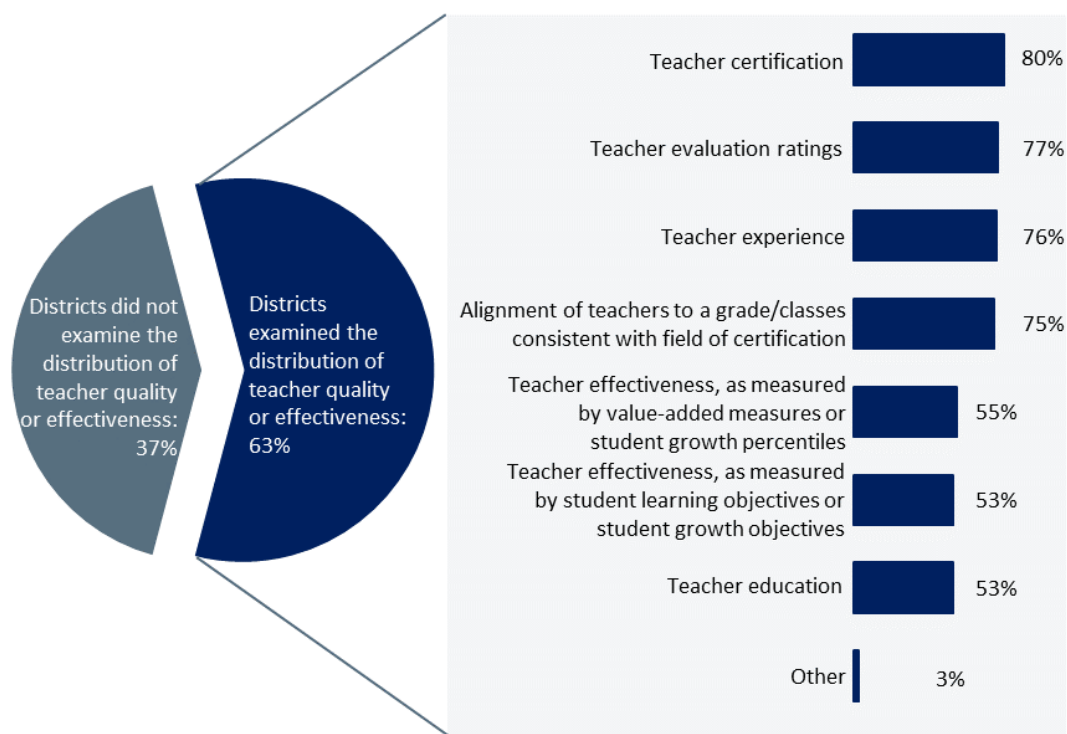


Exhibit reads: Sixty-three percent of districts reported examining the distribution of teacher quality or effectiveness. Of these districts, 80 percent reported using teacher certification to define teacher quality.

NOTE: *N* = 16,367 districts weighted, 4,883 unweighted. Among these districts, 10,350 (weighted) examined the distribution of teacher quality or effectiveness (3,057 unweighted).

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

¹⁸ Fifty-six percent of districts examined the distribution but found no inequities, and 7 percent of districts reported finding inequities.

District Strategies to Improve Within-District Equity of Teachers

In addition to examining equitable access and the measures used to do so, districts also reported on their use of Title II-A funds to improve equitable access and the specific strategies they used. Strategies included offering more compensation for qualified or effective teachers, increasing external recruitment activities, limiting the ability of inexperienced or low-performing teachers to be transferred or placed in schools with lower levels of teacher quality or effectiveness, and making contract or regulation exceptions to protect the most qualified or effective teachers from layoffs.

Most districts did not use Title II-A funds to improve the equitable distribution of effective educators. Overall, 16 percent of districts reported using Title II-A funds to improve equitable access (Exhibit 11). Among these districts, 72 percent reported offering more professional development opportunities for teachers in schools with lower levels of teacher quality or effectiveness compared with other schools. Half of the districts that used funds to improve equity (56 percent) reported improving teaching and learning environments by using strategies such as lower teaching loads or providing more resources at schools with lower levels of teacher quality or effectiveness. Forty-seven percent of these districts began the recruitment process earlier, and 38 percent increased external recruitment activities. One-third of these districts sought to attract and retain effective teachers by providing potential avenues for advancement through career ladders or teacher leadership roles.

Exhibit 11. Percentage of districts using Title II-A funds to improve within-district equity of teachers that funded various strategies to address inequities in 2022–23

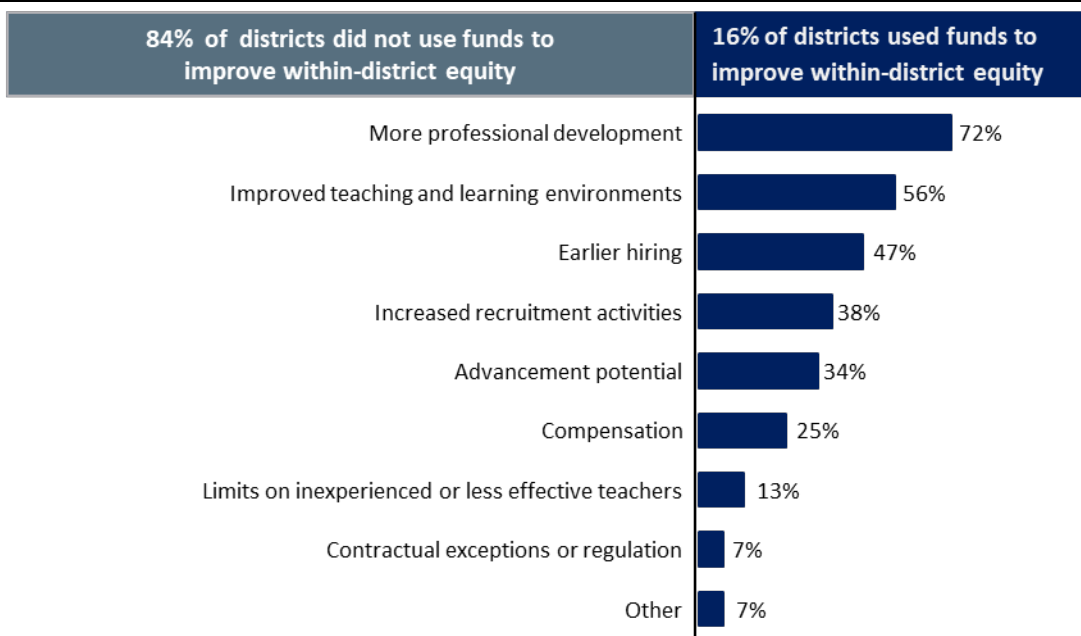


Exhibit reads: Sixteen percent of districts funded strategies to improve within-district equity. Of these districts, 72 percent reported offering more professional development to improve equitable distribution.

NOTE: $N = 13,185$ districts weighted, 4,174 unweighted. Among these districts, 2,136 (weighted) used Title II-A funds to improve within-district equity (710 unweighted).

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Section 2. Who Received Title II-A Funds in 2022–23?

The U.S. Department of Education awarded states \$2.1 billion in Title II-A funding for use in the 2022–23 school year.¹⁹ The funding formula awards grants in proportion to the number of students (20 percent) and the number of students from low-income families (80 percent) in a state or district. All states and the vast majority of districts (greater than 95 percent) receive Title II-A funding each year. While state educational agencies may directly spend up to 5 percent of their Title II-A funds, most of the funding passes through to school districts to support teachers and school leaders.²⁰

Large, urban school districts received the largest share of Title II-A funds. Reflecting the funding formula, in 2022–23, 28 percent of Title II-A funding went to urban school districts with more than 10,000 public school students (Exhibit 12 and Appendix Exhibits B.37 and B.38). Nationally, large, urban school districts account for roughly 28 percent of all school-age children living in poverty.²¹ Large- and medium-sized suburban districts also received large shares of the funds (24 and 10 percent, respectively). Although nationally the majority of school districts are rural and small (fewer than 2,500 students), collectively they educate just 8 percent of all public school students and received 8 percent of Title II-A funding.

Exhibit 12. Share of Title II-A district allocations in 2022–23, by district size and urbanicity

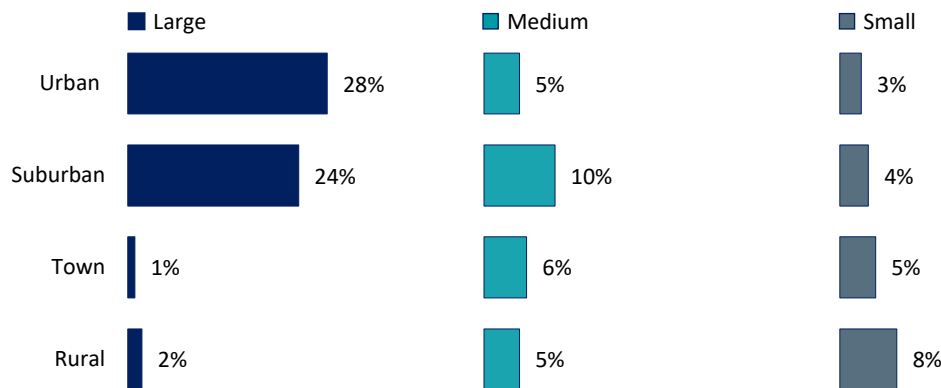


Exhibit reads: Among all districts receiving Title II-A program funds, large urban districts received 28 percent of funds, medium-sized urban districts received 5 percent, and small urban districts received 3 percent.

NOTE: $N = 16,487$ districts weighted, 4,915 unweighted. See glossary for definitions of district characteristics. Percentages may not sum to 100 because of rounding.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

¹⁹ Funds from federal fiscal year 2022 were available for use in the 2022–23 school year.

²⁰ State educational agencies may use up to 1 percent of their total allocation for administrative activities. They can also use up to 2 percent for establishing or expanding teacher, principal, or other school leader preparation academies and up to 2.85 percent (3 percent of the amount reserved for local educational agency subgrants) for one or more of the described activities for principals or other school leaders.

²¹ Calculated using data from the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) Program School District Estimates for 2021, and public school enrollment and geographic data from the U.S. Department of Education’s Common Core of Data, Local Educational Agency (School District) Universe Survey for 2021–22.

To What Extent Did States and Districts Use Funding Transferability Flexibility?

Under section 5103 of the ESEA, states and districts may transfer funds between Title II-A and other federal formula grant programs. This flexibility allows them to target resources on the programs and activities they believe will most effectively address their students' needs.²²

Few states transferred funds between Title II-A and other programs. In 2022–23, two states (New Mexico and Virginia) transferred funds from Title II-A to other programs, and two states (California and Oklahoma) transferred funds from another ESEA program to Title II-A (Appendix Exhibit B.39). After transfers to other programs, New Mexico had 29 percent and Virginia had 15 percent fewer Title II-A funds available, respectively, for state activities. In contrast, transfers into Title II-A increased funding for Title II-A state activities in Oklahoma by 41 percent and in California by 4 percent (Appendix Exhibit B.40).

Districts most commonly transferred funds from Title II-A to Title I-A. Overall, nearly one-third of all districts took advantage of transferability flexibility, with transfers out of Title II-A the most common (25 percent of districts transferred funds out of Title II-A compared with 5 percent that transferred funds into Title II-A; Exhibit 13). Some districts (19 percent) transferred all their Title II-A funds to another program (Appendix Exhibit B.41). Nearly one-quarter of all districts (24 percent) transferred funds to Title I-A.²³ Title V-B was the next most common recipient of Title II-A funds (1.5 percent).²⁴

²² ESEA introduced this flexibility with the 2001 reauthorization (No Child Left Behind [NCLB]), allowing states and districts to move funds from Title II-A to Title I-A and Title IV-A programs. It also permitted them to move funds from Title IV-A to Title II-A. These transfers could not exceed 50 percent of funds. The 2015 reauthorization (Every Student Succeeds Act [ESSA]) expanded the list of programs that could receive Title II-A funds to include Title I, Part C (Education of Migratory Children); Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk); and Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act). States could also now transfer funds between Title II-A and Title V, Part B (Rural Education Achievement Program). ESSA also lifted the 50 percent cap on transfers to permit transfers of up to 100 percent of funds.

²³ Title I-A provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards.

²⁴ Title V-B supports initiatives that are designed to help rural districts that may lack the personnel and resources to compete effectively for Federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes.

Exhibit 13. Percentage of Title II-A districts that transferred funds to or from another ESEA program in 2022–23, and the percentage of Title II-A funds they transferred

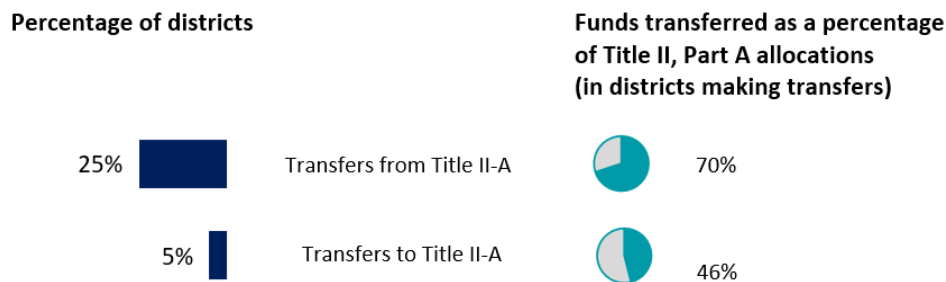


Exhibit reads: Twenty-five percent of Title II-A districts transferred funds from Title II-A to another program. Among the districts that transferred Title II-A funds to another program, the amount collectively accounts for 70 percent of these districts’ Title II-A funds. Districts that both transferred funds to and from Title II-A are counted based on net transfers (whichever transfer amount is larger).

NOTE: *N* = ,487 districts weighted, 4,915 unweighted.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Districts that transferred funds often substantially altered the proportion of funds available under Title II-A. Overall, the amount of Title II-A funds that districts transferred to other programs represents less than 10 percent of all Title II-A allocations to districts (Appendix Exhibit B.41). However, among the districts that transferred Title II-A funds to another program, these transfers decreased the available funding by 70 percent (Appendix Exhibit B.42). Of the districts with net transfers out of Title II-A, most transferred all their Title II-A funds to another program (76 percent; Appendix Exhibit B.43).²⁵ An additional 14 percent transferred more than one-half of their funds to another program. Districts that transferred funds into Title II-A increased the funding available for Title II-A activities by 46 percent (Appendix Exhibit B.42). Among districts with net transfers into Title II- A, 17 percent received a transferred amount equivalent to their original Title II-A allocation, thereby doubling available funds (Appendix Exhibit B.43). An additional 33 percent received net transfers equivalent to more than one-half of their allocation.

A larger percentage of small and rural districts transferred funds from Title II-A to another program. More than one-quarter (29 percent) of small districts (fewer than 2,500 students) transferred funds to another program (Exhibit 14 and Appendix Exhibit B.42). By comparison, 13 percent of medium-sized districts (2,500 to 10,000 students) and 5 percent of large districts (more than 10,000 students) transferred funds to another program. Similarly, 34 percent of rural districts transferred funds to another program, compared with 24 percent of urban districts. Districts that transferred funds from Title II-A to another program, on average, received smaller Title II-A allocations (\$55,000 compared with \$144,000 among districts that did not transfer funds and \$100,000 among districts with transfers into Title II-A; Appendix Exhibit B.44). Districts that received relatively small allocations—such as small and rural

²⁵The permitted activities for many of the programs that received transfer funds from Title II-A include support related to teacher quality. For example, permitted uses of Title IV, Part A funds include providing support for teachers in using data and technology to improve instruction and personalize learning or the knowledge and skills to use technology effectively.

districts—may have used the transfer of funds flexibility to create a larger funding pool that enabled them to purchase needed resources or services.

Not only were small and rural districts more likely than large districts to transfer funds out of Title II-A, but they also tended to make larger transfers. Among small districts that transferred funds, they collectively transferred 84 percent of their Title II-A funds to other programs, compared with 38 percent among large districts transferring funds (Exhibit 14). Similarly, rural districts making such transfers shifted 82 percent of their Title II-A funds to other programs, compared with 58 percent among the urban districts making such transfers.²⁶ Among districts that transferred funds in the other direction—to Title II-A from other programs—large and small districts received transfers that increased the funds available to Title II-A by 51 and 50 percent, respectively, compared with 36 percent for medium-sized districts (Appendix Exhibit B.42).

Exhibit 14. Percentage of districts that transferred Title II-A funds to another ESEA program in 2022–23 and the share of funds they transferred, by district characteristics

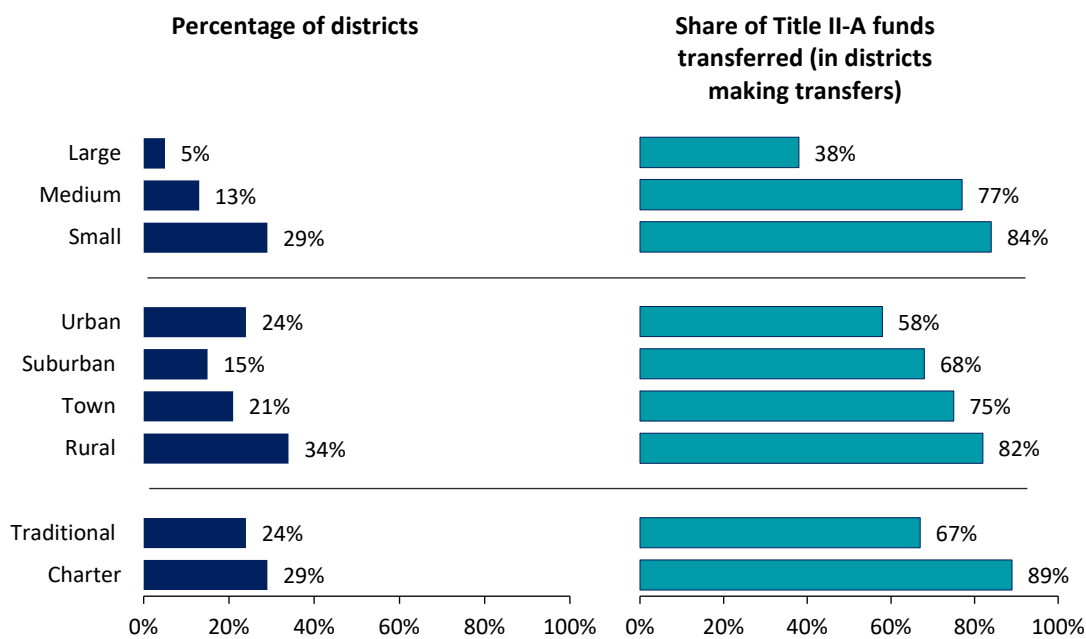


Exhibit reads: Among large districts that received Title II-A funds, 5 percent of them transferred funds from Title II-A to another program. These large districts that transferred funds collectively transferred 38 percent of their Title II-A funds to another program. Districts that both transferred funds to and from Title II-A are included if net transfers to another program were larger than transfers into Title II-A.

NOTE: $N = 16,487$ districts weighted, 4,915 unweighted. See glossary for definitions of district characteristics. The percentage of districts that transferred Title II-A funds to another program and the percentage of funds transferred differed significantly by district size, urbanicity, and type ($p < 0.05$).

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

²⁶ Among rural districts, 91 percent are small districts in relation to enrollment (fewer than 2,500 students). About half (51 percent) of all small districts are located in rural areas (Appendix Exhibit B.38).

Districts' use of transferability also varied by state (Exhibit 15 and Appendix Exhibit B.45). The states with the largest percentage of districts transferring funds out of Title II-A were the District of Columbia (80 percent), Oklahoma (78 percent), North Dakota (69 percent), Delaware (65 percent), Missouri (60 percent), Mississippi (56 percent), and Montana (51 percent). In five states (Maryland, New Hampshire, South Carolina, West Virginia, and Wisconsin), 1 percent or fewer of their districts made such transfers out of Title II-A. Transfers into Title II-A were most common in Rhode Island (26 percent), Tennessee (17 percent), and Wyoming (16 percent). In 13 states, 1 percent or fewer of districts made transfers into Title II-A.

Exhibit 15. Percentage of districts that transferred funds between Title II-A and another ESEA program in 2022–23, by state

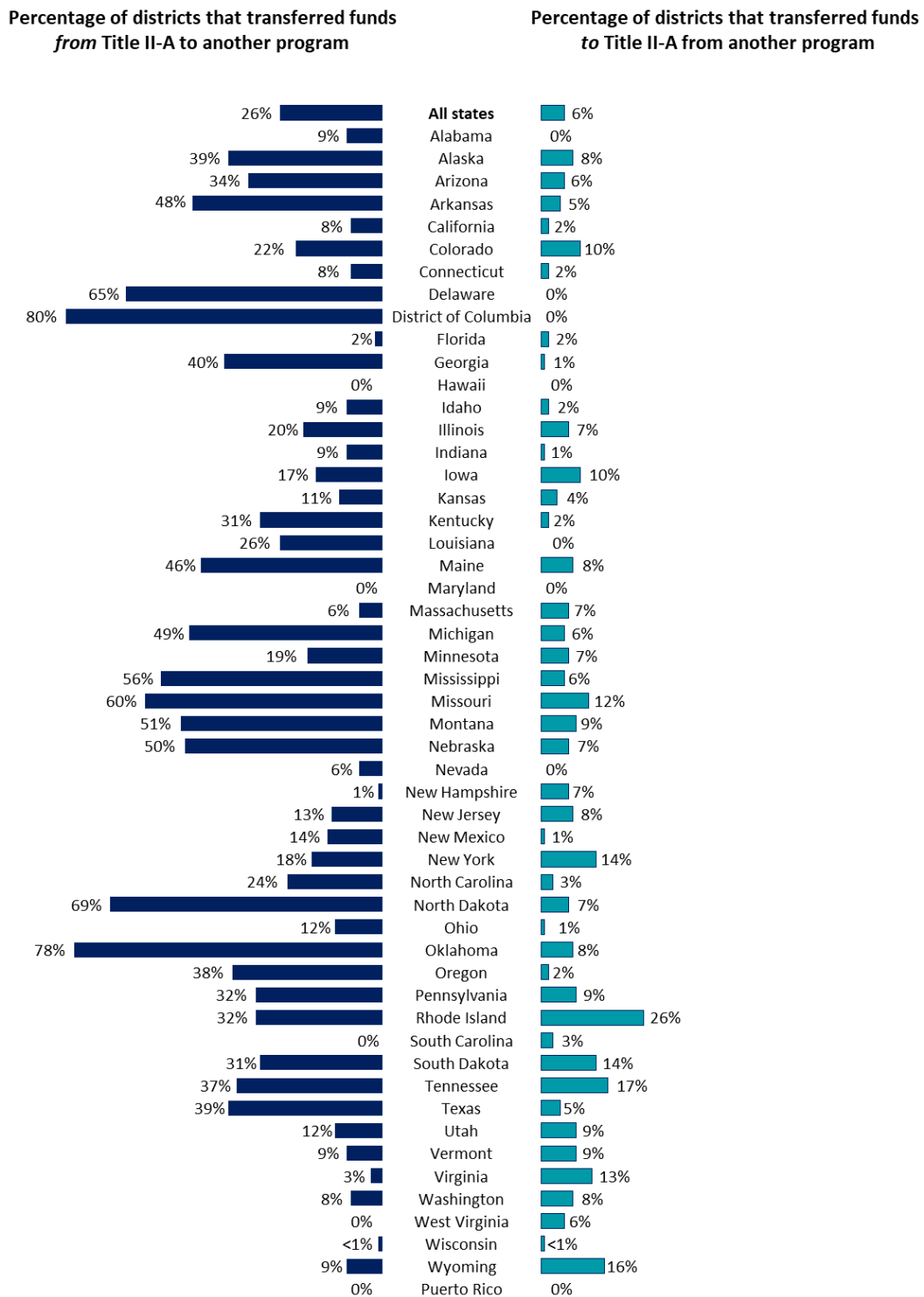


Exhibit reads: Among all states, 26 percent of districts transferred funds from Title II-A into another program, and 6 percent of districts transferred funds from another program to Title II-A.

NOTE: N = 16,487 districts weighted, 4,915 unweighted. Percentages include districts that both transferred funds in and out.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Section 3. How Did Spending Priorities Change Over Time?

This section compares changes in state and district use of funds over the past 3 years and, in particular, highlights differences between the 2021–22 and 2022–23 school years in two areas: (1) spending across major categories and (2) transfers of funds in or out of Title II-A.

Districts budgeted a larger share of Title II-A funding for professional development.

Collectively, in 2022–23, districts spent 57 percent of their Title II-A funds for professional development activities, compared with 55 percent in the previous year (Appendix Exhibit B.46). The percentage of districts allocating Title II-A funds for professional development also increased from 75 percent in 2021–22 to 78 percent in 2022–23 (Appendix Exhibit B.47), with the increase largely reflecting the activities of small districts (Appendix Exhibit B.48). Changes in activities reported by small districts also contributed to the significant decline in districts funding professional development between 2020–21 and 2021–22. A larger percentage of charter districts also budgeted funds for professional development in 2022–23 than in 2021–22 (81 percent compared with 74 percent).

Districts budgeted a smaller share of Title II-A funding for class size reduction. Continuing the trend observed in the 2022 report, the percentage of Title II-A funds being used for class size reduction decreased to 12 percent in 2022–23, down from 14 percent in 2021–22 and 15 percent in 2020–21 (Appendix Exhibit B.46). The percentage of districts using funds for class size reduction also declined in 2022–23, with significant declines observed among small, rural, and town districts. For example, the percentage of rural districts that used Title II-A funds for this purpose decreased from 28 percent in 2021–22 to 21 percent in 2022–23 (Appendix Exhibit B.48).

The percentage of rural districts using Title II-A funds to recruit, hire, or retain effective teachers increased. Although nationally there was no meaningful change in the percentage of Title II-A funds spent or the percentage of districts using funds for recruiting, hiring, or retaining effective teachers, a larger percentage of rural districts used their funds for this purpose in 2022–23 (32 percent compared with 26 percent in 2021–22, which was comparable to the percentage in 2020–21). The percentage of medium-sized districts using funds to recruit, hire, or retain effective teachers also increased. In contrast, a smaller percentage of large districts used their Title II-A funds for this purpose (59 percent in 2022–23 compared with 65 percent in 2021–22; Appendix Exhibit B.48).

District support for selected types of teacher professional development and training (short-term, longer-term, and collaborative or job-embedded) did not change significantly. In 2021–22, there were significant declines in the percentage of districts using all types of teacher professional development. In 2022–23, these percentages did not change significantly. For example, among districts that used Title II-A funds for teacher professional development, the percentage using these funds for longer-term professional development activities remained at 72 percent, which in 2021–22 was a significant decrease from 80 percent in 2020–21 (Appendix Exhibit B.49). Longer-term professional development activities include activities with connected content lasting 4 or more days, activities involving one-on-one or group support, and university or college courses. The percentage of districts using program funds for collaborative or job-

embedded professional development activities remained at 43 percent, which in 2021–22 was a significant decrease from 55 percent in 2020–21.

Fewer states funded professional development activities in 2022–23. A total of 38 states budgeted funds for professional development in 2022–23, down from 42 states in 2021–22, but still up from 36 states in 2020–21 (Appendix Exhibit B.50). Spending for professional development also decreased slightly as a share of overall state-level funding, from 22 percent in 2021–22 to 21 percent in 2022–23 but was still higher than the 18 percent in 2020–21 (Appendix Exhibit B.51).

The number of states budgeting funds for recruiting, hiring, and retaining effective educators has been steadily increasing each year, and the amount of funding budgeted for this activity has also increased. In 2022–23, 40 states budgeted funds for recruiting, hiring, and retaining effective educators, up from 38 states in 2021–22 and 36 states in 2020–21 (Appendix Exhibit B.50). The amount of funding budgeted for recruiting, hiring, and retaining effective educators in 2022–23 was \$31.1 million, the highest amount by activity at the state level, and a \$2.5 million increase in the amount budgeted for this activity in 2021–22 (\$28.6 million; Appendix Exhibit B.52).

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Glossary

District Enrollment Size

Large	More than 10,000 students
Medium	2,500 to 10,000 students
Small	Fewer than 2,500 students

District Urbanicity

In the Common Core of Data, the National Center for Education Statistics (NCES) defines school district “urban-centric” locale codes in relation to a populous area, based on the locale code of the district’s schools, weighted by the size of the schools’ membership. This report uses the following urbanicity categories based on Common Core of Data district locale codes.

Urban	Territory inside an urbanized area and inside a principal city (locale codes 11, 12, and 13).
Suburban	Territory outside a principal city and inside an urbanized area (locale codes 21, 22, and 23).
Town	Territory inside an urban cluster (locale codes 31, 32, and 33).
Rural	Census-defined rural territory (locale codes 41, 42, and 43).

SOURCE: <https://nces.ed.gov/ccd/commonfiles/glossary.asp>

District Type

Traditional school districts are the local government administrative authority that governs the education system at a specified local level on behalf of the public and the state.

Charter school districts are education units created under the state charter legislation; these districts operate only charter schools and are not under the administrative control of another local educational agency.

SOURCE: <https://www2.ed.gov/about/inits/ed/edfacts/sy-20-21-nonxml.html>

Other ESEA Programs

Title I, Part A (Improving the Academic Achievement of the Disadvantaged; Improving Basic Programs Operated by Local Educational Agencies) provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards.

Title I, Part C (Education of Migratory Children) supports education programs for migratory children to ensure they are provided with appropriate education services and opportunities. The program also helps ensure that, when children move among the states, they are not penalized by differences in curriculum, graduation requirements, or academic standards. Activities may include professional development programs, including mentoring, for teachers and other program personnel.

Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk) provides funds to improve educational services for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging state academic standards as other children, services to help them transition to further schooling or employment, and support systems to prevent youth who are at risk from dropping out.

Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act) provides funds to improve the education of English learner children and youth by helping them learn English and meet challenging state academic content and student academic achievement standards. The program also provides enhanced instructional opportunities for immigrant children and youth. Funds may be used to provide professional development to teachers, principals, and other school leaders to improve the instruction and assessment of English learners.

Title IV, Part A (Student Support and Academic Enrichment Program) provides funds to improve students' academic achievement by increasing the capacity to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve technology use to promote academic achievement and digital literacy for all students. Activities include training, technical assistance, and capacity building for principals and other school leaders; supporting teachers in using data and technology to improve instruction and personalize learning; and providing teachers and others with the knowledge and skills to use technology effectively.

Title V, Part B (Rural Education Achievement Program) supports initiatives designed to help rural districts that may lack the personnel and resources to compete effectively for federal competitive grants and that often receive grant allocations in amounts too small to be effective in meeting their intended purposes.

Appendix A. Study Purpose and Methodology

1. Study Purpose

Under the Elementary and Secondary Education Act (ESEA), Title II-A provides grants to states and subgrants to local educational agencies. The grants are a primary source of federal funding to improve the quality and effectiveness of teachers, principals, and other school leaders. A broad range of activities is permissible at both the state and district levels under this program. The funding is also intended to provide low-income and minority students greater access to effective teachers, principals, and other school leaders; the law does not specify teacher effectiveness but rather leaves it for each state to define.

This study is designed to provide information about how states and districts use Title II-A funds, in response to a statutory requirement to collect and publicly report this information annually. This report, for the 2022–23 school year, is based on surveys of all states and of a nationally representative sample of school districts, including a state representative sample of traditional school districts and a nationally representative sample of charter school districts. Specific topics covered in the surveys include the types of activities supported with Title II-A funds and use of the funding flexibility provided under the statute. Because districts of different sizes, types (regular and charter), and localities (urban, rural, and suburban) may use funds in different ways, the report discusses instances in which there are significant differences by these district characteristics.

2. District and State Surveys

District Survey

The U.S. Department of Education first administered an annual district survey on the use of Title II-A funding in 2002–03 to better understand how school districts spent these program funds in relation to the wide range of activities allowed under the ESEA. In addition to providing information on what funds districts receive and how districts use Title II-A funds, the Department uses this survey to collect information on the provision of professional development in districts.

In 2019, the survey was revised to align with activities under several categories of funding specified in ESEA as reauthorized by the Every Student Succeeds Act of 2015 (ESSA). To improve data quality and get a better understanding of how states and districts are using their funds, the Department also expanded the sample of traditional school districts to be representative at the state level and added a nationally representative sample of charter school districts. For the 2022 survey administration, the study team revised the survey to improve item clarity based on input from Department staff and feedback from a 2021 pilot test with district staff. This is the version of the survey administered in 2023.

State Educational Agency Survey

The Department also administers an annual state survey to understand how states use their Title II-A state activities funds. Completion of the survey meets the reporting requirements specified under Section 2104(a)(1-4) of ESEA. For the 2021 survey administration, the study team revised the survey based on input from Department staff, feedback from a 2020 pilot test with state educational agency staff, and input from public comments in response to the Office of Management and Budget (OMB) notice. This is the version of the survey administered in 2023. In 2023, the Department administered the *Survey on the Use of Funds Under Title II-A* to state educational agencies in all 50 states, the District of Columbia, and Puerto Rico.

3. Sample Design

The target respondent universe for the Use of Funds Study is Title II-A subgrant recipients. For the 2023 survey administration, we drew a stratified random sample from a list sampling frame constructed from a prerelease version of the 2021–22 National Center for Education Statistics (NCES) Common Core of Data Public Elementary and Secondary Agency Universe File. The sample produces estimates that are representative of traditional school districts at both the national and state levels and estimates that are representative of charter school districts at the national level. Because the Common Core of Data is not limited to Title II-A recipients, our sample design incorporated district characteristics used in the Title II-A funding formula, such as enrollment size and district child poverty status. The 2022–23 Use of Funds survey found that 98 percent of sampled districts received Title II-A funds and therefore were eligible for the survey, suggesting the sample design does a good job of identifying Title II-A recipients. The 2 percent that did not receive Title II-A funds did not complete the survey and were removed from the sample. The 2023 sample included 5,001 traditional school districts,²⁷ representing each of 50 states, the District of Columbia, and Puerto Rico, and a nationally representative sample of 501 charter school districts.²⁸ The sample design assumed an expected minimum response rate of 80 percent.

To permit statistical comparison of Title II-A implementation by key district characteristics, the traditional school district sampling frame was stratified by state, and then within each state by size (number of students enrolled), poverty level, and urbanicity.²⁹ The charter school district sampling frame was stratified by size, poverty level, and urbanicity only. Because the poverty measure aligns well with the measure used to assign Title II-A funds, stratification by poverty used the 2021 child poverty estimates from the Census Bureau’s Small Area Income and

²⁷ Traditional school districts are the local government administrative authority that governs the education system at a specified local level on behalf of the public and the state. Within the Common Core of Data, these are local educational agency types 1 and 2. However, in the case of New York City and Vermont, they are type 3. In New York City and Vermont, component districts under supervisory unions could not provide financial data. Therefore, the sample includes the supervisory unions.

²⁸ Charter school districts are education units created under the state charter legislation; these districts operate only charter schools and are not under the administrative control of another local educational agency. Within the Common Core of Data, these are local educational agency type 7.

²⁹ Creation of the two size strata used the median of the square root of the district size of student enrollment across the state. The two urbanicity strata grouped the four high-level locale categories (city, suburban, town, and rural) into two categories (city/suburban versus town/rural). The two poverty strata used the state median district percentage of children ages 5 to 17 who are in poverty.

Poverty Estimates program, the most recent available at the time of sampling.³⁰ Stratification by state and size used data from the 2021–22 NCES Common Core of Data Public Elementary and Secondary Agency Universe File.³¹ Stratification by urbanicity used 2021–22 Common Core of Data geographic data from the Education Demographic and Geographic Estimates program.³²

For traditional public school districts, the sample was stratified by state to produce state-level estimates with the desired precision.³³ Each state with at least 60 target-sampled traditional school districts had up to eight strata (two size strata crossed by two urbanicity strata crossed by two poverty strata). The formation of the two size strata used the median of the square root of the district size of student enrollment across the state. The two urbanicity strata grouped the four high-level locale categories (city, suburban, town, and rural) into two categories (city/suburban versus town/rural). The two poverty strata used the median district percentage of poor students across all districts in the state. To prevent fragmentation of strata, each stratum included at least seven to eight sampled districts. States with at least 120 target-sampled traditional school districts had between 10 and 16 strata (up to 2 size strata crossed by 4 urbanicity strata crossed by 2 poverty strata). For states with fewer than 60 traditional school districts, the sample included all districts to ensure adequate representation and minimize sampling error (even with some nonresponse). In addition, to improve estimates of Title II-A dollar amounts, we sampled with certainty a few of the nation’s largest districts. These certainty districts were disproportionately larger than the next largest district in their state.

For stratification by size within each state, the sampling method balanced the importance of including large school districts for estimating size-related estimates more efficiently while also including a reasonable number of small districts to estimate proportions more efficiently. This method involved proportional allocation using the square root of the district size of student enrollment. After allocating the state sample to size strata proportionally to the sums of the size measures, an equal probability systematic sample using the zip code as the sorting variable was selected from each stratum to obtain a geographical spread of districts in the sample.

Exhibit A.1 provides the state-level sample size for traditional school districts along with the frame size.

For charter school districts, the frame was stratified by size, urbanicity, and poverty to allow national inferences on these characteristics. Stratification resulted in 40 strata formed by crossing 5 size strata with 4 urbanicity strata with 2 poverty strata. The five size strata used quintiles of the square root of the district size of student enrollment. The four urbanicity strata used the four high-level locale categories (city, suburban, town, and rural).

³⁰ Small Area Income and Poverty Estimates were used for traditional school districts. For charter school districts, which generally are not included in the Small Area Income and Poverty Estimates, we used Census tract estimates from the American Community Survey. <https://www.census.gov/data/datasets/2021/demo/saie/2021-school-districts.html>.

³¹ <https://nces.ed.gov/ccd/files.asp#Fiscal:2,LevelId:5,SchoolYearId:36,Page:1>

³² <https://nces.ed.gov/programs/edge/Geographic/SchoolLocations>

³³ For consistency throughout the report, state-level analyses in this report include charter school districts. In states with many charter schools (e.g., the District of Columbia), excluding them from the state-level averages could result in a misleading picture of how Title II-A funds were used.

Exhibit A.1. Frame size and sample allocation for traditional public school districts for 2022–23 district survey

State	Frame size	Sample size	Number of strata
Alabama	138	96	8
Alaska	54	54	3
Arizona	215	114	7
Arkansas	233	117	6
California	988	155	16
Colorado	178	109	6
Connecticut	169	105	8
Delaware	19	19	2
District of Columbia	1	1	1
Florida	67	67	8
Georgia	180	108	7
Hawaii	1	1	1
Idaho	115	89	6
Illinois	851	152	16
Indiana	290	125	14
Iowa	327	129	12
Kansas	286	125	10
Kentucky	171	106	8
Louisiana	75	71	8
Maine	193	109	8
Maryland	24	24	2
Massachusetts	321	128	12
Michigan	537	141	14
Minnesota	327	128	12
Mississippi	138	96	8
Missouri	515	141	11
Montana	397	135	10
Nebraska	244	119	6
Nevada	18	18	3
New Hampshire	165	105	8
New Jersey	561	143	12
New Mexico	89	78	5
New York	686	148	14
North Carolina	121	91	8
North Dakota	170	105	6
Ohio	616	146	13
Oklahoma	509	141	12
Oregon	174	106	8
Pennsylvania	499	141	15
Rhode Island	36	36	2
South Carolina	80	74	7
South Dakota	149	99	6
Tennessee	140	98	8
Texas	1022	154	13
Utah	41	41	2
Vermont	51	51	2
Virginia	132	95	8
Washington	297	127	13
West Virginia	55	55	2
Wisconsin	420	136	13
Wyoming	48	48	2
Puerto Rico	1	1	1
Total	13,134	5,001	413

The two poverty strata used the median district percentage of poor students across all charter districts in the nation. The formation of the size strata used the same method as used for the traditional school district sample, balancing the importance of including large districts while also including a reasonable number of small districts. As with the traditional school district sample, an equal probability sample of charter school districts was selected from each stratum.

4. Survey Response Rates and Weighting

The research team fielded the surveys in the spring and summer of 2023. All 52 states responded to the state educational agency survey. For the district survey, 92 percent of eligible traditional school districts (4,512) and 91 percent of eligible charter school districts (403) responded, for an overall response rate of 92 percent (4,915) (Exhibit A.2).³⁴ Within each state, the district response rate ranged from 67 percent to 100 percent (Exhibit A.3).

Weights account for two issues: (1) the sampling design and (2) survey nonresponse so that the final sample is representative of all eligible U.S. school districts.³⁵ The weighting process began with the calculation of a base weight (i.e., the inverse of the sampling probability). Because not all districts responded to the survey, the study team then created a set of survey weights to account for nonresponse and allow reporting of estimates that are representative at state and national levels for traditional districts and the national level for charter school districts. That is, these weights account for the sample design and survey nonresponse so that the final weighted sample is representative of the target populations. The nonresponse weighting adjustment used the sampling strata (i.e., size, urbanicity, and poverty) as nonresponse cells, as past work in this study has indicated not much difference in response propensity within strata, precluding special nonresponse cells within the strata. Because the sample design includes multilevel stratification, the jackknife replication method is used to estimate variances and these replicate weights are used for calculating standard errors for this report.

Exhibit A.2. Sample size and response rates for 2022–23

Type of district	Sample size	Number eligible	Number of respondents	Response rate
Traditional school districts	5,001	4,922	4,512	92%
Charter school districts	501	443	403	91%
Total	5,502	5,365	4,915	92%

NOTE: Eligible districts are districts that received Title II-A funds.

³⁴ Only districts that received Title II-A funds completed the survey. In calculating the reported response rate, districts that did not receive Title II-A funds were treated as ineligible.

³⁵ Item nonresponse is not a concern, typically falling well below 1 percent.

Exhibit A.3. Sample size and response rates for 2022–23 district survey, by state

State	Sample size	Number eligible	Number of respondents	Response rate
All districts	5,502	5,365	4,915	92%
Alabama	96	95	85	89%
Alaska	54	53	49	92%
Arizona	165	144	135	94%
Arkansas	121	120	117	98%
California	271	238	197	83%
Colorado	110	110	96	87%
Connecticut	108	103	87	84%
Delaware	22	22	18	82%
District of Columbia	9	9	6	67%
Florida	67	67	62	93%
Georgia	112	112	107	96%
Hawaii	1	1	1	100%
Idaho	95	93	81	87%
Illinois	153	153	134	88%
Indiana	136	135	132	98%
Iowa	129	129	120	93%
Kansas	125	125	119	95%
Kentucky	106	106	97	92%
Louisiana	86	86	79	92%
Maine	109	107	97	91%
Maryland	24	24	23	96%
Massachusetts	136	136	124	91%
Michigan	181	180	164	91%
Minnesota	145	143	133	93%
Mississippi	97	97	92	95%
Missouri	146	146	140	96%
Montana	135	133	109	82%
Nebraska	119	118	112	95%
Nevada	19	17	14	82%
New Hampshire	106	104	102	98%
New Jersey	152	149	138	93%
New Mexico	83	83	74	89%
New York	192	190	171	90%
North Carolina	116	114	110	96%
North Dakota	105	79	72	91%
Ohio	181	181	170	94%
Oklahoma	147	147	141	96%
Oregon	107	105	89	85%
Pennsylvania	166	164	158	96%
Rhode Island	42	42	39	93%
South Carolina	76	68	62	91%
South Dakota	99	93	80	86%
Tennessee	98	98	90	92%
Texas	186	186	174	94%
Utah	52	52	45	87%
Vermont	51	51	43	84%
Virginia	95	95	92	97%
Washington	129	120	107	89%
West Virginia	55	55	49	89%
Wisconsin	138	138	132	96%
Wyoming	48	48	46	96%
Puerto Rico	1	1	1	100%

NOTE: Eligible districts are districts that received Title II-A funds.

5. Statistical Tests

Analyses in this report that compare differences in the percentage of districts and share of funds (percentage) by district characteristics (i.e., type, size, and urbanicity) used statistical tests to determine whether observed differences were statistically significant at $p < 0.05$. To compare differences between the percentage of districts among two groups (traditional public school districts and charter school districts), t tests were used. To compare differences in the percentage of districts across three or more categories (by district size and urbanicity), chi-squared tests were used. When comparing the share of funds (e.g., funds transferred or budgeted for various activities) or teachers, Wald tests were used. When comparing changes in proportions over time, t tests were used with the assumption that the samples for the 2 years were independent. For all statistical tests, standard errors were obtained with consideration of the replicate weights.

Appendix B. Tables

Section 1. How did states and districts spend Title II-A funds overall in 2022–23?

Exhibit B.1. Percentage of districts that used Title II-A funds for various types of activities, and the share of funds budgeted in 2022–23

Type	Total funding	Percentage of all Title II-A districts	Percentage of districts with Title II-A funds available after transfer that budgeted funds	Share of funds budgeted (for districts that budgeted funds)
Professional development	\$1,070,000,000	63%	78%	57%
Principal professional development ¹	n.a.	47%	59%	n.a.
Recruiting, hiring, retaining effective educators	\$322,000,000	28%	34%	17%
Class size reduction	\$222,000,000	13%	17%	12%
Evaluation systems	\$45,000,000	6%	8%	2%
Other	\$174,000,000	21%	26%	9%
Funds not yet budgeted	\$33,000,000	8%	10%	2%
Number of districts (weighted)	13,227	16,487	13,227	13,227
Number of districts (unweighted)	4,182	4,915	4,182	4,182

¹ Among districts that budgeted funds for professional development, all districts reported using these funds for teacher professional development and 75 percent of districts reported also using these funds for professional development for principals and other school leaders.

n.a. Not available.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Exhibit B.2. Percentage of districts that used Title II-A funds for various types of activities, and the share of funds budgeted in 2022–23, by district size

Type	Percentage of districts that budgeted funds			Share of funds budgeted (percentage)		
	Large	Medium	Small	Large	Medium	Small
Professional development	97	88	74*	60	55	52*
Recruiting, hiring, retaining effective educators	59	44	29*	17	18	17
Class size reduction	13	19	16*	9	14	19*
Evaluation systems	22	12	5*	3	3	2*
Other	54	38	20*	11	8	7*
Funds not yet budgeted	12	10	10	1	2	3*
Number of districts (weighted)	882	2,661	9,684			
Number of districts (unweighted)	564	1,306	2,312			

* Indicates statistically significant differences by one or more district size categories (chi-squared test, $p < 0.05$).

NOTE: See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.3. Percentage of districts that used Title II-A funds for various types of activities, and the share of funds budgeted in 2022–23, by urbanicity

Type	Percentage of districts that budgeted funds				Share of funds budgeted (percentage)			
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural
Professional development	85	86	79	69*	56	63	50	48*
Recruiting, hiring, retaining effective educators	39	32	36	32*	19	15	20	18*
Class size reduction	6	12	25	21*	12	8	17	20*
Evaluation systems	8	9	11	6*	2	3	2	1*
Other	20	31	26	25*	9	10	8	10
Funds not yet budgeted	10	9	12	11	1	2	2	3*
Number of districts (weighted)	2,470	3,525	2,188	5,044				
Number of districts (unweighted)	678	1,147	873	1,484				

* Indicates statistically significant differences by one or more urbanicity categories (chi-squared test, $p < 0.05$).

NOTE: See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.4. Percentage of districts that used Title II-A funds for various types of activities, and the share of funds budgeted in 2022–23, by district type

Type	Percentage of districts that budgeted funds		Share of funds budgeted (percentage)	
	Traditional	Charter	Traditional	Charter
Professional development	77	81	57	59
Recruiting, hiring, retaining effective educators	35	32	17	33*
Class size reduction	21	2*	12	2*
Evaluation systems	9	3*	2	1
Other	30	10*	10	4*
Funds not yet budgeted	12	6*	2	1
Number of districts (weighted)	10,418	2,808		
Number of districts (unweighted)	3,868	314		

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (t test, $p < 0.05$).

NOTE: See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.5. Percentage of Title II-A funds used to support teachers and principals and other leaders

Title II-A funds used to support:	Percentage of funds
Teachers	87
Principals and other leaders	19
Number of districts (weighted)	12,842
Number of districts (unweighted)	4,089

SOURCE: 2022–23 District Survey.

Exhibit B.6. Number of states that used Title II-A funds for various activities in 2022–23 and the total amount of funds budgeted

Activity	Number of states that budgeted funds	Total amount of funds budgeted	Share of funds budgeted
Administration, monitoring, and technical assistance	50	\$29,489,287	31%
Administration and monitoring	48	\$19,215,361	20%
Training, technical assistance, and capacity building for local educational agencies	34	\$10,273,927	11%
Recruiting, hiring, retaining effective educators	40	\$31,065,909	32%
Training and support for instructional leadership teams	17	\$8,187,978	9%
Opportunities for effective teachers to lead evidence-based professional development for their peers	17	\$5,935,835	6%
Developing new teacher and principal induction and mentoring programs	15	\$2,344,876	2%
Reforming certification, licensing, or tenure systems or preparation programs	13	\$8,062,290	8%
Providing alternative routes for state certification of teachers, principals, or other school leaders	12	\$1,291,638	1%
Developing career paths that promote professional growth, including instructional coaching and mentoring	9	\$2,698,844	3%
Reforming or improving preparation programs for teachers, principals, or other school leaders	9	\$1,514,115	2%
Establishing or expanding preparation academies for teachers, principals, or other school leaders	5	\$267,584	<1%
Providing licensure/certification reciprocity with other states	4	\$278,235	<1%
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	2	\$484,514	1%
Professional development	38	\$20,192,555	21%
Professional development programs for principals	24	\$13,235,269	14%
Promoting high-quality instruction and instructional leadership in science, technology, engineering, and math (STEM) subjects, including computer science	20	\$4,821,955	5%
Training to integrate technology into curricula and instruction	9	\$653,661	1%
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework	5	\$580,010	1%
Training to integrate career and technical education into academic instruction	4	\$688,687	1%
Training related to use of student data and privacy	3	\$212,973	<1%
Training to prevent and recognize child sexual abuse	0	\$0	0%
Equitable access	22	\$7,318,597	8%
Improving equitable access to effective teachers	22	\$7,318,597	8%
Evaluation systems	13	\$3,915,186	4%
Teacher, principal, or other school leader evaluation and support systems	13	\$3,915,186	4%
Other	16	\$3,693,396	4%
Other activities	14	\$3,525,034	4%
Library programs	3	\$120,680	<1%
Addressing transition to elementary school and school readiness	2	\$47,682	<1%
Funds not yet budgeted	14	\$5,918,651	6%

NOTE: The District of Columbia and Puerto Rico are included as states in these calculations. For each activity, share of funds budgeted is the amount of funds budgeted for the activity divided by the total amount of funds budgeted. For the “Funds not yet budgeted” row, the share of funds budgeted is the amount of funds not budgeted yet divided by the total amount of funds available after transfer. Fourteen states had not budgeted at least some of these funds. One state indicated they had not yet budgeted any of their Title II, Part A funds reserved for state activities at the time of the data collection.

SOURCE: 2022–23 Title II-A Use of Funds State Educational Agency Survey.

Exhibit B.7. Percentage of districts that used Title II-A funds for various types of activities in 2022–23, by state

State	Professional development	Recruiting, hiring, and retaining effective educators	Class size reduction	Evaluation systems	Other	Funds not yet budgeted
All states	78	34	17	8	26	10
Alabama	91	36	68	11	57	1
Alaska	91	61	3	21	21	12
Arizona	88	33	1	10	36	10
Arkansas	75	40	19	6	26	7
California	79	38	5	6	17	13
Colorado	68	38	3	7	30	8
Connecticut	91	18	11	13	28	2
Delaware	100	25	12	17	34	5
District of Columbia	33	89	0	0	11	0
Florida	100	87	7	50	66	6
Georgia	94	69	2	12	63	0
Hawaii	100	100	0	100	100	0
Idaho	87	45	1	3	19	10
Illinois	79	30	26	5	22	6
Indiana	80	47	18	9	27	1
Iowa	27	18	70	2	9	3
Kansas	67	41	23	6	25	6
Kentucky	71	57	31	9	28	10
Louisiana	87	43	11	10	32	1
Maine	86	18	15	11	28	10
Maryland	96	73	5	22	78	0
Massachusetts	89	64	3	14	49	8
Michigan	90	23	1	9	22	2
Minnesota	66	24	32	2	18	20
Mississippi	96	45	4	12	62	5
Missouri	69	23	18	8	21	16
Montana	71	40	23	4	10	1
Nebraska	81	15	21	4	8	2
Nevada	91	62	0	7	44	7
New Hampshire	74	31	1	7	32	87
New Jersey	90	13	9	8	24	3
New Mexico	92	43	5	11	31	11
New York	76	25	12	4	24	21
North Carolina	88	57	18	14	31	13
North Dakota	70	35	33	23	14	13
Ohio	75	18	23	3	10	4
Oklahoma	70	36	5	6	29	6
Oregon	83	36	5	11	50	1
Pennsylvania	53	4	57	2	19	2
Rhode Island	75	52	2	6	21	45
South Carolina	94	67	55	16	67	0
South Dakota	45	18	43	13	41	11
Tennessee	97	46	7	7	47	16
Texas	78	68	7	11	32	12
Utah	83	35	6	13	7	1
Vermont	95	43	2	31	41	37
Virginia	83	71	32	14	48	8
Washington	90	23	1	5	37	16
West Virginia	96	54	6	29	58	0
Wisconsin	73	32	32	9	17	23
Wyoming	84	41	23	25	39	7
Puerto Rico	100	0	0	0	100	0

SOURCE: 2022–23 Title II-A Use of Funds District Survey (N = 13,227 districts weighted, 4,182 unweighted).

Exhibit B.8. Share of district-level Title II-A funds used for various types of strategies in 2022–23, by state

State	Professional development	Recruiting, hiring, and retaining effective educators	Class size reduction	Evaluation systems	Other	Funds not yet budgeted
All states	57	17	12	2	9	2
Alabama	49	8	31	2	10	<1
Alaska	45	39	2	1	8	5
Arizona	59	26	1	2	11	1
Arkansas	59	16	7	5	13	1
California	64	18	3	3	7	5
Colorado	56	20	1	10	9	3
Connecticut	36	27	18	3	14	1
Delaware	55	7	11	16	10	<1
District of Columbia	41	19	0	0	40	0
Florida	53	21	6	4	17	<1
Georgia	65	19	1	2	14	0
Hawaii	43	49	0	3	5	0
Idaho	58	24	3	<1	13	2
Illinois	48	21	27	1	3	1
Indiana	69	12	10	2	6	1
Iowa	24	6	66	1	2	1
Kansas	62	20	13	1	4	1
Kentucky	58	13	15	1	12	1
Louisiana	63	15	7	4	11	<1
Maine	68	5	19	1	6	1
Maryland	53	34	1	5	8	0
Massachusetts	44	28	3	6	18	1
Michigan	83	8	<1	2	7	<1
Minnesota	53	16	21	1	6	2
Mississippi	67	15	2	3	11	2
Missouri	48	13	25	2	9	3
Montana	31	17	48	<1	4	<1
Nebraska	51	22	18	<1	7	2
Nevada	59	37	0	<1	3	<1
New Hampshire	43	17	3	1	1	35
New Jersey	61	6	17	2	14	<1
New Mexico	51	21	5	5	18	2
New York	45	10	39	2	5	<1
North Carolina	39	34	13	4	9	1
North Dakota	51	10	20	6	7	5
Ohio	65	11	18	1	5	<1
Oklahoma	64	15	1	6	13	1
Oregon	70	15	1	2	12	<1
Pennsylvania	39	11	44	1	4	1
Rhode Island	62	23	2	1	7	5
South Carolina	51	11	24	3	10	0
South Dakota	33	16	30	4	11	6
Tennessee	71	9	1	3	14	2
Texas	58	23	6	2	9	2
Utah	49	35	13	2	1	<1
Vermont	58	15	1	2	13	11
Virginia	43	18	16	1	21	2
Washington	71	13	1	2	12	2
West Virginia	70	15	2	6	7	0
Wisconsin	60	15	15	1	3	6
Wyoming	60	10	13	2	11	3
Puerto Rico	91	0	0	0	9	0

SOURCE: 2022–23 Title II-A Use of Funds District Survey (N = 13,227 districts weighted, 4,182 unweighted).

How were Title II-A funds spent in 2022–23 to improve the quality and effectiveness of educators?

Exhibit B.9. District-reported Title II-A funding for professional development in 2022–23

Total amount of Title II-A funds that districts budgeted for professional development	\$1,070,000,000
Total number of full-time equivalent teachers in districts that reported using Title II-A funds for professional development	2,940,000
Average percentage of teachers participating in Title II-A-funded professional development, in districts that reported using Title II-A funds for this purpose	72%
Total number of teachers participating in Title II-A-funded professional development	2,030,000
Average amount per teacher participating in Title II-A-funded professional development	\$527

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.10. Percentage of teachers who participated in professional development funded by Title II-A in 2022–23, in districts that used Title II-A funds for this purpose, by district size

Title II-A funds used to support:	All districts	Large	Medium	Small
Participation in professional development	72	71	67	74
Number of districts (weighted)	10,328	853	2,345	7,131
Number of districts (unweighted)	3,435	544	1,179	1,712

NOTE: See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.11. Percentage of districts using Title II-A funds for teacher professional development and training that funded selected types of activities, and the percentage that indicated the activity was one of the two largest expenditures in this area in 2022–23

Type	Percentage of districts using Title II-A funds for teacher professional development or training that:	
	Funded this type of activity	Indicated the activity was one of the two largest expenditures in this area
Short-term or conferences	88	72
Short-term (3 days or less), single session	82	61
Conducted by external provider	73	49
Conducted by district or school-level staff	52	24
Professional conferences or organizations	58	27
Longer-term	72	59
Longer-term activities with connected content (4 or more days)	58	41
Conducted by external provider	44	27
Conducted by district or school-level staff	34	18
One-on-one support from teacher leaders or coaches	35	19
Group support (e.g., lesson study, peer-to-peer communities of practice)	24	8
University or college courses	16	6
Collaborative or job-embedded	43	25
One-on-one support from teacher leaders or coaches	35	19
Group support (e.g., lesson study, peer-to-peer communities of practice)	24	8
Other	34	10
Internet-based professional development (e.g., video library, skill-building modules, online coaching)	18	3
Professional certifications (e.g., national board certification, state-level credentials, or endorsements)	13	2
Alternative (nontraditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	10	2
Other	4	3
Number of districts (weighted)	10,312	
Number of districts (unweighted)	3,431	

NOTE: This table only includes districts that funded Title II-A professional development and training for teachers. Districts first indicated whether they used Title II-A funds for each activity, and then indicated which two areas had the largest amount of funding budgeted.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Exhibit B.12. Percentage of districts using Title II-A funds for principal professional development and training that funded selected types of activities, and the percentage that indicated the activity was one of the two largest expenditures in this area in 2022–23

Type	Percentage of districts using Title II-A funds for principal professional development and training that:	
	Funded this type of activity	Indicated the activity was one of the two largest expenditures in this area
Short-term or conferences	82	73
Short-term (3 days or less), conducted by external provider or district-level staff	71	56
Professional conferences or organizations, external to the district or state	52	36
Longer-term	58	50
Longer-term group professional development, conducted by an external provider	33	25
Longer-term group professional development, conducted by district staff	22	11
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	21	10
Longer-term one-on-one professional development, conducted by district staff	14	7
Longer-term one-on-one professional development, conducted by an external provider	14	7
University or college courses	7	3
Collaborative or job-embedded	33	21
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	21	10
Longer-term one-on-one professional development, conducted by district staff	14	7
Longer-term one-on-one professional development, conducted by an external provider	14	7
Other	41	22
State leadership conferences or trainings	34	15
Leadership certifications (e.g., state-level credentials or endorsements)	7	2
Alternative (nontraditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	4	1
Other	6	5
Number of districts (weighted)	7,764	
Number of districts (unweighted)	2,850	

NOTE: This table includes only districts that funded Title II-A professional development and training for principals. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding budgeted.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Exhibit B.13. Percentage of districts using Title II-A funds for teacher professional development and training that funded selected types of activities, and the percentage that indicated the activity was one of the two largest expenditures in this area in 2022–23, by district type and size

Type	Percentage of districts using Title II-A funds for teacher professional development and training that:		Number of districts (weighted)	Number of districts (unweighted)
	Funded this type of activity	Indicated the activity was one of the two largest expenditures in this area		
Short-term or conferences	88%	72%	10,312	3,431
Large districts (>10,000 students)	96%	63%	845	543
Medium districts (2,500–10,000 students)	90%	68%	2,345	1,179
Small districts (<2,500 students)	86%*	74%*	7,122	1,709
Traditional districts	89%	73%	8,044	3,177
Charter school districts	83%*	69%	2,268	254
Longer-term	72%	59%	10,312	3,431
Large districts (>10,000 students)	93%	74%	845	543
Medium districts (2,500–10,000 students)	85%	69%	2,345	1,179
Small districts (<2,500 students)	66%*	54%*	7,122	1,709
Traditional districts	75%	61%	8,044	3,177
Charter school districts	61%*	51%*	2,268	254
Collaborative or job-embedded	43%	25%	10,312	3,431
Large districts (>10,000 students)	76%	40%	845	543
Medium districts (2,500–10,000 students)	58%	33%	2,345	1,179
Small districts (<2,500 students)	34%*	21%*	7,122	1,709
Traditional districts	46%	26%	8,044	3,177
Charter school districts	32%*	21%	2,268	254
Other	34%	10%	10,312	3,431
Large districts (>10,000 students)	55%	12%	845	543
Medium districts (2,500–10,000 students)	37%	9%	2,345	1,179
Small districts (<2,500 students)	30%*	10%	7,122	1,709
Traditional districts	34%	9%	8,044	3,177
Charter school districts	32%	13%	2,268	254

* Indicates statistically significant differences by one or more district size categories (chi-squared test, $p < 0.05$) or by district type (t test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development and training for teachers. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding budgeted. See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.14. Percentage of districts using Title II-A funds for principal professional development and training that funded selected types of activities, and the percentage that indicated the activity was one of the two largest expenditures in this area in 2022–23, by district type

Type	Percentage of districts using Title II-A funds for principal professional development and training that:			
	Funded this type of activity		Indicated the activity was one of the two largest expenditures in this area	
	Traditional	Charter	Traditional	Charter
Short-term or conferences	83	77	73	71
Short-term (3 days or less), conducted by external provider or district-level staff	72	65	56	55
Professional conferences or organizations, external to the district or state	54	44*	36	36
Longer-term	58	57	50	51
Longer-term group professional development, conducted by an external provider	34	31	24	27
Longer-term group professional development, conducted by district staff	24	11*	12	8*
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	22	17	11	7
Longer-term one-on-one professional development, conducted by district staff	14	13	6	8
Longer-term one-on-one professional development, conducted by an external provider	14	13	7	8
University or college courses	6	8	2	4
Collaborative or job-embedded	33	31	21	21
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	22	17	11	7
Longer-term one-on-one professional development, conducted by district staff	14	13	6	8
Longer-term one-on-one professional development, conducted by an external provider	14	13	7	8
Other	45	24*	24	13*
State leadership conferences or trainings	37	19*	17	7*
Leadership certifications (e.g., state-level credentials or endorsements)	7	7	1	3
Alternative (nontraditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	3	4	1	1
Other	6	4	6	3
Number of districts (weighted)	6,333	1,430	6,333	1,430
Number of districts (unweighted)	2,681	169	2,681	169

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (*t* test, *p* < 0.05).

NOTE: This table only includes districts that funded Title II-A professional development and training for principals. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding budgeted.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.15. Percentage of districts using Title II-A funds for teacher professional development and training that funded selected types of activities in 2022–23, by state

State	Short-term or conferences	Longer-term	Collaborative or job-embedded	Other
All states	88	72	43	34
Alabama	98	89	54	39
Alaska	90	67	40	37
Arizona	95	60	26	29
Arkansas	92	75	37	41
California	87	60	40	38
Colorado	67	89	68	22
Connecticut	80	76	47	22
Delaware	68	63	35	49
District of Columbia	100	100	100	100
Florida	94	90	84	84
Georgia	95	87	64	71
Hawaii	100	100	100	100
Idaho	95	73	38	57
Illinois	96	71	29	23
Indiana	85	72	46	47
Iowa	73	69	38	35
Kansas	98	66	37	42
Kentucky	93	81	68	35
Louisiana	86	81	46	46
Maine	89	95	58	33
Maryland	87	91	73	36
Massachusetts	75	79	47	23
Michigan	94	71	45	33
Minnesota	90	70	32	25
Mississippi	98	86	68	45
Missouri	82	66	39	39
Montana	90	45	11	22
Nebraska	94	75	52	15
Nevada	73	85	76	49
New Hampshire	82	83	53	22
New Jersey	88	66	29	24
New Mexico	89	55	32	33
New York	82	84	66	23
North Carolina	88	66	39	52
North Dakota	100	69	34	16
Ohio	76	75	34	24
Oklahoma	94	74	46	36
Oregon	85	84	69	28
Pennsylvania	89	71	36	37
Rhode Island	72	76	56	39
South Carolina	93	88	52	53
South Dakota	91	41	22	35
Tennessee	94	76	53	35
Texas	94	79	47	37
Utah	74	56	33	58
Vermont	72	87	72	26
Virginia	87	90	54	65
Washington	85	68	38	29
West Virginia	100	96	74	70
Wisconsin	88	71	37	26
Wyoming	95	82	54	54
Puerto Rico	100	100	0	100

NOTE: This table includes only districts that funded Title II-A professional development and training for teachers.

SOURCE: 2022–23 Title II-A Use of Funds District Survey (N = 10,312 districts weighted, 3,431 unweighted).

Exhibit B.16. Percentage of districts using Title II-A funds for principal professional development and training that funded selected types of activities in 2022–23, by state

State	Short-term or conferences	Longer-term	Collaborative or job-embedded	Other
All states	82	58	33	41
Alabama	94	67	40	69
Alaska	81	55	37	33
Arizona	89	55	24	37
Arkansas	80	72	43	58
California	75	60	34	33
Colorado	60	68	55	28
Connecticut	72	67	27	16
Delaware	56	49	49	86
District of Columbia	100	100	100	100
Florida	92	79	69	74
Georgia	94	79	67	55
Hawaii	100	100	100	100
Idaho	81	57	36	42
Illinois	95	39	19	53
Indiana	89	64	39	47
Iowa	69	75	47	38
Kansas	99	63	32	62
Kentucky	84	68	59	69
Louisiana	95	76	52	58
Maine	92	63	31	45
Maryland	70	75	45	29
Massachusetts	69	65	33	23
Michigan	87	54	28	39
Minnesota	82	51	22	31
Mississippi	97	68	44	66
Missouri	88	59	32	50
Montana	71	50	18	26
Nebraska	94	46	27	36
Nevada	84	92	84	16
New Hampshire	69	51	26	38
New Jersey	85	36	14	39
New Mexico	83	37	25	59
New York	59	68	33	25
North Carolina	73	47	28	40
North Dakota	93	54	24	40
Ohio	72	61	40	29
Oklahoma	82	52	29	62
Oregon	77	71	37	37
Pennsylvania	85	72	37	50
Rhode Island	79	64	24	19
South Carolina	94	72	30	62
South Dakota	89	49	15	47
Tennessee	91	53	35	60
Texas	89	50	25	42
Utah	95	53	20	57
Vermont	61	82	60	13
Virginia	83	74	41	63
Washington	82	53	30	37
West Virginia	98	86	70	72
Wisconsin	76	52	26	23
Wyoming	86	72	52	32
Puerto Rico	100	100	0	100

NOTE: This table includes only districts that funded Title II-A professional development and training for principals.

SOURCE: 2022–23 Title II-A Use of Funds District Survey (N = 7,764 districts weighted, 2,850 unweighted).

Exhibit B.17. Percentage of districts using Title II-A funds for teacher professional development that funded selected topics, and the percentage that indicated the topic was one of the two largest expenditures in this area in 2022–23

Topic	Percentage of districts using Title II-A funds for teacher professional development that:	
	Funded this topic	Indicated the topic was one of the two largest expenditures in this area
Instructional practice	94	79
Instructional strategies for academic subjects	79	45
Using data and assessments to guide instruction	68	24
Instructional strategies for classroom management or student behavior management	61	20
Understanding state content standards and instructional strategies to meet them	59	16
Using technology	39	5
Instruction and academic support for students with disabilities or developmental delays	39	3
Instruction and academic support to English learners	35	4
Integrating academic content, career and technical education, and work-based learning	20	1
Identifying gifted and talented students	14	1
Content knowledge	80	48
Teacher content knowledge in English language arts (ELA)	72	36
Teacher content knowledge in science, technology, engineering, and math (STEM) or computer science	57	20
Teacher content knowledge in subjects other than ELA or STEM	46	6
School management, climate, improvement	34	4
Understanding teacher evaluation systems and resulting feedback	22	2
Identifying students with referral needs	17	2
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	11	<1
Engaging parents and families	21	1
Other	8	6
Number of districts (weighted)	10,303	
Number of districts (unweighted)	3,428	

NOTE: This table includes only districts that funded Title II-A professional development for teachers. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding budgeted.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Exhibit B.18. Percentage of districts using Title II-A funds for teacher professional development that funded selected topics in 2022–23, by district size

Topic	Percentage of districts using Title II-A funds for teacher professional development that funded this topic		
	Large	Medium	Small
Instructional practice	98	96	93*
Instructional strategies for academic subjects	92	87	75*
Using data and assessments to guide instruction	81	75	64*
Instructional strategies for classroom management or student behavior management	72	65	58*
Understanding state content standards and instructional strategies to meet them	82	70	53*
Using technology	59	49	34*
Instruction and academic support for students with disabilities or developmental delays	51	44	36*
Instruction and academic support for English learners	60	47	28*
Integrating academic content, career and technical education, and work-based learning (as appropriate)	31	23	18*
Identifying gifted and talented students	27	15	12*
Content knowledge	94	86	77*
Teacher content knowledge in English language arts (ELA)	90	79	67*
Teacher content knowledge in science, technology, engineering, and math (STEM) or computer science	81	66	52*
Teacher content knowledge in subjects other than ELA or STEM	76	57	39*
School management, climate, improvement	46	39	31*
Understanding teacher evaluation systems and resulting feedback	34	26	19*
Identifying students with referral needs	17	18	17
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	19	14	9*
Engaging parents and families	27	23	20*
Other	6	9	7
Number of districts (weighted)	845	2,343	7,115
Number of districts (unweighted)	543	1,178	1,707

* Indicates statistically significant differences by one or more district size categories (chi-squared test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for teachers. See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.19. Percentage of districts using Title II-A funds for teacher professional development that funded selected topics in 2022–23, by urbanicity

Topic	Percentage of districts using Title II-A funds for teacher professional development that funded this topic			
	Urban	Suburban	Town	Rural
Instructional practice	93	94	95	94
Instructional strategies for academic subjects	82	82	81	74*
Using data and assessments to guide instruction	69	68	73	64*
Instructional strategies for classroom management or student behavior management	63	58	64	60
Understanding state content standards and instructional strategies to meet them	61	60	64	55
Using technology	37	36	42	42
Instruction and academic support for students with disabilities or developmental delays	43	39	41	35
Instruction and academic support for English learners	42	43	34	26*
Integrating academic content, career and technical education, and work-based learning (as appropriate)	26	17	18	20*
Identifying gifted and talented students	16	14	14	12
Content knowledge	80	80	83	79
Teacher content knowledge in English language arts (ELA)	76	72	71	69
Teacher content knowledge in science, technology, engineering, and math (STEM) or computer science	60	59	61	53
Teacher content knowledge in subjects other than ELA or STEM	43	46	53	45
School management, climate, improvement	40	32	35	32*
Understanding teacher evaluation systems and resulting feedback	30	22	24	17*
Identifying students with referral needs	20	15	16	18
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	13	10	11	10
Engaging parents and families	26	19	22	20*
Other	7	10	7	6*
Number of districts (weighted)	2,077	3,017	1,720	3,488
Number of districts (unweighted)	606	1,022	703	1,097

* Indicates statistically significant differences by one or more urbanicity categories (chi-squared test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for teachers. See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.20. Percentage of districts using Title II-A funds for teacher professional development that funded selected topics, and the percentage that indicated the topic was one of the two largest expenditures in this area in 2022–23, by district type

Topic	Percentage of districts using Title II-A funds for teacher professional development that:			
	Funded this topic		Indicated the topic was one of the two largest expenditures in this area	
	Traditional	Charter	Traditional	Charter
Instructional practice	95	90*	80	77
Instructional strategies for academic subjects	80	76	44	50
Using data and assessments to guide instruction	69	66	23	28
Instructional strategies for classroom management or student behavior management	61	59	19	24
Understanding state content standards and instructional strategies to meet them	61	53*	18	11*
Using technology	44	24*	6	2*
Instruction and academic support for students with disabilities or developmental delays	39	37	3	3
Instruction and academic support for English learners	35	36	4	5
Integrating academic content, career and technical education, and work-based learning	20	21	1	2
Identifying gifted and talented students	14	13	1	1
Content knowledge	83	71*	51	36*
Teacher content knowledge in English language arts (ELA)	74	64*	38	27*
Teacher content knowledge in science, technology, engineering, and math (STEM) or computer science	60	49*	21	16
Teacher content knowledge in subjects other than ELA or STEM	51	31*	7	5
School management, climate, improvement	35	30	4	4
Understanding teacher evaluation systems and resulting feedback	22	22	2	<1*
Identifying students with referral needs	17	19	2	3
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	11	8	<1	0*
Engaging parents and families	21	22	1	2
Other	7	8	6	7
Number of districts (weighted)	8,040	2,262	8,040	2,262
Number of districts (unweighted)	3,175	253	3,175	253

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (*t* test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for teachers. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding budgeted. See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.21. Percentage of districts using Title II-A funds for teacher professional development that funded selected topics in 2022–23, by state

State	Instructional practice	Content knowledge	School management, climate, and improvement	Parent and community engagement	Other
All states	94	80	34	21	8
Alabama	98	91	56	33	4
Alaska	100	73	26	26	0
Arizona	92	69	29	18	10
Arkansas	97	78	40	31	11
California	90	78	35	24	10
Colorado	100	79	36	24	13
Connecticut	94	94	27	11	9
Delaware	100	63	29	45	0
District of Columbia	100	100	100	100	0
Florida	100	94	68	31	3
Georgia	98	91	42	21	7
Hawaii	100	100	100	0	0
Idaho	97	71	29	17	12
Illinois	94	89	37	21	6
Indiana	91	82	33	21	15
Iowa	88	66	44	12	7
Kansas	99	87	38	43	5
Kentucky	97	88	41	17	1
Louisiana	90	96	42	22	3
Maine	97	94	49	18	10
Maryland	100	77	76	36	9
Massachusetts	90	62	53	18	11
Michigan	95	89	21	17	8
Minnesota	95	69	31	23	9
Mississippi	100	90	33	28	4
Missouri	89	84	29	24	12
Montana	100	82	16	21	3
Nebraska	99	93	30	14	12
Nevada	100	76	66	32	17
New Hampshire	88	63	19	8	20
New Jersey	96	92	27	11	5
New Mexico	95	51	24	11	1
New York	92	78	31	16	9
North Carolina	94	61	38	20	3
North Dakota	94	56	55	29	15
Ohio	98	74	22	14	4
Oklahoma	99	74	44	42	5
Oregon	100	74	25	17	13
Pennsylvania	90	86	35	24	12
Rhode Island	93	98	12	10	2
South Carolina	97	84	38	18	9
South Dakota	90	81	20	21	16
Tennessee	98	89	47	30	2
Texas	99	82	40	26	1
Utah	82	83	44	38	1
Vermont	92	77	36	8	10
Virginia	95	83	34	27	7
Washington	88	69	47	32	9
West Virginia	98	100	70	57	4
Wisconsin	93	84	25	16	3
Wyoming	100	92	53	16	3
Puerto Rico	100	100	100	0	0

NOTE: This table includes only districts that funded Title II-A professional development for teachers.

SOURCE: 2022–23 Title II-A Use of Funds District Survey (N = 10,303 districts weighted, 3,428 unweighted).

Exhibit B.22. Percentage of districts using Title II-A funds for principal professional development that funded selected topics, and the percentage that indicated the topic was one of the two largest expenditures in this area in 2022–23

Topic	Percentage of districts using Title II-A funds for principal professional development that:	
	Funded this topic	Indicated the topic was one of the two largest expenditures in this area
Strategies and practices to help teachers improve instruction	83	71
School improvement planning or identifying interventions to support academic improvement	69	53
Strategies and practices to advance organizational development	59	37
Strategies and practices to develop and manage the school’s workforce	30	9
Strategies to engage parents and the community	26	4
Other	6	6
Number of districts (weighted)	7,762	
Number of districts (unweighted)	2,849	

NOTE: This table includes only districts that funded Title II-A professional development for principals. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding budgeted.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Exhibit B.23. Percentage of districts using Title II-A funds for principal professional development that funded selected topics in 2022–23, by district size

Topic	Percentage of districts using Title II-A funds for principal professional development that funded this topic		
	Large	Medium	Small
Strategies and practices to help teachers improve instruction	93	86	81*
School improvement planning or identifying interventions to support academic improvement	76	73	67*
Strategies and practices to advance organizational development	67	63	56*
Strategies and practices to develop and manage the school’s workforce	42	30	28*
Strategies to engage parents and the community	27	27	25
Other	3	8	6*
Number of districts (weighted)	780	1,980	5,003
Number of districts (unweighted)	507	1,025	1,317

* Indicates statistically significant differences by one or more district size categories (chi-squared test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for principals. See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.24. Percentage of districts using Title II-A funds for principal professional development that funded selected topics in 2022–23, by urbanicity

Topic	Percentage of districts using Title II-A funds for principal professional development that funded this topic			
	Urban	Suburban	Town	Rural
Strategies and practices to help teachers improve instruction	84	83	88	81
School improvement planning or identifying interventions to support academic improvement	71	68	73	68
Strategies and practices to advance organizational development	57	61	59	57
Strategies and practices to develop and manage the school’s workforce	40	23	32	30*
Strategies to engage parents and the community	30	21	27	27*
Other	6	7	5	7
Number of districts (weighted)	1,427	2,387	1,356	2,592
Number of districts (unweighted)	507	868	575	899

* Indicates statistically significant differences by one or more urbanicity categories (chi-squared test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for principals. See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.25. Percentage of districts using Title II-A funds for principal professional development that funded selected topics, and the percentage that indicated the topic was one of the two largest expenditures in this area in 2022–23, by district type

Topic	Percentage of districts using Title II-A funds for principal professional development that:			
	Funded this topic		Indicated the topic was one of the two largest expenditures in this area	
	Traditional	Charter	Traditional	Charter
Strategies and practices to help teachers improve instruction	84	79	72	66
School improvement planning or identifying interventions to support academic improvement	70	67	54	53
Strategies and practices to advance organizational development	59	55	38	33
Strategies and practices to develop and manage the school’s workforce	29	32	8	10
Strategies to engage parents and the community	26	24	4	6
Other	6	5	6	5
Number of districts (weighted)	6,332	1,430	6,332	1,430
Number of districts (unweighted)	2,680	169	2,680	169

NOTE: This table includes only districts that funded Title II-A professional development for principals. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding budgeted. See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.26. Percentage of districts using Title II-A funds for principal professional development that funded selected topics in 2022–23, by state

State	School management, climate, and improvement	Instructional practice	Parent and community engagement	Other
All states	85	83	26	6
Alabama	100	93	38	0
Alaska	81	93	37	4
Arizona	75	82	26	4
Arkansas	96	89	33	2
California	83	87	32	7
Colorado	93	77	36	4
Connecticut	76	85	16	8
Delaware	100	100	40	44
District of Columbia	100	100	100	0
Florida	93	98	32	3
Georgia	99	99	24	0
Hawaii	100	100	0	0
Idaho	95	88	30	4
Illinois	92	72	29	8
Indiana	88	82	29	6
Iowa	93	86	32	2
Kansas	96	84	51	0
Kentucky	93	94	24	0
Louisiana	83	88	16	17
Maine	79	81	23	6
Maryland	90	95	25	5
Massachusetts	81	80	15	5
Michigan	82	83	22	3
Minnesota	84	76	23	11
Mississippi	95	95	32	1
Missouri	94	90	34	6
Montana	53	73	10	17
Nebraska	95	96	16	5
Nevada	71	100	24	0
New Hampshire	70	69	10	7
New Jersey	74	76	16	11
New Mexico	87	77	16	5
New York	80	70	18	19
North Carolina	88	62	21	11
North Dakota	93	63	40	4
Ohio	84	81	20	4
Oklahoma	91	98	42	0
Oregon	86	91	29	7
Pennsylvania	72	82	32	12
Rhode Island	59	84	5	10
South Carolina	86	86	25	6
South Dakota	95	72	26	0
Tennessee	82	99	36	3
Texas	84	88	19	1
Utah	76	93	22	2
Vermont	79	88	21	10
Virginia	90	94	43	5
Washington	96	73	26	3
West Virginia	93	95	47	2
Wisconsin	78	89	26	4
Wyoming	94	91	23	6
Puerto Rico	100	100	0	0

NOTE: This table includes only districts that funded Title II-A professional development for principals. School management, climate, and improvement includes the following: school improvement planning or identifying interventions to support academic improvement; strategies and practices to advance organizational development; and/or strategies and practices to develop and manage the school’s workforce.

SOURCE: 2022–23 Title II-A Use of Funds District Survey (N = 7,762 districts weighted, 2,849 unweighted).

Exhibit B.27. State use of Title II-A funds for teacher, principal, or other school leader evaluation and support, by state

State	Total amount of funds reserved for state-level activities	Amount of reserved funds used for evaluation systems	Share of reserved funds used for evaluation systems (percentage)
All states	\$101,593,583	\$3,915,186	4%
Alabama	\$1,861,992	\$313,308	17%
Alaska	\$533,591		
Arizona	\$2,365,884	\$370,000	16%
Arkansas	\$1,170,207		
California	\$12,179,636		
Colorado	\$1,258,432		
Connecticut	\$497,755		
Delaware	\$533,591		
District of Columbia	\$522,865		
Florida	\$6,166,842		
Georgia	\$4,020,486		
Hawaii	\$533,591	\$62,071	12%
Idaho	\$533,591	\$120,000	22%
Illinois	\$3,682,073		
Indiana	\$2,003,782		
Iowa	\$804,622		
Kansas	\$820,254		
Kentucky	\$1,622,649		
Louisiana	\$1,742,167		
Maine	\$480,233		
Maryland	\$1,456,946		
Massachusetts	\$1,518,128	\$50,245	3%
Michigan	\$3,277,770		
Minnesota	\$1,274,901	\$262,921	21%
Mississippi	\$888,472		
Missouri	\$1,874,126		
Montana	\$416,843		
Nebraska	\$535,566		
Nevada	\$916,266	\$14,500	2%
New Hampshire	\$533,591		
New Jersey	\$2,324,202		
New Mexico	\$611,894		
New York	\$6,329,455	\$681,690	11%
North Carolina	\$1,892,995	\$609,107	32%
North Dakota	\$533,591		
Ohio	\$3,693,893	\$836,002	23%
Oklahoma	\$2,055,390		
Oregon	\$976,695		
Pennsylvania	\$2,033,037		
Rhode Island	\$531,059	\$30,000	6%
South Carolina	\$1,733,899	\$400,000	23%
South Dakota	\$533,591		
Tennessee	\$853,874		
Texas	\$11,524,013		
Utah	\$724,755		
Vermont	\$533,591		
Virginia	\$1,756,254		
Washington	\$1,705,713		
West Virginia	\$393,582		
Wisconsin	\$1,470,127	\$165,342	11%
Wyoming	\$533,591		
Puerto Rico	\$2,821,530		

NOTE: The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2022–23 Title II-A Use of Funds State Educational Agency Survey.

Exhibit B.28. Amount of additional funds states reserved for activities to support principals and other school leaders in 2022–23, and percentage of total allocation, by state

State	Amount	Percentage of state local educational agency subgrant allocation (for states reserving funds)
All states	\$34,341,326	2.9%
Alaska	\$304,147	3.0%
Arizona	\$674,277	1.5%
Arkansas	\$667,018	3.0%
California	\$6,697,292	3.0%
Idaho	\$302,704	3.0%
Indiana	\$1,107,891	2.9%
Iowa	\$458,634	3.0%
Maryland	\$830,459	3.0%
Massachusetts	\$865,333	3.0%
Michigan	\$1,859,520	3.0%
Minnesota	\$726,693	3.0%
Mississippi	\$538,468	1.9%
Missouri	\$945,858	2.7%
Nebraska	\$305,272	3.0%
Nevada	\$522,271	3.0%
New Hampshire	\$295,023	2.9%
New York	\$3,607,789	3.0%
North Dakota	\$304,147	3.0%
Ohio	\$1,918,128	2.7%
Pennsylvania	\$2,033,037	3.0%
South Carolina	\$988,322	3.0%
Tennessee	\$1,216,771	2.8%
Texas	\$6,455,015	2.9%
Utah	\$413,110	3.0%
Wyoming	\$304,147	3.0%

SOURCE: 2022–23 Title II-A Use of Funds State Educational Agency Survey.

How were Title II-A funds spent in 2022–23 to increase the number of effective educators?

Exhibit B.29. Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded various strategies, and the percentage that indicated the strategy was one of the two largest expenditures in this area in 2022–23

Strategy	Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that:	
	Funded this strategy	Indicated the strategy was one of the two largest expenditures in this area
Targeting and tailoring professional development to individual teacher or leader needs	80	67
Induction or new teacher and leader mentoring programs	73	57
Emphasis on leadership opportunities and multiple career pathways for teachers	40	12
Differential and incentive pay of teachers and leaders	35	24
Support with screening candidates and early hiring for teachers	29	9
Recruiting individuals from other fields to become teachers or leaders	28	9
Feedback mechanisms to improve school working conditions	24	3
Other	8	6
Number of districts (weighted)	4,525	
Number of districts (unweighted)	1,750	

NOTE: Districts are included in this table only if they reported using Title II-A funds to recruit, hire, and retain effective teachers, principals, or other school leaders. Districts first indicated whether they used Title II-A funds for each strategy, then indicated which two areas were the “top two” based on the amount of funding budgeted.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Exhibit B.30. Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded various strategies in 2022–23, by district size

Strategy	Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded this strategy		
	Large	Medium	Small
Targeting and tailoring professional development to individual teacher or leader needs	91	86	75*
Induction or new teacher and leader mentoring programs	90	85	65*
Emphasis on leadership opportunities and multiple career pathways for teachers	52	44	37*
Differential and incentive pay of teachers and leaders	23	27	41*
Support with screening candidates and early hiring for teachers	34	26	29
Recruiting individuals from other fields to become teachers or leaders	37	27	27*
Feedback mechanisms to improve school working conditions	30	25	22*
Other	9	10	8
Number of districts (weighted)	517	1,167	2,841
Number of districts (unweighted)	364	626	760

* Indicates statistically significant differences by one or more district size categories (chi-squared test, $p < 0.05$).

NOTE: Districts are included in this table only if they reported using Title II-A funds to recruit, hire, and retain effective teachers, principals, or other school leaders. See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.31. Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded various strategies in 2022–23, by urbanicity

Strategy	Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded this strategy			
	Urban	Suburban	Town	Rural
Targeting and tailoring professional development to individual teacher or leader needs	76	83	86	76
Induction or new teacher and leader mentoring programs	67	82	81	67*
Emphasis on leadership opportunities and multiple career pathways for teachers	40	43	39	39
Differential and incentive pay of teachers and leaders	36	29	34	39
Support with screening candidates and early hiring for teachers	36	25	28	27*
Recruiting individuals from other fields to become teachers or leaders	26	19	33	33*
Feedback mechanisms to improve school working conditions	25	22	28	22
Other	6	5	11	11*
Number of districts (weighted)	973	1,137	797	1,618
Number of districts (unweighted)	351	455	376	568

* Indicates statistically significant differences by one or more urbanicity categories (chi-squared test, $p < 0.05$).

NOTE: Districts are included in this table only if they reported using Title II-A funds to recruit, hire, and retain effective teachers, principals, or other school leaders. See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.32. Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded various strategies, and the percentage that indicated the strategy was one of the two largest expenditures in this area in 2022–23, by district type

Strategy	Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that:			
	Funded this strategy		Indicated strategy was one of the two largest expenditures in this area	
	Traditional	Charter	Traditional	Charter
Targeting and tailoring professional development to individual teacher or leader needs	82	70*	71	51*
Induction or new teacher and leader mentoring programs	78	54*	61	43*
Emphasis on leadership opportunities and multiple career pathways for teachers	40	41	11	18
Differential and incentive pay of teachers and leaders	31	52*	19	40*
Support with screening candidates and early hiring for teachers	28	33	8	16*
Recruiting individuals from other fields to become teachers or leaders	29	22	9	9
Feedback mechanisms to improve school working conditions	24	23	4	1*
Other	10	2*	8	2*
Number of districts (weighted)	3,617	908	3,617	908
Number of districts (unweighted)	1,637	113	1,637	113

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (*t* test, $p < 0.05$).

NOTE: Districts are included in this table only if they reported using Title II-A funds to recruit, hire, and retain effective teachers, principals, or other school leaders. Districts first indicated whether they used Title II-A funds for each strategy, then indicated which two areas were the “top two” based on the amount of funding budgeted. See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.33. Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded various strategies in 2022–23, by state

State	Targeting and tailoring professional development	Induction or mentoring programs	Leadership opportunities and multiple career pathways	Differential and incentive pay	Support with screening candidates and early hiring	Recruiting individuals from other fields	Feedback to improve school working conditions	Other
All states	80	73	40	35	29	28	24	8
Alabama	88	74	42	46	40	34	19	21
Alaska	80	65	50	20	50	30	20	20
Arizona	78	81	49	38	34	44	26	4
Arkansas	77	73	59	48	66	53	35	19
California	67	81	34	30	30	22	24	4
Colorado	66	58	14	28	16	36	13	19
Connecticut	89	65	60	18	26	15	41	9
Delaware	100	100	74	53	100	74	47	26
District of Columbia	100	25	100	0	25	0	0	0
Florida	94	93	52	30	41	57	32	11
Georgia	82	93	55	40	44	46	32	12
Hawaii	100	100	100	100	100	100	0	0
Idaho	92	88	57	45	18	21	25	1
Illinois	87	76	46	18	22	21	23	3
Indiana	79	58	37	48	31	24	24	7
Iowa	68	76	43	42	20	48	6	2
Kansas	74	78	35	28	44	53	27	9
Kentucky	91	94	45	15	27	39	17	8
Louisiana	83	61	71	33	19	47	26	5
Maine	79	79	40	0	21	23	25	26
Maryland	77	100	47	17	29	23	18	12
Massachusetts	89	93	39	11	20	20	17	3
Michigan	85	50	41	59	20	23	20	2
Minnesota	96	61	65	22	26	22	40	5
Mississippi	94	77	29	48	58	58	38	21
Missouri	86	52	33	38	18	28	33	8
Montana	67	46	28	46	21	46	34	10
Nebraska	56	55	16	0	0	16	11	45
Nevada	86	71	32	36	25	46	21	14
New Hampshire	86	86	67	10	11	11	20	17
New Jersey	72	61	17	13	36	13	12	6
New Mexico	83	93	35	47	22	40	24	11
New York	85	79	33	25	35	9	23	8
North Carolina	86	96	43	36	47	50	32	7
North Dakota	75	58	0	0	0	14	7	32
Ohio	39	60	25	35	28	8	18	15
Oklahoma	85	73	43	49	23	30	31	1
Oregon	96	86	54	10	16	12	26	6
Pennsylvania	100	18	33	71	13	41	18	0
Rhode Island	51	48	25	58	4	4	8	12
South Carolina	90	85	44	23	39	48	25	13
South Dakota	78	57	14	29	51	71	34	22
Tennessee	96	75	66	55	48	49	30	8
Texas	77	56	32	62	22	21	15	12
Utah	93	100	50	38	68	40	71	0
Vermont	84	89	44	22	12	11	28	6
Virginia	88	77	52	33	31	38	27	17
Washington	98	71	33	35	26	22	36	0
West Virginia	100	88	77	8	35	62	58	15
Wisconsin	79	82	37	32	21	17	17	11
Wyoming	83	77	50	11	33	29	16	11
Puerto Rico	--	--	--	--	--	--	--	--

NOTE: Districts are included in this table only if they reported using Title II-A funds to recruit, hire, and retain effective teachers, principals, or other school leaders.

-- Puerto Rico did not budget funds to recruit, hire, and retain effective educators

SOURCE: 2022–23 Title II-A Use of Funds District Survey (N = 4,525 districts weighted, 1,750 unweighted).

Exhibit B.34. Number of states that funded activities for improving equitable access to effective educators in 2022–23 with Title II-A funds

Activity	Number of states
Recruiting, hiring, retaining effective educators	33
Training and support for instructional leadership teams	16
Developing new teacher and principal induction and mentoring programs	13
Opportunities for effective teachers to lead evidence-based professional development for their peers	13
Reforming certification, licensing, or tenure systems or preparation programs	8
Developing career paths that promote professional growth, including instructional coaching and mentoring	6
Providing alternative routes for state certification of teachers, principals, or other school leaders	6
Reforming or improving preparation programs for teachers, principals, or other school leaders	5
Establishing or expanding preparation academies for teachers, principals, or other school leaders	3
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	2
Providing licensure/certification reciprocity with other states	2
Professional development and training	31
Professional development programs for principals	22
Promoting high-quality instruction and instructional leadership in science, technology, engineering, and math (STEM) subjects, including computer science	13
Training to integrate technology into curricula and instruction	5
Training to integrate career and technical education into academic instruction	3
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework	2
Training related to use of student data and privacy	0
Training to prevent and recognize child sexual abuse	0
Administration, monitoring, and technical assistance	28
Administration and monitoring	24
Training, technical assistance, and capacity building for local educational agencies	21
Evaluation systems	13
Teacher, principal, or other school leader evaluation and support systems	13
Equitable access	19
Improving equitable access to effective teachers	19
Other	12
Other activities	7
Library programs	3
Addressing transition to elementary school and school readiness	2

NOTE: The District of Columbia and Puerto Rico are included as states in these calculations. Five states indicated that none of these activities were part of their state’s plan for improving equitable access.

SOURCE: 2022–23 Title II-A Use of Funds State Educational Agency Survey.

How were Title II-A funds used to provide low-income and minority students greater access to effective teachers?

Exhibit B.35. Percentage of districts that examined the distribution of teacher quality or effectiveness and the type of information used to define teacher quality in 2022–23

Whether and how districts examined distribution	Percentage of districts		
	All	Traditional	Charter
Examined distribution	63	63	64
Found inequities	7	8	5
Measures used to define teacher quality			
Teacher certification	80	81	77
Teacher evaluation ratings	77	78	75
Teacher experience	76	76	77
Assignment of teachers to a grade or classes consistent with their field of certification	75	76	72
Teacher effectiveness, as measured by value-added measures or student growth percentiles	55	53	62*
Teacher effectiveness, as measured by student learning objectives or student growth objectives	53	51	59*
Teacher education	53	52	58
Other	3	3	4
Number of districts (weighted)	16,367	12,769	3,599
Number of districts (unweighted)	4,883	4,483	400

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (t test, $p < 0.05$).

NOTE: The denominator for districts that examined distribution (first row) is districts that received Title II-A funds. The denominator for remaining rows is districts that examined distribution.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.36. Percentage of districts using Title II-A funds to improve within-district equity of teachers that used various strategies to address inequities in 2022–23

Use of funds and strategies reported	Percentage of districts
Used funds to improve within-district equity	16
Strategies used to address inequities	
Offering more professional development	72
Improving teaching and learning environments	56
Beginning the hiring process earlier for vacancies	47
Increasing external recruitment activities such as hosting open house and job fairs	38
Developing career ladders or teacher leadership roles	34
Offering more compensation for qualified or effective teachers who move to or stay in schools	25
Limiting transfer or placement of inexperienced or low-performing teachers	13
Making exceptions in contracts or regulations to protect qualified or effective teachers from layoff	7
Other	7
Number of districts (weighted)	13,185
Number of districts (unweighted)	4,174
Number of districts using funds to address inequities (weighted)	2,136
Number of districts using funds to address inequities (unweighted)	710

NOTE: The denominator for districts that used funds to improve equity (first row) is districts that received Title II-A funds and had funds available after transfers. The denominator for remaining rows is districts that reported using Title II-A funds to improve within-district equity.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Section 2. Who received Title II-A funds in 2022–23?

Exhibit B.37. District Title II-A allocations in 2022–23, by district characteristics

District characteristic	Average amount of district Title II-A allocation	Number of districts (weighted)	Total Title II-A allocation
All sampled districts	\$121,000	16,487	\$1,990,000,000
Type of district			
Traditional	\$146,000	12,869	\$1,870,000,000
Charter	\$32,000	3,618	\$115,000,000
District enrollment size			
Large (>10,000 students)	\$1,210,000	893	\$1,080,000,000
Medium (2,500–10,000 students)	\$177,000	2,874	\$507,000,000
Small (<2,500 students)	\$31,400	12,720	\$399,000,000
Urbanicity			
Urban	\$240,000	3,008	\$720,000,000
Suburban	\$189,000	3,909	\$740,000,000
Town	\$89,000	2,528	\$224,000,000
Rural	\$43,300	7,041	\$305,000,000

NOTE: See glossary for definitions of district characteristics.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.38. Percentage of districts and share of Title II-A funds in 2022–23, by district size and urbanicity

District size and urbanicity	Percentage of districts	Share of Title II-A funds (percentage)
Large, urban	2	28
Large, suburban	3	24
Large, town	<1	1
Large, rural	<1	2
Medium, urban	2	5
Medium, suburban	8	10
Medium, town	4	6
Medium, rural	4	5
Small, urban	14	3
Small, suburban	13	4
Small, town	11	5
Small, rural	39	8
Number of districts (weighted)	16,487	
Number of districts (unweighted)	4,915	

NOTE: See glossary for definitions of district characteristics. Detail may not sum to totals because of rounding.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.39. Amount of Title II-A funds available for state activities and the amount transferred to Title II-A from another program in 2022–23, by state

State	Funds available for state-level activities	Amount of available funds for preparation academies	Additional funds reserved for state activities to support school leaders	Funds transferred to or from Title II-A and another program
All states	\$101,593,583	\$267,584	\$34,341,326	\$1,584,670
Alabama	\$1,861,992			
Alaska	\$533,591		\$304,147	
Arizona	\$2,365,884		\$674,277	
Arkansas	\$1,170,207		\$667,018	
California	\$12,179,636		\$6,697,292	\$430,000
Colorado	\$1,258,432			
Connecticut	\$497,755			
Delaware	\$533,591			
District of Columbia	\$522,865			
Florida	\$6,166,842			
Georgia	\$4,020,486			
Hawaii	\$533,591			
Idaho	\$533,591		\$302,704	
Illinois	\$3,682,073			
Indiana	\$2,003,782		\$1,107,891	
Iowa	\$804,622	\$80,000	\$458,634	
Kansas	\$820,254			
Kentucky	\$1,622,649			
Louisiana	\$1,742,167			
Maine	\$480,233			
Maryland	\$1,456,946	\$20,000	\$830,459	
Massachusetts	\$1,518,128		\$865,333	
Michigan	\$3,277,770		\$1,859,520	
Minnesota	\$1,274,901		\$726,693	
Mississippi	\$888,472		\$538,468	
Missouri	\$1,874,126		\$945,858	
Montana	\$416,843			
Nebraska	\$535,566		\$305,272	
Nevada	\$916,266		\$522,271	
New Hampshire	\$533,591		\$295,023	
New Jersey	\$2,324,202			
New Mexico	\$611,894			-\$252,620
New York	\$6,329,455		\$3,607,789	
North Carolina	\$1,892,995			
North Dakota	\$533,591		\$304,147	
Ohio	\$3,693,893		\$1,918,128	
Oklahoma	\$2,055,390			\$602,050
Oregon	\$976,695			
Pennsylvania	\$2,033,037		\$2,033,037	
Rhode Island	\$531,059			
South Carolina	\$1,733,899		\$988,322	
South Dakota	\$533,591			
Tennessee	\$853,874		\$1,216,771	
Texas	\$11,524,013		\$6,455,015	
Utah	\$724,755		\$413,110	
Vermont	\$533,591	\$9,476		
Virginia	\$1,756,254	\$118,750		-\$300,000
Washington	\$1,705,713			
West Virginia	\$393,582	\$39,358		
Wisconsin	\$1,470,127			
Wyoming	\$533,591		\$304,147	
Puerto Rico	\$2,821,530			

NOTE: The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2022–23 Title II-A Use of Funds State Educational Agency Survey.

Exhibit B.40. Amount of funds that states transferred to Title II-A from another ESEA program in 2022–23

State	Title II-A funds reserved for state activities	Funds transferred to Title II-A from another program	Funds transferred from Title II-A to another program	Funds available for state-level activities	Percentage change in funding for state activities
California	\$11,749,636	\$430,000	0	\$12,179,636	4%
New Mexico	\$864,514	0	\$252,620	\$611,894	-29%
Oklahoma	\$1,453,340	\$602,050	0	\$2,055,390	41%
Virginia	\$2,056,254	0	\$300,000	\$1,756,254	-15%

NOTE: The percentage increase in funding for state activities is calculated as the amount of funds transferred to Title II-A divided by the amount of funds initially reserved for state activities.

SOURCE: 2022–23 Title II-A Use of Funds State Educational Agency Survey, question 1.

Exhibit B.41. District use of ESEA funding transferability in 2022–23

Transfer of funds	Percentage of districts that transferred funds	Amount of funds transferred	Funds transferred as a percentage of Title II-A allocations
Funds transferred from Title II-A to another program			
Title I, Part A	23.9%	\$144,000,000	7.2%
Title I, Part C or Part D	0.2%	\$300,000	<0.1%
Title III, Part A	0.3%	\$1,600,000	0.1%
Title IV, Part A	1.3%	\$15,000,000	0.8%
Title V, Part B	1.5%	\$6,900,000	0.3%
Funds transferred from Title II-A to any other programs	26.3%	\$168,000,000	8.4%
All funds transferred from Title II-A to another program	19.2%	\$120,000,000	6.0%
Funds transferred to Title II-A from any other programs	6.1%	\$46,000,000	2.3%
Number of districts (weighted)	16,487		
Number of districts (unweighted)	4,915		

NOTE: For the percentage of funds transferred, the denominator is the amount of Title II-A funding initially budgeted to districts before any transfers were made. One percent of districts transferred funds both out of Title II-A to other programs and into Title II-A from other programs. In this exhibit, districts that both transferred funds from Title II-A to another program and transferred funds to Title II-A from another are included in all applicable rows.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Exhibit B.42. District use of ESEA funding transferability in 2022–23, by district characteristics

Characteristics	Percentage of districts that transferred funds	Change in Title II-A funds after transfers (for districts with transfers)	Number of districts (weighted)	Number of districts (unweighted)
Districts that transferred funds from Title II-A to another program	25%	-70%	16,487	4,915
District enrollment size				
Large (more than 10,000 students)	5%	-38%	893	574
Medium (2,500 to 10,000 students)	13%	-77%	2,874	1,403
Small (fewer than 2,500 students)	29%*	-84%*	12,720	2,938
Urbanicity				
Urban districts	24%	-58%	3,008	762
Suburban districts	15%	-68%	3,909	1,228
Town districts	21%	-75%	2,528	993
Rural districts	34%*	-82%*	7,041	1,932
Type of district				
Traditional	24%	-67%	12,869	4,512
Charter school	29%	-89%*	3,618	403
Districts that transferred funds to Title II-A from another program	5%	46%	16,487	4,915
District enrollment size				
Large (more than 10,000 students)	6%	51%	893	574
Medium (2,500 to 10,000 students)	6%	36%	2,874	1,403
Small (fewer than 2,500 students)	5%	50%*	12,720	2,938
Urbanicity				
Urban districts	6%	50%	3,008	762
Suburban districts	6%	47%	3,909	1,228
Town districts	4%	35%	2,528	993
Rural districts	5%	44%*	7,041	1,932
Type of district				
Traditional	5%	46%	12,869	4,512
Charter school	4%	53%	3,618	403

* Indicates statistically significant differences by one or more district size or urbanicity categories (chi-squared test, $p < 0.05$) or by district type (t test, $p < 0.05$).

NOTE: For the decrease/increase in funds column, the numerator is the net transfers the district made (transfers out of Title II-A subtracted from transfers into Title II-A). The denominator is the amount of funding available to the relevant districts before any transfers were made. See glossary for definitions of district characteristics. In this exhibit, districts that both transferred funds from Title II-A to another program and transferred funds to Title II-A from another program are counted as either transferring funds from Title II-A to another program or as transferred funds to Title II-A from another program depending on which transfer amount is larger.

SOURCE: 2022–23 Title II-A Use of Funds District Survey; Common Core of Data, 2021–22.

Exhibit B.43. Share of funds that districts transferred between Title II-A and other ESEA programs in 2022–23, in districts that transferred funds

Type of district	Percentage of districts
Districts with net transfers from Title II-A	
Net transfers amounted to 0–50% of Title II-A funds	11
Net transfers amounted to 51–99% of Title II-A funds	14
Net transfers amounted to 100% or more of Title II-A funds	76
Number of districts (weighted)	4,184
Number of districts (unweighted)	1,037
Districts with net transfers to Title II-A	
Net transfers amounted to 0–50% of Title II-A funds	50
Net transfers amounted to 51–99% of Title II-A funds	33
Net transfers amounted to 100% or more of Title II-A funds	17
Number of districts (weighted)	827
Number of districts (unweighted)	275

NOTE: Net transfers represent the amount the district transferred out of Title II-A minus the amount transferred into Title II-A. The denominator is the district’s amount of Title II-A funding before any transfers were made.

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Exhibit B.44. Average amount of district Title II-A fund allocation, by whether district transferred funds in 2022–23

Transfer of funds	Average Title II-A allocation (dollars)
Transferred funds from Title II, Part A to other programs	55,000
Transferred funds to Title II, Part A from other programs	100,000
Did not transfer funds	144,000
Number of districts (weighted)	16,487
Number of districts (unweighted)	4,915

SOURCE: 2022–23 Title II-A Use of Funds District Survey.

Exhibit B.45. Percentage of districts that transferred funds between Title II-A and other ESEA programs in 2022–23, by state

State	Percentage that transferred funds from Title II-A to another program	Percentage that transferred funds to Title II-A from another program
All states	26	6
Alabama	9	0
Alaska	39	8
Arizona	34	6
Arkansas	48	5
California	8	2
Colorado	22	10
Connecticut	8	2
Delaware	65	0
District of Columbia	80	0
Florida	2	2
Georgia	40	1
Hawaii	0	0
Idaho	9	2
Illinois	20	7
Indiana	9	1
Iowa	17	10
Kansas	11	4
Kentucky	31	2
Louisiana	26	0
Maine	46	8
Maryland	0	0
Massachusetts	6	7
Michigan	49	6
Minnesota	19	7
Mississippi	56	6
Missouri	60	12
Montana	51	9
Nebraska	50	7
Nevada	6	0
New Hampshire	1	7
New Jersey	13	8
New Mexico	14	1
New York	18	14
North Carolina	24	3
North Dakota	69	7
Ohio	12	1
Oklahoma	78	8
Oregon	38	2
Pennsylvania	32	9
Rhode Island	32	26
South Carolina	0	3
South Dakota	31	14
Tennessee	37	17
Texas	39	5
Utah	12	9
Vermont	9	9
Virginia	3	13
Washington	8	8
West Virginia	0	6
Wisconsin	<1	<1
Wyoming	9	16
Puerto Rico	0	0

SOURCE: 2022–23 Title II-A Use of Funds District Survey (N = 16,487 districts weighted, 4,915 unweighted).

Section 3. How did spending priorities change over time?

Exhibit B.46. Share of district-level Title II-A funds budgeted for various types of activities in 2019–20, 2020–21, 2021–22, and 2022–23, and the change in this share from 2021–22 to 2022–23

Type of activity	Share of funds budgeted (for districts that budgeted funds)				Change from 2021–22 in share of funds budgeted
	2019–20	2020–21	2021–22	2022–23	
Professional development	59	57*	55*	57*	3
Recruiting, hiring, retaining effective educators	15	17*	18	17	-1
Class size reduction	15	15	14*	12*	-2
Evaluation systems	2	2	2	2	<1
Other	8	8	9*	9	<1
Funds not yet budgeted	--	--	2	2	<1

* Indicates that the percentage differed significantly from the previous year (*t* test, $p < 0.05$).

-- Not collected prior to 2021–22.

NOTE: Change in share of funds budgeted to each area is shown in percentage points. Detail may not sum to totals because of rounding.

SOURCE: Title II-A Use of Funds District Survey, 2019–20, 2020–21, 2021–22, and 2022–23.

Exhibit B.47. Percentage of districts that used Title II-A funds for various types of activities in 2019–20, 2020–21, 2021–22, and 2022–23, and the change in this percentage from 2021–22 to 2022–23

Type of activity	Percentage of districts with Title II-A funds available after transfer that budgeted funds				Change from 2021–22 in percentage of districts that budgeted funds
	2019–20	2020–21	2021–22	2022–23	
Professional development	81	80	75*	78*	3
Recruiting, hiring, retaining effective educators	34	34	33	34	2
Class size reduction	21	19	20	17*	-4
Evaluation systems	12	10*	8*	8	<1
Other	28	26	25	26	1
Funds not yet budgeted	--	--	11	10	<1

* Indicates that the percentage differed significantly from the previous year (*t* test, $p < 0.05$).

-- Not collected prior to 2021–22.

NOTE: Change in percentage of districts that used funds is shown in percentage points. Detail may not sum to totals because of rounding.

SOURCE: Title II-A Use of Funds District Survey, 2019–20, 2020–21, 2021–22, and 2022–23.

Exhibit B.48. Percentage of districts that used Title II-A funds for various types of activities in 2020–21, 2021–22, and 2022–23, and the change in this percentage from 2021–22 to 2022–23, by district characteristics

Type of activity	Percentage of districts with Title II-A funds available after transfer that budgeted funds			Change from 2021–22 in percentage of districts that budgeted funds
	2020–21	2021–22	2022–23	
Professional development	80	75*	78*	3
District enrollment size				
Large districts (>10,000 students)	98	98	97	-1
Medium districts (2,500–10,000 students)	89	89	88	-1
Small districts (<2,500 students)	76	69*	74*	4
Urbanicity				
Urban	89	80*	85	4
Suburban	87	87	86	-1
Town	75	75	79	4
Rural	72	65*	69	4
Type of district				
Traditional districts	78	75*	77	2
Charter school districts	86	74*	81*	7
Recruiting, hiring, retaining effective educators	34	33	34	1
District enrollment size				
Large districts (>10,000 students)	63	65	59*	-6
Medium districts (2,500–10,000 students)	39	38	44*	6
Small districts (<2,500 students)	30	29	29	1
Urbanicity				
Urban	39	41	39	-2
Suburban	33	32	32	<1
Town	36	41	36	-4
Rural	32	26*	32*	6
Type of district				
Traditional districts	35	32*	35*	3
Charter school districts	32	37	32	-5
Class size reduction	19	20	17*	-3
District enrollment size				
Large districts (>10,000 students)	15	13	13	<1
Medium districts (2,500–10,000 students)	22	21	19	-2
Small districts (<2,500 students)	19	21	16*	-5
Urbanicity				
Urban	7	5*	6	1
Suburban	16	13	12	-1
Town	32	30	25*	-5
Rural	23	28*	21*	-7
Type of district				
Traditional districts	24	25	21*	-5
Charter school districts	2	1	2	1

Exhibit B.48. Percentage of districts that used Title II-A funds for various types of activities in 2021–22 and 2022–23, and the change in this percentage from 2021–22 to 2022–23, by district characteristics (continued)

Type of activity	Percentage of districts with Title II-A funds available after transfer that budgeted funds			Change from 2021–22 in percentage of districts that budgeted funds
	2020–21	2021–22	2022–23	
Evaluation systems	10	8*	8	<1
District enrollment size				
Large districts (>10,000 students)	21	23	22	-1
Medium districts (2,500–10,000 students)	15	13	12	<1
Small districts (<2,500 students)	8	6*	5	<1
Urbanicity				
Urban	13	9	8	-2
Suburban	11	10	9	-1
Town	11	11	11	<1
Rural	8	6	6	<1
Type of district				
Traditional districts	10	9*	9	<1
Charter school districts	9	5	3	-2
Other	26	25	26	1
District enrollment size				
Large districts (>10,000 students)	52	54	54	<1
Medium districts (2,500–10,000 students)	38	37	38	1
Small districts (<2,500 students)	20	19	20	1
Urbanicity				
Urban	23	21	20	-1
Suburban	29	27	31	4
Town	30	27	26	-1
Rural	24	25	25	<1
Type of district				
Traditional districts	29	29	30	2
Charter school districts	14	11	10	-1

* Indicates that the percentage differed significantly from the previous year (*t* test, $p < 0.05$).

NOTE: Change in percentage of districts that used funds is shown in percentage points. Detail may not sum to totals because of rounding.

SOURCE: Title II-A Use of Funds District Survey, 2021–22 and 2022–23.

Exhibit B.49. Percentage of districts using Title II-A funds for teacher professional development and training that funded selected types of activities in 2019–20, 2020–21, 2021–22, and 2022–23, and the change in this percentage from 2021–22 to 2022–23

Type	Percentage of districts using Title II-A funds for teacher professional development that funded this type of activity				Change from 2021–22 in percentage of districts that funded this type of activity
	2019–20	2020–21	2021–22	2022–23	
Short-term or conferences	93	90	87*	88	1
Short-term (3 days or less), single session	88	86	82*	82	<1
Conducted by external provider	79	75*	72	73	<1
Conducted by district or school-level staff	65	65	54*	52	-1
Professional conferences or organizations	70	57*	58	58	<1
Longer-term	77	80	72*	72	<1
Longer-term activities with connected content (4 or more days)	65	65	57*	58	1
Conducted by external provider	50	47*	43*	44	<1
Conducted by district or school-level staff	42	42	33*	34	1
One-on-one support from teacher leaders or coaches	45	48	37*	35	-2
Group support (e.g., lesson study, peer-to-peer communities of practice)	33	32	24*	24	<1
University or college courses	18	20	16*	16	<1
Collaborative or job-embedded	52	55	43*	43	<1
One-on-one support from teacher leaders or coaches	45	48	37*	35	-2
Group support (e.g., lesson study, peer-to-peer communities of practice)	33	32	24*	24	<1
Other	38	51	31*	34	1
Internet-based professional development (e.g., video library, skill-building modules, online coaching)	24	39*	18*	18	<1
Professional certifications (e.g., national board certification, state-level credentials, or endorsements)	18	18	14*	13	-1
Alternative (nontraditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	--	--	9	10	1
Other	3	4	3	4	1

* Indicates that the percentage differed significantly from the previous year (*t* test, $p < 0.05$).

-- Not collected prior to 2021–22.

NOTE: Change in percentage of districts using Title II-A funds for the activity is shown in percentage points. Detail may not sum to totals because of rounding.

SOURCE: Title II-A Use of Funds District Survey, 2019–20, 2020–21, 2021–22, and 2022–23.

Exhibit B.50. Number of states that used Title II-A funds for various activities in 2019–20, 2020–21, 2021–22, and 2022–23, and the change in this number from 2021–22 to 2022–23

Activity category	Number of states that allocated funds				Change from 2021–22 in number of states that allocated funds
	2019–20	2020–21	2021–22	2022–23	
Administration, monitoring, and technical assistance	45	49	49	50	1
Professional development	33	36	42	38	-4
Recruiting, hiring, retaining effective educators	35	36	38	40	2
Equitable access	20	23	22	22	0
Evaluation systems	19	17	16	13	-3
Other	29	20	20	16	-4

SOURCE: Title II-A Use of Funds State Educational Agency Survey, 2019–20, 2020–21, 2021–22, and 2022–23. Indiana did not submit a survey for school year (SY) 2021–22.

Exhibit B.51. Share of Title II-A funds that states allocated for various activities in 2019–20, 2020–21, 2021–22, and 2022–23, and the change in this share from 2021–22 to 2022–23

Activity category	Share of funds allocated				Change from 2021–22 in share of funds allocated
	2019–20	2020–21	2021–22	2022–23	
Administration, monitoring, and technical assistance	31	35	32	31	-1
Professional development	18	18	22	21	-1
Recruiting, hiring, retaining effective educators	25	31	31	32	1
Equitable access	7	7	7	8	1
Evaluation systems	8	4	4	4	0
Other	10	5	5	4	-1

NOTE: Change in share of funds allocated is shown in percentage points. Indiana did not submit a survey for school year (SY) 2021–22.

SOURCE: Title II-A Use of Funds State Educational Agency Survey, 2019–20, 2020–21, 2021–22, and 2022–23.

Exhibit B.52. Amount of Title II-A funding that states allocated for various activities in 2019–20, 2020–21, 2021–22, and 2022–23, and the change in this amount from 2021–22 to 2022–23

Activity category	Amount of funding allocated				Change from 2021–22 in amount of funding allocated
	2019–20	2020–21	2021–22	2022–23	
Administration, monitoring, and technical assistance	\$26,792,039	\$30,357,528	\$29,541,085	\$29,489,287	-\$51,798
Professional development	\$15,275,972	\$15,381,915	\$20,215,208	\$20,192,555	-\$22,653
Recruiting, hiring, retaining effective educators	\$21,772,318	\$27,171,540	\$28,564,435	\$31,065,909	\$2,501,474
Equitable access	\$6,184,557	\$6,079,750	\$6,559,290	\$7,318,597	\$759,307
Evaluation systems	\$6,681,319	\$3,909,680	\$3,520,773	\$3,915,186	\$394,413
Other	\$8,766,310	\$4,544,043	\$4,256,334	\$3,693,396	-\$562,938

SOURCE: Title II-A Use of Funds State Educational Agency Survey, 2019–20, 2020–21, 2021–22, and 2022–23. Indiana did not submit a survey for school year (SY) 2021–22.

Exhibit B.53. Percentage of districts that used ESEA funding transferability in 2019–20, 2020–21, 2021–22, and 2022–23, and the change in this percentage from 2021–22 to 2022–23

Transfer of funds	Percentage of districts that transferred funds				Change from 2021–22 in percentage of districts that transferred funds
	2019–20	2020–21	2021–22	2022–23	
Funds transferred from Title II-A to another program	24.9	26.5	25.6	26.3	0.7
Title I, Part A	22.9	23.9	22.9	23.9	1.0
Title I, Part C or Part D	0.1	0.1	0.1	0.2	0.1
Title III, Part A	<0.1	0.3	0.2	0.3	0.1
Title IV, Part A	1.3	1.5	1.2	1.3	<0.1
Title V, Part B	1.0	1.2	1.5	1.5	<0.1
All funds transferred from Title II-A to another program	--	--	18.1	19.2	1.1
Funds transferred to Title II-A from any other programs	6.8	5.5*	6.0	6.1	0.1

* Indicates that the percentage differed significantly from the previous year (*t* test, $p < 0.05$).

NOTE: Change in percentage of districts transferring funds is shown in percentage points. Detail may not sum to totals because of rounding.

SOURCE: Title II-A Use of Funds District Survey, 2019–20, 2020–21, 2021–22, and 2022–23.

Exhibit B.54. Percentage of Title II-A funds transferred by districts under ESEA funding transferability in 2019–20, 2020–21, 2021–22, and 2022–23, and the change in this percentage from 2021–22 to 2022–23

Transfer of funds	Percentage of Title II-A funds transferred				Change from 2021–22 in percentage of Title II-A funds transferred
	2019–20	2020–21	2021–22	2022–23	
Funds transferred from Title II-A to another program	7.8	8.8*	8.3	8.4	0.2
Title I, Part A	7.1	7.9	7.3	7.2	<0.1
Title I, Part C or Part D	<0.1	<0.1	<0.1	<0.1	<0.1
Title III, Part A	<0.1	<0.1	<0.1	0.1	<0.1
Title IV, Part A	0.4	0.6*	0.6	0.8	0.2
Title V, Part B	0.2	0.3	0.3	0.3	<0.1
All funds transferred from Title II-A to another program	--	--	6.0	6.0	<0.1
Funds transferred to Title II-A from any other programs	3.4	2.3*	1.8	2.3	0.5

* Indicates that the percentage differed significantly from the previous year (*t* test, $p < 0.05$).

NOTE: Change in percentage of Title II-A allocations transferred is shown in percentage points. Detail may not sum to totals because of rounding.

SOURCE: Title II-A Use of Funds District Survey, 2019–20, 2020–21, 2021–22, and 2022–23.

Appendix C. Survey Instruments

For reference only

OMB#: 1810-0618

Expiration Date: 2/28/2025

Study of Title II-A Use of Funds:

District Survey

2022–23



The **Study of Title II-A Use of Funds** is examining how states and districts are using their Title II, Part A funds provided through the Elementary and Secondary Education Act (ESEA). The study includes surveys of officials from all state education agencies and from a representative sample of school district officials from each state. The purpose of this survey is for the U.S. Department of Education to gain a better understanding of how school districts are using their Title II, Part A funds. The United States (U.S.) Department of Education is sponsoring this study. While participation in the LEA survey is not mandatory, it is strongly encouraged in order to provide the Title II, Part A program office with important information that the Department can use to benefit to the program.

The study, including this survey, is being conducted by Westat.

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0618. Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual survey, please contact directly Elizabeth Witt, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20024 or e-mail elizabeth.witt@ed.gov and reference the OMB Control Number 1810-0618. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample. Districts in the sample will not be identifiable except for Hawaii, Puerto Rico, and the District of Columbia. The reports will not associate any responses or findings with a specific individual. We will not provide any information that identifies you to anyone outside the study team, except as required by law.

Survey on the Use of Funds Under Title II, Part A

Supporting Effective Instruction Grants – Subgrants to Districts

District: [DISTRICT NAME]
State: [ST]
NCES ID: [NCES ID]

Instructions

Please refer to the table below to determine the questions you should complete. All districts should complete Question 1 before completing the remaining questions, as the applicability of Questions 2-13 depend on your response to Question 1.

Contact information	All districts
Question 1	All districts
Question 2	Districts that received Title II, Part A funds in SY 2022–23
Question 3	Districts that received Title II, Part A funds in SY 2022–23
Question 4	Districts that received Title II, Part A funds in SY 2022–23 and had funds available after transfers
Question 5	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for hiring, recruiting, and retaining effective teachers and leaders
Question 6	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for class size reduction
Question 7	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for professional development
Question 8	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for professional development
Question 9	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for professional development
Question 10	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for professional development
Question 11	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for professional development
Question 12	Districts that received Title II, Part A funds in SY 2022–23

Question 13

Districts that received Title II, Part A funds in SY 2022–23 and had funds available after transfers

For assistance, please call 1-855-817-1704 or send an e-mail to title2afunds@westat.com.

Contact information

Please provide the following contact information for the individual completing the survey.

First Name: _____
Last Name: _____
Position: _____
Phone: _____
E-mail: _____

For reference only

Question 1: Title II, Part A funding in SY 2022–23

1. Did your district receive Title II, Part A funding in school year 2022–23?
- Yes** If you selected “yes,” **continue to Question 2.**
 - No** If you selected “no,” you do not need to complete this survey.

Question 2: Total teachers and principals

2. Please provide the total count of full-time equivalents (FTEs) in your district in SY 2022–23, for teachers and for principals and other school leaders.

For example, an FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 means that the worker is only half-time. Two teachers working half-time each would each be .50 FTE for a total of 1.0 FTE

Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

		Total FTEs in SY 2022–23
Teachers		_____
Principals and other school leaders		_____

Question 3: Transfers to and from Title II, Part A

3a. Your State Education Agency (SEA) provided the amount of Federal FY 2022 Title II, Part A funds made available to your district in SY (2022–23).

Note: Federal fiscal year 2022 covers 10/1/2021 through 9/30/2022 for funds to be used during school year 2022–23.

This allocation amount does not include carryover funds. If this allocation is incorrect, please contact Westat at Title2afunds@westat.com.

3b. Please provide the amount of Federal FY 2022 funds transferred from Title II, Part A. **Do not include carryover funds.**

Title II, Part A funds transferred to **Title I, Part A** \$ _____

Title II, Part A funds transferred to **Title I, Part C** \$ _____

Title II, Part A funds transferred to **Title I, Part D** \$ _____

Title II, Part A funds transferred to **Title III, Part A** \$ _____

Title II, Part A funds transferred to **Title IV, Part A** \$ _____

Title II, Part A funds transferred to **Title V, Part B** \$ _____

Total amount of Title II, Part A funds transferred to another program under ESEA funding transferability provisions (ESEA section 5103) \$ _____

3c. Provide the total amount of FY 2022 funds transferred to Title II, Part A from another Federal program. **Do not include carryover funds.** \$ _____

Total amount of Title II, Part A funds available to your district in SY 2022–23 after transfers: \$ _____

Question 4: Allocation of Title II, Part A funds

For reference, in Question 3 you answered that the total amount of Title II, Part A funds available to your district in SY 2022–23 AFTER TRANSFERS was:

\$xxx,xxx.xx

- 4a. Please provide the amount of Title II, Part A funds your district budgeted for the following activities in SY 2022–23, after transfers, as well as funds not yet budgeted for the following activities. **Do not include carryover funds.** You can estimate if you do not have exact figures. *Note: Please include any funds used for services in private schools in the categories for which funds were budgeted.*

Hiring, recruiting, and retaining effective teachers, principals, and other leaders (such as support with screening candidates and early hiring, recruiting individuals from other fields, differential and incentive pay, leadership opportunities and multiple pathways for teachers, induction or new educator mentoring programs, or improving school working conditions) \$ _____

Evaluation systems (such as designing or revising systems, helping teachers and leaders to understand the system, help with using the results for high stakes decisions, or guiding professional development planning) \$ _____

Class size reduction \$ _____

Professional development (such as in–service seminars, coaching, university courses, or support for professional learning communities) \$ _____

Other (describe: _____) \$ _____

Funds not yet budgeted at the time of response \$ _____

Total amount of SY 2022–23 Title II, Part A funds budgeted:

\$ _____

- 4b. Please provide an estimate of the percentage of all Title II, Part A funds budgeted in your district in SY 2022–23 to support teachers and the percentage of funds budgeted to support principals and other school leaders.

Note: Percentages do not need to sum to 100 percent. For example, some uses of funds may serve both teachers and school leaders, leading to a total of greater than 100 percent.

Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

Teachers	Principals and other school leaders
_____ %	_____ %

Question 5: Strategies to hire, recruit, or retain effective teachers and leaders

5. Using Title II, Part A funds, what strategies has your district used or will your district use to hire, recruit, and retain effective teachers, principals, and other school leaders? Of the strategies used, indicate the two with the highest funding amounts.

Strategy	Check all that apply	Check two highest-funded strategies
a) Support with screening candidates and early hiring for teachers	<input type="checkbox"/>	<input type="checkbox"/>
b) Recruiting individuals from other fields to become teachers or leaders	<input type="checkbox"/>	<input type="checkbox"/>
c) Differential and incentive pay of teachers and leaders	<input type="checkbox"/>	<input type="checkbox"/>
d) Emphasis on leadership opportunities and multiple career pathways for teachers	<input type="checkbox"/>	<input type="checkbox"/>
e) Induction or new teacher and leader mentoring programs	<input type="checkbox"/>	<input type="checkbox"/>
f) Targeting and tailoring professional development to individual teacher or leader needs	<input type="checkbox"/>	<input type="checkbox"/>
g) Feedback mechanisms to improve school working conditions	<input type="checkbox"/>	<input type="checkbox"/>
h) Other (describe): _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 6: Class size reduction

6. During SY 2022–23, in total, how many full-time equivalents (FTEs) are funded by Title II, Part A for the purpose of class size reduction?

For example, an FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 means that the worker is only half-time. Two teachers working half-time each would each be .50 FTE for a total of 1.0 FTE.

Total funded (FTEs)

Question 7: Participation in professional development

7. Please estimate the percentage of teachers and principals or other school leaders in your district expected to participate in Title II, Part A-funded professional development activities during SY 2022–23.

Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

Participation	Percentage
---------------	------------

Percentage of all teachers who will participate in Title II-A funded professional development activities in SY 2022–23

Percentage of all principals and other school leaders who will participate in Title II-A funded professional development activities in SY 2022–23

Question 8: Types of professional development for teachers

8. Which of the following types of professional development and support to **teachers** is your district providing during SY 2022–23, **funded at least in part by Title II-A**? Please include planned professional development.

Of the types of professional development provided, indicate the two with the highest funding amounts.

Types of teacher professional development (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest-funded types
a) Short-term (3 days or less) single-session professional development, conducted virtually or in-person by an external provider	<input type="checkbox"/>	<input type="checkbox"/>
b) Short-term (3 days or less) single-session professional development, conducted virtually or in-person by district or school-level staff	<input type="checkbox"/>	<input type="checkbox"/>
c) Longer-term (4 or more days) professional development with connected content, conducted by an external provider or coach	<input type="checkbox"/>	<input type="checkbox"/>
d) Longer-term (4 or more days) professional development with connected content, conducted by district or school-level staff	<input type="checkbox"/>	<input type="checkbox"/>
e) Longer-term (4 or more days) one-on-one support from teacher leaders or coaches	<input type="checkbox"/>	<input type="checkbox"/>
f) Longer-term (4 or more days) Internet-based professional development (e.g., video library, skill-building modules, online coaching)	<input type="checkbox"/>	<input type="checkbox"/>
g) Longer-term (4 or more days) group support (e.g., lesson study, peer-to-peer communities of practice)	<input type="checkbox"/>	<input type="checkbox"/>
h) Professional conferences or organizations	<input type="checkbox"/>	<input type="checkbox"/>
i) University or college courses; traditional, course-based curriculum	<input type="checkbox"/>	<input type="checkbox"/>
j) Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	<input type="checkbox"/>	<input type="checkbox"/>
k) Professional certifications (e.g., NBPTS certification, state-level credentials or endorsements)	<input type="checkbox"/>	<input type="checkbox"/>
l) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 9: Topics of professional development for teachers

9. Which of the following topics are covered by **teacher** professional development in your district in SY 2022–23, **funded at least in part by Title II-A**? Please include planned professional development.

Of the professional development topics provided, indicate the two with the highest funding amounts.

Teacher Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest-funded topics
a) Teacher content knowledge in ELA	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Teacher content knowledge in STEM (science, technology, engineering, mathematics, or computer science)	<input type="checkbox"/>	<input type="checkbox"/>
c) Teacher content knowledge in subjects other than ELA or STEM	<input type="checkbox"/>	<input type="checkbox"/>
d) Instructional strategies for academic subjects	<input type="checkbox"/>	<input type="checkbox"/>
e) Instructional strategies for classroom management or student behavior management	<input type="checkbox"/>	<input type="checkbox"/>
f) Using data and assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>
g) Providing instruction and academic support to English learners	<input type="checkbox"/>	<input type="checkbox"/>
h) Providing instruction and academic support to students with disabilities or developmental delays	<input type="checkbox"/>	<input type="checkbox"/>
i) Identifying gifted and talented students	<input type="checkbox"/>	<input type="checkbox"/>
j) Understanding state content standards and instructional strategies to meet them	<input type="checkbox"/>	<input type="checkbox"/>
k) Understanding teacher evaluation systems and resulting feedback	<input type="checkbox"/>	<input type="checkbox"/>
l) Engaging parents and families	<input type="checkbox"/>	<input type="checkbox"/>
m) Using technology	<input type="checkbox"/>	<input type="checkbox"/>
n) Integrating academic content, career and technical education, and work-based learning (as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>
o) Offering joint professional learning and planning activities that address transition from early childhood to elementary school	<input type="checkbox"/>	<input type="checkbox"/>
p) Identifying students with referral needs (such as sexual abuse, mental health issues, drug or alcohol abuse)	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest-funded topics
--	----------------------	---------------------------------

q) Other (describe: _____)

Question 10: Types of professional development for principals and other school leaders

10. Which of the following types of professional development and support to **principals and other school leaders** is your district providing during SY 2022–23, **funded at least in part by Title II-A**? Please include planned professional development.

Of the types of professional development provided, indicate the two with the highest funding amounts.

Check here if your district did not provide any type of professional development to principals or other school leaders during SY 2022–23, funded at least in part by Title II, Part A.

Types of principal and other school leaders professional development (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest-funded types
--	----------------------	--------------------------------

- | | | |
|---|--------------------------|--------------------------|
| a) Short-term (3 or less days) professional development, conducted virtually or in-person, either by external provider or district-level staff | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Longer-term (4 or more days) group professional development, conducted by district-level staff | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Longer-term (4 or more days) group professional development, conducted by an external provider | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Longer-term (4 or more days) one-on-one professional development, conducted by district-level staff | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Longer-term (4 or more days) one-on-one professional development, conducted by an external provider | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Longer-term (4 or more days) group support (e.g., learning communities, district monthly or quarterly principal meetings) | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Professional conferences or organizations, external to the district or state | <input type="checkbox"/> | <input type="checkbox"/> |
| h) University or college courses, traditional course-based curriculum | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Alternative (non-traditional) preparation pathways to certification (e.g., job-embedded leadership preparation or support for teacher candidates), either university or non-university-based | <input type="checkbox"/> | <input type="checkbox"/> |
| j) State leadership conferences or trainings | <input type="checkbox"/> | <input type="checkbox"/> |

- k) **Leadership certifications** (e.g., state-level credentials or endorsements)
- l) **Other (describe: _____)**

Question 11: Topics of professional development for principals and other school leaders

11. Which of the following topics are covered by **principal and other school leader** professional development in your district in SY 2022–23, **funded at least in part by Title II-A**? Please include planned professional development.

Of the professional development topics provided, indicate the two with the highest funding amounts.

Principal and Other School Leader Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest-funded topics
a) School improvement planning or identifying interventions to support academic improvement	<input type="checkbox"/>	<input type="checkbox"/>
b) Strategies and practices to advance organizational development (e.g., a focus on setting a shared school mission; creating a safe and respectful environment for learning; improving school climate and culture; fostering communication and collaboration among teachers and parents; distributing leadership responsibilities; ensuring efficient use of available funding and instructional time; and deploying resources aligned with strategic goals)	<input type="checkbox"/>	<input type="checkbox"/>
c) Strategies and practices to help teachers improve instruction (e.g., performance data use, teacher evaluation, feedback and coaching on instruction, instructional planning support, curriculum materials selection, and curriculum alignment with state standards)	<input type="checkbox"/>	<input type="checkbox"/>
d) Strategies and practices to develop and manage the school's workforce (e.g., a focus on recruiting, hiring, and retaining effective teachers; selecting professional development tailored to teachers' needs; effectively assigning teacher talent to students; and establishing pathways for developing teacher leaders and assistant principals as instructional leaders)	<input type="checkbox"/>	<input type="checkbox"/>
e) Strategies to engage parents and the community	<input type="checkbox"/>	<input type="checkbox"/>
f) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 12: Teacher Quality/Effectiveness and Equity

12a. Has your district examined information about the distribution of teacher quality or effectiveness to assess whether low-income or minority students were served at disproportionate rates by inexperienced, ineffective, or out-of-field teachers?

- Yes, and inequities were found** If you selected “yes,” complete the remainder of this question below.
- Yes, but no inequities were found** If you selected “yes,” complete the remainder of this question below.
- No** If you selected “no,” and **continue to Question 13.**

12b. Which of the following types of information were used to define teacher quality or effectiveness in the examination of the distribution of teachers? Check all that apply.

Type of information used to define teacher quality	Check all that apply
a) Teacher evaluation ratings	<input type="checkbox"/>
b) Teacher effectiveness, as measured by value-added measures or student growth percentiles	<input type="checkbox"/>
c) Teacher effectiveness, as measured by student learning objectives or student growth objectives	<input type="checkbox"/>
d) Teacher experience	<input type="checkbox"/>
e) Teacher certification	<input type="checkbox"/>
f) Teacher education	<input type="checkbox"/>
g) Assignment of teachers to a grade or classes consistent with their field of certification	<input type="checkbox"/>
h) Other (describe: _____)	<input type="checkbox"/>

Question 13: Strategies used to improve equitable access

13a. During SY 2022–23, has or will your district use Title II, Part A funds to improve within-district equity in the distribution of teachers?

- Yes** If you selected “yes,” complete the remainder of this question below.
- No** If you selected “no,” you have completed the final survey question.

13b. What strategies has your district used or will your district use to address any substantial inequities found in access to effective teachers for low-income and minority students? Check all that apply.

Strategy to address inequities	Check all that apply
--------------------------------	----------------------

- | | |
|--|--------------------------|
| a) Offering more compensation for qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools | <input type="checkbox"/> |
| b) Developing career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers | <input type="checkbox"/> |
| c) Beginning the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared to other schools | <input type="checkbox"/> |
| d) Increasing external recruitment activities such as hosting open houses and job fairs for schools with lower levels of teacher quality or effectiveness compared to other schools | <input type="checkbox"/> |
| e) Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with lower levels of teacher quality or effectiveness compared to other schools | <input type="checkbox"/> |
| f) Offering more professional development for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools | <input type="checkbox"/> |
| g) Limiting the ability of teachers who are inexperienced or low-performing to transfer to or be placed in schools with lower levels of teacher quality or effectiveness compared to other schools | <input type="checkbox"/> |
| h) Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with lower levels of teacher quality or effectiveness compared to other schools | <input type="checkbox"/> |
| i) Other (describe: _____) | <input type="checkbox"/> |

For reference only

OMB#: 1810-0756

Expiration Date: 5/31/2024

Survey on the Use of Funds Under Title II, Part A Supporting Effective Instruction Grants – State Activities Funds

State Survey

2022-23



Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 480 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or e-mail ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0756. Note: Please do not return the completed survey to this address.

Survey on the Use of Funds Under Title II, Part A

Supporting Effective Instruction Grants – State Activities Funds

State: [STATE]

About the Survey

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides funds to states and local educational agencies (LEAs) to improve the quality of their teachers, principals, and other school leaders and raise student achievement. States and LEAs receive these funds under Title II, Part A of the ESEA (Supporting Effective Instruction Grants). The purpose of this survey is for the U.S. Department of Education to gain a better understanding of how states are using their Title II, Part A state activities funds. Completion of this survey meets the reporting requirements under Section 2104(a)(1-4) of ESEA. This survey is being conducted for the U.S. Department of Education by Westat.

Instructions

Please do not use your browser's "Forward" and "Back" buttons to navigate through the survey. Navigating through the survey this way may cause your data to be lost. Please use the following buttons that appear at the bottom of each page to ensure that your data is captured accurately:

- **Back:** saves entered response(s) and navigates to the previous screen
- **Next:** saves entered response(s) and navigates to the next screen
- **Save & Exit:** saves entered response(s) and signs out. However, if you have NOT yet entered your response to the question, use the Sign out link at the top of the screen instead.
- **Save & Go to Menu:** saves all entered responses and navigates to the Menu screen. However, if you have NOT yet entered your response to the question, use the Menu link at the top of the screen instead.

If you have any questions related to the survey or encounter any technical issues, please click the "Help" link at the top-right corner of the page. This link will appear on every page and clicking it will open a new screen with our support team contact information.

If you wish to exit the survey at any time, simply click the "Save & Exit" button at the bottom of your screen. All entered responses will be saved.

If you are inactive for longer than 30 minutes, you will be logged out of the survey and any response(s) on the current page will be lost. Any response(s) entered on previous pages will be saved.

For assistance, please contact title2astatefunds@westat.com or call 1-855-817-1704.

Contact Information

Please provide the following contact information for the individual completing the survey.

First Name: _____
Last Name: _____
Position: _____
Phone: _____
E-mail: _____

For reference only

**Survey on the Use of Funds Under Title II, Part A
Supporting Effective Instruction Grants – State Activities Funds**

Question 1. State funded amounts and transfers

Provide the dollar amount of Federal FY 2022 Title II, Part A funds budgeted for state activities by accounting for funds transferred from Title II, Part A to another program and funds transferred from another program to Title II, Part A. Funds not yet budgeted should also be accounted for.

Maximum Title II, Part A funds available for state activities under Section 2101(c)(4)(A):	[Amount is prefilled]
Actual amount reserved for state activities under Section 2101(c)(4)(A)	\$ _____
Total amount of Title II, Part A funds transferred to another program under ESEA funding transferability provisions (ESEA section 5103)	[Auto-calculated]
Amount of Title II, Part A funds transferred to Title I, Part A	\$ _____
Amount of Title II, Part A funds transferred to Title I, Part C	\$ _____
Amount of Title II, Part A funds transferred to Title I, Part D	\$ _____
Amount of Title II, Part A funds transferred to Title III, Part A	\$ _____
Amount of Title II, Part A funds transferred to Title IV, Part A	\$ _____
Amount of Title II, Part A funds transferred to Title IV, Part B	\$ _____
Amount of Title II, Part A funds transferred to Title V, Part B	\$ _____
Amount of funds transferred from other ESEA programs to Title II, Part A	\$ _____
Amount available for state activities	[Auto-calculated]
Total Federal FY 2022 Title II, Part A state activities funds budgeted	\$ _____
State activities funds not yet budgeted at the time of response	[Auto-calculated]

Question 2. State activities funds budgeted

Provide the dollar amount of Federal FY 2022 Title II, Part A state activities funds budgeted at the time of response for each allowable state use of funds (section 2101(c)(4)(B)). Do not include carryover funds. You can estimate if you do not have exact figures.

The amounts reported in this question should sum to the total amount budgeted, as reported in question 1: [DISPLAY FUNDS BUDGETED FROM QUESTION 1].

See Attachment 1 for a full description of the use of funds from statute.

Activity	Title II, Part A funds budgeted
Administration, monitoring, and technical assistance	
Administration and monitoring	\$ _____
Training, technical assistance, and capacity building for LEAs	\$ _____
Professional development and training	
Professional development programs for principals	\$ _____
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	\$ _____
Training to integrate technology into curricula and instruction	\$ _____
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework (i.e., dual enrollment)	\$ _____
Training to integrate career and technical education into academic instruction	\$ _____
Training related to use of student data and privacy	\$ _____
Training to prevent and recognize child sexual abuse	\$ _____
Recruiting, hiring, retaining effective educators	
Reforming certification, licensing, or tenure systems or preparation programs	\$ _____
Providing alternative routes for state certification of teachers, principals, or other school leaders	\$ _____
Providing licensure/certification reciprocity with other states	\$ _____
Reforming or improving preparation programs for teachers, principals, or other school leaders	\$ _____
Establishing or expanding preparation academies for teachers, principals, or other school leaders	\$ _____
Developing career paths that promote professional growth including instructional coaching and mentoring	\$ _____
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	\$ _____
Developing new teacher and principal induction and mentoring programs	\$ _____
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	\$ _____
Providing training and support for instructional leadership teams	\$ _____
Evaluation systems	
Teacher, principal, or other school leader evaluation and support systems	\$ _____

Activity	Title II, Part A funds budgeted
Equitable access	
Improving equitable access to effective teachers	\$ _____
Other	
Library programs	\$ _____
Addressing transition to elementary school and school readiness	\$ _____
Other activities identified by the state (please specify)	\$ _____

Question 2 continued

For each budgeted activity, briefly describe how the funds are used to meet the purpose of the Title II, Part A program and how the activity improved educator effectiveness.

See Attachment 1 for a full description of the use of funds from statute.

Question 3. Identifying funded activities that support equitable access

Please identify which state activities in Question 2, if any, were part of the state’s plan for improving equitable access to effective teachers for low-income and minority students in the state, as discussed in the state’s approved Consolidated State Plan. *Select all activities that apply.*

[DISPLAY CHECKBOX LIST OF STATE ACTIVITIES FROM QUESTION 2 WITH AN AMOUNT GREATER THAN ZERO]

See Attachment 1 for a full description of the use of funds from statute.

Question 4. Set-aside question

Under Section 2101(c)(3), SEAs are permitted to reserve up to 3 percent of the amount reserved for subgrants to LEAs (2.85 percent of the state’s total award) for activities for principals or other school leaders, in addition to the funds reserved for state activities under Section 2101(c)(4)(A). Your state could have set aside up to [Provide amount prefilled here] for this purpose.

Did your state reserve Federal FY 2022 funds under Section 2101(c)(3) for activities for principals and other school leaders?

- Yes
- No

If you selected “Yes,” how much did your state reserve for those activities? \$ _____

If you selected “Yes,” please provide a description of the activities funded by the reserved funds: [Text answer]

Question 5. Funding by educator type

Please provide an estimate of the percentage of your Title II, Part A state activity funds budgeted in Federal FY 2022 [Provide amount prefilled here from Q1] to support teachers and the percentage used to support principals and other school leaders.

Note: Percentages do not need to sum to 100 percent.

	Percentage of Title II, Part A funds
Teachers	___%
Principals and other school leaders	___%

Please note that the next two questions will be asking about the school year 2021–22.

Question 6. Evaluation results

Did your state use Title II, Part A funds to implement a teacher, principal, or other school leader evaluation and support system consistent with Section 2101(c)(4)(B)(ii) in school year (SY) 2021–22?

- Yes** If you checked “Yes,” please provide SY 2021–22 evaluation results for teachers, principals, or other school leaders in your state. Enter whole numbers, not percentages, of teachers, principals, or other school leaders in each category.
- No**

Enter the **total** number of teachers, principals, and other school leaders in your state for the SY 2021–22.

	Teachers	Principals and other school leaders
Total		

How many teachers, principals, and other school leaders received a rating that your state considers to be “**effective or above**” during SY 2021–22?

Category	Teachers	Principals and other school leaders
Effective or above		

How many teachers, principals, and other school leaders received a rating that your state considers to be “**ineffective**” during SY 2021–22?

Category	Teachers	Principals and other school leaders
Ineffective		

How many teachers, principals, and other school leaders have **no rating available** in SY 2021–22?

Category	Teachers	Principals and other school leaders
Not rated		

[DISPLAY ONLY IF THE SUM OF NOT RATED, INEFFECTIVE, AND EFFECTIVE DOES NOT EQUAL THE TOTAL]

How many teachers, principals, and other school leaders with “other” evaluation ratings during SY 2021–22 and describe this category?

Category	Teachers	Principals and other school leaders
Specify name of the other category:		

Question 7. Annual retention rates

In your state, are SY 2021–22 retention rates for teachers and principals or other school leaders available by evaluation category (i.e., effective or ineffective) using the **methods or criteria the state has or developed under Section 1111(g)(2)(A)**?

Please note, nothing in this paragraph shall be construed to require any SEA or LEA to collect and report any data the SEA or LEA was not collecting or reporting as of December 9, 2015, the day before the date of enactment of the ESSA.

- Yes** If you checked “Yes,” please complete the table below by providing the percentage of teachers and the percentage of principals and other school leaders who received evaluation ratings equivalent to “effective” who were retained in SY 2021–22.
- No**

[DISPLAY ONLY IF YES IS CHECKED]

The percentage of teachers who received a rating that your state considers to be “effective” who were retained during SY 2021–22.	___%
The percentage of principals and other school leaders who received a rating that your state considers to be “effective” who were retained during SY 2021–22.	___%

Attachment 1.

State activity descriptions for questions 2 and 3

State activity description for questions 2 and 3	Full text from Title II, Part A statute
Administration, monitoring, and technical assistance	
Administration and monitoring	Fulfilling the State Educational Agency's (SEA's) responsibilities concerning proper and efficient administration and monitoring of the programs carried out under this part, including provision of technical assistance to local educational agencies.
Training, technical assistance, and capacity building for LEAs	Providing training, technical assistance, and capacity-building to local educational agencies that receive a subgrant under Title II, Part A.
Professional development	
Professional development programs for principals	Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging state academic standards.
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.
Training to integrate technology into curricula and instruction	Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing blended learning (as defined in section 4102(1) of the ESEA) projects.
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework	Developing, or assisting local educational agencies in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment programs.
Training to integrate career and technical education into academic instruction	Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand state and regional workforce needs and transitions to postsecondary education and the workforce.
Training related to use of student data and privacy	Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected as required by section 444 of the General Education Provisions Act (commonly known as the Family Educational Rights and Privacy Act of 1974) (20 U.S.C. 1232g) and in accordance with state student privacy laws and local educational agency student privacy and technology use policies.
Training to prevent and recognize child sexual abuse	Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

State activity description for questions 2 and 3	Full text from Title II, Part A statute
Recruiting, hiring, retaining effective educators	
Reforming certification, licensing, or tenure systems or preparation programs	Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that— <ul style="list-style-type: none"> teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the state, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging state academic standards; principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging state academic standards; and teacher certification or licensing requirements are aligned with such challenging state academic standards.
Providing alternative routes for state certification of teachers, principals, or other school leaders	Carrying out programs that establish, expand, or improve alternative routes for state certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the state experiences a shortage of educators), principals, or other school leaders, for— <ul style="list-style-type: none"> individuals with a baccalaureate or master’s degree, or other advanced degree; mid-career professionals from other occupations; paraprofessionals; former military personnel; and recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders.
Providing licensure/certification reciprocity with other states	Working with other states, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating state to teach in other participating states without completing additional licensure or certification requirements.
Reforming or improving preparation programs for teachers, principals, or other school leaders	Reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs.
Establishing or expanding preparation academies for teachers, principals, or other school leaders	Establishing or expanding teacher, principal, or other school leader preparation academies, with an amount of the funds reserved for state activities that is not more than 2 percent of the state’s allotment, if— <ul style="list-style-type: none"> (I) allowable under state law; (II) the state enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for state financial aid to the same extent as participants in other state-approved teacher or principal preparation programs, including alternative certification, licensure, or credential programs; and (III) the state enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the state while enrolled in a teacher, principal, or other school leader preparation academy.

State activity description for questions 2 and 3	Full text from Title II, Part A statute
Developing career paths that promote professional growth including instructional coaching and mentoring	Developing, or assisting local educational agencies in developing— (I) career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support;
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	Developing, or assisting local educational agencies in developing— (II) strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems;
Developing new teacher and principal induction and mentoring programs	Developing, or assisting local educational agencies in developing— (III) new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the state determines that such evidence is reasonably available, evidence-based, and designed to— (aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and (bb) increase the retention of effective teachers, principals, or other school leaders.
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through— (I) opportunities for effective teachers to lead evidence-based (to the extent the state determines that such evidence is reasonably available) professional development for the peers of such effective teachers;
Training and support for instructional leadership teams	Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through— (II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.

State activity description for questions 2 and 3	Full text from Title II, Part A statute
Evaluation systems	
Teacher, principal, or other school leader evaluation and support systems	<p>Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by—</p> <ul style="list-style-type: none"> (I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results; (II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and (III) developing a system for auditing the quality of evaluation and support systems.
Equitable access	
Improving equitable access to effective teachers	Improving equitable access to effective teachers.
Other	
Library programs	Supporting the instructional services provided by effective school library programs.
Addressing transition to elementary school and school readiness	Supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness.
Other activities identified by the state (specify)	Supporting other activities identified by the state that are, to the extent the state determines that such evidence is reasonably available, evidence-based and that meet the purpose of Title II of the ESEA.



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