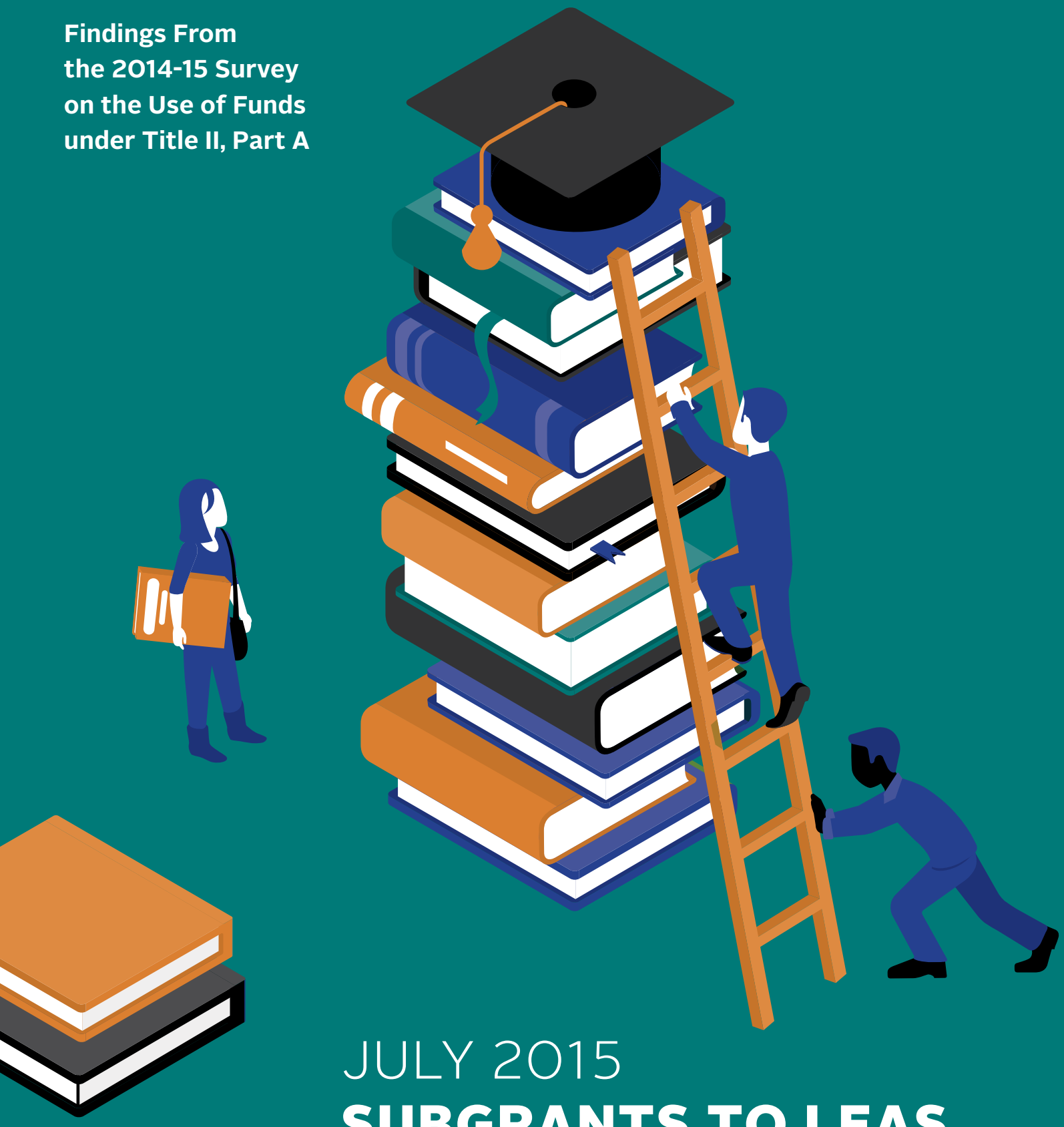
Findings From the 2014-15 Survey on the Use of Funds under Title II, Part A



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SUBGRANTS TO LEAS

Introduction

The *Elementary and Secondary Education Act of 1965*, as amended (ESEA), provides funds to States and districts to improve the quality of their teachers and administrators in order to raise student achievement. These funds are provided through ESEA Title II, Part A ("Improving Teacher Quality State Grants – Subgrants to LEAs"). Under ESEA, States can use funds for a variety of teacher quality activities in any subject area. In the 2014-15 school year, Title II, Part A provided States with approximately $2.13 billion for teacher quality reforms.

TITLE II, PART A PROGRAM FUND USE

For school districts, which receive the majority of these funds, allowable uses include:

Recruiting and retaining highly-qualified teachers

Offering professional development in core academic areas

Promoting growth and rewarding quality teaching through mentoring, induction, and other support services

Testing teachers in academic areas

Reducing class size

"In the 2014-15 school year, Title II, Part A provided States with approximately $2.13 billion for teacher quality reforms."

In order to better understand how school districts used the funds available to them in the 2014-15 school year, surveys were administered to a nationally representative sample of 800 school districts. The sample of districts was drawn from the Common Core of Data (CCD) and stratified by district size (enrollment) and level of poverty. District poverty data are from the U.S. Census Bureau. The key findings in this document summarize data from the completed surveys of 75 percent of the sampled districts. All weights were adjusted for nonresponse.[1]

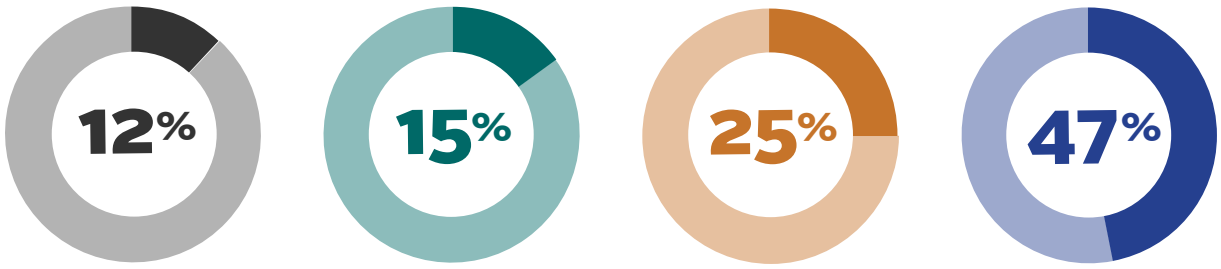
[1] In previous years of the survey, response rates met or exceeded 80 percent. Due to the lower response rate, data from this year's survey may be less reliable than data from previous years.

Survey results show that 94 percent of districts received Title II, Part A funding for the 2014-15 school year, with the highest poverty districts and largest districts receiving the bulk of the funds (see Figures 1 and 2). In 2014-15, the highest poverty districts were allocated 47 percent of Title II, Part A funds, while districts with 25,000 or more students received 34 percent of the Title II, Part A funds. In contrast, in 2013-14, the highest poverty districts were allocated 44 percent of Title II, Part A funds, and districts with 25,000 or more students received 35 percent of the Title II, Part A funds.

Districts used the majority of Title II, Part A funds for professional development activities for teachers, paraprofessionals, and administrators (47 percent) and to pay for highly qualified teachers to reduce class size (30 percent) (see Figure 3). Since districts were first surveyed in 2002-03, these have been the primary uses of Title II, Part A funds. However, the percentage of funds used for reducing class size has decreased from 57 percent in 2002-03 to 30 percent in 2014-15. The percentage of funds used for professional development has increased from 27 percent in 2002-03 to 47 percent in 2014-15. In 2014-15, more school districts allocated funds for professional development for teachers (66 percent) than for reducing class size (43 percent). However, 14 percent of school districts allocated all of their funds to reducing class size, while only 8 percent of school districts allocated all of their funds for professional development for teachers.

Districts also reported on the professional development activities offered and teacher participation in those activities for 2013-14.[2] Overall, districts reported that 92 percent of core academic content area teachers received high- quality professional development in 2013-14. The most common topics for professional development offered by school districts were using effective instructional strategies and skills, increasing core academic content area knowledge, and understanding State academic content standards.

FIGURE 1. Title II, Part A funds allocated, by district poverty level: 2014-15

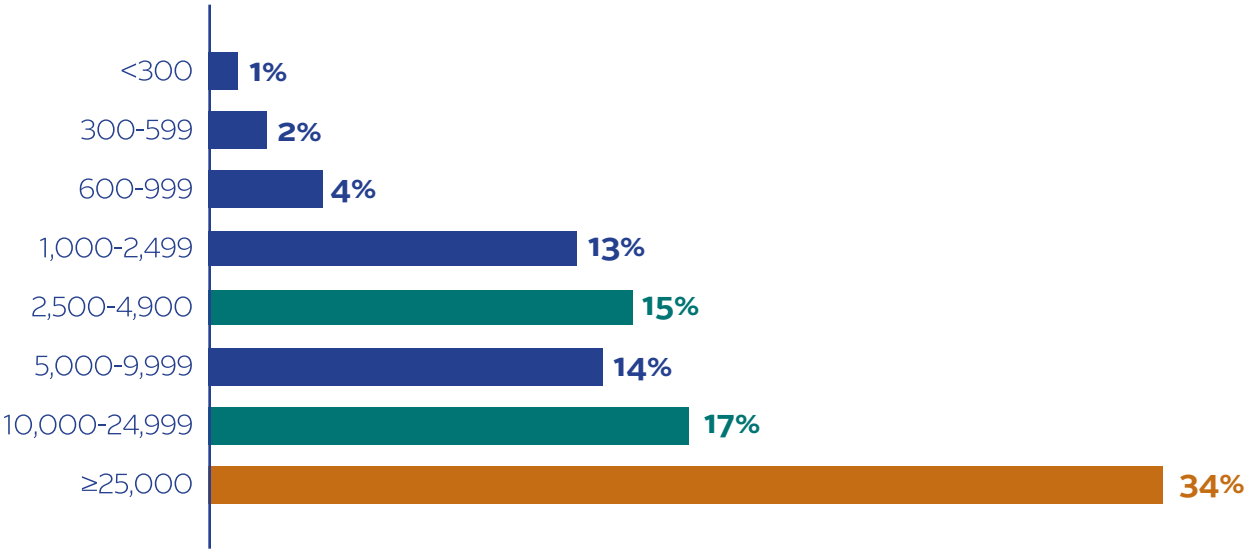


Note: Percentages may not sum to 100 due to rounding, and poverty data were not available for some school districts. Poverty groupings refer to quartiles.

Figure reads: In school year 2014-15, 12 percent of Title II, Part A funds made available to school districts were allocated to the lowest poverty districts.

[2] Districts reported on professional development activities paid for through any funding source, not only Title II, Part A funds.

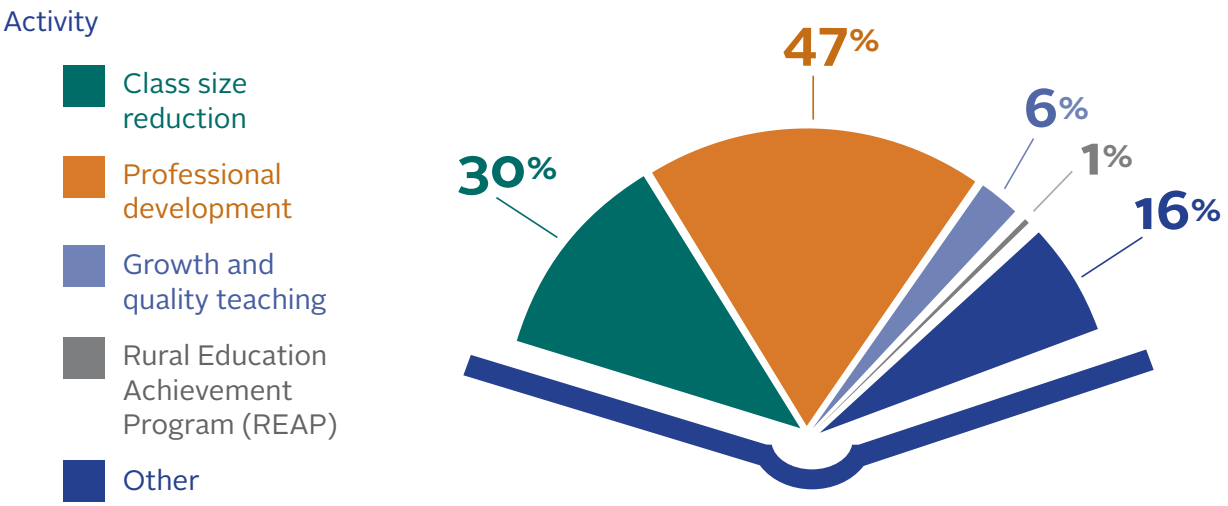
FIGURE 2. Title II, Part A funds allocated, by district size (enrollment): 2014-15



Note: Percentages may not sum to 100 due to rounding.

Figure reads: In school year 2014-15, one percent of Title II, Part A funds made available to school districts were allocated to school districts with fewer than 300 students.

FIGURE 3. Title II, Part A funds allocated, by activity: 2014-15



Note: Percentages may not sum to 100 due to rounding.

Figure reads: In school year 2014-15, 30 percent of Title II, Part A funds made available to school districts were allocated for class size reduction.

2014-15 Survey Highlights

- Ninety-four percent of districts received Title II, Part A funding for the 2014-15 school year. The highest poverty districts received a greater share of the funds than the lowest poverty districts (47 percent of the total allocation versus 12 percent), and districts with 10,000 or more students enrolled received the majority of the funds (51 percent). In comparison, in 2013-14, the highest poverty districts received 44 percent of the total allocation and the lowest poverty districts received 12 percent, while the larger districts received 55 percent of the funds.
- While districts can use Title II, Part A funds for multiple purposes, most districts (66 percent) reported that they allocate at least some funds for professional development for teachers and paraprofessionals (see Table 1). Forty-three percent of districts also use funds to hire highly qualified teachers to reduce class size. Fewer districts (41 percent) allocated funds to hire highly qualified teachers to reduce class size in 2013-14.
- Fourteen percent of school districts allocated all of their available funds for reducing class size. Eight percent of districts allocated all of their available funds for professional development for teachers and paraprofessionals.
- School districts reported that the majority of Title II, Part A funds (77 percent) were used to pay for professional development activities for teachers, paraprofessionals, and administrators (47 percent of funds) and to pay for highly qualified teachers to reduce class size (30 percent of funds). The percentage of funds used for reducing class size has decreased from 57 percent in 2002-03 to 30 percent in 2014-15, while the percentage of funds used for professional development for teachers and paraprofessionals has increased from 27 percent in 2002-03 to 47 percent in 2014-15. The percentage of funds used for reducing class size has decreased from 35 percent in 2013-14.

TABLE 1. Percentage of school districts allocating Title II, Part A funds, by activity: 2014-15

	Activity	% of Districts allocating Title II, Part A funds
1	Hiring highly qualified teachers to reduce class size	43
2	Professional development activities for principals	31
3	Professional development activities for teachers and paraprofessionals	66
4	Professional development activities for superintendents	9
5	Initiatives that promote professional growth and reward quality teaching	19

	Activity	% of Districts allocating Title II, Part A funds
6	Programs to recruit and retain highly qualified personnel	14
7	Teacher testing in academic areas	7
8	Private school professional development activities	21
9	Tenure reform	1
10	Administrative expenditures	35
11	Combined with other Federal program funds under the Rural Education Achievement Program (REAP)	7
12	Transferred to another title through ESEA funding transferability provisions	12

Table reads: In school year 2014-15, 43 percent of districts which received Title II, Part A funds allocated some funds for hiring highly qualified teachers to reduce class size.

- Of the funds that were used for professional development activities, districts reported that a larger proportion of the funds were used for professional development for teachers and paraprofessionals (40 percent of the total Title II, Part A funds allocated) than for administrators (4 percent of the total Title II, Part A funds allocated). Since 2002-03, the proportion of funds used for professional development for administrators has grown from 2 percent to 4 percent.
- Districts reported using 4 percent of the funds to pay for mechanisms and strategies aimed at recruiting and retaining highly qualified teachers, principals, and specialists in core academic areas, an increase from 3 percent in 2013-14. These mechanisms and strategies include scholarships, loan forgiveness, signing bonuses, and differential pay for teachers.
- Six percent of funds were used for various initiatives that promote professional growth and reward quality teaching, such as mentoring, induction, or exemplary teacher programs.
- Districts reported using 3 percent of funds to provide professional development services to eligible non-public schools.
- School districts combined 1 percent of Title II, Part A funds with other Federal program funds under the provisions of the Rural Education Achievement Program (REAP) and transferred 3 percent of the funds to another Title through ESEA funding transferability provisions. Districts most commonly reported transferring funds to the Title I program.

Class Size Reduction

- Districts reported using Title II, Part A funds to pay salaries of approximately 16,052 teachers in 2014-15 for class size reduction purposes. About half of these teachers (47 percent) were paid to teach in kindergarten and grades 1 through 3. The average allocation for each class size reduction teacher was $34,796.84. The number of teachers funded increased significantly from 2013-14, when 11,083 teachers were funded, while the average allocation has decreased from $63,691.98.
- The vast majority of class size reduction teachers paid in 2014-15 with Title II, Part A funds were general education teachers (90 percent). The remaining teachers were either special education teachers or other teachers.
- The largest percentage of class size reduction teachers paid with Title II, Part A funds were in the highest poverty districts (62 percent). The lowest poverty districts paid for the smallest proportion of these teachers (7 percent).
- Based on the survey data, districts with 1,000 to 2,499 students paid for the largest percentage of class size reduction teachers (42 percent of the total), followed by the districts with more than 25,000 students (14 percent of the total). The smallest districts (under 300 students) paid the smallest proportion of these teachers (less than 1 percent of the total). In 2013-14, the largest districts paid for 24 percent of the total class size reduction teachers and districts with 1,000 to 2,499 students paid for 20 percent.
- Overall, the number of class size reduction teachers paid with Title II, Part A funds has decreased by 47 percent since 2002-03. The proportion of these teachers paid to teach in kindergarten to grade 3 decreased from 76 percent in 2002-03 to 47 percent in 2014-15, based on district survey data. The proportion paid to teach in grades 9 through 12 has increased from 5 percent to 22 percent.
- The average allocation for each teacher decreased by 20 percent between 2002-03 and 2014-15. When the 2002-03 average allocation is adjusted for inflation, the allocation has decreased by 40 percent, or $22,400.91. In 2013-14, once adjusted for inflation, the allocation increased by 13 percent.

Professional Development for Teachers and Principals

- Districts allocated the largest proportions of the Title II, Part A funds used for professional development for teachers to activities for reading or English language arts (29 percent) and mathematics (20 percent). Districts reported allocating 8 percent for science, 7 percent for technology, 6 percent for history/social studies, and another 7 percent across foreign languages, fine arts, special education, and English as a second language. In 2013-14, districts reported using 32 percent of the funds allocated professional development for teachers for reading and 24 percent for mathematics.
- Districts allocated 16 percent of funds used for professional development for teachers to activities in other academic subjects not listed above. These funds supported professional development in various areas,

including Advanced Placement, the Common Core State Standards (both reading and mathematics), and other targeted needs-based professional development.

- School districts spent 7 percent of their funds for professional development for teachers on other non-academic topics. These topics included positive behavioral interventions and supports, teaching strategies, classroom management, and using data to improve instruction.
- In contrast to funds used for professional development for teachers, districts used the largest proportions of funds used for professional development for principals for activities in non-academic subjects (40 percent) and other academic subjects (16 percent). Reading or English language arts received 14 percent of the funds, while mathematics received 11 percent. Districts allocated the remaining 18 percent of funds to science, history/social studies, foreign languages, fine arts, special education, English as a second language, and technology.
- Examples of the professional development for principals in non-academic subjects include school leadership and evaluator training, including training on evaluation frameworks and observations. Examples of the professional development for principals in other academic subjects not listed above include academic leadership, instructional coaching, and best practices training.

Differences in the Use of Funds by District Poverty and District Size

- Regardless of poverty level, school districts allocated a greater proportion of their funds for professional development for teachers and paraprofessionals than for class size reduction (see Figure 4). Districts reported using approximately 30 percent of Title II, Part A funds for class size reduction and between 39 and 51 percent for professional development for teachers and paraprofessionals.

FIGURE 4. Percentage of Title II, Part A funds allocated for class size reduction and professional development for teachers (including paraprofessionals), by district poverty level: 2014-15

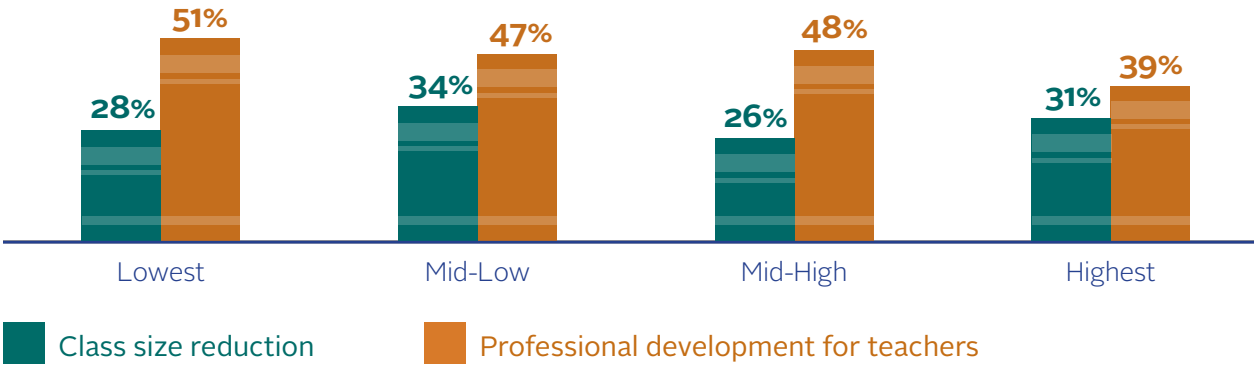


Figure reads: In school year 2014-15, the lowest poverty districts allocated 28 percent of their Title II, Part A funds for class size reduction and 51 percent of their funds for professional development for teachers.

- In 2014-15, districts in the lowest poverty quartile allocated more Title II, Part A funds for professional development for teachers and paraprofessionals (51 percent) than for class size reduction (28 percent). The highest poverty districts also allocated more Title II, Part A funds for professional development for teachers (39 percent) than for class size reduction (31 percent).
- In mid-low poverty districts, districts reported using 47 percent of the funds for professional development for teachers and paraprofessionals, and 34 percent of the funds for class size reduction. Mid-high poverty districts used more funds for professional development for teachers and paraprofessionals and fewer funds for class size reduction, with 48 percent of the funds allocated for professional development for teachers and paraprofessionals and 26 percent allocated for class size reduction.
- In general, in districts with 1,000 or more students, as enrollment increases, the proportion of Title II, Part A funds allocated for reducing class size decreases and the proportion of funds used for professional development activities for teachers and paraprofessionals increases (see Figure 5). In districts with less than 2,500 students, the proportion of Title II, Part A funds allocated for class size reduction increases as enrollment increases.

FIGURE 5. Percentage of Title II, Part A funds allocated for class size reduction and professional development for teachers (including paraprofessionals), by district size (enrollment): 2014-15

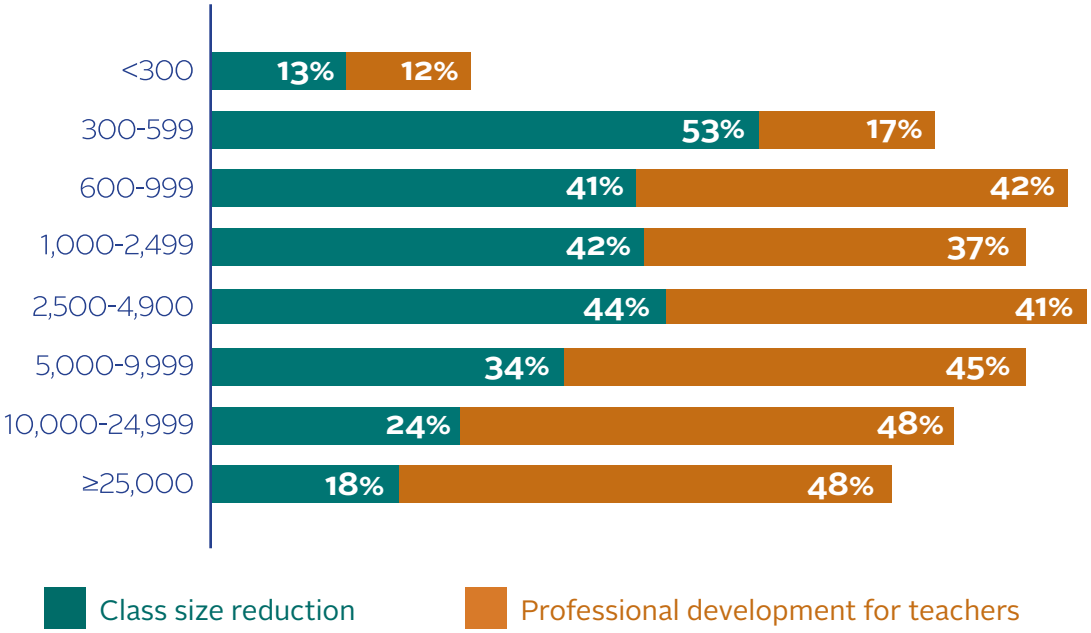


Figure reads: In school year 2014-15, school districts with less than 300 students allocated 13 percent of their Title II, Part A funds for reducing class size and 12 percent of their funds for professional development for teachers.

- Districts with fewer than 300 students reported using 12 percent of the funds for professional development for teachers, and 13 percent of funds for class size reduction. Districts with 25,000 or more students enrolled reported using 48 percent of the funds for professional development compared to 18 percent for class size reduction. Districts with 2,500 or more but fewer than 25,000 students used at least 40 percent of funds for professional development for teachers. However, the percentage of funds used for class size reduction decreases from 44 percent in districts with 2,500 to less than 5,000 students to 34 percent in districts with 5,000 to less than 10,000 students, and 24 percent in districts with 10,000 to less than 25,000 students.
- In districts with 1,000 or more but fewer than 5,000 students enrolled, more Title II, Part A funds were allocated for class size reduction than professional development for teachers. Districts with more than 1,000 but fewer than 5,000 students allocated between 42 and 44 percent of the Title II, Part A funds available to class size reduction.

"Districts with 25,000 or more students enrolled reported using 48 percent of the funds for professional development compared to 18 percent for class size reduction."

Use of Title II, Part A Funds for College- and Career-Ready Standards and Educator Evaluation Systems

- In 2014-15, 29 percent of school districts reported allocating Title II, Part A funds for allowable activities designed to prepare educators to implement new college- and career-ready standards. Districts allocated over $275.5 million for these activities, examples of which include grade-level and content area professional development sessions on implementation of the standards, hiring instructional coaches and consultants to provide professional development on the new standards, and professional development designed to prepare teachers for new assessments.
- Sixteen percent of districts reported allocating Title II, Part A funds for allowable activities designed to develop or implement educator evaluation systems. Districts allocated more than $66.9 million for these activities, examples of which include training on evaluation frameworks, rubrics, and tools, training on the use of student learning objectives, and training on the use of peer observations and feedback.

High-Quality Professional Development Activities: 2013-14

School districts also provided data on professional development for school year 2013-14.[3] These data included the number of teachers participating in various types of professional development, the number of sessions of professional development offered by the district on various topics, and the number of teachers participating in those sessions.

- Districts reported that a total of 2.29 million teachers teach in the core academic content areas. Of those teachers, 2.11 million, or 92 percent, received professional development in 2013-14. The percentage of teachers receiving professional development decreased by 3 percentage points from 95 percent in 2012-13, and the number of teachers reported decreased from 2.34 million.
- During the school day, more than 2.39 million teachers participated in full-day workshops, and more than 2.09 million teachers participated in half-day workshops (see Table 2).[4] More than 1.81 million teachers took part in professional development provided by professional development coaches. In 2012-13, the number of teachers participating in those types of professional development were 1.86 million, 1.46 million, and 1.21 million respectively.

"More than 1.81 million teachers took part in professional development provided by professional development coaches."

TABLE 2. Number of teachers participating in high-quality professional development, by duration or type of professional development: 2013-14

Duration or type of professional development	Teachers participating
Professional development ***during*** the school day	
Daily learning team sessions	**953,042**
Weekly learning team sessions	**1,935,071**
Professional development provided by professional development coaches	**1,810,824**
Half-day workshops (2-5 hours)	**2,097,916**
Full-day workshops (6-8 hours)	**2,393,616**

[3] Districts reported on professional development activities paid for through any funding source, not only Title II, Part A funds.

[4] Districts may have included non-core academic content teachers in the counts of teachers participating in professional development activities.

Duration or type of professional development	Teachers participating
Professional development ***outside*** the school day	
After-school activity (1-4 hours)	**1,360,761**
Multi-day workshops (16-24 hours)	**575,038**
Local or national conferences (8-24 hours)	**314,269**
Multi-week institutes (5-10 days)	**223,861**
College coursework (9 weeks or semester long)	**177,645**

Table reads: In school year 2013-14, 953,042 teachers participated in professional development in the form of daily learning tewam sessions.

- Outside of the school day, more than 1.36 million teachers participated in after-school professional development activities, while more than 575,000 participated in multi-day workshops. More than 177,000 teachers were enrolled in college courses. In 2012-13, 1.23 million teachers participated in after-school professional development activities, about 843,000 participated in multi-day workshops, and 193,000 teachers were enrolled in college courses.
- The most common topics for professional development offered by school districts were using effective instructional strategies and skills (more than 341,000 sessions and more than 6.34 million teachers), understanding and teaching State academic content standards (more than 287,000 sessions and more than 5.18 million teachers), and increasing core academic content area knowledge (more than 285,000 sessions and more than 5.26 million teachers) (see Table 3).
- More than 200,000 sessions of professional development were offered on understanding student academic achievement standards and addressing the needs of all students, including special education students and English language learners. Districts reported that between 3.26 and 4.49 million teachers participated in sessions on each of these topics.
- Districts offered more than 100,000 sessions of professional development on understanding teacher evaluation systems and resulting feedback. Over 3.48 million teachers attended sessions on teacher evaluation systems.

TABLE 3. Number of sessions and teachers participating in high-quality professional development, by topic: 2013-14

Topic	Sessions offered	Teachers participating
Increasing core academic content area knowledge	**285,042**	**5,263,166**
Using effective instructional strategies and skills	**341,087**	**6,340,217**
Understanding State academic content standards	**287,253**	**5,182,617**
Understanding student academic achievemente standards	**224,535**	**4,488,793**
Understanding teacher evaluation systems and resulting feedback	**100,534**	**3,485,679**
Using data and assessments to improve teaching and learning	**198,650**	**4,426,464**
Addressing the learning needs of all students, including special education students and ELLs (e.g., differentiated instruction)	**213,499**	**3,259,516**
Improving student behavior and classroom management	**91,340**	**1,093,515**
Improving parental involvement	**48,761**	**2,882,463**
Using technology in the classroom	**187,540**	**3,522,246**
Helping teachers demonstrate subject matter competency to become highly qualified	**89,219**	**924,602**
Other	**21,208**	**336,346**

Table reads: In school year 2013-14, school districts offered 285,042 professional development sessions on increasing core academic content area knowledge, with 5,263,166 teachers attending those sessions.