

LOCAL EDUCATION AGENCIES USE OF TITLE II, PART A FUNDS: 2024–25 REPORT

2025

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THE PURPOSE OF TITLE II, PART A

Title II funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. The purpose of Title IIA funding is to:

- Increase student achievement consistently with Washington state academic standards
- Improve the quality and effectiveness of teachers, principals, and other school leaders
- Increase the number of teachers and principals who are effective in improving student academic achievement in schools, and
- Increase equitable access to effective teachers, principals, and other school leaders.

REPORT OVERVIEW: 2024–25

[ESEA Sec. 2104](#) requires that each Local Education Agency (LEA) report annually to the Department of Education and make the following information public:

1. How each LEA is using Title II, Part A (Title IIA) funds to meet the purpose of this grant, and how those activities improve teacher/principal effectiveness.
2. If Title IIA funds were used by the LEA to provide more equitable access to teachers as outlined in Title I, Part A, a description of how this was done.
3. The deidentified evaluation results of teachers and principals if an LEA used Title IIA funds for a teacher/principal evaluation or support program.
4. The annual retention rates of effective and ineffective teachers, if available.

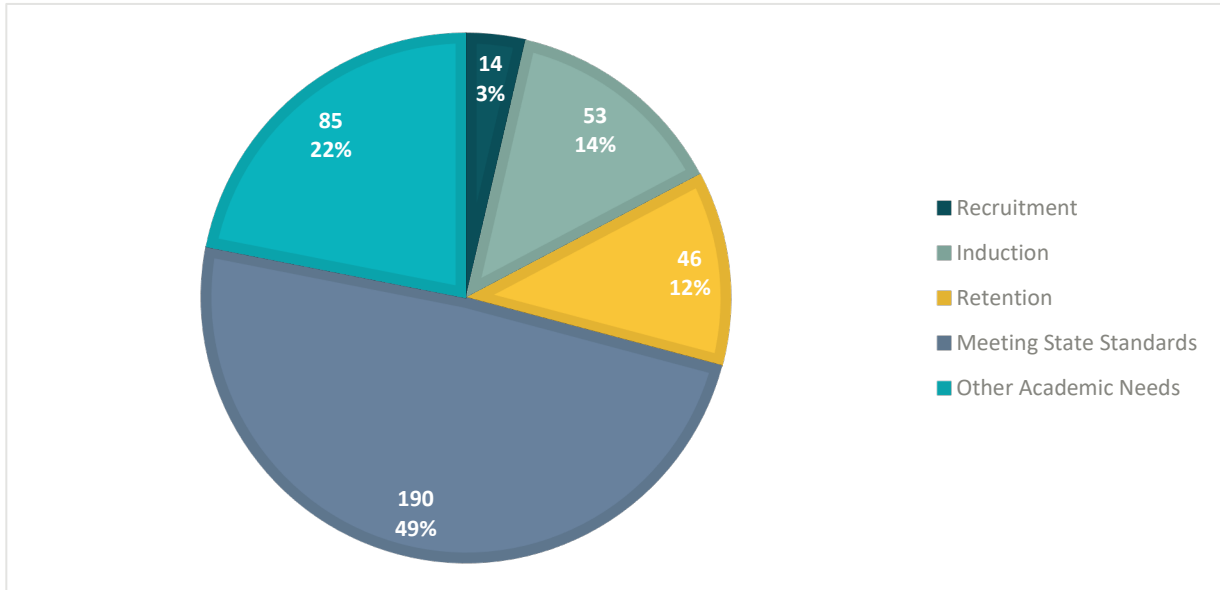
The Washington State Office of Superintendent of Public Instruction (OSPI) does not collect individual Teacher/Principal Evaluation Program (TPEP) scores, as such, this report will focus on how Title IIA funds were used and their outcomes. In previous years, the Department of Education sent a survey to a sample of LEAs from each state across the nation to fulfill this reporting requirement.

While there are 314 LEAs in Washington state, this report includes only the 154 LEAs that participated in Title IIA in the 2024–25 fiscal year. It does not include the 123 LEAs that utilized the Rural Education Achievement Program (REAP) process to access their funds as the program has separate reporting requirements, nor the 37 LEAs that transferred 100 percent of their Title IIA funds to other programs as those dollars are no longer considered Title IIA funds.

HOW LOCAL EDUCATION AGENCIES USED TITLE II, PART A FUNDS

Title IIA funds may be used in these six categories: Recruitment, Induction, Retention, Meeting State Standards, Other Academic Needs, and Class Size Reduction. Almost half of the LEAs used their funds for activities focused on Meeting State Standards. No LEA used Title IIA funds for Class Size Reduction.

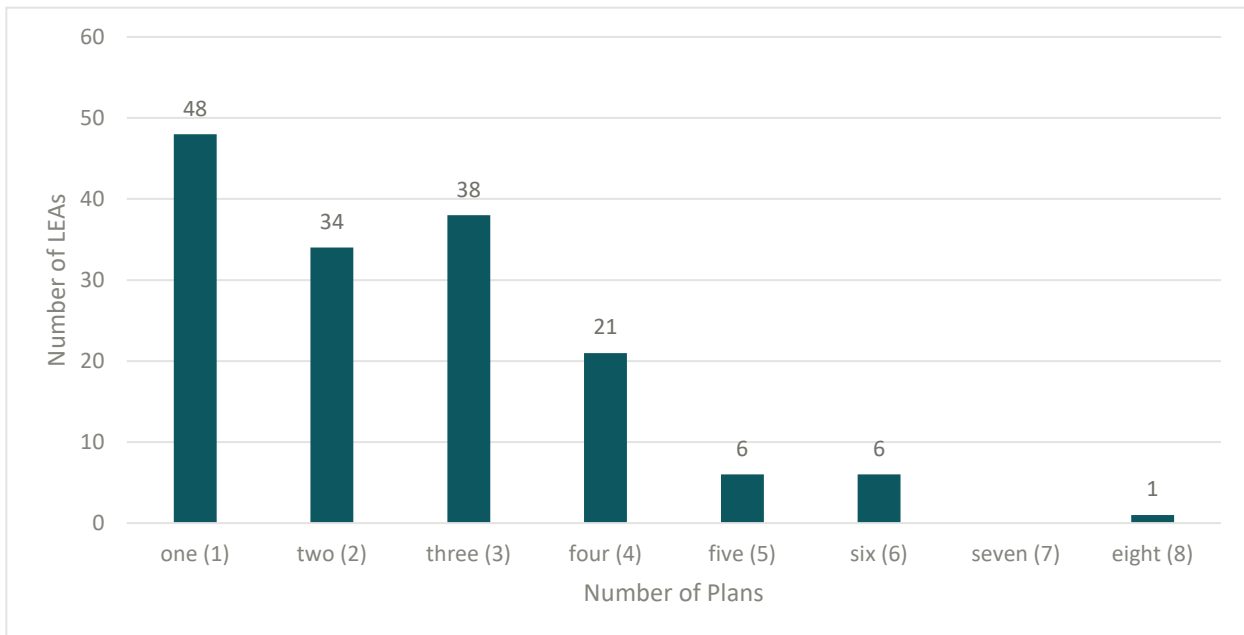
Figure 1: LEA Plans by Category



Source: EGMS Report FP 284 - Title IIA - Almost All Answers; Report FP 284 - Title IIA - "Other" Table, extraction 12-17-2025.

Most LEAs used their Title IIA funding to execute multiple plans. In total, the 154 LEAs executed 388 different plans over the course of the 2024–25 school year and summer. This count excludes plans made by the LEAs in the fall that were not executed.

Figure 2: Number of Plans by LEA



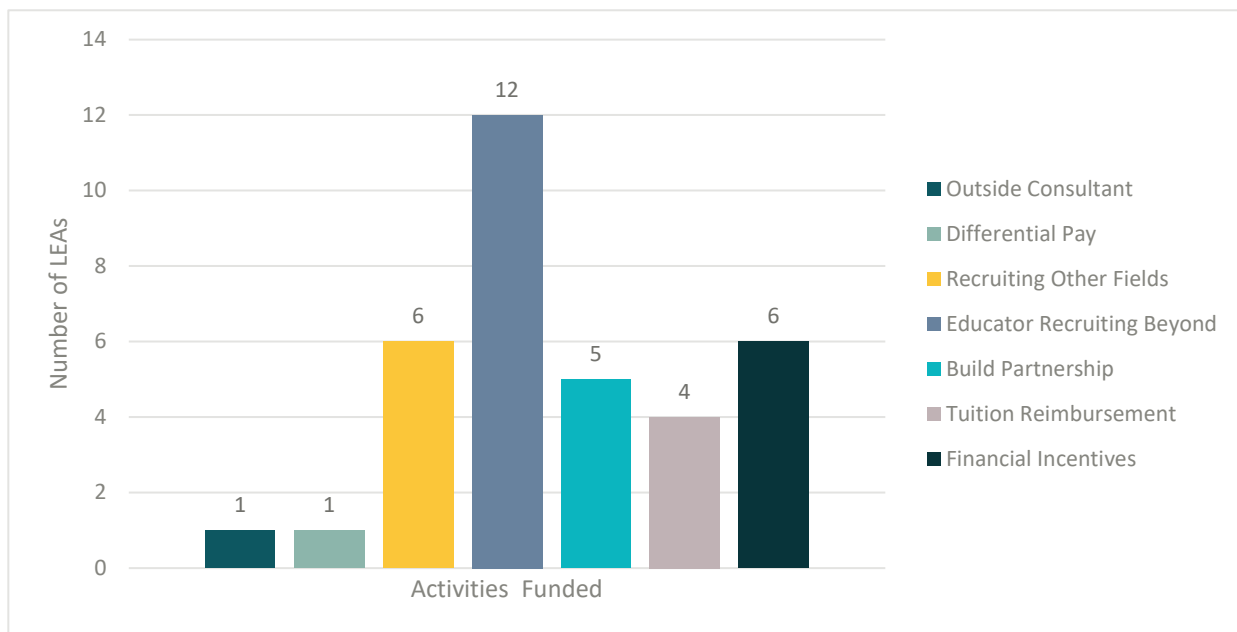
Source: EGMS Report FP 284 - Title IIA - Almost All Answers; Report FP 284 - Title IIA - "Other" Table, extraction 12-17-2025.

Recruitment

Title IIA funds can be used to recruit teachers and principals to increase the number of effective educators. Only 14 districts used their Title IIA funds for recruitment. Recruitment activities are limited to:

- Outside consultant to improve screening and early hiring of effective and diverse teachers
- Differential pay for teachers and principals in high need academic subjects and specialty areas
- Recruiting qualified individuals from other fields to become teachers or principals
- Educator recruiting that is beyond typical efforts, including attending targeted job fairs (travel, cost of attendance, etc.)
- Building or expanding partnerships with educator preparation programs
- Tuition reimbursement for instructional paraeducators in a state-approved teacher preparation program via a "Grow Your Own" model
- Financial incentives or tuition reimbursement for state approved teaching or principal programs, and
- Evidence-based activities that provide students of color, from low-income backgrounds, with disabilities, ELL/multilingual, highly mobile/unhoused, and/or LGBTQAI+ students greater access to effective educators.

Figure 3: Recruitment Activities



Source: EGMS Report FP 284 - Title IIA - Almost All Answers; Report FP 284 - Title IIA - "Other" Table, extraction 12-17-2025.

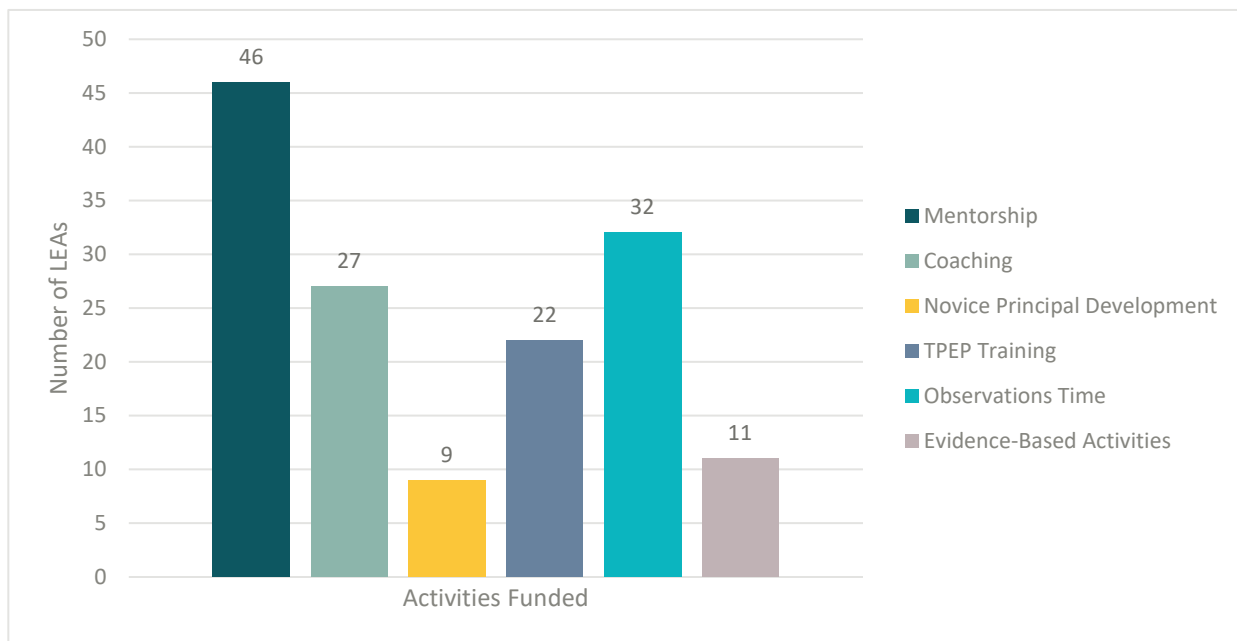
Induction

High quality induction programs can help LEAs develop their novice teachers (teaching less than five years) and principals and improve their quality and effectiveness.

Title IIA induction activities are limited to:

- Mentorship program activities beyond the state-funded Beginning Educator Support Team (BEST) program funds
- Job embedded coaching, beyond mentoring program
- Leadership development for novice principals
- Training in the adopted instructional framework and evaluation practices (e.g., TPEP activities beyond those that are state-mandated)
- Protected time to observe effective teachers teaching a class and discussion of observations, and
- Evidence-based activities that provide students of color, from low-income backgrounds, with disabilities, ELL/multilingual, highly mobile/unhoused, and/or LGBTQAI+ students greater access to effective educators.

Figure 4: Induction Activities



Source: EGMS Report FP 284 - Title IIA - Almost All Answers; Report FP 284 - Title IIA - "Other" Table, extraction 12-17-2025.

Mentoring was the most popular activity with 46 LEAs using Title IIA funds for this purpose. Support for novice principals was the least used activity with only 9 LEAs selecting it. A total of 147 separate activities were funded across 55 LEAs.

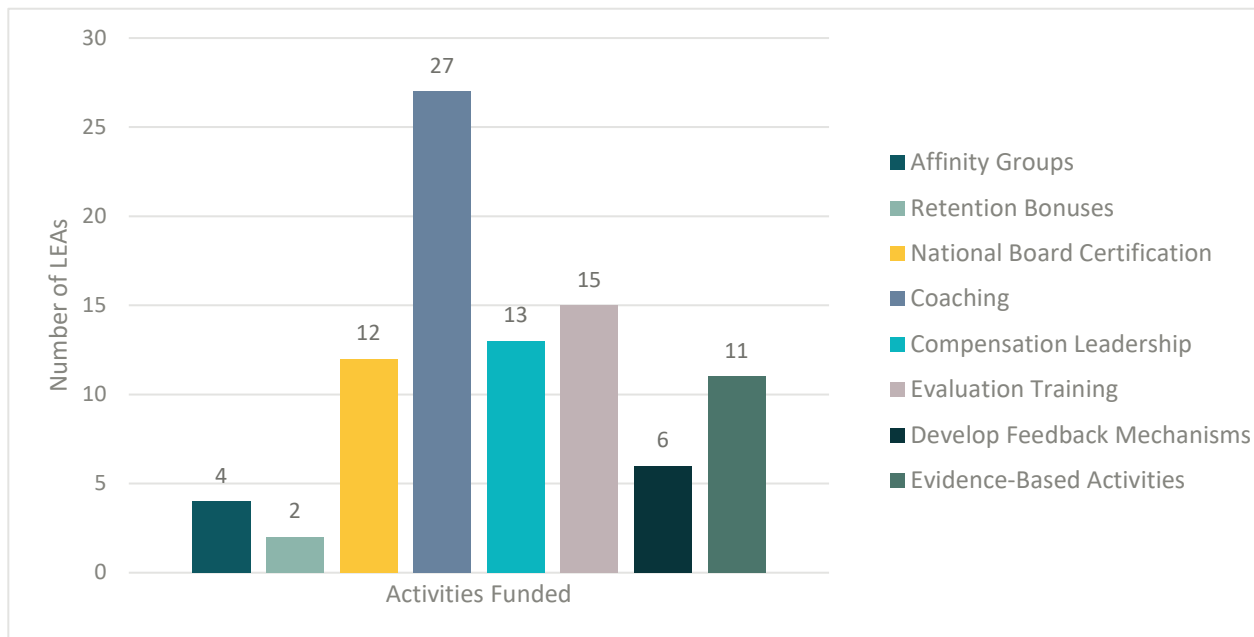
Retention

LEAs can use coaching, feedback, professional development and leadership opportunities to increase the number of effective teachers and principals through development and retention.

Title IIA retention activities are limited to:

- Affinity groups in the district, across school districts and regions to support diverse educators who otherwise might be isolated in their position(s)
- Retention bonuses or differential pay for effective and culturally competent teachers and principals
- Providing organizational support for teachers pursuing National Board Certification
- Coaching for experienced teachers and principals
- Compensation for teachers and instructional paraprofessionals engaging in leadership roles
- The development of training for school leaders, coaches, mentors, and evaluators on how to accurately provide useful feedback and use evaluation results to inform decision making about professional development
- Developing feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions, and
- Evidence-based activities that provide students of color, from low-income backgrounds, with disabilities, ELL/multilingual, highly mobile/unhoused, and/or LGBTQAI+ students greater access to effective educators.

Figure 5: Retention Activities



Source: EGMS Report FP 284 - Title IIA - Almost All Answers; Report FP 284 - Title IIA - "Other" Table, extraction 12-17-2025.

Coaching for experienced teachers was the most popular activity with 27 LEAs using funds for this purpose, while only two LEAs used funding for retention bonuses. A total of 90 separate activities were funded across 43 LEAs.

Meeting State Standards

Teachers, paraeducators, and principals need high quality, ongoing professional development to support students meeting challenging Washington state standards which is why 116 LEAs used Title IIA funds for this category. Unlike other categories, LEAs did not pick from a list of allowable activities; instead, they selected professional development that was most relevant to their needs. Most commonly this professional development focused on math and English language art standards.

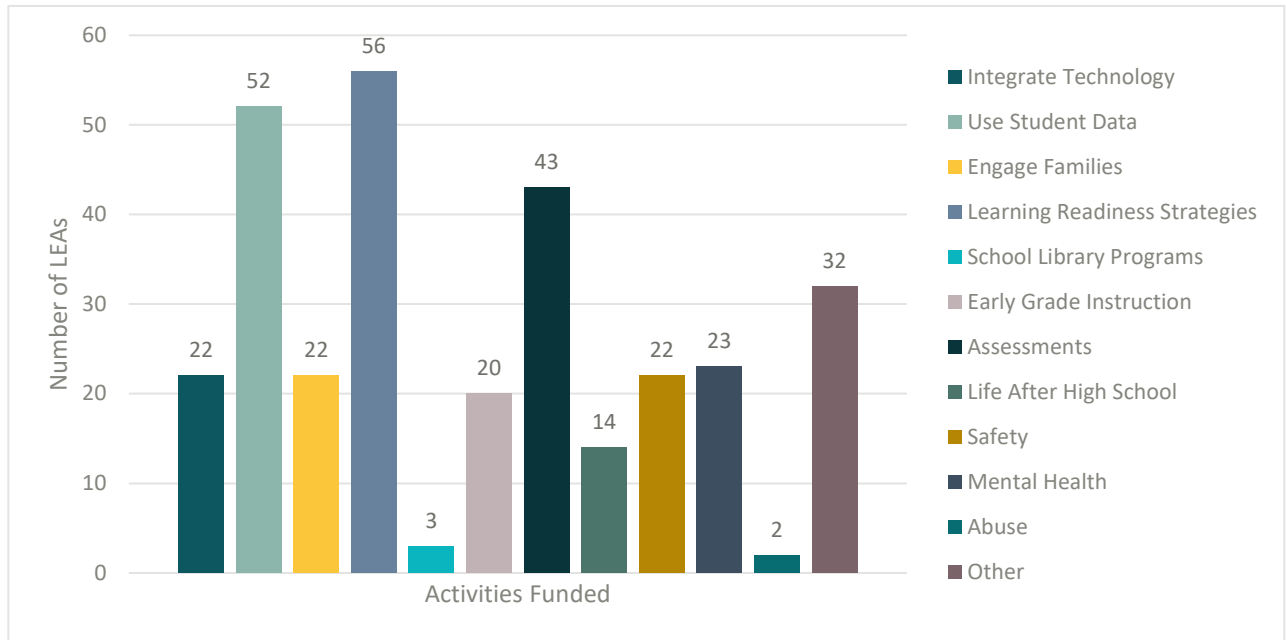
Other Academic Needs

Increasing the number of teachers and principals who are effective in improving student academic achievement in schools means more than just standards. It includes developing strategies and systems to leverage data, technology, and pedagogy, focusing on the whole student.

Activities are limited to professional learning and training on:

- Effectively integrating technology into instruction
- Use data to improve student achievement
- Effectively engage families and community partners
- Develop strategies for learning readiness and academic success
- Develop instructional services provided by effective school library programs (e.g. literacy training)
- Provide instruction in early grades, including pre-school
- Select and implement formative assessments, design classroom-based assessments, and use data to improve instruction
- Prepare students for life after high school
- Improve safety, peer interaction, drug and alcohol abuse, and chronic absenteeism
- Determine when and how to refer students affected by trauma or with mental health concerns, understanding partnerships between school based mental health programs and community mental health organizations, and connecting students to appropriate treatment and intervention services
- Recognize and prevent child sexual abuse, and
- Other evidence-based training that meets the purpose of Title IIA.

Figure 6: Other Academic Needs Activities



Source: EGMS Report FP 284 - Title IIA - Almost All Answers; Report FP 284 - Title IIA - "Other" Table, extraction 12-17-2025.

A total of 311 activities were implemented by 60 LEAs across 84 plans. Learning readiness strategies was the most popular activity and was a focus for 56 LEAs. Only two LEAs utilized recognizing and preventing child sexual abuse in their plans.

Class Size Reduction

LEAs can increase the number of effective teachers by using Title IIA funds to hire an effective teacher for a small class, generally 13 students or less. No LEAs used Title IIA funds for class size reduction during this school year.

PROGRESS REPORTING: 2024–25

This table shows how many plans each LEA executed using Title IIA funding, the categories those plans were in, and the total number of plans.

Table 1: Number of LEA Plans by Category

LEA Name	Recruitment	Induction	Retention	Meeting State Standards	Other Academic Needs	Total Plans
Aberdeen	0	1	0	1	2	4
Anacortes	0	0	0	1	0	1
Arlington	0	0	0	1	0	1
Auburn	0	1	1	1	0	3
Bainbridge Island	0	1	0	0	0	1
Battle Ground	0	1	0	1	0	2
Bellevue	0	1	1	1	0	3
Bellingham	0	1	0	1	1	3
Bethel	0	1	0	0	0	1
Blaine	0	0	0	3	0	3
Bremerton	0	0	1	1	1	3
Bridgeport	1	1	1	0	0	3
Burlington-Edison	0	1	0	0	0	1
Camas	0	0	0	1	0	1
Cascade	0	0	0	0	3	3
Cashmere	0	0	0	1	0	1
Castle Rock	0	0	0	3	1	4
Central Kitsap	0	0	0	2	0	2
Central Valley	0	0	0	1	0	1
Centralia	0	0	0	1	0	1
Chehalis	0	0	0	2	2	4
Cheney	0	0	0	1	0	1
Chewelah	0	1	0	2	0	3
Chimacum	0	0	1	0	0	1

LEA Name	Recruitment	Induction	Retention	Meeting State Standards	Other Academic Needs	Total Plans
Clarkston	0	0	0	0	3	3
Cle Elum-Roslyn	0	0	0	2	0	2
Clover Park	0	0	1	3	4	8
College Place	0	1	1	0	2	4
Columbia (Walla Walla)	0	0	0	0	1	1
Coupeville	0	0	1	2	1	4
Deer Park	0	1	0	2	1	4
East Valley (Spokane)	0	0	0	1	2	3
East Valley (Yakima)	0	0	0	2	1	3
Eastmont	0	1	1	2	2	6
Eatonville	0	0	0	1	0	1
Edmonds	0	1	0	2	0	3
Ellensburg	0	1	1	2	0	4
Elma	0	0	0	2	2	4
Enumclaw	0	0	0	1	1	2
Ephrata	0	0	0	2	0	2
Everett	0	0	0	0	1	1
Evergreen (Clark)	0	0	0	2	0	2
Ferndale	0	0	0	1	0	1
Fife	1	1	1	1	0	4
Finley	0	0	1	0	0	1
Franklin Pierce	0	1	0	0	0	1
Freeman	0	0	0	1	0	1
Goldendale	0	0	0	1	0	1
Grand Coulee Dam	0	0	0	1	2	3
Grandview	0	1	0	2	0	3
Granger	2	1	0	2	1	6
Granite Falls	0	0	0	2	0	2

LEA Name	Recruitment	Induction	Retention	Meeting State Standards	Other Academic Needs	Total Plans
Griffin	0	0	0	0	1	1
Highland	0	1	0	1	0	2
Highline	1	1	1	1	0	4
Hockinson	0	0	1	2	0	3
Hoquiam	0	0	0	0	3	3
Issaquah	0	0	0	1	0	1
Kelso	0	0	0	1	0	1
Kennewick	0	0	1	1	0	2
Kent	1	1	1	0	0	3
Kettle Falls	0	0	0	2	0	2
Kiona-Benton City	0	1	0	2	0	3
Kittitas	0	0	0	2	0	2
La Center	0	0	2	0	0	2
Lake Chelan	0	0	0	1	1	2
Lake Stevens	0	0	0	1	1	2
Lake Washington	0	1	0	0	1	2
Lakewood	0	1	0	0	1	2
Longview	0	1	0	1	0	2
Lynden	0	0	0	0	1	1
Manson	0	0	1	1	0	2
Marysville	0	0	0	3	1	4
Mead	0	0	1	1	0	2
Medical Lake	0	1	1	0	1	3
Mercer Island	0	0	0	3	0	3
Meridian	0	0	0	1	0	1
Monroe	0	1	1	4	0	6
Montesano	0	0	0	3	0	3
Mount Adams	2	0	0	2	1	5
Mount Baker	0	0	0	2	1	3

LEA Name	Recruitment	Induction	Retention	Meeting State Standards	Other Academic Needs	Total Plans
Mount Vernon	0	0	1	1	0	2
Mukilteo	0	1	0	1	1	3
Naches Valley	0	0	0	1	0	1
Napavine	0	0	1	0	0	1
Nine Mile Falls	0	0	0	1	0	1
Nooksack Valley	0	0	0	3	0	3
North Franklin	0	0	0	0	2	2
North Kitsap	0	0	0	2	1	3
North Mason	0	0	0	1	1	2
North Thurston	0	0	0	3	0	3
Northshore	0	0	1	3	0	4
Oak Harbor	0	0	0	0	1	1
Ocean Beach	0	0	1	0	2	3
Olympia	0	0	0	2	3	5
Onalaska	1	1	0	1	0	3
Orcas Island	0	0	0	1	0	1
Orting	0	0	0	1	0	1
Othello	1	1	1	0	1	4
Pasco	0	2	3	1	0	6
Peninsula	0	0	1	3	0	4
Port Angeles	0	1	0	1	0	2
Port Townsend	0	0	0	1	0	1
Prosser	0	1	0	1	0	2
Pullman	0	0	0	1	1	2
Puyallup	0	0	0	4	0	4
Quillayute Valley	0	0	0	1	1	2
Quincy	0	0	1	2	2	5
Rainier	0	1	1	1	1	4
Renton	0	1	1	2	0	4

LEA Name	Recruitment	Induction	Retention	Meeting State Standards	Other Academic Needs	Total Plans
Richland	0	0	0	1	0	1
Riverside	0	0	0	4	0	4
Riverview	0	1	1	0	1	3
Rochester	0	1	1	1	0	3
Royal	0	1	1	0	1	3
San Juan Island	0	0	0	4	0	4
Seattle No. 1	0	1	0	1	0	2
Sedro-Woolley	0	0	0	1	0	1
Sequim	0	1	0	2	0	3
Shelton	0	0	0	1	2	3
Shoreline	0	0	0	5	0	5
Snohomish	0	0	0	3	2	5
Snoqualmie Valley	0	1	0	0	1	2
South Kitsap	0	1	1	4	0	6
South Whidbey	0	0	0	1	0	1
Spokane International Academy	0	0	0	0	1	1
Spokane	0	0	0	1	1	2
Stanwood-Camano	0	0	0	1	0	1
Steilacoom Hist.	0	0	0	1	0	1
Sultan	0	1	0	2	1	4
Sumner	0	1	0	0	0	1
Sunnyside	0	0	0	1	0	1
Tacoma	0	0	0	0	1	1
Tahoma	0	0	0	1	0	1
Tenino	1	0	0	2	0	3
Toledo	1	1	1	0	0	3
Toppenish	0	0	0	1	1	2

LEA Name	Recruitment	Induction	Retention	Meeting State Standards	Other Academic Needs	Total Plans
Toutle Lake	0	0	0	1	0	1
Tukwila	1	1	0	1	0	3
Tumwater	0	0	0	0	1	1
University Place	0	1	0	1	1	3
Vancouver	0	1	1	0	0	2
Vashon Island	0	0	0	0	1	1
Walla Walla	1	0	1	2	2	6
Wapato	0	1	1	0	0	2
Warden	0	0	1	4	0	5
Washington Center for Deaf and Hard of Hearing Youth	0	0	0	1	0	1
Wenatchee	0	1	0	0	2	3
West Valley (Spokane)	0	1	1	1	1	4
White River	0	0	0	1	1	2
White Salmon Valley	0	0	0	1	0	1
Woodland	0	0	0	1	0	1
Yelm	0	0	1	1	0	2
Zillah	0	0	1	0	0	1
Grand Total	14	53	46	190	85	388

Source: EGMS Report FP 284 - Title IIA - Almost All Answers; Report FP 284 - Title IIA - "Other" Table, extraction 12-17-2025.

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