



# Race to the Top

## Panel Review by Applicant

### For Rhode Island, 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>94.6</b>	<b>99.2</b>
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	47.6	50.6
(i) Articulating comprehensive, coherent reform agenda	5	4.6	4.6
(ii) Securing LEA commitment	45	32	35
(iii) Translating LEA participation into statewide impact	15	11	11
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	23.6	24.8
(i) Ensuring the capacity to implement	20	16.6	17
(ii) Using broad stakeholder support	10	7	7.8
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	23.4	23.8
(i) Making progress in each reform area	5	4.8	4.8
(ii) Improving student outcomes	25	18.6	19
<b>B. Standards and Assessments</b>	<b>70</b>	<b>66</b>	<b>66</b>

Reviewer 1		Reviewer 2		Reviewer 3		Reviewer 4		Reviewer 5	
Completed									
Tier 1	Tier 2								
96	103	92	100	88	97	111	110	86	86
47	52	45	50	47	53	58	57	41	41
5	5	5	5	5	5	5	5	3	3
30	35	30	35	30	35	40	40	30	30
12	12	10	10	12	13	13	12	8	8
24	26	26	27	19	22	26	26	23	23
18	18	20	20	13	15	18	18	14	14
6	8	6	7	6	7	8	8	9	9
25	25	21	23	22	22	27	27	22	22
5	5	4	4	5	5	5	5	5	5
20	20	17	19	17	17	22	22	17	17
68	68	63	63	66	66	69	69	64	64

(B)(1) Developing and adopting common standards	40	38.2	38.2
(i) Participating in consortium developing high-quality standards	20	18.8	18.8
(ii) Adopting standards	20	19.4	19.4
(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	17.8	17.8

40	40		35	35		39	39		40	40		37	37	
20	20		15	15		19	19		20	20		20	20	
20	20		20	20		20	20		20	20		17	17	
10	10		10	10		10	10		10	10		10	10	
18	18		18	18		17	17		19	19		17	17	

<b>C. Data Systems to Support Instruction</b>	<b>47</b>	<b>31.2</b>	<b>31.6</b>
(C)(1) Fully implementing a statewide longitudinal data system	24	12	12
(C)(2) Accessing and using State data	5	4.2	4.2
(C)(3) Using data to improve instruction	18	15	15.4

30	30		34	34		29	31		32	32		31	31	
12	12		12	12		12	12		12	12		12	12	
4	4		5	5		4	4		4	4		4	4	
14	14		17	17		13	15		16	16		15	15	

<b>D. Great Teachers and Leaders</b>	<b>138</b>	<b>118.4</b>	<b>121.2</b>
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	17.6	17.6
(D)(2) Improving teacher and principal effectiveness based on performance	58	53.6	54.4
(i) Measuring student growth	5	3.6	4
(ii) Developing evaluation systems	15	14	14.4
(iii) Conducting annual evaluations	10	10	10
(iv) Using evaluations to inform key decisions	28	26	26
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	19	19.8
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	13	13.8

111	114		125	125		105	115		122	123		129	129	
17	17		17	17		18	18		18	18		18	18	
54	54		56	56		47	51		53	53		58	58	
4	4		4	4		1	3		4	4		5	5	
15	15		15	15		12	14		13	13		15	15	
10	10		10	10		10	10		10	10		10	10	
25	25		27	27		24	24		26	26		28	28	
16	16		20	20		15	18		21	22		23	23	
13	13		15	15		9	12		13	14		15	15	

(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	6	6
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	12.6	12.6
(D)(5) Providing effective support to teachers and principals	20	15.6	16.8

3	3		5	5		6	6		8	8		8	8	
12	12		14	14		11	11		12	12		14	14	
12	15		18	18		14	17		18	18		16	16	

<b>E. Turning Around the Lowest-Achieving Schools</b>	<b>50</b>	<b>45.4</b>	<b>45.4</b>
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10
(E)(2) Turning around the lowest-achieving schools	40	35.4	35.4
(i) Identifying the persistently lowest-achieving schools	5	5	5
(ii) Turning around the persistently lowest-achieving schools	35	30.4	30.4

47	47		45	45		45	45		45	45		45	45	
10	10		10	10		10	10		10	10		10	10	
37	37		35	35		35	35		35	35		35	35	
5	5		5	5		5	5		5	5		5	5	
32	32		30	30		30	30		30	30		30	30	

<b>F. General</b>	<b>55</b>	<b>40.4</b>	<b>40.6</b>
(F)(1) Making education funding a priority	10	4.6	4.2
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	30.8	31.4
(F)(3) Demonstrating other significant reform conditions	5	5	5

35	35		40	40		41	44		47	45		39	39	
3	3		4	4		4	4		8	6		4	4	
27	27		31	31		32	35		34	34		30	30	
5	5		5	5		5	5		5	5		5	5	

<b>Subtotal</b> (Calculated before determining whether the applicant met the Competitive Preference Priority on STEM)	<b>485</b>	<b>396</b>	<b>404</b>
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387	397		399	407		374	398		426	424		394	394	
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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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402	412		414	422		389	413		441	439		409	409	
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<b>Total</b>	<b>500</b>	<b>411</b>	<b>419</b>
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	<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".

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