



Race to the Top

Panel Review by Applicant

For Alabama, Phase 2



Selection Criteria	Available	Average Total Score	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5
Status			Completed	Completed	Completed	Completed	Completed
A. State Success Factors	125	42.8	60	45	41	22	46
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	21.2	19	27	21	16	23
(i) Articulating comprehensive, coherent reform agenda	5	3	3	3	3	3	3
(ii) Securing LEA commitment	45	10.2	12	12	10	5	12
(iii) Translating LEA participation into statewide impact	15	8	4	12	8	8	8
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	10.6	23	8	8	2	12
(i) Ensuring the capacity to implement	20	7.8	20	6	5	0	8
(ii) Using broad stakeholder support	10	2.8	3	2	3	2	4
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	11	18	10	12	4	11
(i) Making progress in each reform area	5	2.6	3	3	3	1	3
(ii) Improving student outcomes	25	8.4	15	7	9	3	8

B. Standards and Assessments	70	43.2	55	40	42	40	39
(B)(1) Developing and adopting common standards	40	24.2	25	25	22	24	25
(i) Participating in consortium developing high-quality standards	20	20	20	20	20	20	20
(ii) Adopting standards	20	4.2	5	5	2	4	5
(B)(2) Developing and implementing common, high-quality assessments	10	9.2	10	10	10	10	6
(i) Participating in consortium developing high-quality assessments	5	4.6	5	5	5	5	3
(ii) Including a significant number of States	5	4.6	5	5	5	5	3
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	9.8	20	5	10	6	8

C. Data Systems to Support Instruction	47	32	43	27	28	28	34
(C)(1) Fully implementing a statewide longitudinal data system	24	20	20	20	20	20	20
(C)(2) Accessing and using State data	5	2	5	1	1	1	2
(C)(3) Using data to improve instruction	18	10	18	6	7	7	12
(i) Increasing the use of instructional improvement systems	6	3.2	6	2	2	2	4
(ii) Supporting LEAs, schools, and teachers in using instructional	6	3.2	6	2	2	2	4

improvement systems							
(iii) Making the data from instructional improvement systems available to researchers	6	3.6	6	2	3	3	4

D. Great Teachers and Leaders	138	38.8	64	43	24	12	51
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	1.6	0	2	0	1	5
(i) Allowing alternative routes to certification	7	1	0	2	0	0	3
(ii) Using alternative routes to certification	7	0.2	0	0	0	1	0
(iii) Preparing teachers and principals to fill areas of shortage	7	0.4	0	0	0	0	2
(D)(2) Improving teacher and principal effectiveness based on performance	58	13.2	25	12	8	0	21
(i) Measuring student growth	5	2.6	5	2	2	0	4
(ii) Developing evaluation systems	15	4.6	7	5	3	0	8
(iii) Conducting annual evaluations	10	2.2	3	3	1	0	4
(iv) Using evaluations to inform key decisions	28	3.8	10	2	2	0	5
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	5.8	9	7	2	2	9
(i) Ensuring equitable distribution in high-poverty or	15	2.4	4	2	1	0	5

high-minority schools								
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	3.4	5	5	1	2	4	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	7.4	14	8	4	4	7	
(i) Linking student data to credentialing programs and reporting publicly	7	3.8	7	4	2	2	4	
(ii) Expanding effective programs	7	3.6	7	4	2	2	3	
(D)(5) Providing effective support to teachers and principals	20	10.8	16	14	10	5	9	
(i) Providing effective support	10	5.8	8	7	5	3	6	
(ii) Continuously improving the effectiveness of the support	10	5	8	7	5	2	3	

E. Turning Around the Lowest-Achieving Schools	50	40.6	40	41	40	42	40	
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	10	10	10	10	
(E)(2) Turning around the lowest-achieving schools	40	30.6	30	31	30	32	30	
(i) Identifying the persistently lowest-achieving schools	5	5	5	5	5	5	5	
(ii) Turning around the persistently lowest-achieving schools	35	25.6	25	26	25	27	25	

F. General	55	14.6	17	11	12	14	19
(F)(1) Making education funding a priority	10	9.4	10	8	9	10	10
(i) Allocating a consistent percentage of State revenue to education	5	5	5	5	5	5	5
(ii) Equitably funding high-poverty schools	5	4.4	5	3	4	5	5
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	1.8	2	0	0	1	6
(i) Enabling high-performing charter schools "(caps)"	8	0	0	0	0	0	0
(ii) Authorizing and holding charters accountable for outcomes	8	0	0	0	0	0	0
(iii) Equitably funding charter schools	8	0	0	0	0	0	0
(iv) Providing charter schools with equitable access to facilities	8	0	0	0	0	0	0
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	1.8	2	0	0	1	6
(F)(3) Demonstrating other significant reform conditions	5	3.4	5	3	3	3	3

Subtotal (Calculated before determining whether the applicant met the Competitive Preference Priority on STEM)	485	212	279	207	187	158	229
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Competitive Preference Priority 2: Emphasis on	15	0*	15	0	0	0	0
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STEM							
Individual Reviewer Score (see individual reviewer technical review forms)	500	--	294	207	187	158	229

Total	500	212
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	FINAL**		Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5
Absolute Priority - Comprehensive Approach to Education Reform	No		No	No	No	No	No

* 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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