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State and District Use of Title II, Part A Funds in 2023-24

Office of Elementary and Secondary Education



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Office of Elementary and Secondary Education

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Executive Summary

Introduction to Use of Title II–A Funds

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.

The U.S. Department of Education (Department) awarded \$2.2 billion in Title II–A funding to states in fiscal year 2023 for the 2023–24 school year.^{1, 2} This executive summary presents key findings related to state and district use of Title II–A funds for the 2023–24 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.

School Year 2023–24 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.³

- **Most state educational agencies (SEAs) used some Title II–A funds for program administration, monitoring, and technical assistance, but the largest share of Title II–A funds spent by SEAs were used for recruiting, hiring, and retaining effective educators.** SEAs may reserve up to 5 percent of their Title II–A funds for state-level use.⁴ The total amount of funds available for state-level activities was \$102.6 million during school year 2023–24. Forty-six SEAs used at least some of the state-level reservation for program administration, monitoring, and technical assistance, representing 30 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 (34 percent of all Title II–A spending by SEAs and reported by 35 SEAs).

¹ U.S. Department of Education. *Fiscal Year 2024 Budget Summary*, 2024.

<https://www2.ed.gov/about/overview/budget/budget24/summary/24summary.pdf>

² Funds from federal fiscal year 2023 were available for use in the 2023–24 school year.

³ The report highlights findings from the Title II–A State and District surveys. For some of the district survey findings, the report highlights changes or differences that are statistically significant (p -value < 0.05). Other findings are descriptive.

⁴ Additionally, of the 95 percent that must be used for subgrants to LEAs, up to 3 percent may be used by the SEA for activities that benefit principals and other school leaders.

- **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. Overall, seventy-seven percent of districts with Title II–A funds available after transfer that allocated funds reported funding some type of professional development. Fifty-nine percent of districts reported funding professional development specifically for principals and other school leaders. Among districts that used Title II–A funds for teacher professional development, more than four-fifths (86 percent) funded some short-term professional development activities for teachers (defined as 3 days or less), which is 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 19 percent⁵ 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 (81 percent of districts that reported using funds for this activity) and induction or mentoring programs for new teachers and leaders (74 percent of districts that reported using funds for this activity).
- **Over half of all districts (56 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 experience. Thirteen 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.

Use of Funds Across Districts and Use of Flexibility Options

All states, including the District of Columbia and Puerto Rico, receive Title II–A funding each year. In turn, the states award subgrants to a large majority of districts each year. While SEAs may directly spend up to 5 percent of their Title II–A funds, most of the funding passes through to districts to support teachers and school leaders.

- **Large, urban districts received the largest share of Title II–A funding, 29 percent of all funds.** States award funds to districts according to a formula laid out in Title II–A of the ESEA. Large and medium suburban districts also received sizeable shares of the funds (22 and 10 percent, respectively).

The ESEA gives states (for the portion of funds the state reserves for state activities) and districts the flexibility to transfer some or all funds from Title II–A into several other federal formula grant programs within Title I, Title III, and Title IV of the ESEA. (For more information, see this fact sheet:

<https://www.ed.gov/sites/ed/files/2020/07/covid19-transfer-funds.pdf>.)

⁵ Estimates in the text of this report are whole numbers based on unrounded estimates. Discrepancies between the estimates in the report text, the Exhibits in the report, and the Appendix Exhibits may occur due to rounding. As an example, Districts spent 19.46 percent of their Title II–A funds for recruiting, hiring, and retaining teachers. In the report text, this is rounded to a whole number of 19 percent. In Appendix Exhibit B.1., this estimate is rounded to the first decimal place, 19.5 percent.

- **Few states used existing flexibility to move funds between Title II–A and other federal formula grant programs.** One state transferred funds into Title II–A from another ESEA program in 2023–24, and two states transferred funds from Title II–A to other programs.
- **Nearly one-third of all districts took advantage of transferability flexibility.** Thirty-one 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 79 percent, and the average percentage of funds transferred to Title II–A from other programs was 44 percent. The most common funds transfer was from Title II–A to Title I–A.⁶ Twenty percent of districts transferred all of 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:

- **The number of states allocating funds, and the amount of funding allocated, for recruiting, hiring, and retaining effective educators, declined from the previous year.** In 2023–24, 35 states allocated funds for recruiting, hiring, and retaining effective educators, down from 40 states in 2022–23. The amount of funding allocated for recruiting, hiring, and retaining effective educators in 2023–24 was \$30.7 million. While this remained the highest state allocation amount by activity, the total declined by \$356,000 compared to 2022–23.
- **Fewer states used state-level Title II–A funds for professional development activities in 2023–24 compared to the previous year.** The number of states funding professional development activities declined by 2 states, from 38 states in 2022–23 to 36 states in 2023–24. As a share of overall funding for state activities, this category is down from the previous year (a decline of \$4.0 million overall).
- **Districts allocated over half of local Title II–A funding for professional development, the same as the previous year.** In both 2022–23 and 2023–24, districts spent 57 percent of their Title II–A funds for professional development activities.
- **Districts allocated similar percentages of Title II–A funds as the previous year for various types of teacher professional development.** The only exception is that a lower percentage of districts reported using Title II–A funds for short-term sessions conducted by district or school level staff (47 percent) in 2023–24 than in 2022–23 (52 percent).
- **The percentage of districts allocating Title II–A funds for evaluation systems increased in 2023–24.** The percentage of districts across all states that allocated funds to evaluation systems using Title II–A funds increased from 8 percent in 2022–23 to 10 percent in 2023–24. A total of 28 states in 2023–24 had an increase while 21 states had a decrease in the percentage of districts that allocated funds to evaluation systems between 2022–23 and 2023–24.

⁶ 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.

Introduction

Title II, Part A (Title II–A) of the Elementary and Secondary Education Act of 1965 (ESEA) is the Supporting Effective Instruction State Grant 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.⁷ Recognizing this need, the U.S. Department of Education (Department) collects and publicly reports this information annually. This report presents data from surveys of states and districts in the 2023–24 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. Throughout this report, the terms “state” and “state educational agency (SEA)” refer to each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. The term “district” is used interchangeably with “local educational agency (LEA).”

Summary Of Data Sources

Data were collected from two sources. A state survey on the use of Title II–A funds was administered to all 52 SEAs in the spring and summer of 2024. A district survey was administered to a sample of 5,501 districts (including 499 charter school districts) that is representative at both the state and national levels. Of these, 208 districts were determined to be ineligible due to not receiving Title II–A funding and were therefore excluded from the analysis. The district sample included a representative selection of districts from each state to allow for state-level estimates of how Title II–A funds were used among districts.

In each section, the report discusses instances in which there are statistically significant differences (p -value < 0.05)⁸ by district characteristics and in uses of funds from year to year and examines how districts of different enrollment sizes (large districts are more than 10,000 students, medium districts are 2,500 to 10,000 students, and small districts are fewer than 2,500 students), types (traditional and charter), and urbanicity (urban, suburban, town, and rural) may use funds in different ways.⁹ In analyses in which percentages of districts were examined by state, please note that Hawaii and Puerto Rico are included, both of which have a single statewide district.

⁷ 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 the daily instructional leadership and managerial operations in the elementary school or secondary school building.

⁸ A statistically significant difference (p -value < 0.05) indicates that the observed pattern is unlikely to be due to chance alone. This means there is less than a 5% probability of observing such a result if there were truly no underlying differences. Standard errors quantify the variability of the sample estimate; smaller standard errors suggest more precise estimates, strengthening the confidence in the statistical significance of the observed differences.

⁹ See the glossary for definitions of district characteristics.

Fifty-two SEAs and 4,345 districts (82 percent of those sampled) responded to the surveys, including 4,045 traditional districts and 300 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 provides the standard errors for Appendix B tables. Appendix D includes the state and district survey instruments.

Section 1: How did Districts and States Use Title II-A Funds Overall in 2023-24?

Districts and states 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.

This section examines how spending priorities vary across states and different types of districts in addition to measuring overall Title II–A spending.

Professional development was the most prevalent use of Title II–A funds reported by districts. Seventy-seven percent of districts reported allocating funds for this activity (Exhibit 1 and Appendix Exhibit B.1).¹⁰ In total, these districts spent 57 percent of their Title II–A allocations for this activity, approximately \$1.0 billion (Appendix Exhibit B.1).¹¹ Districts’ next most common use of Title II–A funds was for activities related to recruiting, hiring, and retaining effective educators, which represented 19 percent of total allocated Title II–A funds (about \$358 million). This use of funds was reported by 34 percent of districts.

¹⁰ 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).

¹¹ 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.

Exhibit 1. Percentage of districts that used Title II–A funds for each activity in 2023–24, and the share of funds allocated

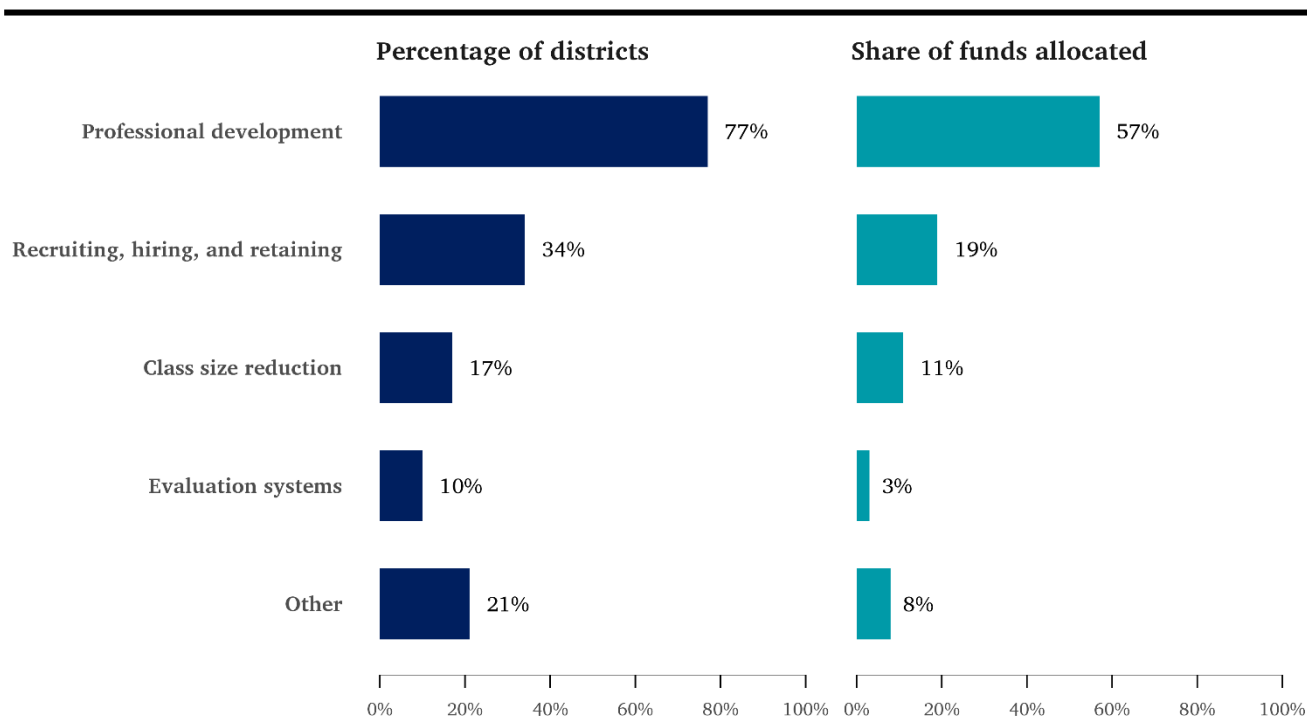


Exhibit reads: Seventy-seven percent of districts used Title II–A funds for professional development. These districts spent 57 percent of Title II–A funds on professional development.

NOTE: *N* = 13,074 districts weighted, 3,653 unweighted. See Appendix Exhibits B.2, B.3, and B.4 for results by district characteristics. The sum of percentages may not equal to 100 percent due to rounding.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Districts spent the majority of their Title II–A funds on activities related to teachers. Districts reported that they used 85 percent of their Title II–A funds to support teachers, including both professional development and other strategies (Appendix Exhibit B.5). On average, twenty-two percent of district spending supported principals and other school leaders.¹²

States’ most common use of Title II–A funds was for activities related to program administration, monitoring, and technical assistance. Nearly all states (46) reported using funds for this purpose, representing 30 percent of all Title II–A spending at the state-level (Exhibit 2 and Appendix Exhibit B.6). Activities related to professional development were the second most common use of Title II–A funds which was reported by 36 states, representing 18 percent of spending at the state-level. The use of Title II–A funds for activities related to recruiting, hiring, and retaining effective educators was the third most common, which was reported by 35 states, but were the largest share of state-level allocations, representing 34 percent of all Title II–A spending by SEAs. Fifteen states reported that, at the time of the survey, they had not yet budgeted all funds they reserved for state activities.¹³ Overall, the amount of funds not yet budgeted represented 12 percent of the total amount available for state activities. Across states, the percentage of funds not yet budgeted ranged from less than 1 percent to 69 percent.¹⁴

¹² The district survey question regarding funds to support principals and other school leaders 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.

¹³ States with funds not yet budgeted were Colorado, Illinois, Indiana, Maine, Massachusetts, Missouri, New Hampshire, North Carolina, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Virginia, and Washington.

¹⁴ Three states (Missouri, North Carolina, and Rhode Island) had not yet budgeted any of their funds and are not included in this range.

Exhibit 2. Number of states that used Title II–A funds by type of activity in 2023–24, and the share of funds allocated

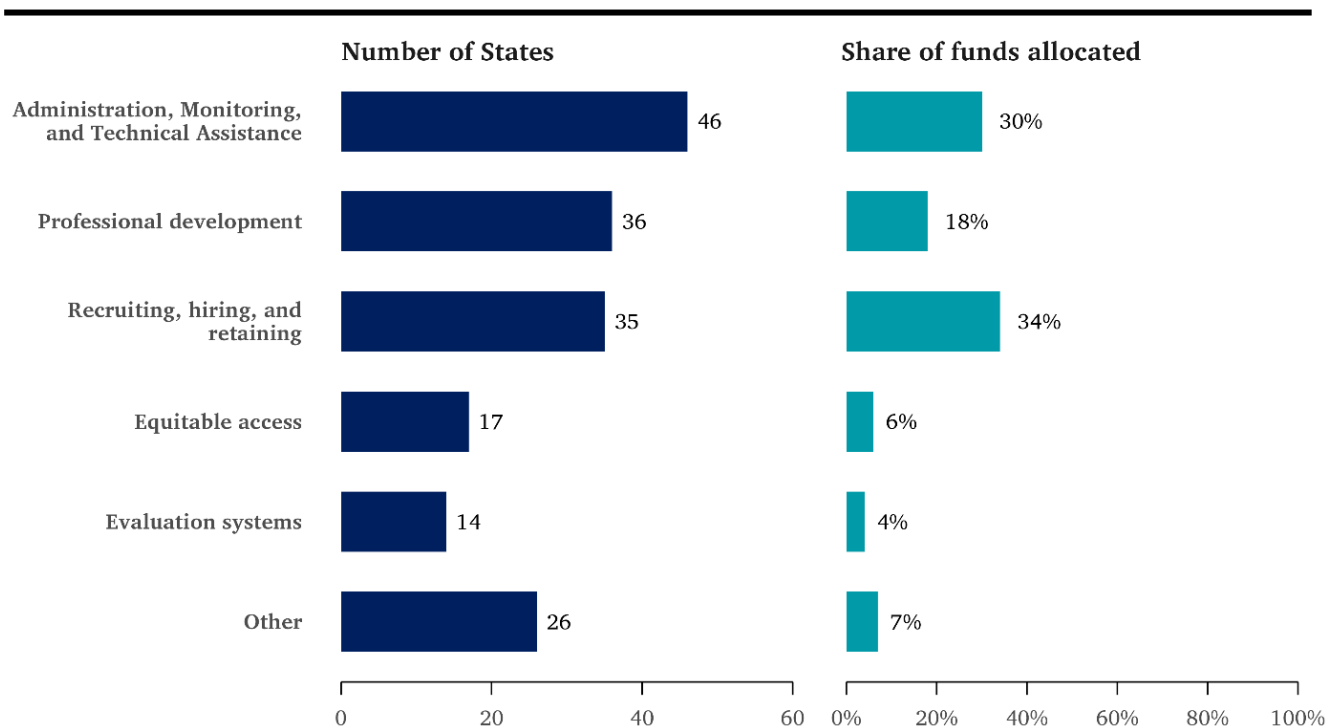


Exhibit reads: Forty-six states used Title II–A funds for administration, monitoring, and technical assistance, representing 30 percent of their Title II–A funding at the state-level.

NOTE: N= 52 SEAs.

SOURCE: 2023–24 Title II–A Use of Funds State Educational Agency Survey.

How were Title II–A Funds Used in 2023–24 to Improve the Quality and Effectiveness of Educators?

District and state Title II–A funds support strategies for improving educator quality, largely professional development, evaluation systems, and school leadership development. This section presents findings related to these strategies, on which states and districts spent a considerable amount of their funding.

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.¹⁵

¹⁵ Kraft et al., 2018; Darling-Hammond et al., 2017; Garet et al., 2016; Blank & de las Alas, 2009.

Overall, 61 percent of all Title II–A districts receiving a subgrant and 77 percent of those with Title II–A funds available after transfer allocated funds for professional development (Appendix Exhibit B.1). Among districts that allocated funds for professional development, all districts reported using those funds for teacher professional development, and 76 percent of districts reported also using those funds for professional development for principals or other school leaders.

Examining the allocation of funds for professional development reveals notable variations by district characteristics. There were differences in the reported allocation of funds for professional development overall by district enrollment size and by district urbanicity.¹⁶ For example, 96 percent of large districts and 82 percent of urban districts used Title II–A funds for professional development. In contrast, 72 percent of small districts and 71 percent of rural districts did so (Appendix Exhibits B.2 and B.3).

Eighty percent or more of districts reported using Title II–A funds for professional development in 28 states. Of these 28 states, 13 states had at least 90 percent of districts that reported using Title II–A funds for professional development (Exhibit 3 and Appendix Exhibit B.7).¹⁷ For example, 100 percent of districts in Florida, Hawaii, Puerto Rico, and Tennessee reported using Title II–A funds for professional development. Alaska, California, Louisiana, Maryland, Mississippi, New Jersey, Rhode Island, Vermont, and West Virginia had between 91 and 98 percent of districts that reported using Title II–A funds for professional development.

¹⁶ See the glossary for detailed definitions of district enrollment size and district urbanicity.

¹⁷ Hawaii and Puerto Rico each have a single statewide district. They are included in analyses of district-level data by state.

Exhibit 3. Percentage of districts that used Title II–A funds for professional development in 2023–24, by state

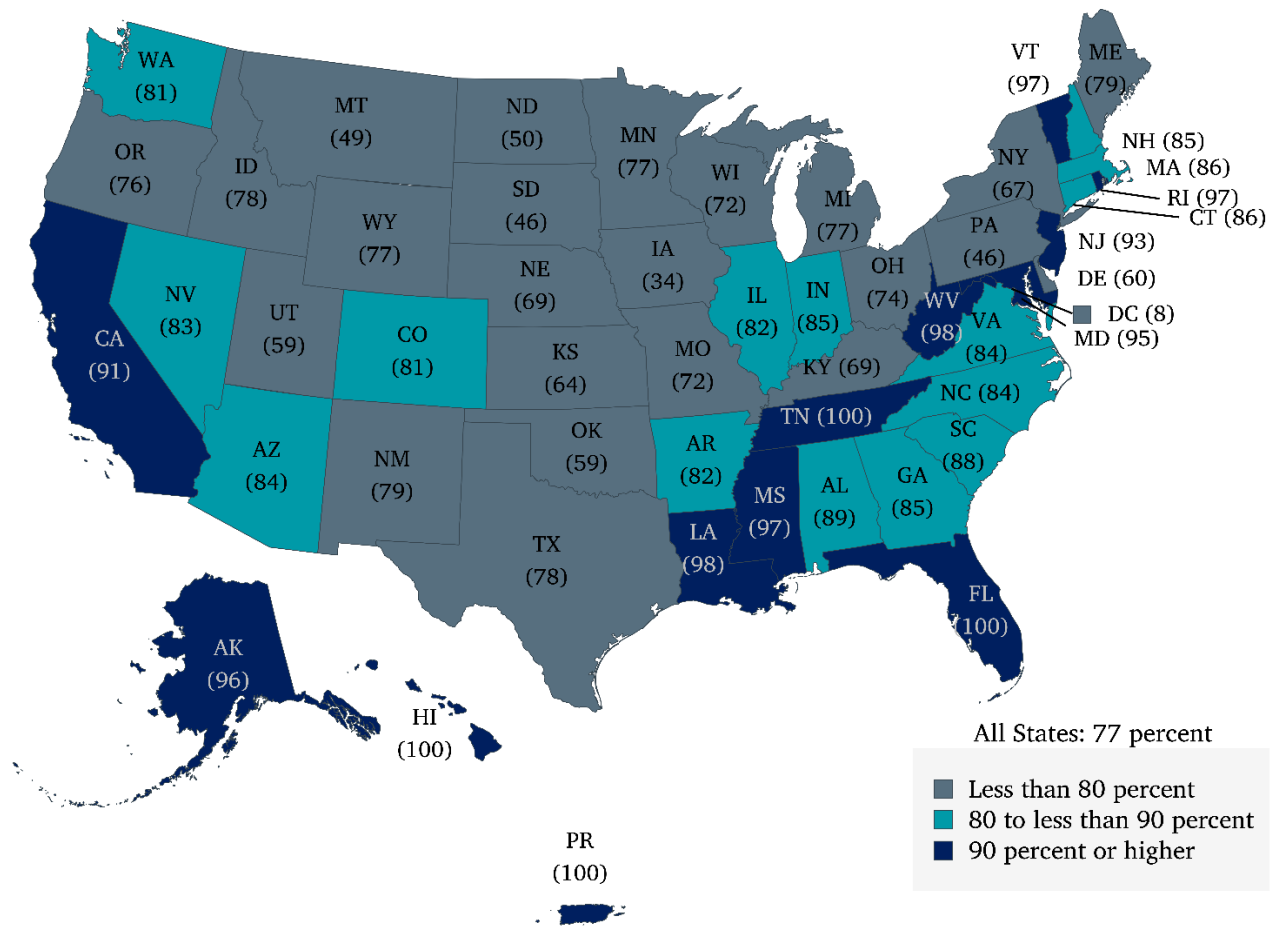


Exhibit reads: In 13 states, at least 90 percent of districts reported using Title II–A funds for professional development. In 15 states, at least 80 percent to 90 percent of districts reported using Title II–A funds for professional development. In 24 states, less than 80 percent of districts reported using Title II–A funds for professional development.

NOTE: N = 52 SEAs.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Similarly, professional development dominated the share of district-level Title II–A funds spent in most states. For example, the District of Columbia allocated 93 percent,¹⁸ Puerto Rico allocated 91 percent, and Washington allocated 79 percent of district-level funds for professional development (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 allocated for professional development was 20 percent in Montana, 26 percent in Iowa, 33 percent in Pennsylvania, 36 percent in North Carolina, and 40 percent in Virginia.

¹⁸ One district in the District of Columbia had a large share of total Title II–A district funds and allocated a majority of these funds to professional development; the other districts did not. In Exhibit 3, “8 percent” represents this single district out of the total number of districts in the District of Columbia. Since this district had a large share of total Title II–A funds and this district allocated the majority of their funds to professional development, professional development made up 93 percent of the total share of Title II–A district funds for the District of Columbia.

Districts 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 \$444 per participating teacher (Appendix Exhibit B.9).

Types of Professional Development That Districts Funded

The district survey asked about a range of professional development activities, given that 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” (ESEA section 8101(42)). These types of professional development include 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.¹⁹ In the survey, districts were asked 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.²⁰

Districts’ most common use of Title II–A funds for both teachers and principals was 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 professional development, 86 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 and Appendix Exhibit B.11).²² Districts that supported teacher training most commonly reported that one of their two largest expenditures was for short-term training activities (71 percent of districts), compared with 62 percent that reported this for longer-term professional development and 27 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 (Appendix Exhibit B.1).²¹ Among districts that used Title II–A funds for principal professional development the most common type was short-term training activities or conferences (81percent), followed by longer-term professional development (58 percent), then collaborative or job-embedded (32 percent) (Exhibit 4 and Appendix Exhibit B.12).²² Districts supporting principal professional development and training most commonly reported that short-term activities were one of their largest two expenditures (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).

¹⁹ 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.

²⁰ District survey questions 8 and 10 asked about specific types of professional development (see Appendix D). Appendix Exhibit B.11 provides more detail on how these types were categorized.

²¹ The term “school leader” means a principal, assistant principal, or other individual who is– (A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and (B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building (ESEA section 8101(44)).

²² 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).

Exhibit 4. Percentage of districts using Title II–A funds for teacher or principal professional development and training that funded various types of professional development in 2023–24

Percentage of districts

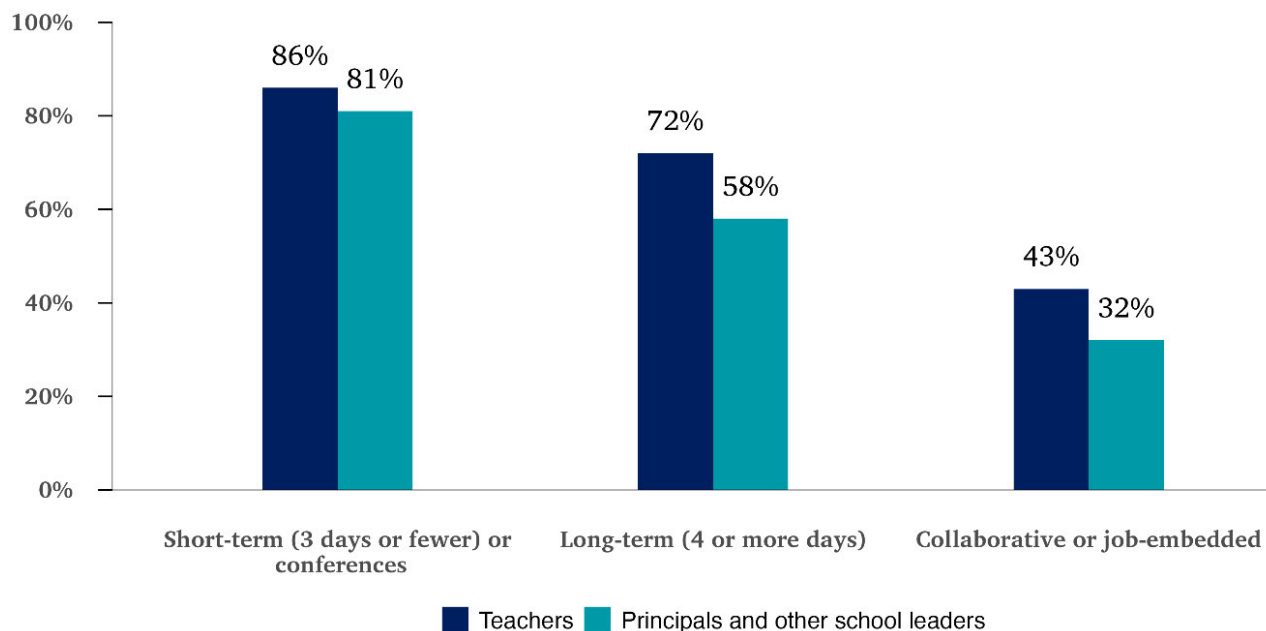


Exhibit reads: Among districts using Title II–A funds for teacher professional development, 86 percent reported supporting short-term professional development of 3 days or fewer or conferences. Among districts using Title II–A funds for professional development for principals or other school leaders, 81 percent reported supporting short-term professional development of 3 days or fewer or conferences.

NOTE: *N* = 10,003 districts weighted, 2,967 unweighted (teacher); *N* = 7,598 districts weighted, 2,445 unweighted (principal). The survey asked districts to indicate all types of professional development for which they used Title II–A funds.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Among districts that used Title II–A funds for teacher professional development, there were differences by district enrollment size and district type (charter and traditional) for most types of teacher professional development.²³ For example, large districts reported funding all types of teacher professional development, including longer-term (89 percent versus 83 percent of medium-sized districts and 66 percent of small districts), short-term or conferences (91 percent versus 88 percent of medium districts and 85 percent of small districts), collaborative or job-embedded professional development (72 percent versus 55 percent of medium districts and 35 percent of small districts), and other types of professional development (56 percent versus 35 percent of medium districts and 27 percent of small districts) (Appendix Exhibit B.13). Charter school districts were less likely than traditional school districts to report longer-term professional development (63 percent versus 74 percent) and collaborative or job-embedded professional development (33 percent versus 46 percent) (Appendix Exhibit B.13).

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 ten states, 90 percent or more of the districts that allocated Title II–A funds for teacher professional development

²³ See the glossary for detailed definitions of district enrollment size and district type.

used them specifically for longer-term teacher professional development: Delaware (100 percent), Hawaii (100 percent), District of Columbia (100 percent), Vermont (100 percent), Puerto Rico (100 percent), Oregon (98 percent), Maryland (95 percent), Florida (93 percent), Georgia (92 percent), and Louisiana (90 percent) (Appendix Exhibit B.15).²⁴ In four states, over 75 percent of districts that reported allocating Title II–A funds for teacher professional development used them for teacher professional development that was either collaborative or job-embedded: Delaware (100 percent), Hawaii (100 percent), Maryland (81 percent), and Vermont (79 percent).

In fourteen states, large percentages of districts (75 percent or more) reported using Title II–A funds for principal professional development that was longer-term: Delaware (100 percent), Hawaii (100 percent), District of Columbia (100 percent), Puerto Rico (100 percent), Vermont (88 percent), Arkansas (84 percent), Iowa (83 percent), Georgia (80 percent), Maine (79 percent), Nevada (78 percent), Louisiana (76 percent), New York (76 percent), North Carolina (75 percent) and North Dakota (75 percent) (Appendix Exhibit B.16). In three states, more than 60 percent of districts that reported allocating Title II–A funds for principal professional development used them for principal professional development that was either collaborative or job-embedded: Hawaii (100 percent), Delaware (67 percent), and Rhode Island (61 percent).

Professional Development Topics That Districts Funded

Teacher professional development most commonly focused on improving instructional practice, content knowledge, or using data and assessments to guide instruction. 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 (77 percent of districts) and improving teachers’ content knowledge in reading/language arts (70 percent of districts). In addition, 63 percent of districts supported professional development in the use of data and assessments to guide instruction (Exhibit 5 and Appendix Exhibit B.17).

There were differences by district enrollment size and urbanicity in the use of Title II–A funds for teacher professional development on most topics. For example, Title II–A funds for teacher professional development were used to understand state content standards and instructional strategies in 82 percent of large districts, 67 percent of medium-sized districts, and 47 percent of small districts (Appendix Exhibit B.18). By urbanicity, 58 percent of urban districts, 60 percent of suburban districts, 61 percent of town districts, and 46 percent of rural districts used funds for understanding state content standards and instructional strategies (Appendix Exhibit B.19). In addition, Title II–A funds for teacher professional development were used on teacher content knowledge in reading/language arts (R/LA) in 87 percent of large districts, 80 percent of medium districts, and 65 percent of small districts (Appendix Exhibit B.18). By urbanicity, 68 percent of urban, 74 percent of suburban, 78 percent of town, and 65 percent of rural districts used funds on this topic (Appendix Exhibit B.19).

²⁴ 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 counted based on unrounded estimates.

Exhibit 5. 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 2023–24

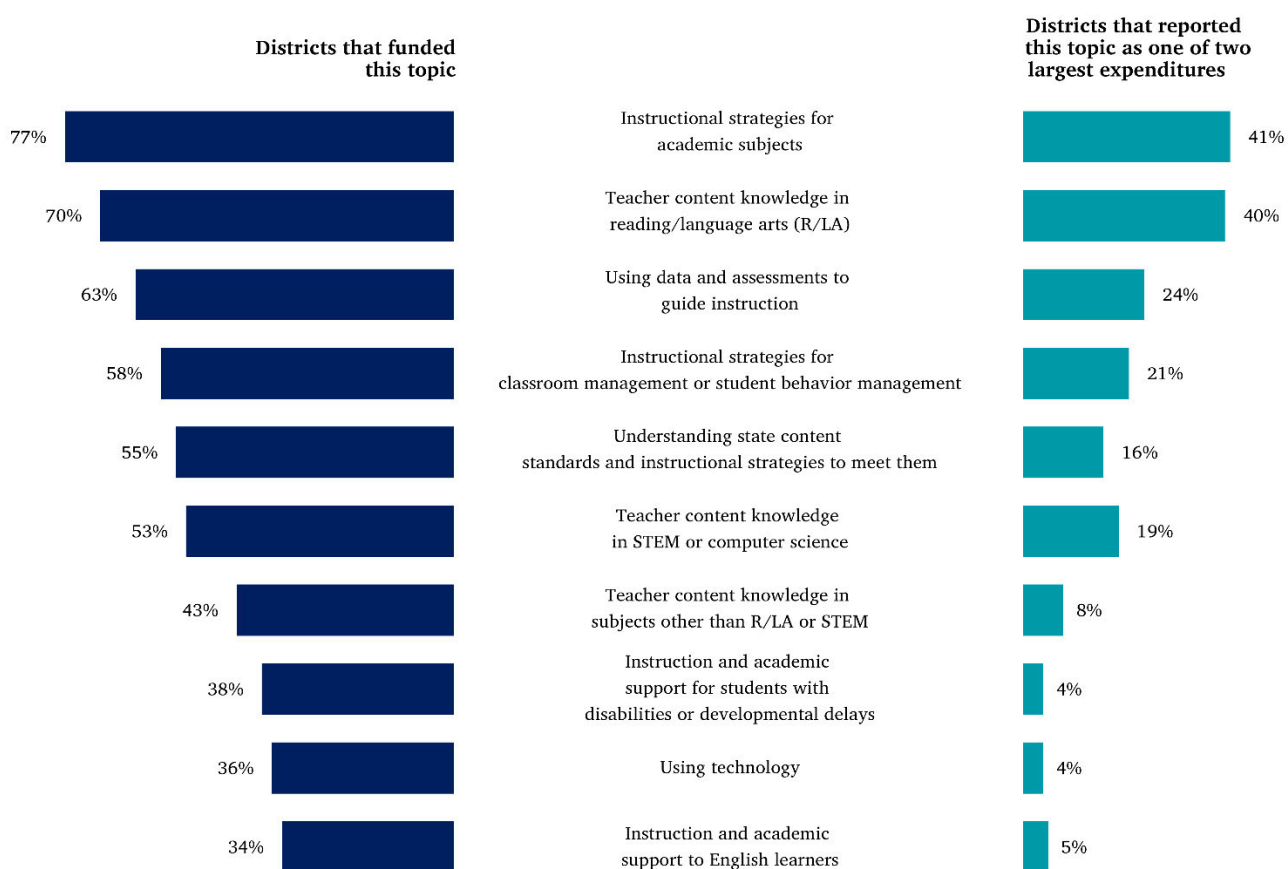


Exhibit reads: Among districts using Title II–A funds for teacher professional development, 77 percent reported funding teacher professional development on instructional strategies for academic subjects, and 41 percent reported that this topic was one of the two largest expenditures based on the amount of funding allocated.

NOTE: *N* = 9,965 districts weighted, 2,960 unweighted. The exhibit includes the 10 topics that 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 allocated. See Appendix Exhibits B.18, B.19, and B.20 for results by district characteristics and Appendix Exhibit B.21 for results by state.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

For principal professional development, districts most commonly invested in principal 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 (87 percent), school improvement planning or identifying interventions to support academic improvement strategies (76 percent), and strategies and practices to advance organizational development (62 percent) (Exhibit 6 and Appendix Exhibit B.22). Many districts also reported that these three areas were among their largest expenditures for principal professional development.

Exhibit 6. 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 2023–24

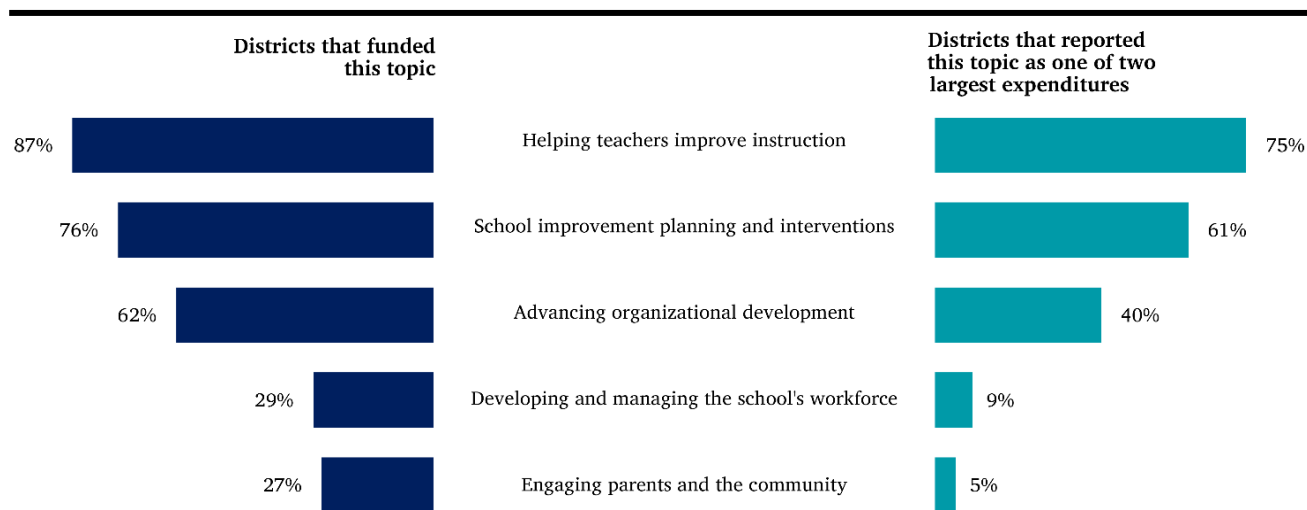


Exhibit reads: Among districts using Title II–A funds for principal professional development, 87 percent reported funding principal professional development on helping teachers improve instruction, and 75 percent reported that this topic was one of the two largest expenditures based on the amount of funding allocated.

NOTE: *N* = 7,695 districts weighted, 2,468 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 allocated. 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: 2023–24 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 allocation for specific Title II–A state activities, states reported spending \$16.1 million for activities related to professional development, or 18 percent of their total Title II–A spending (Appendix Exhibit B.6).²⁵ While professional development represents a smaller share of Title II–A spending at the state-level (18 percent) compared with the district-level (57 percent), 36 states used at least some funds for this purpose (Appendix Exhibit B.6 and Appendix Exhibit B.1). States used most of these funds to support programs for principals (25 states and \$9.9 million). States also reported supporting professional development to improve instruction and instructional leadership in science, technology, engineering, and math (19 states and \$4.1 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.

About one-quarter of states and one-tenth of districts used Title II–A funds for teacher, principal, or other school leader evaluation and support systems, an activity authorized by the ESEA.

Fourteen states reported using Title II–A state activities funds for evaluation and support systems for teachers, principals, and other school leaders, totaling \$3.6 million, or 4 percent of total state spending (Appendix Exhibit B.6). Examined as a share of state activities funds used for evaluation and support systems, Arkansas spent the greatest share of its funds on evaluation and support systems (26 percent), while five states spent less than 10 percent of their funds in this way (Appendix Exhibit B.27).

²⁵ 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.”

At the district-level, 10 percent of districts reported using funds for evaluation and support systems, amounting to 3 percent of total district Title II–A spending and representing a total of \$55.4 million (Appendix Exhibit B.1).

School Leadership Set-Aside

Under the ESEA, each state may reserve up to 3 percent of the total amount reserved for LEA subgrants for state-level activities that support principal and school leadership development (i.e., 3 percent of the 95 percent the state reserves for district subgrants). This set-aside amount is in addition to the funds states already have available for state-level activities to support principal and school leadership developments (up to 5 percent of the total state allocation).

Half of all states reserved additional set-aside funds for activities to support principals and other school leaders (Exhibit 7 and Appendix Exhibit B.28). States that reserved funds to support principals and other school leaders, on average, allocated 2.7 percent of the funds reserved for LEA subgrants for this support (Exhibit 6 and Appendix Exhibit B.28). Of the 26 states that set aside funds, 23 reserved between 2.5 percent and the maximum allowable 3 percent of the state’s LEA subgrant allocations; 3 states reserved between 1.5 and 2 percent.

Exhibit 7. States that used the Title II–A funds set-aside to support principals and other school leaders and the percentage of state LEA subgrant allocation used for this purpose in 2023–24

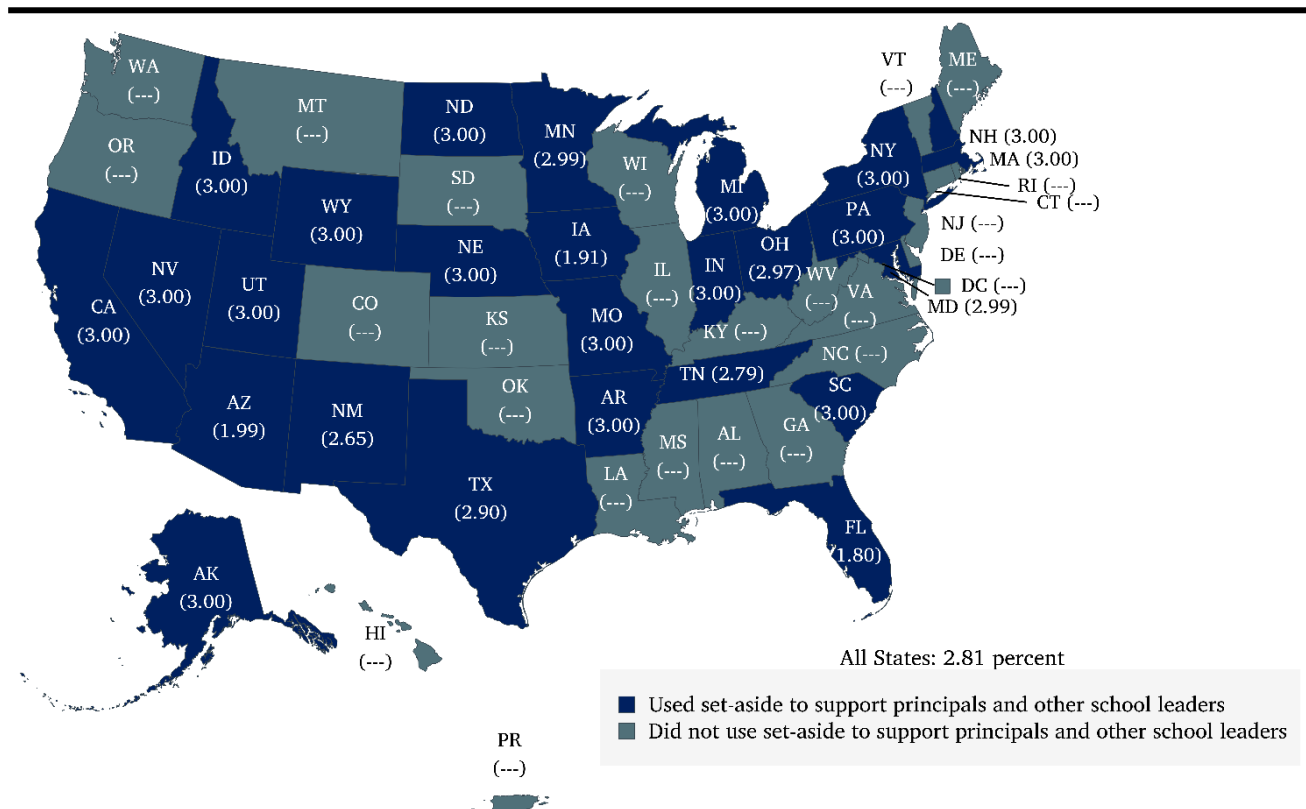


Exhibit reads: Twenty-six states set aside up to 3.00 percent of their state’s LEA subgrant allocations to support activities for principals and other school leaders. They are Alaska, Arizona, Arkansas, California, Florida, Idaho, Indiana, Iowa, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, Utah, and Wyoming.

NOTE: N = 52 SEAs.

SOURCE: 2023–24 Title II–A Use of Funds State Educational Agency Survey.

How Were Title II-A Funds Used in 2023-24 to Increase the Number of Effective Educators?

States and districts can use Title II-A funds 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 to a level that is evidence-based 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. Districts spent 20 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 effective educators, the most common strategies reported in this area were tailoring professional development to individual teacher or leader needs (81 percent) and induction or mentoring programs for new teachers and leaders (74 percent) (Exhibit 8 and Appendix Exhibit B.29). These two activities were also the largest two expenditures in this area overall: 71 percent of these districts reported that tailoring professional development was a “top two” strategy, while 61 percent of these districts reported this for induction and mentoring programs.²⁶

²⁶ 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 allocated.

Exhibit 8. 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 2023–24

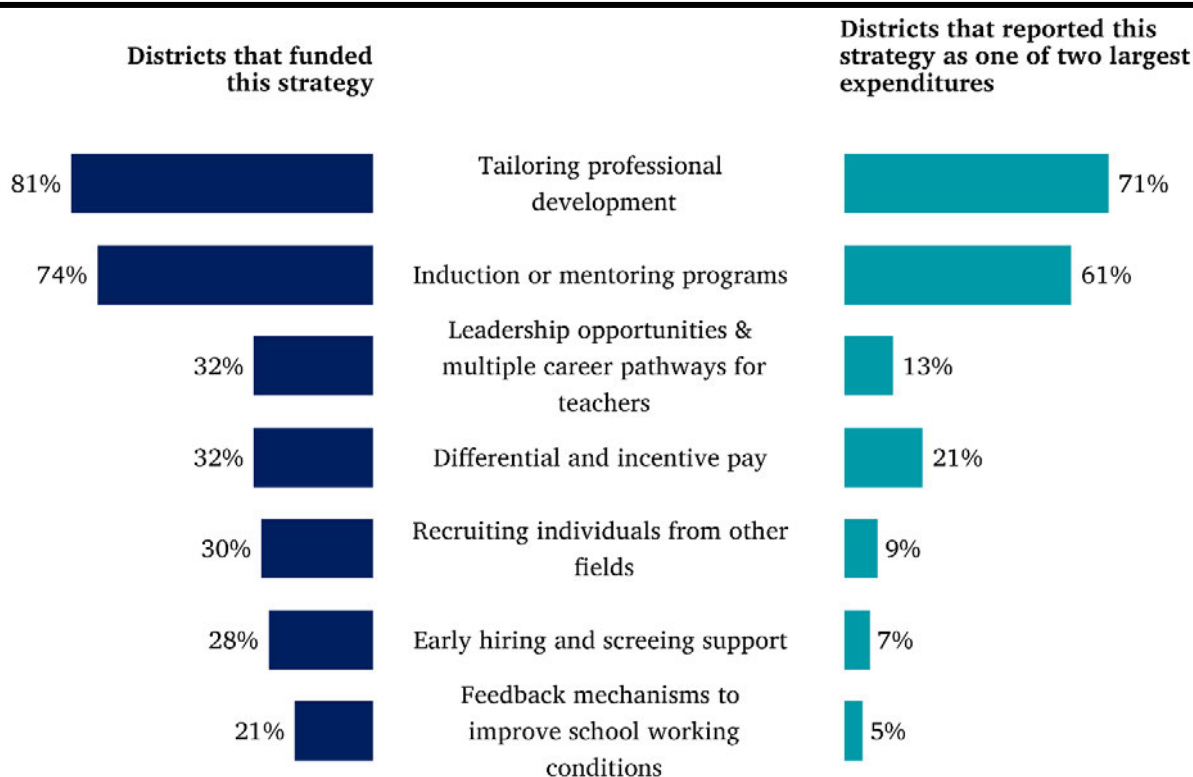


Exhibit reads: Among districts using Title II–A funds to recruit, hire, and retain effective educators, 81 percent reported tailoring professional development to individual needs, and 71 percent reported that this strategy was one of the two largest expenditures based on the amount of funding allocated.

NOTE: *N* = 4,382 districts weighted, 1,508 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 allocated. 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: 2023–24 Title II–A Use of Funds District Survey.

There were differences in the percentage of districts using Title II–A funds for recruitment, hiring, and retention by district enrollment size, urbanicity, and type. For example, 62 percent of large districts used funds for recruiting, hiring, and retaining effective teachers, compared to 40 percent of medium-sized districts and 30 percent of small districts (Appendix Exhibit B.2). There were also differences by urbanicity. Thirty-four percent of urban districts used funds for this purpose compared to 32 percent of suburban districts, 41 percent of town districts, and 21 percent of rural districts (Appendix Exhibit B.3). Traditional school districts were more likely to use funds for recruiting, hiring, and retaining effective educators (35 percent), but collectively spent a smaller share of funds for this purpose (19 percent) compared with 28 percent of charter school districts that collectively spent 27 percent of their funds (Appendix Exhibit B.4).

The share of district-level Title II–A funds devoted to recruiting, hiring, and retaining effective educators was highest in Hawaii (49 percent), North Carolina (37 percent), and Idaho (33 percent); in contrast, less than 10 percent of district-level Title II–A funds were used for this purpose in eleven states (Appendix Exhibit B.8). Support for recruiting, hiring, and retaining effective educators was the third-most common state-level Title II–A allocation, with 35 states reporting using funds for this purpose, and was the largest share of funds allocated at 34 percent (Appendix Exhibit B.6). The two most common

strategies employed by states focused on (1) training and support for instructional leadership teams, reported by 20 states, and (2) opportunities for effective teachers to lead evidence-based professional development for their peers, reported by 15 states. Of these two strategies, a larger share of funds went toward opportunities for effective teachers to lead evidence-based professional development for their peers, representing \$5.9 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.

Less 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 11 percent of their Title II–A allocations (Exhibit 1).

There were differences in districts’ share of Title II–A funds on class size reduction by district enrollment size, urbanicity, and district type (Exhibit 9). For example, small districts spent 18 percent of funds for class size reduction, compared to medium-sized districts spending 14 percent and large districts spending 7 percent for this purpose. By urbanicity, rural districts spent 18 percent, town districts spent 19 percent, suburban districts spent 7 percent, and urban districts spent 10 percent of Title II–A funds on class size reduction. Charter school districts reported spending less than 1 percent of their Title II–A funds on activities to reduce class size, compared with 11 percent in traditional districts (Appendix Exhibits B.2, B.3, and B.4).

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 30 states reported spending less than 10 percent of their funds on class size reduction (Appendix Exhibit B.8).

Exhibit 9. Share of Title II–A funds districts used for class size reduction in 2023–24, by district characteristics

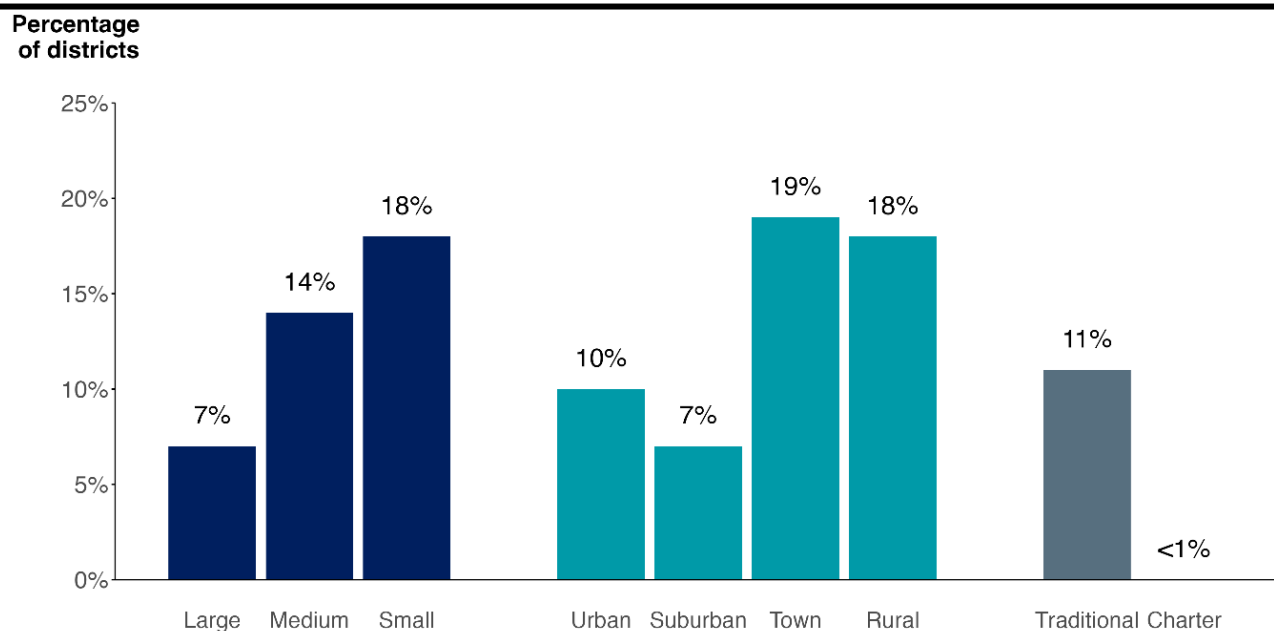


Exhibit reads: Collectively, large districts spent 7 percent of their Title II–A funds on class size reduction, while medium-sized districts collectively spent 14 percent of their Title II–A funds on class size reduction, and small districts collectively spent 18 percent of their Title II–A funds on class size reduction.

NOTE: $N = 13,074$ districts weighted, 3,653 unweighted. The share of funds used for class size reduction differed significantly by district enrollment size, urbanicity, and type ($p < 0.05$). See the glossary for definitions of district characteristics.

SOURCE: 2023–24 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. Title I, Part A of the ESEA requires each state, in its consolidated state plan, to describe how and provide data on whether there are disproportionate rates of ineffective, out-of-field, or inexperienced teachers assigned to low-income and minority students.²⁷

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 2023–24 state survey included a question that asked states about the 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-one states reported that Title II–A funds for administration and monitoring were part of their plan for improving equitable access to effective teachers (Exhibit 10 and

²⁷ 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.

Appendix Exhibit B.34). Training, technical assistance, and capacity building for districts was the second most commonly used funds to improve equitable access to effective educators (18 states). Professional development programs for principals was another strategy states frequently used to support equitable access, with 15 states reporting this use of funds. Overall, 15 states also reported generally using Title II-A funds for improving equitable access to effective teachers for low-income and minority students as a spending category.²⁸

Exhibit 10. Number of states that funded activities for improving equitable access to effective educators in 2023–24 with Title II-A funds

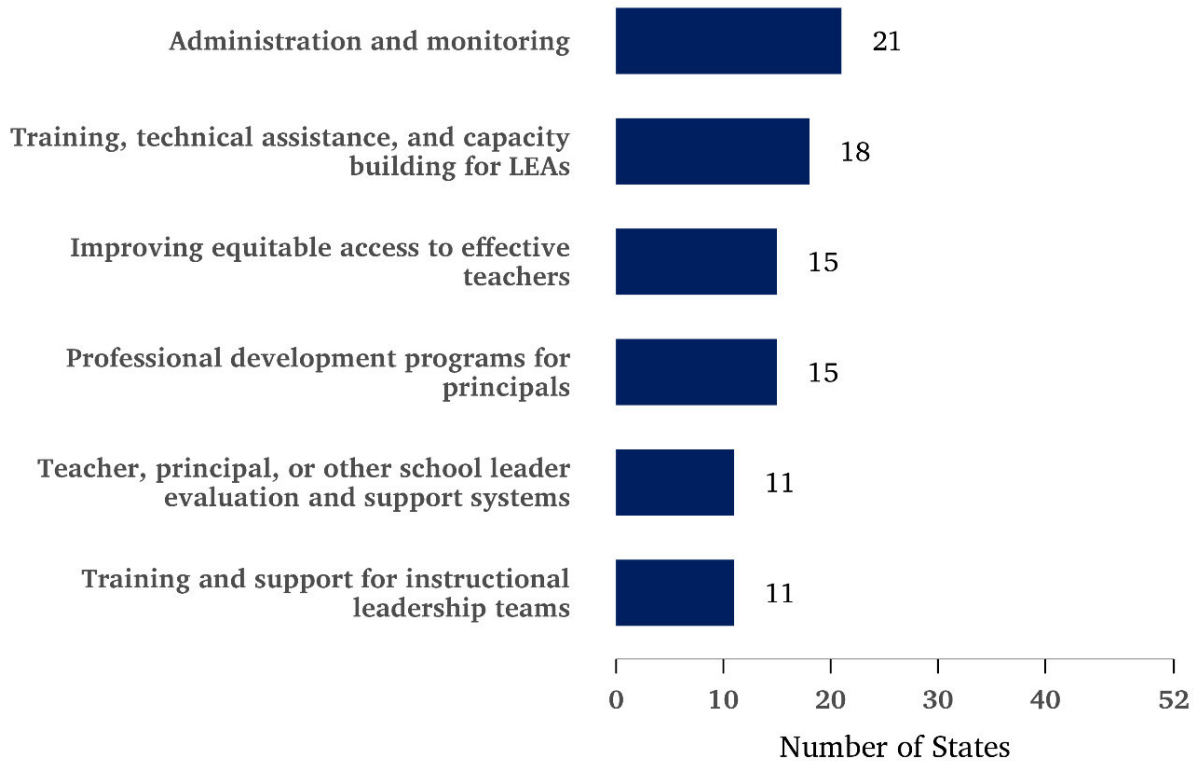


Exhibit reads: Twenty-one states reported using Title II-A funds for administration and monitoring as part of their state plan to improve equitable access to effective educators.

NOTE: *N* = 52 SEAs. The exhibit includes the six 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. Twelve states indicated that none of these activities were part of their state’s plan for improving equitable access.

SOURCE: 2023–24 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 that examined disproportionate rates were also asked about the measures they used to define teacher quality or effectiveness.

Over half of all districts examined the distribution of effective teachers across their schools (Exhibit 11 and Appendix Exhibit B.35). Fifty-six percent of districts reported they examined the

²⁸ The state survey (in Appendix D) 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.

distribution of effective teachers.²⁹ In doing so, these districts reported using a variety of teacher quality measures. More than three-quarters of them used teacher certification (79 percent) or teacher experience (75 percent) to define quality. Other commonly used information included teacher evaluation ratings and their assignment in certified fields, reported by 73 and 69 percent of districts, respectively.

Among all districts that examined the equitable distribution of teachers (55 percent of traditional school districts and 59 percent of charter school districts), charter school districts were more likely to report using teacher effectiveness measures such as teacher education, value-added measures, or student learning objectives (61, 62 and 64 percent, respectively, compared with 50, 53 and 48 percent for traditional school districts). Traditional school districts were more likely to report the assignment of teachers to a grade or classes consistent with their field of certification (72 percent) compared with charter school districts (58 percent) (Appendix Exhibit B.35).

Exhibit 11. Percentage of districts that examined the distribution of teacher quality or effectiveness and the type of information used to define teacher quality in 2023–24

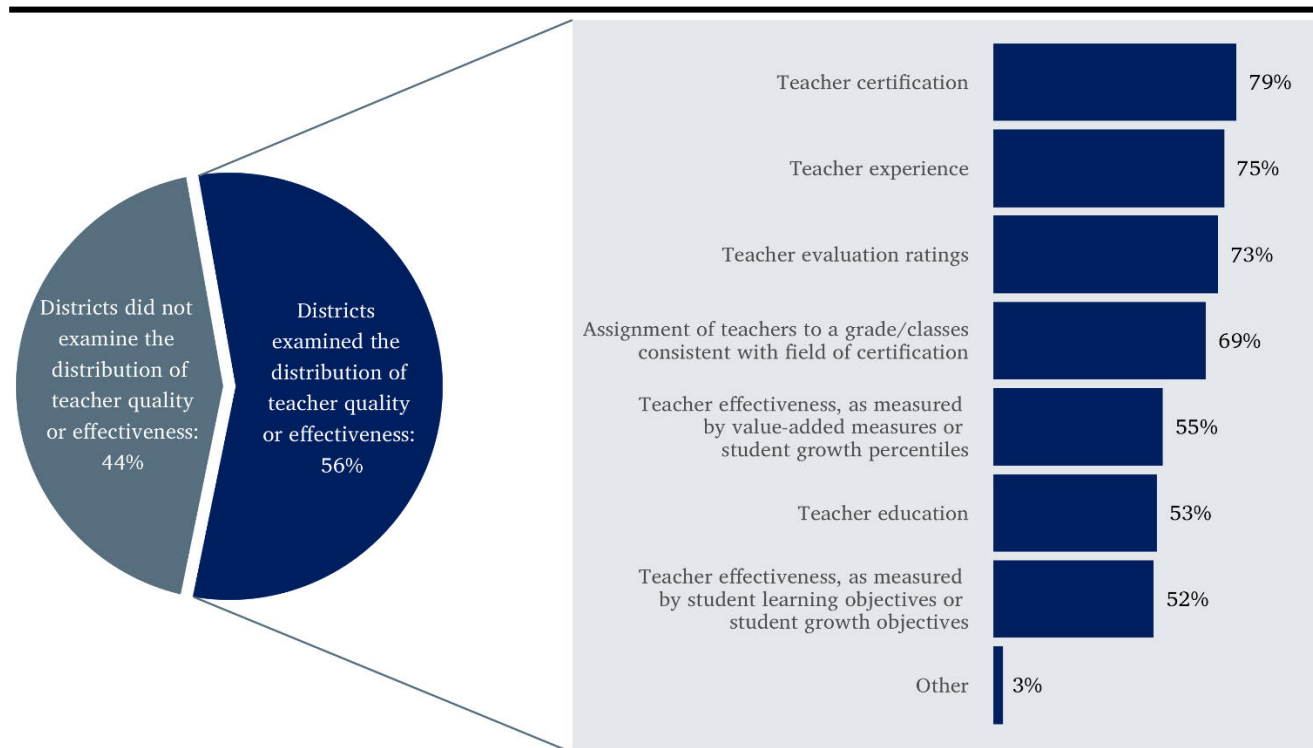


Exhibit reads: Fifty-six percent of districts reported examining the distribution of teacher quality or effectiveness. Of these districts, 79 percent reported using teacher certification to define teacher quality.

NOTE: *N* = 16,195 districts weighted, 4,284 unweighted. Among these districts, 9,083 (weighted) examined the distribution of teacher quality or effectiveness (2,451 unweighted).

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

District Strategies to Improve Within-District Equity of Teachers

In addition to examining equitable access to effective teachers 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

²⁹ Forty-eight percent of districts examined the distribution but found no inequities, and 8 percent of districts reported finding inequities.

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, about 13 percent of districts reported using Title II-A funds to improve equitable access (Exhibit 12 and Appendix Exhibit B.36). Among these districts, 71 percent reported offering more professional development opportunities for teachers in schools with lower levels of teacher quality or effectiveness compared with other schools. A little over half of the districts that used funds to improve equity (54 percent) reported improving teaching and learning environments at schools with lower levels of teacher quality or effectiveness. Forty-five percent of these districts began the hiring process earlier, and 32 percent increased external recruitment activities. Thirty-two percent of these districts sought to attract and retain effective teachers by providing potential avenues for advancement through career ladders or teacher leadership roles.

Exhibit 12. Percentage of districts using Title II-A funds to improve within-district equity of teachers that funded various strategies to address inequities in 2023-24

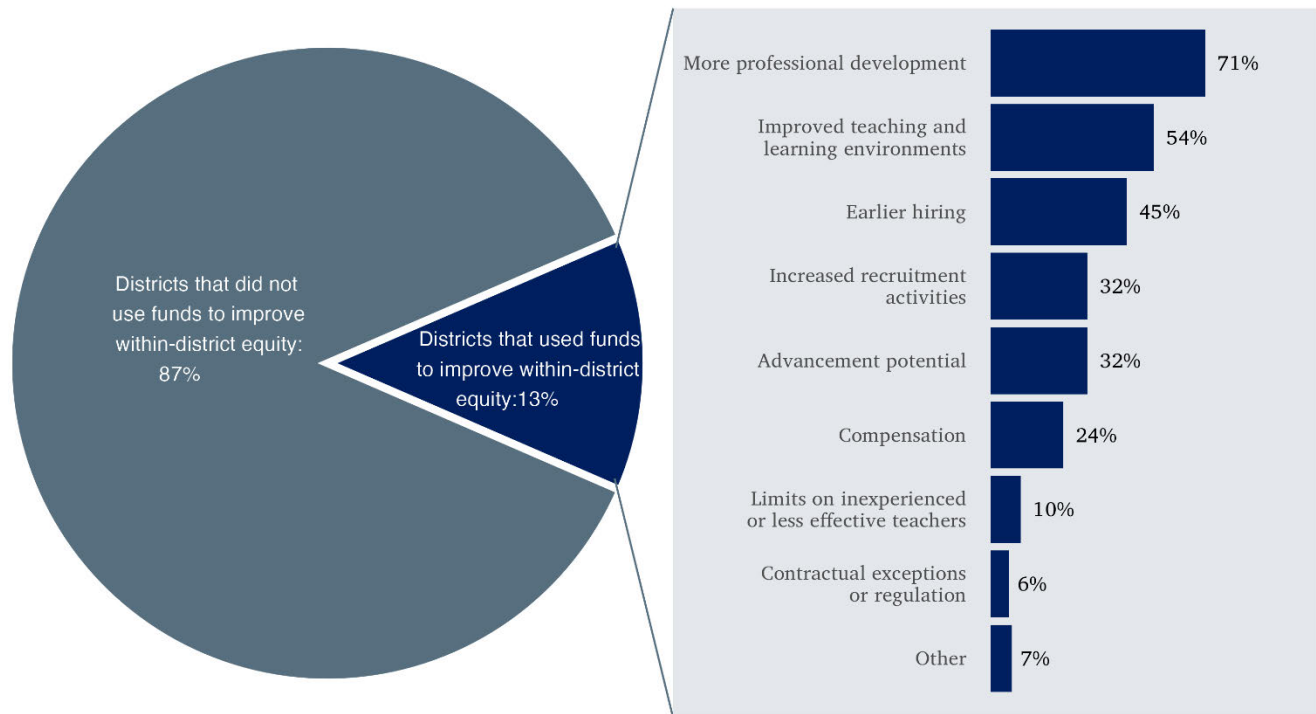


Exhibit reads: Thirteen percent of districts funded strategies to improve within-district equity. Of these districts, 71 percent reported offering more professional development to improve equitable distribution.

NOTE: N = 12,845 districts weighted, 3,612 unweighted. Among these districts, 1,680 (weighted) used Title II-A funds to improve within-district equity (520 unweighted).

SOURCE: 2023-24 Title II-A Use of Funds District Survey.

Section 2: Who Received Title II-A Funds in 2023-24?

The Department awarded states \$2.2 billion in Title II-A funding for use in the 2023–24 school year. 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 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 (95 percent) passes through to districts to support teachers and school leaders.³⁰

Large, urban districts received a large share of Title II-A funds. Reflecting the funding formula, in 2023–24, 29 percent of Title II-A funding went to urban districts with more than 10,000 public school students (Exhibit 13, Appendix Exhibit B.38, and see also Appendix Exhibit B.37 for additional information). Nationally, large, urban districts account for roughly 32 percent of all school-age children living in poverty.³¹ Large suburban districts also received large shares of the funds (22 percent). Although nationally the majority of 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.³²

Exhibit 13. Share of Title II-A district allocations in 2023–24, by district enrollment size and urbanicity

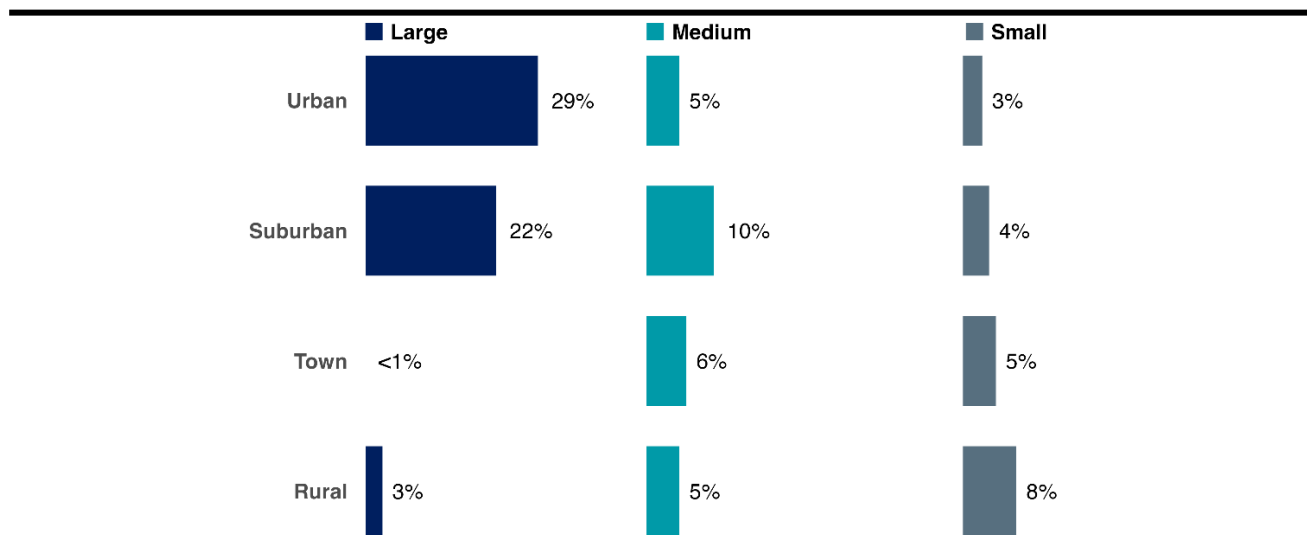


Exhibit reads: Among all districts receiving Title II-A program funds, large urban districts received 29 percent of funds, medium-sized urban districts received 5 percent, and small urban districts received 3 percent.

NOTE: *N* = 16,477 districts weighted, 4,345 unweighted. See the glossary for definitions of district enrollment size and urbanicity. Percentages may not sum to 100 because of rounding.

SOURCE: 2023–24 Title II-A Use of Funds District Survey.

³⁰ From the 5 percent for state activities, SEAs 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. Additionally, they may reserve up to 3 percent of the amount reserved for LEA subgrants for activities that benefit principals or other school leaders.

³¹ Calculated using data from the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) Program School District Estimates for 2022, 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 2022–23.

³² Calculated using data from the 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 2022–23.

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.³³

Few states transferred funds between Title II–A and other federal formula grant programs. In 2023–24, one state (Virginia) transferred funds from Title II–A to other federal formula grant programs, and two states (California and Oklahoma) transferred funds from another ESEA program to Title II–A (Appendix Exhibit B.39 and Appendix Exhibit B.40). After transfers to other programs, Virginia had 14 percent less Title II–A funds available for state activities. In contrast, transfers into Title II–A increased funding for Title II–A state activities in Oklahoma by 53 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 being 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; Appendix Exhibit B.42 and Exhibit 14). Some districts (20 percent of all districts) transferred all their Title II–A funds to another federal formula grant program (Appendix Exhibit B.41). Nearly one-quarter of all districts (24 percent) transferred funds to Title I–A.³⁴ Title V, Part B was the next most common recipient of Title II–A funds (1.5 percent).³⁵

³³ The ESEA permits states and districts to move some or all funds from Title II–A to Title I–A, 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); Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act); and Title IV–A programs. It also permits them to move some or all funds from Title IV–A to Title II–A. States may also transfer funds between Title II–A and Title V, Part B (Rural Education Achievement Program).

³⁴ Title I–A provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

³⁵ 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 14. Percentage of Title II–A districts that transferred funds to or from another ESEA program in 2023–24, and the percentage of Title II–A funds they transferred

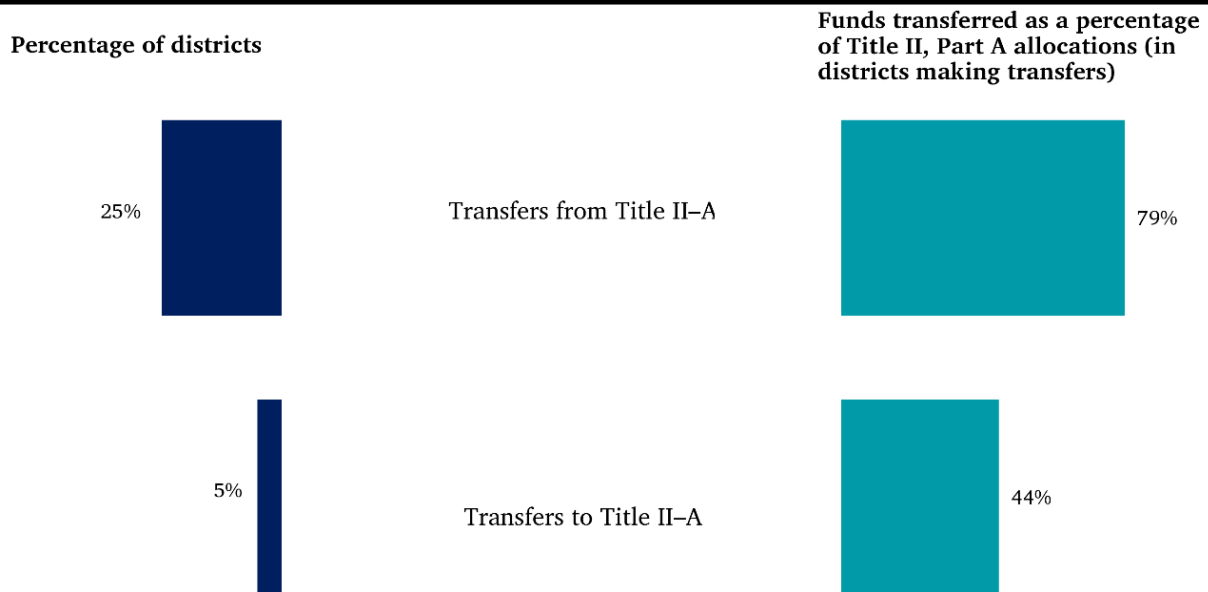


Exhibit reads: Twenty-five percent of Title II–A districts transferred funds from Title II–A to another program. Among the districts that transferred Title II–A funds to another program, the amount collectively accounts for 79 percent of these districts’ Title II–A funds.

NOTE: *N* =16,477 districts weighted, 4,345 unweighted. Districts that both transferred funds to and from Title II–A are counted based on net transfers (whichever transfer amount is larger).

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

About one-tenth of districts that transferred funds 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 79 percent (Appendix Exhibit B.42 and Exhibit 14). Of the districts with net transfers out of Title II–A, most transferred all their Title II–A funds to another program (80 percent; Appendix Exhibit B.43).³⁶ An additional 11 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 44 percent (Appendix Exhibit B.42 and Exhibit 14). Among districts with net transfers into Title II–A, 16 percent received a transferred amount equivalent to their original Title II–A allocation, thereby doubling available funds (Appendix Exhibit B.43). An additional 38 percent received net transfers equivalent to more than one-half of their allocation.

There were differences in the percentage of districts that transferred funds from Title II–A to another program by district enrollment size and urbanicity. Nearly one-third (30 percent) of small districts (fewer than 2,500 students) transferred funds to another program (Exhibit 15 and Appendix Exhibit B.42). By comparison, 12 percent of medium districts (2,500 to 10,000 students) and 7 percent of large districts (more than 10,000 students) transferred funds to another program. Similarly, 33 percent of rural districts transferred funds to another program, compared with 29 percent of urban districts. Districts that transferred funds from Title II–A to another program, on average, received

³⁶ The 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.

smaller Title II–A allocations (\$55,100 compared with \$152,000 among districts that did not transfer funds and \$110,000 among districts with transfers into Title II–A; Appendix Exhibit B.44). Districts that received relatively small allocations—such as small and rural districts—may have used the transfer of funds flexibility to create a larger funding pool that enabled them to purchase needed resources or services.

There were also differences by district enrollment size and urbanicity in the amount of transferred funds out of Title II–A. Among small districts that transferred funds, they collectively transferred 87 percent of their Title II–A funds to other programs, compared with 70 percent among large districts transferring funds (Exhibit 15). Similarly, rural districts making such transfers shifted 85 percent of their Title II–A funds to other programs, compared with 73 percent among the suburban districts making such transfers.³⁷ Among districts that transferred funds in the other direction—to Title II–A from other programs—small districts received transfers that increased the funds available to Title II–A by 72 percent compared with 47 and 31 percent for medium and large districts, respectively (Appendix Exhibit B.42).

Exhibit 15. Percentage of districts that transferred Title II–A funds to another ESEA program in 2023–24 and the share of funds they transferred, by district characteristics

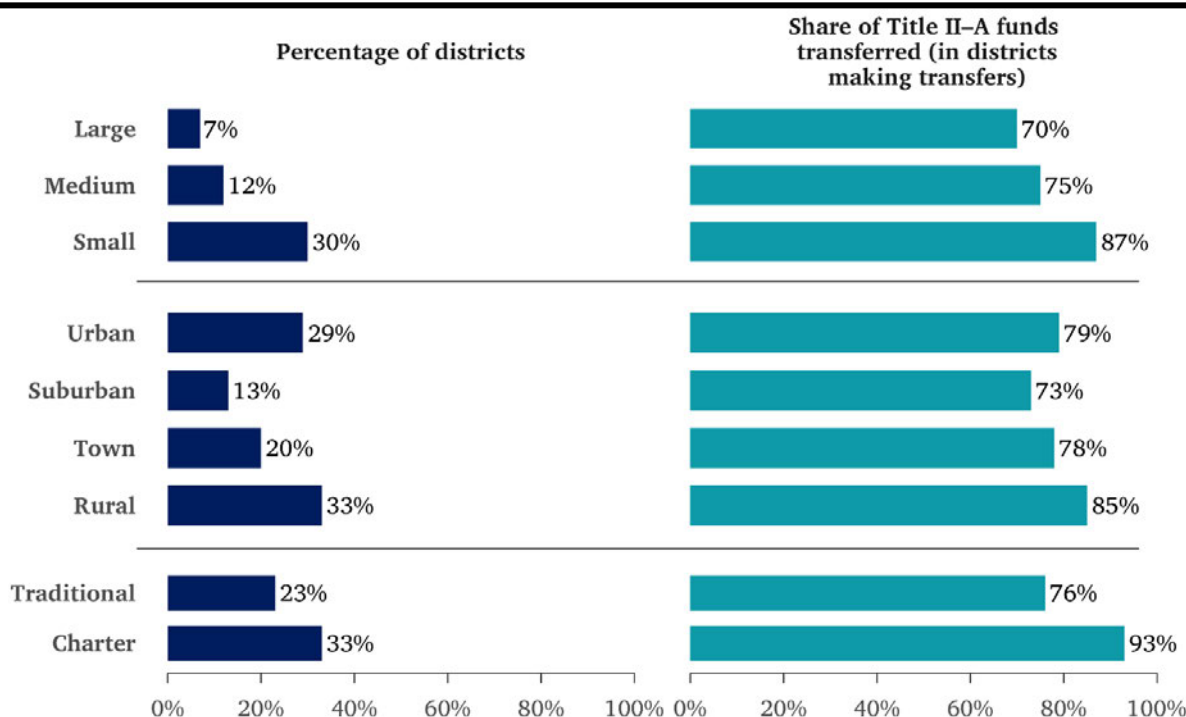


Exhibit reads: Among large districts that received Title II–A funds, 7 percent transferred funds from Title II–A to another program. These large districts that transferred funds collectively transferred 70 percent of their Title II–A funds to another program.

NOTE: *N* = 16,477 districts weighted, 4,345 unweighted. See the 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 enrollment size, urbanicity, and type (*p* < 0.05). 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. See the glossary for definitions of district characteristics.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

³⁷ Among rural districts, 91 percent are small districts in relation to enrollment (fewer than 2,500 students). About half of all small districts are located in rural areas (Appendix Exhibit B.38).

Districts' use of transferability also varied by state (Exhibit 16 and Appendix Exhibit B.45). The states with the largest percentage of districts transferring funds out of Title II–A were North Dakota (80 percent), Oklahoma (78 percent), Delaware (71 percent), Missouri (60 percent), Montana (58 percent), Arkansas (56 percent), Mississippi (52 percent), and Georgia (52 percent). In four states (Florida, Hawaii, Maryland, and Puerto Rico), none of their districts made such transfers out of Title II–A. Transfers into Title II–A were most common in South Dakota (26 percent), West Virginia (25 percent), and Wyoming (21 percent). In 10 states, 1 percent or fewer of districts made transfers into Title II–A.

Exhibit 16. Percentage of districts that transferred funds between Title II-A and another ESEA program in 2023-24, by state

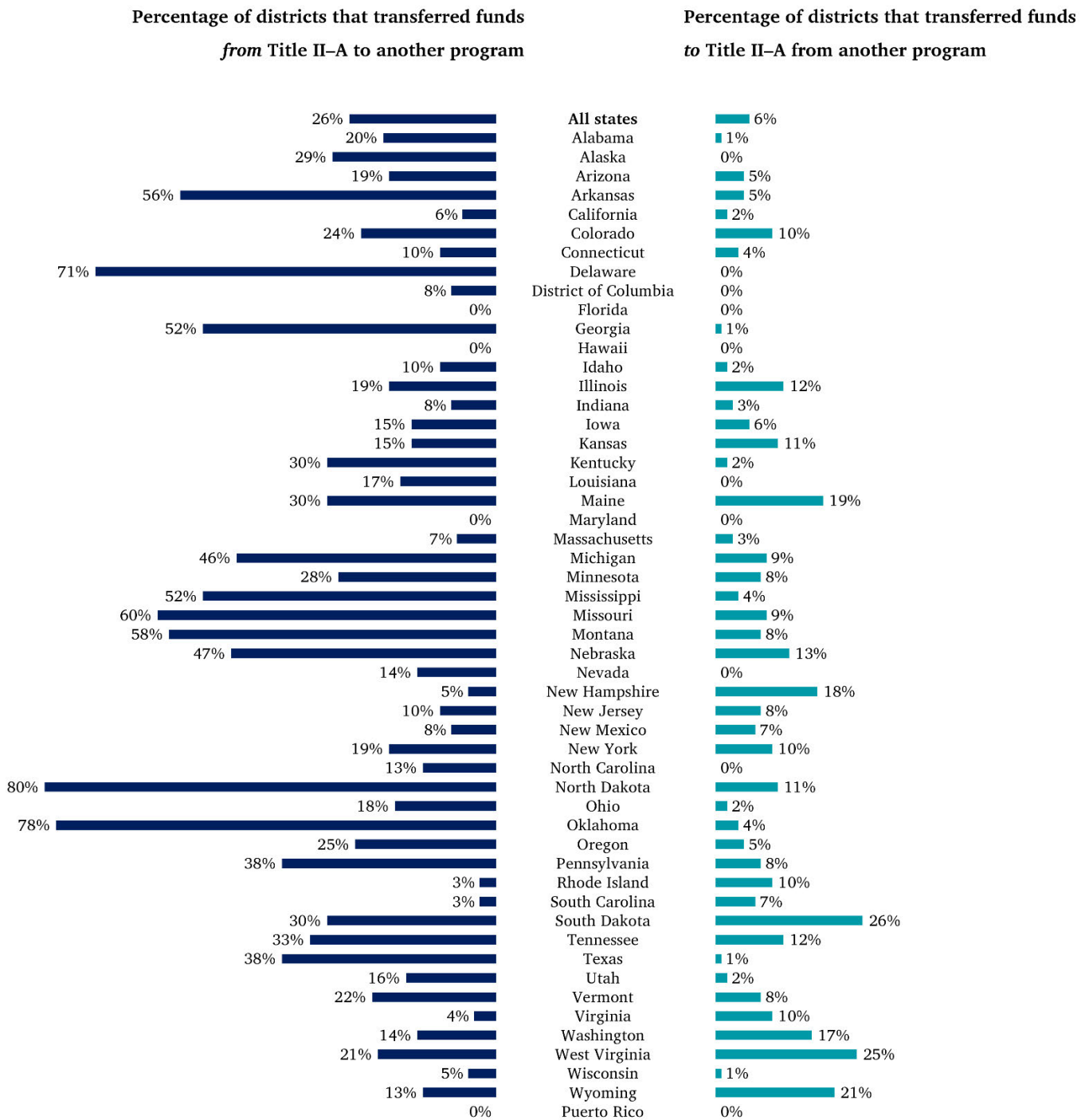


Exhibit reads: Among all states, 26 percent of districts transferred funds from Title II-A into another program, and 6 percent of districts transferred funds from another program to Title II-A.

NOTE: N = 16,477 districts weighted, 4,345 unweighted. Percentages include districts that both transferred funds in and out.

SOURCE: 2023-24 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, 2022–23 and 2023–24 school years in two areas: (1) spending across major categories and (2) transfers of funds in or out of Title II–A. Additionally, the map exhibits show the changes in the percentage of districts that used Title II–A funds by category and the largest changes between the 2022–23 and 2023–24 school years (Exhibits 17 and 18).

Changes in District Spending

Districts allocated a consistent share of Title II–A funding for professional development. In both 2022–23 and 2023–24, districts spent 57 percent of their Title II–A funds for professional development activities (Appendix Exhibit B.46). The percentage of districts allocating Title II–A funds for professional development also did not significantly change, with 78 percent of districts in 2022–23 and 77 percent of districts in 2023–24 (Appendix Exhibit B.47). There were also no significant differences in the percentages of districts that reported allocating funds to professional development in 2023–24 as compared to 2022–23 by district characteristics, such as enrollment size, urbanicity, and type (Appendix Exhibit B.48). However, in previous years, the percentage of districts allocating Title II–A funds for professional development activities increased from 75 percent in 2021–22 to 78 percent in 2022–23. Changes in activities reported by small districts and charter districts contributed to this increase between 2021–22 and 2022–23.

Districts allocated a smaller share of Title II–A funding for class size reduction. The share of Title II–A funds being used for class size reduction decreased to 11 percent in 2023–24, down from 12 percent in 2022–23 (Appendix Exhibit B.46). Despite a decline in the share of funds allocated for class size reduction, the percentage of districts that allocated funds for class size reduction did not significantly change between 2022–23 and 2023–24 (each 17 percent). The percentage of districts using funds for class size reduction declined between 2021–22 and 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).

Districts allocated a larger share of Title II–A funding for recruiting, hiring, or retaining effective teachers. The share of Title II–A funds used for recruiting, hiring, or retaining effective teachers increased to 20 percent in 2023–24, up from 17 percent in 2022–23 (Appendix Exhibit B.46). Nationally there was no change in the percentage of districts that allocated funds for recruiting, hiring, or retaining effective teachers (34 percent of districts reported allocating funds in both 2022–23 and 2023–24). However, the percentage of medium-sized districts that reported using funds to recruit, hire, or retain effective teachers did decrease (40 percent in 2023–24 compared with 44 percent in 2022–23). There was also no change in the overall percentage of districts that allocated funds for recruiting, hiring, or retaining effective teachers between 2021–22 and 2022–23. However, significant increases were observed between 2021–22 and 2022–23 for medium districts, rural districts, and traditional districts. Additionally, there was a significant decrease in large districts between 2021–22 and 2022–23 in the use of funds for this purpose (Appendix Exhibit B.48).

District allocation of Title II–A funds for almost all selected types of teacher professional development and training (longer-term and collaborative or job-embedded) did not change significantly. In 2022–23 and 2023–24, the overall percentages of districts using funds for almost any type of teacher professional development did not change significantly (Appendix Exhibit B.49). However, in 2023–24, there was a decline in the percentage of districts using district or school-level

staff for conducting short-term or conference professional development (47 percent as compared to 52 percent in 2022–23). In 2023–24, the percentages of districts that allocated funds for teacher professional development across the different types of professional development and training were 86 percent for short-term, 72 percent for longer-term, 43 percent for collaborative or job-embedded, and 31 percent for other professional development³⁸ (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, in 2021–22, 2022–23 and 2023–24 which was a significant decrease from 55 percent in 2020–21 (Appendix Exhibit B.49).

The percentage of districts allocating Title II–A funds for evaluation systems increased in 2023–24. The percentage of districts across all states that allocated funds to evaluation systems using Title II–A funds available after transfer increased to 10 percent in 2023–24 as compared to 8 percent in 2022–23 (Appendix Exhibit B.47). A total of 28 states in 2023–24 had an increase while 21 states had a decrease in the percentage of districts that allocated funds to evaluation systems between 2022–23 and 2023–24 (Exhibit 17 and Appendix Exhibit B.55).

³⁸ Other professional development activities include internet-based professional development (e.g., video library, skill-building modules, online coaching); professional certifications (e.g., national board certification, state-level credentials, or endorsements); and alternative (nontraditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based.

Exhibit 17. Change in percentage of districts that allocated Title II–A funds to evaluation systems from 2022–23 to 2023–24, by state

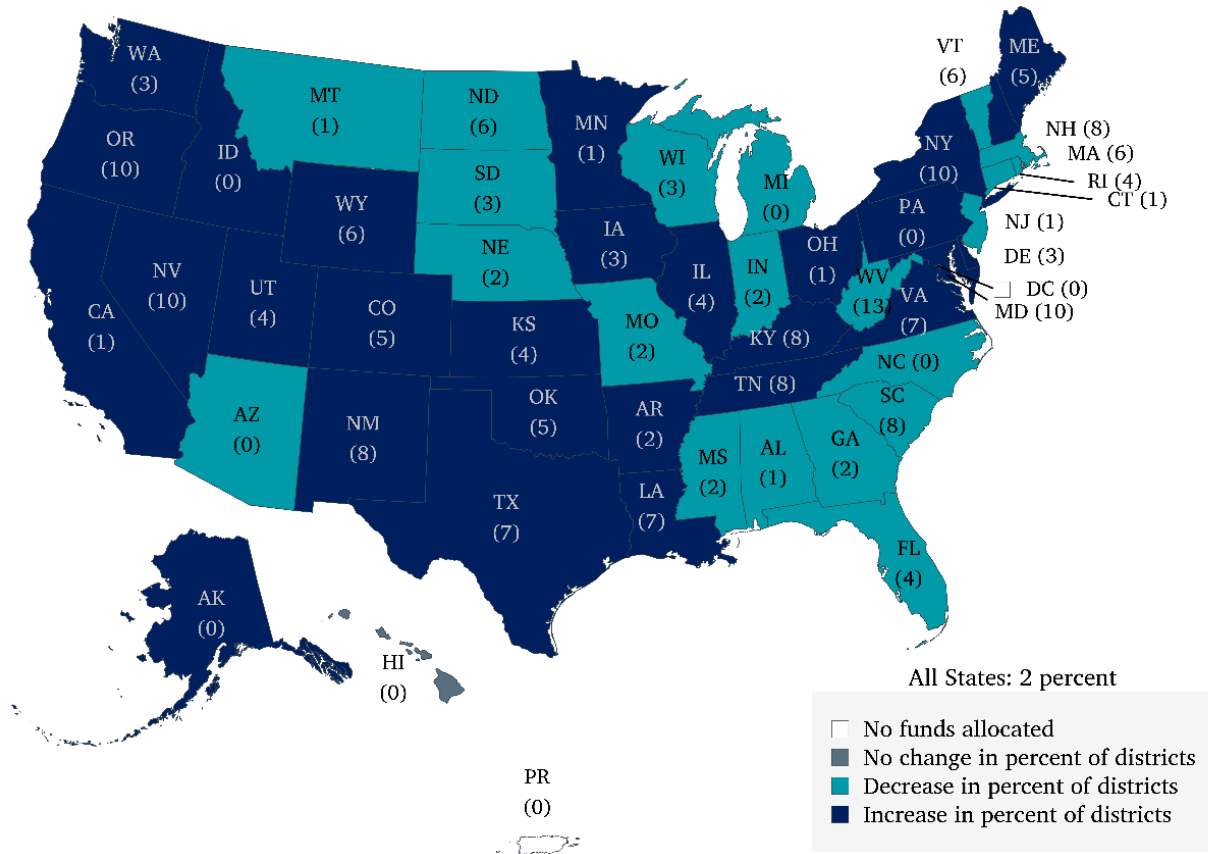


Exhibit reads: DC and Puerto Rico reported that 0 percent of districts allocated Title II–A funds to evaluation systems for both 2022–23 and 2023–24. Hawaii reported that 100 percent of districts allocated Title II–A funds to evaluation systems for both 2022–23 and 2023–24.

NOTE: *N* = 52 SEAs. Figure is based on rounded estimates. See Appendix Exhibit B.55 for a table with estimates rounded to the tenths place.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

For most states, the percentage of districts in each state transferring Title II–A funds to Title I–A changed between 2023–24 and 2022–23. The average percentage of districts across all states that transferred funds from Title II–A to Title I–A (which is the federal formula grant program for improving the academic achievement of the disadvantaged; improving basic programs operated by LEAs) remained consistent from 2022–23 to 2023–24 (24 percent for both years, Appendix Exhibit B.53 and B.56). Comparing the percentage of districts transferring Title II–A funds to Title I–A by states, however, a total of 26 states in 2023–24 had an increase while 23 states had a decrease in 2023–24 (Exhibit 18 and Appendix Exhibit B.56). For example, in 2023–24, 43 percent of districts in Georgia reported transferring Title II–A funds to Title I–A, compared to 29 percent of districts in 2022–23, while the percentage of districts in Maine decreased from 36 percent in 2022–23 to 21 percent in 2023–24 (Appendix Exhibit B.56).

Exhibit 18. Change in percentage of Title II–A funds transferred to Title I–A by districts under ESEA funding transferability from 2022–23 to 2023–24

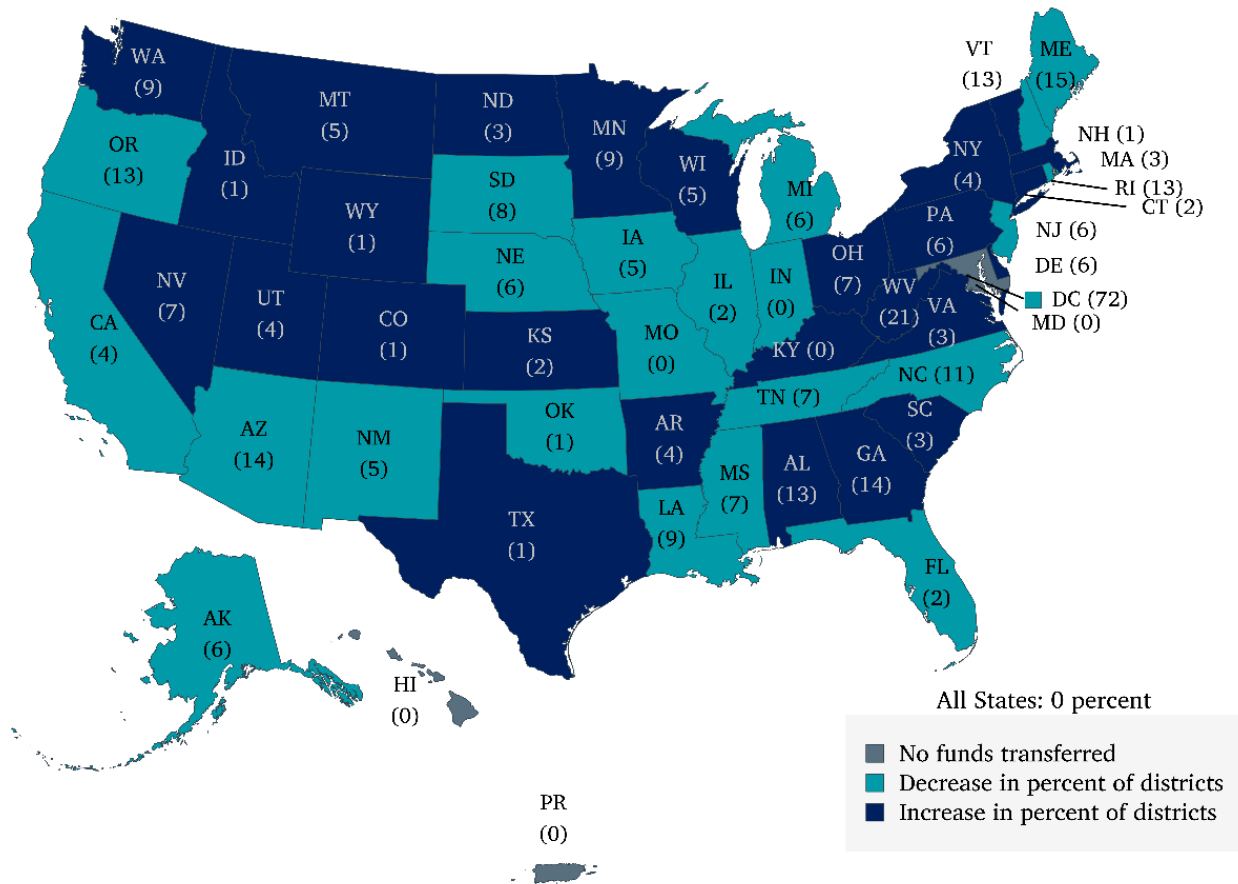


Exhibit reads: Hawaii, Maryland, and Puerto Rico reported that 0 percent of districts transferred Title II–A funds for both 2022–23 and 2023–24.
NOTE: N= 52 SEAs. Figure is based on rounded estimates. See Appendix Exhibit B.56 for a table with estimates rounded to the tenths place.
SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Changes in State Spending

Fewer states funded professional development activities in 2023–24. A total of 36 states allocated funds for professional development in 2023–24, down from 38 states in 2022–23, and 42 states in 2021–22 (Appendix Exhibit B.50). Spending for professional development also decreased as a share of overall state-level funding, from 22 percent in 2021–22 and 21 percent in 2022–23 to 18 percent in 2023–24 (Appendix Exhibit B.51).

The number of states allocating funds for recruiting, hiring, and retaining effective educators and the amount of funding allocated for this activity decreased in 2023–24. In 2023–24, 35 states allocated funds for recruiting, hiring, and retaining effective educators, down from 40 states in 2022–23 and 38 states in 2021–22 (Appendix Exhibit B.50). The amount of funding allocated for recruiting, hiring, and retaining effective educators in 2023–24 was \$31.0 million, the highest amount by activity at the state-level, and was \$31.1 million in 2022–23 (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

SOURCE: [Common Core of Data \(CCD\) - CCD Data Files \(ed.gov\)](#)

District Urbanicity

In the CCD, 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 CCD 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 (school codes 1 and 2).

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 (school code 7).

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

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 purpose.

SOURCE: <https://www.ed.gov/about/ed-offices/oese>

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 (LEAs) (also known as “districts”). 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; ESEA 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 2023–24 school year, is based on surveys of all states and of a nationally representative sample of districts. Among traditional school districts, survey responses were based on a state representative sample. Among charter school districts, survey responses were based on a nationally representative sample. 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 enrollment sizes, types (traditional and charter), and urbanicity (urban, suburban, town, and rural) 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 Department first administered an annual district survey on the use of Title II–A funding for school year 2002–03 to better understand how 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 received and how districts used Title II–A funds, the Department used this survey to collect information on the provision of professional development in districts.

For the 2018–19 school year, 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). 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 to improve data quality and get a better understanding of how states and districts use their funds. For the 2021–22 survey administration, the survey was revised to improve item clarity based on feedback from a 2021 pilot test with district staff. The 2022–23 and 2023–24 surveys did not change from 2021–22 survey.

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 redesigned 2021 survey was used for the 2022–23 and 2023–24 survey administrations. In 2023–24, 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 the Commonwealth of Puerto Rico.

3. Sample Design

The target respondent universe for the Use of Funds Study district survey is the Title II–A subgrant recipients. 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. A stratified random sample was drawn from a list sampling frame constructed from the U.S. Department of Education, National Center for Education Statistics (NCES) Common Core of Data (CCD) Local Educational Agency (LEA) preliminary directory file (version 0a). Because the CCD is not limited to Title II–A recipients, the sample design incorporated district characteristics used in the Title II–A funding formula, such as enrollment size and district child poverty status. Ninety-seven percent of all sampled districts received Title II–A funds and therefore were eligible for the survey, suggesting the sample design effectively identified Title II–A recipients. Three percent of districts responded that they did not receive Title II–A funds. These districts were removed from the final analytic sample. The 2023–24 sample included 5,002 traditional school districts,³⁹ representing each of 50 states, the District of Columbia, and Puerto Rico, and a nationally representative sample of 499 charter school districts.⁴⁰ The sample design estimated a minimum response rate of 80 percent. The final response rate in 2023–24 was 82 percent.

The traditional school district sampling frame was stratified by state, and then within each state by student enrollment size, poverty level, and urbanicity to permit statistical comparison of Title II–A implementation by key district characteristics. The charter school district sampling frame was stratified by size, poverty level, and urbanicity only. Integrating poverty data into the sampling frame is crucial for ensuring that the sample accurately represents the population of districts, particularly when examining school resource allocation. This approach aligns with criteria guiding the allocation of Title II–A funds, which aim to support educational opportunities for all students. The sample design integrated child poverty data from the 2022 U.S. Census Bureau Small Area Income and Poverty Estimates (SAIPE) program⁴¹ to improve sample efficiency. LEAs (districts) with missing SAIPE estimates, including charter LEAs and some traditional LEAs, utilized Census tract child poverty estimates from the American Community Survey.⁴² For the remaining fewer than 50 LEAs missing in both estimates, a beta regression model with 2021–22 CCD free and reduced lunch data⁴³ as the predictor to estimate child poverty rates for those districts was employed. Subsequently, for the remaining fewer than 10 LEAs still lacking estimates, another beta regression model with the 2020–21 School Neighborhood Poverty Estimates⁴⁴ as the predictor was utilized. To maintain consistency with previous cycles of survey administration and in the absence of sufficient evidence for decision-making, no districts were excluded from the frame based on child poverty rates. Stratification by state and size used data from the 2022–23 NCES Common Core of Data Public Elementary and Secondary Agency Universe Survey.⁴⁵ Stratification by urbanicity used 2022–23 Common Core of Data geographic data from the Education Demographic and Geographic Estimates program.⁴⁶

³⁹ Traditional LEAs function as the local government administrative authority overseeing the education system at a designated local level, representing the interests of the public and the state. Within the Common Core of Data, these are categorized as local educational agency types 1 and 2, except in the instances of New York City and Vermont, where they fall under type 3. In these specific cases, financial data from component districts under supervisory unions were unavailable, leading to the inclusion of supervisory unions in the sampling frame.

⁴⁰ 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.

⁴¹ <https://www.census.gov/programs-surveys/saipe.html>

⁴² <https://www.census.gov/programs-surveys/acs/data.html>

⁴³ <https://nces.ed.gov/ccd/files.asp>

⁴⁴ <https://nces.ed.gov/programs/edge/economic/neighborhoodpoverty>

⁴⁵ <https://nces.ed.gov/ccd/files.asp#Fiscal:2,LevelId:5,SchoolYearId:36,Page:1>

⁴⁶ <https://nces.ed.gov/programs/edge/Geographic/SchoolLocations>

The sample was stratified by state to produce state-level estimates with the required accuracy for traditional public school districts.⁴⁷ Each state with at least 60 target-sampled traditional school districts had a minimum of 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 urbanicity categories (urban, suburban, town, and rural) into two categories (city/suburban versus town/rural). The two poverty strata used the median district child poverty rates 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 16 strata (two size strata crossed by four urbanicity strata crossed by two 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 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 produce national-level estimates with desired precision. Stratification resulted in 40 strata formed by crossing five size strata with four urbanicity strata with two 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 urbanicity categories (urban, suburban, town, and rural). Exhibit A.2 provides the sample size by stratum for charter school districts along with the frame size.

⁴⁷ 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 size for traditional LEAs, by state

State	Frame size	Sample size
Alabama	139	96
Alaska	54	54
Arizona	216	113
Arkansas	233	108
California	986	179
Colorado	178	107
Connecticut	169	114
Delaware	19	19
District of Columbia	1	1
Florida	67	60
Georgia	180	99
Hawaii	1	1
Idaho	115	91
Illinois	853	162
Indiana	290	115
Iowa	327	127
Kansas	286	117
Kentucky	171	101
Louisiana	71	64
Maine	221	118
Maryland	24	24
Massachusetts	321	130
Michigan	537	146
Minnesota	327	125
Mississippi	138	91
Missouri	517	137
Montana	396	152
Nebraska	244	113
Nevada	18	18
New Hampshire	167	95
New Jersey	544	144
New Mexico	89	72
New York	685	156
North Carolina	125	82
North Dakota	168	136
Ohio	616	142
Oklahoma	509	138
Oregon	173	114
Pennsylvania	499	133
Puerto Rico	1	1
Rhode Island	36	36
South Carolina	76	74
South Dakota	149	110
Tennessee	140	93
Texas	1,021	151
Utah	41	41
Vermont	51	51
Virginia	131	85
Washington	297	132
West Virginia	55	55
Wisconsin	420	131
Wyoming	48	48
Total	13,140	5,002

Exhibit A.2. Frame size and sample size for charter LEAs, by stratum

Strata: Size	Strata: Urbanicity	Strata: Poverty	Frame Size	Sample Size
Quintile 1	Urban	Lower	170	9
Quintile 1	Urban	Higher	280	16
Quintile 1	Suburban	Lower	94	5
Quintile 1	Suburban	Higher	75	4
Quintile 1	Town	Lower	47	3
Quintile 1	Town	Higher	35	2
Quintile 1	Rural	Lower	92	5
Quintile 1	Rural	Higher	47	2
Quintile 2	Urban	Lower	207	18
Quintile 2	Urban	Higher	301	25
Quintile 2	Suburban	Lower	118	10
Quintile 2	Suburban	Higher	76	6
Quintile 2	Town	Lower	34	3
Quintile 2	Town	Higher	25	2
Quintile 2	Rural	Lower	56	4
Quintile 2	Rural	Higher	27	3
Quintile 3	Urban	Lower	244	26
Quintile 3	Urban	Higher	325	35
Quintile 3	Suburban	Lower	120	13
Quintile 3	Suburban	Higher	68	7
Quintile 3	Town	Lower	12	2
Quintile 3	Town	Higher	10	1
Quintile 3	Rural	Lower	42	4
Quintile 3	Rural	Higher	12	1
Quintile 4	Urban	Lower	185	25
Quintile 4	Urban	Higher	312	41
Quintile 4	Suburban	Lower	157	21
Quintile 4	Suburban	Higher	81	11
Quintile 4	Town	Lower	12	1
Quintile 4	Town	Higher	17	2
Quintile 4	Rural	Lower	41	5
Quintile 4	Rural	Higher	34	5
Quintile 5	Urban	Lower	229	48
Quintile 5	Urban	Higher	250	54
Quintile 5	Suburban	Lower	163	36
Quintile 5	Suburban	Higher	88	21
Quintile 5	Town	Lower	14	3
Quintile 5	Town	Higher	14	2
Quintile 5	Rural	Lower	61	13
Quintile 5	Rural	Higher	20	5
Total			4,195	499

NOTE: Some strata were collapsed to achieve minimum sample size.

4. Survey Response Rates and Weighting

The research team fielded the surveys in the spring and summer of 2024. All 52 SEAs responded to the state educational agency survey for a 100 percent response rate. For the district survey, 83 percent of eligible traditional school districts (4,045) and 68 percent of eligible charter school districts (300) responded, for an overall response rate of 82 percent (4,345) (Exhibit A.3).⁴⁸ Within each state, the traditional school district response rate ranged from 53 percent to 100 percent (Exhibit A.4).

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.⁴⁹ 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., enrollment size, urbanicity, and poverty) as nonresponse cells. Past analysis from prior survey administration 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.3. Response rates for traditional and charter school districts

District type	Eligible sample	Respondents	Response Rate
Traditional	4,849	4,045	83%
Charter	444	300	68%
Total	5,293	4,345	82%

⁴⁸ 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. There was one exception where a district did not receive Title II–A funds but reported transferring funds from other federal programs to Title II–A. This district was considered eligible and included in the analysis.

⁴⁹ Item nonresponse is not a concern, typically falling well below 1 percent.

Exhibit A.4. Response rates for traditional LEAs, by state

State	Eligible sample	Respondents	Response Rate
Alabama	95	91	96%
Alaska	53	38	72%
Arizona	112	104	93%
Arkansas	108	99	92%
California	177	132	75%
Colorado	105	80	76%
Connecticut	114	74	65%
Delaware	19	10	53%
District of Columbia	1	1	100%
Florida	60	54	90%
Georgia	99	92	93%
Hawaii	1	1	100%
Idaho	88	76	86%
Illinois	160	131	82%
Indiana	115	96	83%
Iowa	126	104	83%
Kansas	117	111	95%
Kentucky	101	86	85%
Louisiana	63	54	86%
Maine	109	92	84%
Maryland	24	23	96%
Massachusetts	130	102	78%
Michigan	146	113	77%
Minnesota	125	111	89%
Mississippi	89	83	93%
Missouri	135	109	81%
Montana	140	109	78%
Nebraska	101	87	86%
Nevada	16	14	88%
New Hampshire	92	79	86%
New Jersey	144	111	77%
New Mexico	72	57	79%
New York	156	125	80%
North Carolina	82	77	94%
North Dakota	78	70	90%
Ohio	142	127	89%
Oklahoma	132	114	86%
Oregon	106	77	73%
Pennsylvania	133	110	83%
Puerto Rico	1	1	100%
Rhode Island	36	27	75%
South Carolina	71	68	96%
South Dakota	89	56	63%
Tennessee	93	82	88%
Texas	151	122	81%
Utah	41	36	88%
Vermont	51	40	78%
Virginia	84	81	96%
Washington	132	110	83%
West Virginia	55	48	87%
Wisconsin	131	112	85%
Wyoming	48	38	79%
Total	4,849	4,045	83%

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 $p < 0.05$. *T*-tests were used to compare differences between the percentage of districts among two groups (traditional public school districts and charter school districts). Chi-squared tests were used to compare differences in the percentage of districts across three or more categories (by district enrollment size and urbanicity). Wald tests were used when comparing the share of funds (e.g., funds transferred or allocated for various activities) or teachers. *T*-tests were used when comparing changes in proportions over time, with the assumption that the samples for the 2 years were independent. Standard errors were calculated using the replicate weights for all statistical tests. Standard error estimates for all survey tables are provided in Appendix C.

Use caution when comparing some estimates in this report (2023–2024) with previous years' estimates. There are differences in this report compared with previous Title II–A reports in rounding algorithms, changes to table specifications, and other data analysis improvements for specific tables. Not all tables are affected. Cautions about comparability are described in the NOTE section of impacted tables in Appendix B.

Estimates in the text of this report are whole numbers based on unrounded estimates. Discrepancies between the estimates in the report text, the Exhibits in the report, and the Appendix Exhibits may occur due to rounding. As an example, districts spent 19.46 percent of their Title II–A funds for recruiting, hiring, and retaining teachers. In the report text, this is rounded to a whole number of 19 percent. In Appendix Exhibit B.1., this estimate is rounded to the first decimal place, 19.5 percent.

The District of Columbia and the Commonwealth of Puerto Rico are included as states in these calculations. The Table Exhibits in this report refer to all 52 entities as “states” or “SEAs” consistent with the ESEA, which indicates that the District of Columbia and the Commonwealth of Puerto Rico are treated as states under this law.

Appendix B: Tables

Exhibit B.1. Percentage of districts that used Title II–A funds for various types of activities, and the share of funds allocated in 2023–24

Type	Total Funding	Percentage of all Title II–A districts	Percentage of districts with Title II–A funds available after transfer that allocated funds	Share of funds allocated (for districts that allocated funds)
Professional development	\$1,041,850,463	61.3%	77.3%	56.7%
Principal professional development ¹	---	46.8%	59.0%	---
Recruiting, hiring, and retaining effective educators	\$357,965,137	26.8%	33.8%	19.5%
Class size reduction	\$196,760,736	13.4%	16.9%	10.7%
Evaluation systems	\$55,399,573	7.8%	9.9%	3.0%
Other	\$143,652,036	16.5%	20.8%	7.8%
Funds not yet budgeted	\$40,852,894	8.4%	10.5%	2.2%
Number of districts (weighted)	13,074	16,477	13,074	13,074
Number of districts (unweighted)	3,653	4,345	3,653	3,653

¹ Among districts that allocated funds for professional development, all districts reported using these funds for teacher professional development and 76 percent of districts reported also using these funds for professional development for principals and other school leaders.

--- Not available.

SOURCE: 2023–24 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 allocated in 2023–24, by district enrollment size

Type	Percentage of districts that allocated funds			Share of fund allocated (percentage)		
	Large	Medium	Small	Large	Medium	Small
Professional development	96.0	89.0	72.1*	56.9	59.2	52.6 *
Recruiting, hiring, and retaining effective educators	61.5	39.6	29.6*	21.6	16.8	16.8
Class size reduction	10.3	19.9	16.6*	7.2	13.8	17.6 *
Evaluation systems	27.1	13.6	7.2*	3.3	2.7	2.7 *
Other	48.1	24.9	17.2*	8.9	5.9	7.0 *
Funds not yet budgeted	14.0	10.4	10.3	2.1	1.7	3.4 *
Number of districts (weighted)	826	2,824	9,423			
Number of districts (unweighted)	483	1,251	1,919			

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

NOTE: See the glossary for definition of district enrollment size.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit B.3. Percentage of districts that used Title II–A funds for various types of activities, and the share of funds allocated in 2023–24, by urbanicity

Type	Percentage of districts that allocated funds				Share of fund allocated (percentage)			
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural
Professional development	81.6	83.0	77.6	71.2 *	55.7	62.2	50.2	50.0 *
Recruiting, hiring, and retaining effective educators	34.3	32.1	41.3	31.3 *	21.1	18.0	18.6	20.2
Class size reduction	4.1	12.9	26.5	21.3 *	9.8	6.6	18.6	17.9 *
Evaluation systems	11.1	11.8	11.7	7.1 *	3.7	2.7	3.2	2.1
Other	21.4	22.3	24.4	17.9	8.3	8.3	6.8	6.2 *
Funds not yet budgeted	10.4	10.2	11.7	10.4	1.5	2.3	2.7	3.6 *
Number of districts (weighted)	2,270	3,553	2,223	5,028				
Number of districts (unweighted)	524	1,062	764	1,303				

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

NOTE: See the glossary for definition of district urbanicity.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit B.4. Percentage of districts that used Title II–A funds for various types of activities, and the share of funds allocated in 2023–24, by district type

Type	Percentage of districts that allocated funds		Share of fund allocated (percentage)	
	Traditional	Charter	Traditional	Charter
Professional development	77.8	75.4	56.5	64.0
Recruiting, hiring, and retaining effective educators	35.3	27.8 *	19.2	26.5
Class size reduction	21.0	0.6 *	11.1	0.1 *
Evaluation systems	11.0	5.2 *	3.0	2.6
Other	23.0	12.2 *	7.9	4.6 *
Funds not yet budgeted	11.0	8.8	2.2	2.2
Number of districts (weighted)	10,431	2,643		
Number of districts (unweighted)	3,442	211		

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

NOTE: See the glossary for definition of district type.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

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	84.7
Principals and other leaders	22.1
Number of districts (weighted)	12,444
Number of districts (unweighted)	3,538

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit B.6. Number of states that used Title II–A funds for various activities in 2023–24 and the total amount of funds allocated

Activity	Number of states that allocated funds	Total amount of funds allocated	Share of funds allocated
Administration, monitoring, and technical assistance	46	\$27,446,081	30.0%
Administration and monitoring	45	\$18,201,205	19.9%
Training, technical assistance, and capacity building for local educational agencies	30	\$9,244,876	10.1%
Professional development	36	\$16,144,492	17.7%
Professional development programs for principals	25	\$9,941,633	10.9%
Promoting high-quality instruction and instructional leadership in STEM subjects, including computer science	19	\$4,058,403	4.4%
Training to integrate technology into curricula and instruction	9	\$847,754	0.9%
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework	6	\$1,143,366	1.3%
Training to integrate career and technical education into academic instruction	1	\$35,700	0.0%
Training related to use of student data and privacy	2	\$67,636	0.1%
Training to prevent and recognize child sexual abuse	1	\$50,000	0.1%
Recruiting, hiring, and retaining effective educators	35	\$30,710,225	33.6%
Training and support for instructional leadership teams	20	\$3,648,853	4.0%
Developing new teacher and principal induction and mentoring programs	11	\$2,471,826	2.7%
Reforming certification, licensing, or tenure systems or preparation programs	11	\$7,357,168	8.1%
Developing career paths that promote professional growth, including instructional coaching and mentoring	11	\$2,943,011	3.2%
Opportunities for effective teachers to lead evidence-based professional development for their peers	15	\$5,866,764	6.4%
Reforming or improving preparation programs for teachers, principals, or other school leaders	10	\$3,714,127	4.1%
Providing alternative routes for state certification of teachers, principals, or other school leaders	13	\$2,259,164	2.5%
Establishing or expanding preparation academies for teachers, principals, or other school leaders	3	\$227,220	0.2%
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	7	\$2,014,863	2.2%
Providing licensure/certification reciprocity with other states	2	\$207,230	0.2%
Equitable access	17	\$5,908,246	6.5%
Improving equitable access to effective teachers	17	\$5,908,246	6.5%
Evaluation systems	14	\$3,562,734	3.9%
Teacher, principal, or other school leader evaluation and support systems	14	\$3,562,734	3.9%
Other	26	\$6,248,396	6.8%
Other activities	23	\$5,977,164	6.5%
Library programs	4	\$227,008	0.2%
Addressing transition to elementary school and school readiness	4	\$44,224	0.0%
Funds not yet budgeted	15	\$11,189,960	12.2%

NOTE: The District of Columbia and Puerto Rico are included as states in these calculations. For each activity, the share of funds allocated is the amount of funds allocated for the activity divided by the total amount of funds allocated. For the “Funds not yet budgeted” row, the share of funds allocated is the amount of funds not yet budgeted divided by the total amount of funds available after transfer. Fifteen states had not budgeted at least some of these funds. Missouri, North Carolina, and Rhode Island 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: 2023–24 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 2023–24, by state

State	Professional development	Recruiting, hiring, and retaining effective educators	Class size reduction	Evaluation systems	Other	Funds not yet budgeted
All States¹	77.3	33.8	16.9	9.9	20.8	10.5
Alabama	88.9	41.9	56.1	10.2	52.0	1.6
Alaska	96.4	64.3	3.6	21.4	39.3	14.3
Arizona	84.4	30.6	0.0	9.9	21.2	7.6
Arkansas	81.8	44.6	12.0	7.6	25.7	7.2
California	90.7	34.3	9.3	7.7	24.2	13.7
Colorado	80.9	35.3	4.4	11.8	23.5	7.4
Connecticut	86.2	20.8	10.6	12.0	23.2	11.5
Delaware	60.0	60.0	40.0	20.0	20.0	20.0
District of Columbia	7.9	7.9	0.0	0.0	92.1	0.0
Florida	100.0	83.3	5.6	46.3	68.5	14.8
Georgia	85.5	65.6	0.9	10.1	53.7	1.4
Hawaii	100.0	100.0	0.0	100.0	100.0	0.0
Idaho	78.1	33.8	1.9	3.7	12.5	8.3
Illinois	81.5	31.0	30.0	9.5	16.2	6.2
Indiana	85.3	54.1	16.6	7.7	14.6	2.9
Iowa	34.1	10.0	66.5	5.1	2.1	6.2
Kansas	64.5	34.6	29.7	10.4	8.8	5.4
Kentucky	68.9	49.9	28.7	16.2	23.4	4.0
Louisiana	97.7	48.1	9.3	17.4	31.9	4.6
Maine	79.0	14.2	13.4	15.7	16.9	8.7
Maryland	95.5	90.9	0.0	31.8	54.5	4.5
Massachusetts	86.5	50.8	2.2	8.8	23.8	10.7
Michigan	77.2	24.8	1.8	8.5	27.1	5.0
Minnesota	77.1	10.2	25.5	2.7	6.6	13.9
Mississippi	97.0	41.6	3.0	10.2	46.8	4.4
Missouri	71.6	18.1	28.7	5.7	16.9	15.5
Montana	48.5	47.0	18.3	2.9	12.8	2.9
Nebraska	68.7	14.7	33.6	2.6	14.7	6.0
Nevada	83.3	58.3	0.0	16.7	50.0	8.3
New Hampshire	85.1	40.6	1.7	15.1	26.6	70.7
New Jersey	93.0	17.0	8.1	7.0	8.8	7.6
New Mexico	79.4	53.9	6.3	19.7	26.3	23.0
New York	67.1	23.1	10.2	14.7	18.8	12.4
North Carolina	83.7	74.4	26.4	14.1	23.1	11.2
North Dakota	50.1	41.7	29.2	16.7	20.7	8.3
Ohio	73.6	16.2	21.8	3.6	14.4	6.0
Oklahoma	59.5	42.8	7.2	11.3	21.3	11.1
Oregon	75.7	53.9	4.4	20.9	23.3	2.4
Pennsylvania	46.3	10.8	57.3	2.5	17.2	0.0
Puerto Rico	100.0	0.0	0.0	0.0	100.0	0.0
Rhode Island	96.5	21.4	1.7	1.7	31.1	46.9
South Carolina	87.9	56.1	42.4	7.6	50.0	18.2
South Dakota	46.1	48.8	33.0	10.5	35.3	20.9
Tennessee	100.0	53.2	6.9	15.0	31.1	7.3
Texas	77.8	68.7	7.4	17.9	24.3	18.8
Utah	58.9	22.7	16.9	16.3	8.0	0.0
Vermont	97.2	41.7	2.8	25.0	36.1	47.2
Virginia	83.6	69.8	27.8	21.3	36.0	4.9
Washington	81.5	22.5	10.3	8.3	18.9	5.5
West Virginia	98.4	34.4	0.0	16.4	29.5	1.6
Wisconsin	71.9	37.8	28.6	6.2	15.9	22.1
Wyoming	77.1	40.0	22.9	31.4	34.3	11.4

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2023–24 Title II–A Use of Funds District Survey (*N* = 13,074 districts weighted, 3,653 unweighted).

Exhibit B.8. Share of district-level Title II–A funds used for various types of strategies in 2023–24, by state

State	Professional Development	Recruiting, hiring, and retaining effective educators	Class size reduction	Evaluation Systems	Other	Funds not yet budgeted
All States¹	56.7	19.5	10.7	3.0	7.8	2.2
Alabama	52.6	12.5	28.4	0.7	5.8	0.0
Alaska	55.3	21.9	0.0	9.2	12.9	0.7
Arizona	59.0	27.2	0.0	4.7	8.0	1.1
Arkansas	62.0	20.8	4.9	4.6	6.8	0.9
California	57.6	22.0	3.1	5.5	7.2	4.7
Colorado	70.2	13.2	0.8	7.0	8.2	0.6
Connecticut	46.2	8.3	18.8	2.5	20.4	3.7
Delaware	57.7	23.7	11.0	1.7	1.8	4.1
District of Columbia	93.0	1.7	0.0	0.0	5.3	0.0
Florida	50.6	26.7	4.9	5.3	8.8	3.7
Georgia	59.2	29.6	0.1	0.9	10.2	0.0
Hawaii	43.3	49.2	0.0	2.9	4.6	0.0
Idaho	52.9	32.8	2.2	5.4	5.9	0.7
Illinois	47.9	23.1	17.7	3.0	5.7	2.6
Indiana	72.0	10.4	8.4	1.3	7.2	0.7
Iowa	26.0	5.2	63.2	0.9	3.8	0.9
Kansas	45.2	22.6	24.1	2.8	2.3	2.9
Kentucky	52.5	19.6	13.6	4.8	9.4	0.0
Louisiana	57.8	21.6	6.7	4.0	9.1	0.8
Maine	63.0	3.8	20.0	1.9	9.3	2.0
Maryland	59.6	28.4	0.0	4.3	7.7	0.0
Massachusetts	59.7	26.0	1.4	4.3	7.6	1.0
Michigan	75.2	11.4	0.4	2.0	10.1	1.0
Minnesota	70.9	7.1	15.2	1.0	1.1	4.7
Mississippi	74.9	13.3	0.9	1.4	8.6	0.8
Missouri	53.4	4.7	29.8	1.0	9.6	1.5
Montana	19.8	21.8	54.5	0.4	2.5	1.1
Nebraska	56.5	12.5	26.6	0.1	3.5	0.8
Nevada	72.0	18.3	0.0	5.1	4.7	0.0
New Hampshire	54.9	15.1	4.1	2.8	1.3	21.8
New Jersey	69.3	6.2	7.8	3.0	12.1	1.5
New Mexico	56.8	25.2	5.3	0.4	5.7	6.7
New York	47.5	9.5	33.0	2.9	6.5	0.6
North Carolina	35.6	36.7	12.9	5.0	5.7	4.0
North Dakota	49.1	17.4	19.9	1.2	5.7	6.7
Ohio	69.6	10.1	10.8	3.1	5.0	1.4
Oklahoma	65.2	17.7	5.0	1.7	7.5	2.9
Oregon	71.2	18.0	0.9	3.6	6.3	0.0
Pennsylvania	32.9	17.5	44.3	1.3	4.0	0.0
Puerto Rico	90.7	0.0	0.0	0.0	9.3	0.0
Rhode Island	72.0	18.7	0.3	0.1	4.2	4.8
South Carolina	56.1	16.2	18.2	0.4	8.9	0.2
South Dakota	49.0	12.8	28.3	1.6	7.0	1.2
Tennessee	66.1	15.6	2.0	2.4	13.4	0.4
Texas	52.9	29.1	3.5	2.0	8.6	3.9
Utah	56.1	26.7	12.6	2.3	2.3	0.0
Vermont	64.8	9.7	0.5	2.3	11.9	10.8
Virginia	39.5	28.4	10.1	1.6	19.3	1.1
Washington	79.1	11.0	2.2	2.7	4.5	0.6
West Virginia	78.2	13.0	0.0	2.8	6.0	0.0
Wisconsin	47.8	20.0	13.7	3.9	11.0	3.6
Wyoming	74.6	4.5	9.5	2.3	4.8	4.4

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2023–24 Title II–A Use of Funds District Survey (N=13,074 districts weighted, 3,653 unweighted).

Exhibit B.9. District-reported Title II-A funding for professional development in 2023-24

Title II-A funding reported by district	Funding Value
Total amount of Title II-A funds that districts allocated for professional development	\$1,041,850,463
Total number of full-time equivalent teachers in districts that reported using Title II-A funds for professional development	2,726,808
Average percentage of teachers participating in Title II-A-funded professional development, in districts that reported using Title II-A funds for this purpose	71.5%
Total number of teachers participating in Title II-A-funded professional development	1,900,957
Average amount per teacher participating in Title II-A-funded professional development	\$444

NOTE: Use caution when comparing this table across years.

SOURCE: 2023-24 Title II-A Use of Funds District Survey; Common Core of Data, 2022-23

Exhibit B.10. Percentage of teachers who participated in professional development funded by Title II-A in 2023-24, in districts that used Title II-A funds for this purpose, by district enrollment size

Title II-A funds used to support	All districts	Large	Medium	Small
Participation in professional development	71.5	72.4	67.9	72.7
Number of districts (weighted)	10,070	792	2,514	6,765
Number of districts (unweighted)	2,984	462	1,130	1,392

NOTE: See the glossary for definitions of district enrollment size.

SOURCE: 2023-24 Title II-A Use of Funds District Survey; Common Core of Data, 2022-23.

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 2023–24

Type	Percentage of districts using Title II–A funds for teacher 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	86.2	70.6
Short-term (3 days or less), single session	80.3	60.6
Conducted by external provider	71.0	48.3
Conducted by district or school-level staff	47.2	20.7
Professional conferences or organizations	58.0	29.8
Longer-term	72.2	61.6
Longer-term activities with connected content (4 or more days)	58.5	43.8
Conducted by external provider	42.2	27.8
Conducted by district or school-level staff	34.2	19.7
One-on-one support from teacher leaders or coaches	35.1	20.6
Group support (e.g., lesson study, peer-to-peer communities of practice)	23.9	8.7
University or college courses	15.1	5.8
Collaborative or job-embedded	43.1	26.9
One-on-one support from teacher leaders or coaches	35.1	20.6
Group support (e.g., lesson study, peer-to-peer communities of practice)	23.9	8.7
Other	31.3	11.0
Internet-based professional development (e.g., video library, skill-building modules, online coaching)	15.4	3.0
Professional certifications (e.g., national board certification, state-level credentials, or endorsements)	12.8	3.3
Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	8.5	2.2
Other	3.6	2.6
Number of districts (weighted)	10,003	
Number of districts (unweighted)	2,967	

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 requested. Use caution when comparing this table across years.

SOURCE: 2023–24 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 2023–24

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	81.5	73.1
Short-term (3 days or less), conducted by external provider or district-level staff	67.6	55.5
Professional conferences or organizations, external to the district or state	51.1	38.3
Longer-term	58.3	50.2
Longer-term group professional development, conducted by an external provider	34.2	25.2
Longer-term group professional development, conducted by district staff	21.5	13.6
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	18.2	9.6
Longer-term one-on-one professional development, conducted by district staff	12.5	6.2
Longer-term one-on-one professional development, conducted by an external provider	12.8	7.4
University or college courses	4.6	2.0
Collaborative or job-embedded	31.7	21.3
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	18.2	9.6
Longer-term one-on-one professional development, conducted by district staff	12.5	6.2
Longer-term one-on-one professional development, conducted by an external provider	12.8	7.4
Other	42.3	24.3
State leadership conferences or trainings	35.7	18.3
Leadership certifications (e.g., state-level credentials or endorsements)	6.5	3.2
Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university- based	3.2	0.8
Other	3.3	2.5
Number of districts (weighted)	7,598	
Number of districts (unweighted)	2,445	

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 allocated. Use caution when comparing this table across years.

SOURCE: 2023–24 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 2023–24, by district enrollment size and type

Activities by District Enrollment Size and District 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	86.2%	70.6%	10,003	2,967
Large	90.9%	60.0%	792	462
Medium	88.3%	67.4%	2,495	1,123
Small	84.8% *	73.1% *	6,716	1,382
Traditional	87.3%	71.2%	8,017	2,808
Charter school	81.5%	67.8%	1,987	159
Longer-term	72.2%	61.6%	10,003	2,967
Large	89.3%	76.3%	792	462
Medium	83.0%	68.9%	2,495	1,123
Small	66.2% *	56.9% *	6,716	1,382
Traditional	74.4%	62.7%	8,017	2,808
Charter school	63.1% *	57.0%	1,987	159
Collaborative or job-embedded	43.1%	26.9%	10,003	2,967
Large	72.0%	37.6%	792	462
Medium	54.5%	33.5%	2,495	1,123
Small	35.4% *	23.0% *	6,716	1,382
Traditional	45.7%	27.6%	8,017	2,808
Charter school	32.7% *	23.8%	1,987	159
Other	31.3%	11.0%	10,003	2,967
Large	56.4%	11.4%	792	462
Medium	34.7%	8.5%	2,495	1,123
Small	27.0% *	11.9% *	6,716	1,382
Traditional	32.0%	9.3%	8,017	2,808
Charter school	28.4%	18.7% *	1,987	159

* Indicates statistically significant differences by one or more district enrollment 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 allocated. See the glossary for definitions of district enrollment size and type. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

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 2023–24, 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	82.5	76.4	73.3	71.6
Short-term (3 days or less), conducted by external provider or district-level staff	67.7	66.8	54.5	60.9
Professional conferences or organizations, external to the district or state	53.8	38.0 *	39.5	32.2
Longer-term	59.7	51.5	50.7	47.4
Longer-term group professional development, conducted by an external provider	35.1	30.1	25.5	23.9
Longer-term group professional development, conducted by district staff	21.8	20.4	13.4	14.5
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	19.0	14.3	10.0	7.5
Longer-term one-on-one professional development, conducted by district staff	13.1	9.2	5.7	8.8
Longer-term one-on-one professional development, conducted by an external provider	14.2	6.2 *	8.2	3.6 *
University or college courses	4.9	3.2	2.0	1.8
Collaborative or job-embedded	32.9	25.8	21.6	19.3
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	19.0	14.3	10.0	7.5
Longer-term one-on-one professional development, conducted by district staff	13.1	9.2	5.7	8.8
Longer-term one-on-one professional development, conducted by an external provider	14.2	6.2 *	8.2	3.6 *
Other	44.3	32.2 *	25.2	19.6
State leadership conferences or trainings	38.1	23.6 *	19.5	12.0 *
Leadership certifications (e.g., state-level credentials or endorsements)	6.9	4.1	3.2	3.0
Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	3.4	2.2	0.6	1.9
Other	3.4	2.8	2.5	2.7
Number of districts (weighted)	6,308	1,289	6,308	1,289
Number of districts (unweighted)	2,333	112	2,333	112

* 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 allocated. See glossary for definitions of district type. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit B.15. Percentage of districts using Title II–A funds for teacher professional development and training that funded selected types of activities in 2023–24, by state

State	Short-term or conferences	Longer-term	Collaborative or job-embedded	Other
All states¹	86.2	72.2	43.1	31.3
Alabama	100.0	88.6	48.4	37.1
Alaska	92.3	65.4	42.3	26.9
Arizona	97.9	57.2	37.7	22.9
Arkansas	83.3	84.5	59.0	33.9
California	88.0	60.6	36.9	26.7
Colorado	78.2	76.4	60.0	27.3
Connecticut	94.4	75.9	38.0	31.6
Delaware	100.0	100.0	100.0	66.7
District of Columbia	100.0	100.0	0.0	100.0
Florida	98.1	92.6	74.1	77.8
Georgia	78.1	92.3	60.0	65.1
Hawaii	100.0	100.0	100.0	100.0
Idaho	85.5	55.5	16.6	17.7
Illinois	96.9	64.1	36.8	31.3
Indiana	94.8	80.3	54.3	40.9
Iowa	68.1	65.1	36.9	37.6
Kansas	90.9	76.0	37.1	33.8
Kentucky	96.7	85.4	66.5	23.0
Louisiana	80.2	90.4	45.0	49.9
Maine	90.4	89.6	49.6	34.0
Maryland	90.5	95.2	81.0	47.6
Massachusetts	77.9	78.8	53.1	27.5
Michigan	89.7	71.1	46.9	31.2
Minnesota	72.2	52.8	34.1	12.1
Mississippi	97.0	84.7	54.9	28.6
Missouri	92.1	72.4	27.5	16.9
Montana	91.0	42.5	12.8	13.4
Nebraska	94.3	52.5	39.2	19.6
Nevada	80.0	80.0	60.0	50.0
New Hampshire	74.5	73.7	40.0	31.0
New Jersey	91.5	69.7	31.6	32.3
New Mexico	95.1	77.2	25.5	59.3
New York	68.6	88.5	52.5	29.2
North Carolina	92.7	88.1	56.7	38.8
North Dakota	100.0	83.3	58.3	58.3
Ohio	76.8	79.3	44.8	27.5
Oklahoma	88.4	78.0	36.6	27.2
Oregon	83.9	98.1	70.5	31.4
Pennsylvania	74.6	68.8	31.7	41.6
Puerto Rico	100.0	100.0	0.0	100.0
Rhode Island	83.2	85.0	49.6	29.3
South Carolina	93.0	87.7	49.1	52.6
South Dakota	91.6	56.3	25.2	31.1
Tennessee	97.5	67.3	53.8	41.9
Texas	93.7	53.8	31.9	34.8
Utah	97.1	74.7	62.7	33.3
Vermont	79.4	100.0	79.4	20.6
Virginia	82.4	80.2	49.6	67.2
Washington	62.9	87.8	68.3	22.5
West Virginia	95.0	66.6	61.6	38.3
Wisconsin	79.9	83.8	42.4	31.4
Wyoming	85.2	85.2	55.6	48.1

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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

SOURCE: 2023–24 Title II–A Use of Funds District Survey (*N* = 10,003 districts weighted, 2,967 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 2023–24, by state

State	Short-term or conferences	Longer-term	Collaborative or job-embedded	Other
All states¹	81.5	58.3	31.7	42.3
Alabama	93.9	66.6	42.5	68.0
Alaska	90.5	42.9	23.8	81.0
Arizona	93.1	38.8	18.6	46.1
Arkansas	83.2	83.7	50.5	54.2
California	87.0	49.3	30.8	46.8
Colorado	61.9	69.0	54.8	38.1
Connecticut	81.8	62.2	34.1	30.8
Delaware	100.0	100.0	66.7	100.0
District of Columbia	100.0	100.0	0.0	100.0
Florida	92.2	68.6	52.9	82.4
Georgia	77.1	80.1	42.5	47.8
Hawaii	100.0	100.0	100.0	100.0
Idaho	83.8	48.6	11.1	59.3
Illinois	90.3	33.7	17.3	53.6
Indiana	77.9	60.9	33.4	59.6
Iowa	71.8	83.1	51.0	19.7
Kansas	96.9	48.8	26.2	67.9
Kentucky	90.0	59.7	42.2	60.5
Louisiana	68.3	75.9	39.3	51.8
Maine	70.6	79.2	19.5	32.9
Maryland	83.3	72.2	50.0	27.8
Massachusetts	66.7	65.4	32.4	36.3
Michigan	83.0	55.4	25.4	37.1
Minnesota	63.2	52.0	39.3	23.8
Mississippi	88.4	54.8	35.7	63.3
Missouri	88.5	38.6	20.8	42.4
Montana	85.1	65.0	14.9	25.0
Nebraska	91.6	49.2	15.8	32.8
Nevada	88.9	77.8	55.6	44.4
New Hampshire	63.7	61.6	35.4	29.7
New Jersey	88.6	41.2	22.4	32.5
New Mexico	83.5	41.6	20.2	74.3
New York	75.4	75.5	39.6	20.4
North Carolina	85.6	75.0	27.1	44.1
North Dakota	91.7	75.0	41.7	66.7
Ohio	85.6	71.5	32.9	32.6
Oklahoma	74.4	72.3	19.9	62.4
Oregon	74.2	57.6	37.9	39.4
Pennsylvania	83.3	64.5	31.2	23.2
Puerto Rico	100.0	100.0	0.0	0.0
Rhode Island	36.0	69.2	61.4	16.1
South Carolina	89.1	67.3	43.6	70.9
South Dakota	84.6	61.5	30.8	53.8
Tennessee	91.8	62.3	39.4	47.8
Texas	80.6	60.6	36.4	33.5
Utah	74.7	57.3	47.3	20.0
Vermont	65.4	88.5	57.7	11.5
Virginia	89.5	68.9	37.4	67.3
Washington	55.7	72.0	47.2	32.7
West Virginia	88.6	72.7	52.3	68.2
Wisconsin	69.6	66.1	25.2	34.8
Wyoming	74.1	70.4	55.6	55.6

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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

SOURCE: 2023–24 Title II–A Use of Funds District Survey (*N* = 7,598 districts weighted, 2,445 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 2023–24

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	93.9	79.9
Instructional strategies for academic subjects	76.5	41.4
Using data and assessments to guide instruction	62.8	24.4
Instructional strategies for classroom management or student behavior management	57.9	21.4
Understanding state content standards and instructional strategies to meet them	54.6	16.4
Using technology	36.1	4.3
Instruction and academic support for students with disabilities or developmental delays	37.9	4.0
Instruction and academic support to English learners	33.7	4.8
Integrating academic content, career and technical education, and work-based learning	18.5	1.7
Identifying gifted and talented students	11.3	0.5
Content knowledge	79.5	52.8
Teacher content knowledge in English language arts (ELA)	70.2	40.3
Teacher content knowledge in STEM or computer science	52.9	19.3
Teacher content knowledge in subjects other than ELA or STEM	43.4	7.7
School management, climate, improvement	34.6	4.6
Understanding teacher evaluation systems and resulting feedback	21.5	3.0
Identifying students with referral needs	15.2	1.4
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	11.4	0.3
Engaging parents and families	20.8	0.5
Other	6.3	4.2
Number of districts (weighted)	9,965	
Number of districts (unweighted)	2,960	

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 allocated. Use caution when comparing this table across years.

SOURCE: 2023–24 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 2023–24, by district enrollment size

Topic	Percentage of districts using Title II–A funds for teacher professional development that funded this topic		
	Large	Medium	Small
Instructional practice	97.6	97.3	92.2 *
Instructional strategies for academic subjects	90.9	85.3	71.6 *
Using data and assessments to guide instruction	81.8	72.2	57.1 *
Instructional strategies for classroom management or student behavior management	74.5	62.2	54.3 *
Understanding state content standards and instructional strategies to meet them	82.0	67.4	46.5 *
Using technology	57.9	45.9	29.9 *
Instruction and academic support for students with disabilities or developmental delays	55.4	41.8	34.3 *
Instruction and academic support to English learners	63.7	48.5	24.7 *
Integrating academic content, career and technical education, and work-based learning (as appropriate)	29.5	22.8	15.6 *
Identifying gifted and talented students	24.1	17.1	7.7 *
Content knowledge	92.3	87.1	75.1 *
Teacher content knowledge in English language arts (ELA)	86.8	80.2	64.5 *
Teacher content knowledge in STEM or computer science	79.9	63.6	45.7 *
Teacher content knowledge in subjects other than ELA or STEM	72.3	52.1	36.7 *
School management, climate, improvement	48.9	37.7	31.7 *
Understanding teacher evaluation systems and resulting feedback	34.1	22.6	19.6 *
Identifying students with referral needs	16.9	16.1	14.6
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	24.0	15.3	8.5 *
Engaging parents and families	27.4	23.6	18.9 *
Other	7.2	4.6	6.8
Number of districts (weighted)	792	2,496	6,678
Number of districts (unweighted)	462	1,123	1,375

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

NOTE: This table includes only districts that funded Title II–A professional development for teachers. See the glossary for definition of district enrollment size.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit B.19. Percentage of districts using Title II–A funds for teacher professional development that funded selected topics in 2023–24, 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	90.6	96.3	97.7	91.9 *
Instructional strategies for academic subjects	74.2	80.5	83.4	71.1 *
Using data and assessments to guide instruction	61.0	66.6	70.5	57.0 *
Instructional strategies for classroom management or student behavior management	61.9	59.6	66.4	50.2 *
Understanding state content standards and instructional strategies to meet them	57.6	59.6	61.2	45.6 *
Using technology	26.3	40.7	42.0	34.6 *
Instruction and academic support for students with disabilities or developmental delays	43.0	40.7	41.5	31.2 *
Instruction and academic support to English learners	41.6	42.6	35.4	21.6 *
Integrating academic content, career and technical education, and work-based learning (as appropriate)	20.7	16.7	23.0	16.7
Identifying gifted and talented students	14.0	14.7	11.3	7.2 *
Content knowledge	76.5	83.0	85.6	75.1 *
Teacher content knowledge in ELA	67.5	73.8	77.6	65.1 *
Teacher content knowledge in STEM or computer science	52.4	58.0	58.3	46.3 *
Teacher content knowledge in subjects other than ELA or STEM	41.9	48.8	46.7	38.2 *
School management, climate, improvement	38.6	35.7	37.8	29.9 *
Understanding teacher evaluation systems and resulting feedback	25.5	23.7	24.2	16.4 *
Identifying students with referral needs	14.3	16.3	15.3	14.6
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	12.1	11.8	15.6	8.9 *
Engaging parents and families	22.9	22.8	22.4	17.1
Other	6.1	7.2	5.2	6.1
Number of districts (weighted)	1,821	2,925	1,689	3,530
Number of districts (unweighted)	463	935	601	961

* 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 the glossary for definition of district urbanicity.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

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 2023–24, 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	94.5	91.6	79.9	79.5
Instructional strategies for academic subjects	78.2	70.1 *	41.5	40.7
Using data and assessments to guide instruction	65.4	52.6 *	23.8	27.3
Instructional strategies for classroom management or student behavior management	58.0	57.4	20.5	25.5
Understanding state content standards and instructional strategies to meet them	56.8	45.4 *	17.3	12.6
Using technology	40.5	18.5 *	4.9	1.3 *
Instruction and academic support for students with disabilities or developmental delays	38.5	35.6	3.7	5.4
Instruction and academic support to English learners	34.9	29.2	4.6	5.8
Integrating academic content, career and technical education, and work-based learning (as appropriate)	19.3	15.3	1.6	2.1
Identifying gifted and talented students	11.8	9.3	0.7	0.0 *
Content knowledge	82.1	69.1 *	53.4	50.6
Teacher content knowledge in ELA	73.4	57.3 *	41.4	35.6
Teacher content knowledge in STEM or computer science	56.9	37.1 *	20.1	15.8
Teacher content knowledge in subjects other than ELA or STEM	45.4	35.5 *	7.2	10.3
School management, climate, improvement	34.7	34.0	3.8	8.0
Understanding teacher evaluation systems and resulting feedback	20.6	25.3	2.5	4.9
Identifying students with referral needs	15.6	13.2	1.2	2.2
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	12.4	7.7 *	0.1	0.9
Engaging parents and families	20.0	23.9	0.4	0.7
Other	6.3	5.9	4.3	3.8
Number of districts (weighted)	7,979	1,987	7,602	1,749
Number of districts (unweighted)	2,801	159	2,690	145

* 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 allocated. See the glossary for definition of district type. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit B.21. Percentage of districts using Title II–A funds for teacher professional development that funded selected topics in 2023–24, by state

State	Instructional practice	Content knowledge	School management, climate, and improvement	Parent and community engagement	Other
All states¹	93.9	79.5	34.6	20.8	6.3
Alabama	100.0	93.4	50.6	28.5	2.9
Alaska	100.0	84.6	23.1	30.8	3.8
Arizona	86.2	62.2	29.9	17.8	12.4
Arkansas	97.9	81.7	46.6	32.9	5.6
California	88.5	74.8	28.6	24.3	4.4
Colorado	98.2	76.4	30.9	25.5	3.6
Connecticut	91.9	69.7	43.7	27.1	12.6
Delaware	100.0	100.0	66.7	66.7	33.3
District of Columbia	100.0	100.0	100.0	100.0	0.0
Florida	100.0	98.1	64.8	33.3	1.9
Georgia	95.8	85.7	23.3	9.5	2.2
Hawaii	100.0	100.0	100.0	0.0	0.0
Idaho	99.2	63.0	37.4	11.3	3.2
Illinois	95.0	86.6	43.7	24.1	12.0
Indiana	100.0	89.2	51.8	17.3	1.9
Iowa	92.5	59.7	29.6	19.7	1.8
Kansas	99.0	83.6	40.3	18.9	3.4
Kentucky	100.0	87.8	39.5	31.1	1.5
Louisiana	96.4	66.6	38.6	13.2	13.8
Maine	97.5	89.4	25.6	13.3	5.3
Maryland	100.0	81.0	61.9	38.1	4.8
Massachusetts	98.1	67.5	36.5	22.7	7.0
Michigan	95.8	83.2	34.4	21.4	6.9
Minnesota	90.3	59.9	27.4	26.8	15.5
Mississippi	98.6	90.5	39.2	22.9	4.2
Missouri	96.4	86.9	31.4	16.6	3.1
Montana	86.6	60.0	10.6	1.9	5.6
Nebraska	95.4	80.1	33.3	10.3	21.7
Nevada	100.0	90.0	60.0	50.0	30.0
New Hampshire	94.2	78.8	16.0	7.7	15.4
New Jersey	90.2	85.0	30.4	13.2	5.2
New Mexico	96.7	66.2	49.5	24.4	3.3
New York	93.6	78.5	31.4	18.3	7.6
North Carolina	98.5	76.6	40.6	19.5	4.7
North Dakota	100.0	58.3	66.7	41.7	8.3
Ohio	95.0	85.8	30.9	17.6	2.4
Oklahoma	100.0	85.1	39.0	43.0	2.6
Oregon	98.0	71.2	39.2	13.7	5.9
Pennsylvania	89.8	92.2	21.5	19.9	17.5
Puerto Rico	100.0	100.0	0.0	0.0	0.0
Rhode Island	98.2	96.4	39.0	35.5	3.6
South Carolina	100.0	87.5	37.5	16.1	7.1
South Dakota	95.8	66.4	45.3	49.6	4.2
Tennessee	94.5	97.5	54.0	27.9	3.0
Texas	89.0	83.4	31.3	23.0	1.8
Utah	100.0	76.2	58.3	13.2	1.5
Vermont	100.0	85.3	29.4	8.8	8.8
Virginia	100.0	89.7	44.9	27.4	2.2
Washington	99.0	74.8	46.4	19.8	6.4
West Virginia	98.3	98.3	36.6	26.6	0.0
Wisconsin	91.8	76.7	19.2	13.1	0.9
Wyoming	96.3	85.2	59.3	18.5	3.7

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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

SOURCE: 2023–24 Title II–A Use of Funds District Survey (*N* = 9,360 districts weighted, 2,853 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 2023–24

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	86.9	75.4
School improvement planning or identifying interventions to support academic improvement	75.7	61.3
Strategies and practices to advance organizational development	61.7	39.5
Strategies and practices to develop and manage the school’s workforce	28.6	9.4
Strategies to engage parents and the community	27.4	4.6
Other	5.9	5.3
Number of districts (weighted)	7,695	
Number of districts (unweighted)	2,468	

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 allocation. Use caution when comparing this table across years.

SOURCE: 2023–24 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 2023–24, by district enrollment 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	93.5	89.3	84.9 *
School improvement planning or identifying interventions to support academic improvement	84.1	77.6	73.6 *
Strategies and practices to advance organizational development	71.1	63.4	59.6 *
Strategies and practices to develop and manage the school’s workforce	45.0	26.3	27.3 *
Strategies to engage parents and the community	25.8	29.0	26.9
Other	4.7	6.6	5.7
Number of districts (weighted)	716	2,152	4,828
Number of districts (unweighted)	421	986	1,061

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

NOTE: This table includes only districts that funded Title II–A professional development for principals. See the glossary for definition of district enrollment size.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit B.24. Percentage of districts using Title II–A funds for principal professional development that funded selected topics in 2023–24, 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	92.2	85.9	90.5	83.2 *
School improvement planning or identifying interventions to support academic improvement	76.6	75.6	78.4	73.9
Strategies and practices to advance organizational development	57.5	60.6	70.1	60.5 *
Strategies and practices to develop and manage the school’s workforce	30.1	25.4	31.9	29.1
Strategies to engage parents and the community	29.4	25.3	32.0	25.8
Other	5.7	8.4	3.5	4.8 *
Number of districts (weighted)	1,368	2,415	1,376	2,537
Number of districts (unweighted)	406	792	508	762

* 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 the glossary for definitions of district characteristics.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

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 2023–24, 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	87.4	84.8	75.3	75.7
School improvement planning or identifying interventions to support academic improvement	75.8	75.3	61.1	62.4
Strategies and practices to advance organizational development	63.5	53.1	40.5	34.9
Strategies and practices to develop and manage the school’s workforce	28.9	27.4	9.1	10.6
Strategies to engage parents and the community	27.1	28.7	4.7	4.4
Other	5.8	6.2	5.2	5.7
Number of districts (weighted)	6,396	1,299	6,396	1,299
Number of districts (unweighted)	2,355	113	2,355	113

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 allocated. See glossary for definition of district urbanicity. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit B.26. Percentage of districts using Title II–A funds for principal professional development that funded selected topics in 2023–24, by state

State	School management, climate, and improvement	Instructional practice	Parent and community engagement	Other
All states ¹	93.4	86.9	27.4	5.9
Alabama	100.0	92.9	32.3	0.0
Alaska	95.2	71.4	52.4	9.5
Arizona	95.6	80.5	22.1	7.4
Arkansas	97.6	90.3	32.1	9.7
California	85.7	82.2	42.9	7.2
Colorado	95.2	85.7	28.6	2.4
Connecticut	85.2	92.1	28.6	6.1
Delaware	100.0	100.0	33.3	33.3
District of Columbia	100.0	100.0	100.0	0.0
Florida	100.0	100.0	45.1	3.9
Georgia	93.6	82.1	12.2	7.7
Hawaii	100.0	100.0	0.0	0.0
Idaho	96.3	87.9	33.6	5.4
Illinois	92.4	93.9	30.6	3.6
Indiana	95.6	94.6	18.2	3.8
Iowa	96.8	88.9	23.5	0.0
Kansas	98.2	88.9	42.5	2.6
Kentucky	100.0	96.7	24.4	0.0
Louisiana	80.2	98.6	27.7	6.1
Maine	98.7	66.7	13.1	0.0
Maryland	83.3	100.0	22.2	16.7
Massachusetts	87.8	80.4	32.2	14.1
Michigan	95.2	84.0	31.7	11.3
Minnesota	95.8	77.2	19.2	7.0
Mississippi	98.9	93.6	31.3	4.4
Missouri	93.6	84.1	23.6	0.0
Montana	95.0	95.0	45.1	0.0
Nebraska	97.3	94.6	13.1	5.4
Nevada	100.0	88.9	22.2	11.1
New Hampshire	95.6	74.6	19.3	9.0
New Jersey	89.3	75.5	19.9	16.3
New Mexico	96.3	90.6	26.2	5.6
New York	93.0	88.3	28.5	4.7
North Carolina	99.2	92.9	19.3	0.8
North Dakota	100.0	91.7	33.3	0.0
Ohio	98.2	90.9	20.6	1.3
Oklahoma	97.6	96.2	47.6	0.0
Oregon	95.6	93.3	24.4	4.4
Pennsylvania	85.9	76.3	12.2	19.4
Puerto Rico	100.0	100.0	0.0	0.0
Rhode Island	98.1	94.2	42.1	5.8
South Carolina	96.4	94.5	34.5	5.5
South Dakota	92.3	100.0	46.2	7.7
Tennessee	94.6	94.5	25.7	4.3
Texas	92.6	97.5	17.4	1.2
Utah	100.0	61.3	42.3	0.0
Vermont	96.2	76.9	7.7	7.7
Virginia	92.9	88.7	29.2	6.4
Washington	93.8	88.6	23.1	5.1
West Virginia	97.7	86.4	40.9	0.0
Wisconsin	96.2	81.0	15.7	2.6
Wyoming	96.3	88.9	29.6	3.7

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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: 2023–24 Title II–A Use of Funds District Survey (*N* = 7,695 districts weighted, 2,468 unweighted).

Exhibit B.27. State use of Title II–A funds for teacher, principal, or other school leader evaluation and support in 2023–24, 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 states¹	\$102,583,081	\$3,562,734	3.5%
Alabama	\$1,861,992	\$189,000	10.2%
Alaska	\$539,334	†	†
Arizona	\$2,326,441	\$299,898	12.9%
Arkansas	\$1,168,138	\$300,000	25.7%
California	\$12,259,828	†	†
Colorado	\$1,289,463	\$20,081	1.6%
Connecticut	\$794,568	†	†
Delaware	\$541,898	†	†
District of Columbia	\$431,468	†	†
Florida	\$6,371,213	†	†
Georgia	\$3,331,636	\$91,488	2.7%
Hawaii	\$539,335	\$53,221	9.9%
Idaho	\$541,898	\$131,000	24.2%
Illinois	\$3,682,073	†	†
Indiana	\$1,627,291	†	†
Iowa	\$791,488	†	†
Kansas	\$786,978	†	†
Kentucky	\$1,650,794	†	†
Louisiana	\$1,778,932	†	†
Maine	\$536,167	†	†
Maryland	\$1,622,558	†	†
Massachusetts	\$1,229,004	\$147,542	12.0%
Michigan	\$3,059,760	†	†
Minnesota	\$1,279,546	\$175,000	13.7%
Mississippi	\$855,722	†	†
Missouri	\$1,843,073	†	†
Montana	\$529,323	†	†
Nebraska	\$541,898	†	†
Nevada	\$1,039,368	\$40,000	3.8%
New Hampshire	\$541,899	†	†
New Jersey	\$2,409,698	\$341,580	14.2%
New Mexico	\$864,515	†	†
New York	\$6,208,005	\$589,000	9.5%
North Carolina	\$3,375,979	†	†
North Dakota	\$541,899	†	†
Ohio	\$3,448,246	\$811,581	23.5%
Oklahoma	\$1,864,024	†	†
Oregon	\$1,011,940	†	†
Pennsylvania	\$2,059,237	†	†
Puerto Rico	\$2,382,957	†	†
Rhode Island	\$541,897	†	†
South Carolina	\$1,733,899	\$373,343	21.5%
South Dakota	\$400,517	†	†
Tennessee	\$2,209,980	†	†
Texas	\$11,008,753	†	†
Utah	\$724,755	†	†
Vermont	\$541,899	†	†
Virginia	\$1,860,640	†	†
Washington	\$1,705,713	†	†
West Virginia	\$262,388	†	†
Wisconsin	\$1,491,158	†	†
Wyoming	\$541,899	†	†

† Not applicable.

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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

SOURCE: 2023–24 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 2023–24, and percentage of total allocation, by state

State	Amount States Reserved	Total LEA Subgrant Allocation	Percentage of state local educational agency subgrant allocation (for states reserving funds)
All states¹	\$36,805,875	\$1,309,266,386	2.7%
Alaska	\$307,420	\$10,247,346	2.8%
Arizona	\$880,043	\$44,202,388	1.9%
Arkansas	\$665,838	\$22,194,613	2.9%
California	\$6,743,000	\$224,766,732	2.8%
Florida	\$2,180,000	\$121,053,039	1.7%
Idaho	\$308,882	\$10,296,072	2.8%
Indiana	\$1,159,445	\$38,648,160	2.9%
Iowa	\$287,512	\$15,038,265	1.8%
Maryland	\$920,482	\$30,828,608	2.8%
Massachusetts	\$875,665	\$29,188,842	2.8%
Michigan	\$1,744,063	\$58,135,440	2.8%
Minnesota	\$725,890	\$24,311,365	2.8%
Missouri	\$1,050,552	\$35,018,395	2.9%
Nebraska	\$308,882	\$10,296,072	2.8%
Nevada	\$592,439	\$19,747,996	2.8%
New Hampshire	\$308,882	\$10,296,072	2.9%
New Mexico	\$492,773	\$18,596,347	2.5%
New York	\$3,538,563	\$117,952,108	2.8%
North Dakota	\$308,882	\$10,296,072	2.8%
Ohio	\$1,945,097	\$65,516,676	2.8%
Pennsylvania	\$2,059,237	\$68,641,244	2.9%
South Carolina	\$1,013,548	\$33,784,936	2.8%
Tennessee	\$1,216,771	\$43,582,297	2.7%
Texas	\$6,450,015	\$222,560,880	2.8%
Utah	\$413,111	\$13,770,352	2.9%
Wyoming	\$308,882	\$10,296,072	2.9%

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

NOTE: Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds State Educational Agency Survey.

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 2023–24

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	80.8	71.2
Induction or new teacher and leader mentoring programs	73.9	60.7
Emphasis on leadership opportunities and multiple career pathways for teachers	32.3	12.5
Differential and incentive pay for teachers and leaders	31.9	20.8
Support with screening candidates and early hiring for teachers	27.5	7.2
Recruiting individuals from other fields to become teachers or leaders	29.5	9.0
Feedback mechanisms to improve school working conditions	21.2	4.5
Other	8.0	5.1
Number of districts (weighted)	4,382	
Number of districts (unweighted)	1,508	

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 allocated. Use caution when comparing this table across years.

SOURCE: 2023–24 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 2023–24, by district enrollment 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	93.1	88.2	75.5 *
Induction or new teacher and leader mentoring programs	89.7	86.4	65.9 *
Emphasis on leadership opportunities and multiple career pathways for teachers	55.4	36.0	26.5 *
Differential and incentive pay of teachers and leaders	26.7	26.5	35.1 *
Support with screening candidates and early hiring for teachers	40.8	29.1	24.5 *
Recruiting individuals from other fields to become teachers or leaders	41.7	27.6	28.0 *
Feedback mechanisms to improve school working conditions	22.8	23.9	19.8
Other	10.4	6.8	8.0
Number of districts (weighted)	507	1,117	2,759
Number of districts (unweighted)	309	546	653

* 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 the glossary for definition of district enrollment size.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit B.31. Percentage of districts using Title II–A funds to recruit, hire, and retain effective educators that funded various strategies in 2023–24, 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	87.0	82.6	81.4	75.9
Induction or new teacher and leader mentoring programs	70.3	80.1	82.6	66.0 *
Emphasis on leadership opportunities and multiple career pathways for teachers	37.5	36.0	27.9	29.5
Differential and incentive pay for teachers and leaders	39.6	26.0	30.7	33.2
Support with screening candidates and early hiring for teachers	38.3	27.8	26.1	22.8 *
Recruiting individuals from other fields to become teachers or leaders	33.0	23.6	36.2	28.1
Feedback mechanisms to improve school working conditions	26.2	21.6	20.9	18.5
Other	5.6	7.1	6.7	10.6
Number of districts (weighted)	774	1,140	911	1,557
Number of districts (unweighted)	268	408	334	498

* 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 the glossary for definition of district urbanicity. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

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 2023–24, by district type

Strategy	Percentage of districts using Title II–A funds to recruit, hire, and retain effective educators that:			
	Funded this strategy		Indicator 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	81.9	75.3	72.0	66.8
Induction or new teacher and leader mentoring programs	76.7	59.8 *	63.5	46.3 *
Emphasis on leadership opportunities and multiple career pathways for teachers	32.8	29.5	12.3	13.5
Differential and incentive pay for teachers and leaders	28.0	51.4 *	17.2	39.3 *
Support with screening candidates and early hiring for teachers	26.3	33.9	7.1	7.8
Recruiting individuals from other fields to become teachers or leaders	29.9	27.3	9.1	8.9
Feedback mechanisms to improve school working conditions	20.8	22.9	4.7	3.7
Other	8.3	6.4	5.7	1.8 *
Number of districts (weighted)	3,648	735	3,648	735
Number of districts (unweighted)	1,439	69	1,439	69

* 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 allocated. See the glossary for definition of district type. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey, Common Core of Data, 2022–23.

Exhibit B.33. Percentage of districts using Title II–A funds to recruit, hire, and retain effective educators that funded various strategies in 2023–24, 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 ¹	80.8	73.9	32.3	31.9	27.5	29.5	21.2	8.0
Alabama	94.0	88.0	41.9	34.4	40.2	40.1	20.2	16.1
Alaska	88.2	82.4	35.3	17.6	23.5	11.8	11.8	23.5
Arizona	90.1	73.6	38.3	51.3	34.4	38.5	17.7	7.1
Arkansas	85.4	63.9	47.7	36.1	53.9	56.8	20.8	10.8
California	75.5	90.2	15.5	17.8	17.6	19.8	9.2	2.7
Colorado	87.5	66.7	37.5	29.2	37.5	33.3	33.3	12.5
Connecticut	91.5	66.2	34.1	18.2	29.8	26.7	35.2	15.6
Delaware	100.0	100.0	100.0	0.0	66.7	100.0	100.0	0.0
District of Columbia	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0
Florida	95.6	100.0	64.4	20.0	42.2	64.4	42.2	6.7
Georgia	90.5	84.6	44.8	34.7	28.8	38.2	27.0	7.1
Hawaii	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0
Idaho	85.4	81.7	32.9	56.2	18.3	25.6	16.4	9.1
Illinois	82.4	73.7	14.3	21.2	33.1	29.2	25.6	13.0
Indiana	88.2	56.5	29.7	59.3	15.3	14.0	10.8	4.2
Iowa	48.4	66.3	63.7	79.5	39.5	48.4	23.7	0.0
Kansas	81.3	89.6	42.7	23.1	53.7	59.7	35.0	6.2
Kentucky	95.4	98.0	44.2	26.8	30.0	35.7	19.2	4.1
Louisiana	79.1	79.1	59.3	39.6	24.7	44.5	27.2	20.9
Maine	82.4	63.4	48.3	16.6	14.1	5.9	28.3	11.7
Maryland	90.0	100.0	40.0	25.0	30.0	40.0	20.0	15.0
Massachusetts	73.1	98.1	13.1	17.1	17.3	8.8	12.4	0.0
Michigan	79.1	46.4	29.1	43.2	22.6	21.6	24.4	0.0
Minnesota	81.1	100.0	21.3	0.0	20.6	27.5	22.3	3.2
Mississippi	87.2	60.3	34.0	29.2	31.7	28.4	25.0	9.3
Missouri	90.4	100.0	28.5	10.5	22.2	54.8	40.9	0.0
Montana	52.9	44.5	30.2	41.6	15.9	26.3	5.4	0.0
Nebraska	63.0	79.1	24.8	12.2	24.8	24.8	24.8	20.9
Nevada	57.1	85.7	28.6	28.6	42.9	57.1	28.6	14.3
New Hampshire	91.4	61.0	37.6	4.4	10.2	22.4	12.3	8.6
New Jersey	63.6	52.1	42.0	13.8	32.4	2.9	33.0	2.9
New Mexico	82.2	84.5	22.4	52.9	24.8	27.9	27.1	9.3
New York	84.6	72.5	29.6	15.8	27.5	7.6	22.9	13.5
North Carolina	79.9	81.7	42.5	57.5	49.1	55.5	26.3	4.1
North Dakota	66.7	88.9	11.1	33.3	0.0	11.1	0.0	33.3
Ohio	83.5	40.5	25.9	25.5	47.1	32.0	26.2	5.8
Oklahoma	68.8	60.9	41.7	16.2	18.5	40.2	48.4	7.2
Oregon	80.1	92.8	36.9	9.9	10.8	16.2	31.5	5.4
Pennsylvania	79.9	85.5	59.2	54.9	54.9	59.2	73.7	54.9
Puerto Rico	---	---	---	---	---	---	---	---
Rhode Island	64.9	56.8	16.2	0.0	32.5	8.1	8.1	43.2
South Carolina	86.5	75.7	48.6	35.1	43.2	62.2	24.3	10.8
South Dakota	66.7	58.7	33.3	42.8	44.4	54.8	36.5	19.9
Tennessee	92.8	77.6	55.6	39.8	37.7	27.6	29.7	7.2
Texas	79.3	61.5	31.3	46.5	24.1	29.5	13.2	11.7
Utah	42.0	92.4	30.6	69.4	53.4	15.3	11.5	0.0
Vermont	93.3	100.0	46.7	13.3	6.7	13.3	20.0	6.7
Virginia	90.6	91.7	50.5	18.7	34.4	53.6	32.3	5.2
Washington	89.6	84.0	30.5	1.8	16.3	41.8	12.8	3.9
West Virginia	90.5	71.4	38.1	0.0	19.0	52.4	14.3	14.3
Wisconsin	74.4	62.5	38.0	47.7	11.0	18.7	13.5	0.8
Wyoming	84.6	69.2	23.1	15.4	23.1	53.8	15.4	23.1

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

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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.

SOURCE: 2023–24 Title II–A Use of Funds District Survey, Common Core of Data, 2022–23 (*N* = 4,382 districts weighted, 1,508 unweighted)

Exhibit B.34. Number of states that funded activities for improving equitable access to effective educators in 2023–24 with Title II–A funds

Activity	Number of states
Recruiting, hiring, and retaining effective educators	25
Training and support for instructional leadership teams	11
Developing new teacher and principal induction and mentoring programs	8
Reforming certification, licensing, or tenure systems or preparation programs	4
Opportunities for effective teachers to lead evidence-based professional development for their peers	10
Developing career paths that promote professional growth, including instructional coaching and mentoring	7
Reforming or improving preparation programs for teachers, principals, or other school leaders	6
Providing alternative routes for state certification of teachers, principals, or other school leaders	8
Establishing or expanding preparation academies for teachers, principals, or other school leaders	2
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	4
Providing licensure/certification reciprocity with other states	0
Professional development and training	23
Professional development programs for principals	15
Promoting high-quality instruction and instructional leadership in STEM subjects, including computer science	10
Training to integrate technology into curricula and instruction	5
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework	6
Training to integrate career and technical education into academic instruction	1
Training related to use of student data and privacy	2
Training to prevent and recognize child sexual abuse	1
Administration, monitoring, and technical assistance	27
Training, technical assistance, and capacity building for local educational agencies	18
Administration and monitoring	21
Evaluation systems	11
Teacher, principal, or other school leader evaluation and support systems	11
Equitable access	15
Improving equitable access to effective teachers	15
Other	19
Other activities	16
Library programs	4
Addressing transition to elementary school and school readiness	2

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

SOURCE: 2023–24 Title II–A Use of Funds State Educational Agency Survey.

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 2023–24, by district type

Whether and how districts examined distribution	Percentage of districts		
	All	Traditional	Charter
Examined distribution	56.1	55.4	58.6
Found inequities	7.6	7.6	7.8
Measures used to define teacher quality			
Teacher certification	78.5	79.7	74.5
Teacher evaluation ratings	72.9	71.6	77.1
Teacher experience	75.5	74.4	78.9
Assignment of teachers to a grade or classes consistent with their field of certification	68.7	71.9	57.9 *
Teacher education	52.6	50.2	60.8 *
Teacher effectiveness, as measured by value-added measures or student growth percentiles	54.9	52.9	61.8 *
Teacher effectiveness, as measured by student learning objectives or student growth objectives	52.0	48.4	64.2 *
Other	3.3	3.1	3.8
Number of districts (weighted)	16,195	12,603	3,591
Number of districts (unweighted)	4,284	3,989	295

* 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 used funds to improve equity (first row) is districts that received Title II–A funds and had funds available after transfers. 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. See the glossary for definition of district type.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23

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 2023–24

Use of funds and strategies reported	Percentage of districts
Used funds to improve within-district equity	13.1
Strategies used to address inequities	
Offering more professional development	70.6
Improving teaching and learning environments	53.6
Beginning the hiring process earlier for vacancies	44.5
Increasing external recruitment activities such as hosting open house and job fairs	31.7
Developing career ladders or teacher leadership roles	31.8
Offering more compensation for qualified or effective teachers who move to or stay in schools	23.8
Limiting transfer or placement of inexperienced or low-performing teachers	10.4
Making exceptions in contracts or regulations to protect qualified or effective teachers from layoff	5.9
Other	6.8
Number of districts (weighted)	12,845
Number of districts (unweighted)	3,612
Number of districts using funds to address inequities (weighted)	1,680
Number of districts using funds to address inequities (unweighted)	520

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: 2023–24 Title II–A Use of Funds District Survey.

Exhibit B.37. District Title II-A allocations in 2023-24, 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	\$124,505	16,477	\$2,051,401,040
Type of district			
Traditional	\$151,735	12,812	\$1,944,003,739
Charter	\$29,306	3,665	\$107,397,301
District enrollment size			
Large	\$1,282,054	864	\$1,107,146,915
Medium	\$177,258	3,043	\$539,390,733
Small	\$32,209	12,570	\$404,863,391
Urbanicity			
Urban	\$244,715	3,068	\$750,667,121
Suburban	\$190,209	3,865	\$735,210,162
Town	\$91,037	2,628	\$239,218,469
Rural	\$47,181	6,916	\$326,305,288

NOTE: See the glossary for definitions of district characteristics.

SOURCE: 2023-24 Title II-A Use of Funds District Survey; Common Core of Data, 2022-23.

Exhibit B.38. Percentage of districts and share of Title II-A funds in 2023-24, by district enrollment size and urbanicity

District size and urbanicity	Percentage of districts	Share of Title II-A funds (percentage)
Large, urban	2.2	28.9
Large, suburban	2.4	21.9
Large, town	<1.0	<1.0
Large, rural	<1.0	2.6
Medium, urban	2.2	4.7
Medium, suburban	8.7	10.1
Medium, town	4.2	6.4
Medium, rural	3.3	5.1
Small, urban	14.2	2.9
Small, suburban	12.4	3.8
Small, town	11.6	4.8
Small, rural	38.1	8.2
Number of districts (weighted)	16,477	
Number of districts (unweighted)	4,345	

NOTE: See the glossary for definitions of district enrollment size and urbanicity. Detail may not sum to totals because of rounding.

SOURCE: 2023-24 Title II-A Use of Funds District Survey; Common Core of Data, 2022-23.

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 2023–24, 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 states¹	\$102,583,081	\$227,220	\$36,805,875	\$776,266
Alabama	\$1,861,992	†	†	†
Alaska	\$539,334	†	\$307,420	†
Arizona	\$2,326,441	†	\$880,043	†
Arkansas	\$1,168,138	†	\$665,838	†
California	\$12,259,828	†	\$6,743,000	\$430,000
Colorado	\$1,289,463	†	†	†
Connecticut	\$794,568	†	†	†
Delaware	\$541,898	†	†	†
District of Columbia	\$431,468	†	†	†
Florida	\$6,371,213	†	\$2,180,000	†
Georgia	\$3,331,636	†	†	†
Hawaii	\$539,335	†	†	†
Idaho	\$541,898	†	\$308,882	†
Illinois	\$3,682,073	†	†	†
Indiana	\$1,627,291	†	\$1,159,445	†
Iowa	\$791,488	†	\$287,512	†
Kansas	\$786,978	†	†	†
Kentucky	\$1,650,794	†	†	†
Louisiana	\$1,778,932	†	†	†
Maine	\$536,167	†	†	†
Maryland	\$1,622,558	†	\$920,482	†
Massachusetts	\$1,229,004	†	\$875,665	†
Michigan	\$3,059,760	†	\$1,744,063	†
Minnesota	\$1,279,546	†	\$725,890	†
Mississippi	\$855,722	†	†	†
Missouri	\$1,843,073	†	\$1,050,552	†
Montana	\$529,323	†	†	†
Nebraska	\$541,898	†	\$308,882	†
Nevada	\$1,039,368	\$200,000	\$592,439	†
New Hampshire	\$541,899	†	\$308,882	†
New Jersey	\$2,409,698	\$25,720	†	†
New Mexico	\$864,515	†	\$492,773	†
New York	\$6,208,005	†	\$3,538,563	†
North Carolina	\$3,375,979	†	†	†
North Dakota	\$541,899	†	\$308,882	†
Ohio	\$3,448,246	†	\$1,945,097	†
Oklahoma	\$1,864,024	†	†	\$646,266
Oregon	\$1,011,940	†	†	†
Pennsylvania	\$2,059,237	†	\$2,059,237	†
Puerto Rico	\$2,382,957	†	†	†
Rhode Island	\$541,897	†	†	†
South Carolina	\$1,733,899	†	\$1,013,548	†
South Dakota	\$400,517	†	†	†
Tennessee	\$2,209,980	†	\$1,216,771	†
Texas	\$11,008,753	†	\$6,450,015	†
Utah	\$724,755	†	\$413,111	†
Vermont	\$541,899	†	†	†
Virginia	\$1,860,640	†	†	-\$300,000
Washington	\$1,705,713	\$1,500	†	†
West Virginia	\$262,388	†	†	†
Wisconsin	\$1,491,158	†	†	†
Wyoming	\$541,899	†	\$308,882	†

† Not applicable.

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2023–24 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 2023-24, by state

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	\$11,829,828	\$430,000	\$0	\$12,259,828	3.6%
Oklahoma	\$1,217,758	\$646,266	\$0	\$1,864,024	53.1%
Virginia	\$2,160,640	\$0	\$300,000	\$1,860,640	-13.9%

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: 2023-24 Title II-A Use of Funds State Educational Agency Survey.

Exhibit B.41. District use of ESEA funding transferability in 2023-24

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	23.7	\$167,404,126	8.2
Title I, Part C or Part D	0.1	\$756,909	0.0
Title III, Part A	0.3	\$1,598,232	0.1
Title IV, Part A	1.2	\$11,723,859	0.6
Title V, Part B	1.5	\$7,044,491	0.3
Funds transferred from Title II-A to any other programs	26.3	\$188,527,617	9.2
All funds transferred from Title II-A to another program	20.1	\$143,956,988	7.0
Funds transferred to Title II-A from any other programs	6.4	\$110,295,130	5.4
Number of districts (weighted)	16,477		
Number of districts (unweighted)	4,345		

NOTE: For the percentage of funds transferred, the denominator is the amount of Title II-A funding initially allocated 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: 2023-24 Title II-A Use of Funds District Survey.

Exhibit B.42. District use of ESEA funding transferability in 2023–24, by district characteristics

Characteristics	Percentage of districts that transferred funds	Change in Title II–A funds after transfers (for districts with transfers) ¹	Number of districts (weighted)	Number of districts (unweighted)
Districts that transferred funds from				
Title II–A to another program	25.2%	-79.4%	16,477	4,345
District enrollment size				
Large	7.4%	-69.9%	864	499
Medium	12.2%	-75.2%	3,043	1,332
Small	29.6% *	-87.4%	12,570	2,514
District Urbanicity				
Urban	28.9%	-79.1%	3,068	610
Suburban	12.8%	-72.8%	3,865	1,133
Town	20.1%	-78.2%	2,628	868
Rural	32.5% *	-84.9%	6,916	1,734
Type of district				
Traditional	23.1%	-76.2%	12,812	4,045
Charter school	32.8% *	-93.5% *	3,665	300
Districts that transferred funds to Title II–A from another program				
Title II–A from another program	5.5%	43.9%	16,477	4,345
District enrollment size				
Large	6.0%	30.7%	864	499
Medium	7.8%	46.5%	3,043	1,332
Small	4.9% *	72.3% *	12,570	2,514
District urbanicity				
Urban	5.0%	33.8%	3,068	610
Suburban	7.5%	50.6%	3,865	1,133
Town	5.5%	56.0%	2,628	868
Rural	4.6%	44.5%	6,916	1,734
Type of district				
Traditional	5.9%	42.9%	12,812	4,045
Charter school	4.1%	66.1%	3,665	300

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

¹ Four districts were excluded from analysis due to being identified as outliers with unusually high values.

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 the 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. Four districts were excluded from analysis due to being identified as outliers with unusually high values. See the glossary for definitions of district characteristics.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit B.43. Share of funds that districts transferred between Title II–A and other ESEA programs in 2023–24, in districts that transferred funds

Type of district	Percentage of districts
Districts with net transfers <i>from</i> Title II–A	
Net transfers amounted to 0-50% of Title II–A funds	9.9
Net transfers amounted to 51-99% of Title II–A funds	10.5
Net transfers amounted to 100% or more of Title II–A funds	79.5
Number of districts (weighted)	4,157
Number of districts (unweighted)	908
Districts with net transfers <i>to</i> Title II–A	
Net transfers amounted to 0-50% of Title II–A funds	46.4
Net transfers amounted to 51-99% of Title II–A funds	37.9
Net transfers amounted to 100% or more of Title II–A funds	15.7
Number of districts (weighted)	904
Number of districts (unweighted)	294

NOTE: Net transfers represent the amount the district transferred out of Title II–A minus the amount transferred into Title II–A. To calculate net transfers as a percentage of Title II–A funds, the denominator is the district’s amount of Title II–A funding before any transfers were made.

SOURCE: 2023–24 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 2023–24

Transfer of funds	Average Title II–A allocation (dollars)
Transferred funds from Title II, Part A to other programs	55,110
Transferred funds to Title II, Part A from other programs	110,360
Did not transfer funds	151,801
Number of districts (weighted)	16,477
Number of districts (unweighted)	4,345

SOURCE: 2023–24 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 2023–24, 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 states¹	26.3	6.4
Alabama	19.9	1.4
Alaska	28.9	0.0
Arizona	18.6	5.4
Arkansas	55.5	4.8
California	6.3	2.1
Colorado	23.8	10.0
Connecticut	10.1	3.9
Delaware	71.1	0.0
District of Columbia	7.9	0.0
Florida	0.0	0.0
Georgia	51.7	1.0
Hawaii	0.0	0.0
Idaho	10.0	2.3
Illinois	18.8	12.0
Indiana	7.6	2.9
Iowa	15.1	6.2
Kansas	14.5	11.4
Kentucky	30.1	2.0
Louisiana	17.0	0.0
Maine	30.3	18.8
Maryland	0.0	0.0
Massachusetts	7.2	3.0
Michigan	46.1	9.2
Minnesota	28.0	7.9
Mississippi	51.9	3.6
Missouri	59.7	8.7
Montana	58.3	7.6
Nebraska	47.3	13.0
Nevada	14.3	0.0
New Hampshire	4.6	17.7
New Jersey	9.6	8.1
New Mexico	8.2	7.0
New York	19.4	9.9
North Carolina	13.4	0.0
North Dakota	79.7	11.4
Ohio	18.1	2.3
Oklahoma	77.8	3.5
Oregon	25.2	4.6
Pennsylvania	37.6	7.5
Puerto Rico	0.0	0.0
Rhode Island	3.4	10.2
South Carolina	2.9	7.4
South Dakota	29.8	25.7
Tennessee	33.1	11.7
Texas	38.1	1.1
Utah	15.7	1.5
Vermont	22.5	7.5
Virginia	4.1	9.8
Washington	13.5	17.2
West Virginia	21.4	24.7
Wisconsin	5.4	1.3
Wyoming	13.2	21.1

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2023–24 Title II–A Use of Funds District Survey (*N* = 16,477 districts weighted, 4,345 unweighted).

Exhibit B.46. Share of district-level Title II-A funds allocated for various types of activities in 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24, and the change in this share from 2022-23 to 2023-24

Type of activity	Share of funds allocated (for districts that allocated funds)					Change from 2022-23 in share of funds allocated
	2019-20	2020-21	2021-22	2022-23	2023-24	
Professional development	59	57 *	55 *	57.3 *	56.7	<1.0
Recruiting, hiring, and retaining effective educators	15	17 *	18	17.3	19.5 *	2.2
Class size reduction	15	15	14 *	11.9 *	10.7 *	-1.2
Evaluation systems	2	2	2	2.4	3.0 *	<1.0
Other	8	8	9 *	9.4	7.8 *	-1.5
Funds not yet budgeted	--	--	2	1.8	2.2	<1.0

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

-- Not collected prior to school year 2021-22.

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

SOURCE: 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 Title II-A Use of Funds District Survey.

Exhibit B.47. Percentage of districts that used Title II-A funds for various types of activities in 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24, and the change in this percentage from 2022-23 to 2023-24

Type of activity	Percentage of districts that allocated funds (using Title II-A funds available after transfer)					Change from 2022-23 in percentage of districts that allocated funds
	2019-20	2020-21	2021-22	2022-23	2023-24	
Professional development	81	80	75 *	78.1 *	77.3	<1.0
Recruiting, hiring, and retaining effective educators	34	34	33	34.3	33.8	<1.0
Class size reduction	21	19	20	16.5 *	16.9	<1.0
Evaluation systems	12	10	8 *	7.9	9.9 *	2.0
Other	28	26	25	25.8	20.8 *	-5.0
Funds not yet budgeted	--	--	11	10.4	10.5	<1.0

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

-- Not collected prior to school year 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: 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 Title II-A Use of Funds District Survey.

Exhibit B.48. Percentage of districts that used Title II–A funds for various types of activities in 2020–21, 2021–22, 2022–23, and 2023–24, and the change in this percentage from 2022–23 to 2023–24, by district characteristics

Type	Percentage of districts with Title II–A funds available after transfer that allocated funds				Change from 2022–23 in percentage of districts that allocated funds
	2020–21	2021–22	2022–23	2023–24	
Professional development	80	75 *	78.1 *	77.3	-0.8
District enrollment size					
Large districts (>10,000 students)	98	98	96.7	96.0	-0.7
Medium districts (2,500-10,000 students)	89	89	88.1	89.0	0.9
Small districts (<2,500 students)	76	69 *	73.6 *	72.1	-1.5
Urbanicity					
Urban	89	80 *	84.6	81.6	-3.0
Suburban	87	87	85.9	83.0	-2.9
Town	75	75	78.6	77.6	-1.0
Rural	72	65 *	69.2	71.2	2.0
Type of district					
Traditional districts	78	75 *	77.3	77.8	0.5
Charter school districts	86	74 *	81.0 *	75.4	-5.6
Recruiting, hiring, and retaining effective educators	34	33	34.3	33.8	-0.5
District enrollment size					
Large districts (>10,000 students)	63	65	59.4 *	61.5	2.1
Medium districts (2,500-10,000 students)	39	38	43.8 *	39.6 *	-4.3
Small districts (<2,500 students)	30	29	29.4	29.6	0.2
Urbanicity					
Urban	39	41	39.4	34.3	-5.1
Suburban	33	32	32.4	32.1	-0.3
Town	36	41	36.4	41.3	4.8
Rural	32	26 *	32.2 *	31.3	-0.8
Type of district					
Traditional districts	35	32 *	34.8 *	35.3	0.4
Charter school districts	32	37	32.3	27.8	-4.5
Class size reduction	19	20	16.5 *	16.9	0.4
District enrollment size					
Large districts (>10,000 students)	15	13	12.7	10.3	-2.4
Medium districts (2,500-10,000 students)	22	21	19.2	19.9	0.7
Small districts (<2,500 students)	19	21	16.2 *	16.6	0.4
Urbanicity					
Urban	7	5 *	5.8	4.1	-1.7
Suburban	16	13	12.3	12.9	0.6
Town	32	30	24.7 *	26.5	1.8
Rural	23	28 *	21.2 *	21.3	0.1

Exhibit B.48. Percentage of districts that used Title II–A funds for various types of activities in 2020–21, 2021–22, 2022–23, and 2023–24, and the change in this percentage from 2022–23 to 2023–24, by district characteristics (continued)

Type of activity	Percentage of districts with Title II–A funds available after transfer that allocated funds				Change from 2022–23 in percentage of districts that allocated funds
	2020–21	2021–22	2022–23	2023–24	
Type of district					
Traditional	24	25	20.6 *	21.0	0.5
Charter school	2	1	1.6	0.6	-1.0
Evaluation systems	10	8 *	7.9	9.9 *	2.0
District enrollment size					
Large	21	23	21.6	27.1 *	5.5
Medium	15	13	12.2	13.6	1.4
Small	8	6 *	5.4	7.2 *	1.8
Urbanicity					
Urban	13	9	7.7	11.1	3.4
Suburban	11	10	9.2	11.8	2.7
Town	11	11	10.7	11.7	0.9
Rural	8	6	5.8	7.1	1.3
Type of district					
Traditional	10	9 *	9.1	11.0	2.0
Charter school	9	5	3.4	5.2	1.8
Other	26	25	25.8	20.8	-5.0
District enrollment size					
Large districts	52	54	54.2	48.1	-6.1
Medium districts	38	37	37.6	24.9	-12.7
Small districts	20	19	20.0	17.2	-2.8
Urbanicity					
Urban	23	21	20.2	21.4	1.2
Suburban	29	27	30.7	22.3	-8.4
Town	30	27	26.5	24.4	-2.1
Rural	24	25	24.9	17.9	-7.0
Type of district					
Traditional	29	29	30.1	23.0	-7.1
Charter school	14	11	10.1	12.2	2.1

* 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. See glossary for definitions of district characteristics.

SOURCE: 2020–21, 2021–22, 2022–23, and 2023–24 Title II–A Use of Funds District Survey.

Exhibit B.49. Percentage of districts using Title II–A funds for teacher professional development and training that funded activities in 2019–20, 2020–21, 2021–22, 2022–23 and 2023–24, and the change in this percentage from 2022–23 to 2023–24

Type	Percentage of districts using Title II–A funds for teacher professional development that funded this type of activity					Change from 2022–23 in percentage of districts that funded this type of activity
	2019–20	2020–21	2021–22	2022–23	2023–24	
Short-term or conferences	93	90	87 *	87.8	86.2	-1.6
Short-term (3 days or less), single session	88	86	82 *	81.5	80.3	-1.2
Conducted by external provider	79	75 *	72	72.7	71.0	-1.8
Conducted by district or school-level staff	65	65	54 *	52.4	47.2 *	-5.3
Professional conferences or organizations	70	57 *	58	58.3	58.0	-0.3
Longer-term	77	80	72 *	72.2	72.2	0.0
Longer-term activities with connected content (4 or more days)	65	65	57 *	58.3	58.5	0.2
Conducted by external provider	50	47 *	43 *	44.0	42.2	-1.8
Conducted by district or school-level staff	42	42	33 *	33.9	34.2	0.3
One-on-one support from teacher leaders or coaches	45	48	37 *	35.3	35.1	-0.2
Group support (e.g., lesson study, peer-to-peer communities of practice)	33	32	24 *	24.3	23.9	-0.4
University or college courses	18	20	16 *	15.6	15.1	-0.5
Collaborative or job-embedded	52	55	43 *	43.0	43.1	0.1
One-on-one support from teacher leaders or coaches	45	48	37 *	35.3	35.1	-0.2
Group support (e.g., lesson study, peer-to-peer communities of practice)	33	32	24 *	24.3	23.9	-0.4
Other	38	51	31 *	33.7	31.3	-2.4
Internet-based professional development (e.g., video library, skill-building modules, online coaching)	24	39 *	18 *	17.6	15.4	-2.2
Professional certifications (e.g., national board certification, state-level credentials, or endorsements)	18	18	14 *	13.2	12.8	-0.4
Alternative (nontraditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	--	--	9	9.9	8.5	-1.4
Other	3	4	3	4.3	3.6	-0.7

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

-- Not collected prior to school year 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: 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24 Title II–A Use of Funds District Survey.

Exhibit B.50. Number of states that used Title II-A funds for various activities in 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24, and the change in this number from 2022-23 to 2023-24

Activity category	Number of states that allocated funds					Change from 2022-23 in number of states that allocated funds
	2019-20	2020-21	2021-22	2022-23	2023-24	
Administration, monitoring, and technical assistance	45	49	49	50	46	-4
Professional development	33	36	42	38	36	-2
Recruiting, hiring, and retaining effective educators	35	36	38	40	35	-5
Equitable access	20	23	22	22	17	-5
Evaluation systems	19	17	16	13	14	1
Other	29	20	20	16	26	10

NOTE: Indiana did not submit a survey for school year 2021-22.

SOURCE: 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 Title II-A Use of Funds State Educational Agency Survey.

Exhibit B.51. Share of Title II-A funds that states allocated for various activities in 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24, and the change in this share from 2022-23 to 2023-24

Activity category	Share of funds allocated					Change from 2022-23 in share of funds allocated
	2019-20	2020-21	2021-22	2022-23	2023-24	
Administration, monitoring, and technical assistance	31.0	35.0	32.0	30.8	30.0	-0.8
Professional development	18.0	18.0	22.0	21.1	17.7	-3.4
Recruiting, hiring, and retaining effective educators	25.0	31.0	31.0	32.5	33.6	1.1
Equitable access	7.0	7.0	7.0	7.6	6.5	-1.2
Evaluation systems	8.0	4.0	4.0	4.1	3.9	-0.2
Other	10.0	5.0	5.0	3.9	6.8	3.0

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

SOURCE: 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 Title II-A Use of Funds State Educational Agency Survey.

Exhibit B.52. Amount of Title II-A funding that states allocated for various activities in 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24, and the change in this amount from 2022–23 to 2023–24

Activity category	Amount of funding allocated					Change from 2022–23 in amount of funding allocated
	2019–20	2020–21	2021–22	2022–23	2023–24	
Administration, monitoring, and technical assistance	\$26,792,039	\$30,357,528	\$29,541,085	\$29,489,287	\$27,446,081	-\$2,043,206
Professional development	\$15,275,972	\$15,381,915	\$20,215,208	\$20,192,555	\$16,144,492	-\$4,048,063
Recruiting, hiring, retaining effective educators	\$21,772,318	\$27,171,540	\$28,564,435	\$31,065,909	\$30,710,225	-\$355,684
Equitable access	\$6,184,557	\$6,079,750	\$6,559,290	\$7,318,597	\$5,908,246	-\$1,410,351
Evaluation systems	\$6,681,319	\$3,909,680	\$3,520,773	\$3,915,186	\$3,562,734	-\$352,453
Other	\$8,766,310	\$4,544,043	\$4,256,334	\$3,693,396	\$6,248,396	\$2,555,001

NOTE: Indiana did not submit a survey for school year 2021–22.

SOURCE: 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24 Title II–A Use of Funds State Educational Agency Survey.

Exhibit B.53. Percentage of districts that used ESEA funding transferability in 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24, and the change in this percentage from 2022–23 to 2023–24

Transfer of funds	Percentage of Title II–A funds transferred					Change from 2022–23 in percentage of districts that allocated funds
	2019–20	2020–21	2021–22	2022–23	2023–24	
Funds transferred from Title II–A to another program	24.9	26.5	25.6	26.3	26.3	<0.1
Title I, Part A	22.9	23.9	22.9	23.9	23.7	-0.2
Title I, Part C or Part D	0.1	0.1	0.1	0.2	0.1	-0.1
Title III, Part A	<0.1	0.3	0.2	0.3	0.3	-0.1
Title IV, Part A	1.3	1.5	1.2	1.3	1.2	-0.1
Title V, Part B	1	1.2	1.5	1.5	1.5	<0.1
All funds transferred from Title II–A to another program	--	--	18.1	19.2	20.1	0.9
Funds transferred to Title II–A from any other programs	6.8	5.5 *	6.0	6.1	6.4	0.3

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

-- Not collected prior to school year 2021–22.

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

SOURCE: 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24 Title II–A Use of Funds District Survey.

Exhibit B.54. Percentage of Title II-A funds transferred by districts under ESEA funding transferability in 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24, and the change in this percentage from 2022-23 to 2023-24

Transfer of funds	Percentage of Title II-A funds transferred					Change from 2022-23 in percentage of Title II-A funds transferred
	2019-20	2020-21	2021-22	2022-23	2023-24	
Funds transferred from Title II-A to another program	7.8	8.8 *	8.3	8.4	9.2	0.8
Title I, Part A	7.1	7.9	7.3	7.2	8.2	0.9
Title I, Part C or Part D	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1
Title III, Part A	<0.1	<0.1	<0.1	0.1	0.1	<0.1
Title IV, Part A	0.4	0.6 *	0.6	0.8	0.6	-0.2
Title V, Part B	0.2	0.3	0.3	0.3	0.3	<0.1
All funds transferred from Title II-A to another program	--	--	6.0	6.0	7.0	1.0
Funds transferred to Title II-A from any other programs	3.4	2.3 *	1.8	2.3	5.4 *	3.0

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

-- Not collected prior to school year 2021-22.

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: 2019-20, 2020-21, 2021-22, and 2022-23, 2023-24 Title II-A Use of Funds District Survey.

Exhibit B.55. Percentage of districts that allocated Title II–A funds to evaluation systems¹, by state

State	Percentage of districts that allocated funds (using Title II–A funds available after transfer) for 2022–23	Percentage of districts that allocated funds (using Title II–A funds available after transfer) for 2023–24	Change from 2022–23 in percentage of districts that allocated funds
All states²	7.9	9.9	2.0
Alabama	11.4	10.2	-1.2
Alaska	21.3	21.4	0.2
Arizona	10.3	9.9	-0.4
Arkansas	6.0	7.6	1.6
California	6.3	7.7	1.4
Colorado	6.8	11.8	5.0
Connecticut	12.6	12.0	-0.6
Delaware	16.9	20.0	3.1
District of Columbia	0.0	0.0	0.0
Florida	50.0	46.3	-3.7
Georgia	11.9	10.1	-1.7
Hawaii	100.0	100.0	0.0
Idaho	3.3	3.7	0.4
Illinois	5.2	9.5	4.3
Indiana	9.3	7.7	-1.5
Iowa	1.7	5.1	3.3
Kansas	6.4	10.4	4.0
Kentucky	8.6	16.2	7.5
Louisiana	10.0	17.4	7.4
Maine	11.1	15.7	4.6
Maryland	21.6	31.8	10.2
Massachusetts	14.5	8.8	-5.7
Michigan	8.6	8.5	-0.1
Minnesota	1.6	2.7	1.1
Mississippi	12.1	10.2	-1.9
Missouri	8.2	5.7	-2.4
Montana	4.3	2.9	-1.4
Nebraska	4.2	2.6	-1.6
Nevada	6.7	16.7	10.0
New Hampshire	7.0	15.1	8.1
New Jersey	8.1	7.0	-1.2
New Mexico	11.3	19.7	8.4
New York	4.5	14.7	10.2
North Carolina	14.2	14.1	-0.1
North Dakota	23.0	16.7	-6.3
Ohio	2.7	3.6	0.9
Oklahoma	6.3	11.3	5.0
Oregon	11.2	20.9	9.7
Pennsylvania	2.3	2.5	0.3
Puerto Rico	0.0	0.0	0.0
Rhode Island	5.7	1.7	-4.0
South Carolina	15.6	7.6	-8.1
South Dakota	13.3	10.5	-2.8
Tennessee	6.9	15.0	8.0
Texas	10.8	17.9	7.2
Utah	12.8	16.3	3.5
Vermont	31.1	25.0	-6.1
Virginia	14.3	21.3	7.0
Washington	4.9	8.3	3.4
West Virginia	29.2	16.4	-12.8
Wisconsin	9.4	6.2	-3.2
Wyoming	25.4	31.4	6.0

¹ The category with the largest overall change between the 2022–23 and 2023–24 school years.

² The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2022–23 and 2023–24 Title II–A Use of Funds District Survey (*N* = 13,074 districts weighted, 3,653 unweighted).

Exhibit B.56. Percentage of districts with Title II–A funds transferred to Title I–A¹ and the change in this percentage from 2022–23 to 2023–24, by state

State	Percentage of districts with Title II–A funds transferred to Title I–A for 2022–23	Percentage of districts with Title II–A funds transferred to Title I–A for 2023–24	Change from 2022–23 in percentage of districts that transferred funds
All states²	23.9	23.7	-0.2
Alabama	7.3	19.9	12.6
Alaska	34.7	28.9	-5.8
Arizona	31.8	17.4	-14.4
Arkansas	46.0	50.3	4.4
California	8.0	4.4	-3.5
Colorado	20.4	21.3	0.8
Connecticut	4.9	6.6	1.7
Delaware	65.3	71.1	5.8
District of Columbia	80.1	7.9	-72.3
Florida	1.6	0.0	-1.6
Georgia	28.7	43.1	14.4
Hawaii	0.0	0.0	0.0
Idaho	8.8	9.4	0.6
Illinois	19.9	17.7	-2.2
Indiana	5.4	5.1	-0.3
Iowa	14.9	10.4	-4.5
Kansas	11.4	13.7	2.3
Kentucky	29.3	29.4	0.1
Louisiana	26.1	17.0	-9.1
Maine	36.4	21.2	-15.2
Maryland	0.0	0.0	0.0
Massachusetts	3.6	6.6	3.0
Michigan	48.4	42.0	-6.4
Minnesota	18.9	28.0	9.1
Mississippi	55.7	48.4	-7.3
Missouri	58.4	58.2	-0.3
Montana	51.4	56.5	5.0
Nebraska	49.2	43.5	-5.7
Nevada	0.0	7.1	7.1
New Hampshire	1.4	0.8	-0.6
New Jersey	13.5	7.9	-5.6
New Mexico	13.5	8.2	-5.3
New York	14.8	18.4	3.6
North Carolina	24.5	13.4	-11.1
North Dakota	15.2	17.7	2.6
Ohio	10.8	18.1	7.3
Oklahoma	65.4	64.7	-0.7
Oregon	24.3	11.2	-13.1
Pennsylvania	30.3	36.6	6.3
Puerto Rico	0.0	0.0	0.0
Rhode Island	14.9	1.7	-13.2
South Carolina	0.0	2.9	2.9
South Dakota	22.0	14.3	-7.7
Tennessee	35.6	28.6	-7.0
Texas	37.2	37.7	0.5
Utah	12.0	15.7	3.7
Vermont	9.1	22.5	13.4
Virginia	0.8	4.1	3.3
Washington	4.2	12.7	8.6
West Virginia	0.0	21.4	21.4
Wisconsin	0.5	5.4	4.9
Wyoming	4.5	5.3	0.8

¹ The fund category showing the greatest yearly change in table B.53.

² The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2022–23 and 2023–24 Title II–A Use of Funds District Survey.

Appendix C: Standard Error Tables

The following exhibits in Appendix C are standard error estimates for the corresponding exhibits in Appendix B. In each exhibit, the number after "C.SE" corresponds with the exhibit number in Appendix B. For example, Exhibit C.SE1 contains the standard error estimates for Exhibit B.1. For tables based on the Title II–A Use of Funds State Educational Agency Survey, a standard error table is omitted because the state survey represents a universe of all states.

Exhibit C.SE1. Standard errors for Exhibit B.1. Percentage of districts that used Title II–A funds for various types of activities, and the share of funds allocated in 2023–24

Type	Total Funding	Percentage of all Title II–A districts	Percentage of districts with Title II–A funds available after transfer that allocated funds	Share of funds allocated (for districts that allocated funds)
Professional development	27,413,349.11	0.98	1.02	0.79
Principal professional development ¹	---	1.01	1.19	---
Recruiting, hiring, and retaining effective educators	17,619,360.67	0.86	1.05	0.72
Class size reduction	6,840,209.77	0.55	0.68	0.40
Evaluation systems	5,144,903.32	0.44	0.54	0.27
Other	7,731,485.05	0.74	0.91	0.38
Funds not yet budgeted	4,971,807.19	0.59	0.72	0.26

¹ Among districts that allocated funds for professional development, all districts reported using these funds for teacher professional development and 76 percent of districts reported also using these funds for professional development for principals and other school leaders.

--- Not available.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE2. Percentage of districts that used Title II–A funds for various types of activities, and the share of funds allocated in 2023–24, by district enrollment size

Type	Percentage of districts that allocated funds			Share of fund allocated (percentage)		
	Large	Medium	Small	Large	Medium	Small
Professional development	0.73	0.87	1.37	1.26	1.10	1.15
Recruiting, hiring, and retaining effective educators	2.09	1.24	1.41	1.14	0.89	0.83
Class size reduction	0.83	1.06	0.89	0.45	0.86	1.11
Evaluation systems	1.78	0.92	0.69	0.44	0.35	0.34
Other	1.95	1.09	1.21	0.58	0.44	0.87
Funds not yet budgeted	1.64	0.88	0.96	0.42	0.21	0.58

NOTE: See the glossary for definition of district enrollment size.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE3. Percentage of districts that used Title II–A funds for various types of activities, and the share of funds allocated in 2023–24, by urbanicity

Type	Percentage of districts that allocated funds				Share of fund allocated (percentage)			
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural
Professional development	2.83	1.65	2.02	1.74	1.51	1.31	1.48	1.62
Recruiting, hiring, and retaining effective educators	2.70	1.59	2.52	1.71	1.55	0.90	1.40	1.50
Class size reduction	0.78	0.99	2.05	1.30	0.66	0.57	1.35	1.23
Evaluation systems	1.57	1.07	1.27	0.79	0.66	0.24	0.73	0.26
Other	2.07	1.57	2.26	1.62	0.75	0.62	0.52	0.61
Funds not yet budgeted	1.99	1.12	1.34	1.28	0.22	0.36	0.47	1.41

NOTE: See the glossary for definition of district urbanicity.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE4. Percentage of districts that used Title II–A funds for various types of activities, and the share of funds allocated in 2023–24, by district type

Type	Percentage of districts that allocated funds		Share of fund allocated (percentage)	
	Traditional	Charter	Traditional	Charter
Professional development	0.97	3.26	0.81	3.93
Recruiting, hiring, and retaining effective educators	0.99	3.45	0.73	4.21
Class size reduction	0.82	0.57	0.42	0.09
Evaluation systems	0.55	1.56	0.28	0.97
Other	0.95	2.49	0.39	1.32
Funds not yet budgeted	0.73	2.13	0.27	0.77

NOTE: See the glossary for definition of district type.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE5. 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	0.57
Principals and other leaders	0.78

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE7. Percentage of districts that used Title II–A funds for various types of activities in 2023–24, by state

State	Professional development	Recruiting, hiring, and retaining effective educators	Class size reduction	Evaluation systems	Other	Funds not yet budgeted
All States¹	1.02	1.05	0.68	0.54	0.91	0.72
Alabama	3.31	3.70	3.50	1.78	4.28	0.37
Alaska	1.91	4.56	1.91	4.06	5.34	3.44
Arizona	6.38	5.96	0.00	3.38	4.60	4.73
Arkansas	4.26	4.89	3.44	2.36	4.17	2.96
California	2.84	5.67	3.25	1.61	4.98	3.67
Colorado	3.33	4.05	1.83	2.86	4.08	2.32
Connecticut	4.08	4.52	1.98	4.19	4.37	3.30
Delaware	32.06	8.97	8.97	16.03	17.95	16.03
District of Columbia	85.89	85.89	0.00	0.00	85.89	0.00
Florida	0.00	2.38	1.36	3.26	2.83	1.95
Georgia	10.09	8.78	0.45	2.74	7.41	0.95
Hawaii	0.00	0.00	0.00	0.00	0.00	0.00
Idaho	9.40	9.36	0.65	1.06	3.15	6.97
Illinois	4.38	4.89	5.00	2.58	3.17	2.45
Indiana	5.22	5.39	4.00	2.47	3.11	1.53
Iowa	4.47	3.41	5.04	2.16	0.86	2.74
Kansas	4.41	4.27	4.75	3.16	2.14	1.30
Kentucky	5.40	6.33	5.67	5.20	3.69	2.67
Louisiana	0.90	8.12	2.24	3.76	5.89	1.38
Maine	12.04	2.09	2.16	3.90	6.31	6.01
Maryland	0.93	1.24	0.00	1.67	2.02	0.93
Massachusetts	5.25	5.75	0.75	2.16	4.04	2.76
Michigan	5.57	4.92	1.43	2.93	5.68	1.94
Minnesota	5.77	3.08	6.30	1.10	2.28	4.50
Mississippi	1.60	4.23	1.60	2.12	4.57	1.80
Missouri	6.35	5.13	5.11	3.37	5.75	5.63
Montana	9.67	9.08	3.72	1.60	4.68	1.59
Nebraska	6.18	4.57	5.65	1.09	3.85	3.17
Nevada	3.94	6.96	0.00	3.63	5.56	2.96
New Hampshire	4.10	4.41	0.62	3.59	4.04	4.63
New Jersey	3.13	3.80	2.14	2.06	2.36	3.25
New Mexico	7.94	10.40	2.23	13.61	5.63	13.14
New York	4.45	3.72	2.44	3.64	3.40	2.61
North Carolina	8.02	7.89	4.92	3.26	5.53	3.68
North Dakota	5.81	5.21	4.61	3.73	6.15	2.59
Ohio	4.36	3.79	3.57	1.16	4.19	2.94
Oklahoma	8.59	7.82	3.76	4.82	4.90	8.22
Oregon	3.44	4.15	1.68	4.00	3.46	2.03
Pennsylvania	5.26	6.05	5.78	1.12	3.41	0.00
Puerto Rico	0.00	0.00	0.00	0.00	0.00	0.00
Rhode Island	2.02	11.72	1.20	1.20	19.66	24.70
South Carolina	1.00	1.87	1.76	0.82	1.67	1.35
South Dakota	6.52	5.97	4.86	4.92	7.78	6.78
Tennessee	0.00	4.60	2.69	2.93	3.27	2.56
Texas	7.68	6.79	3.55	3.20	6.03	4.92
Utah	15.61	9.06	11.75	13.42	4.71	0.00
Vermont	1.29	4.40	1.30	2.74	3.97	3.98
Virginia	5.20	5.05	4.20	3.23	2.71	1.76
Washington	6.37	3.91	3.26	2.94	4.49	2.88
West Virginia	0.72	9.15	0.00	4.64	7.98	0.72
Wisconsin	4.53	4.35	4.55	1.96	4.10	3.51
Wyoming	3.13	4.15	3.13	3.46	4.02	2.38

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE8. Share of district-level Title II–A funds used for various types of strategies in 2023–24, by state

State	Professional Development	Recruiting, hiring, and retaining effective educators	Class size reduction	Evaluation Systems	Other	Funds not yet budgeted
All States¹	0.79	0.72	0.40	0.27	0.38	0.26
Alabama	2.29	1.21	1.84	0.10	0.76	0.01
Alaska	4.06	5.83	0.01	4.64	4.16	0.34
Arizona	1.81	1.64	0.00	0.81	0.63	0.39
Arkansas	4.31	3.41	1.42	2.20	2.17	0.38
California	4.09	4.41	1.14	2.19	2.15	1.37
Colorado	5.03	3.66	0.47	2.68	1.73	0.41
Connecticut	4.55	1.93	3.77	0.88	4.25	1.21
Delaware	22.89	19.65	2.30	1.20	1.92	4.24
District of Columbia	4.98	0.09	0.00	0.00	5.07	0.00
Florida	3.91	1.94	2.11	0.81	1.24	0.93
Georgia	3.62	3.47	0.05	0.20	1.43	0.01
Hawaii	0.00	0.00	0.00	0.00	0.00	0.00
Idaho	4.55	4.08	0.64	1.43	1.11	0.70
Illinois	3.03	2.14	2.36	0.88	0.57	0.29
Indiana	2.57	1.55	1.81	0.38	1.67	0.44
Iowa	4.29	1.65	5.57	0.48	1.88	0.41
Kansas	5.15	5.26	4.62	1.39	0.60	1.11
Kentucky	2.68	1.53	2.42	1.15	1.32	0.01
Louisiana	3.34	2.57	1.04	1.11	1.17	0.35
Maine	3.47	0.62	2.90	0.29	1.60	0.70
Maryland	1.04	1.36	0.00	0.47	0.81	0.00
Massachusetts	3.31	2.82	0.61	1.38	1.65	0.59
Michigan	3.51	2.32	0.26	0.74	2.47	0.51
Minnesota	3.27	1.61	2.15	0.45	0.34	1.21
Mississippi	2.14	2.02	0.30	0.50	1.69	0.24
Missouri	3.82	1.05	4.27	0.32	2.16	0.64
Montana	2.25	9.94	10.66	0.28	1.42	0.79
Nebraska	11.16	4.70	7.53	0.04	1.24	0.45
Nevada	6.22	1.10	0.00	4.95	0.53	0.00
New Hampshire	2.58	1.30	1.45	1.41	0.31	2.34
New Jersey	4.95	1.72	2.60	1.28	4.71	0.58
New Mexico	5.38	3.94	2.03	0.15	1.25	1.01
New York	2.03	0.99	3.55	0.83	1.87	0.51
North Carolina	1.38	1.24	1.05	1.00	0.71	0.53
North Dakota	5.13	4.00	6.68	0.40	1.55	2.88
Ohio	3.32	2.47	1.91	1.38	1.56	0.58
Oklahoma	4.96	4.43	2.70	0.61	2.66	2.01
Oregon	2.48	1.62	0.42	0.89	1.45	0.00
Pennsylvania	4.80	11.33	16.69	0.64	0.72	0.00
Puerto Rico	0.00	0.00	0.00	0.00	0.00	0.00
Rhode Island	5.73	3.33	0.15	0.05	1.01	3.15
South Carolina	1.79	0.97	1.22	0.05	1.12	0.04
South Dakota	11.03	3.88	10.37	0.73	2.05	0.62
Tennessee	2.99	1.96	0.87	0.52	2.44	0.18
Texas	4.76	3.64	1.80	0.61	1.82	1.94
Utah	4.27	4.47	2.55	1.11	0.44	0.00
Vermont	2.78	1.32	0.22	0.42	2.18	1.37
Virginia	1.47	1.67	1.28	0.17	2.11	0.32
Washington	1.88	1.40	0.64	0.63	0.82	0.15
West Virginia	2.83	2.94	0.00	0.60	0.78	0.01
Wisconsin	3.02	2.77	2.34	0.61	0.54	0.86
Wyoming	3.03	1.07	1.98	0.53	0.96	0.99

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE9. District-reported Title II-A funding for professional development in 2023-24

Title II-A funding reported by district	Funding Value
Total amount of Title II-A funds that districts allocated for professional development	\$27,413,349.11
Total number of full-time equivalent teachers in districts that reported using Title II-A funds for professional development	\$69,429.29
Average percentage of teachers participating in Title II-A-funded professional development, in districts that reported using Title II-A funds for this purpose	0.86%
Total number of teachers participating in Title II-A-funded professional development	53,104.90
Average amount per teacher participating in Title II-A-funded professional development	\$9.36

SOURCE: 2023-24 Title II-A Use of Funds District Survey; Common Core of Data, 2022-23

Exhibit C.SE10. Percentage of teachers who participated in professional development funded by Title II-A in 2023-24, in districts that used Title II-A funds for this purpose, by district enrollment size

Title II-A funds used to support	All districts	Large	Medium	Small
Participation in professional development	0.86	1.30	0.93	1.23

NOTE: See the glossary for definitions of district characteristics.

SOURCE: 2023-24 Title II-A Use of Funds District Survey; Common Core of Data, 2022-23.

Exhibit C.SE11. 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 2023–24

Type	Percentage of districts using Title II–A funds for teacher 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	0.87	1.10
Short-term (3 days or less), single session	0.95	1.26
Conducted by external provider	1.23	1.33
Conducted by district or school-level staff	1.24	0.96
Professional conferences or organizations	1.31	1.17
Longer-term	1.27	1.35
Longer-term activities with connected content (4 or more days)	1.35	1.35
Conducted by external provider	1.18	1.17
Conducted by district or school-level staff	1.09	0.93
One-on-one support from teacher leaders or coaches	1.10	0.97
Group support (e.g., lesson study, peer-to-peer communities of practice)	0.99	0.69
University or college courses	0.80	0.62
Collaborative or job-embedded	1.16	1.03
One-on-one support from teacher leaders or coaches	1.10	0.97
Group support (e.g., lesson study, peer-to-peer communities of practice)	0.99	0.69
Other	1.21	0.91
Internet-based professional development (e.g., video library, skill-building modules, online coaching)	0.78	0.40
Professional certifications (e.g., national board certification, state-level credentials, or endorsements)	0.77	0.56
Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	0.64	0.50
Other	0.56	0.49

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 requested. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE12. 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 2023–24

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	1.20	1.23
Short-term (3 days or less), conducted by external provider or district-level staff	1.40	1.44
Professional conferences or organizations, external to the district or state	1.45	1.43
Longer-term	1.47	1.39
Longer-term group professional development, conducted by an external provider	1.33	1.22
Longer-term group professional development, conducted by district staff	1.01	0.77
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	0.97	0.69
Longer-term one-on-one professional development, conducted by district staff	0.78	0.61
Longer-term one-on-one professional development, conducted by an external provider	0.79	0.67
University or college courses	0.41	0.32
Collaborative or job-embedded	1.22	1.01
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	0.97	0.69
Longer-term one-on-one professional development, conducted by district staff	0.78	0.61
Longer-term one-on-one professional development, conducted by an external provider	0.79	0.67
Other	1.41	1.32
State leadership conferences or trainings	1.32	1.17
Leadership certifications (e.g., state-level credentials or endorsements)	0.73	0.71
Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	0.34	0.24
Other	0.43	0.40

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. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE13. 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 2023–24, by district enrollment size and type

Activities by District Enrollment Size and District Type	Percentage of districts using Title II–A funds for teacher professional development and training that:	
	Funded this type of activity Indicated the activity was one of the two largest expenditures in this area	Indicated the activity was one of the two largest expenditures in this area
Short-term or conferences	0.87	1.10
Large	1.24	2.05
Medium	1.04	1.37
Small	1.23	1.55
Traditional	0.76	1.01
Charter school	3.13	3.94
Longer-term	1.27	1.35
Large	1.69	1.99
Medium	1.18	1.38
Small	1.80	1.94
Traditional	1.21	1.31
Charter school	4.14	4.46
Collaborative or job-embedded	1.16	1.03
Large	2.11	2.00
Medium	1.44	1.36
Small	1.59	1.44
Traditional	1.07	0.96
Charter school	3.90	3.62
Other	1.21	0.91
Large	2.00	1.63
Medium	1.30	0.79
Small	1.71	1.33
Traditional	1.15	0.76
Charter school	3.95	3.62

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 the glossary for definitions of district enrollment size and type. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE14. 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 2023–24, 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	0.97	5.27	1.10	5.16
Short-term (3 days or less), conducted by external provider or district-level staff	1.31	5.27	1.39	5.32
Professional conferences or organizations, external to the district or state	1.38	5.20	1.36	5.53
Longer-term	1.30	5.79	1.31	5.41
Longer-term group professional development, conducted by an external provider	1.20	5.19	1.18	4.54
Longer-term group professional development, conducted by district staff	0.80	4.53	0.66	3.43
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	0.82	4.03	0.60	2.94
Longer-term one-on-one professional development, conducted by district staff	0.72	2.96	0.44	3.14
Longer-term one-on-one professional development, conducted by an external provider	0.79	2.53	0.69	2.05
University or college courses	0.42	1.18	0.33	0.97
Collaborative or job-embedded	1.10	4.69	0.93	4.09
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	0.82	4.03	0.60	2.94
Longer-term one-on-one professional development, conducted by district staff	0.72	2.96	0.44	3.14
Longer-term one-on-one professional development, conducted by an external provider	0.79	2.53	0.69	2.05
Other	1.42	4.67	1.37	4.09
State leadership conferences or trainings	1.36	4.06	1.25	3.06
Leadership certifications (e.g., state-level credentials or endorsements)	0.76	2.13	0.73	2.25
Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	0.32	1.31	0.14	1.39
Other	0.39	1.66	0.33	1.86

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. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE15. Percentage of districts using Title II–A funds for teacher professional development and training that funded selected types of activities in 2023–24, by state

State	Short-term or conferences	Longer-term	Collaborative or job-embedded	Other
All states¹	0.87	1.27	1.16	1.21
Alabama	0.00	2.45	3.38	3.91
Alaska	2.89	5.04	5.52	5.32
Arizona	1.51	8.81	7.40	5.74
Arkansas	4.36	3.65	5.34	5.22
California	3.32	6.07	4.33	5.67
Colorado	4.19	3.84	4.79	4.70
Connecticut	2.57	6.24	7.55	9.82
Delaware	0.00	0.00	0.00	24.33
District of Columbia	0.00	0.00	0.00	0.00
Florida	0.82	1.53	2.18	2.30
Georgia	5.31	3.43	6.52	6.50
Hawaii	0.00	0.00	0.00	0.00
Idaho	10.77	14.93	4.82	5.39
Illinois	2.02	5.04	4.79	5.25
Indiana	2.06	3.69	5.55	5.67
Iowa	8.11	8.85	9.67	9.73
Kansas	4.83	5.74	5.84	5.24
Kentucky	1.32	3.78	6.59	3.02
Louisiana	10.77	2.52	8.21	8.70
Maine	8.52	2.63	4.77	6.91
Maryland	1.30	0.97	1.58	2.22
Massachusetts	5.22	3.60	4.82	5.04
Michigan	3.67	6.23	6.45	5.97
Minnesota	7.89	8.48	7.07	5.61
Mississippi	0.59	3.83	4.85	3.20
Missouri	4.97	6.63	6.66	6.35
Montana	3.49	15.21	4.48	7.22
Nebraska	1.98	9.09	8.58	7.21
Nevada	4.68	5.15	6.27	6.91
New Hampshire	4.54	5.38	5.47	5.05
New Jersey	3.48	5.50	5.29	5.49
New Mexico	2.01	5.96	6.57	9.99
New York	5.59	3.28	5.70	5.68
North Carolina	2.78	5.94	7.13	6.02
North Dakota	0.00	5.24	7.32	7.32
Ohio	5.62	6.23	5.64	5.65
Oklahoma	4.62	5.20	7.30	8.37
Oregon	4.09	1.33	4.68	5.31
Pennsylvania	7.20	6.46	6.45	7.52
Puerto Rico	0.00	0.00	0.00	0.00
Rhode Island	10.54	9.94	24.81	15.57
South Carolina	0.90	1.05	1.81	1.55
South Dakota	4.23	10.44	7.59	9.55
Tennessee	2.08	3.73	3.71	4.37
Texas	2.27	6.82	5.39	5.47
Utah	1.44	19.47	20.12	18.26
Vermont	2.96	0.00	3.09	3.09
Virginia	3.23	4.18	4.04	5.48
Washington	6.51	5.37	6.21	5.71
West Virginia	1.66	17.75	16.45	10.34
Wisconsin	3.68	4.11	5.02	6.00
Wyoming	2.96	3.22	4.64	4.70

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE16. Percentage of districts using Title II–A funds for principal professional development and training that funded selected types of activities in 2023–24, by state

State	Short-term or conferences	Longer-term	Collaborative or job-embedded	Other
All states ¹	1.20	1.47	1.22	1.41
Alabama	2.22	4.28	4.86	2.95
Alaska	3.57	6.34	4.73	4.89
Arizona	2.96	8.20	5.71	8.90
Arkansas	4.31	4.83	5.81	6.76
California	3.96	5.86	5.15	7.50
Colorado	5.26	4.94	5.45	5.71
Connecticut	5.08	11.47	6.91	6.53
Delaware	0.00	0.00	24.33	0.00
District of Columbia	0.00	0.00	0.00	0.00
Florida	1.67	2.75	3.33	2.53
Georgia	4.47	6.06	7.32	5.89
Hawaii	0.00	0.00	0.00	0.00
Idaho	11.61	15.18	3.63	14.80
Illinois	4.38	4.35	3.61	6.96
Indiana	8.73	6.42	8.05	7.09
Iowa	13.07	6.54	12.99	10.49
Kansas	1.57	7.23	5.48	5.84
Kentucky	2.18	6.24	6.05	6.35
Louisiana	10.66	5.44	6.93	8.78
Maine	5.79	6.04	5.69	9.15
Maryland	1.76	1.82	2.54	2.51
Massachusetts	6.73	6.69	5.00	6.92
Michigan	4.93	6.08	5.86	6.20
Minnesota	14.62	15.33	14.71	8.28
Mississippi	2.68	4.25	3.61	4.16
Missouri	3.60	7.64	6.08	8.91
Montana	6.24	19.61	6.54	19.13
Nebraska	3.97	12.76	7.07	9.37
Nevada	3.96	5.66	7.73	8.12
New Hampshire	8.58	6.04	6.53	5.90
New Jersey	4.48	6.20	5.65	6.09
New Mexico	5.49	11.70	6.06	7.65
New York	5.26	5.43	6.02	4.47
North Carolina	5.31	8.66	5.74	8.26
North Dakota	3.78	6.18	7.81	5.94
Ohio	4.84	5.38	5.94	6.33
Oklahoma	7.58	7.38	6.64	7.85
Oregon	5.09	5.81	5.83	6.19
Pennsylvania	5.43	8.88	8.20	7.56
Puerto Rico	0.00	0.00	0.00	0.00
Rhode Island	23.25	22.58	24.20	11.35
South Carolina	1.09	1.63	1.86	1.56
South Dakota	7.64	11.17	10.88	10.32
Tennessee	2.56	5.72	4.30	4.27
Texas	5.99	7.89	5.87	6.99
Utah	23.14	23.80	22.64	9.25
Vermont	4.76	2.86	4.31	3.07
Virginia	1.20	4.03	4.05	3.45
Washington	7.69	6.46	6.15	6.29
West Virginia	2.00	2.67	2.91	2.43
Wisconsin	5.92	7.18	4.77	7.13
Wyoming	4.15	4.48	5.01	5.01

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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

SOURCE: 2023–24 Title II–A Use of Funds District Survey (N = 7,598 districts weighted, 2,445 unweighted).

Exhibit C.SE17. 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 2023–24

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	0.80	1.17
Instructional strategies for academic subjects	1.14	1.27
Using data and assessments to guide instruction	1.41	1.12
Instructional strategies for classroom management or student behavior management	1.37	1.11
Understanding state content standards and instructional strategies to meet them	1.28	0.92
Using technology	1.17	0.48
Instruction and academic support for students with disabilities or developmental delays	1.23	0.49
Instruction and academic support to English learners	1.10	0.57
Integrating academic content, career and technical education, and work-based learning	0.99	0.45
Identifying gifted and talented students	0.66	0.13
Content knowledge	1.18	1.27
Teacher content knowledge in ELA	1.31	1.26
Teacher content knowledge in STEM or computer science	1.17	1.05
Teacher content knowledge in subjects other than ELA or STEM	1.21	0.71
School management, climate, improvement	1.17	0.65
Understanding teacher evaluation systems and resulting feedback	0.95	0.52
Identifying students with referral needs	0.90	0.30
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	0.69	0.17
Engaging parents and families	1.06	0.13
Other	0.67	0.54

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. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE18. Percentage of districts using Title II–A funds for teacher professional development that funded selected topics in 2023–24, by district enrollment size

Topic	Percentage of districts using Title II–A funds for teacher professional development that funded this topic		
	Large	Medium	Small
Instructional practice	0.64	0.49	1.17
Instructional strategies for academic subjects	1.31	1.05	1.64
Using data and assessments to guide instruction	1.49	1.33	2.01
Instructional strategies for classroom management or student behavior management	1.76	1.35	1.95
Understanding state content standards and instructional strategies to meet them	1.63	1.39	1.80
Using technology	2.02	1.39	1.62
Instruction and academic support for students with disabilities or developmental delays	2.05	1.43	1.73
Instruction and academic support to English learners	1.98	1.45	1.50
Integrating academic content, career and technical education, and work-based learning (as appropriate)	1.91	1.26	1.39
Identifying gifted and talented students	1.60	1.09	0.86
Content knowledge	1.31	0.93	1.70
Teacher content knowledge in ELA	1.53	1.08	1.89
Teacher content knowledge in STEM or computer science	1.68	1.35	1.65
Teacher content knowledge in subjects other than ELA or STEM	1.83	1.45	1.68
School management, climate, improvement	2.23	1.32	1.66
Understanding teacher evaluation systems and resulting feedback	1.95	1.11	1.33
Identifying students with referral needs	1.70	1.00	1.28
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	2.13	1.08	0.93
Engaging parents and families	1.99	1.18	1.50
Other	1.12	0.59	0.96

NOTE: This table includes only districts that funded Title II–A professional development for teachers. See the glossary for definition of district enrollment size.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE19. Percentage of districts using Title II–A funds for teacher professional development that funded selected topics in 2023–24, 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	2.59	0.89	0.79	1.62
Instructional strategies for academic subjects	3.39	1.73	2.53	2.04
Using data and assessments to guide instruction	4.01	2.12	2.70	2.38
Instructional strategies for classroom management or student behavior management	3.91	1.97	2.79	2.37
Understanding state content standards and instructional strategies to meet them	3.55	2.15	2.89	2.30
Using technology	2.40	2.03	2.73	2.23
Instruction and academic support for students with disabilities or developmental delays	3.85	2.08	2.73	1.85
Instruction and academic support to English learners	3.27	2.08	2.24	1.69
Integrating academic content, career and technical education, and work-based learning (as appropriate)	3.34	1.33	2.39	1.56
Identifying gifted and talented students	2.22	1.32	1.44	0.69
Content knowledge	3.85	1.82	1.57	2.26
Teacher content knowledge in ELA	4.02	1.98	2.22	2.33
Teacher content knowledge in STEM or computer science	3.40	1.98	2.93	2.06
Teacher content knowledge in subjects other than ELA or STEM	3.31	2.06	3.26	2.03
School management, climate, improvement	3.37	1.99	2.82	1.88
Understanding teacher evaluation systems and resulting feedback	2.73	1.70	2.50	1.37
Identifying students with referral needs	2.40	1.50	2.23	1.49
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	1.91	1.03	2.35	0.95
Engaging parents and families	2.92	1.88	2.40	1.65
Other	1.97	1.01	1.67	1.12

NOTE: This table includes only districts that funded Title II–A professional development for teachers. See the glossary for definition of district urbanicity.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE20. 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 2023–24, 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	0.79	2.47	1.08	4.19
Instructional strategies for academic subjects	1.04	3.87	1.19	4.48
Using data and assessments to guide instruction	1.31	4.70	1.04	3.97
Instructional strategies for classroom management or student behavior management	1.30	4.46	1.05	3.86
Understanding state content standards and instructional strategies to meet them	1.27	3.83	0.91	2.94
Using technology	1.21	3.13	0.57	0.70
Instruction and academic support for students with disabilities or developmental delays	1.12	4.23	0.42	1.89
Instruction and academic support to English learners	0.99	3.84	0.51	2.14
Integrating academic content, career and technical education, and work-based learning	0.87	3.60	0.42	1.52
Identifying gifted and talented students	0.57	2.38	0.16	0.00
Content knowledge	1.02	4.11	1.20	4.33
Teacher content knowledge in ELA	1.13	4.59	1.20	4.28
Teacher content knowledge in STEM or computer science	1.09	3.83	1.01	3.51
Teacher content knowledge in subjects other than ELA or STEM	1.14	3.91	0.62	2.70
School management, climate, improvement	1.04	4.12	0.41	2.98
Understanding teacher evaluation systems and resulting feedback	0.80	3.53	0.35	2.33
Identifying students with referral needs	0.88	2.84	0.22	1.27
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	0.68	2.18	0.06	0.86
Engaging parents and families	0.92	3.86	0.10	0.49
Other	0.65	2.09	0.52	1.76

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 the glossary for definition of district type.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE21. Percentage of districts using Title II–A funds for teacher professional development that funded selected topics in 2023–24, by state

State	Instructional practice	Content knowledge	School management, climate, and improvement	Parent and community engagement	Other
All states¹	0.80	1.18	1.17	1.06	0.67
Alabama	0.00	1.75	3.47	3.12	1.53
Alaska	0.00	3.68	5.13	4.84	2.07
Arizona	6.36	7.49	5.69	5.17	6.35
Arkansas	1.61	4.68	4.84	5.87	3.31
California	3.75	5.29	4.41	4.30	2.59
Colorado	1.35	4.50	5.05	4.19	1.86
Connecticut	2.94	9.96	8.68	10.18	4.10
Delaware	0.00	0.00	24.33	24.33	24.33
District of Columbia	0.00	0.00	0.00	0.00	0.00
Florida	0.00	0.82	2.67	3.25	0.82
Georgia	2.75	5.75	4.39	2.23	0.73
Hawaii	0.00	0.00	0.00	0.00	0.00
Idaho	0.44	12.87	14.83	3.58	1.28
Illinois	3.12	3.96	5.22	4.41	4.67
Indiana	0.00	2.92	6.60	3.20	1.10
Iowa	5.39	8.44	7.80	6.22	1.15
Kansas	0.58	4.80	5.59	4.53	3.04
Kentucky	0.00	2.08	6.48	6.30	0.71
Louisiana	1.19	11.60	9.72	3.15	4.87
Maine	1.14	8.56	5.27	3.19	1.33
Maryland	0.00	1.58	2.10	1.96	0.97
Massachusetts	1.19	5.67	5.43	4.31	1.96
Michigan	2.22	3.88	5.24	4.95	2.38
Minnesota	8.20	9.37	11.01	7.18	9.13
Mississippi	0.88	2.16	4.46	3.35	1.71
Missouri	2.32	5.21	7.52	5.11	2.16
Montana	7.22	15.66	7.79	1.27	3.07
Nebraska	2.35	5.72	5.50	3.51	6.12
Nevada	0.00	3.58	5.13	3.67	4.68
New Hampshire	2.56	4.89	2.05	3.26	4.40
New Jersey	3.66	4.02	5.35	4.14	2.70
New Mexico	1.56	15.37	12.00	6.27	1.56
New York	3.48	4.55	5.65	4.16	2.51
North Carolina	1.21	4.86	5.75	4.52	2.18
North Dakota	0.00	7.32	5.94	7.81	3.84
Ohio	3.21	7.51	5.83	5.81	1.34
Oklahoma	0.00	5.07	7.63	8.56	0.92
Oregon	1.35	4.68	5.23	3.80	2.25
Pennsylvania	4.42	3.17	8.03	7.08	6.07
Puerto Rico	0.00	0.00	0.00	0.00	0.00
Rhode Island	1.27	2.18	28.56	29.86	2.54
South Carolina	0.00	1.13	1.53	1.25	0.90
South Dakota	2.99	7.94	9.86	10.01	2.99
Tennessee	2.19	2.10	4.34	5.10	0.72
Texas	5.92	5.54	6.25	6.67	0.86
Utah	0.00	19.52	20.42	5.76	0.81
Vermont	0.00	2.85	3.09	2.19	2.31
Virginia	0.00	3.32	3.69	4.31	0.49
Washington	0.26	4.73	5.66	5.27	3.54
West Virginia	0.74	0.74	9.92	7.32	0.00
Wisconsin	2.81	4.55	4.16	2.76	0.69
Wyoming	1.70	3.22	4.56	3.99	1.70

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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

SOURCE: 2023–24 Title II–A Use of Funds District Survey (N = 9,360 districts weighted, 2,853 unweighted).

Exhibit C.SE22. 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 2023–24

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	0.96	1.22
School improvement planning or identifying interventions to support academic improvement	1.29	1.40
Strategies and practices to advance organizational development	1.42	1.38
Strategies and practices to develop and manage the school’s workforce	1.27	0.86
Strategies to engage parents and the community	1.23	0.67
Other	0.61	0.59

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. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE23. Percentage of districts using Title II–A funds for principal professional development that funded selected topics in 2023–24, by district enrollment 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	1.08	1.02	1.44
School improvement planning or identifying interventions to support academic improvement	1.66	1.22	1.97
Strategies and practices to advance organizational development	2.20	1.50	2.14
Strategies and practices to develop and manage the school’s workforce	2.22	1.29	1.93
Strategies to engage parents and the community	1.84	1.41	1.84
Other	1.03	0.80	0.90

NOTE: This table includes only districts that funded Title II–A professional development for principals. See the glossary for definition of district enrollment size.

SOURCE: 2023–24 Title II–A Use of Funds District Survey

Exhibit C.SE24. Percentage of districts using Title II–A funds for principal professional development that funded selected topics in 2023–24, 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	2.38	1.58	1.26	2.12
School improvement planning or identifying interventions to support academic improvement	3.58	1.89	2.56	2.44
Strategies and practices to advance organizational development	4.22	2.25	2.77	2.56
Strategies and practices to develop and manage the school’s workforce	3.47	1.76	2.86	2.63
Strategies to engage parents and the community	3.67	1.83	2.91	2.40
Other	1.64	1.36	0.71	0.88

NOTE: This table includes only districts that funded Title II–A professional development for principals. See the glossary for definition of district urbanicity.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE25. 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 2023–24, 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	0.89	3.63	1.18	4.32
School improvement planning or identifying interventions to support academic improvement	1.27	4.43	1.35	5.01
Strategies and practices to advance organizational development	1.34	5.32	1.32	5.00
Strategies and practices to develop and manage the school’s workforce	1.25	4.34	0.83	3.07
Strategies to engage parents and the community	1.16	4.56	0.66	2.22
Other	0.60	2.10	0.58	2.06

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 the glossary for definitions of district characteristics.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE26. Percentage of districts using Title II–A funds for principal professional development that funded selected topics in 2023–24, by state

State	School management, climate, and improvement	Instructional practice	Parent and community engagement	Other
All states ¹	0.84	0.96	1.23	0.61
Alabama	0.00	3.12	3.95	0.00
Alaska	2.57	5.77	5.71	3.57
Arizona	2.79	9.54	5.75	3.44
Arkansas	1.83	3.52	6.29	3.52
California	5.36	4.69	5.51	3.32
Colorado	2.49	3.83	4.39	1.77
Connecticut	4.89	2.60	13.03	3.33
Delaware	0.00	0.00	24.33	24.33
District of Columbia	0.00	0.00	0.00	0.00
Florida	0.00	0.00	3.30	1.20
Georgia	5.98	7.22	3.15	5.93
Hawaii	0.00	0.00	0.00	0.00
Idaho	2.06	8.90	16.64	2.44
Illinois	3.47	2.48	5.46	1.64
Indiana	2.37	2.17	4.34	2.03
Iowa	2.14	6.57	11.34	0.00
Kansas	1.35	4.92	5.24	1.09
Kentucky	0.00	1.10	4.91	0.00
Louisiana	11.36	0.72	10.88	5.67
Maine	0.60	5.04	4.12	0.00
Maryland	1.76	0.00	1.84	1.76
Massachusetts	4.02	6.23	5.84	6.27
Michigan	2.32	3.82	6.41	3.60
Minnesota	2.94	7.72	7.62	3.58
Mississippi	0.36	2.28	4.46	1.79
Missouri	4.85	7.04	6.54	0.00
Montana	3.44	3.42	20.83	0.00
Nebraska	1.73	2.45	4.69	2.44
Nevada	0.00	3.96	5.00	3.96
New Hampshire	4.06	5.48	4.56	4.97
New Jersey	4.40	5.92	5.68	4.89
New Mexico	1.88	3.48	8.09	2.45
New York	3.37	3.75	5.88	1.83
North Carolina	0.27	3.12	6.21	0.27
North Dakota	0.00	3.84	7.86	0.00
Ohio	1.26	5.41	5.71	1.22
Oklahoma	1.82	2.00	8.34	0.00
Oregon	2.14	2.55	4.93	2.14
Pennsylvania	5.12	7.79	6.45	6.33
Puerto Rico	0.00	0.00	0.00	0.00
Rhode Island	1.45	3.57	30.59	3.56
South Carolina	0.66	0.80	1.34	0.81
South Dakota	5.53	0.00	10.32	5.53
Tennessee	1.01	3.06	3.81	0.91
Texas	5.17	1.77	5.93	0.77
Utah	0.00	24.47	23.50	0.00
Vermont	1.80	3.43	2.47	2.53
Virginia	2.92	3.60	4.56	3.59
Washington	2.21	2.95	3.85	2.09
West Virginia	0.81	1.80	2.88	0.00
Wisconsin	2.45	4.49	5.70	1.20
Wyoming	1.70	2.63	5.14	1.70

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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: 2023–24 Title II–A Use of Funds District Survey (N = 7,695 districts weighted, 2,468 unweighted).

Exhibit C.SE29. 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 2023–24

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	1.65	1.68
Induction or new teacher and leader mentoring programs	1.72	1.74
Emphasis on leadership opportunities and multiple career pathways for teachers	1.59	1.11
Differential and incentive pay for teachers and leaders	1.87	1.65
Support with screening candidates and early hiring for teachers	1.57	0.93
Recruiting individuals from other fields to become teachers or leaders	1.50	1.18
Feedback mechanisms to improve school working conditions	1.42	0.73
Other	1.15	0.61

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. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE30. Percentage of districts using Title II–A funds to recruit, hire, and retain effective educators that funded various strategies in 2023–24, by district enrollment 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	1.53	1.31	2.53
Induction or new teacher and leader mentoring programs	1.86	1.56	2.57
Emphasis on leadership opportunities and multiple career pathways for teachers	2.62	1.97	2.29
Differential and incentive pay for teachers and leaders	2.51	1.93	2.85
Support with screening candidates and early hiring for teachers	2.63	1.94	2.29
Recruiting individuals from other fields to become teachers or leaders	2.47	1.78	2.22
Feedback mechanisms to improve school working conditions	1.81	1.74	2.12
Other	1.95	1.04	1.74

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 the glossary for definitions of district characteristics.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE31. Percentage of districts using Title II–A funds to recruit, hire, and retain effective educators that funded various strategies in 2023–24, 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	3.36	2.68	3.58	3.24
Induction or new teacher and leader mentoring programs	4.76	3.02	3.52	3.15
Emphasis on leadership opportunities and multiple career pathways for teachers	4.09	2.89	3.04	2.44
Differential and incentive pay for teachers and leaders	4.84	3.53	3.80	2.97
Support with screening candidates and early hiring for teachers	4.50	2.91	3.08	2.19
Recruiting individuals from other fields to become teachers or leaders	4.01	2.93	3.91	2.59
Feedback mechanisms to improve school working conditions	4.15	2.77	2.35	2.18
Other	1.16	2.69	1.30	2.33

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 the glossary for definitions of district characteristics.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE32. 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 2023–24, by district type

Strategy	Percentage of districts using Title II–A funds to recruit, hire, and retain effective educators that:			
	Funded this strategy		Indicator 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	1.69	5.38	1.58	6.66
Induction or new teacher and leader mentoring programs	1.56	6.24	1.67	5.83
Emphasis on leadership opportunities and multiple career pathways for teachers	1.36	6.80	0.96	4.83
Differential and incentive pay for teachers and leaders	1.58	8.29	1.42	7.52
Support with screening candidates and early hiring for teachers	1.27	7.08	0.79	4.12
Recruiting individuals from other fields to become teachers or leaders	1.43	5.62	1.05	5.02
Feedback mechanisms to improve school working conditions	1.17	6.31	0.68	2.88
Other	1.09	4.25	0.68	1.22

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 the glossary for definitions of district characteristics. Use caution when comparing this table across years.

SOURCE: 2023–24 Title II–A Use of Funds District Survey, Common Core of Data, 2022–23.

Exhibit C.SE33. Percentage of districts using Title II–A funds to recruit, hire, and retain effective educators that funded various strategies in 2023–24, by state

State	Targeting and tailoring professional development	Induction or mentoring programs	Leadership opportunities and multiple career pathways	Incentive pay	Support with screening candidates and early hiring	Recruiting people from other fields	Feedback to improve school working conditions	Other
All States ¹	1.65	1.72	1.59	1.87	1.57	1.50	1.42	1.15
Alabama	3.14	3.22	6.10	5.33	4.40	4.98	4.20	4.70
Alaska	4.33	5.13	6.43	5.13	5.71	4.33	4.33	5.71
Arizona	4.52	9.15	9.80	9.69	9.60	9.77	5.08	4.30
Arkansas	4.75	8.43	8.31	6.32	8.08	7.43	5.54	4.41
California	8.58	6.20	4.31	6.77	4.45	5.75	3.69	1.91
Colorado	5.17	7.02	7.20	7.20	7.74	7.50	7.02	5.17
Connecticut	3.96	11.86	7.75	9.15	7.93	9.03	9.28	10.16
Delaware	0.00	0.00	0.00	0.00	26.66	0.00	0.00	0.00
District of Columbia	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Florida	1.35	0.00	3.08	2.72	3.14	3.78	2.74	1.61
Georgia	3.14	7.03	6.43	7.82	4.75	6.80	5.20	6.59
Hawaii	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Idaho	3.72	4.58	7.18	9.53	4.35	5.83	4.10	2.58
Illinois	8.40	8.62	4.38	6.88	8.46	8.43	8.70	7.36
Indiana	8.68	10.79	9.12	9.91	4.41	4.64	3.73	2.74
Iowa	21.74	18.67	19.76	9.84	19.04	21.74	15.68	0.00
Kansas	5.95	4.67	7.62	6.03	6.39	6.61	7.85	2.44
Kentucky	1.91	1.01	8.10	5.51	6.10	6.25	4.75	1.45
Louisiana	9.12	9.26	7.56	5.87	4.49	6.30	4.46	9.10
Maine	3.88	7.40	7.41	6.77	5.66	2.33	7.10	3.23
Maryland	1.35	0.00	2.08	2.35	2.46	2.29	1.74	1.62
Massachusetts	9.24	1.68	3.97	5.32	5.59	4.33	4.62	0.00
Michigan	11.28	10.08	9.13	13.36	8.31	9.73	8.25	0.00
Minnesota	8.85	0.00	13.29	0.00	13.73	13.93	8.51	1.71
Mississippi	4.46	5.72	6.32	5.11	6.32	6.61	5.89	5.02
Missouri	7.26	0.00	17.34	4.94	9.72	15.87	16.46	0.00
Montana	13.67	13.36	12.93	14.46	5.56	7.41	3.15	0.00
Nebraska	23.43	11.83	22.21	9.93	22.21	23.49	23.49	11.83
Nevada	9.79	5.48	5.73	5.73	9.79	11.46	7.22	5.48
New Hampshire	2.13	6.53	6.09	1.67	2.38	5.31	2.95	2.13
New Jersey	14.26	13.63	13.80	7.73	14.40	2.50	11.48	2.51
New Mexico	7.88	7.87	4.86	9.50	8.15	6.51	8.22	3.05
New York	6.47	9.76	8.80	7.38	9.74	5.08	9.27	6.43
North Carolina	9.98	10.03	7.66	8.14	8.18	8.56	5.31	0.82
North Dakota	7.71	5.14	5.14	7.71	0.00	5.14	0.00	7.71
Ohio	13.84	15.62	16.63	14.68	15.77	15.63	14.89	3.89
Oklahoma	14.26	13.94	13.81	10.54	10.54	13.36	13.33	6.50
Oregon	5.42	4.15	6.33	4.45	3.63	4.35	6.55	2.62
Pennsylvania	25.67	21.34	47.95	52.41	52.41	47.95	32.07	52.41
Puerto Rico	---	---	---	---	---	---	---	---
Rhode Island	31.72	28.14	9.66	0.00	17.19	5.75	5.75	28.14
South Carolina	1.36	1.61	1.74	2.13	2.35	1.71	1.85	1.34
South Dakota	10.59	11.25	9.75	12.17	7.45	12.08	7.05	5.92
Tennessee	2.95	5.38	5.61	6.04	5.16	4.56	5.68	2.93
Texas	6.93	6.99	4.95	7.17	5.06	6.18	4.06	5.52
Utah	17.20	3.59	12.60	12.63	19.92	6.58	5.11	0.00
Vermont	3.19	0.00	6.41	4.51	3.22	4.51	4.70	3.22
Virginia	3.69	2.56	5.50	6.22	3.27	3.60	5.53	0.91
Washington	5.43	6.14	12.46	0.73	6.39	10.93	4.06	3.09
West Virginia	2.33	3.46	4.03	0.00	3.15	4.09	3.72	2.79
Wisconsin	7.76	8.01	8.42	8.00	4.81	7.92	5.56	0.43
Wyoming	4.79	6.33	5.07	4.79	5.07	4.92	4.44	5.07

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

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

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.

SOURCE: 2023–24 Title II–A Use of Funds District Survey, Common Core of Data, 2022–23 (N = 4,382 districts weighted, 1,508 unweighted).

Exhibit C.SE35. Percentage of districts that examined the distribution of teacher quality or effectiveness and the type of information used to define teacher quality in 2023–24

Whether and how districts examined distribution	Percentage of districts		
	All	Traditional	Charter
Examined distribution	1.13	1.13	3.23
Found inequities	0.51	0.40	1.81
Measures used to define teacher quality			
Teacher certification	1.26	1.22	3.65
Teacher evaluation ratings	1.20	1.18	3.42
Teacher experience	1.17	1.14	3.33
Assignment of teachers to a grade or classes consistent with their field of certification	1.34	1.22	4.05
Teacher education	1.43	1.33	4.27
Teacher effectiveness, as measured by value-added measures or student growth percentiles	1.35	1.29	3.96
Teacher effectiveness, as measured by student learning objectives or student growth objectives	1.31	1.25	3.80
Other	0.45	0.42	1.39

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 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: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE36. Percentage of districts using Title II–A funds to improve within-district equity of teachers that used various strategies to address inequities in 2023–24

Use of funds and strategies reported	Percentage of districts
Used funds to improve within-district equity	0.78
Strategies used to address inequities	
Offering more professional development	2.90
Improving teaching and learning environments	3.23
Beginning the hiring process earlier for vacancies	3.21
Increasing external recruitment activities such as hosting open house and job fairs	2.57
Developing career ladders or teacher leadership roles	3.12
Offering more compensation for qualified or effective teachers who move to or stay in schools	3.18
Limiting transfer or placement of inexperienced or low-performing teachers	1.32
Making exceptions in contracts or regulations to protect qualified or effective teachers from layoff	1.43
Other	1.66

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: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE37. District Title II–A allocations in 2023–24, by district characteristics

District characteristic	Average amount of district Title II–A allocation	Total Title II–A allocation
All sampled districts	\$2,675	\$43,944,571
Type of district		
Traditional	\$3,387	\$43,305,923
Charter	\$2,030	\$7,464,745
District enrollment size		
Large	\$44,713	\$43,601,285
Medium	\$2,603	\$12,596,888
Small	\$933	\$12,161,469
Urbanicity		
Urban	\$10,871	\$33,315,430
Suburban	\$7,759	\$27,269,095
Town	\$3,073	\$6,954,398
Rural	\$1,534	\$10,739,979

NOTE: See the glossary for definitions of district characteristics.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE38. Percentage of districts and share of Title II–A funds in 2023–24, by district enrollment size and urbanicity

District enrollment size and urbanicity	Percentage of districts	Share of Title II–A funds (percentage)
Large, urban	0.10	1.77
Large, suburban	0.14	1.33
Large, town	0.01	0.08
Large, rural	0.10	0.52
Medium, urban	0.14	0.31
Medium, suburban	0.23	0.40
Medium, town	0.20	0.39
Medium, rural	0.18	0.27
Small, urban	0.24	0.14
Small, suburban	0.56	0.56
Small, town	0.49	0.22
Small, rural	0.44	0.26

NOTE: See the glossary for definitions of district enrollment size and urbanicity.

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE41. District use of ESEA funding transferability in 2023–24

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	0.88	\$9,425,029	0.49
Title I, Part C or Part D	0.05	\$404,913	0.02
Title III, Part A	0.08	\$454,759	0.02
Title IV, Part A	0.14	\$2,726,549	0.13
Title V, Part B	0.23	\$1,291,036	0.06
Funds transferred from another Title II–A to any other programs	0.89	\$9,893,406	0.52
All funds transferred from Title II–A to another program	0.83	\$8,259,348	0.43
Funds transferred to Title II–A from any other programs	0.44	\$28,871,776	1.41

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE42. District use of ESEA funding transferability in 2023–24, by district characteristics

Characteristics	Percentage of districts that transferred funds	Change in Title II–A funds after transfers (for districts with transfers)
Districts that transferred funds from Title II–A to another program		
District enrollment size	0.87	1.70
Large	0.00	0.00
Medium	1.35	6.39
Small	0.90	2.30
Urbanicity	1.12	1.26
Urban	0.00	0.00
Suburban	2.50	3.18
Town	1.44	5.73
Rural	1.91	2.86
Type of district	1.40	1.57
Traditional	0.00	0.00
Charter school	0.81	1.97
Districts that transferred funds to Title II–A from another program		
District enrollment size	2.72	2.13
Large	0.42	3.32
Medium	0.00	0.00
Small	0.93	4.17
Urbanicity	0.61	37.27
Urban	0.52	19.73
Suburban	0.00	0.00
Town	1.33	4.20
Rural	0.94	9.03
Type of district	0.75	130.29
Traditional	0.54	28.49
Charter school	0.00	0.00
	0.39	5.20
	1.30	11.57

SOURCE: 2023–24 Title II–A Use of Funds District Survey; Common Core of Data, 2022–23.

Exhibit C.SE43. Share of funds that districts transferred between Title II-A and other ESEA programs in 2023-24, in districts that transferred funds

Type of district	Percentage of districts
Districts with net transfers <i>from</i> Title II-A	
Net transfers amounted to 0-50% of Title II-A funds	1.12
Net transfers amounted to 51-99% of Title II-A funds	1.29
Net transfers amounted to 100% or more of Title II-A funds	1.66
Districts with net transfers <i>to</i> Title II-A	
Net transfers amounted to 0-50% of Title II-A funds	3.74
Net transfers amounted to 51-99% of Title II-A funds	4.23
Net transfers amounted to 100% or more of Title II-A funds	2.94

SOURCE: 2023-24 Title II-A Use of Funds District Survey.

Exhibit C.SE44. Average amount of district Title II-A fund allocation, by whether district transferred funds in 2023-24

Transfer of funds	Average Title II-A allocation (dollars)
Transferred funds from Title II, Part A to other programs	2623.37
Transferred funds to Title II, Part A from other programs	10658.00
Did not transfer funds	4219.84

SOURCE: 2023-24 Title II-A Use of Funds District Survey.

Exhibit C.SE45. Percentage of districts that transferred funds between Title II-A and other ESEA programs in 2023–24, 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	0.87	0.42
Alabama	10.64	1.06
Alaska	3.44	0.00
Arizona	5.08	1.94
Arkansas	4.45	1.40
California	2.56	0.79
Colorado	3.70	2.40
Connecticut	3.79	2.11
Delaware	21.00	0.00
District of Columbia	85.89	0.00
Florida	0.00	0.00
Georgia	4.57	0.37
Hawaii	0.00	0.00
Idaho	2.71	0.74
Illinois	4.32	3.01
Indiana	2.39	1.50
Iowa	3.32	2.03
Kansas	3.25	2.49
Kentucky	3.98	1.66
Louisiana	6.50	0.00
Maine	7.52	5.94
Maryland	0.00	0.00
Massachusetts	2.24	1.17
Michigan	4.99	2.57
Minnesota	4.79	2.20
Mississippi	3.65	1.41
Missouri	5.19	2.15
Montana	5.23	3.31
Nebraska	4.39	3.09
Nevada	3.24	0.00
New Hampshire	2.73	3.86
New Jersey	2.66	2.96
New Mexico	5.54	5.51
New York	3.87	3.19
North Carolina	5.98	0.00
North Dakota	1.95	2.47
Ohio	4.18	1.91
Oklahoma	3.27	1.67
Oregon	4.36	1.57
Pennsylvania	5.09	2.05
Puerto Rico	0.00	0.00
Rhode Island	1.96	5.20
South Carolina	0.53	0.81
South Dakota	5.11	7.18
Tennessee	5.85	1.28
Texas	5.50	0.43
Utah	9.45	0.58
Vermont	3.13	1.89
Virginia	2.01	1.79
Washington	5.59	4.17
West Virginia	20.46	19.63
Wisconsin	4.12	1.16
Wyoming	2.40	2.97

¹ The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2023–24 Title II-A Use of Funds District Survey (N = 16,477 districts weighted, 4,345 unweighted).

Exhibit C.SE46. Share of district-level Title II-A funds allocated for various types of activities in 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24, and the change in this share from 2022-23 to 2023-24

Type of activity	Share of funds allocated (for districts that allocated funds)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Professional development	---	---	---	0.60	0.79
Recruiting, hiring, and retaining effective educators	---	---	---	0.46	0.72
Class size reduction	---	---	---	0.35	0.40
Evaluation systems	---	---	---	0.13	0.27
Other	---	---	---	0.32	0.38
Funds not yet budgeted	---	---	---	0.16	0.26

--- Not available

SOURCE: 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 Title II-A Use of Funds District Survey.

Exhibit C.SE47. Percentage of districts that used Title II-A funds for various types of activities in 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24, and the change in this percentage from 2022-23 to 2023-24

Type of activity	Percentage of districts that allocated funds (using Title II-A funds available after transfer)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Professional development	---	---	---	0.85	1.02
Recruiting, hiring, and retaining effective educators	---	---	---	0.97	1.05
Class size reduction	---	---	---	0.57	0.68
Evaluation systems	---	---	---	0.42	0.54
Other	---	---	---	0.77	0.91

--- Not available.

SOURCE: 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 Title II-A Use of Funds District Survey.

Exhibit C.SE48. Percentage of districts that used Title II-A funds for various types of activities in 2020-21, 2021-22, 2022-23, and 2023-24, and the change in this percentage from 2022-23 to 2023-24, by district characteristics

Type of activity	Percentage of districts with Title II-A funds available after transfer that allocated funds			
	2020-21	2021-22	2022-23	2023-24
Professional development	---	---	0.85	1.02
District enrollment size	---	---	0.00	0.00
Large	---	---	0.57	0.73
Medium	---	---	1.02	0.87
Small	---	---	1.13	1.37
Urbanicity	---	---	0.00	0.00
Urban	---	---	1.97	2.83
Suburban	---	---	1.29	1.65
Town	---	---	1.86	2.02
Rural	---	---	1.53	1.74
Type of district	---	---	0.00	0.00
Traditional	---	---	0.86	0.97
Charter school	---	---	2.44	3.26
Recruiting, hiring, and retaining effective educators	---	---	0.97	1.05
District enrollment size	---	---	0.00	0.00
Large	---	---	2.19	2.09
Medium	---	---	1.35	1.24
Small	---	---	1.25	1.41
Urbanicity	---	---	0.00	0.00
Urban	---	---	2.74	2.70
Suburban	---	---	1.62	1.59
Town	---	---	1.74	2.52
Rural	---	---	1.56	1.71
Type of district	---	---	0.00	0.00
Traditional	---	---	0.92	0.99
Charter school	---	---	3.02	3.45
Class size reduction	---	---	0.57	0.68
District enrollment size	---	---	0.00	0.00
Large districts	---	---	0.98	0.83
Medium districts	---	---	0.89	1.06
Small districts	---	---	0.74	0.89
Urbanicity	---	---	0.00	0.00
Urban	---	---	0.79	0.78
Suburban	---	---	0.90	0.99
Town	---	---	1.71	2.05
Rural	---	---	1.07	1.30
Type of district	---	---	0.00	0.00
Traditional	---	---	0.68	0.82
Charter school	---	---	0.65	0.57
Evaluation systems	---	---	0.42	0.54
District enrollment size	---	---	0.00	0.00
Large	---	---	1.48	1.78
Medium	---	---	0.76	0.92
Small	---	---	0.51	0.69

Exhibit C.SE48. Percentage of districts that used Title II-A funds for various types of activities in 2020-21, 2021-22, 2022-23, and 2023-24, and the change in this percentage from 2022-23 to 2023-24, by district characteristics (continued)

Type of activity	Percentage of districts with Title II-A funds available after transfer that allocated funds			
	2020-21	2021-22	2022-23	2023-24
Urbanicity	---	---	0.00	0.00
Urban	---	---	1.06	1.57
Suburban	---	---	0.86	1.07
Town	---	---	1.01	1.27
Rural	---	---	0.55	0.79
Type of district	---	---	0.00	0.00
Traditional	---	---	0.45	0.55
Charter school	---	---	1.09	1.56
Other	---	---	0.77	0.91
District enrollment size	---	---	0.00	0.00
Large districts	---	---	2.31	1.95
Medium districts	---	---	1.29	1.09
Small districts	---	---	0.94	1.21
Urbanicity	---	---	0.00	0.00
Urban	---	---	1.47	2.07
Suburban	---	---	1.57	1.57
Town	---	---	1.63	2.26
Rural	---	---	1.34	1.62
Type of district	---	---	0.00	0.00
Traditional	---	---	0.84	0.95
Charter school	---	---	1.84	2.49

--- Not available.

SOURCE: 2020-21, 2021-22, 2022-23, and 2023-24 Title II-A Use of Funds District Survey.

Exhibit C.SE49. Percentage of districts that used Title II-A funds for teacher professional development and training that funded selected types of activities in 2019–20, 2020–21, 2021–22, 2022–23 and 2023–24, and the change in this percentage from 2022–23 to 2023–24

Type	Percentage of districts using Title II-A funds for teacher professional development that funded this type of activity				
	2019–20	2020–21	2021–22	2022–23	2023–24
Short-term or conferences	---	---	---	0.76	0.87
Short-term (3 days or less), single session	---	---	---	0.91	0.95
Conducted by external provider	---	---	---	1.03	1.23
Conducted by district or school-level staff	---	---	---	1.13	1.24
Professional conferences or organizations	---	---	---	1.16	1.31
Longer-term	---	---	---	1.09	1.27
Longer-term activities with connected content (4 or more days)	---	---	---	1.15	1.35
Conducted by external provider	---	---	---	1.11	1.18
Conducted by district or school-level staff	---	---	---	0.97	1.09
One-on-one support from teacher leaders or coaches	---	---	---	0.96	1.10
Group support (e.g., lesson study, peer-to-peer communities of practice)	---	---	---	0.88	0.99
University or college courses	---	---	---	0.75	0.80
Collaborative or job-embedded	---	---	---	1.03	1.16
One-on-one support from teacher leaders or coaches	---	---	---	0.96	1.10
Group support (e.g., lesson study, peer-to-peer communities of practice)	---	---	---	0.88	0.99
Other	---	---	---	1.04	1.21
Internet-based professional development (e.g., video library, skill-building modules, online coaching)	---	---	---	0.84	0.78
Professional certifications (e.g., national board certification, state-level credentials, or endorsements)	---	---	---	0.69	0.77
Alternative (nontraditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	---	---	---	0.57	0.64
Other	---	---	---	0.43	0.56

--- Not available.

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: 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24 Title II-A Use of Funds District Survey.

Exhibit C.SE53. Percentage of districts that used ESEA funding transferability in 2021–22, 2022–23, and 2023–24, and the change in this percentage from 2022–23 to 2023–24

Transfers of funds	Percentage of districts that transferred funds				
	2019–20	2020–21	2021–22	2022–23	2023–24
Funds transferred from Title II–A to another program	---	---	---	0.81	0.89
Title I, Part A	---	---	---	0.80	0.88
Title I, Part C or Part D	---	---	---	0.09	0.05
Title III, Part A	---	---	---	0.09	0.08
Title IV, Part A	---	---	---	0.19	0.14
Title V, Part B	---	---	---	0.18	0.23
All funds transferred from Title II–A to another program	---	---	---	0.78	0.83
Funds transferred to Title II–A from any other programs	---	---	---	0.43	0.44

--- Not available.

SOURCE: 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE54. Percentage of Title II–A funds transferred by districts under ESEA funding transferability in 2021–22, 2022–23, and 2023–24, and the change in this percentage from 2022–23 to 2023–24

Transfer of funds	Percentage of Title II–A funds transferred				
	2019–20	2020–21	2021–22	2022–23	2023–24
Funds transferred from Title II–A to another program	---	---	---	0.30	0.51
Title I, Part A	---	---	---	0.28	0.48
Title I, Part C or Part D	---	---	---	0.01	0.02
Title III, Part A	---	---	---	0.03	0.02
Title IV, Part A	---	---	---	0.12	0.13
Title V, Part B	---	---	---	0.04	0.06
All funds transferred from Title II–A to another program	---	---	---	0.28	0.43
Funds transferred to Title II–A from any other programs	---	---	---	0.25	1.41

--- Not available.

SOURCE: 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE55. Percentage of districts that allocated Title II–A funds to evaluation systems¹, by state

State	Percentage of districts that allocated funds (using Title II–A funds available after transfer) for 2022–23	Percentage of districts that allocated funds (using Title II–A funds available after transfer) for 2023–24
All States ²	0.42	0.54
Alabama	2.70	1.78
Alaska	2.02	4.06
Arizona	2.54	3.38
Arkansas	1.76	2.36
California	1.77	1.61
Colorado	1.44	2.86
Connecticut	3.73	4.19
Delaware	9.63	16.03
District of Columbia	0.00	0.00
Florida	1.79	3.26
Georgia	2.38	2.74
Hawaii	0.00	0.00
Idaho	0.86	1.06
Illinois	2.00	2.58
Indiana	2.25	2.47
Iowa	0.43	2.16
Kansas	1.89	3.16
Kentucky	1.71	5.20
Louisiana	1.89	3.76
Maine	4.91	3.90
Maryland	1.76	1.67
Massachusetts	2.97	2.16
Michigan	2.76	2.93
Minnesota	0.52	1.10
Mississippi	1.96	2.12
Missouri	2.33	3.37
Montana	2.15	1.60
Nebraska	1.68	1.09
Nevada	0.00	3.63
New Hampshire	2.48	3.59
New Jersey	2.80	2.06
New Mexico	1.85	13.61
New York	1.27	3.64
North Carolina	2.46	3.26
North Dakota	7.10	3.73
Ohio	1.28	1.16
Oklahoma	1.26	4.82
Oregon	1.54	4.00
Pennsylvania	1.16	1.12
Puerto Rico	0.00	0.00
Rhode Island	1.59	1.20
South Carolina	1.92	0.82
South Dakota	3.09	4.92
Tennessee	0.99	2.93
Texas	2.47	3.20
Utah	8.86	13.42
Vermont	2.93	2.74
Virginia	2.63	3.23
Washington	1.02	2.94
West Virginia	2.20	4.64
Wisconsin	2.96	1.96
Wyoming	1.51	3.46

¹ The category with the largest overall change between the 2022–23 and 2023–24 school years.

² The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2023–24 Title II–A Use of Funds District Survey.

Exhibit C.SE56. Percentage of districts with Title II-A funds transferred to Title I-A¹ and the change in this percentage from 2022-23 to 2023-24, by state.

State	Percentage of districts with Title II-A funds transferred to Title I-A for 2022-23	Percentage of districts with Title II-A funds transferred to Title I-A for 2023-24
All States²	0.80	0.88
Alabama	2.52	10.64
Alaska	1.90	3.44
Arizona	6.77	5.10
Arkansas	4.20	4.68
California	2.51	1.88
Colorado	4.39	3.62
Connecticut	1.27	3.25
Delaware	12.95	21.00
District of Columbia	16.87	85.87
Florida	0.45	0.00
Georgia	4.05	5.03
Hawaii	0.00	0.00
Idaho	2.75	2.60
Illinois	4.94	4.23
Indiana	2.33	2.10
Iowa	3.37	2.79
Kansas	3.30	3.21
Kentucky	3.97	3.98
Louisiana	5.28	6.50
Maine	5.18	5.12
Maryland	0.00	0.00
Massachusetts	1.40	2.21
Michigan	3.63	5.18
Minnesota	3.36	4.79
Mississippi	4.88	3.76
Missouri	4.92	5.20
Montana	5.28	5.43
Nebraska	4.66	4.83
Nevada	0.00	2.53
New Hampshire	0.46	0.36
New Jersey	3.60	2.22
New Mexico	7.85	5.54
New York	3.22	3.87
North Carolina	8.17	5.98
North Dakota	2.42	2.71
Ohio	3.18	4.18
Oklahoma	4.05	4.59
Oregon	7.20	2.88
Pennsylvania	4.76	5.11
Puerto Rico	0.00	0.00
Rhode Island	9.95	1.16
South Carolina	0.00	0.53
South Dakota	3.31	3.36
Tennessee	3.29	5.62
Texas	4.88	5.49
Utah	8.29	9.45
Vermont	1.66	3.13
Virginia	0.18	2.01
Washington	2.32	5.59
West Virginia	0.00	20.46
Wisconsin	0.32	4.12
Wyoming	0.67	1.67

¹ The fund category showing the greatest yearly change in table B.53.

² The District of Columbia and Puerto Rico are included as states in these calculations.

SOURCE: 2023-24 Title II-A Use of Funds District Survey.

Appendix D: LEA and SEA Survey Instruments

SEA Suballocation Survey



Please log in using your username and password.

Login

User Login:

Password:

The Study of Title II—A Use of Funds examines 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 Educational Agencies and from a representative sample of school districts from each state. The purpose of this survey is for the U.S. Department of Education to gain a better understanding of how school Local Educational Agencies are using their Title II, Part A funds. The U.S. Department of Education, Office of Elementary and Secondary Education (OESE) is sponsoring this study. While participation in the local educational agency (LEA) survey is not mandatory, it is strongly encouraged in order to provide the Title II, Part A program office with important information that OESE can use to benefit to the program. The study is being conducted by American Institutes for Research.

PRA Disclosure Statement

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. This information collection is for the SEA allocation request, which will provide the Department of Education with a description of how districts use Title II, Part A funds. The time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, to review and complete the information collection. This information collection is required so that the Title II, Part A funds will meet the reporting requirements under Section 2104(b). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov, referencing OMB control number 1810-0618.

Notice of Confidentiality

The information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes, except as required by law.



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

Allocations Request

[FAQs](#)[Contact Us](#)[Instructions](#)[Log Out](#)

List of Sections

This page contains links to all survey questions. Click on a link below to work on a specific question. When a question has been completed a blue checkmark will appear next to the title. Orange arrows will appear next to questions that have not yet been completed.

✓ = Completed → = Incomplete

Please review the instructions before completing the survey.

- Section 1: Contact Information
- ✓ Section 2: Allocations to LEAs
- Section 3: Total allocated to your state in 2024-25

After you have completed all questions, please print or save a copy of the allocations request for your records by clicking on the link below. **To submit your completed survey, please remember to click [Submit Completed survey below](#).**

You cannot modify your responses to the allocations request after submission. If you need to modify your responses, please contact the toll-free survey hotline at (888) 862-1694, or send an e-mail to titletwo@air.org.

[Print Completed Survey for Your Records](#)[Submit Completed Survey](#)



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

Allocations Request

[FAQs](#)[Contact Us](#)[Instructions](#)[Log Out](#)

Section 1: Contact Information

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

*=required

***First Name:**

***Last Name:**

Position:

***Phone:**

Extension:

***Email address:**

If you need more time, you can click **Save and Continue Later** to return to the List of Questions. Otherwise, if you feel your entries are complete and accurate, you can click **Submit as Final**.

[Cancel](#)[Save and Continue Later](#)[Submit as Final](#)



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

Allocations Request

[FAQs](#)[Contact Us](#)[Instructions](#)[Log Out](#)

Instructions

Navigate through the survey by answering each section and clicking the **Save and Continue Later** button or the **Submit as Final** button.

- You may enter or change answers to sections any time prior to submission, even if a question is marked as complete.
- You do not have to complete the survey all at once. You may return later to complete it.
- All respondents must complete Questions 1 and 2, but you do not need to respond to the questions in order.
- Clicking the **Save and Continue Later** button saves your responses and navigates you back to the **List of Sections** page. Note: selecting **Save and Continue Later** does not finalize your answers.
- The **Submit as Final** button designates the section as complete and navigates you back to the **List of Sections** page.

Once you have completed all sections, **please be sure to click on the "Submit Completed Survey" button.**



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

Allocations Request

[FAQs](#)[Contact Us](#)[Instructions](#)[Log Out](#)

Section 2: Allocation of Title II, Part A Funds

Below is a link to download an Excel template. The template contains a list of the local educational agencies (LEAs) participating in a survey regarding their use of funds under Title II, Part A for the federal fiscal year 2023–24 . Your cooperation in accurately reporting the amount of these funds utilized by each LEA is essential. Please follow the steps outlined below.

Step 1. Download Excel template for editing

The Excel template is provided for entering each LEA’s contact information and allocated dollar amount of Title II, Part A funds for each LEA in federal fiscal year 2023–24 .

1. Click the “Download Excel Template” link below to download the template for your survey.
2. Open the Excel template (the downloaded file will go to your download folder on your desktop).
3. After downloading, you can proceed with Step 2.

Download Excel Template

Step 2. Report Requested Data in Excel Template

For each LEA listed in the template, Enter the following information for each LEA listed in the template:

- **Funds Allocated:** Enter the dollar amount allocated to each LEA. Please exclude dollar signs (\$) and commas and provide the amount to the nearest cent (e.g., 99123.45). Do not include carryover funds.
- **Coordinator Name:** Enter the first and last name of the Title II, Part A coordinator for each LEA (e.g., John Smith).
- **Coordinator Email:** Provide the valid email address of the Title II, Part A coordinator (e.g., jsmith@LEA.gov).
- **Superintendent Name:** Enter the first and last name of the superintendent for each LEA (e.g., Jane Smith).
- **Superintendent Email:** Provide the valid email address of the superintendent (e.g., jsmith@LEA.gov).

Ensure that you **do not modify the column names or structure of the template, as doing so will prevent data upload.**

Please provide, as accurately as possible, the contact information for each LEA's Title II, Part A coordinator and superintendent. If you do not have this information, you may leave those cells blank.

If an LEA is no longer operational, please enter 0 (zero) for the funds allocated to that LEA, enter "CLOSED" for the coordinator name, and leave the e-mail cell blank.

Step 3. Upload and Review Your Input

After completing the Excel file, follow these steps:

1. **Review all entered information** for each LEA in the Excel template.
2. **Click on "Choose File"** to select the completed template. Please **do not rename the Excel file**, as doing so will prevent the file from being uploaded.
3. **Click "Upload file"** to upload the data.
4. **Review the table** that will populate below **after your upload.**
5. **Important:** Be aware that uploading a new file will **overwrite all existing data that was uploaded previously.**

If there are errors in the format of any of the cells, an error message will appear under the Upload File button describing the error. Please make changes in the Excel file and upload it again.

Browse...

Contents of most recent successful upload:

NCES ID	LEA ID	State	District Name	Funds Allocated	Coordinator Name	Coordinator Email	Superintendent Name	Superintendent Email
---------	--------	-------	---------------	-----------------	------------------	-------------------	---------------------	----------------------



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

Allocations Request

[FAQs](#)[Contact Us](#)[Instructions](#)[Log Out](#)

Section 3: Total allocated to your state in 2024-25

Please provide the total Title II, Part A funds allocated to your state in federal fiscal year 2024-25. Exclude dollar signs (\$) and provide the amount to the nearest cent (e.g., 99123.45).

\$

[Save and Continue Later](#)[Submit as Final](#)

Contact Us page



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

Allocations Request

FAQs Contact Us Instructions Log Out

Contact Us:

Survey Hotline: (888) 862-1694

Email: titletwo@air.org

District Use of Funds Survey

OMB#: 1810-0618

Expiration Date: 2/28/2025

Study of Title II-A Use of Funds

District Survey 2023-24



The **Study of Title II-A Uses of Funds** examines 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 educational 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 (ED) to gain a better understanding of how school districts are using their Title II, Part A funds. ED is contracting for this study. While participation in the school district survey is not mandatory, it is strongly encouraged in order to provide ED information to benefit the Title II, Part A program. The study, including this survey, is being conducted by American Institutes for Research.

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 Office of Management and Budget (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 Scott Richardson, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC

20202 or email scott.richardson@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 and Puerto Rico. 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.

Click **[next]** to consent to participate in the Study of Title II–A Use of Funds.

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 school year (SY) 2023–24
Question 3	Districts that received Title II, Part A funds in SY 2023–24
Question 4	Districts that received Title II, Part A funds in SY 2023–24 and had funds available after transfers
Question 5	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for hiring, recruiting, and retaining effective teachers and leaders
Question 6	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for class size reduction
Question 7	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for professional development
Question 8	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for professional development
Question 9	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for professional development
Question 10	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for professional development
Question 11	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for professional development
Question 12	Districts that received Title II, Part A funds in SY 2023–24

Question 13 Districts that received Title II, Part A funds in SY 2023–24 and had funds available after transfers

For assistance, please call (888) 862-1694 or send an e-mail to titletwo@air.org.

Contact information

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

First Name: _____

Last Name: _____

Position: _____

Phone: _____

E-mail: _____

11/30/2026

Question 1: Title II, Part A funding in SY 2023-24

1. Did your district receive Title II, Part A funding in school year 2023-24?

Q1

- 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 2023-24, 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.⁵⁰ Teachers include all staff members who teach, even if they also hold leadership role(s).

Role	Total FTEs in SY 2023-24	
Teachers	_____	Q2_a
Principals and other school leaders	_____	Q2_b

⁵⁰ ESEA section 8101(44) defines “school leader” as a principal, assistant principal, or other individual who is — (A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and (B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.

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

- 3a. Your State educational agency (SEA) provided the amount of Federal FY 2023 Title II, Part A funds made available to your district in SY (2023–24).

Q3_a

Note: Federal fiscal year 2023 covers 10/1/2022 through 9/30/2023 for funds to be used during school year 2023–24.

This allocation amount does not include carryover funds from previous years. If this allocation is incorrect, please contact American Institutes for Research at titletwo@air.org.

- 3b. Please provide the amount of Federal FY 2023 funds transferred from Title II, Part A. **Do not include carryover funds.**

Title II, Part A funds transferred to Title I, Part A	\$ _____ q3 b
Title II, Part A funds transferred to Title I, Part C	\$ _____ q3 c
Title II, Part A funds transferred to Title I, Part D	\$ _____ q3 d
Title II, Part A funds transferred to Title III, Part A	\$ _____ q3 e
Title II, Part A funds transferred to Title IV, Part A	\$ _____ q3 f
Title II, Part A funds transferred to Title V, Part B	\$ _____ q3 g

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

\$ _____ [q3 h](#)

- 3c. Provide the total amount of FY 2023 funds transferred to Title II, Part A from another Federal program. **Do not include carryover funds.**

\$ _____ [q3 i](#)

Total amount of Title II, Part A funds available to your district in SY 2023–24 after transfers:

\$ _____ [q3 j](#)

If no funds available after transfer (q3_j = 0) then skip to Question 12.

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 2023–24 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 2023–24, 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) \$ _____ q4_a

Evaluation systems (such as designing or revising systems, helping teachers and leaders to understand the system, help with using the results for to inform decision making about professional development, improvement strategies, and personnel decisions) \$ _____ q4_b

Class size reduction to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers) \$ _____ q4_c

Professional development (such as in-service seminars, coaching, university courses, or support for professional learning communities)⁵¹ \$ _____ q4_d

Other (describe: _____ q4_e_txt _____) \$ _____ q4_e

Funds not yet budgeted at the time of response \$ _____ q4_f

Total amount of SY 2023–24 Title II, Part A funds budgeted: \$ q4_total

⁵¹ ESEA section 8101(42) defines “professional development,” specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

- 4b. Please provide an estimate of the percentage of all Title II, Part A funds budgeted in your district in SY 2023–24 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 include all staff members who teach, even if they also hold leadership role(s).

Teachers	Principals and other school leaders
<u>Q4b 1</u> %	<u>Q4b 2</u> %

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

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR HIRING, RECRUITING, AND RETAINING EFFECTIVE TEACHERS, PRINCIPALS, OR OTHER LEADERS (Q4_a > 0)

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"/> Q5a_1	<input type="checkbox"/> Q5a_2
b) Recruiting individuals from other fields to become teachers or leaders	<input type="checkbox"/> Q5b_1	<input type="checkbox"/> Q5b_2
c) Recruiting new potential educators from the communities served by a school or district (e.g., through “grow your own” programs or Registered Apprenticeships in education)	<input type="checkbox"/> Q5c_1	<input type="checkbox"/> Q5c_2
d) Differential and incentive pay for teachers and leaders	<input type="checkbox"/> Q5d_1	<input type="checkbox"/> Q5d_2
e) Providing additional time for collaborative planning with peers	<input type="checkbox"/> Q5e_1	<input type="checkbox"/> Q5e_2
f) Emphasis on leadership opportunities and multiple career pathways for teachers	<input type="checkbox"/> Q5f_1	<input type="checkbox"/> Q5f_2
g) Induction or new teacher and leader mentoring programs, including training for mentor teachers	<input type="checkbox"/> Q5g_1	<input type="checkbox"/> Q5g_2
h) Targeting and tailoring professional development to individual teacher or leader needs	<input type="checkbox"/> Q5h_1	<input type="checkbox"/> Q5h_2
i) Feedback mechanisms to improve school working conditions	<input type="checkbox"/> Q5i_1	<input type="checkbox"/> Q5i_2
j) Other (describe: Q5j text _____)	<input type="checkbox"/> Q5j_1	<input type="checkbox"/> Q5j_2

Question 6: Class size reduction

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR CLASS SIZE REDUCTION (q4_c > 0)

6. During SY 2023–24, in total, how many full-time equivalents (FTEs) are funded by Title II, Part A for the purpose of class size reduction to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers)?

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)

Q6

Question 7: Participation in professional development

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT (Q4_d > 0)

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 2023–24.⁵²

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 include all staff members who teach, even if they also hold leadership role(s).

Participation	Percentage
Percentage of all teachers who will participate in Title II–A funded professional development activities in SY 2023–24	_____ Q7_a
Percentage of all principals and other school leaders who will participate in Title II–A funded professional development activities in SY 2023–24	_____ Q7_b

⁵² ESEA section 8101(42) defines “professional development,” specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Question 8: Types of professional development for teachers

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT (Q4_d > 0)

8. Which of the following types of professional development and support to **teachers** is your district providing during SY 2023–24, **funded at least in part by Title II–A**? Please include planned professional development.⁵³

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) Single-session professional development	<input type="checkbox"/> <small>Q8a_1</small>	<input type="checkbox"/> <small>Q8a_2</small>
b) Multi-session professional development	<input type="checkbox"/> <small>Q8b_1</small>	<input type="checkbox"/> <small>Q8b_2</small>
c) Multi-session one-on-one support from teacher leaders or coaches	<input type="checkbox"/> <small>Q8c_1</small>	<input type="checkbox"/> <small>Q8c_2</small>
d) Multi-session Internet-based professional development (e.g., video library, skill-building modules, online coaching)	<input type="checkbox"/> <small>Q8d_1</small>	<input type="checkbox"/> <small>Q8d_2</small>
e) Multi-session group support (e.g., lesson study, peer-to-peer communities of practice)	<input type="checkbox"/> <small>Q8e_1</small>	<input type="checkbox"/> <small>Q8e_2</small>
f) Professional conferences or membership fees for organizations	<input type="checkbox"/> <small>Q8f_1</small>	<input type="checkbox"/> <small>Q8f_2</small>
g) University or college courses; traditional, course-based curriculum	<input type="checkbox"/> <small>Q8g_1</small>	<input type="checkbox"/> <small>Q8g_2</small>
h) Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	<input type="checkbox"/> <small>Q8h_1</small>	<input type="checkbox"/> <small>Q8h_2</small>
i) Professional certifications (e.g. National Board certification, state-level credentials or endorsements)	<input type="checkbox"/> <small>Q8i_1</small>	<input type="checkbox"/> <small>Q8i_2</small>
j) Other (describe: Q8j_text _____)	<input type="checkbox"/> <small>Q8j_1</small>	<input type="checkbox"/> <small>Q8j_2</small>

⁵³ ESEA section 8101(42) defines “professional development,” specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Question 9: Topics of professional development for teachers

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT (Q4_d > 0)

9. Which of the following topics are covered by **teacher** professional development in your district in SY 2023–24, **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.⁵⁴

Teacher Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest- funded types
a) Teacher content knowledge in ELA	<input type="checkbox"/> Q9a_1	<input type="checkbox"/> Q9a_2
b) Teacher content knowledge in STEM (science, technology, engineering, mathematics, or computer science)	<input type="checkbox"/> Q9b_1	<input type="checkbox"/> Q9b_2
c) Teacher content knowledge in subjects other than ELA or STEM	<input type="checkbox"/> Q9c_1	<input type="checkbox"/> Q9c_2
d) Instructional strategies for academic subjects	<input type="checkbox"/> Q9d_1	<input type="checkbox"/> Q9d_2
e) Instructional strategies for classroom management or student behavior management	<input type="checkbox"/> Q9e_1	<input type="checkbox"/> Q9e_2
f) Using data and assessments to guide instruction	<input type="checkbox"/> Q9f_1	<input type="checkbox"/> Q9f_2
g) Providing instruction and academic support to English learners	<input type="checkbox"/> Q9g_1	<input type="checkbox"/> Q9g_2
h) Providing instruction and academic support to students with disabilities or developmental delays	<input type="checkbox"/> Q9h_1	<input type="checkbox"/> Q9h_2
i) Identifying gifted and talented students	<input type="checkbox"/> Q9i_1	<input type="checkbox"/> Q9i_2
j) Understanding state content standards and instructional strategies to meet them	<input type="checkbox"/> Q9j_1	<input type="checkbox"/> Q9j_2
k) Understanding teacher evaluation systems and resulting feedback	<input type="checkbox"/> Q9k_1	<input type="checkbox"/> Q9k_2
l) Engaging parents and families	<input type="checkbox"/> Q9l_1	<input type="checkbox"/> Q9l_2

⁵⁴ ESEA section 8101(42) defines “professional development,” specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Teacher Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest- funded types
m) Using technology	<input type="checkbox"/> Q9m_1	<input type="checkbox"/> Q9m_2
n) Integrating academic content, career and technical education, and work-based learning	<input type="checkbox"/> Q9n_1	<input type="checkbox"/> Q9n_2
o) Training for educators of early learners	<input type="checkbox"/> Q9o_1	<input type="checkbox"/> Q9o_2
p) Offering joint professional learning and planning activities that address transition from early childhood to elementary school	<input type="checkbox"/> Q9p_1	<input type="checkbox"/> Q9p_2
q) Identifying students with referral needs (such as sexual abuse, mental health issues, homelessness, drug or alcohol abuse)	<input type="checkbox"/> Q9q_1	<input type="checkbox"/> Q9q_2
r) Other (describe: Q9r text _____)	<input type="checkbox"/> Q9r_1	<input type="checkbox"/> Q9r_2

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

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT (q4_d > 0)

10. Which of the following types of professional development and support to **principals and other school leaders** is your district providing during SY 2023–24, **funded at least in part by Title II–A** ? Please include planned professional development.⁵⁵

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 2023–24, funded at least in part by Title II, Part A.

Q10_na

IF CHECKED SKIP TO QUESTION 12

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) Single session professional development	<input type="checkbox"/> Q10a_1	<input type="checkbox"/> Q10a_2
b) Multi-session group professional development	<input type="checkbox"/> Q10b_1	<input type="checkbox"/> Q10b_2
c) Multi-session one-on-one professional development	<input type="checkbox"/> Q10c_1	<input type="checkbox"/> Q10c_2
d) Multi-session group support (e.g., learning communities, district monthly or quarterly principal meetings)	<input type="checkbox"/> Q10d_1	<input type="checkbox"/> Q10d_2
e) Professional conferences or organizations	<input type="checkbox"/> Q10e_1	<input type="checkbox"/> Q10e_2
f) University or college courses, traditional course-based curriculum	<input type="checkbox"/> Q10f_1	<input type="checkbox"/> Q10f_2

⁵⁵ ESEA section 8101(42) defines “professional development,” specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

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
g) 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"/> Q10g_1	<input type="checkbox"/> Q10g_2
h) State leadership conferences or trainings	<input type="checkbox"/> Q10h_1	<input type="checkbox"/> Q10h_2
i) Leadership certifications (e.g., state-level credentials or endorsements)	<input type="checkbox"/> Q10i_1	<input type="checkbox"/> Q10i_2
j) Other (describe: Q10j text _____)	<input type="checkbox"/> Q10j_1	<input type="checkbox"/> Q10j_2

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

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT (q4_d > 0) AND DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT TO PRINCIPALS OR OTHER SCHOOL LEADERS (q10_na = 0)

11. Which of the following topics are covered by **principal and other school leader** professional development in your district in SY 2023–24, **funded at least in part by Title II–A** ? Please include planned professional development.⁵⁶

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"/> Q11a_1	<input type="checkbox"/> Q11a_2

⁵⁶ ESEA section 8101(42) defines “professional development,” specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

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
b) Strategies and practices to advance school climate , e.g., supporting students' social and emotional development and positive and inclusive school culture, including through multi-tiered systems of support; collaborating with other local partners to meet school and community needs that support student academic success (e.g., becoming a full-service community school); strategies for meeting students basic needs and health needs so they can be academically successful (e.g., learning strategies for effective school meal program)	<input type="checkbox"/> Q11b_1	<input type="checkbox"/> Q11b_2
c) Training on recruiting and supporting a diverse educator workforce	<input type="checkbox"/> Q11c_1	<input type="checkbox"/> Q11c_2
d) 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"/> Q11d_1	<input type="checkbox"/> Q11d_2
e) Strategies and practices to develop and manage the school's workforce , e.g., a focus on recruiting, hiring, and retaining diverse and effective teachers; selecting professional development tailored to teachers' needs; effectively assigning teachers to students; and establishing pathways for developing teacher leaders and assistant principals as instructional leaders	<input type="checkbox"/> Q11e_1	<input type="checkbox"/> Q11e_2
f) Strategies to engage parents and the community	<input type="checkbox"/> Q11f_1	<input type="checkbox"/> Q11f_2
g) Other (describe: Q11f text_____)	<input type="checkbox"/> Q11g_1	<input type="checkbox"/> Q11g_2

Question 12: Teacher Quality/Effectiveness and Equity

Q12

12a. During the most recent school year, did your district examine information about the distribution of teacher quality or effectiveness to assess whether low-income or minority students in Title I, Part A schools were served at disproportionate rates by inexperienced, ineffective, or out-of-field teachers?

- Yes, and inequities were found [1]** If you selected “yes,” complete the remainder of this question below.
- Yes, but no inequities were found [2]** If you selected “yes,” complete the remainder of this question below.
- No [0]** If you selected “no,” **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"/> Q12_a
b) Teacher effectiveness, as measured by value added measures or student growth percentiles	<input type="checkbox"/> Q12_b
c) Teacher effectiveness, as measured by student learning objectives or student growth objectives	<input type="checkbox"/> Q12_c
d) Teacher experience	<input type="checkbox"/> Q12_d
e) Teacher certification	<input type="checkbox"/> Q12_e
f) Teacher education	<input type="checkbox"/> Q12_f
g) Assignment of teachers to a grade or classes consistent with their field of certification	<input type="checkbox"/> Q12_g
h) Other (describe: Q12 h text _____)	<input type="checkbox"/> Q12_h

If no funds available after transfer (Q3_j = 0) then skip to end of survey.

Question 13: Strategies used to improve equitable access

13a. During SY 2023–24, has or will your district use Title II, Part A funds to improve within-district equity in the distribution of teachers?

Q13

Yes If you selected “yes,” complete the remainder of this question below.

No If you selected “no, you have completed this 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 more low-income or minority students compared to other schools | <input type="checkbox"/> Q13_a |
| b) Developing career ladders or teacher leadership roles to attract and retain teachers in schools with more low-income or minority students compared to other schools | <input type="checkbox"/> Q13_b |
| c) Beginning the hiring process earlier for vacancies at schools with more low-income or minority students compared to other schools | <input type="checkbox"/> Q13_c |
| d) Increasing external recruitment activities such as hosting open houses and job fairs for schools with more low-income or minority students compared to other schools | <input type="checkbox"/> Q13_d |
| e) Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with more low-income or minority students compared to other schools | <input type="checkbox"/> Q13_e |
| f) Offering more professional development for teachers in schools with more low-income or minority students compared to other schools | <input type="checkbox"/> Q13_f |
| g) Limiting the ability of teachers who are inexperienced or low-performing to transfer to or be placed in schools with more low-income or minority students compared to other schools | <input type="checkbox"/> Q13_g |

Strategy to address inequities

Check all that apply

- h) Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with more low-income or minority students compared to other schools Q13_h

- i) Other (describe: Q13 i text) Q13_i

SEA Use of Funds Survey

OMB#: 1810-0618

Expiration Date: 2/28/2025

Supporting Effective Instruction Grants – State Activities Funds

State (SEA) Survey

SY 2023–24



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 1810-0756, expiring 11/30/2026. Public reporting burden for this collection of information is estimated to average 55 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. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or comments or concerns regarding the status of your individual survey form, please directly contact the U.S. Department of Education at 400 Maryland Ave. SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0756.

Notice of Confidentiality

The information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this survey will be used only for statistical purposes, except as required by law.

Click [**next**] to consent to participate in the Study of Title II–A Use of Funds.

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

Supporting Effective Instruction Grants – State Activities Funds

State: [STATE]

About the Survey

The U.S. Department of Education is conducting its annual survey to evaluate the use of funds under the Elementary and Secondary Education Act of 1965 (ESEA). This legislation provides funding to state educational agencies (SEAs) and local educational agencies (LEAs) to improve teacher quality, school leadership, and student achievement. Specifically, funds are distributed under Title II, Part A, also known as "Supporting Effective Instruction Grants." The objective of this survey is to enhance understanding of how states utilize their Title II, Part A State activities funds. SEA participation is necessary to fulfill the reporting requirements outlined in Section 2104(a) of the ESEA. The survey is being conducted by the American Institutes for Research.

Instructions

Please avoid using your browser's "Forward" and "Back" buttons during the survey to prevent data loss. Instead, please use the following buttons that appear at the bottom of each page:

- **Back:** saves entered response(s) and navigates to the previous screen
- **Next Page:** 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 answered 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 answered the question, use the Menu link at the top of the screen instead.

For questions or technical issues, 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 40 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 titletwo@air.org or call (888) 862-1694.

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Contact Information

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

First Name: _____

Last Name: _____

Position: _____

Phone: _____ **Ext:** _____

E-mail: _____

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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

Enter the dollar amount of Federal Fiscal Year (FY) 2023 Title II, Part A funds budgeted for State activities. This amount should include transfers to and from Title II, Part A to another program, as well as any unbudgeted funds. Please do not leave any cells blank. Enter 0.00 if there were no funds.

Note: Federal FY 2023 covers 10/1/2022 through 9/30/2023 for funds to be used during school year 2023–24.

Maximum Title II, Part A funds available for State activities under Section 2101(c)(4)(A):	[Amount is prefilled] FivePercent
Actual amount reserved for State activities under Section 2101(c)(4)(A)	\$q1_01
Total amount of Title II, Part A funds transferred <u>to</u> another program under ESEA funding transferability provisions (ESEA section 5103)	[Auto-calculated] \$q1_02
Amount of Title II, Part A funds transferred to Title I, Part A	\$q1_02a
Amount of Title II, Part A funds transferred to Title I, Part C	\$ q1_02b
Amount of Title II, Part A funds transferred to Title I, Part D	\$ q1_02c
Amount of Title II, Part A funds transferred to Title III, Part A	\$ q1_02d
Amount of Title II, Part A funds transferred to Title IV, Part A	\$ q1_02e
Amount of Title II, Part A funds transferred to Title IV, Part B	\$ q1_02f
Amount of Title II, Part A funds transferred to Title V, Part B	\$ q1_02g
Amount of funds transferred <u>from</u> other ESEA programs to Title II, Part A	\$ q1_03
Amount available for State activities	[Auto-calculated] \$ q1_04
Total Federal FY 2023 Title II, Part A State activities funds budgeted	\$ q1_05
<i>State activities funds not yet budgeted at the time of response</i>	[Auto-calculated] \$ q1_06

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Question 2. State activities funds budgeted

Enter the dollar amount of Federal Fiscal Year (FY) 2023 Title II, Part A State activities funds budgeted at the time of response for each allowable state use of funds (refer to section 2101(c)(4)(B)). **Exclude any carryover funds.** You can provide estimates if you do not have exact figures.

The total amounts reported in this question should align with the overall budgeted amount, 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	\$q2_1
Training, technical assistance, and capacity building for LEAs	\$q2_2
Professional development and training	
Professional development programs for principals	\$q2_03
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	\$q2_04
Training to integrate technology into curricula and instruction	\$q2_05
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework (i.e., dual enrollment)	\$q2_06
Training to integrate career and technical education into academic instruction	\$q2_07
Training related to use of student data and privacy	\$q2_08
Training to prevent and recognize child sexual abuse	\$q2_09
Recruiting, hiring, and retaining effective educators	
Reforming certification, licensing, or tenure systems or preparation programs	\$q2_10
Providing alternative routes for state certification of teachers, principals, or other school leaders	\$q2_11
Providing licensure/certification reciprocity with other states	\$q2_12
Reforming or improving preparation programs for teachers, principals, or other school leaders	\$q2_13

Activity	Title II, Part A funds budgeted
Establishing or expanding preparation academies for teachers, principals, or other school leaders	\$q2_14
Developing career paths that promote professional growth including instructional coaching and mentoring	\$q2_15
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	\$q2_16
Developing new teacher and principal induction and mentoring programs	\$q2_17
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	\$q2_18
Providing training and support for instructional leadership teams	\$q2_19
Evaluation systems	
Teacher, principal, or other school leader evaluation and support systems	\$q2_20
Equitable access	
Improving equitable access to effective teachers	\$q2_21
Other	
Library programs	\$q2_22
Addressing transition to elementary school and school readiness	\$q2_23
	\$q2_24
Other activities identified by the state (please specify)	\$q2_OE24

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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.

Activity	Title II, Part A funds budgeted
Administration, monitoring, and technical assistance	
Administration and monitoring	\$q2A_01
Training, technical assistance, and capacity building for LEAs	\$q2A_02
Professional development and training	
Professional development programs for principals	\$q2A_03
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	\$q2A_04
Training to integrate technology into curricula and instruction	\$q2A_05
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework (i.e., dual enrollment)	\$q2A_06
Training to integrate career and technical education into academic instruction	\$q2A_07
Training related to use of student data and privacy	\$q2A_08
Training to prevent and recognize child sexual abuse	\$q2A_09
Recruiting, hiring, and retaining effective educators	
Reforming certification, licensing, or tenure systems or preparation programs	\$q2A_10
Providing alternative routes for state certification of teachers, principals, or other school leaders	\$q2A_11
Providing licensure/certification reciprocity with other states	\$q2A_12
Reforming or improving preparation programs for teachers, principals, or other school leaders	\$q2A_13

Activity	Title II, Part A funds budgeted
Establishing or expanding preparation academies for teachers, principals, or other school leaders	\$q2A _14
Developing career paths that promote professional growth including instructional coaching and mentoring	\$q2A _15
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	\$q2A _16
Developing new teacher and principal induction and mentoring programs	\$q2A _18
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	\$q2A _18
Providing training and support for instructional leadership teams	\$q2A _19
Evaluation systems	
Teacher, principal, or other school leader evaluation and support systems	\$q2A _20
Equitable access	
Improving equitable access to effective teachers	\$q2A _21
Other	
Library programs	\$q2A _22
Addressing transition to elementary school and school readiness	\$q2A _23
Other activities identified by the state (please specify)	\$q2A _24

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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]

None of the State activities 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

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

Q3NONE

Activity	Title II, Part A funds budgeted
Administration, monitoring, and technical assistance	
Administration and monitoring	\$q3_01
Training, technical assistance, and capacity building for LEAs	\$q3_02
Professional development and training	
Professional development programs for principals	\$q3_03
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	\$q3_04
Training to integrate technology into curricula and instruction	\$q3_05
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework (i.e., dual enrollment)	\$q3_06
Training to integrate career and technical education into academic instruction	\$q3_07
Training related to use of student data and privacy	\$q3_08
Training to prevent and recognize child sexual abuse	\$q3_09
Recruiting, hiring, and retaining effective educators	
Reforming certification, licensing, or tenure systems or preparation programs	\$q3_10
Providing alternative routes for state certification of teachers, principals, or other school leaders	\$q3_11

Activity	Title II, Part A funds budgeted
Providing licensure/certification reciprocity with other states	\$q3_12
Reforming or improving preparation programs for teachers, principals, or other school leaders	\$q3_13
Establishing or expanding preparation academies for teachers, principals, or other school leaders	\$q3_14
Developing career paths that promote professional growth including instructional coaching and mentoring	\$q3_15
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	\$q3_16
Developing new teacher and principal induction and mentoring programs	\$q3_17
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	\$q3_18
Providing training and support for instructional leadership teams	\$q3_19
Evaluation systems	
Teacher, principal, or other school leader evaluation and support systems	\$q3_20
Equitable access	
Improving equitable access to effective teachers	\$q3_21
Other	
Library programs	\$q3_22
Addressing transition to elementary school and school readiness	\$q3_23
Other activities identified by the state (please specify)	\$q3_24

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Question 4. Set-aside question

According to Section 2101(c)(3), SEAs are permitted to reserve up to 3 percent of the funds allocated for subgrants to LEAs (equivalent to 2.85 percent of the State’s total award) for activities benefitting principals or other school leaders. This is in addition to funds reserved for state activities under Section 2101(c)(4)(A). Your SEA could have set aside up to [*Prefilled Amount: TwoPointEightyFivePercent*] for this purpose.

Did your state reserve Federal FY 2023 funds under Section 2101(c)(3) for activities benefitting principals and other school leaders?

Yes

Q4

No

If you selected “Yes,” how much did your State reserve for those activities? \$Q4_03

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

Q4__04

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Question 5. Funding by educator type

Please estimate the percentage of your Federal FY 2023 Title II, Part A state activity funds budgeted amount [Prefilled Amount from Q1: qi_05] designated to support teachers and the percentage allocated to support principals and other school leaders.

Note: Percentages do not need to total 100 percent.

	Percentage of Title II, Part A funds
Teachers	Q5_01%
Principals and other school leaders	Q5_02%

Please note that the following two questions pertain to the school year 2022–23.

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Question 6. Evaluation results

In the school year (SY) 2022–23, 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)?

Yes If you selected “yes,” please provide the SY 2022–23 evaluation results for teachers, principals, or other school leaders in your State. Enter whole numbers, not percentages, for each category.

No

Q6

Enter the **total** number of teachers, principals and other school leaders in your state for SY 2022–23.

	Teachers	Principals and other school leaders
Total	Q6_03ttotal	Q6_03ptotal

How many teachers, principals and other school leaders received a rating that your state considers to be “**effective or above**” during SY 2022–23?

Category	Teachers	Principals and other school leaders
Effective or above	Q6_04teffective	Q6_04peffective

How many teachers, principals and other school leaders received a rating that your state considers to be “**ineffective**” during SY 2022–23?

Category	Teachers	Principals and other school leaders
Ineffective	Q6_05tineffective	Q6_05pineffective

How many teachers, principals and other school leaders have **no rating available** in SY 2022–23?

Category	Teachers	Principals and other school leaders
Not rated	Q6_06tnotrated	Q6_06pnotrated

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

How many teachers, principals and other school leaders have “other” evaluation ratings during SY 2022–23, and describe this category?

Category	Teachers	Principals and other school leaders
Specify name of the other category: q6_07otheros	Q6_07tother	Q6_07pother

How many teachers, principals and other school leaders have “other” evaluation ratings during SY 2022–23, and describe this category?

Category	Teachers	Principals and other school leaders
Specify name of the other category: q6_08otheros	Q6_08tother	Q6_08pother

Question 7. Annual retention rates

In your State, are SY 2022–23 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 2022–23.

Q7

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 2022–23. Q1_0701%

The percentage of **principals and other school leaders** who received a rating that your state considers to be “effective” who were retained during SY 2022–23. Q1_0702%

End of Survey

The survey questions have been submitted. If you have any questions about your submission, please call the survey hotline at (888) 862-1694 or email us at titletwo@air.org.

[Print Completed Survey for Your Records](#)

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	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

State activity description for questions 2 and 3	Full text from Title II, Part A statute
postsecondary education coursework	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.
Recruiting, hiring, and retaining effective educators	
Reforming certification, licensing, or tenure systems or preparation programs	<p>Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that—</p> <ul style="list-style-type: none"> (I) 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; (II) 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 (III) 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	<p>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—</p> <ul style="list-style-type: none"> (I) individuals with a baccalaureate or master’s degree, or other advanced degree; (II) mid-career professionals from other occupations; (III) paraprofessionals; (IV) former military personnel; and (V) 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	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

State activity description for questions 2 and 3	Full text from Title II, Part A statute
reciprocity with other states	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	<p>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—</p> <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.
Developing career paths that promote professional growth including instructional coaching and mentoring	<p>Developing, or assisting local educational agencies in developing—</p> <ul style="list-style-type: none"> (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	<p>Developing, or assisting local educational agencies in developing—</p> <ul style="list-style-type: none"> (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 Local Educational Agencies, which may include performance-based pay systems;
Developing new teacher and principal induction and mentoring programs	<p>Developing, or assisting local educational agencies in developing—</p> <ul style="list-style-type: none"> (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— <ul style="list-style-type: none"> (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—

State activity description for questions 2 and 3	Full text from Title II, Part A statute
	(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.
Evaluation systems	
Teacher, principal, or other school leader evaluation and support systems	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— (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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