

Findings from the 2011-12 Survey on the Use of Funds Under Title II, Part A March 2012

The *Elementary and Secondary Education Act (ESEA)*, as amended, 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*, funds can be used for a variety of teacher quality activities in any subject area. In the 2011-12 school year, Title II, Part A provided states with approximately \$2.26 billion for teacher quality reforms. For school districts, which receive the majority of these funds, allowable uses of funds 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; and
- Reducing class size.

In order to have a better understanding of how school districts used the funds available to them in the 2011-12 school year, a nationally representative sample of 800 districts was surveyed. The sample of districts was drawn from the Common Core of Data (CCD) and stratified by district size and level of poverty. The key findings in this document summarize the completed surveys from 81 percent of the sampled districts. All weights were adjusted for nonresponse. District poverty data are from the U.S. Census Bureau.

Survey results show that 95 percent of districts received Title II, Part A funding for the 2011-12 school year, with the highest poverty districts and largest districts receiving the bulk of the funds (Exhibits 1 and 2). Overall, states used the majority of the funds for professional development activities for teachers, paraprofessionals and administrators (44 percent) and to pay highly qualified teachers to reduce class size (39 percent) (Exhibit 3). Districts have used their Title II, Part A funds primarily for these activities since first surveyed in 2002-03; however, the percentage of funds used for reducing class size decreased from 57 percent in 2002-03 to 39 percent in 2011-12, and the percentage of funds used for professional development increased from 27 percent in 2002-03 to 44 percent in 2011-12. In addition, more districts are using Title II, Part A funds for professional development for teachers (66 percent of districts) than for reducing class size (46 percent of districts). In 2011-12, 16 percent of districts allocated all of their available funds to reducing class size, and 11 percent of districts spent all of their funds on professional development for teachers.

Districts also reported on the professional development activities in which their teachers participated in 2010-11.¹ Overall, 89 percent of core content area teachers received high-quality

¹ Districts reported on professional development activities paid for with any funding sources, not only Title II, Part A funds.

professional development in 2010-11. Over 2.6 million teachers took part in full-day workshops, and over 2.3 million teachers attended after-school professional development activities. The most common topics for professional development included using effective instructional strategies and increasing core academic content area knowledge.

Exhibit 1. Title II, Part A Allocations by District Poverty Level, 2011-12

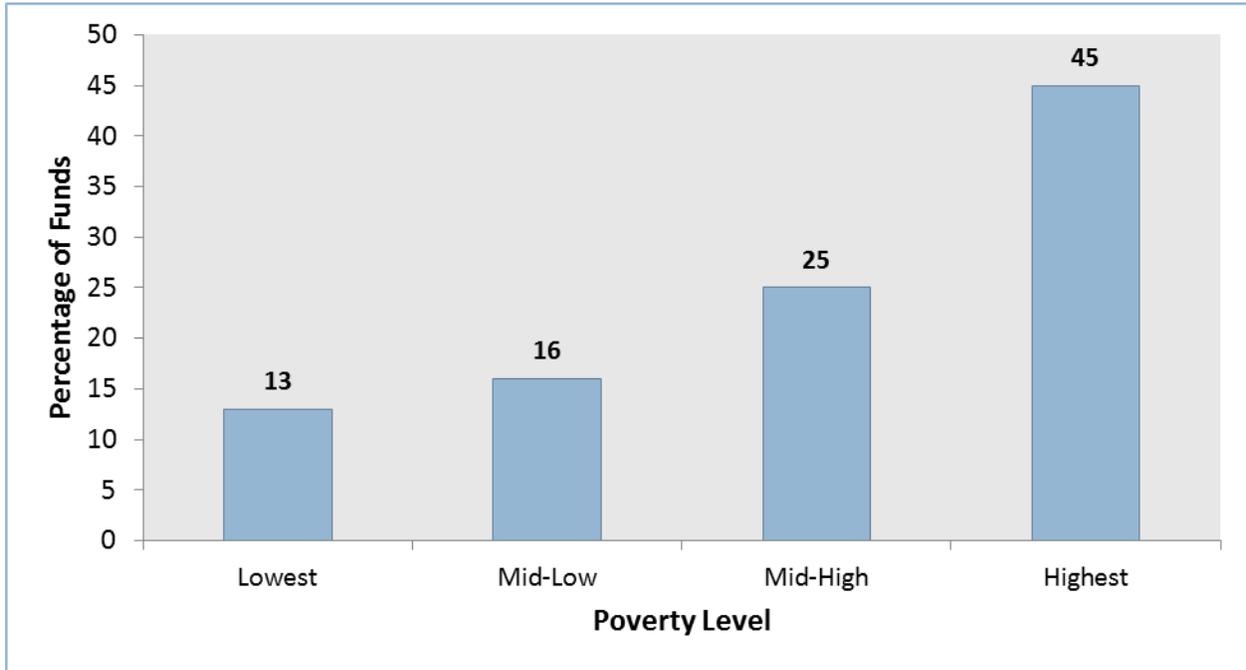


Exhibit 2. Title II, Part A Allocations by District Size (Enrollment), 2011-12

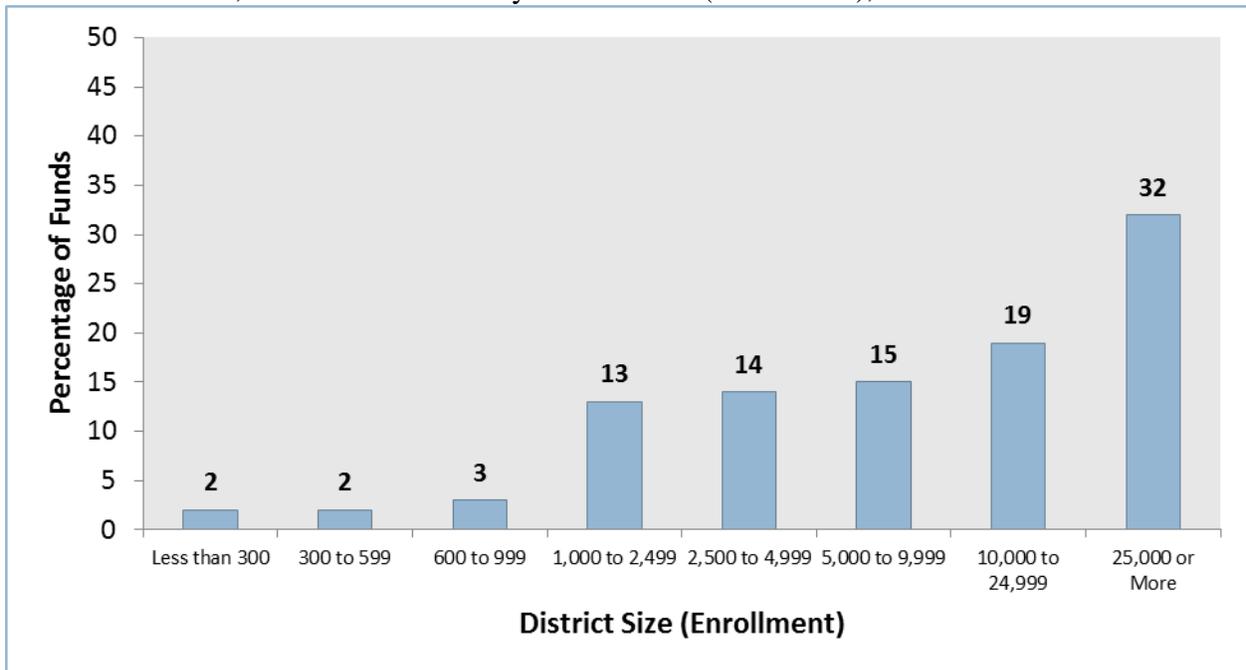
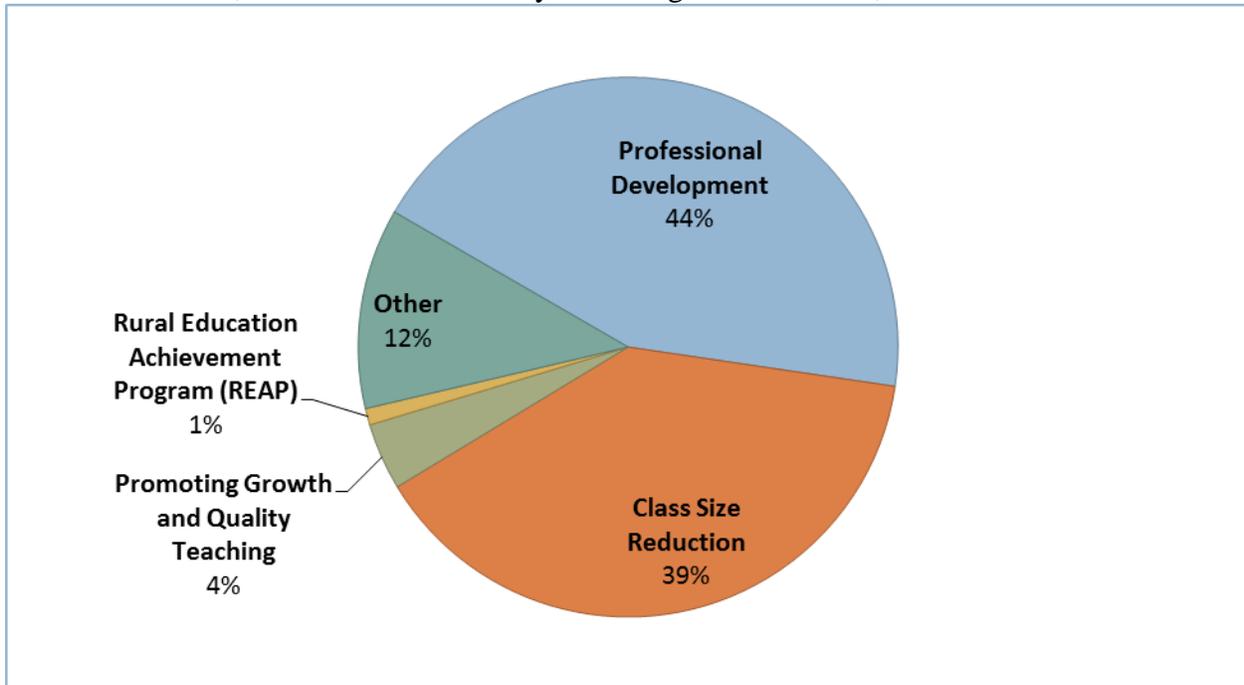


Exhibit 3. Title II, Part A Use of Funds by Percentage of Allocation, 2011-12



Highlights from the 2011-12 Survey on the Use of Funds Under Title II, Part A

- Ninety-five percent of districts received Title II, Part A funding for the 2011-12 school year.
- The highest poverty districts received a greater share of the funds than the lowest poverty districts (45 percent of the total allocation versus 13 percent).
- The larger districts, those with 10,000 or more students enrolled, received a greater share of the funds than the smaller districts, those with fewer than 1,000 students enrolled (51 percent of the total allocation versus 7 percent).
- Overall, the majority of the funds were used for professional development activities for teachers, paraprofessionals and administrators (44 percent) and to pay highly qualified teachers to reduce class size (39 percent).
- Of the funds were that used for professional development activities for teachers, paraprofessionals and administrators (44 percent), a larger proportion of the funds were used for professional development for teachers and paraprofessionals (40 percent) than for administrators (4 percent). Since 2002-03, the proportion of funds used for professional development for administrators has grown from 2 percent to 4 percent.
- Three percent of Title II, Part A funds were spent on mechanisms and strategies such as scholarships, loan forgiveness, signing bonuses or differential pay for teachers to help schools recruit and retain highly qualified teachers, principals and specialists in core

academic areas. Four percent was allocated for initiatives such as mentoring, induction or exemplary teacher programs to promote professional growth and reward quality teaching.

- Two percent of funds were spent on professional development for educators in eligible non-public schools.
- One percent of the funds were combined with other Federal program funds under the provisions of the Rural Education Achievement Program (REAP), and 1 percent of the funds were transferred to another Title, most commonly Title I, through the *ESEA* funding transferability provisions.
- Sixteen percent of districts allocated all of their available funds to reducing class size, and 11 percent of districts spent all of their funds on professional development for teachers.
- The percentage of funds used for reducing class size decreased from 57 percent in 2002-03 to 39 percent in 2011-12, and the percentage of funds used for professional development increased from 27 percent in 2002-03 to 44 percent in 2011-12. While districts can use their funds for multiple purposes, most districts are using Title II, Part A funds for professional development for teachers (66 percent of districts) and reducing class size (46 percent of districts). Fifty-three percent of districts did not allocate any Title II, Part A funds for class size reduction.

Class Size Reduction

- A total of 14,037 class size reduction teachers were paid in 2011-12 with Title II, Part A funds. Fifty-two percent of these teachers were paid to teach in grades kindergarten through 3. The average Title II, Part A allocation for each class size reduction teacher was \$52,947.
- The vast majority of class size reduction teachers paid in 2011-12 with Title II, Part A funds were general education teachers (91 percent). Two percent of class size reduction teachers were special education teachers.
- The highest poverty districts paid for the largest percentage of class size reduction teachers with Title II, Part A funds (40 percent of the total). The lowest poverty districts paid for the smallest proportion of these teachers (12 percent of the total).
- The largest districts (more than 25,000 students) paid the largest percentage of class size reduction teachers (30 percent of the total), followed by the districts with 1,000 to 2,499 students (17 percent of the total). The smallest districts (under 300 students) paid the smallest proportion of these teachers (1 percent of the total).
- Overall, the number of class size reduction teachers paid with Title II, Part A funds has decreased by 54 percent since 2002-03. The proportion of these teachers paid to teach in grades kindergarten through 3 decreased from 76 percent in 2002-03 to 65 percent in

2011-12. The proportion paid to teach in grades 9 through 12 increased from 5 percent in 2002-03 to 6 percent in 2011-12.

- The average allocation for each teacher has increased by 22 percent between 2002-03 and 2011-12. However, when the 2002-03 average allocation is adjusted for inflation, the allocation decreased by 3 percent, or \$1,400.

Professional Development Funds

- The majority of the funds used for professional development for teachers were allocated to activities in the subject areas of reading (33 percent) and mathematics (23 percent). Nine percent of funds were allocated for science, 6 percent for history/social studies, and 7 percent for technology. Nine percent of funds were allocated for foreign languages, fine arts, special education, and English as a second language combined.
- Districts spent 7 percent of their professional development funds on other academic subjects and 7 percent of their funds on professional development in other non-academic topics. The most common other academic subjects on which professional development funds were spent included health and physical education, Advanced Placement education, and education for gifted and talented students. The most common non-academic topics on which professional development funds were used included classroom management, leadership, and positive behavioral interventions and supports.

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

- In 2011-12, districts in the lower poverty quartiles allocated more Title II, Part A funds for professional development for teachers than for class size reduction. The highest poverty districts used 41 percent of the funds on professional development for teachers and 37 percent on class size reduction, while the lowest poverty districts allocated 47 percent for professional development for teachers and 35 percent for class size reduction.
- The mid-low poverty districts used 40 percent of the funds on professional development for teachers and 40 percent on class size reduction, while the mid-high poverty districts allocated 42 percent to professional development for teachers and 36 percent of their funds to class size reduction.
- The smallest districts (fewer than 300 students enrolled) used more funds on class size reduction than on professional development for teachers (27 percent versus 18 percent), while the largest districts (at least 25,000 students enrolled) used more funds on professional development for teachers than on class size reduction (48 percent versus 29 percent).
- The mid-sized districts (those with 300 or more but less than 10,000 students) all allocated more funds for class size reduction than for professional development for teachers. Districts with 10,000 to less than 25,000 students allocated more funds for

professional development for teachers than class size reduction (44 percent versus 34 percent).

High Quality Professional Development Activities

- Districts reported that a total of 2.37 million teachers teach in the core academic content areas. Of the 2.37 million core academic content area teachers, 89 percent received professional development in 2010-11.²
- The percentage of teachers receiving professional development increased from 84 percent in 2006-07 to 89 percent in 2010-11.
- Over 400,000 teachers took part in daily learning team sessions, and more than 2.6 million teachers participated in full-day workshops during the school day. More than 1.8 million teachers received professional development provided by professional development coaches, and more than 2.2 million teachers participated in half-day workshops.³
- More than 2.3 million teachers participated in professional development activities after school, while more than 676,000 teachers attended multi-day workshops.
- The most common topics for professional development included using effective instructional strategies and increasing core academic content area knowledge. Eighteen percent of teachers participated in more than 317,000 professional development sessions on using effective instructional strategies. Fourteen percent of teachers participated in more than 272,000 sessions on increasing core academic content area knowledge.

² Districts reported on professional development activities paid for with any funding sources, not only Title II, Part A funds.

³ Districts may have included non-core academic content teachers in the counts of teachers participating in professional development activities.