



Race to the Top

Panel Review by Applicant

For South Carolina, Phase I



Selection Criteria	Available	Average Total Score Tier 1	Average Total Score Tier 2
Status			
A. State Success Factors	125	100.6	100
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	56.4	56
(i) Articulating comprehensive, coherent reform agenda	5	4	4
(ii) Securing LEA commitment	45	40	39.6
(iii) Translating LEA participation into statewide impact	15	12.4	12.4
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	23.8	22.4
(i) Ensuring the capacity to implement	20	16.8	15.8
(ii) Using broad stakeholder support	10	7	6.6
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	20.4	21.6
(i) Making progress in each reform area	5	4.6	4.6
(ii) Improving student outcomes	25	15.8	17
B. Standards and Assessments	70	68.4	68.4

Reviewer 1		Reviewer 2		Reviewer 3		Reviewer 4		Reviewer 5	
Completed									
Tier 1	Tier 2								
106	108	109	112	97	88	119	117	72	75
61	61	63	63	53	53	64	62	41	41
5	5	4	4	3	3	5	5	3	3
41	41	44	44	40	40	45	43	30	30
15	15	15	15	10	10	14	14	8	8
27	27	26	26	22	15	28	28	16	16
20	20	17	17	15	10	20	20	12	12
7	7	9	9	7	5	8	8	4	4
18	20	20	23	22	20	27	27	15	18
5	5	5	5	5	5	5	5	3	3
13	15	15	18	17	15	22	22	12	15
70	70	68	68	64	64	70	70	70	70

(B)(1) Developing and adopting common standards	40	39.6	39.6
(i) Participating in consortium developing high-quality standards	20	19.6	19.6
(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	18.8	18.8

40	40		40	40		38	38		40	40		40	40	
20	20		20	20		18	18		20	20		20	20	
20	20		20	20		20	20		20	20		20	20	
10	10		10	10		10	10		10	10		10	10	
20	20		18	18		16	16		20	20		20	20	

C. Data Systems to Support Instruction	47	41	40.6
(C)(1) Fully implementing a statewide longitudinal data system	24	20.8	20
(C)(2) Accessing and using State data	5	5	5
(C)(3) Using data to improve instruction	18	15.2	15.6

43	43		40	42		40	40		42	42		40	36	
20	20		20	20		20	20		20	20		24	20	
5	5		5	5		5	5		5	5		5	5	
18	18		15	17		15	15		17	17		11	11	

D. Great Teachers and Leaders	138	112.6	113.8
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	15	15.6
(D)(2) Improving teacher and principal effectiveness based on performance	58	52.4	52.8
(i) Measuring student growth	5	4	4.4
(ii) Developing evaluation systems	15	13.4	13.4
(iii) Conducting annual evaluations	10	9	9
(iv) Using evaluations to inform key decisions	28	26	26
(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	10.2	10.2

121	125		109	111		117	117		126	127		90	89	
16	18		12	12		17	17		17	18		13	13	
58	58		55	57		58	58		57	57		34	34	
5	5		3	5		5	5		4	4		3	3	
15	15		14	14		15	15		15	15		8	8	
10	10		10	10		10	10		10	10		5	5	
28	28		28	28		28	28		28	28		18	18	
17	17		14	14		18	18		22	22		20	20	
10	10		7	7		10	10		12	12		12	12	

(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	8	8
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	11	11.4
(D)(5) Providing effective support to teachers and principals	20	16	15.8

7	7		7	7		8	8		10	10		8	8	
10	12		13	13		12	12		11	11		9	9	
20	20		15	15		12	12		19	19		14	13	

E. Turning Around the Lowest-Achieving Schools	50	44.4	44.2
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10
(E)(2) Turning around the lowest-achieving schools	40	34.4	34.2
(i) Identifying the persistently lowest-achieving schools	5	5	5
(ii) Turning around the persistently lowest-achieving schools	35	29.4	29.2

50	50		38	42		45	40		50	50		39	39	
10	10		10	10		10	10		10	10		10	10	
40	40		28	32		35	30		40	40		29	29	
5	5		5	5		5	5		5	5		5	5	
35	35		23	27		30	25		35	35		24	24	

F. General	55	41.2	41.2
(F)(1) Making education funding a priority	10	8	8
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	29	29
(F)(3) Demonstrating other significant reform conditions	5	4.2	4.2

39	39		36	36		46	46		48	48		37	37	
7	7		7	7		7	7		9	9		10	10	
27	27		24	24		34	34		34	34		26	26	
5	5		5	5		5	5		5	5		1	1	

Subtotal (Calculated before determining whether the applicant met the Competitive Preference Priority on STEM)	485	408.2	408.2
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429	435		400	411		409	395		455	454		348	346	
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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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444	450		415	426		424	410		470	469		363	361	
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Total	500	423.2	423.2
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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		No	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](#)