



Race to the Top

Panel Review by Applicant

For New York, 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	107	108.4	104	104	115	120	98	98	115	117	103	103		
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	53.4	54.8	54	54	57	62	45	45	57	59	54	54		
(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	39	40	40	40	45		33	33	40	40	37	37	
(iii) Translating LEA participation into statewide impact	15	10.4	10.8	9	9	12	12		7	7	12	14		12	12
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	28.6	28.6	29	29	30	30		30	30	30	30		24	24
(i) Ensuring the capacity to implement	20	19	19	19	19	20	20		20	20	20	20		16	16
(ii) Using broad stakeholder support	10	9.6	9.6	10	10	10	10		10	10	10	10		8	8
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	25	25	21	21	28	28		23	23	28	28		25	25
(i) Making progress in each reform area	5	4.6	4.6	5	5	5	5		3	3	5	5		5	5
(ii) Improving	25	20.4	20.4	16	16	23	23		20	20	23	23		20	20

student outcomes																				
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B. Standards and Assessments	70													
(B)(1) Developing and adopting common standards	40	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	20
(ii) Adopting standards	20	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	10
(i) Participating in consortium developing high-quality assessments	5	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	5
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20	20	20	20	20	20	20	20	20	20	20	20	20

C. Data Systems to Support Instruction	47	45.2	45.8	45	45	47	47	40	43	47	47	47	47
(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	4.6	4.6	4	4	5	5	4	4	5	5	5	5
(C)(3) Using data to improve instruction	18	16.6	17.2	17	17	18	18	12	15	18	18	18	18
(i) Increasing the use of instructional improvement systems	6	5.6	5.8	6	6	6	6	4	5	6	6	6	6

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	5.4	5.8	6	6		6	6		3	5		6	6		6	6
(iii) Making the data from instructional improvement systems available to researchers	6	5.6	5.6	5	5		6	6		5	5		6	6		6	6

D. Great Teachers and Leaders	138	123.6	127.6	112	112		123	131		132	135		121	130		130	130
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	18.6	19.4	16	16		20	21		21	21		15	18		21	21
(i) Allowing alternative routes to certification	7	6.4	6.6	5	5		6	7		7	7		7	7		7	7
(ii) Using alternative routes to certification	7	6	6.6	5	5		7	7		7	7		4	7		7	7
(iii) Preparing teachers and principals to fill areas of shortage	7	6.2	6.2	6	6		7	7		7	7		4	4		7	7
(D)(2) Improving teacher and principal effectiveness based on performance	58	53	54.4	52	52		48	53		58	58		52	54		55	55
(i) Measuring student growth	5	4.8	4.8	4	4		5	5		5	5		5	5		5	5
(ii) Developing evaluation systems	15	11.6	12.6	12	12		7	10		15	15		12	14		12	12
(iii) Conducting annual evaluations	10	8.6	9	8	8		8	10		10	10		7	7		10	10
(iv) Using evaluations to inform key decisions	28	28	28	28	28		28	28		28	28		28	28		28	28
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	20.8	21.8	18	18		21	23		19	22		24	24		22	22

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	12	13	11	11		11	13		11	14		15	15		12	12
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	8.8	8.8	7	7		10	10		8	8		9	9		10	10
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	13.6	13.6	12	12		14	14		14	14		14	14		14	14
(i) Linking student data to credentialing programs and reporting publicly	7	6.8	6.8	6	6		7	7		7	7		7	7		7	7
(ii) Expanding effective programs	7	6.8	6.8	6	6		7	7		7	7		7	7		7	7
(D)(5) Providing effective support to teachers and principals	20	17.6	18.4	14	14		20	20		20	20		16	20		18	18
(i) Providing effective support	10	9.4	9.4	7	7		10	10		10	10		10	10		10	10
(ii) Continuously improving the effectiveness of the support	10	8.2	9	7	7		10	10		10	10		6	10		8	8

E. Turning Around the Lowest-Achieving Schools	50	47.2	47.8	50	50		47	47		47	50		45	45		47	47
(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	37.2	37.8	40	40		37	37		37	40		35	35		37	37
(i) Identifying the persistently lowest-achieving schools	5	5	5	5	5		5	5		5	5		5	5		5	5
(ii) Turning	35	32.2	32.8	35	35		32	32		32	35		30	30		32	32

