



Race to the Top

Panel Review by Applicant

For Kentucky, Phase I



Selection Criteria	Available	Average Total Score Tier 1	Average Total Score Tier 2
Status			
A. State Success Factors	125	112.6	113.6
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	63.6	63.8
(i) Articulating comprehensive, coherent reform agenda	5	4.4	4.6
(ii) Securing LEA commitment	45	45	45
(iii) Translating LEA participation into statewide impact	15	14.2	14.2
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	27.6	28.4
(i) Ensuring the capacity to implement	20	18.2	18.8
(ii) Using broad stakeholder support	10	9.4	9.6
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	21.4	21.4
(i) Making progress in each reform area	5	4.2	4.2
(ii) Improving student outcomes	25	17.2	17.2
B. Standards and Assessments	70	67.4	68.4

Reviewer 1		Reviewer 2		Reviewer 3		Reviewer 4		Reviewer 5	
Completed									
Tier 1	Tier 2								
114	114	104	108	110	111	115	115	120	120
65	65	61	61	62	63	65	65	65	65
5	5	3	3	4	5	5	5	5	5
45	45	45	45	45	45	45	45	45	45
15	15	13	13	13	13	15	15	15	15
30	30	22	26	26	26	30	30	30	30
20	20	14	17	17	17	20	20	20	20
10	10	8	9	9	9	10	10	10	10
19	19	21	21	22	22	20	20	25	25
4	4	3	3	4	4	5	5	5	5
15	15	18	18	18	18	15	15	20	20
68	68	64	67	67	69	68	68	70	70

(B)(1) Developing and adopting common standards	40	39.8	39.8
(i) Participating in consortium developing high-quality standards	20	19.8	19.8
(ii) Adopting standards	20	20	20
(B)(2) Developing and implementing common, high-quality assessments	10	9.6	9.6
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	18	19

40	40		40	40		40	40		39	39		40	40	
20	20		20	20		20	20		19	19		20	20	
20	20		20	20		20	20		20	20		20	20	
10	10		10	10		9	9		9	9		10	10	
18	18		14	17		18	20		20	20		20	20	

C. Data Systems to Support Instruction	47	42.8	43.4
(C)(1) Fully implementing a statewide longitudinal data system	24	22.4	22.4
(C)(2) Accessing and using State data	5	4.6	4.6
(C)(3) Using data to improve instruction	18	15.8	16.4

47	47		39	41		45	46		40	40		43	43	
24	24		24	24		24	24		20	20		20	20	
5	5		3	3		5	5		5	5		5	5	
18	18		12	14		16	17		15	15		18	18	

D. Great Teachers and Leaders	138	112	111
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	19.8	19.8
(D)(2) Improving teacher and principal effectiveness based on performance	58	44.8	43.8
(i) Measuring student growth	5	4.2	4.2
(ii) Developing evaluation systems	15	12.4	12.4
(iii) Conducting annual evaluations	10	6.8	5.8
(iv) Using evaluations to inform key decisions	28	21.4	21.4
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	18.2	18.2
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10.8	10.8

105	105		85	85		123	123		130	125		117	117	
21	21		17	17		19	19		21	21		21	21	
37	37		28	28		52	52		58	53		49	49	
3	3		3	3		5	5		5	5		5	5	
9	9		10	10		13	13		15	15		15	15	
5	5		3	3		8	8		10	5		8	8	
20	20		12	12		26	26		28	28		21	21	
17	17		15	15		22	22		20	20		17	17	
10	10		10	10		14	14		10	10		10	10	

Individual Reviewer Score (see individual reviewer technical review forms)	500	--	--
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414	414		365	380		424	426		441	436		423	423	
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Total	500	416.4	418.8
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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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