



# Race to the Top

## Panel Review by Applicant

### For Illinois, 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						
<b>A. State Success Factors</b>	<b>125</b>	<b>100.4</b>	<b>102.6</b>	<b>90</b>	<b>99</b>	<b>95</b>	<b>97</b>	<b>96</b>	<b>97</b>	<b>117</b>	<b>111</b>	<b>104</b>	<b>109</b>
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	53.4	52.8	54	54	50	50	50	51	57	53	56	56
(i) Articulating comprehensive, coherent reform agenda	5	4.4	4.8	5	5	5	5	4	5		4	5	
(ii) Securing LEA commitment	45	35.6	34.6	34	34	30	30	34	34	40	35		40
(iii) Translating LEA participation into statewide impact	15	13.4	13.4	15	15	15	15	12	12	13	13		12
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	23.4	26.2	16	25	24	26	22	22	30	28		25
(i) Ensuring the capacity to implement	20	14.8	17	6	15		16	18		14	14		20
(ii) Using broad stakeholder support	10	8.6	9.2	10	10		8	8		8	8		10
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	23.6	23.6	20	20	21	21	24	24	30	30		23
(i) Making progress in each reform area	5	5	5	5	5		5	5		5	5		5
(ii) Improving	25	18.6	18.6	15	15		16	16		19	19		25



(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	5.8	5.8	6	6		6	6		6	6		5	5		6	6
(iii) Making the data from instructional improvement systems available to researchers	6	5.4	5.8	6	6		4	6		6	6		5	5		6	6

<b>D. Great Teachers and Leaders</b>	<b>138</b>	<b>109.6</b>	<b>110.6</b>	<b>95</b>	<b>98</b>		<b>98</b>	<b>101</b>		<b>118</b>	<b>118</b>		<b>122</b>	<b>117</b>		<b>115</b>	<b>119</b>
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	17.8	18.2	18	19		14	14		17	18		20	20		20	20
(i) Allowing alternative routes to certification	7	6.6	6.6	7	7		7	7		5	5		7	7		7	7
(ii) Using alternative routes to certification	7	5.2	5.6	6	7		2	2		5	6		7	7		6	6
(iii) Preparing teachers and principals to fill areas of shortage	7	6	6	5	5		5	5		7	7		6	6		7	7
(D)(2) Improving teacher and principal effectiveness based on performance	58	46.2	47.4	42	42		43	46		47	47		51	50		48	52
(i) Measuring student growth	5	2.8	3.2	2	2		2	5		3	3		4	3		3	3
(ii) Developing evaluation systems	15	11.4	12.2	7	7		15	15		11	11		13	13		11	15
(iii) Conducting annual evaluations	10	7.4	7.4	5	5		8	8		7	7		8	8		9	9
(iv) Using evaluations to inform key decisions	28	24.6	24.6	28	28		18	18		26	26		26	26		25	25
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	19.4	18.6	18	18		13	13		22	20		23	21		21	21

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	12.4	11.6	15	15		8	8		12	10		14	12		13	13
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	7	7	3	3		5	5		10	10		9	9		8	8
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	10.4	10.8	7	9		10	10		14	14		10	10		11	11
(i) Linking student data to credentialing programs and reporting publicly	7	6.6	6.6	7	7		6	6		7	7		6	6		7	7
(ii) Expanding effective programs	7	3.8	4.2	0	2		4	4		7	7		4	4		4	4
(D)(5) Providing effective support to teachers and principals	20	15.8	15.6	10	10		18	18		18	19		18	16		15	15
(i) Providing effective support	10	7.6	7.6	5	5		8	8		8	9		9	8		8	8
(ii) Continuously improving the effectiveness of the support	10	8.2	8	5	5		10	10		10	10		9	8		7	7

<b>E. Turning Around the Lowest-Achieving Schools</b>	<b>50</b>	<b>44.4</b>	<b>46.4</b>	<b>25</b>	<b>40</b>		<b>50</b>	<b>50</b>		<b>50</b>	<b>45</b>		<b>47</b>	<b>47</b>		<b>50</b>	<b>50</b>
(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	34.4	36.4	15	30		40	40		40	35		37	37		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	29.4	31.4	10	25		35	35		35	30		32	32		35	35

around the persistently lowest-achieving schools

<b>F. General</b>	<b>55</b>	<b>46.2</b>	<b>45</b>	<b>41</b>	<b>41</b>		<b>49</b>	<b>47</b>		<b>45</b>	<b>43</b>		<b>53</b>	<b>51</b>		<b>43</b>	<b>43</b>
(F)(1) Making education funding a priority	10	9.6	9.6	10	10		10	10		8	8		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	4.6	4.6	5	5		5	5		3	3		5	5		5	5
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	31.6	30.4	26	26		34	32		32	30		38	36		28	28
(i) Enabling high-performing charter schools "(caps)"	8	5.4	5.4	2	2		6	6		5	5		8	8		6	6
(ii) Authorizing and holding charters accountable for outcomes	8	6.8	6.8	8	8		6	6		8	8		7	7		5	5
(iii) Equitably funding charter schools	8	6.8	6.8	8	8		6	6		5	5		8	8		7	7
(iv) Providing charter schools with equitable access to facilities	8	7.8	7.8	8	8		8	8		8	8		7	7		8	8
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	4.8	3.6	0	0		8	6		6	4		8	6		2	2
(F)(3) Demonstrating other significant reform conditions	5	5	5	5	5		5	5		5	5		5	5		5	5

<b>Subtotal (Calculated before determining whether the</b>	<b>485</b>	<b>406.4</b>	<b>411.6</b>	<b>361</b>	<b>388</b>		<b>389</b>	<b>398</b>		<b>417</b>	<b>411</b>		<b>448</b>	<b>435</b>		<b>417</b>	<b>426</b>
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