Race to the Top
Panel Review by Applicant
For South 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	
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**	*104.2*	*102.8*	**105**	**107**	**94**	**94**	**114**	**105**	**104**	**104**	**104**	**104**
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	64	64	65	65	64	64	65	65	65	65	61	61
(i) Articulating comprehensive, coherent reform agenda	*5*	*4.8*	*4.8*	*5*	5	*4*	4	*5*	5	*5*	5	*5*	5
(ii) Securing LEA commitment	*45*	*44.6*	*44.6*	*45*	45	*45*	45	*45*	45	*45*	45	*43*	43
(iii) Translating LEA participation into statewide impact	*15*	*14.6*	*14.6*	*15*	15	*15*	15	*15*	15	*15*	15	*13*	13
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	25.6	26	24	26	21	21	28	28	29	29	26	26
(i) Ensuring the capacity to implement	*20*	*16.8*	*17.2*	*16*	18	*13*	13	*18*	18	*20*	20	*17*	17
(ii) Using broad stakeholder support	*10*	*8.8*	*8.8*	*8*	8	*8*	8	*10*	10	*9*	9	*9*	9
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	14.6	12.8	16	16	9	9	21	12	10	10	17	17
(i) Making progress in each reform area	*5*	*4.2*	*4.2*	*4*	4	*4*	4	*5*	5	*3*	3	*5*	5
(ii) Improving	25	10.4	8.6	*12*	12	*5*	5	*16*	7	*7*	7	*12*	12

Category													
student outcomes								■					
B. Standards and Assessments	70	66.6	66.6	66	66	65	65	65	65	70	70	67	67
(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	16.6	16.6	16	16	15	15	15	15	20	20	17	17
C. Data Systems to Support Instruction	47	42	42.6	41	41	37	40	41	41	47	47	44	44
(C)(1) Fully implementing a statewide longitudinal data system	24	22.4	22.4	22	22	22	22	22	22	24	24	22	22
(C)(2) Accessing and using State data	5	4.4	4.4	5	5	4	4	4	4	5	5	4	4
(C)(3) Using data to improve instruction	18	15.2	15.8	14	14	11	14	15	15	18	18	18	18
(i) Increasing the use of instructional improvement systems	6	5	5.2	4	4	3	4	■	6	6	6	6	6

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	4.4	4.8	5	5	2	4	■	3	3	6	6	6	6
(iii) Making the data from instructional improvement systems available to researchers	6	5.8	5.8	5	5	6	6		6	6	6	6	6	6
D. Great Teachers and Leaders	**138**	*107.2*	*111.2*	**100**	**111**	**97**	**100**		**101**	**103**	**119**	**123**	**119**	**119**
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	13.8	13.8	12	12	16	16		12	12	15	15	14	14
(i) Allowing alternative routes to certification	7	3.8	3.8	4	4	5	5		4	4	4	4	2	2
(ii) Using alternative routes to certification	7	5	5	3	3	4	4		4	4	7	7	7	7
(iii) Preparing teachers and principals to fill areas of shortage	7	5	5	5	5	7	7		4	4	4	4	5	5
(D)(2) Improving teacher and principal effectiveness based on performance	58	48.8	52.2	40	51	45	45		54	56	50	54	55	55
(i) Measuring student growth	5	3.6	4.2	3	4	■ 4	4		3	5	■ 3	3	5	5
(ii) Developing evaluation systems	15	12.2	13.6	10	13	■ 12	12		15	15	9	13	■ 15	15
(iii) Conducting annual evaluations	10	8.8	9.2	7	9	■ 9	9		8	8	10	10	10	10
(iv) Using evaluations to inform key decisions	28	24.2	25.2	20	25	■ 20	20		28	28	28	28	25	25
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	23.2	23.8	25	25	19	22		24	24	25	25	23	23

Criterion	Points	Avg	Avg	R1	R1		R2	R2		R3	R3		R4	R4		R5	R5	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	13.4	14	15	15		10	13	■	14	14		15	15		13	13	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	9.8	9.8	10	10		9	9		10	10		10	10		10	10	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	9.8	9.8	8	8		11	11		7	7		9	9		14	14	
(i) Linking student data to credentialing programs and reporting publicly	7	5.8	5.8	4	4		7	7		4	4		7	7		7	7	
(ii) Expanding effective programs	7	4	4	4	4		4	4		3	3		2	2		7	7	
(D)(5) Providing effective support to teachers and principals	20	11.6	11.6	15	15		6	6		4	4		20	20		13	13	
(i) Providing effective support	10	6	6	8	8		3	3		2	2		10	10		7	7	
(ii) Continuously improving the effectiveness of the support	10	5.6	5.6	7	7		3	3		2	2		10	10		6	6	
E. Turning Around the Lowest-Achieving Schools	**50**	**42.4**	**46.4**	**40**	**45**		**37**	**42**		**50**	**50**		**45**	**50**		**40**	**45**	
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	6	10	5	10	■	5	10	■	10	10		5	10	■	5	10	■
(E)(2) Turning around the lowest-achieving schools	40	36.4	36.4	35	35		32	32		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 around the persistently lowest-achieving schools	*35*	*31.4*	*31.4*	*30*	30	*27*	27	*35*	35	*35*	35	*30*	30
F. General	**55**	*46.4*	*46.4*	**41**	**41**	**46**	**46**	**48**	**48**	**50**	**50**	**47**	**47**
(F)(1) Making education funding a priority	10	9.8	9.8	9	9	10	10	10	10	10	10	10	10
(i) Allocating a consistent percentage of State revenue to education	*5*	*4.8*	*4.8*	*4*	4	*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	31.6	31.6	27	27	31	31	33	33	35	35	32	32
(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*	*7*	*5*	5	*8*	8	*8*	8	*8*	8	*6*	6
(iii) Equitably funding charter schools	*8*	*6*	*6*	*6*	6	*5*	5	*5*	5	*8*	8	*6*	6
(iv) Providing charter schools with equitable access to facilities	*8*	*3.2*	*3.2*	*3*	3	*2*	2	*4*	4	*3*	3	*4*	4
(v) Enabling LEAs to operate other innovative, autonomous public schools	*8*	*7.4*	*7.4*	*5*	5	*8*	8	*8*	8	*8*	8	*8*	8
(F)(3) Demonstrating other significant reform conditions	5	5	5	5	5	5	5	5	5	5	5	5	5
Subtotal (Calculated before	**485**	**408.8**	**416**	**393**	**411**	**376**	**387**	**419**	**412**	**435**	**444**	**421**	**426**

Competitive Preference Priority 2: Emphasis on STEM	15	15*	15*	15	15	15	15	15	15	15	15	15	15
Individual Reviewer Score (see individual reviewer technical review forms)	500	--	--	408	426	391	402	434	427	450	459	436	441

Total	500	423.8	431

	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".

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