

# U.S. Department of Education Race to the Top Program

Tier 1 Orientation

February 16, 2010



# Overview

- Tier 1 Schedule
- Panel Discussion Process
- Finalizing Scores and Comments
- Roles and Responsibilities
- Planning for Tier 2
- Contacts
- Reviewer Agreements and Release Form

# Tier 1 Schedule

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# Panel Discussion Schedule

| Tuesday               | Wednesday             | Thursday              | Friday   |
|-----------------------|-----------------------|-----------------------|--|
| 9:00am<br>Orientation | 8:30-12:30<br>Group B | 8:30-12:30<br>Group D | 8:00-3:00<br>•Reviewers<br>check-out with<br>Miko, return<br>review materials<br>and depart when<br>complete |
| 11:00-12:00<br>Lunch  | 12:30-1:30<br>Lunch   | 12:30-1:30<br>Lunch   |  |
| 12:00-5:30<br>Group A | 1:30-5:30<br>Group C  | 1:30-5:30<br>Group E  |  |

# Individual Reviewer Schedule

- Use to identify order of State discussions and prepare for upcoming sessions
- Room numbers for panel discussions
- Miko will contact reviewers with any room changes
- Important Contacts

# Panel Discussion Process

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# Documents for Panel Discussion

Panel Monitors will provide:

- A copy of your most recent scores and comments for the State being discussed
- Chart showing reviewers scores

Reviewers should bring:

- Application for the State being discussed (do not bring other applications to the discussion room)
- Resources provided at January 23 training

# Reviewer Score Charts

(available for each panel discussion)



## Race to the Top Panel Review by Applicant



| Selection Criteria  | Available  | Reviewer 1       | Reviewer 2       | Reviewer 3       | Reviewer 4       | Reviewer 5       |             |             |             |
|---|------------|------------------|------------------|------------------|------------------|------------------|-------------|-------------|-------------|
| Status  |            | <i>Submitted</i> | <i>Submitted</i> | <i>Submitted</i> | <i>Re-Opened</i> | <i>Submitted</i> | SD          | Mean        | CoV         |
| <b>A. State Success Factors</b>   | <b>125</b> | <b>94</b>        | <b>89</b>        | <b>98</b>        | <b>91</b>        | <b>110</b>       | <b>8.32</b> | <b>96.4</b> | <b>0.09</b> |
| (A)(1) Articulating State's education reform agenda and LEA's participation in it | 65         | 54               | 40               | 56               | 45               | 63               | 9.13        | 51.6        | 0.18        |
| (i) Articulating comprehensive, coherent reform agenda                            | 5          | 4                | 3                | 4                | 5                | 5                | 0.84        | 4.2         | 0.2         |
| (ii) Securing LEA commitment  | 45         | 35               | 27               | 40               | 30               | 45               | 7.3         | 35.4        | 0.21        |
| (iii) Translating LEA participation into statewide                                | 15         | 15               | 10               | 12               | 10               | 13               | 2.12        | 12          | 0.18        |

# Resources

- Background Materials
  - Training Notebook
  - Notice of Final Priorities (NFP)
  - Notice Inviting Applications (NIA)

## Scoring Rubric

- Scoring Chart
- Low, Medium, High Range Points Chart
- Reviewer Scoring Guidance
- Race to the Top Application
- FAQs

# Panel Discussions

Panel Discussion - 3 hours

Finalizing Scores and Comments - 1 hour

- These may vary between panels
- Important to begin and end panel discussions as scheduled
- Reviewers may need to continue to work to finalize scores and comments outside of scheduled times

## Panel Discussions (cont.)

- Come prepared with questions/issues for discussion
- Panel monitors will provide information on areas in which reviewers differed in preliminary scoring
- Goal of discussion is NOT to reach consensus but to provide an opportunity to discuss areas in which reviewers differ
- Be flexible

## Panel Discussions (cont.)

- A panel monitor or other Department of Education staff must be present during discussions
- Use information provided in the application when discussing and justifying scores
- Do not discuss other State applications
- Evaluate each State individually against the criteria; reviewers should not compare applications

# Finalizing Scores and Comments

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# General Reminders - Scoring

- Score and comment against the criteria.
  - Read the full criterion (in the application or scoring rubric); do not rely on the tagline for the criterion found in the application review system.
  - Do not score or comment based on how another State responded to a criterion.
  - Focus comments on evaluating how the State addressed (or did not address) a specific criterion.

## General Reminders – Scoring (cont.)

- Scores and comments should not reflect personal views on the criteria or the policies reflected in the criteria.
  - Put aside personal opinions about a criterion or policy.

## Reminder - Areas with Specific Guidance

- (B)(1), Developing and adopting common standards
- (B)(2), Developing and implementing common, high-quality assessments
- (C)(1), Fully implementing a statewide longitudinal data system
- (D)(1), Providing high-quality pathways for aspiring teachers and principals
- (E)(1), Intervening in the lowest-achieving schools and LEAs
- (F)(1), Making education funding a priority
- (F)(2), Ensuring successful conditions for high-performing charter schools and other innovative schools
- STEM Priority

# Finalizing Scores and Comments

- Computers and printers available
- Make revisions to scores and comments only where you feel it is appropriate (again - the process is not meant to gain consensus)
- Panel Monitors will be available to assist

# Finalizing Scores and Comments (cont.)

When you have finalized your scores and comments:

## 1) Review for:

- Consistency between comments and scoring
- Complete/Coherent Sentences
- Spelling/Grammar
- No use of first person ("I think") or statements that seem to encourage applicants to do what you think they ought to ("the applicant should")
- Use analytic or evaluative language (do not just repeat what the applicant has said)

# Finalizing Scores and Comments (cont.)

## 2) Provide a copy of the Technical Review Form to your panel monitor

- Panel monitors will review and may ask you to consider areas in which there may be inconsistencies between scoring and comments or issues regarding spelling, grammar, or incomplete sentences
- The reviewer may make changes in response to monitors' feedback, but is not required to do so.

## 3) Press “Submit for ED Review” in Application Review System

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

A "checkmark" indicates the application meets this criteria.

Submit for ED Review Back

© 2009 Miko Group, Inc.  
316 S. Peters Ave.  
Phone: [REDACTED]  
Email: [REDACTED]

## Finalizing Scores and Comments (cont.)

- 4) Print a final Technical Review Form
- 5) One panel monitor and reviewer sign the final Technical Review Form**
- 6) Panel Monitor will submit for final review by the competition support team

# Reviewer Check-Out (Friday)

8:00-10:00am

- Return applications and all review materials (including notes) to Miko Group
- Miko will verify that all scores and comments are complete and signed and that reviewers are free to depart

NOTE: Some reviewers may have discussions scheduled or be working to complete scores and comments on Friday morning. These reviewers should return applications and review materials to Miko when finished on Friday morning.

Reimbursement requests for this trip must be mailed to Miko by next **Friday, February 26.**

# Roles and Responsibilities

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# Roles and Responsibilities - Reviewers

- Participate in all scheduled discussions
- Enter complete scores and comments on all applications assigned (including changes made based on discussions)
- Consider feedback from ED staff (reviewers may make revisions based on feedback from panel monitors and the competition support team but are not required to do so)
- Complete revisions to scores and comments by **Thursday night** to allow for final check by RTT staff (reviewers should make every attempt to complete revisions to scores and comments throughout the week during scheduled times)

# Roles and Responsibilities - Panel Monitors

- **Facilitate Panel Discussions**
  - Monitor timing of discussion
  - Ensure that all reviewers have the opportunity to discuss areas throughout the application
- **Review Scores and Comments**
  - Review and bring to reviewers' attention inconsistencies between scoring and comments or the need for clarification in spelling, grammar, or sentence structure
- **Review and Sign Final Technical Review Form**
- **Panel Monitors will not provide input on the content of an application**

# Roles and Responsibilities - Competition Support Team

- Respond to questions from Reviewers and Panel Monitors
- Assist Panel Monitors with panel discussions and review of TRFs, when needed
- Provide final check of TRFs and initial

# Contacts - Miko Group

REDACTED

# Contacts - Race to the Top Staff

Jessica Clark

[Jessica.Clark@ed.gov](mailto:Jessica.Clark@ed.gov)

Jim Butler

[James.Butler@ed.gov](mailto:James.Butler@ed.gov)

Panel Monitors and other members of the Competition Support Team will be available onsite throughout the week.

# Tier 2

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March 15-18, 2010

# Tier 2

Race to the Top program staff will contact you the first week in March to let you know if your States are participating in Tier 2 (State Presentations)

- Not all States will be invited to participate

Plan for travel:

- Arriving in DC in the morning of March 15
- Departing in the afternoon of March 18
- Miko Group will work with you to schedule travel in early March

# Race to the Top Reviewer Agreement and Release Form

\*Please sign and return to Miko at the end of the session

**Thank you for your service and good  
luck this week!**

Race to the Top  
Tier 1

February 16-19, 2010

