

Title II, Part A School System Special Data Collection for Public Reporting

Guidance and Reporting Worksheet

As per the *Elementary and Secondary Education Act* (ESEA), as amended by the *Every Student Succeeds Act* (ESSA), Title II, Part A, section 2104(a-c), each LEA receiving Title II, Part A funds shall submit to TEA such information as the State requires, which shall include the following information:

- (1) a description of how the school system is using Title II, Part A funds received to meet the purpose of this title, and how such chosen activities improved teacher, principal, or other school leader effectiveness; and
- (2) if Title II, Part A funds are used to improve equitable access to teachers for low-income and minority students, consistent with section 1111(g)(1)(B), a description of how funds have been used to improve such access.

Background

This requirement was previously met through a national survey conducted by the US Department of Education (USDE). However, in May 2025, TEA was notified that the USDE would not be administering the national survey for the 2024-2025 grant year data. To date, USDE has not notified us that it will implement the national survey again. Under section 2104(b), the ESEA requires School Systems to report to State Education Agencies (SEAs) how they spend Title II, Part A funds each year. While the USDE survey has been used in the past to help TEA meet this requirement, in the absence of the USDE survey this year, TEA will be responsible for collecting this information from LEAs as outlined in ESEA 2104(b). While the ESEA does not require TEA to report this information to the USDE, TEA is required to make the results publicly available [ESEA 2104(c)].

To comply with the requirement, in a similar fashion as last year, TEA will continue to use the Title II, Part A special data collection survey. All school systems that applied for Title II, Part A program funds in 2025-2026 and did not redirect 100% of their Title II, Part A funds via Funding Transferability and/or the Rural Education Achievement Program (REAP) are required to report the information requested. School systems that redirected 100% of their Title II, Part A funds via Funding Transferability and/or the Rural Education Achievement Program (REAP) will not be required to submit the data requested since they did not operate a Title II, Part A program in the 2025-2026 grant year.

All the data requested to be submitted is for the 2025-2026 school year.

How to access the Title II, Part A Special Data Collection Survey

On November 2, 2026, all School Systems that are required to submit the requested data will receive correspondence in the form of an auto-generated email from Smartsheet that includes the link to the Title II, Part A Special Data Collection Survey. The Title II, Part A Special Data Collection Survey will open on November 2, 2026, and remain open through January 8, 2027. The deadline for the school system to submit the survey is January 8, 2027.

The information reported by each school system will be aggregated at the state level and publicly reported on TEA's Title II, Part A webpage by Summer 2027.

Contact Information

For information and guidance on the Title II, Part A program and/or the special data collection, contact the Federal Program Compliance Division via email at ESSASupport@tea.texas.gov.

Reporting Worksheet

Please use the reporting worksheet on the following pages to aid you with the submission of the survey. It is recommended that the worksheet be completed in its entirety before accessing the online submission form.

Please note that the online form does not allow for saving some responses and submitting the rest of the responses at a later time. Please ensure that you have all the responses needed to be able to submit the online form in its entirety. Official submission of the requested data will only be accepted via the online form.

Data will be submitted via Smartsheet Form:

<https://app.smartsheet.com/b/form/0265d0bd72b14c5c985822e6e32fbad5>

Section 1: School System & Staff Contact Information

- 1.a. School System Name and CDN: Please select your School System and County District Number (CDN) from the drop-down menu. Tip: To find your School System Name, you can search for it by typing in the field: [Click or tap here to enter text](#).
- 1.b. School System Staff Contact Name: Please provide the name of the person who is most familiar with the data being submitted, in case TEA needs additional information: [Click or tap here to enter text](#).
- 1.c. School System Staff Role/Title: Please provide the role/title of the person that is referenced in 1.b: [Click or tap here to enter text](#).
- 1.d. School System Staff Contact Email Address: Please provide the email address of the person referenced in 1.b: [Click or tap here to enter text](#).
- 1.e. School System Staff Contact Telephone Number: Please provide the telephone number of the person that is referenced in 1.b: [Click or tap here to enter text](#).

Section 2: Full-Time Equivalents (FTEs)

While this data will be included in the overall report, it will not be collected through this survey, as it is being obtained through alternative validated sources to reduce respondent burden and ensure data accuracy.

Section 3: Percent of Title II-A Funds Budgeted

Note: Percentages for 3.a. and 3.b 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 greater than 100 percent. Teachers include all staff members who teach, even if they also hold leadership role(s).

3.a. Percent of Title II, Part A Funds Budgeted to Support Teachers: Please provide an estimate of the percentage of all Title II, Part A (Title II-A) funds budgeted in your school system in SY 2025–2026 to support teachers.

% of Title II, Part A Funds budgeted to support Teachers: [Click or tap here to enter text.](#)%

3.b. Percent of Title II, Part A Funds Budgeted to Support Principals and Other School Leaders: Please provide an estimate of the percentage of all Title II, Part A funds budgeted in your school system in SY 2025–2026 to support principals and other school leaders.

% of Title II, Part A Funds budgeted to support Principals and Other School Leaders:
[Click or tap here to enter text.](#)%

Allocation of Title II, Part A Funds

For the following sections (4-10), please provide the amount of Title II, Part A funds your school system budgeted in SY 2025-2026, after transfers, for the following activities. Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted.

Sections 5-10 will become available as you complete responses for each Use of Funds category.

Section 4: Use of Title II, Part A funds for Class Size Reduction

4.a. In SY 2025-2026, did your school system use Title II, Part A funds, after transfers, for Class Size Reduction to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers?

Select only one of the following responses:

- ☐ Yes *[If selected, responses for 4.b. and 4.c. are required.]*
☐ No *[If selected, go to Section 5.]*

4.b. Amount Budgeted for Class Size Reduction: Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted: \$ [Click or tap here to enter text.](#)

4.c. During SY 2025–2026, in total, how many full-time equivalents (FTEs) were funded by Title II, Part A for the purpose of class size reduction to an evidence-based level 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: [Click or tap here to enter text.](#)

Section 5: Use of Title II-A funds for Evaluation Systems

5.a. In SY 2025-2026, did your School System use Title II, Part A funds, after transfers, for Evaluation Systems? (such as designing or revising systems, helping teachers and leaders to understand the system, helping with using the results to inform decision making about professional development, improvement strategies, and personnel decisions)?

Select only one of the following responses:

☐ Yes [If selected, a response for 5.b. is required.]

☐ No [If selected, go to Section 6.]

5.b. Amount Budgeted: Evaluation Systems: Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted. \$ [Click or tap here to enter text.](#)

Section 6: Use of Title II-A funds for hiring, recruiting, and retaining staff referenced below

6.a. In SY 2025-2026, did your School System use Title II, Part A funds, after transfers, for 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)?

Select only one of the following responses:

☐ Yes [If selected, responses for 6.b., 6.c. & 6.d. are required.]

☐ No [If selected, go to Section 7.]

6.b. Amount Budgeted for hiring, recruiting, and retaining effective teachers, principals, and other leaders: Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted:

\$ [Click or tap here to enter text.](#)

6.c. What strategies did your school system use to hire, recruit, and retain effective teachers, principals, and other school leaders with the use of Title II, Part A funds?

Select all that apply:

- ☐ Support with screening candidates and early hiring of teachers
- ☐ Recruiting individuals from other fields to become teachers or leaders
- ☐ Recruiting new potential educators from the communities served by a school or school system (e.g., through “grow your own” programs or Registered Apprenticeships in education)
- ☐ Differential and incentive pay for teachers and leaders
- ☐ Providing additional time for collaborative planning with peers
- ☐ Emphasis on leadership opportunities and multiple career pathways for teachers
- ☐ Induction or new teacher and leader mentoring programs, including training for mentor teachers
- ☐ Targeting and tailoring professional development to individual teacher or leader needs
- ☐ Feedback mechanisms to improve school working conditions
- ☐ Other: Click or tap here to enter text. *[If “Other” is selected, a description is required.]*

6.d. Of the strategies selected for 6.c., select the two with the highest Title II, Part A funding amounts.

Select only two based on the strategy(s) selected in 6.c.:

- ☐ Support with screening candidates and early hiring of teachers
- ☐ Recruiting individuals from other fields to become teachers or leaders
- ☐ Recruiting new potential educators from the communities served by a school or school system (e.g., through “grow your own” programs or Registered Apprenticeships in education)
- ☐ Differential and incentive pay for teachers and leaders
- ☐ Providing additional time for collaborative planning with peers
- ☐ Emphasis on leadership opportunities and multiple career pathways for teachers
- ☐ Induction or new teacher and leader mentoring programs, including training for mentor teachers
- ☐ Targeting and tailoring professional development to individual teacher or leader needs
- ☐ Feedback mechanisms to improve school working conditions
- ☐ Other

Section 7: Use of Title II-A funds for Professional Development (PD)

7.a. In SY 2025-2026, did your School System use Title II, Part A funds, after transfers, for professional development (such as in-service seminars, coaching, university courses, or support for professional learning communities)?

If “no” is selected, sections 8-9 are disabled.

Select only one of the following responses:

- ☐ Yes *[if selected, responses for 7.b. & 7.c. are required]*
- ☐ No *[if selected, go to Section 10]*

7.b. Amount Budgeted for Professional Development: Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted: \$ Click or tap here to enter text.

7.c. Who participated in Title II, Part A-funded professional development activities in SY 2025-2026?

Select all that apply:

☐ Teachers [if selected, responses for Section 8 are required]

☐ Principals and other school leaders [if selected, responses for Section 9 are required]

Section 8: Use of Title II-A funds for Professional Development to Support Teachers

8.a. Please estimate the percentage of teachers in your school system that participated in Title II, Part A-funded professional development activities during SY 2025–2026. Teachers include all staff members who teach, even if they also hold leadership role(s).

Percentage of all teachers who participated in Title II, Part A-funded professional development activities in SY 2025-2026: Click or tap here to enter text. %

8.b. Which of the following types of professional development and support to teachers did your school system provide during SY 2025–2026, funded at least in part by Title II, Part A?

Select all that apply (at least one option is required to be selected):

☐ Single-session professional development

☐ Multi-session professional development

☐ Multi-session one-on-one support from teacher leaders or coaches

☐ Multi-session Internet-based professional development (e.g., video library, skill-building modules, online coaching)

☐ Multi-session group support (e.g., lesson study, peer-to-peer communities of practice)

☐ Professional conferences or membership fees for organizations

☐ University or college courses; traditional, course-based curriculum

☐ Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based

☐ Professional certifications (e.g. National Board certification, state-level credentials or endorsements)

☐ Other: Click or tap here to enter text. [If “Other” is selected, a description is required.]

8.c. Of the types of professional development selected in 8.b., select the two with the highest Title II, Part A funding amounts.

Select only two based on the types selected in 8.b.:

☐ Single-session professional development

☐ Multi-session professional development

☐ Multi-session one-on-one support from teacher leaders or coaches

☐ Multi-session Internet-based professional development (e.g., video library, skill-building modules, online coaching)

8.c. Of the types of professional development selected in 8.b., select the two with the highest Title II, Part A funding amounts (*continued*)

- ☐ Multi-session group support (e.g., lesson study, peer-to-peer communities of practice)
- ☐ Professional conferences or membership fees for organizations
- ☐ University or college courses; traditional, course-based curriculum
- ☐ Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based
- ☐ Professional certifications (e.g. National Board certification, state-level credentials or endorsements)
- ☐ Other

8.d. Which of the following topics were covered by teacher professional development in your school system in SY 2025–2026, funded at least in part by Title II, Part A?

Select all that apply (at least one option is required to be selected):

- ☐ 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
- ☐ Engaging parents and families
- ☐ Using technology
- ☐ Integrating academic content, career and technical education, and work-based learning
- ☐ Training for educators of early learners
- ☐ 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, homelessness, drug or alcohol abuse)
- ☐ Other: Click or tap here to enter text. [If “Other” is selected, a description is required.]

8.e. Of the professional development topics selected in 8.d., select the two with the highest Title II, Part A funding amounts.

Select only two based on the topic(s) selected in 8.d.:

- ☐ Teacher content knowledge in ELA
- ☐ Teacher content knowledge in STEM (science, technology, engineering, mathematics, or computer science)

8.e. Of the professional development topics selected in 8.d., select the two with the highest Title II, Part A funding amounts (*continued*).

- ☐ 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
- ☐ Engaging parents and families
- ☐ Using technology
- ☐ Integrating academic content, career and technical education, and work-based learning
- ☐ Training for educators of early learners
- ☐ 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, homelessness, drug or alcohol abuse)
- ☐ Other

Section 9: Use of Title II-A funds for PD to Support Principals and Other School Leaders

9.a. Please estimate the percentage of principals or other school leaders in your school system that participated in Title II, Part A-funded professional development activities during SY 2025–2026. Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

Percentage of all principals and other school leaders who participated in Title II–A funded professional development activities in SY 2025-2026: [Click or tap here to enter text.](#)%

9.b. Which of the following types of professional development and support to principals and other school leaders did your school system provide during SY 2025-2026, funded at least in part by Title II-A?

Select all that apply (at least one option is required to be selected):

- ☐ Single-session professional development
- ☐ Multi-session professional development
- ☐ Multi-session one-on-one professional development
- ☐ Multi-session group support (e.g., learning communities, school system monthly or quarterly principals' meetings)
- ☐ Professional conferences or organizations
- ☐ University or college courses, traditional, course-based curriculum
- ☐ Alternative (non-traditional) preparation pathways to certification (e.g., job-embedded leadership preparation or support for teacher candidates), either university or non-university-based

9.b. Which of the following types of professional development and support to principals and other school leaders did your school system provide during SY 2025-2026, funded at least in part by Title II-A? *(continued)*

- ☐ State leadership conferences or trainings
- ☐ Leadership certifications (e.g., state-level credentials or endorsements)
- ☐ Other: Click or tap here to enter text. [If "Other" is selected, a description is required.]

9.c. Of the types of professional development selected in 9.b., select the two with the highest Title II, Part A funding amounts.

Select only two based on the types selected in 9.b.:

- ☐ Single-session professional development
- ☐ Multi-session professional development
- ☐ Multi-session one-on-one professional development
- ☐ Multi-session group support (e.g., learning communities, school system monthly or quarterly principals' meetings)
- ☐ Professional conferences or organizations
- ☐ University or college courses, traditional, course-based curriculum
- ☐ Alternative (non-traditional) preparation pathways to certification (e.g., job-embedded leadership preparation or support for teacher candidates), either university or non-university-based
- ☐ State leadership conferences or trainings
- ☐ Leadership certifications (e.g., state-level credentials or endorsements)
- ☐ Other

9.d. Which of the following topics were covered by principal and other school leader professional development in your school system in SY 2025–2026, funded at least in part by Title II, Part A?

Select all that apply (at least one option is required to be selected):

- ☐ School improvement planning or identifying interventions to support academic improvement
- ☐ 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)
- ☐ Training on recruiting and supporting a diverse educator workforce
- ☐ 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

9.d. Which of the following topics were covered by principal and other school leader professional development in your school system in SY 2025–2026, funded at least in part by Title II, Part A?
(continued)

- ☐ 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
- ☐ Strategies to engage parents and the community
- ☐ Other: Click or tap here to enter text. [If “Other” is selected, a description is required.]

9.e. Of the professional development topics selected in 9.d., select the two with the highest Title II, Part A funding amounts.

Select only two based on the topic(s) selected in 9.d.:

- ☐ School improvement planning or identifying interventions to support academic improvement
- ☐ 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)
- ☐ Training on recruiting and supporting a diverse educator workforce
- ☐ 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 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
- ☐ Strategies to engage parents and the community
- ☐ Other: Click or tap here to enter text. [If “Other” is selected, a description is required]

Section 10: Use of Title II-A funds for Other Activities

10.a. In SY 2025–2026, did your School System use Title II, Part A funds, after transfers, for other activities that have not already been noted in Sections 4–9?

Select only one of the following responses:

- ☐ Yes [If selected, responses for 10.b. and 10.c. are required.]
- ☐ No [If selected, go to Section 11.]

10.b. Describe the “Other” activities: Click or tap here to enter text.

10.c. Amount Budgeted for Other activities: Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted: \$ Click or tap here to enter text.

Section 11: Teacher Quality/Effectiveness

11.a. During the most recent school year, did your school system 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?

Select only one of the following responses:

- ☐ Yes, and issues were found. *[If selected, a response for 11.b. is required.]*
- ☐ Yes, but no issues were found. *[If selected, a response for 11.b. is required.]*
- ☐ No *[If selected, go to Section 12.]*

11.b. Which of the following types of information were used to define teacher quality or effectiveness in the examination of the distribution of teachers?

Select all that apply (at least one option is required to be selected):

- ☐ 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: Click or tap here to enter text. *[If “Other” is selected, a description is required.]*

Section 12: Strategies used to Improve Equitable Access

12.a. During SY 2025-2026, did your school system use Title II, Part A funds to improve within-school system equitable access to effective teachers?

Select only one of the following responses:

- ☐ Yes *[if selected, a response for 12.b. is required]*
- ☐ No *[if selected, end of survey]*

12.b. What strategies did your school system use to address any substantial issues found in access to effective teachers for low-income and minority students?

Select all that apply (at least one option is required to be selected):

- ☐ 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
- ☐ 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
- ☐ Beginning the hiring process earlier for vacancies at schools with more low-income or minority students compared to other schools
- ☐ 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
- ☐ 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
- ☐ Offering more professional development for teachers in schools with more low-income or minority students compared to other schools
- ☐ 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
- ☐ 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
- ☐ Other: Click or tap here to enter text. [If "Other" is selected, a description is required.]

--End of Data Collection Worksheet--

Reminder: Official submission of the requested data will only be accepted via the online form referenced below.

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Please note that the online form does not allow for saving some responses and submitting the rest of the responses at a later time. Please ensure that you have all the responses needed to be able to submit the online form in its entirety.

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