



# Race to the Top

## Panel Review by Applicant

### For Nebraska, Phase I



Selection Criteria	Available	Average Total Score	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5
Status			Completed	Completed	Completed	Completed	Completed
<b>A. State Success Factors</b>	<b>125</b>	<b>69.4</b>	<b>76</b>	<b>66</b>	<b>63</b>	<b>68</b>	<b>74</b>
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	42.2	44	37	40	39	51
(i) Articulating comprehensive, coherent reform agenda	5	4	3	3	4	5	5
(ii) Securing LEA commitment	45	29.4	30	25	27	30	35
(iii) Translating LEA participation into statewide impact	15	8.8	11	9	9	4	11
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	14.2	19	13	13	14	12
(i) Ensuring the capacity to implement	20	9.6	12	8	8	10	10
(ii) Using broad stakeholder support	10	4.6	7	5	5	4	2
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	13	13	16	10	15	11
(i) Making progress in each reform area	5	2.8	3	4	2	3	2
(ii) Improving student outcomes	25	10.2	10	12	8	12	9
<b>B. Standards and Assessments</b>	<b>70</b>	<b>55.6</b>	<b>62</b>	<b>61</b>	<b>48</b>	<b>56</b>	<b>51</b>
(B)(1) Developing and adopting common standards	40	36	40	40	30	35	35

(i) Participating in consortium developing high-quality standards	20	19	20	20	15	20	20
(ii) Adopting standards	20	17	20	20	15	15	15
(B)(2) Developing and implementing common, high-quality assessments	10	9.2	10	10	8	10	8
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	10.4	12	11	10	11	8

<b>C. Data Systems to Support Instruction</b>	<b>47</b>	<b>20</b>	<b>19</b>	<b>23</b>	<b>21</b>	<b>18</b>	<b>19</b>
(C)(1) Fully implementing a statewide longitudinal data system	24	6.8	6	8	6	6	8
(C)(2) Accessing and using State data	5	2.8	3	4	2	2	3
(C)(3) Using data to improve instruction	18	10.4	10	11	13	10	8

<b>D. Great Teachers and Leaders</b>	<b>138</b>	<b>67.6</b>	<b>82</b>	<b>70</b>	<b>56</b>	<b>70</b>	<b>60</b>
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	6.6	10	6	6	6	5
(D)(2) Improving teacher and principal effectiveness based on performance	58	31.8	47	29	24	33	26
(i) Measuring student growth	5	4.2	5	4	4	4	4
(ii) Developing evaluation systems	15	10.4	13	10	8	13	8
(iii) Conducting annual evaluations	10	6.8	8	7	4	8	7
(iv) Using evaluations to inform key decisions	28	10.4	21	8	8	8	7
(D)(3) Ensuring equitable distribution of effective teachers	25	11	9	13	9	14	10

and principals								
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	6.2	4	8	4	9	6	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	4.8	5	5	5	5	4	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	7.2	6	8	6	8	8	
(D)(5) Providing effective support to teachers and principals	20	11	10	14	11	9	11	

<b>E. Turning Around the Lowest-Achieving Schools</b>	<b>50</b>	<b>10.6</b>	<b>7</b>	<b>12</b>	<b>10</b>	<b>13</b>	<b>11</b>	
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	0	0	0	0	0	0	
(E)(2) Turning around the lowest-achieving schools	40	10.6	7	12	10	13	11	
(i) Identifying the persistently lowest-achieving schools	5	2.6	2	3	2	4	2	
(ii) Turning around the persistently lowest-achieving schools	35	8	5	9	8	9	9	

<b>F. General</b>	<b>55</b>	<b>9.2</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>7</b>	
(F)(1) Making education funding a priority	10	6.2	7	7	6	6	5	
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	0.8	0	0	2	2	0	
(F)(3) Demonstrating other significant reform conditions	5	2.2	3	2	2	2	2	

<b>Subtotal</b> (Calculated before determining whether the applicant met the Competitive Preference Priority on STEM)	<b>485</b>	<b>232.4</b>	<b>256</b>	<b>241</b>	<b>208</b>	<b>235</b>	<b>222</b>
--	------------	--------------	------------	------------	------------	------------	------------

Competitive Preference Priority 2: Emphasis on STEM	15	15*	15	15	15	15	15
Individual Reviewer Score (see individual reviewer technical review forms)	500	--	271	256	223	250	237

<b>Total</b>	<b>500</b>	<b>247.4</b>
--------------	------------	--------------

	<b>FINAL**</b>		<b>Reviewer 1</b>	<b>Reviewer 2</b>	<b>Reviewer 3</b>	<b>Reviewer 4</b>	<b>Reviewer 5</b>
Absolute Priority - Comprehensive Approach to Education Reform	Yes		Yes	Yes	Yes	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](#)