



Race to the Top

Panel Review by Applicant

For Ohio, 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	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2		
A. State Success Factors	125	99.2	111	93	106	87	92	101	120	115	117	100	120		
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	52.8	58.6	53	53	45	45	46	65	63	65	57	65		
(i) Articulating comprehensive, coherent reform agenda	5	4.6	4.6	5	5	3	3	5	5	5	5	5	5		
(ii) Securing LEA commitment	45	37.8	41.4	39	39	33	33	34	45		43	45			
(iii) Translating LEA participation into statewide impact	15	10.4	12.6	9	9	9	9	7	15		15	15			
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	26	27.8	25	28	21	23	30	30		28	28			
(i) Ensuring the capacity to implement	20	16.6	18	15	18		14	14	20	20	18	18	16	20	
(ii) Using broad stakeholder support	10	9.4	9.8	10	10		7	9		10	10	10	10	10	
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	20.4	24.6	15	25	21	24	25	25	24	24	17	25		
(i) Making progress in each reform area	5	4.6	4.6	5	5		4	4	5	5	4	4	5	5	
(ii) Improving	25	15.8	20	10	20		17	20		20	20	20	20	12	20

student outcomes															
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B. Standards and Assessments	70	68	68	65	65	65	65	70	70	70	70	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	18	18	15	15	15	15	20	20	20	20	20	20

C. Data Systems to Support Instruction	47	36.8	37.2	33	33	37	39	43	43	30	30	41	41
(C)(1) Fully implementing a statewide longitudinal data system	24	18	18	16	16	20	20	20	20	16	16	18	18
(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	13.8	14.2	12	12	12	14	18	18	9	9	18	18
(i) Increasing the use of instructional improvement systems	6	4.6	4.6	4	4	5	5	6	6	2	2	6	6

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	3.8	4.2	3	3		3	5		6	6		7	1		6	6
(iii) Making the data from instructional improvement systems available to researchers	6	5.4	5.4	5	5		4	4		6	6		6	6		6	6

D. Great Teachers and Leaders	138	111.6	119.6	109	111		103	109		135	135		80	112		131	131
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	15.4	15.4	13	13		17	17		18	18		11	11		18	18
(i) Allowing alternative routes to certification	7	6.6	6.6	6	6		6	6		7	7		7	7		7	7
(ii) Using alternative routes to certification	7	5	5	3	3		6	6		7	7		2	2		7	7
(iii) Preparing teachers and principals to fill areas of shortage	7	3.8	3.8	4	4		5	5		4	4		2	2		4	4
(D)(2) Improving teacher and principal effectiveness based on performance	58	51.4	54	52	52		51	51		58	58		38	51		58	58
(i) Measuring student growth	5	3.6	3.6	3	3		3	3		5	5		2	2		5	5
(ii) Developing evaluation systems	15	12.6	14.8	15	15		14	14		15	15		4	15		15	15
(iii) Conducting annual evaluations	10	8.2	8.6	9	9		8	8		10	10		4	6		10	10
(iv) Using evaluations to inform key decisions	28	27	27	25	25		26	26		28	28		28	28		28	28
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	18.4	19.8	20	20		12	12		25	25		14	21		21	21

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10.2	11.6	13	13		7	7		15	15		5	12		11	11
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	8.2	8.2	7	7		5	5		10	10		9	9		10	10
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	11.8	11.8	9	9		13	13		14	14		9	9		14	14
(i) Linking student data to credentialing programs and reporting publicly	7	5.4	5.4	4	4		7	7		7	7		2	2		7	7
(ii) Expanding effective programs	7	6.4	6.4	5	5		6	6		7	7		7	7		7	7
(D)(5) Providing effective support to teachers and principals	20	14.6	18.6	15	17		10	16		20	20		8	20		20	20
(i) Providing effective support	10	7.6	9.6	8	10		5	8		10	10		5	10		10	10
(ii) Continuously improving the effectiveness of the support	10	7	9	7	7		5	8		10	10		3	10		10	10

E. Turning Around the Lowest-Achieving Schools	50	44	45	40	45		35	35		50	50		50	50		45	45
(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	34	35	30	35		25	25		40	40		40	40		35	35
(i) Identifying the persistently lowest-achieving schools	5	5	5	5	5		5	5		5	5		5	5		5	5
(ii) Turning	35	29	30	25	30		20	20		35	35		35	35		30	30

around the persistently lowest-achieving schools

F. General	55	42.8	45	44	50		40	40	43	43	39	44	48	48
(F)(1) Making education funding a priority	10	9.8	9.8	10	10		9	9	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	4.8	4.8	5	5		4	4	5	5	5	5	5	5
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	28.4	30.6	30	36		27	27	28	28	24	29	33	33
(i) Enabling high-performing charter schools "(caps)"	8	6.2	6.2	8	8		5	5	4	4	8	8	6	6
(ii) Authorizing and holding charters accountable for outcomes	8	6	6	8	8		6	6	6	6	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	3	3	4	4		3	3	2	2	2	2	4	4
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	5.2	7.4	2	8		5	5	8	8	3	8	8	8
(F)(3) Demonstrating other significant reform conditions	5	4.6	4.6	4	4		4	4	5	5	5	5	5	5

Subtotal (Calculated before determining whether the	485	402.4	425.8	384	410		367	380	442	461	384	423	435	455
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