



Race to the Top

Panel Review by Applicant

For Hawaii, 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	113	115.6	118	120	120	123	113	113	110	113	104	109
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	61	62.2	65	65	60	63	60	60	61	61	59	62
(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	42.8	43.4	45	45	45	45	40	40	45	45	39	42
(iii) Translating LEA participation into statewide impact	15	13.4	14	15	15	10	13	15	15	12	12	15	15
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	29.2	29.6	30	30	30	30	30	30	28	28	28	30
(i) Ensuring the capacity to implement	20	19.6	19.6	20	20	20	20	20	20	18	18	20	20
(ii) Using broad stakeholder support	10	9.6	10	10	10	10	10	10	10	10	10	8	10
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	22.8	23.8	23	25	30	30	23	23	21	24	17	17
(i) Making progress in each reform area	5	4.4	4.4	5	5	5	5	5	5	4	4	3	3
(ii) Improving	25	18.4	19.4	18	20	25	25	18	18	17	20	14	14

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	4.8	4.8	5	5		6	6		6	6		4	4		3	3
(iii) Making the data from instructional improvement systems available to researchers	6	5.8	5.8	6	6		5	5		6	6		6	6		6	6

D. Great Teachers and Leaders	138	121.8	122.4	122	122		120	123		123	123		125	125		119	119
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	13.6	13.8	15	15		11	12		11	11		18	18		13	13
(i) Allowing alternative routes to certification	7	5.4	5.4	5	5		4	4		4	4		7	7		7	7
(ii) Using alternative routes to certification	7	3.6	3.6	4	4		3	3		3	3		5	5		3	3
(iii) Preparing teachers and principals to fill areas of shortage	7	4.6	4.8	6	6		4	5		4	4		6	6		3	3
(D)(2) Improving teacher and principal effectiveness based on performance	58	54.6	54.6	50	50		58	58		58	58		49	49		58	58
(i) Measuring student growth	5	4.8	4.8	4	4		5	5		5	5		5	5		5	5
(ii) Developing evaluation systems	15	13.8	13.8	13	13		15	15		15	15		11	11		15	15
(iii) Conducting annual evaluations	10	10	10	10	10		10	10		10	10		10	10		10	10
(iv) Using evaluations to inform key decisions	28	26	26	23	23		28	28		28	28		23	23		28	28
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	23.6	23.6	25	25		20	20		25	25		25	25		23	23

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	14.4	14.4	15	15		12	12		15	15		15	15		15	15
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	9.2	9.2	10	10		8	8		10	10		10	10		8	8
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	11.6	11.6	12	12		14	14		9	9		14	14		9	9
(i) Linking student data to credentialing programs and reporting publicly	7	5.8	5.8	5	5		7	7		5	5		7	7		5	5
(ii) Expanding effective programs	7	5.8	5.8	7	7		7	7		4	4		7	7		4	4
(D)(5) Providing effective support to teachers and principals	20	18.4	18.8	20	20		17	19		20	20		19	19		16	16
(i) Providing effective support	10	9	9	10	10		9	9		10	10		9	9		7	7
(ii) Continuously improving the effectiveness of the support	10	9.4	9.8	10	10		8	10		10	10		10	10		9	9

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

around the persistently lowest-achieving schools

F. General	55	48	48.4	44	44	53	53	52	52	43	43	48	50
(F)(1) Making education funding a priority	10	9.8	9.8	10	10	10	10	10	10	9	9	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	5	5	5	5	4	4	5	5
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	33.4	33.8	30	30	38	38	37	37	29	29	33	35
(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	8	8	8	8	8	8	8	8	8	6	8
(iii) Equitably funding charter schools	8	5.8	5.8	4	4	8	8	8	8	4	4	5	5
(iv) Providing charter schools with equitable access to facilities	8	6.6	6.6	5	5	8	8	8	8	4	4	8	8
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	5.4	5.4	5	5	6	6	5	5	5	5	6	6
(F)(3) Demonstrating other significant reform conditions	5	4.8	4.8	4	4	5	5	5	5	5	5	5	5

Subtotal (Calculated before determining whether the	485	442.6	447.4	448	450	457	463	448	448	434	440	426	436
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