

Title I, Part A Checklist RUBRIC

Improving the Academic Achievement of the Disadvantaged

The Title I, Part A Checklist Rubric supports LEAs during Program Review by defining each final determination and helping clarify what to upload. It's also a useful tool for ongoing self-evaluation, even if your Local Educational Agency (LEA) isn't currently under review. Zoom support is available—just ask for an invite. For examples and additional tools, visit: [Title I, Part A: Program Review and Support](#).














The 'Evidence Needed' determination is used during the review to request missing evidence. However, it cannot contribute to the final review outcome. The final determinations could only be *Exemplar*, *Fully Implemented*, *Partially Implemented*, and *Not Implemented*.

Item	Description	Evidence	Determination
1.1	Ranking and Allocating <i>Title I, Part A funds are used for eligible schools and follow the ranking and allocating rules. [ESSA Section 1113(a)(b)]</i> Risk Level: 2	LEA Level Expenditure reports from the prior year for each school served, showing only Title I, Part A (Title IA) expenditures. Label each expenditure report by school. The reports must show: <ul style="list-style-type: none"> • Total Title I, Part A funds budgeted for each school. • Total Title I, Part A expenditures for each school. 	<input type="checkbox"/> Exemplar <input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented <input type="checkbox"/> Evidence Needed <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited
✓ Fully Implemented			X Not implemented
✓ All Title IA schools have expenditure reports ✓ Reports include school name, match original budgeted CGA amounts and actual amounts ✓ Rank order verified and met			X By the end of the review, the LEA did not provide evidence to verify ranking and allocation.
Item	Description	Evidence	Determination
1.2	Title I, Part A Set-Asides <i>Title I, Part A required set-asides are budgeted and tracked.</i> <ul style="list-style-type: none"> • Parent Engagement (1%, if over \$500,000 allocation). [Section 1116(a)(3)] • Private schools (if applicable). [Section 1117(a)(4)] • Homeless students. [Section 1113 & Section 1115] Risk Level: 2	LEA and School Level Provide prior year's evidence showing that each required set-asides were budgeted and tracked separately. Each set-aside must include original CGA budget (amount can increase but not decrease). <ul style="list-style-type: none"> • A. Homeless – Required for all LEAs • B. Parent Engagement – Required if allocation > \$500,000 <ul style="list-style-type: none"> ○ Include previous year's carryover ○ Show 90% of 1% of funds were distributed to schools, prioritizing high-need schools • C. Private Schools – If applicable Evidence may include: <ul style="list-style-type: none"> • Internal tracking for each set-aside • Expenditure report broken out by set-aside • Chart of accounts (if set-asides are not labeled in reports) 	<input type="checkbox"/> Exemplar <input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented. <input type="checkbox"/> Evidence Needed <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited


Federal Program Monitoring & Support

✔ Fully Implemented		⚠ Partially Implemented		✗ Not Implemented
✔ Set-asides are documented and tracked ✔ Includes original CGA amounts, internal tracking, and expenditure reports ✔ Chart of accounts is provided if needed ✔ If applicable, 90% of PFE funds are distributed to schools and carryover is carried forward.		⚠ Some set-asides are missing required documentation ⚠ CGA budget is not reflected in tracking or expenditure reports ⚠ Reports are not broken out by set-aside or lack detail		✗ By the end of the review, the LEA did not provide evidence that required Title IA set-asides were budgeted and tracked for the prior school year
Item	Description	Evidence		Determination
1.3	One Percent Parent and Family Engagement Funds <i>The LEA makes sure parents have the opportunity to give feedback in decisions regarding the one percent parent and family engagement funds (applies only to LEAs that receive an allocation of \$500,000 or greater). [Section 1116(a)(3)]</i> Risk Level: 2	LEA Level A. Not applicable if LEA allocation is under \$500,000. B. If applicable, provide evidence that families were invited to give input on the 1% parent and family engagement funds. Examples of evidence: <ul style="list-style-type: none">• Invitation sent to parents within the past 12 months• Dated meeting agenda showing Title IA discussion and feedback collection		<input type="checkbox"/> Exemplar <input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented <input type="checkbox"/> Evidence Needed <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited
🏆 Exemplar		✔ Fully Implemented	⚠ Partially Implemented	✗ Not Implemented
✔ Meets “Fully Implemented” <ul style="list-style-type: none">• Evidence shows how past parent input directly shaped current use of 1% funds• Clear documentation of input process—agendas, minutes, surveys with results tied to decisions		✔ Invitation or agenda shows parents were asked to give feedback on 1% funds ✔ Purpose is clearly stated in materials (e.g., PFE fund discussion) ✔ Includes dated documentation (within past 12 months)	⚠ Some documentation provided (e.g., meeting or agenda), but ⚠ Feedback is not clearly connected to 1% PFE funds ⚠ Purpose of engagement is unclear or not labeled or dated	✗ By the end of the review, the LEA did not provide evidence that parents had an opportunity to give input on the use of the 1% Parent and Family Engagement funds
Item	Description	Evidence		Determination
1.4	Parents Right-to-Know Timely Notice of Limited State Certification and Licensure <i>The LEA notifies parents when a teacher at a Title I, Part A school has taught for four (4) or more consecutive weeks by, a teacher with a limited state substitute teaching certificate, i.e., Emergency Substitute or Intern Substitute Teacher (WAC 181-79A-231). Sec. 1112(e)(1)(B)(ii)</i> Risk Level: 1	LEA Level A. Not applicable (N/A). Add a comment if no teachers held limited certificates this year. OR B. Upload a sample letter sent to families when a teacher with an Emergency or Intern Substitute Certificate taught in a Title IA program for four (4) or more consecutive weeks.		<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Not Implemented <input type="checkbox"/> N/A
If applicable, ✔ Fully Implemented		If Applicable, but ✗ Not Implemented		✔ Not Applicable
✔ Sample letter is provided ✔ Letter notifies families when a teacher with a limited certificate (Emergency/Intern Substitute) teaches for 4+ weeks in a Title IA school		✗ By the end of the review, the LEA did not provide a sample letter notifying families of limited certification after 4+ weeks		✔ No teachers with limited certificates assigned this year (comment required)

Federal Program Monitoring & Support

Item	Description	Evidence	Determination	
1.5	LEA Parent Family Engagement Policy & Evaluation <i>Each Title I, Part A (Title IA) LEA must establish meaningful parent engagement expectations and describe how it will:</i> <i>a. Involve families in developing the LEA Title IA plan (Sec. 1112) and support plans (Sec. 1111(d)); distribute the PFE policy.</i> <i>b. Provide coordination and technical assistance to help schools implement effective engagement activities.</i> <i>c. Align PFE efforts with other programs and laws, where possible.</i> <i>d. Evaluate the PFE policy annually with parents—identify barriers, needs, and improvements.</i> <i>e. Use evaluation results to strengthen PFE strategies and revise the policy, if needed.</i> <i>f. Involve parents in school-level Title IA activities, possibly through advisory roles.</i> Risk Level: 2	LEA Level LEAs with multiple Title I, Part A schools A. Upload the LEA Parent and Family Engagement (PFE) Policy <ul style="list-style-type: none">Must be current (reviewed with families within the last 12 months)Clearly describe how each requirement under ESSA Sec. 1116(a)(2)(A–F) is implemented, including specific strategies used LEAs with only one Title I, Part A school A. Upload a Combined LEA/School Parent and Family Engagement (PFE) Policy <ul style="list-style-type: none">Must be current (reviewed with families within the last 12 months)Must describe how both the LEA and the school implement each required component, including specific strategies used  <i>Note: LEAs are only required to submit one policy based on their configuration, either the LEA-level policy or the combined LEA/School policy, not both.</i> For All LEAs: Clearly and Specifically Describe Briefly How Each PFE Component Was Implemented with Families  Do: “In April 2024, families attended a bilingual session to review the draft PFE policy. Feedback was gathered in small groups, documented, and used to revise outreach strategies and communication tools.”  Avoid: “Parent engagement is important. We gathered input and used it to guide decisions.” No date or event, unclear input method, vague on what changed, lacks connection to PFE requirements.	<input type="checkbox"/> Exemplar <input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented <input type="checkbox"/> Evidence Needed	
 Exemplar		 Fully Implemented	 Partially Implemented	 Not Implemented
 Meets “Fully Implemented” <ul style="list-style-type: none">Evaluation data informs current PFE strategiesPolicy includes clear implementation of all required components (ESSA Sec. 1116(a)(2)(A–F))		 Policy includes all required components with descriptions  Reviewed with parents in past 12 months is noted	 Policy includes some required components, but  Missing clear descriptions of how components are implemented	 By the end of the review, the LEA did not provide a LEA-level parent and family engagement policy with descriptions of how each component is implemented, reviewed within the past 12 months
Item	Description	Evidence	Determination	
1.6	School Parent Family Engagement (PFE) Policy/Plan <i>Each Title I, Part A school must have a written, parent-approved policy (ESSA Sec. 1116(a)(1–6)) that:</i> <ol style="list-style-type: none"><i>Is Developed with Parents – Created and updated with parent input; shared in understandable language.</i><i>Includes Annual Title IA Meeting – Informs families about Title IA services and rights; offers flexible access.</i>	School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS or SWP schools with highest Per Pupil Allocation (PPE). If both programs provide evidence for one of each. LEAs with enrollment of 5,001 students and over: Provide evidence for two (2) TAS and two (2) SWP with the highest PPE. <i>If one program model type, provide evidence for three (3) schools with the highest Per Pupil Allocation.</i> LEAs with Multiple Title I, Part A Schools A. Upload School Parent and Family Engagement (PFE) Policy Submit two or three current (dated within the last 12 months) school-level PFE policies. Each policy must clearly describe how all required components are implemented and reflect collaboration with families. OR	<input type="checkbox"/> Exemplar <input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented <input type="checkbox"/> Evidence Needed	

Federal Program Monitoring & Support

	<p>3. <i>Engages Parents in Program Planning – Invites input on programs, curriculum, and decisions; submits parent comments if plans are unsatisfactory.</i></p> <p>4. <i>Includes a School–Parent Compact – Outlines shared roles and ongoing communication to support student learning.</i></p> <p>5. <i>Builds Capacity – Provides training, materials, and PD to strengthen family-school partnerships, coordinates with other programs.</i></p> <p>Risk Level: 2</p>	<p>LEAs with one Title I, Part A school</p> <p>A. Upload Combined Parent and Family Engagement (PFE) Policy</p> <p>Submit a current, dated PFE policy that includes both LEA and school-level components. The school policy section must clearly explain how each required element is implemented and reflect collaboration with families.</p> <p>For All LEAs: Clearly and Specifically Describe Briefly How Each PFE Component Was Implemented with Families</p> <p>✓ Do: “In April 2024, families attended a bilingual session to review the draft PFE policy. Feedback was gathered in small groups, documented, and used to revise outreach strategies and communication tools.”</p> <p>✗ Avoid: “Parent engagement is important. We gathered input and used it to guide decisions.” No date or event, unclear input method, vague on what changed, lacks connection to PFE requirements.</p>	
<p> Exemplar</p> <p>✓ Meets “Fully Implemented”</p> <ul style="list-style-type: none"> Evidence shows parent feedback informed the policy 	<p>✓ Fully Implemented</p> <p>✓ Policy includes all required components</p> <p>✓ Includes date of review (within last 12 months)</p> <p>✓ Explains how each component is implemented</p>	<p>⚠ Partially Implemented</p> <p>⚠ Policy includes some components, but</p> <p>⚠ Missing full descriptions of implementation</p>	<p>✗ Not Implemented</p> <p>✗ By the end of the review, the LEA did not provide a school-level PFE policy that describes how each required component is implemented, is dated within the past 12 months</p>
Item	Description	Evidence	Determination
1.7	<p>Schoolwide Program</p> <p><i>Each Title I, Part A schoolwide school has a schoolwide plan that describes how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).</i></p> <p>Risk Level: 3</p>	<p>School Level</p> <p>LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) SWP schools with highest PPE.</p> <p>LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) SWP with the highest PPE.</p> <p>Upload the corresponding two (2) or three (3) current, dated Schoolwide (SWP) or School Improvement (SIP) Plans aligned with the number of schools identified above. Each plan must include the following elements:</p> <ol style="list-style-type: none"> Comprehensive Needs Assessment (CNA) & Annual Evaluation Show how the plan uses needs assessment data and yearly evaluations to guide improvement. Well-Rounded Educational Strategies <ul style="list-style-type: none"> Describe how the school supports all students in meeting state academic standards. Include specific actions to assist students who are not meeting grade-level expectations. Consolidation of Funds Matrix Include a matrix showing all funding sources combined and how the funds support program goals. 	<p><input type="checkbox"/> Exemplar</p> <p><input type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A – Limited</p>

Federal Program Monitoring & Support

✓ Fully Implemented		⚠ Partially Implemented	✗ Not Implemented
✓ Plan is current (dated within last 12 months) ✓ Includes: CNA summary, well-rounded strategies, and consolidation of funds ✓ Strategies address student needs		⚠ Plan is submitted, but ⚠ One or more components are missing or incomplete ⚠ Plan is outdated or lacks alignment to CNA	✗ By the end of the review, the LEA did not provide a current schoolwide plan with all required components for the requested school(s)
Item	Description	Evidence	Determination
1.8	Schoolwide Program Evaluation <i>The schoolwide program progress is annually evaluated, and revised, as necessary.</i> <i>[Section 1114(b)(3); CFR 200.26(c)]</i> Risk Level: 2	School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) SWP schools with highest PPE. LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) SWP with the highest Per Pupil Allocation. Upload two (2) or three (3) annual evaluation summaries (from the current or prior school year), aligned with the number of schools identified above. Each summary must include: <ol style="list-style-type: none"> School name, evaluation date, and participants Data sources (e.g., assessments, staff/parent surveys) used to assess program strengths and gaps Summary of how the program was implemented Use the following questions to guide your evaluation: <ul style="list-style-type: none"> Was the Title I, Part A program effective? What worked well? What didn't work? What needs to be improved? 	<input type="checkbox"/> Exemplar <input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented <input type="checkbox"/> Evidence Needed <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited
🌟 Exemplar		✓ Fully Implemented	⚠ Partially Implemented
✓ Meets "Fully Implemented" <ul style="list-style-type: none"> Evaluation is data-driven and informs program changes Multiple data sources (e.g., assessments, surveys, Professional Learning Community (PLC) notes) are used Evidence of adjustments made based on findings 		✓ Annual evaluation summary is submitted ✓ Includes date, school name, participants, and data sources ✓ Evaluation discusses implementation, effectiveness, and areas for improvement	⚠ Summary is submitted, but ⚠ Missing one or more required elements (e.g., participants, data sources, findings) ⚠ Limited detail on program effectiveness or next steps
Item	Description	Evidence	Determination
1.9	Targeted Assistance Program (TAS) Protocols and Identification of Students <i>Each targeted assistance program meets the following criteria. [Section 1115 (b)(2)(A)-(G)]. AND</i> <i>Each targeted assistance model shall identify eligible children for services through the rank order list. [Section 1112(b)(9); Sec 1115]</i> Risk Level: 2	School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS schools with the highest PPE. LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) TAS with the highest PPE. Upload two (2) or three (3) written summaries —one for each school identified above—describing the TAS program protocols. Each summary must include: Program Overview: Describe how the school identifies needs and makes decisions—include entrance and exit criteria.	<input type="checkbox"/> Exemplar <input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented <input type="checkbox"/> Evidence Needed <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited

Federal Program Monitoring & Support

		<ol style="list-style-type: none"> Needs Assessment or SIP: Show identified areas for improvement. Rank Order List: Submit the current list of eligible students. Intervention Strategies: List instructional supports used to help identified students. Coordination of Services: Describe how Title IA supports align with general education and key transitions (e.g., PreK–Kinder). Family Engagement: Describe how families are involved in planning and support. Professional Development: Include training provided to staff related to TAS. 	
✓ Fully Implemented		⚠ Partially Implemented	✗ Not Implemented
✓ Summary of TAS protocols is submitted ✓ Includes: student identification process, needs, rank order list, interventions, PD, coordination with general education, and family engagement		⚠ Protocols are submitted, but ⚠ One or more required components are missing or unclear ⚠ Limited connection to needs assessment or rank order	✗ By the end of the review, the LEA did not provide a TAS protocol summary with all the required elements for the requested school(s)
Item	Description	Evidence	Determination
1.10	Targeted Assistance Program Evaluation <i>The targeted assistance program is reviewed on an ongoing basis. [Section 1115(b)(2)(G)(iii)]</i> Risk Level: 2	School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS schools with the highest PPE. LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) TAS with the highest PPE. Upload two (2) or three (3) annual evaluation summaries (from the current or prior school year), aligned with the number of schools identified above. Each summary must include: <ol style="list-style-type: none"> School name, evaluation date, and participants Data sources (e.g., assessments, staff/parent surveys) used to assess program strengths and gaps Summary of how the program was implemented Use the following questions to guide your evaluation: <ul style="list-style-type: none"> Was the Title I, Part A program effective? What worked well? What didn't work? What needs to be improved? 	<input type="checkbox"/> Exemplar <input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented <input type="checkbox"/> Evidence Needed <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited
🏆 Exemplar		✓ Fully Implemented	⚠ Partially Implemented
✓ Meets "Fully Implemented" • Evaluation uses multiple data sources to assess program impact • Evidence shows adjustments were made based on findings • Includes Professional Learning • Community (PLCs) notes, progress monitoring, or other artifacts of review		⚠ Summary is submitted, but ⚠ Missing key elements (e.g., data, impact, or participant list) ⚠ Evaluation lacks detail on how results informed program changes	✗ By the end of the review, the LEA did not provide an annual evaluation summary for the requested TAS school(s)

Federal Program Monitoring & Support

Item	Description	Evidence	Determination
1.11	Requirements to Address Inequity in Teacher Qualifications <i>Under ESEA Section 1112(b)(2), Local Education Agencies (LEAs) are required to identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, out-of-field, and inexperienced teachers in Title I, Part A (Title IA) schools.</i> Risk Level: 1	District Level A. Upload a plan that identifies and addresses disproportionality in student access to inexperienced, out-of-field, or ineffective teachers. Note: District Program Review leads received notification if they were required to submit this plan. B. If no disproportionality is identified, indicate N/A	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented <input type="checkbox"/> Evidence Needed <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited
✓ Fully Implemented (If identified to submit)		⚠ Partially Implemented (If Identified to submit)	✗ Not Implemented (If Identified to submit)
✓ The LEA submitted a plan (OSPI Template or LEA-developed) that includes: <ul style="list-style-type: none"> Identification of disparities in access to ineffective, out-of-field, or inexperienced teachers How LEA addresses the identified disparities 		⚠ The LEA submitted a plan (OSPI Template or LEA-developed), but it is missing one or more key elements, such as: <ul style="list-style-type: none"> Identification of disparities in access to ineffective, out-of-field, or inexperienced teachers How LEA addresses the identified disparities 	✗ By the end of the review, the LEA did not provide a plan to identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, out-of-field, and inexperienced teachers in Title I, Part A (Title IA) schools.