



Race to the Top

Panel Review by Applicant

For North Carolina, 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								
A. State Success Factors	125	110.6	112	118	118	108	108	106	108	112	114	109	112
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	64.2	64.2	65	65	62	62	65	65	65	65	64	64
(i) Articulating comprehensive, coherent reform agenda	5	4.4	4.4	5	5	3	3	5	5	5	5	4	4
(ii) Securing LEA commitment	45	45	45	45	45	45	45	45	45	45	45	45	45
(iii) Translating LEA participation into statewide impact	15	14.8	14.8	15	15	14	14	15	15	15	15	15	15
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	25.8	27.2	30	30	25	25	25	27	25	27	24	27
(i) Ensuring the capacity to implement	20	17.2	18.2	20	20	17	17	16	18		16	18	
(ii) Using broad stakeholder support	10	8.6	9	10	10	8	8	9	9		9	9	
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	20.6	20.6	23	23	21	21	16	16	22	22	21	21
(i) Making progress in each reform area	5	4.6	4.6	5	5	5	5	4	4	5	5	4	4
(ii) Improving	25	16	16	18	18	16	16	12	12	17	17	17	17

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	3.6	3.8	3	3		3	3		3	4		4	4		5	5
(iii) Making the data from instructional improvement systems available to researchers	6	5.2	5.2	4	4		6	6		5	5		5	5		6	6

D. Great Teachers and Leaders	138	112.6	116	127	127		97	106		113	114		120	120		106	113
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	18.2	18.2	21	21		14	14		18	18		19	19		19	19
(i) Allowing alternative routes to certification	7	6.6	6.6	7	7		5	5		7	7		7	7		7	7
(ii) Using alternative routes to certification	7	5.6	5.6	7	7		5	5		5	5		6	6		5	5
(iii) Preparing teachers and principals to fill areas of shortage	7	6	6	7	7		4	4		6	6		6	6		7	7
(D)(2) Improving teacher and principal effectiveness based on performance	58	49.2	50.8	55	55		43	47		48	49		54	54		46	49
(i) Measuring student growth	5	4.6	4.6	5	5		5	5		5	5		5	5		3	3
(ii) Developing evaluation systems	15	12.2	13.8	15	15		8	12		12	13		14	14		12	15
(iii) Conducting annual evaluations	10	9.6	9.6	10	10		10	10		10	10		10	10		8	8
(iv) Using evaluations to inform key decisions	28	22.8	22.8	25	25		20	20		21	21		25	25		23	23
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	19.2	19.2	20	20		17	17		22	22		19	19		18	18

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	11.6	11.6	12	12		11	11		12	12		12	12		11	11	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	7.6	7.6	8	8		6	6		10	10		7	7		7	7	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	10.2	10.6	11	11		13	13		9	9		10	10		8	10	
(i) Linking student data to credentialing programs and reporting publicly	7	5.4	5.6	7	7		6	6		5	5		5	5		4	5	
(ii) Expanding effective programs	7	4.8	5	4	4		7	7		4	4		5	5		4	5	
(D)(5) Providing effective support to teachers and principals	20	15.8	17.2	20	20		10	15		16	16		18	18		15	17	
(i) Providing effective support	10	8.6	8.6	10	10		8	8		8	8		9	9		8	8	
(ii) Continuously improving the effectiveness of the support	10	7.2	8.6	10	10		2	7		8	8		9	9		7	9	

E. Turning Around the Lowest-Achieving Schools	50	46.2	46.4	50	50		45	45		50	50		47	48		39	39	
(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	36.2	36.4	40	40		35	35		40	40		37	38		29	29	
(i) Identifying the persistently lowest-achieving schools	5	4.6	4.6	5	5		4	4		5	5		5	5		4	4	
(ii) Turning	35	31.6	31.8	35	35		31	31		35	35		32	33		25	25	

