Race to the Top
Panel Review by Applicant
For Pennsylvania, 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	
Status				*Completed*		*Completed*		*Completed*		*Completed*		*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**	*103*	*103.2*	**100**	**100**	**100**	**100**	**106**	**106**	**105**	**106**	**104**	**104**
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	55.6	55.6	52	52	57	57	53	53	59	59	57	57
(i) Articulating comprehensive, coherent reform agenda	*5*	*4.2*	*4.2*	*5*	5	*3*	3	*5*	5	*5*	5	*3*	3
(ii) Securing LEA commitment	*45*	*41*	*41*	*35*	35	*45*	45	*40*	40	*40*	40	*45*	45
(iii) Translating LEA participation into statewide impact	*15*	*10.4*	*10.4*	*12*	12	*9*	9	*8*	8	*14*	14	*9*	9
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	25.6	25.8	24	24	24	24	30	30	23	24	27	27
(i) Ensuring the capacity to implement	*20*	*18*	*18.2*	*17*	17	*18*	18	*20*	20	*15*	16	*20*	20
(ii) Using broad stakeholder support	*10*	*7.6*	*7.6*	*7*	7	*6*	6	*10*	10	*8*	8	*7*	7
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	21.8	21.8	24	24	19	19	23	23	23	23	20	20
(i) Making progress in each reform area	*5*	*4.4*	*4.4*	*5*	5	*3*	3	*5*	5	*5*	5	*4*	4
(ii) Improving	*25*	*17.4*	*17.4*	*19*	19	*16*	16	*18*	18	*18*	18	*16*	16

student
outcomes

B. Standards and Assessments	70	68.6	68.8	69	69	68	68	70	70	66	67		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	18.6	18.8	19	19	18	18	20	20	16	17	■	20	20
C. Data Systems to Support Instruction	47	45.2	45.2	45	45	42	42	47	47	47	47		45	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	4.8	4.8	5	5	5	5	5	5	5	5		4	4
(C)(3) Using data to improve instruction	18	16.4	16.4	16	16	13	13	18	18	18	18		17	17
(i) Increasing the use of instructional improvement systems	6	5.6	5.6	5	5	5	5	6	6	6	6		6	6

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	5.4	5.4	5	5	5	5	6	6	6	6	5	5
(iii) Making the data from instructional improvement systems available to researchers	6	5.4	5.4	6	6	3	3	6	6	6	6	6	6
D. Great Teachers and Leaders	**138**	**95.4**	**95.4**	**87**	**87**	**101**	**101**	**93**	**93**	**105**	**105**	**91**	**91**
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	10.4	10.4	7	7	12	12	13	13	11	11	9	9
(i) Allowing alternative routes to certification	7	2.4	2.4	2	2	2	2	4	4	2	2	2	2
(ii) Using alternative routes to certification	7	3.4	3.4	2	2	4	4	4	4	4	4	3	3
(iii) Preparing teachers and principals to fill areas of shortage	7	4.6	4.6	3	3	6	6	5	5	5	5	4	4
(D)(2) Improving teacher and principal effectiveness based on performance	58	45.2	45.2	40	40	45	45	42	42	52	52	47	47
(i) Measuring student growth	5	3.4	3.4	4	4	3	3	3	3	3	3	4	4
(ii) Developing evaluation systems	15	13.8	13.8	12	12	13	13	14	14	15	15	15	15
(iii) Conducting annual evaluations	10	8	8	7	7	8	8	10	10	8	8	7	7
(iv) Using evaluations to inform key decisions	28	20	20	17	17	21	21	15	15	26	26	21	21
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	16.8	16.8	18	18	18	18	13	13	20	20	15	15

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10.2	10.2	12	12	10	10	8	8	12	12	9	9
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	6.6	6.6	6	6	8	8	5	5	8	8	6	6
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	9	9	6	6	12	12	9	9	9	9	9	9
(i) Linking student data to credentialing programs and reporting publicly	7	5.2	5.2	3	3	5	5	7	7	7	7	4	4
(ii) Expanding effective programs	7	3.8	3.8	3	3	7	7	2	2	2	2	5	5
(D)(5) Providing effective support to teachers and principals	20	14	14	16	16	14	14	16	16	13	13	11	11
(i) Providing effective support	10	8.6	8.6	8	8	8	8	10	10	10	10	7	7
(ii) Continuously improving the effectiveness of the support	10	5.4	5.4	8	8	6	6	6	6	3	3	4	4
E. Turning Around the Lowest-Achieving Schools	**50**	**40.2**	**44**	**45**	**45**	**39**	**44**	**35**	**40**	**43**	**43**	**39**	**48**
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	7	10	10	10	5	10	5	10	10	10	5	10
(E)(2) Turning around the lowest-achieving schools	40	33.2	34	35	35	34	34	30	30	33	33	34	38
(i) Identifying the persistently lowest-achieving schools	5	4.8	4.8	5	5	4	4	5	5	5	5	5	5
(ii) Turning	35	28.4	29.2	30	30	30	30	25	25	28	28	29	33

around the persistently lowest-achieving schools													
F. General	**55**	*46*	*46*	**42**	**42**	**48**	**48**	**47**	**47**	**50**	**50**	**43**	**43**
(F)(1) Making education funding a priority	10	9.2	9.2	7	7	10	10	10	10	10	10	9	9
(i) Allocating a consistent percentage of State revenue to education	*5*	*4.6*	*4.6*	*3*	3	*5*	5	*5*	5	*5*	5	*5*	5
(ii) Equitably funding high-poverty schools	*5*	*4.6*	*4.6*	*4*	4	*5*	5	*5*	5	*5*	5	*4*	4
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	32.2	32.2	32	32	33	33	32	32	35	35	29	29
(i) Enabling high-performing charter schools "(caps)"	*8*	*8*	*8*	*8*	8	*8*	8	*8*	8	*8*	8	*8*	8
(ii) Authorizing and holding charters accountable for outcomes	*8*	*5.4*	*5.4*	*4*	4	*6*	6	*6*	6	*6*	6	*5*	5
(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*	*7.6*	*7.6*	*8*	8	*8*	8	*6*	6	*8*	8	*8*	8
(v) Enabling LEAs to operate other innovative, autonomous public schools	*8*	*3.2*	*3.2*	*4*	4	*3*	3	*4*	4	*5*	5	*0*	0
(F)(3) Demonstrating other significant reform conditions	5	4.6	4.6	3	3	5	5	5	5	5	5	5	5
Subtotal (Calculated before determining whether the	**485**	**398.4**	**402.6**	**388**	**388**	**398**	**403**	**398**	**403**	**416**	**418**	**392**	**401**

				applicant met the Competitive Preference Priority on STEM)									

	FINAL			Reviewer 1		Reviewer 2		Reviewer 3		Reviewer 4		Reviewer 5	
Competitive Preference Priority 2: Emphasis on STEM	15	15*	15*	0	0	15	15	15	15	15	15	15	15
Individual Reviewer Score (see individual reviewer technical review forms)	485	--	--	388	388	413	418	413	418	431	433	407	416

Total	500	413.4	417.6

	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".

Back