



Race to the Top

Panel Review by Applicant

For Georgia, 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		
				<i>Completed</i>		<i>Completed</i>		<i>Completed</i>		<i>Completed</i>		<i>Completed</i>		
<i>Status</i>				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	103.2	104.4	113	113	98	98	108	111	93	93	104	107	
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	53.4	54.6	61	61	56	56	52	55	46	46	52	55	
(i) Articulating comprehensive, coherent reform agenda	5	4.8	4.8	5	5	5	5	5	5	4	4	5	5	
(ii) Securing LEA commitment	45	36.2	37.4	42	42	39	39	35	38		30	30	35	38
(iii) Translating LEA participation into statewide impact	15	12.4	12.4	14	14	12	12	12	12		12	12	12	12
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	25	25	28	28	20	20	28	28	22	22	27	27	
(i) Ensuring the capacity to implement	20	18.4	18.4	20	20	15	15	20	20	17	17	20	20	
(ii) Using broad stakeholder support	10	6.6	6.6	8	8	5	5	8	8	5	5	7	7	
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	24.8	24.8	24	24	22	22	28	28	25	25	25	25	
(i) Making progress in each reform area	5	4.8	4.8	5	5	4	4	5	5	5	5	5	5	
(ii) Improving	25	20	20	19	19	18	18	23	23	20	20	20	20	

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	4	4.4	4	4		3	5		4	4		3	3		6	6
(iii) Making the data from instructional improvement systems available to researchers	6	5	5.4	5	5		3	5		5	5		6	6		6	6

D. Great Teachers and Leaders	138	117	119.8	121	123		109	114		123	125		114	117		118	120
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	16.6	16.6	17	17		16	16		18	18		16	16		16	16
(i) Allowing alternative routes to certification	7	7	7	7	7		7	7		7	7		7	7		7	7
(ii) Using alternative routes to certification	7	5.4	5.4	5	5		5	5		7	7		5	5		5	5
(iii) Preparing teachers and principals to fill areas of shortage	7	4.2	4.2	5	5		4	4		4	4		4	4		4	4
(D)(2) Improving teacher and principal effectiveness based on performance	58	53	54.8	52	54		51	51		55	57		53	56		54	56
(i) Measuring student growth	5	5	5	5	5		5	5		5	5		5	5		5	5
(ii) Developing evaluation systems	15	14	14	14	14		13	13		15	15		13	13		15	15
(iii) Conducting annual evaluations	10	9.4	9.4	9	9		8	8		10	10		10	10		10	10
(iv) Using evaluations to inform key decisions	28	24.6	26.4	24	26		25	25		25	27		25	28		24	26
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	18.6	18.6	22	22		19	19		17	17		15	15		20	20

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	12	12	15	15		13	13		10	10		10	10		12	12	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	6.6	6.6	7	7		6	6		7	7		5	5		8	8	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	10.8	10.8	11	11		10	10		13	13		10	10		10	10	
(i) Linking student data to credentialing programs and reporting publicly	7	5.4	5.4	6	6		5	5		6	6		5	5		5	5	
(ii) Expanding effective programs	7	5.4	5.4	5	5		5	5		7	7		5	5		5	5	
(D)(5) Providing effective support to teachers and principals	20	18	19	19	19		13	18		20	20		20	20		18	18	
(i) Providing effective support	10	9	10	10	10		5	10		10	10		10	10		10	10	
(ii) Continuously improving the effectiveness of the support	10	9	9	9	9		8	8		10	10		10	10		8	8	

E. Turning Around the Lowest-Achieving Schools	50	47.6	48.2	47	47		48	48		45	48		48	48		50	50	
(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	37.6	38.2	37	37		38	38		35	38		38	38		40	40	
(i) Identifying the persistently lowest-achieving schools	5	5	5	5	5		5	5		5	5		5	5		5	5	
(ii) Turning	35	32.6	33.2	32	32		33	33		30	33		33	33		35	35	

around the persistently lowest-achieving schools

F. General	55	46.2	46.2	48	48	44	44	48	48	50	50	41	41
(F)(1) Making education funding a priority	10	9.8	9.8	10	10	9	9	10	10	10	10	10	10
(i) Allocating a consistent percentage of State revenue to education	5	5	5	5	5	5	5	5	5	5	5	5	5
(ii) Equitably funding high-poverty schools	5	4.8	4.8	5	5	4	4	5	5	5	5	5	5
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	32.8	32.8	34	34	32	32	34	34	36	36	28	28
(i) Enabling high-performing charter schools "(caps)"	8	8	8	8	8	8	8	8	8	8	8	8	8
(ii) Authorizing and holding charters accountable for outcomes	8	7.6	7.6	8	8	6	6	8	8	8	8	8	8
(iii) Equitably funding charter schools	8	8	8	8	8	8	8	8	8	8	8	8	8
(iv) Providing charter schools with equitable access to facilities	8	6	6	6	6	6	6	6	6	8	8	4	4
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	3.2	3.2	4	4	4	4	4	4	4	4	0	0
(F)(3) Demonstrating other significant reform conditions	5	3.6	3.6	4	4	3	3	4	4	4	4	3	3

Subtotal (Calculated before determining whether the	485	425.6	431.4	441	443	405	416	438	446	419	422	425	430
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