



Race to the Top

Panel Review by Applicant

For Rhode Island, 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	101.6	101.6	104	104	99	99	103	103	98	98	104	104
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	50	50	53	53	47	47	51	51	46	46	53	53
(i) Articulating comprehensive, coherent reform agenda	5	4.4	4.4	5	5	5	5	5	5	4	4	3	3
(ii) Securing LEA commitment	45	34	34	35	35	32	32	35	35	30	30	38	38
(iii) Translating LEA participation into statewide impact	15	11.6	11.6	13	13	10	10	11	11	12	12	12	12
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	27.2	27.2	26	26	29	29	28	28	27	27	26	26
(i) Ensuring the capacity to implement	20	19.4	19.4	18	18	20	20	20	20	20	20	19	19
(ii) Using broad stakeholder support	10	7.8	7.8	8	8	9	9	8	8	7	7	7	7
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	24.4	24.4	25	25	23	23	24	24	25	25	25	25
(i) Making progress in each reform area	5	5	5	5	5	5	5	5	5	5	5	5	5
(ii) Improving	25	19.4	19.4	20	20	18	18	19	19	20	20	20	20

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

D. Great Teachers and Leaders	138	121	119.6	124	127		124	124		124	114		116	116		117	117
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	16.8	16.8	19	19		18	18		16	16		15	15		16	16
(i) Allowing alternative routes to certification	7	5.6	5.6	7	7		6	6		5	5		4	4		6	6
(ii) Using alternative routes to certification	7	5.4	5.4	5	5		5	5		5	5		7	7		5	5
(iii) Preparing teachers and principals to fill areas of shortage	7	5.8	5.8	7	7		7	7		6	6		4	4		5	5
(D)(2) Improving teacher and principal effectiveness based on performance	58	51.2	50.2	49	49		53	53		53	48		51	51		50	50
(i) Measuring student growth	5	4.2	4	4	4		5	5		5	4		3	3		4	4
(ii) Developing evaluation systems	15	10.8	10.6	10	10		10	10		11	10		12	12		11	11
(iii) Conducting annual evaluations	10	9.6	9.6	10	10		10	10		10	10		8	8		10	10
(iv) Using evaluations to inform key decisions	28	26.6	26	25	25		28	28		27	24		28	28		25	25
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	23.8	22.8	25	25		25	25		25	20		24	24		20	20

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	14	13	15	15		15	15		15	10		15	15		10	10
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	9.8	9.8	10	10		10	10		10	10		9	9		10	10
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	12	12	14	14		11	11		12	12		12	12		11	11
(i) Linking student data to credentialing programs and reporting publicly	7	7	7	7	7		7	7		7	7		7	7		7	7
(ii) Expanding effective programs	7	5	5	7	7		4	4		5	5		5	5		4	4
(D)(5) Providing effective support to teachers and principals	20	17.2	17.8	17	20		17	17		18	18		14	14		20	20
(i) Providing effective support	10	8	8.6	7	10		7	7		8	8		8	8		10	10
(ii) Continuously improving the effectiveness of the support	10	9.2	9.2	10	10		10	10		10	10		6	6		10	10

E. Turning Around the Lowest-Achieving Schools	50	48.2	46.2	50	50		50	45		50	45		47	47		44	44
(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	38.2	36.2	40	40		40	35		40	35		37	37		34	34
(i) Identifying the persistently lowest-achieving schools	5	4.8	4.8	5	5		5	5		5	5		5	5		4	4
(ii) Turning	35	33.4	31.4	35	35		35	30		35	30		32	32		30	30

around the persistently lowest-achieving schools

F. General	55	52.8	52	52	52	55	53	54	52	55	55	48	48
(F)(1) Making education funding a priority	10	10	10	10	10	10	10	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	5	5	5	5	5	5	5	5	5	5	5	5
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	38.4	37.6	38	38	40	38	40	38	40	40	34	34
(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	7.2	7.2	8	8	8	8	8	8	8	8	4	4
(iii) Equitably funding charter schools	8	8	7.6	8	8	8	8	8	6		8	8	8
(iv) Providing charter schools with equitable access to facilities	8	7.2	6.8	6	6	8	6		8	8	8	8	6
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	8	8	8	8	8	8		8	8	8	8	8
(F)(3) Demonstrating other significant reform conditions	5	4.4	4.4	4	4	5	5	4	4	5	5	4	4

Subtotal (Calculated before determining whether the	485	439.6	436.2	442	449	445	438	448	431	433	433	430	430
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