



# Race to the Top

## Panel Review by Applicant

### For Georgia, Phase I



Selection Criteria	Available	Average Total Score Tier 1	Average Total Score Tier 2
Status			
<b>A. State Success Factors</b>	<b>125</b>	<b>103.4</b>	<b>102.8</b>
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	53.6	53.2
(i) Articulating comprehensive, coherent reform agenda	5	5	5
(ii) Securing LEA commitment	45	39.6	38.8
(iii) Translating LEA participation into statewide impact	15	9	9.4
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	23.6	23.4
(i) Ensuring the capacity to implement	20	16.6	17
(ii) Using broad stakeholder support	10	7	6.4
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	26.2	26.2
(i) Making progress in each reform area	5	4.4	4.4
(ii) Improving student outcomes	25	21.8	21.8
<b>B. Standards and Assessments</b>	<b>70</b>	<b>63.4</b>	<b>65.6</b>

Reviewer 1		Reviewer 2		Reviewer 3		Reviewer 4		Reviewer 5	
Completed									
Tier 1	Tier 2								
98	97	111	111	107	111	114	108	87	87
44	46	62	62	62	64	54	48	46	46
5	5	5	5	5	5	5	5	5	5
35	35	45	45	45	45	39	35	34	34
4	6	12	12	12	14	10	8	7	7
27	24	27	27	22	24	30	30	12	12
17	17	20	20	16	18	20	20	10	10
10	7	7	7	6	6	10	10	2	2
27	27	22	22	23	23	30	30	29	29
5	5	4	4	4	4	5	5	4	4
22	22	18	18	19	19	25	25	25	25
62	62	64	64	51	62	70	70	70	70

(B)(1) Developing and adopting common standards	40	36.2	38.4
(i) Participating in consortium developing high-quality standards	20	20	20
(ii) Adopting standards	20	16.2	18.4
(B)(2) Developing and implementing common, high-quality assessments	10	10	10
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	17.2	17.2

36	36		40	40		25	36		40	40		40	40	
20	20		20	20		20	20		20	20		20	20	
16	16		20	20		5	16		20	20		20	20	
10	10		10	10		10	10		10	10		10	10	
16	16		14	14		16	16		20	20		20	20	

<b>C. Data Systems to Support Instruction</b>	<b>47</b>	<b>41</b>	<b>41.4</b>
(C)(1) Fully implementing a statewide longitudinal data system	24	20.8	20.8
(C)(2) Accessing and using State data	5	4.8	4.8
(C)(3) Using data to improve instruction	18	15.4	15.8

39	39		41	41		40	42		47	47		38	38	
20	20		20	20		20	20		24	24		20	20	
5	5		5	5		4	4		5	5		5	5	
14	14		16	16		16	18		18	18		13	13	

<b>D. Great Teachers and Leaders</b>	<b>138</b>	<b>114.8</b>	<b>111.4</b>
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	15.4	14.8
(D)(2) Improving teacher and principal effectiveness based on performance	58	51.8	49.6
(i) Measuring student growth	5	2.8	2.4
(ii) Developing evaluation systems	15	13.2	12.2
(iii) Conducting annual evaluations	10	9.6	9.6
(iv) Using evaluations to inform key decisions	28	26.2	25.4
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	21.8	21.8
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	14	14

114	103		113	107		105	105		136	136		106	106	
15	15		18	15		11	11		20	20		13	13	
56	45		41	41		47	47		58	58		57	57	
4	2		0	0		1	1		5	5		4	4	
15	10		10	10		11	11		15	15		15	15	
9	9		10	10		9	9		10	10		10	10	
28	24		21	21		26	26		28	28		28	28	
21	21		23	23		21	21		25	25		19	19	
15	15		15	15		13	13		15	15		12	12	

(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	7.8	7.8
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	10.8	10.2
(D)(5) Providing effective support to teachers and principals	20	15	15

6	6		8	8		8	8		10	10		7	7	
10	10		14	11		10	10		13	13		7	7	
12	12		17	17		16	16		20	20		10	10	

<b>E. Turning Around the Lowest-Achieving Schools</b>	<b>50</b>	<b>47.4</b>	<b>47.4</b>
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10
(E)(2) Turning around the lowest-achieving schools	40	37.4	37.4
(i) Identifying the persistently lowest-achieving schools	5	5	5
(ii) Turning around the persistently lowest-achieving schools	35	32.4	32.4

50	45		45	48		47	49		50	50		45	45	
10	10		10	10		10	10		10	10		10	10	
40	35		35	38		37	39		40	40		35	35	
5	5		5	5		5	5		5	5		5	5	
35	30		30	33		32	34		35	35		30	30	

<b>F. General</b>	<b>55</b>	<b>49.4</b>	<b>50</b>
(F)(1) Making education funding a priority	10	9	9
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	36.6	37.2
(F)(3) Demonstrating other significant reform conditions	5	3.8	3.8

53	53		51	51		43	46		55	55		45	45	
10	10		10	10		8	8		10	10		7	7	
39	39		38	38		31	34		40	40		35	35	
4	4		3	3		4	4		5	5		3	3	

<b>Subtotal</b> (Calculated before determining whether the applicant met the Competitive Preference Priority on STEM)	<b>485</b>	<b>419.4</b>	<b>418.6</b>
--	------------	--------------	--------------

416	399		425	422		393	415		472	466		391	391	
-----	-----	--	-----	-----	--	-----	-----	--	-----	-----	--	-----	-----	--

Competitive Preference Priority 2: Emphasis on STEM	15	15*	15*
---	----	-----	-----

15	15		15	15		15	15		15	15		15	15	
----	----	--	----	----	--	----	----	--	----	----	--	----	----	--

Individual Reviewer Score (see individual reviewer technical review forms)	500	--	--
---	-----	----	----

431	414		440	437		408	430		487	481		406	406	
-----	-----	--	-----	-----	--	-----	-----	--	-----	-----	--	-----	-----	--

<b>Total</b>	<b>500</b>	<b>434.4</b>	<b>433.6</b>
--------------	------------	--------------	--------------

	<b>FINAL**</b>		
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".

[Back](#)