



# Race to the Top Panel Review by Applicant For Maryland, 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								
<b>A. State Success Factors</b>	<b>125</b>	<b>107</b>	<b>111.2</b>	<b>101</b>	<b>111</b>	<b>98</b>	<b>103</b>	<b>115</b>	<b>117</b>	<b>112</b>	<b>112</b>	<b>109</b>	<b>113</b>
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	52.2	55.4	47	57	45	50	58	59	55	55	56	56
(i) Articulating comprehensive, coherent reform agenda	5	5	5	5	5	5	5	5	5	5	5	5	5
(ii) Securing LEA commitment	45	35	38	30	40	30	35	40	40	35	35	40	40
(iii) Translating LEA participation into statewide impact	15	12.2	12.4	12	12	10	10	13	14	15	15	11	11
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	27.4	27.6	27	27	25	25	29	29	28	28	28	29
(i) Ensuring the capacity to implement	20	20	20	20	20	20	20	20	20	20	20	20	20
(ii) Using broad stakeholder support	10	7.4	7.6	7	7	5	5	9	9	8	8	8	9
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	27.4	28.2	27	27	28	28	28	29	29	29	25	28
(i) Making progress in each reform area	5	5	5	5	5	5	5	5	5	5	5	5	5
(ii) Improving	25	22.4	23.2	22	22	23	23	23	24	24	24	20	23



(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	6	6	6	6		6	6		6	6		6	6				
(iii) Making the data from instructional improvement systems available to researchers	6	5.2	4.4	6	4		3	3		6	6		6	6		5	3	

<b>D. Great Teachers and Leaders</b>	<b>138</b>	<b>127.2</b>	<b>126.2</b>	<b>132</b>	<b>130</b>		<b>116</b>	<b>116</b>		<b>127</b>	<b>127</b>		<b>136</b>	<b>136</b>		<b>125</b>	<b>122</b>	
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	19.8	19.8	20	20		19	19		20	20		21	21		19	19	
(i) Allowing alternative routes to certification	7	6.8	6.8	6	6		7	7		7	7		7	7		7	7	
(ii) Using alternative routes to certification	7	6.8	6.8	7	7		7	7		7	7		7	7		6	6	
(iii) Preparing teachers and principals to fill areas of shortage	7	6.2	6.2	7	7		5	5		6	6		7	7		6	6	
(D)(2) Improving teacher and principal effectiveness based on performance	58	54	53	55	53		47	47		55	55		58	58		55	52	
(i) Measuring student growth	5	5	5	5	5		5	5		5	5		5	5		5	5	
(ii) Developing evaluation systems	15	15	15	15	15		15	15		15	15		15	15		15	15	
(iii) Conducting annual evaluations	10	9.4	8.4	10	8		7	7		10	10		10	10		10	7	
(iv) Using evaluations to inform key decisions	28	24.6	24.6	25	25		20	20		25	25		28	28		25	25	
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	22.4	22.4	23	23		19	19		25	25		25	25		20	20	



(ii) Turning around the persistently lowest-achieving schools	35	30.8	31.2	30	30		30	30		31	33		33	33		30	30
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<b>F. General</b>	<b>55</b>	<b>40.8</b>	<b>40.8</b>	<b>46</b>	<b>46</b>		<b>32</b>	<b>32</b>		<b>43</b>	<b>43</b>		<b>37</b>	<b>37</b>		<b>46</b>	<b>46</b>
(F)(1) Making education funding a priority	10	8.2	8.2	10	10		6	6		8	8		9	9		8	8
(i) Allocating a consistent percentage of State revenue to education	5	4.4	4.4	5	5		3	3		4	4		5	5		5	5
(ii) Equitably funding high-poverty schools	5	3.8	3.8	5	5		3	3		4	4		4	4		3	3
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	27.6	27.6	31	31		21	21		30	30		23	23		33	33
(i) Enabling high-performing charter schools "(caps)"	8	4	4	4	4		4	4		5	5		3	3		4	4
(ii) Authorizing and holding charters accountable for outcomes	8	4.2	4.2	4	4		2	2		5	5		3	3		7	7
(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	5.6	5.6	8	8		2	2		6	6		4	4		8	8
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	5.8	5.8	7	7		5	5		6	6		5	5		6	6
(F)(3) Demonstrating other significant reform conditions	5	5	5	5	5		5	5		5	5		5	5		5	5

<b>Subtotal (Calculated before)</b>	<b>485</b>	<b>432.2</b>	<b>435</b>	<b>437</b>	<b>443</b>		<b>401</b>	<b>406</b>		<b>442</b>	<b>446</b>		<b>446</b>	<b>446</b>		<b>435</b>	<b>434</b>
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