



Race to the Top

Panel Review by Applicant

For District Of Columbia, Phase I



Selection Criteria	Available	Average Total Score Tier 1	Average Total Score Tier 2
Status			
A. State Success Factors	125	94.2	94.6
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	50.6	50.6
(i) Articulating comprehensive, coherent reform agenda	5	4.2	4.2
(ii) Securing LEA commitment	45	34.4	34.4
(iii) Translating LEA participation into statewide impact	15	12	12
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	22.4	22.4
(i) Ensuring the capacity to implement	20	16.4	16.4
(ii) Using broad stakeholder support	10	6	6
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	21.2	21.6
(i) Making progress in each reform area	5	4.6	4.6
(ii) Improving student outcomes	25	16.6	17
B. Standards and Assessments	70	67.8	67.8

Reviewer 1		Reviewer 2		Reviewer 3		Reviewer 4		Reviewer 5	
Completed									
Tier 1	Tier 2								
94	94	83	83	98	98	91	91	105	107
54	54	40	40	56	56	45	45	58	58
4	4	3	3	4	4	5	5	5	5
35	35	27	27	40	40	30	30	40	40
15	15	10	10	12	12	10	10	13	13
23	23	20	20	22	22	23	23	24	24
18	18	15	15	15	15	15	15	19	19
5	5	5	5	7	7	8	8	5	5
17	17	23	23	20	20	23	23	23	25
3	3	5	5	5	5	5	5	5	5
14	14	18	18	15	15	18	18	18	20
70	70	65	65	67	67	69	69	68	68

(B)(1) Developing and adopting common standards	40	40	40
(i) Participating in consortium developing high-quality standards	20	20	20
(ii) Adopting standards	20	20	20
(B)(2) Developing and implementing common, high-quality assessments	10	9.8	9.8
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	18	18

40	40		40	40		40	40		40	40			
20	20		20	20		20	20		20	20			
20	20		20	20		20	20		20	20			
10	10		10	10		10	10		9	9		10	10
20	20		15	15		17	17		20	20		18	18

C. Data Systems to Support Instruction	47	23.4	23.4
(C)(1) Fully implementing a statewide longitudinal data system	24	6	6
(C)(2) Accessing and using State data	5	4.2	4.2
(C)(3) Using data to improve instruction	18	13.2	13.2

20	20		18	18		24	24		27	27		28	28
6	6		6	6		6	6		6	6		6	6
4	4		3	3		4	4		5	5		5	5
10	10		9	9		14	14		16	16		17	17

D. Great Teachers and Leaders	138	111.8	111.8
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	17.6	17.6
(D)(2) Improving teacher and principal effectiveness based on performance	58	46.4	46.4
(i) Measuring student growth	5	4.6	4.6
(ii) Developing evaluation systems	15	13.6	13.6
(iii) Conducting annual evaluations	10	8.4	8.4
(iv) Using evaluations to inform key decisions	28	19.8	19.8
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	20	20
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	12.4	12.4

100	100		84	84		120	120		126	126		129	129
18	18		15	15		15	15		19	19		21	21
45	45		37	37		48	48		51	51		51	51
5	5		3	3		5	5		5	5		5	5
15	15		11	11		15	15		12	12		15	15
7	7		7	7		8	8		10	10		10	10
18	18		16	16		20	20		24	24		21	21
16	16		14	14		25	25		22	22		23	23
11	11		10	10		15	15		12	12		14	14

(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	7.6	7.6
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	12.2	12.2
(D)(5) Providing effective support to teachers and principals	20	15.6	15.6

5	5		4	4		10	10		10	10		9	9	
10	10		9	9		14	14		14	14		14	14	
11	11		9	9		18	18		20	20		20	20	

E. Turning Around the Lowest-Achieving Schools	50	50	50
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10
(E)(2) Turning around the lowest-achieving schools	40	40	40
(i) Identifying the persistently lowest-achieving schools	5	5	5
(ii) Turning around the persistently lowest-achieving schools	35	35	35

50	50		50	50		50	50		50	50		50	50	
10	10		10	10		10	10		10	10		10	10	
40	40		40	40		40	40		40	40		40	40	
5	5		5	5		5	5		5	5		5	5	
35	35		35	35		35	35		35	35		35	35	

F. General	55	54.8	54.8
(F)(1) Making education funding a priority	10	10	10
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	39.8	39.8
(F)(3) Demonstrating other significant reform conditions	5	5	5

55	55		55	55		55	55		55	55		54	54	
10	10		10	10		10	10		10	10		10	10	
40	40		40	40		40	40		40	40		39	39	
5	5		5	5		5	5		5	5		5	5	

Subtotal (Calculated before determining whether the applicant met the Competitive Preference Priority on STEM)	485	402	402.4
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389	389		355	355		414	414		418	418		434	436	
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Competitive Preference Priority 2: Emphasis on STEM	15	0*	0*
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0	0		0	0		15	15		0	0		15	15	
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Individual Reviewer Score (see individual reviewer technical review forms)	485	--	--
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389	389		355	355		429	429		418	418		449	451	
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Total	500	402	402.4
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	FINAL**		
Absolute Priority - Comprehensive Approach to Education Reform	Yes		

Reviewer 1			Reviewer 2			Reviewer 3			Reviewer 4			Reviewer 5		
Yes	Yes													

* Applicants are eligible for either 0 or 15 points in Competitive Preference Priority 2: Emphasis on STEM. The total awarded to the applicant is not based on an average of individual reviewer scores in this section. Rather, 15 points are added to the applicant's Average Total Score if a majority of reviewers determined that the applicant has met the STEM criteria (indicated by the individual reviewer entering 15 points in that field). If a majority of reviewers award 0 points in this area, 0 points are added to the applicant's Average Total Score.

** The applicant will be determined to have met the absolute priority if the majority of reviewers responded "yes".

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