Race to the Top
Panel Review by Applicant
For Massachusetts, Phase 2

Selection Criteria / Status	Available	Average Total Score Tier 1	Average Total Score Tier 2	Reviewer 1 Completed		Reviewer 2 Completed		Reviewer 3 Completed		Reviewer 4 Completed		Reviewer 5 Completed	
				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**	*115*	*115.4*	120	120	105	105	115	115	115	117	120	120
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	57	57.4	60	60	48	48	60	60	57	59	60	60
(i) Articulating comprehensive, coherent reform agenda	*5*	*5*	*5*	*5*	5	*5*	5	*5*	5	*5*	5	*5*	5
(ii) Securing LEA commitment	*45*	*38.6*	*39*	*40*	40	*35*	35	*40*	40	*38*	40	*40*	40
(iii) Translating LEA participation into statewide impact	*15*	*13.4*	*13.4*	*15*	15	*8*	8	*15*	15	*14*	14	*15*	15
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	29	29	30	30	30	30	27	27	28	28	30	30
(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*	*9*	*9*	*10*	10	*10*	10	*7*	7	*8*	8	*10*	10
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	29	29	30	30	27	27	28	28	30	30	30	30
(i) Making progress in each reform area	*5*	*5*	*5*	*5*	5	*5*	5	*5*	5	*5*	5	*5*	5

(ii) Improving student outcomes	25	24	24	25	25	22	22	23	23	25	25	25	25
B. Standards and Assessments	**70**	**69.8**	**69.8**	**70**	**70**	**70**	**70**	**70**	**70**	**69**	**69**	**70**	**70**
(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	10	10	10	10	10	10	10	10	10	10	10	10
(i) Participating in consortium developing high-quality assessments	5	5	5	5	5	5	5	5	5	5	5	5	5
(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	19.8	19.8	20	20	20	20	20	20	19	19	20	20
C. Data Systems to Support Instruction	**47**	**45**	**44.4**	**45**	**44**	**45**	**45**	**41**	**41**	**47**	**47**	**47**	**45**
(C)(1) Fully implementing a statewide longitudinal data system	24	24	24	24	24	24	24	24	24	24	24	24	24
(C)(2) Accessing and using State data	5	5	5	5	5	5	5	5	5	5	5	5	5
(C)(3) Using data to improve instruction	18	16	15.4	16	15	16	16	12	12	18	18	18	16
(i) Increasing the use of instructional	6	5	5	6	6	5	5	2	2	6	6	6	6

improvement systems													
(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	5.8	5.8	6	6	5	5	6	6	6	6	6	6
(iii) Making the data from instructional improvement systems available to researchers	6	5.2	4.6	4	3	6	6	4	4	6	6	6	4
D. Great Teachers and Leaders	**138**	*126.2*	*126.8*	**131**	**134**	**106**	**106**	**125**	**125**	**134**	**134**	**135**	**135**
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	21	21	21	21	21	21	21	21	21	21	21	21
(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	7	7	7	7	7	7	7	7	7	7	7	7
(iii) Preparing teachers and principals to fill areas of shortage	7	7	7	7	7	7	7	7	7	7	7	7	7
(D)(2) Improving teacher and principal effectiveness based on performance	58	53	53	58	58	42	42	53	53	54	54	58	58
(i) Measuring student growth	5	4.6	4.6	5	5	3	3	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	9.2	9.2	10	10	6	6	10	10	10	10	10	10
(iv) Using evaluations to inform key decisions	28	24.2	24.2	28	28	18	18	23	23	24	24	28	28
(D)(3) Ensuring equitable	25	23.2	23.2	25	25	17	17	25	25	25	25	24	24

	Available												
distribution of effective teachers and principals													
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	13.8	13.8	15	15	10	10	15	15	15	15	14	14
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	9.4	9.4	10	10	7	7	10	10	10	10	10	10
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	12.6	12.6	13	13	11	11	12	12	14	14	13	13
(i) Linking student data to credentialing programs and reporting publicly	7	6.6	6.6	7	7	7	7	6	6	7	7	6	6
(ii) Expanding effective programs	7	6	6	6	6	4	4	6	6	7	7	7	7
(D)(5) Providing effective support to teachers and principals	20	16.4	17	14	17	15	15	14	14	20	20	19	19
(i) Providing effective support	10	8.4	9	7	10	■ 8	8	7	7	10	10	10	10
(ii) Continuously improving the effectiveness of the support	10	8	8	7	7	7	7	7	7	10	10	9	9
E. Turning Around the Lowest-Achieving Schools	**50**	*48*	*49.6*	**45**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**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	38	39.6	35	40	40	40	40	40	40	40	35	38
(i) Identifying the persistently	5	5	5	5	5	5	5	5	5	5	5	5	5

lowest-achieving schools																		
(ii) Turning around the persistently lowest-achieving schools	*35*		*33*		*34.6*	*30*	35	■	*35*	35		*35*	35		*35*	35		*30*	33	■

F. General	**55**		*50*		*50*	51	51		48	48		52	52		49	49		50	50	
(F)(1) Making education funding a priority	10		10		10	10	10		10	10		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*		*5*		*5*	*5*	5		*5*	5		*5*	5		*5*	5		*5*	5	
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40		35.4		35.4	36	36		33	33		37	37		36	36		35	35	
(i) Enabling high-performing charter schools "(caps)"	*8*		*4.4*		*4.4*	*4*	4		*4*	4		*5*	5		*5*	5		*4*	4	
(ii) Authorizing and holding charters accountable for outcomes	*8*		*8*		*8*	*8*	8		*8*	8		*8*	8		*8*	8		*8*	8	
(iii) Equitably funding charter schools	*8*		*7.2*		*7.2*	*8*	8		*6*	6		*8*	8		*7*	7		*7*	7	
(iv) Providing charter schools with equitable access to facilities	*8*		*8*		*8*	*8*	8		*8*	8		*8*	8		*8*	8		*8*	8	
(v) Enabling LEAs to operate other innovative, autonomous public schools	*8*		*7.8*		*7.8*	*8*	8		*7*	7		*8*	8		*8*	8		*8*	8	
(F)(3) Demonstrating other significant reform conditions	5		4.6		4.6	5	5		5	5		5	5		3	3		5	5	

Subtotal (Calculated before determining whether the applicant met the Competitive Preference Priority on STEM)	485	454	456	462	469	424	424	453	453	464	466	467	468

Competitive Preference Priority 2: Emphasis on STEM	15	15*	15*	15	15	15	15	15	15	15	15	15	15
Individual Reviewer Score (see individual reviewer technical review forms)	500	--	--	477	484	439	439	468	468	479	481	482	483

Total	500	469	471

	FINAL**			Reviewer 1		Reviewer 2		Reviewer 3		Reviewer 4		Reviewer 5	
Absolute Priority - Comprehensive Approach to Education Reform	Yes			Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

* Applicants are eligible for either 0 or 15 points in Competitive Preference Priority 2: Emphasis on STEM. The total awarded to the applicant is not based on an average of individual reviewer scores in this section. Rather, 15 points are added to the applicant's Average Total Score if a majority of reviewers determined that the applicant has met the STEM criteria (indicated by the individual reviewer entering 15 points in that field). If a majority of reviewers award 0 points in this area, 0 points are added to the applicant's Average Total Score.

** The applicant will be determined to have met the absolute priority if the majority of reviewers responded "yes".

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