



Race to the Top

Panel Review by Applicant

For California, Phase 2



Selection Criteria	Available	Average Total Score Tier 1	Average Total Score Tier 2	Reviewer 1		Reviewer 2		Reviewer 3		Reviewer 4		Reviewer 5	
				Completed		Completed		Completed		Completed		Completed	
Status				Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2
A. State Success Factors	125	97.2	100	97	103	116	116	91	99	80	80	102	102
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	48.8	51	49	55	60	60	44	49	36	36	55	55
(i) Articulating comprehensive, coherent reform agenda	5	4.8	4.8	5	5	5	5	4	4	5	5	5	5
(ii) Securing LEA commitment	45	32.4	34.6	34	40	40	40	30	35	23	23	35	35
(iii) Translating LEA participation into statewide impact	15	11.6	11.6	10	10	15	15	10	10	8	8	15	15
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	25	25	25	25	28	28	22	22	27	27	23	23
(i) Ensuring the capacity to implement	20	18	18	20	20	20	20	14	14	20	20	16	16
(ii) Using broad stakeholder support	10	7	7	5	5	8	8	8	8	7	7	7	7
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	23.4	24	23	23	28	28	25	28	17	17	24	24
(i) Making progress in each reform area	5	4.6	4.6	5	5	5	5	5	5	4	4	4	4
(ii) Improving	25	18.8	19.4	18	18	23	23	20	23	13	13	20	20

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	5.4	5.4	6	6		6	6		6	6		5	5		4	4	
(iii) Making the data from instructional improvement systems available to researchers	6	5.4	5.4	3	3		6	6		6	6		6	6		6	6	

D. Great Teachers and Leaders	138	107.8	110.4	121	124		125	128		97	97		93	93		103	110	
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	13	13	14	14		16	16		12	12		9	9		14	14	
(i) Allowing alternative routes to certification	7	6	6	7	7		7	7		4	4		5	5		7	7	
(ii) Using alternative routes to certification	7	2.6	2.6	2	2		3	3		4	4		1	1		3	3	
(iii) Preparing teachers and principals to fill areas of shortage	7	4.4	4.4	5	5		6	6		4	4		3	3		4	4	
(D)(2) Improving teacher and principal effectiveness based on performance	58	46.8	48.6	51	54		54	57		42	42		47	47		40	43	
(i) Measuring student growth	5	4.2	4.4	4	5		5	5		5	5		3	3		4	4	
(ii) Developing evaluation systems	15	13.8	14.4	15	15		15	15		12	12		15	15		12	15	
(iii) Conducting annual evaluations	10	6.8	7.4	9	9		7	10		5	5		8	8		5	5	
(iv) Using evaluations to inform key decisions	28	22	22.4	23	25		27	27		20	20		21	21		19	19	
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	20.4	20.4	22	22		25	25		17	17		13	13		25	25	

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	12.6	12.6	15	15		15	15		10	10		8	8		15	15	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	7.8	7.8	7	7		10	10		7	7		5	5		10	10	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	13.2	13.2	14	14		11	11		13	13		14	14		14	14	
(i) Linking student data to credentialing programs and reporting publicly	7	6.4	6.4	7	7		4	4		7	7		7	7		7	7	
(ii) Expanding effective programs	7	6.8	6.8	7	7		7	7		6	6		7	7		7	7	
(D)(5) Providing effective support to teachers and principals	20	14.4	15.2	20	20		19	19		13	13		10	10		10	14	
(i) Providing effective support	10	8	8.8	10	10		9	9		8	8		7	7		6	10	
(ii) Continuously improving the effectiveness of the support	10	6.4	6.4	10	10		10	10		5	5		3	3		4	4	

E. Turning Around the Lowest-Achieving Schools	50	45.8	45.8	45	45		50	50		44	44		45	45		45	45	
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	10	10		10	10		10	10		10	10		10	10	
(E)(2) Turning around the lowest-achieving schools	40	35.8	35.8	35	35		40	40		34	34		35	35		35	35	
(i) Identifying the persistently lowest-achieving schools	5	4.8	4.8	5	5		5	5		4	4		5	5		5	5	
(ii) Turning	35	31	31	30	30		35	35		30	30		30	30		30	30	

