***Study of Title II-A Use of Funds:***

Supporting Effective Instruction Grants – Subgrants to Districts

**District Survey**

**2018-2019**



The **Study of Title II-A Use of Funds** is examining how states and districts are using their Title II, Part A funds provided through the Elementary and Secondary Education Act (ESEA). The study includes surveys of officials from all state education agencies and from a representative sample of school district officials from each state. The purpose of this survey is for the U.S. Department of Education to gain a better understanding of how school districts are using their Title II, Part A funds. The United States (U.S.) Department of Education, Institute of Education Sciences (IES) is sponsoring this study.

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

**Paperwork Reduction Act of 1995**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 120 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed survey to this address.

**Notice of Confidentiality**

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

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| **Survey on the Use of Funds Under Title II, Part A**  Supporting Effective Instruction Grants – Subgrants to Districts |

**District:** [ DISTRICT NAME ]

**State:** [ ST ]

**NCES ID:** [ NCES ID ]

|  |
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| **Instructions** |

Answer each question and click the "Save" button or the "Save and Mark as Complete" button. When you click the "Save" button, the responses you entered will be saved without navigating you away from the page. The "Save and Mark as Complete" button will check your responses for potential errors, and, if there are none, navigate you back to the List of Survey Questions. You may return to any section by clicking “List of Survey Questions” at the top of the screen. You may enter or change answers to questions 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 at a later time to complete the survey. The completed survey is due on xx/xx/xxxx.

To fill out this survey, it will be useful to access your district’s Title II, Part A financial data. In addition, you will need access to the total amount spent on professional development across all funding sources.

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 2-12 depend on your response to Question 1.

|  |  |
| --- | --- |
| **Contact information** | All districts |
| **Section 1** | All districts |
| **Section 2** | Districts that received Title II, Part A funds in SY 2018-19 |
| **Section 3** | Districts that received Title II, Part A funds in SY 2018-19 |
| **Section 4** | Districts that received Title II, Part A funds in SY 2018-19 |
| **Section 5** | Districts that received Title II, Part A funds in SY 2018-19 |
| **Section 6** | Districts that received Title II, Part A funds in SY 2018-19 |
| **Section 7** | Districts that received Title II, Part A funds in SY 2018-19 |
| **Section 8** | Districts that received Title II, Part A funds in SY 2018-19 |
| **Section 9** | Districts that received Title II, Part A funds in SY 2018-19 |
| **Section 10** | Districts that received Title II, Part A funds in SY 2018-19 |
| **Section 11** | Districts that received Title II, Part A funds in SY 2018-19 and that have examined information about the distribution of teacher quality or effectiveness across schools in the district serving different student populations |
| **Section 12** | Districts that received Title II, Part A funds in SY 2018-19 and that have used strategies to address inequities |

Once you have completed and marked all sections as complete, please be sure to click on the “Submit Completed Survey” button.

For assistance, please call 1-855-817-1704 or send an e-mail to [title2afunds@westat.com](mailto:title2afunds@westat.com).

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| **Contact information** |

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

First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Section 1: Title II, Part A funding in SY 2018-19** |

1. Did your district receive Title II, Part A funding in school year 2018-19?

|  |  |
| --- | --- |
| ⭘ Yes | If you selected “yes,” continue to Section 2. |
| ⭘ No | If you selected “no,” you do not need to complete this survey. Click on “Save and Mark as Complete” then, on the List of Survey Questions, click “Submit Completed Survey.” |

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| **Section 2: Transfers to and from Title II, Part A** |

2a. Please provide the amount of Federal FY 2018 Title II, Part A funds made available to your district in SY (2018-19). **Do not include carryover funds.** **$xxx,xxx.xx**

|  |  |
| --- | --- |
| 2b. Please provide the amount of Federal FY 2018 funds transferred from Title II, Part A. **Do not include carryover funds.** |  |
| Title II, Part A funds transferred to **Title I, Part A** | **$\_\_\_\_\_\_\_\_\_\_** |
| Title II, Part A funds transferred to **Title I, Part C** | **$\_\_\_\_\_\_\_\_\_\_** |
| Title II, Part A funds transferred to **Title I, Part D** | **$\_\_\_\_\_\_\_\_\_\_** |
| Title II, Part A funds transferred to **Title III, Part A** | **$\_\_\_\_\_\_\_\_\_\_** |
| Title II, Part A funds transferred to **Title IV, Part A** | **$\_\_\_\_\_\_\_\_\_\_** |
| Title II, Part A funds transferred to **Title V, Part B** | **$\_\_\_\_\_\_\_\_\_\_** |
| **Total amount of Title II, Part A funds transferred to another program under ESEA funding transferability provisions (ESEA section 5103)** | $\_\_\_\_\_\_\_\_\_\_ |
| 2c. Provide the total amount of FY 2018 funds transferred to Title II, Part A from another Federal program. **Do not include carryover funds.** | **$\_\_\_\_\_\_\_\_\_\_** |
|  |  |
| **Total amount of Title II, Part A funds available to your district in SY 2018-19 after transfers:** | **$\_\_\_\_\_\_\_\_\_\_** |

**>> Continue to Section 3.**

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| **Section 3: Allocation of Title II, Part A funds** |

|  |  |
| --- | --- |
| **For reference, in Section 2 you answered that the total amount of Title II, Part A funds available to your district in SY 2018-19 AFTER TRANSFERS was:** | **$xxx,xxx.xx** |
| 3a. Please provide the amount of Title II, Part A funds available to your district in SY 2018-19, after transfers, allocated for the following activities. **Do not include carryover funds.** You can estimate if you do not have exact figures. | |
| **Hiring, recruiting, and retaining effective teachers, principals, and other leaders** (such as support with screening candidates and early hiring, recruiting individuals from other fields, differential and incentive pay, leadership opportunities and multiple pathways for teachers, induction or new educator mentoring programs, improving school working conditions) | **$\_\_\_\_\_\_\_\_\_\_** |
| **Evaluation systems** (such as designing or revising systems, helping teachers and leaders to understand the system, help with using the results for high stakes decisions or guiding professional development planning) | **$\_\_\_\_\_\_\_\_\_\_** |
| **Class size reduction** | **$\_\_\_\_\_\_\_\_\_\_** |
| **Professional development** (such as in–service seminars, coaching, or support for professional learning communities) | **$\_\_\_\_\_\_\_\_\_\_** |
| **Other** | **$\_\_\_\_\_\_\_\_\_\_** |
|  |  |
| **Total amount of SY 2018-19 Title II, Part A funds allocated:** | **$\_\_\_\_\_\_\_\_\_\_** |

3b. In the table below, please provide the percentage of all Title II, Part A funds used in your district in SY 2018-19 to support teachers and the percentage of funds allocated to support principals and other leaders.

|  |  |
| --- | --- |
| **Teachers** | **Principals** |
| **\_\_\_\_\_\_\_\_\_\_%** | **\_\_\_\_\_\_\_\_\_\_%** |

**>> Continue to Section 4.**

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| **Section 4: Strategies to hire, recruit, or retain effective teachers and leaders** |

4a. During SY 2018-19, has or will your district use Title II, Part A funds to hire, recruit, and retain effective teachers, principals, and other school leaders?

|  |  |
| --- | --- |
| ⭘ Yes | If you selected “yes,” complete the remainder of this question below. |
| ⭘ No | If you selected “no,” click on “Save and Mark as Complete” and continue to **Section 5**. |

4b. What strategies has your district used or will your district use to hire, recruit, and retain effective teachers, principals, and other school leaders? Also, please check the top two strategies based on the amount of funding allocated.

|  |  |  |
| --- | --- | --- |
| Strategy | Check all that apply | Check top two strategies |
| Support with screening candidates and early hiring for teachers | ⭘ | ⭘ |
| Recruiting individuals from other fields to become teachers or leaders | ⭘ | ⭘ |
| Differential and incentive pay of teachers and leaders | ⭘ | ⭘ |
| Emphasis on leadership opportunities and multiple career pathways for teachers | ⭘ | ⭘ |
| Induction or new teacher and leader mentoring programs | ⭘ | ⭘ |
| Targeting and tailoring professional development to individual teacher or leader needs | ⭘ | ⭘ |
| Feedback mechanisms to improve school working conditions | ⭘ | ⭘ |
| Other (describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | ⭘ | ⭘ |

**>> Continue to Section 5.**

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| **Section 5: Class size reduction** |

5.a. During SY 2018-19, has or will your district use Title II, Part A funds to fund, in whole or part, teacher salaries?

|  |  |
| --- | --- |
| ⭘ Yes | If you selected “yes,” complete the remainder of this question below. |
| ⭘ No | If you selected “no,” click on “Save and Mark as Complete” and continue to **Section 6**. |

5.b. During SY 2018-19, how many teachers have salaries funded, in part or in whole, by Title II, Part A funds? In total, how many full-time equivalents (FTEs) are funded by Title II, Part A?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of teacher | Fully-funded  (number) | Partially-funded  (number) | Total funded (number) | Total funded  (FTEs) |
| Full-time teachers | \_\_\_ | **\_\_\_** | **\_\_\_** | \_\_\_ |
| Part-time teachers | \_\_\_ | **\_\_\_** | **\_\_\_** | \_\_\_ |

**>> Continue to Section 6.**

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| **Section 6: Teacher professional development activities** |

**6.** Please provide the total amount of funds your district has allocated for professional development during SY 2018-19(including planned professional development)across all funding sources.

|  |  |
| --- | --- |
| Total amount of funds allocated for professional development across all funding sources | $\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**>> Continue to Section 7.**

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| **Section 7: Teachers participating in professional development** |

**7.** Please provide the total count of teachers in your district in SY 2018-19, and the proportion of teachers in your district that you have or intend to use Title II, Part A funds to provide professional development activities in SY 2018-19.

|  |  |
| --- | --- |
| 1. Total number of teachers in your district in SY 2018-19 | \_\_\_\_\_\_\_\_\_\_ |
| Proportion of teachers that you have or intend to use Title II, Part A funds to provide professional development activities in SY 2018-19  ⭘ Almost all (75% or more)  ⭘ Most (50% to less than 75%)  ⭘ Some (25% to less than 50%)  ⭘ Few (Less than 25%) |  |

**>> Continue to Section 8.**

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| **Section 8: Types of professional development** |

**8. Please complete the table below regarding all teacher professional development provided during SY 2018-19 (at least *in part* funded by Title II, Part A including planned professional development).** Which of the following types of professional development and support to teachers is your district providing during SY 2018-19? Also, please check the top two types based on the amount of funding allocated to each method.

|  |  |  |  |
| --- | --- | --- | --- |
| Types of teacher professional development  (at least *in part* funded by Title II, Part A) | Check all that apply | | Check top two types |
| Short-term (3 days or less) professional development, conducted by an external provider | ⭘ | ⭘ | |
| Short-term (3 days or less) professional development, conducted by district or school-level staff | ⭘ | ⭘ | |
| Longer-term (4 or more days) professional development with connected content, conducted by an external provider or coach | ⭘ | ⭘ | |
| Longer-term (4 or more days) professional development with connected content, conducted by district or school-level staff | ⭘ | ⭘ | |
| Longer-term (4 or more days) one-on-one support from district staff, teacher leaders or coaches | ⭘ | ⭘ | |
| Longer-term (4 or more days) Internet-based professional development (e.g., video library, skill-building modules, online coaching) | ⭘ | ⭘ | |
| Longer-term (4 or more days) group support (e.g., lesson study, peer-to-peer communities of practice) | ⭘ | ⭘ | |
| Professional conferences or organizations | ⭘ | ⭘ | |
| University or college courses | ⭘ | ⭘ | |
| Professional certifications (e.g. NBPTS certification, state-level credentials or endorsements) | ⭘ | ⭘ | |
| Other (describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | ⭘ | ⭘ | |

**>> Continue to Section 9.**

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| **Section 9: Topics of professional development for teachers** |

**9. Please complete the table below regarding all teacher professional development provided during SY 2018-19 (at least in part funded by Title II, Part A including planned professional development). Which of the following topics are covered by teacher professional development in your district in SY 2018-19? Also, please check the top two topics based on the amount of funding allocated to each topic.**

|  |  |  |
| --- | --- | --- |
| Teacher Professional Development Topic  (at least *in part* funded by Title II, Part A) | Check all that apply | Check top two topics |
| Teacher content knowledge in ELA | ⭘ | ⭘ |
| Teacher content knowledge in STEM (science, technology, engineering, mathematics, or computer science) | ⭘ | ⭘ |
| Teacher content knowledge in subjects other than ELA or STEM | ⭘ | ⭘ |
| Instructional strategies for academic subjects | ⭘ | ⭘ |
| Instructional strategies for classroom management or student behavior management | ⭘ | ⭘ |
| Using data and assessments to guide instruction | ⭘ | ⭘ |
| Providing instruction and academic support to English learners | ⭘ | ⭘ |
| Providing instruction and academic support to students with disabilities or developmental delays | ⭘ | ⭘ |
| Identifying gifted and talented students | ⭘ | ⭘ |
| Understanding state content standards and instructional strategies to meet them | ⭘ | ⭘ |
| Understanding teacher evaluation systems and resulting feedback | ⭘ | ⭘ |
| Engaging parents and families | ⭘ | ⭘ |
| Using technology | ⭘ | ⭘ |
| Integrating academic content, career and technical education, and work-based learning (as appropriate) | ⭘ | ⭘ |
| Offering joint professional learning and planning activities that address transition from early childhood to elementary school | ⭘ | ⭘ |
| Identifying students with referral needs (such as sexual abuse, mental health issues, drug or alcohol abuse) | ⭘ | ⭘ |
| Other (describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | ⭘ | ⭘ |

**>> Continue to Section 10.**

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| **Section 10: Types of professional development for principal and other school leaders** |

**10. Please complete the table below regarding all principal and other school leaders professional development provided during SY 2018-19 (at least *in part* funded by Title II, Part A including planned professional development).** Which of the following types of professional development and support to **principal and other school leaders** is your district providing during SY 2018-19? Also, please check the top two types based on the amount of funding allocated to each method.

|  |  |  |  |
| --- | --- | --- | --- |
| Types of principal and other school leaders professional development  (at least *in part* funded by Title II, Part A) | Check all that apply | | Check top two types |
| Short-term (3 or less days) professional development, conducted either by external provider or district-level staff | ⭘ | ⭘ | |
| Longer-term (4 or more days) group professional development, conducted by district-level staff | ⭘ | ⭘ | |
| Longer-term (4 or more days) group professional development, conducted by an external provider | ⭘ | ⭘ | |
| Longer-term (4 or more days) one-on-one professional development, conducted by district-level staff | ⭘ | ⭘ | |
| Longer-term (4 or more days) one-on-one professional development, conducted by an external provider | ⭘ | ⭘ | |
| Longer-term (4 or more days) group support (e.g., learning communities, district monthly or quarterly principal meetings) | ⭘ | ⭘ | |
| Professional conferences or organizations, external to the district or state | ⭘ | ⭘ | |
| University or college courses | ⭘ | ⭘ | |
| State leadership conferences or trainings | ⭘ | ⭘ | |
| Leadership certifications (e.g., state-level credentials or endorsements) | ⭘ | ⭘ | |
| Other (describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | ⭘ | ⭘ | |

**>> Continue to Section 11.**

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| **Section 11: Topics of professional development for principal and other school leader professional development** |

**11. Please complete the table below regarding all principal and other school leader professional development provided during SY 2018-19 (at least in part funded by Title II, Part A including planned professional development).** Which of the following topics are covered by principal and other school leader professional development in your district in SY 2018-19? Please check the top two topics based on the amount of funding allocated to each topic.

|  |  |  |
| --- | --- | --- |
| Principal and Other School Leader Professional Development Topic  (at least *in part* funded by Title II, Part A) | Check all that apply | Check top two topics |
| School improvement planning or identifying interventions to support academic improvement | ⭘ | ⭘ |
| Strategies and practices to advance organizational development (e.g., a focus on setting a shared school mission; creating a safe and respectful environment for learning; improving school climate and culture; fostering communication and collaboration among teachers and parents; distributing leadership responsibilities; ensuring efficient use of available funding and instructional time; and deploying resources aligned with strategic goals) | ⭘ | ⭘ |
| 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) | ⭘ | ⭘ |
| Strategies and practices to develop and manage the school’s workforce (e.g., a focus on recruiting, hiring, and retaining effective teachers; selecting professional development tailored to teachers’ needs; effectively assigning teacher talent to students; and establishing pathways for developing teacher leaders and assistant principals as instructional leaders) | ⭘ | ⭘ |
| Strategies to engage parents and the community | ⭘ | ⭘ |
| Other (describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | ⭘ | ⭘ |

**>> Continue to Section 12.**

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| **Section 12: Teacher Quality/Effectiveness and Equity** |

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

|  |  |
| --- | --- |
| ⭘ Yes, and inequities were found | If you selected “yes,” complete the remainder of this question below. |
| ⭘ Yes, but no inequities were found | If you selected “yes,” complete the remainder of this question below. |
| ⭘ No | If you selected “no,” click on “Save and Mark as Complete” and **continue to Question 12**. |

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 | | |
| Teacher evaluation ratings | | | ⭘ |
| Teacher effectiveness, as measured by value added measures or student growth percentiles | | | ⭘ |
| Teacher effectiveness, as measured by student learning objectives or student growth objectives | | | ⭘ |
| Teacher experience | | | ⭘ |
| Teacher certification | | | ⭘ |
| Teacher education | | | ⭘ |
| Assignment of teachers to a grade or classes consistent with their field of certification | | | ⭘ |
| Other (describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | | | ⭘ |

**>> Continue to Section 13.**

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| **Section 13: Strategies used to improve equitable access** |

13a. During SY 2018-19, has or will your district use Title II, Part A funds to improve within-district equity in the distribution of teachers?

|  |  |
| --- | --- |
| ⭘ Yes | If you selected “yes,” complete the remainder of this question below. |
| ⭘ No | If you selected “no,” click on **“Save and Mark as Complete”**. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy to address inequities |  | Check all that apply | |
| Offering more compensation for qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools | | ⭘ |
| Developing career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers | | ⭘ |
| Beginning the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared to other schools | | ⭘ |
| Increasing external recruitment activities such as hosting open houses and job fairs for schools with lower levels of teacher quality or effectiveness compared to other schools | | ⭘ |
| Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with lower levels of teacher quality or effectiveness compared to other schools | | ⭘ |
| Offering more professional development for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools | | ⭘ |
| Limiting the ability of teachers who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher quality or effectiveness compared to other schools | | ⭘ |
| Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with lower levels of teacher quality or effectiveness compared to other schools | | ⭘ |
| Other (describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | | ⭘ |