



Race to the Top

Panel Review by Applicant



For North Carolina, Phase I

Selection Criteria	Available	Average Total Score Tier 1	Average Total Score Tier 2
Status			
A. State Success Factors	125	107.6	108.6
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	61.6	62.6
(i) Articulating comprehensive, coherent reform agenda	5	4.2	4.6
(ii) Securing LEA commitment	45	44	44
(iii) Translating LEA participation into statewide impact	15	13.4	14
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	25.4	25.4
(i) Ensuring the capacity to implement	20	16.2	16.2
(ii) Using broad stakeholder support	10	9.2	9.2
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	20.6	20.6
(i) Making progress in each reform area	5	4.4	4.4
(ii) Improving student outcomes	25	16.2	16.2
B. Standards and Assessments	70	66.6	66.8

Reviewer 1		Reviewer 2		Reviewer 3		Reviewer 4		Reviewer 5	
Completed									
Tier 1	Tier 2								
106	107	111	115	108	108	100	100	113	113
64	65	60	64	61	61	60	60	63	63
5	5	3	5	4	4	4	4	5	5
45	45	45	45	43	43	44	44	43	43
14	15	12	14	14	14	12	12	15	15
27	27	29	29	25	25	20	20	26	26
19	19	20	20	15	15	10	10	17	17
8	8	9	9	10	10	10	10	9	9
15	15	22	22	22	22	20	20	24	24
5	5	4	4	4	4	5	5	4	4
10	10	18	18	18	18	15	15	20	20
68	68	65	65	65	66	65	65	70	70

(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	10	10
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	16.6	16.8

40	40		40	40		40	40		40	40		40	40	
20	20		20	20		20	20		20	20		20	20	
20	20		20	20		20	20		20	20		20	20	
10	10		10	10		10	10		10	10		10	10	
18	18		15	15		15	16		15	15		20	20	

C. Data Systems to Support Instruction	47	30.8	32
(C)(1) Fully implementing a statewide longitudinal data system	24	15.2	16
(C)(2) Accessing and using State data	5	3.4	3.4
(C)(3) Using data to improve instruction	18	12.2	12.6

31	33		27	31		30	30		31	31		35	35	
16	16		10	14		18	18		16	16		16	16	
3	3		5	5		2	2		3	3		4	4	
12	14		12	12		10	10		12	12		15	15	

D. Great Teachers and Leaders	138	111.6	111.6
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	17	17.4
(D)(2) Improving teacher and principal effectiveness based on performance	58	48.2	48.2
(i) Measuring student growth	5	4.6	4.6
(ii) Developing evaluation systems	15	12	12
(iii) Conducting annual evaluations	10	8	8
(iv) Using evaluations to inform key decisions	28	23.6	23.6
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	19.4	19.6
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	12.6	12.6

115	117		102	104		112	113		111	104		118	120	
16	18		15	15		17	17		17	17		20	20	
48	48		45	45		50	50		49	49		49	49	
5	5		5	5		5	5		3	3		5	5	
11	11		11	11		13	13		14	14		11	11	
10	10		7	7		7	7		8	8		8	8	
22	22		22	22		25	25		24	24		25	25	
20	20		16	16		19	19		20	20		22	23	
12	12		10	10		12	12		15	15		14	14	

(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	6.8	7
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	9.4	9.6
(D)(5) Providing effective support to teachers and principals	20	17.6	16.8

8	8		6	6		7	7		5	5		8	9	
12	12		9	9		9	9		8	8		9	10	
19	19		17	19		17	18		17	10		18	18	

E. Turning Around the Lowest-Achieving Schools	50	43.6	45
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10
(E)(2) Turning around the lowest-achieving schools	40	33.6	35
(i) Identifying the persistently lowest-achieving schools	5	5	5
(ii) Turning around the persistently lowest-achieving schools	35	28.6	30

41	45		50	50		45	46		40	40		42	44	
10	10		10	10		10	10		10	10		10	10	
31	35		40	40		35	36		30	30		32	34	
5	5		5	5		5	5		5	5		5	5	
26	30		35	35		30	31		25	25		27	29	

F. General	55	31.8	35
(F)(1) Making education funding a priority	10	7.6	8
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	20.6	23.4
(F)(3) Demonstrating other significant reform conditions	5	3.6	3.6

24	31		40	40		32	33		38	38		25	33	
6	7		10	10		7	7		7	7		8	9	
15	21		25	25		22	23		28	28		13	20	
3	3		5	5		3	3		3	3		4	4	

Subtotal (Calculated before determining whether the applicant met the Competitive Preference Priority on STEM)	485	392	399
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385	401		395	405		392	396		385	378		403	415	
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Competitive Preference Priority 2: Emphasis on STEM	15	15*	15*
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15	15		15	15		15	15		0	0		15	15	
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Individual Reviewer Score (see individual reviewer technical review forms)	500	--	--
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400	416		410	420		407	411		385	378		418	430	
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Total	500	407	414
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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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