



# Race to the Top

## Panel Review by Applicant

### For Tennessee, 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>112</b>                 | <b>112</b>                 |
| (A)(1) Articulating State's education reform agenda and LEA's participation in it            | 65         | 63.2                       | 63.2                       |
| (i) Articulating comprehensive, coherent reform agenda                                       | 5          | 4.8                        | 4.8                        |
| (ii) Securing LEA commitment   | 45         | 44.2                       | 44.2                       |
| (iii) Translating LEA participation into statewide impact                                    | 15         | 14.2                       | 14.2                       |
| (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans | 30         | 28.2                       | 28.2                       |
| (i) Ensuring the capacity to implement   | 20         | 18.4                       | 18.4                       |
| (ii) Using broad stakeholder support   | 10         | 9.8                        | 9.8                        |
| (A)(3) Demonstrating significant progress in raising achievement and closing gaps            | 30         | 20.6                       | 20.6                       |
| (i) Making progress in each reform area  | 5          | 4.8                        | 4.8                        |
| (ii) Improving student outcomes  | 25         | 15.8                       | 15.8                       |
| <b>B. Standards and Assessments</b>  | <b>70</b>  | <b>67.6</b>                | <b>68.4</b>                |

| Reviewer 1 |        | Reviewer 2 |        | Reviewer 3 |        | Reviewer 4 |        | Reviewer 5 |        |
|------------|--------|------------|--------|------------|--------|------------|--------|------------|--------|
| Completed  |        |
| Tier 1     | Tier 2 |
| 117        | 117    | 110        | 110    | 114        | 114    | 106        | 106    | 113        | 113    |
| 65         | 65     | 63         | 63     | 64         | 64     | 59         | 59     | 65         | 65     |
| 5          | 5      | 5          | 5      | 5          | 5      | 4          | 4      | 5          | 5      |
| 45         | 45     | 44         | 44     | 44         | 44     | 43         | 43     | 45         | 45     |
| 15         | 15     | 14         | 14     | 15         | 15     | 12         | 12     | 15         | 15     |
| 29         | 29     | 27         | 27     | 28         | 28     | 27         | 27     | 30         | 30     |
| 19         | 19     | 18         | 18     | 18         | 18     | 17         | 17     | 20         | 20     |
| 10         | 10     | 9          | 9      | 10         | 10     | 10         | 10     | 10         | 10     |
| 23         | 23     | 20         | 20     | 22         | 22     | 20         | 20     | 18         | 18     |
| 5          | 5      | 5          | 5      | 4          | 4      | 5          | 5      | 5          | 5      |
| 18         | 18     | 15         | 15     | 18         | 18     | 15         | 15     | 13         | 13     |
| 70         | 70     | 68         | 68     | 70         | 70     | 66         | 66     | 64         | 68     |

|   |    |      |      |
|---|----|------|------|
| (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 | 9.8  | 9.8  |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments | 20 | 17.8 | 18.6 |

|    |    |  |    |    |  |    |    |  |    |    |  |    |    |  |
|----|----|--|----|----|--|----|----|--|----|----|--|----|----|--|
| 40 | 40 |  | 40 | 40 |  | 40 | 40 |  | 40 | 40 |  |    |    |  |
| 20 | 20 |  | 20 | 20 |  | 20 | 20 |  | 20 | 20 |  |    |    |  |
| 20 | 20 |  | 20 | 20 |  | 20 | 20 |  | 20 | 20 |  |    |    |  |
| 10 | 10 |  | 9  | 9  |  | 10 | 10 |  | 10 | 10 |  |    |    |  |
| 20 | 20 |  | 19 | 19 |  | 20 | 20 |  | 16 | 16 |  | 14 | 18 |  |

|  |           |             |             |
|--|-----------|-------------|-------------|
| <b>C. Data Systems to Support Instruction</b>                  | <b>47</b> | <b>43.6</b> | <b>43.6</b> |
| (C)(1) Fully implementing a statewide longitudinal data system | 24        | 24          | 24          |
| (C)(2) Accessing and using State data                          | 5         | 4.8         | 4.8         |
| (C)(3) Using data to improve instruction                       | 18        | 14.8        | 14.8        |

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|----|----|--|----|----|--|----|----|--|----|----|--|----|----|--|
| 44 | 44 |  | 44 | 44 |  | 45 | 45 |  | 41 | 41 |  | 44 | 44 |  |
| 24 | 24 |  | 24 | 24 |  | 24 | 24 |  | 24 | 24 |  | 24 | 24 |  |
| 4  | 4  |  | 5  | 5  |  | 5  | 5  |  | 5  | 5  |  | 5  | 5  |  |
| 16 | 16 |  | 15 | 15 |  | 16 | 16 |  | 12 | 12 |  | 15 | 15 |  |

|  |            |            |            |
|--|------------|------------|------------|
| <b>D. Great Teachers and Leaders</b>   | <b>138</b> | <b>114</b> | <b>114</b> |
| (D)(1) Providing high-quality pathways for aspiring teachers and principals  | 21         | 15         | 15         |
| (D)(2) Improving teacher and principal effectiveness based on performance    | 58         | 53         | 53         |
| (i) Measuring student growth   | 5          | 5          | 5          |
| (ii) Developing evaluation systems   | 15         | 13.6       | 13.6       |
| (iii) Conducting annual evaluations  | 10         | 10         | 10         |
| (iv) Using evaluations to inform key decisions                               | 28         | 24.4       | 24.4       |
| (D)(3) Ensuring equitable distribution of effective teachers and principals  | 25         | 18.4       | 18.4       |
| (i) Ensuring equitable distribution in high-poverty or high-minority schools | 15         | 10.2       | 10.2       |

|     |     |  |     |     |  |     |     |  |     |     |  |     |     |  |
|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|
| 112 | 112 |  | 119 | 119 |  | 115 | 115 |  | 111 | 111 |  | 113 | 113 |  |
| 16  | 16  |  | 15  | 15  |  | 14  | 14  |  | 15  | 15  |  | 15  | 15  |  |
| 53  | 53  |  | 55  | 55  |  | 54  | 54  |  | 50  | 50  |  | 53  | 53  |  |
| 5   | 5   |  | 5   | 5   |  | 5   | 5   |  | 5   | 5   |  | 5   | 5   |  |
| 13  | 13  |  | 15  | 15  |  | 15  | 15  |  | 15  | 15  |  | 10  | 10  |  |
| 10  | 10  |  | 10  | 10  |  | 10  | 10  |  | 10  | 10  |  | 10  | 10  |  |
| 25  | 25  |  | 25  | 25  |  | 24  | 24  |  | 20  | 20  |  | 28  | 28  |  |
| 17  | 17  |  | 20  | 20  |  | 19  | 19  |  | 19  | 19  |  | 17  | 17  |  |
| 11  | 11  |  | 11  | 11  |  | 10  | 10  |  | 9   | 9   |  | 10  | 10  |  |

|  |    |      |      |
|--|----|------|------|
| (ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas | 10 | 8.2  | 8.2  |
| (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   | 15   |

|    |    |  |    |    |  |    |    |  |    |    |  |    |    |  |
|----|----|--|----|----|--|----|----|--|----|----|--|----|----|--|
| 6  | 6  |  | 9  | 9  |  | 9  | 9  |  | 10 | 10 |  | 7  | 7  |  |
| 12 | 12 |  | 13 | 13 |  | 12 | 12 |  | 12 | 12 |  | 14 | 14 |  |
| 14 | 14 |  | 16 | 16 |  | 16 | 16 |  | 15 | 15 |  | 14 | 14 |  |

|   |           |           |           |
|---|-----------|-----------|-----------|
| <b>E. Turning Around the Lowest-Achieving Schools</b>         | <b>50</b> | <b>48</b> | <b>48</b> |
| (E)(1) Intervening in the lowest-achieving schools and LEAs   | 10        | 10        | 10        |
| (E)(2) Turning around the lowest-achieving schools            | 40        | 38        | 38        |
| (i) Identifying the persistently lowest-achieving schools     | 5         | 5         | 5         |
| (ii) Turning around the persistently lowest-achieving schools | 35        | 33        | 33        |

|    |    |  |    |    |  |    |    |  |    |    |  |    |    |  |
|----|----|--|----|----|--|----|----|--|----|----|--|----|----|--|
| 50 | 50 |  | 50 | 50 |  | 45 | 45 |  | 45 | 45 |  | 50 | 50 |  |
| 10 | 10 |  | 10 | 10 |  | 10 | 10 |  | 10 | 10 |  | 10 | 10 |  |
| 40 | 40 |  | 40 | 40 |  | 35 | 35 |  | 35 | 35 |  | 40 | 40 |  |
| 5  | 5  |  | 5  | 5  |  | 5  | 5  |  | 5  | 5  |  | 5  | 5  |  |
| 35 | 35 |  | 35 | 35 |  | 30 | 30 |  | 30 | 30 |  | 35 | 35 |  |

|  |           |             |             |
|--|-----------|-------------|-------------|
| <b>F. General</b>  | <b>55</b> | <b>43.2</b> | <b>43.2</b> |
| (F)(1) Making education funding a priority   | 10        | 8.6         | 8.6         |
| (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools | 40        | 30          | 30          |
| (F)(3) Demonstrating other significant reform conditions   | 5         | 4.6         | 4.6         |

|    |    |  |    |    |  |    |    |  |    |    |  |    |    |  |
|----|----|--|----|----|--|----|----|--|----|----|--|----|----|--|
| 45 | 45 |  | 47 | 47 |  | 40 | 40 |  | 42 | 42 |  | 42 | 42 |  |
| 10 | 10 |  | 10 | 10 |  | 8  | 8  |  | 7  | 7  |  | 8  | 8  |  |
| 30 | 30 |  | 33 | 33 |  | 28 | 28 |  | 30 | 30 |  | 29 | 29 |  |
| 5  | 5  |  | 4  | 4  |  | 4  | 4  |  | 5  | 5  |  | 5  | 5  |  |

|  |            |              |              |
|--|------------|--------------|--------------|
| <b>Subtotal</b><br>(Calculated before determining whether the applicant met the Competitive Preference Priority on STEM) | <b>485</b> | <b>428.4</b> | <b>429.2</b> |
|--|------------|--------------|--------------|

|     |     |  |     |     |  |     |     |  |     |     |  |     |     |  |
|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|
| 438 | 438 |  | 438 | 438 |  | 429 | 429 |  | 411 | 411 |  | 426 | 430 |  |
|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|

|   |    |     |     |
|---|----|-----|-----|
| Competitive Preference Priority 2: Emphasis on STEM | 15 | 15* | 15* |
|---|----|-----|-----|

|    |    |  |    |    |  |    |    |  |    |    |  |   |   |  |
|----|----|--|----|----|--|----|----|--|----|----|--|---|---|--|
| 15 | 15 |  | 15 | 15 |  | 15 | 15 |  | 15 | 15 |  | 0 | 0 |  |
|----|----|--|----|----|--|----|----|--|----|----|--|---|---|--|

|   |     |    |    |
|---|-----|----|----|
| Individual Reviewer Score<br>(see individual reviewer technical review forms) | 500 | -- | -- |
|---|-----|----|----|

|     |     |  |     |     |  |     |     |  |     |     |  |     |     |  |
|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|
| 453 | 453 |  | 453 | 453 |  | 444 | 444 |  | 426 | 426 |  | 426 | 430 |  |
|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|

|              |            |              |              |
|--------------|------------|--------------|--------------|
| <b>Total</b> | <b>500</b> | <b>443.4</b> | <b>444.2</b> |
|--------------|------------|--------------|--------------|

|  |                |  |  |
|--|----------------|--|--|
|  | <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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