



Race to the Top

Panel Review by Applicant

For New Jersey, 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	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2				
A. State Success Factors	125	92.8	104	108	108	78	106	105	115	99	103	74	88				
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	42	50.6	53	53	36	51	51	61	46	50	24	38				
(i) Articulating comprehensive, coherent reform agenda	5	5	5	5	5	5	5	5	5	5	5	5	5				
(ii) Securing LEA commitment	45	27	33.8	33	33	25	35		33	43		29	33		15	25	
(iii) Translating LEA participation into statewide impact	15	10	11.8	15	15	6	11		13	13		12	12		4	8	
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	24.8	27.4	27	27	15	28		30	30		28	28		24	24	
(i) Ensuring the capacity to implement	20	18	20	20	20	10	20		20	20		20	20		20	20	
(ii) Using broad stakeholder support	10	6.8	7.4	7	7	5	8		10	10		8	8		4	4	
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	26	26	28	28	27	27		24	24		25	25		26	26	
(i) Making progress in each reform area	5	4.8	4.8	5	5	5	5		5	5		5	5		4	4	
(ii) Improving	25	21.2	21.2	23	23	22	22		19	19		20	20		22	22	

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	4.4	5	3	6		3	3		6	6		4	4		6	6
(iii) Making the data from instructional improvement systems available to researchers	6	3.6	3.6	3	3		3	3		6	6		3	3		3	3

D. Great Teachers and Leaders	138	122.2	124.4	122	126		123	128		130	130		116	118		120	120
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	16.6	17.2	18	18		15	16		16	16		16	18		18	18
(i) Allowing alternative routes to certification	7	5.8	6.4	7	7		6	7		6	6		4	6		6	6
(ii) Using alternative routes to certification	7	6.4	6.4	7	7		5	5		6	6		7	7		7	7
(iii) Preparing teachers and principals to fill areas of shortage	7	4.4	4.4	4	4		4	4		4	4		5	5		5	5
(D)(2) Improving teacher and principal effectiveness based on performance	58	53.2	53.6	53	55		53	53		56	56		53	53		51	51
(i) Measuring student growth	5	4.2	4.2	5	5		4	4		4	4		4	4		4	4
(ii) Developing evaluation systems	15	14.8	14.8	15	15		15	15		15	15		15	15		14	14
(iii) Conducting annual evaluations	10	9	9.4	8	10		10	10		9	9		10	10		8	8
(iv) Using evaluations to inform key decisions	28	25.2	25.2	25	25		24	24		28	28		24	24		25	25
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	21.6	22	23	23		23	25		24	24		17	17		21	21

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	13	13.4	15	15		13	15		14	14		10	10		13	13
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	8.6	8.6	8	8		10	10		10	10		7	7		8	8
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	13.2	13.6	12	14		14	14		14	14		12	12		14	14
(i) Linking student data to credentialing programs and reporting publicly	7	6.8	6.8	7	7		7	7		7	7		6	6		7	7
(ii) Expanding effective programs	7	6.4	6.8	5	7		7	7		7	7		6	6		7	7
(D)(5) Providing effective support to teachers and principals	20	17.6	18	16	16		18	20		20	20		18	18		16	16
(i) Providing effective support	10	8.6	9	8	8		8	10		10	10		9	9		8	8
(ii) Continuously improving the effectiveness of the support	10	9	9	8	8		10	10		10	10		9	9		8	8

E. Turning Around the Lowest-Achieving Schools	50	49	49	45	45		50	50		50	50		50	50		50	50
(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	39	39	35	35		40	40		40	40		40	40		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	34	34	30	30		35	35		35	35		35	35		35	35

