

# Title II, Part A Application Rubric



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<b>Stakeholder Engagement</b>	<ul style="list-style-type: none"> <li>• Lists only <b>2</b> stakeholders involved in the assessment and consultation process</li> <li>• No description of the stakeholder engagement process used for participants</li> </ul>	<ul style="list-style-type: none"> <li>• Lists <b>3-5</b> stakeholders involved in the assessment and consultation process for the divisions</li> <li>• Describes <b>1or 2</b> details regarding the stakeholder engagement process and how they are identified</li> </ul>	<ul style="list-style-type: none"> <li>• Lists <b>6 or more</b> stakeholders involved in the assessment and consultation process (see the minimum stakeholder reengagement requirements under ESSA for Title II, Handout- Table 1.a)</li> <li>• Describes the stakeholder engagement process <b>in full</b> and includes the identification of stakeholders, the frequency of meetings, forms of communication (virtual, in-person, public comment, etc.), and includes how documentation is collected</li> </ul>
<b>Needs Assessment</b>	<p>Connects the needs assessment to one of the four purposes of Title II A:</p> <ul style="list-style-type: none"> <li>○ Increase student achievement</li> <li>○ Improve quality and effectiveness of personnel</li> <li>○ Increase the number of teachers, principals, and other leaders effective in</li> </ul>	<ul style="list-style-type: none"> <li>• Connects the needs assessment to one of the four purposes of Title II A:                             <ul style="list-style-type: none"> <li>○ Increase student achievement</li> <li>○ Improve quality and effectiveness of personnel</li> <li>○ Increase the number of teachers, principals, and other leaders effective in improving student academic achievement</li> <li>○ Provide low-income and minority students greater access to effective personnel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Connects the needs assessment to one of the four purposes of Title IIA:                             <ul style="list-style-type: none"> <li>○ Increase student achievement</li> <li>○ Improve quality and effectiveness of personnel</li> <li>○ Increase the number of teachers, principals, and other leaders effective in improving student academic achievement</li> <li>○ Provide low-income and minority students greater access to effective personnel</li> </ul> </li> </ul>

# Title II, Part A Application Rubric



	<p>improving student academic achievement</p> <ul style="list-style-type: none"> <li>○ Provide low-income and minority students greater access to effective personnel</li> </ul> <ul style="list-style-type: none"> <li>● <b>No</b> needs are mentioned and addressed in the measurable objectives</li> </ul>	<ul style="list-style-type: none"> <li>● Describes the needs assessment processes and includes 2 of the following:             <ul style="list-style-type: none"> <li>○ Multiple data sources used during the needs assessment process (IPAL, surveys, teacher/ principal performance data, student achievement data, school quality data)</li> <li>○ Results of the needs assessment and the areas of focus for the division’s Title IIA application</li> <li>○ Intended programs and activities outlined in the application</li> </ul> </li> <li>● <b>Some</b> of the needs are mentioned and addressed in the measurable objectives</li> </ul>	<ul style="list-style-type: none"> <li>● Describes the needs assessment processes and includes <b>all</b> of the following:             <ul style="list-style-type: none"> <li>○ Multiple data sources used during the needs assessment process (IPAL, surveys, teacher/ principal performance data, student achievement data, school quality data)</li> <li>○ Results of the needs assessment and the areas of focus for the division’s Title IIA application</li> <li>○ Intended programs and activities outlined in the application</li> </ul> </li> <li>● <b>All</b> needs are directly connected, mentioned and/or addressed in the measurable objectives</li> </ul>
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<b>Use of Data</b>	<ul style="list-style-type: none"> <li>● Describes <b>broad</b> results of some of the prior activities included in the previous year’s Title IIA application</li> <li>● Provides <b>no</b> plan on how the division will use the data</li> </ul>	<ul style="list-style-type: none"> <li>● Describes <b>specific</b> results of <b>some</b> prior activities included in the previous year’s Title IIA application</li> <li>● Provides a <b>partial</b> plan on how the division will use the data and ongoing consultation to update and improve</li> </ul>	<ul style="list-style-type: none"> <li>● Describes specific results of <b>all</b> prior activities included in the previous year’s Title IIA application</li> <li>● Provides a <b>specific</b> plan on how the division will use data and ongoing consultation to update and improve</li> </ul>

# Title II, Part A Application Rubric



	<p>and ongoing consultation to update and improve activities from the previous Title IIA application</p> <ul style="list-style-type: none"> <li>• Describes the progress made towards meeting only <b>one or less than 50%</b> of the measurable objectives from the previous year’s application</li> </ul>	<p>activities from the previous Title IIA application</p> <ul style="list-style-type: none"> <li>• Describes the progress made towards meeting some, at least <b>50-75%</b>, of the measurable objectives from the previous year’s application</li> </ul>	<p>activities from the previous Title IIA application</p> <ul style="list-style-type: none"> <li>• Describes the progress made towards meeting <b>all</b> measurable objectives from the previous year’s application</li> </ul>
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<b>Teacher Quality</b>	<ul style="list-style-type: none"> <li>• Describes the results of the 2024-2025 IPAL report including only <b>1-2</b> of the following: <ul style="list-style-type: none"> <li>○ Percentage of PLET vs. Non PLET</li> <li>○ Percentage of PLET at Title I schools</li> <li>○ Comparison of IPAL reports from previous years (review of data trends)</li> <li>○ Identification of grades spans that have more PLET issues than others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes the results of the 2024-2025 IPAL report including <b>at least 3</b> of the following: <ul style="list-style-type: none"> <li>○ Percentage of PLET vs. Non PLET</li> <li>○ Percentage of PLET at Title I schools</li> <li>○ Comparison of IPAL reports from previous years (review of data trends)</li> <li>○ Identification of grades spans that have more PLET issues than others</li> <li>○ Identification of content areas that have more PLET issues than others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes the results of the 2024-2025 IPAL report including <b>at least 4 or more</b> of the following: <ul style="list-style-type: none"> <li>○ Percentage of PLET vs. Non PLET</li> <li>○ Percentage of PLET at Title I schools</li> <li>○ Comparison of IPAL reports from previous years (review of data trends)</li> <li>○ Identification of grades spans that have more PLET issues than others</li> <li>○ Identification of content areas that have more PLET issues than others</li> </ul> </li> <li>• Describes the division’s plan on ensuring students are taught by qualified and effective teachers</li> </ul>

# Title II, Part A Application Rubric



	<ul style="list-style-type: none"> <li>○ Identification of content areas that have more PLET issues than others</li> </ul>	<ul style="list-style-type: none"> <li>● Describes the division’s plan on ensuring students are taught by qualified and effective teachers</li> </ul>	
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<b>Prioritizing Funds</b>	<ul style="list-style-type: none"> <li>● If applicable, the division lists <b>all</b> schools identified as comprehensive or targeted support schools</li> <li>● If no CSI or TSI schools exists, the division does not state ways it is prioritizing funds.</li> </ul>	<ul style="list-style-type: none"> <li>● If applicable, the division lists <b>all</b> schools identified as comprehensive or targeted support schools</li> <li>● If applicable, the division describes how funds are prioritized at some CSI and TSI schools</li> <li>● If no CSI or TSI schools exists, the division provides <b>at least 1-2</b> ways the division is prioritizing funds.</li> </ul>	<ul style="list-style-type: none"> <li>● If applicable, the division lists <b>all</b> the school identified as comprehensive or targeted support schools in the division</li> <li>● If applicable, the division describes how funds are prioritized at each CSI and TSI schools</li> <li>● If no CSI or TSI schools exists, it provides <b>more than 2</b> ways the division is prioritizing funds if funding is used on multiple cost objectives. (If the division is only using funds for one cost objective, only providing 1 prioritization focus is acceptable)</li> </ul>
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<b>Alignment to Standards</b>	<ul style="list-style-type: none"> <li>● Describes how the Title IIA program activities will align with challenging state academic standards</li> </ul>	<ul style="list-style-type: none"> <li>● Describes how the Title IIA program activities will align with challenging state academic standards <b>and</b> increases student achievement</li> <li>● Describes how the program activities align with Virginia’s accountability plan</li> </ul>	<ul style="list-style-type: none"> <li>● Describes how the Title IIA program activities will align with challenging state academic standards <b>and</b> increases student achievement</li> <li>● Describes how the program activities align with Virginia’s accountability plan</li> </ul>

# Title II, Part A Application Rubric



		<ul style="list-style-type: none"> <li>• Describes how the program activities align with agency priorities including <b>at least one</b> of the following:             <ul style="list-style-type: none"> <li>○ Setting high expectations for student performance</li> <li>○ Ensuring every K-12 student has a licensed teacher</li> <li>○ Creating innovative pathways for every learner</li> <li>○ Investing in safe and healthy schools and centers</li> <li>○ Promoting parents as partners</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes how the program activities align with agency priorities including <b>at least two</b> of the following:             <ul style="list-style-type: none"> <li>○ Setting high expectations for student performance</li> <li>○ Ensuring every K-12 student has a licensed teacher</li> <li>○ Creating innovative pathways for every learner</li> <li>○ Investing in safe and healthy schools and centers</li> <li>○ Promoting parents as partners</li> </ul> </li> </ul>
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<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>• Describes the school division’s system for professional growth and improvement and includes <b>1</b> of the following:             <ul style="list-style-type: none"> <li>○ The specific school leaders of focus</li> <li>○ The specific division opportunities/program</li> <li>○ The rationale on how the opportunities will build capacity and develop teacher leadership</li> <li>○ The intended outcome of the programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes the school division’s system for professional growth and improvement and includes <b>2-3</b> of the following:             <ul style="list-style-type: none"> <li>○ The specific school leaders of focus</li> <li>○ The specific division opportunities/programs</li> <li>○ The rationale on how the opportunities will build capacity and develop teacher leadership</li> <li>○ The intended outcome of the programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes the school division’s system for professional growth and improvement including <b>all</b> of the following:             <ul style="list-style-type: none"> <li>○ The specific school leaders of focus</li> <li>○ The specific division opportunities/programs</li> <li>○ The rationale on how the opportunities will build capacity and develop teacher leadership</li> <li>○ The intended outcome of the programs</li> </ul> </li> </ul>

# Title II, Part A Application Rubric

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<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• <b>Broadly</b> identifies area of professional development mentioned in the application, especially the budget</li> <li>• Describes how <b>some</b> of the funds used for professional development mentioned in the application meet the statutory definition of professional development. The description includes <b>1</b> of following: <ul style="list-style-type: none"> <li>○ How the PD is sustained, intensive, collaborative</li> <li>○ How the PD is job-embedded</li> <li>○ How the PD is data driven</li> <li>○ How the PD is classroom focused</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifies <b>some</b> areas of professional development mentioned in the application, especially the budget</li> <li>• Describes how <b>some</b> of the funds used for professional development mentioned in the application meet the statutory definition of professional development. The description includes <b>2</b> of following: <ul style="list-style-type: none"> <li>○ How the PD is sustained, intensive, collaborative</li> <li>○ How the PD is job-embedded</li> <li>○ How the PD is data driven</li> <li>○ How the PD is classroom focused</li> </ul> </li> <li>• States how <b>some</b> of the PD initiatives align with the division’s overarching strategic goals</li> <li>• Connects <b>some</b> PD to the division’s needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies <b>all</b> areas of professional development mentioned in the application, especially the budget</li> <li>• Describes how <b>each</b> portion of the funds used for professional development mentioned in the application meet the statutory definition of professional development. The description includes <b>all</b> the following: <ul style="list-style-type: none"> <li>○ How the PD is sustained, intensive, collaborative</li> <li>○ How the PD is job-embedded</li> <li>○ How the PD is data driven</li> <li>○ How the PD is classroom focused</li> </ul> </li> <li>• Specifically states how <b>all</b> PD initiative aligns with the division’s overarching strategic goals</li> <li>• Connects <b>all</b> PD to the division’s needs assessment, especially any selected conferences or trainings</li> </ul>

# Title II, Part A Application Rubric



	<ul style="list-style-type: none"> <li>• <b>Does not</b> state how some of the PD initiatives align with the division’s overarching strategic goals</li> <li>• <b>Does not</b> connect PD to the division’s needs assessment</li> </ul>		
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<b>Professional Development Evidence</b>	<ul style="list-style-type: none"> <li>• Cites evidence-base and connects <b>little to no</b> new and continued PD initiatives to research. Only <b>one</b> of the following are included:               <ul style="list-style-type: none"> <li>○ The anticipated outcome of PD</li> <li>○ The rationale on why the activities will be successful according to research</li> <li>○ The targeted population for PD</li> </ul> </li> <li>• Provides <b>minimal updated</b> impact data from the previous application’s PD initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Cites evidence-base and connects <b>some</b> new and continued PD initiatives to research. At least <b>two</b> of the following are also included:               <ul style="list-style-type: none"> <li>○ The anticipated outcome of PD</li> <li>○ The rationale on why the activities will be successful according to research</li> <li>○ The targeted population for PD</li> </ul> </li> <li>• Provides <b>some updated</b> impact data from the previous application’s PD initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Cites evidence-base and connects <b>all</b> new and continued PD initiatives to research. The following are <b>all</b> also included:               <ul style="list-style-type: none"> <li>○ The anticipated outcome of PD</li> <li>○ The rationale on why the activities will be successful according to research</li> <li>○ The targeted population for PD</li> </ul> </li> <li>• Provides <b>the most updated</b> impact data on each of the previous application’s PD initiatives</li> </ul>
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# Title II, Part A Application Rubric



<p><b>Class-size Reduction (complete only if applicable) Place N/A if CSR is not used</b></p>	<p>When completing the CSR section, the division does only <b>1</b> of the following:</p> <ul style="list-style-type: none"> <li>• Cites current evidence-base for current class-size reduction and connects back to how the needs of the division aligns with the research</li> <li>• Provides an explanation on how the impact of smaller class sizes will be measured in the division</li> <li>• Provides most updated impact data of prior implementation of CSR.</li> <li>• Explains process of selecting effective teachers to reduce class-size</li> <li>• Provides the current SOQ ratio without the use of the CSR teacher to demonstrate CSR is not used to meet state-mandated class sizes.</li> </ul>	<p>When completing the CSR section, the division does <b>2-3</b> of the following:</p> <ul style="list-style-type: none"> <li>• Cites current evidence-base for current class-size reduction and connects back to how the needs of the division aligns with the research</li> <li>• Provides an explanation on how the impact of smaller class sizes will be measured in the division</li> <li>• Provides most updated impact data of prior implementation of CSR.</li> <li>• Explains process of selecting effective teachers to reduce class-size</li> <li>• Provides the current SOQ ratio without the use of the CSR teacher to demonstrate CSR is not used to meet state-mandated class sizes.</li> </ul>	<p>When completing the CSR section, the division does <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>• Cites current evidence-base for current class-size reduction and connects back to how the needs of the division aligns with the research</li> <li>• Provides an explanation on how the impact of smaller class sizes will be measured in the division</li> <li>• Provides most updated impact data of prior implementation of CSR.</li> <li>• Explains process of selecting effective teachers to reduce class-size</li> <li>• Provides the current SOQ ratio without the use of the CSR teacher to demonstrate CSR is not used to meet state-mandated class sizes.</li> </ul>
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# Title II, Part A Application Rubric

<p><b>Coordination of Services</b></p>	<ul style="list-style-type: none"> <li>• Describes a minimum of <b>1</b> partnership within the division that exists between other federal, state and/or local programs that supports the programs mentioned in the application and how the delivery of services supports the targeted population(s) included in the application.</li> <li>• Describes collaboration of program staff, parents, and community that provide services and activities, but does not connect how they will contribute to the attainment of the measurable objectives in the application</li> </ul>	<ul style="list-style-type: none"> <li>• Describes <b>2-3</b> partnerships within the division that exists between other federal, state and/or local programs that support the programs mentioned in the application and how the delivery of services supports the targeted population(s) included in the application.</li> <li>• Describes collaboration of program staff, parents, and community that provide services and activities that will contribute to the attainment of the measurable objectives in the application</li> <li>• Provides any partnerships with local universities, regional collaborations or other entities that exists to improve teacher and principal quality through PD, recruitment, mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Describes a minimum of <b>4</b> partnerships within the division that exists between other federal, state and/or local programs that support the programs mentioned in the application and how the delivery of services supports the targeted population(s) included in the application.</li> <li>• Describes collaboration of program staff, parents, and community that provide services and activities that will contribute to the attainment of the measurable objectives in the application</li> <li>• Provides any partnerships with local universities, regional collaborations or other entities that exists to improve teacher and principal quality through PD, recruitment, mentoring, etc.</li> </ul>
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<p><b>Measurable Objectives</b></p>	<ul style="list-style-type: none"> <li>• Measurable objectives are written but the focus is not on a Title II funded initiative and activities. They include <b>1 or 2</b> of the following: <ul style="list-style-type: none"> <li>○ <b>Subject:</b> Who/ what is the target or focus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Measurable objectives are written with a focus on Title II funded initiatives and activities. They include <b>2-3</b> of the following: <ul style="list-style-type: none"> <li>○ <b>Subject:</b> Who/ what is the target or focus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Measurable objectives are written with a focus on Title II funded initiatives and activities. They include <b>all</b> of the following: <ul style="list-style-type: none"> <li>○ <b>Subject:</b> Who/ what is the target or focus</li> </ul> </li> </ul>

# Title II, Part A Application Rubric



	<ul style="list-style-type: none"> <li>○ <b>Behavior:</b> What will change/ improve</li> <li>○ <b>Criteria:</b> How the change/ improvement will be measured</li> <li>○ <b>Time Period:</b> When the change/ improvement should be evaluated</li> </ul> <ul style="list-style-type: none"> <li>● <b>Did not include</b> an IPAL measurable objective if the divisions have less than 95% of properly licensed and endorsed staff</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Behavior:</b> What will change/ improve</li> <li>○ <b>Criteria:</b> How the change/ improvement will be measured</li> <li>○ <b>Time Period:</b> When the change/ improvement should be evaluated</li> </ul> <ul style="list-style-type: none"> <li>● Divisions with less than 95% of properly licensed and endorsed staff have included an IPAL measurable objective</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Behavior:</b> What will change/ improve</li> <li>○ <b>Criteria:</b> How the change/ improvement will be measured</li> <li>○ <b>Time Period:</b> When the change/ improvement should be evaluated</li> </ul> <ul style="list-style-type: none"> <li>● Divisions with less than 95% of properly licensed and endorsed staff have included an IPAL measurable objective</li> </ul>
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<b>Detailed Budget Descriptions</b>	<ul style="list-style-type: none"> <li>● Provides a detail description of very <b>few</b> positions, services and activities, materials, supplies, etc. with <b>no</b> justification for the use of line items</li> <li>● Very <b>few</b> items including PD and conferences connect back to the needs assessment and a measurable objective</li> </ul>	<ul style="list-style-type: none"> <li>● Provides a detailed description of <b>some</b> positions, services and activities, materials, supplies, etc. with justification on the use of line item.</li> <li>● <b>Some</b> items including PD and conferences connect back to the needs assessment and a measurable objective</li> </ul>	<ul style="list-style-type: none"> <li>● Provides a detailed description of <b>all</b> positions, services and activities, materials, supplies, etc. with a justification on the use of line item.</li> <li>● <b>All</b> items including PD and conferences connect back to the needs assessment and a measurable objective</li> </ul>
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# Title II, Part A Application Rubric

<p><b>Teacher Quality- Part 1</b></p>	<ul style="list-style-type: none"> <li>• Identifies the presence or absence of Title I schools in the division. The division clearly states if no Title I schools exist.</li> <li>• Provides a data analysis of the distribution of teachers in Title I and non-Title I schools. Data includes <b>at least 1</b> data point and may include the following:             <ul style="list-style-type: none"> <li>○ Gaps in licensure/ endorsement</li> <li>○ Years experience</li> <li>○ Teacher effectiveness based on teacher evaluation data</li> </ul> </li> <li>• Provides <b>no</b> description of the division's process on equitable distribution of high-quality teachers amongst schools</li> </ul>	<ul style="list-style-type: none"> <li>• Identified the presence or absence of Title I schools in the division. The division clearly states if no Title I schools exist.</li> <li>• Provides a data analysis of the distribution of teachers in Title I and non-Title I schools. Data includes <b>at least 2</b> data points and may include the following:             <ul style="list-style-type: none"> <li>○ Gaps in licensure/ endorsement</li> <li>○ Years experience</li> <li>○ Teacher effectiveness based on teacher evaluation data</li> </ul> </li> <li>• Provides a <b>partial</b> description of the division's process on equitable distribution of high-quality teachers amongst schools</li> </ul>	<ul style="list-style-type: none"> <li>• Identified the presence or absence of Title I schools in the division. The division clearly states if no Title I schools exist.</li> <li>• Provides a data analysis of the distribution of teachers in Title I and non-Title I schools. Data includes <b>at least 3</b> data points and may include the following:             <ul style="list-style-type: none"> <li>○ Gaps in licensure/ endorsement</li> <li>○ Years experience</li> <li>○ Teacher effectiveness based on teacher evaluation data</li> </ul> </li> <li>• Provides a <b>full</b> description of the division's process on equitable distribution of high-quality teachers amongst schools</li> </ul>
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