



Race to the Top

Panel Review by Applicant

For Massachusetts, Phase I



Selection Criteria	Available	Average Total Score Tier 1	Average Total Score Tier 2
Status			
A. State Success Factors	125	110.4	111.4
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	54	55
(i) Articulating comprehensive, coherent reform agenda	5	4.8	4.8
(ii) Securing LEA commitment	45	36.2	36.2
(iii) Translating LEA participation into statewide impact	15	13	14
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	27.6	27.6
(i) Ensuring the capacity to implement	20	18.2	18.2
(ii) Using broad stakeholder support	10	9.4	9.4
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	28.8	28.8
(i) Making progress in each reform area	5	4.6	4.6
(ii) Improving student outcomes	25	24.2	24.2
B. Standards and Assessments	70	53.8	53.8

Reviewer 1		Reviewer 2		Reviewer 3		Reviewer 4		Reviewer 5	
Completed									
Tier 1	Tier 2								
115	115	108	108	117	117	106	106	106	111
55	55	56	56	60	60	50	50	49	54
5	5	5	5	5	5	5	5	4	4
35	35	37	37	40	40	34	34	35	35
15	15	14	14	15	15	11	11	10	15
30	30	25	25	28	28	28	28	27	27
20	20	15	15	18	18	18	18	20	20
10	10	10	10	10	10	10	10	7	7
30	30	27	27	29	29	28	28	30	30
5	5	4	4	4	4	5	5	5	5
25	25	23	23	25	25	23	23	25	25
53	53	55	55	53	53	55	55	53	53

(B)(1) Developing and adopting common standards	40	25	25
(i) Participating in consortium developing high-quality standards	20	20	20
(ii) Adopting standards	20	5	5
(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	18.8	18.8

25	25		25	25		25	25		25	25		25	25	
20	20		20	20		20	20		20	20		20	20	
5	5		5	5		5	5		5	5		5	5	
10	10		10	10		10	10		10	10		10	10	
18	18		20	20		18	18		20	20		18	18	

C. Data Systems to Support Instruction	47	38.4	38.4
(C)(1) Fully implementing a statewide longitudinal data system	24	18	18
(C)(2) Accessing and using State data	5	4.8	4.8
(C)(3) Using data to improve instruction	18	15.6	15.6

41	41		34	34		35	35		41	41		41	41	
18	18		18	18		18	18		18	18		18	18	
5	5		4	4		5	5		5	5		5	5	
18	18		12	12		12	12		18	18		18	18	

D. Great Teachers and Leaders	138	94.8	101.4
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	19	19
(D)(2) Improving teacher and principal effectiveness based on performance	58	36.4	39.6
(i) Measuring student growth	5	4.2	4.2
(ii) Developing evaluation systems	15	11.2	12.4
(iii) Conducting annual evaluations	10	5.6	6
(iv) Using evaluations to inform key decisions	28	15.4	17
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	14.4	16.6
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	9.6	9.6

87	95		94	97		103	103		96	100		94	112	
19	19		18	18		19	19		18	18		21	21	
41	41		34	37		40	40		32	32		35	48	
5	5		3	3		5	5		3	3		5	5	
12	12		10	11		15	15		9	9		10	15	
6	6		5	7		7	7		5	5		5	5	
18	18		16	16		13	13		15	15		15	23	
7	12		19	19		17	17		15	19		14	16	
7	7		11	11		10	10		12	12		8	8	

(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	4.8	7
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	8.4	9
(D)(5) Providing effective support to teachers and principals	20	16.6	17.2

0	5		8	8		7	7		3	7		6	8	
5	8		8	8		7	7		11	11		11	11	
15	15		15	15		20	20		20	20		13	16	

E. Turning Around the Lowest-Achieving Schools	50	47.4	47.4
(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	50		46	46		50	50		46	46		45	45	
10	10		10	10		10	10		10	10		10	10	
40	40		36	36		40	40		36	36		35	35	
5	5		5	5		5	5		5	5		5	5	
35	35		31	31		35	35		31	31		30	30	

F. General	55	44	44
(F)(1) Making education funding a priority	10	9.6	9.6
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	29.4	29.4
(F)(3) Demonstrating other significant reform conditions	5	5	5

46	46		47	47		45	45		47	47		35	35	
10	10		10	10		8	8		10	10		10	10	
31	31		32	32		32	32		32	32		20	20	
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	388.8	396.4
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392	400		384	387		403	403		391	395		374	397	
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Competitive Preference Priority 2: Emphasis on STEM	15	15*	15*
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15	15		15	15		15	15		15	15		15	15	
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Individual Reviewer Score (see individual reviewer technical review forms)	500	--	--
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407	415		399	402		418	418		406	410		389	412	
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Total	500	403.8	411.4
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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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