



Race to the Top

Panel Review by Applicant

For Kentucky, 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						
A. State Success Factors	125	104.6	107.6	99	104	106	106	118	125	107	110	93	93
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	57.2	57.4	59	59	59	59	64	65	62	62	42	42
(i) Articulating comprehensive, coherent reform agenda	5	4.8	5	5	5	5	5	4	5		5	5	5
(ii) Securing LEA commitment	45	40.4	40.4	45	45	42	42	45	45	45	45	25	25
(iii) Translating LEA participation into statewide impact	15	12	12	9	9	12	12	15	15	12	12	12	12
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	27.8	27.8	26	26	28	28	30	30	25	25	30	30
(i) Ensuring the capacity to implement	20	17.8	17.8	16	16	18	18	20	20	15	15	20	20
(ii) Using broad stakeholder support	10	10	10	10	10	10	10	10	10	10	10	10	10
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	19.6	22.4	14	19	19	19	24	30	20	23	21	21
(i) Making progress in each reform area	5	4.2	4.2	3	3	5	5	5	5	5	5	3	3
(ii) Improving	25	15.4	18.2	11	16		14	14	19	25		15	18

student outcomes															
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B. Standards and Assessments	70	67	67	68	68	70	70	68	68	67	67	62	62
(B)(1) Developing and adopting common standards	40	40	40	40	40	40	40	40	40	40	40	40	40
(i) Participating in consortium developing high-quality standards	20	20	20	20	20	20	20	20	20	20	20	20	20
(ii) Adopting standards	20	20	20	20	20	20	20	20	20	20	20	20	20
(B)(2) Developing and implementing common, high-quality assessments	10	9.8	9.8	10	10	10	10	10	10	10	10	9	9
(i) Participating in consortium developing high-quality assessments	5	4.8	4.8	5	5	5	5	5	5	5	5	4	4
(ii) Including a significant number of States	5	5	5	5	5	5	5	5	5	5	5	5	5
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	17.2	17.2	18	18	20	20	18	18	17	17	13	13

C. Data Systems to Support Instruction	47	42.6	43.2	43	44	47	47	47	47	43	43	33	35
(C)(1) Fully implementing a statewide longitudinal data system	24	22	22.4	24	24	24	24	24	24	24	24	14	16
(C)(2) Accessing and using State data	5	4.4	4.4	4	4	5	5	5	5	4	4	4	4
(C)(3) Using data to improve instruction	18	16.2	16.4	15	16	18	18	18	18	15	15	15	15
(i) Increasing the use of instructional improvement systems	6	5.4	5.4	5	5	6	6	6	6	5	5	5	5

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	5	5.2	4	5		6	6		6	6		5	5		4	4
(iii) Making the data from instructional improvement systems available to researchers	6	5.8	5.8	6	6		6	6		6	6		5	5		6	6

D. Great Teachers and Leaders	138	112.6	113.2	110	113		126	124		134	136		99	99		94	94
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	18	18.2	16	17		18	18		21	21		17	17		18	18
(i) Allowing alternative routes to certification	7	6.4	6.4	6	6		6	6		7	7		6	6		7	7
(ii) Using alternative routes to certification	7	6.2	6.2	6	6		6	6		7	7		7	7		5	5
(iii) Preparing teachers and principals to fill areas of shortage	7	5.4	5.6	4	5		6	6		7	7		4	4		6	6
(D)(2) Improving teacher and principal effectiveness based on performance	58	48.2	48.2	54	56		51	49		56	56		40	40		40	40
(i) Measuring student growth	5	4.6	4.6	5	5		5	5		5	5		3	3		5	5
(ii) Developing evaluation systems	15	10.4	10.4	11	13		12	10		13	13		9	9		7	7
(iii) Conducting annual evaluations	10	8.8	8.8	10	10		10	10		10	10		7	7		7	7
(iv) Using evaluations to inform key decisions	28	24.4	24.4	28	28		24	24		28	28		21	21		21	21
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	15.8	15.8	11	11		23	23		25	25		14	14		6	6

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	9.4	9.4	7	7		13	13		15	15		8	8		4	4
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	6.4	6.4	4	4		10	10		10	10		6	6		2	2
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	12.8	12.8	12	12		14	14		14	14		14	14		10	10
(i) Linking student data to credentialing programs and reporting publicly	7	6.4	6.4	7	7		7	7		7	7		7	7		4	4
(ii) Expanding effective programs	7	6.4	6.4	5	5		7	7		7	7		7	7		6	6
(D)(5) Providing effective support to teachers and principals	20	17.8	18.2	17	17		20	20		18	20		14	14		20	20
(i) Providing effective support	10	9	9.4	10	10		10	10		8	10		7	7		10	10
(ii) Continuously improving the effectiveness of the support	10	8.8	8.8	7	7		10	10		10	10		7	7		10	10

E. Turning Around the Lowest-Achieving Schools	50	44.8	45.4	47	47		42	40		45	50		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	34.8	35.4	37	37		32	30		35	40		35	35		35	35
(i) Identifying the persistently lowest-achieving schools	5	5	5	5	5		5	5		5	5		5	5		5	5
(ii) Turning	35	29.8	30.4	32	32		27	25		30	35		30	30		30	30

around the persistently lowest-achieving schools

F. General	55	21	21	20	20	23	23	21	21	20	20	21	21
(F)(1) Making education funding a priority	10	8.2	8.2	8	8	10	10	8	8	7	7	8	8
(i) Allocating a consistent percentage of State revenue to education	5	4.8	4.8	5	5	5	5	5	5	4	4	5	5
(ii) Equitably funding high-poverty schools	5	3.4	3.4	3	3	5	5	3	3	3	3	3	3
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	8	8	8	8	8	8	8	8	8	8	8	8
(i) Enabling high-performing charter schools "(caps)"	8	0	0	0	0	0	0	0	0	0	0	0	0
(ii) Authorizing and holding charters accountable for outcomes	8	0	0	0	0	0	0	0	0	0	0	0	0
(iii) Equitably funding charter schools	8	0	0	0	0	0	0	0	0	0	0	0	0
(iv) Providing charter schools with equitable access to facilities	8	0	0	0	0	0	0	0	0	0	0	0	0
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	8	8	8	8	8	8	8	8	8	8	8	8
(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	392.6	397.4	387	396	414	410	433	447	381	384	348	350
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