

IL Race to the Top Expectations (RttT) for Participating Districts

Rising Star Indicator	RttT EXPECTATIONS
CII1: Survey of Learning Conditions	RT3 Expectations: The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.
IA01: Engagement	RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders.
IA02: Engagement	RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the Redesigned State Report Card to support and build partnerships with community organizations.
IA03: Engagement	RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the Redesigned State Report Card to support and build parental engagement.
IA06: ISLE	RT3 Expectations: The district a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.
IC05: Common Core and Cohesive Curriculum	RT3 Expectations: The district establishes a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; b) writing throughout the curriculum; c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and d) the CCSS Science framework (when adopted).
D7: Local Assessment	RT3 Expectations: The district establishes a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and b) a standards-based reporting system in Math, ELA, and Science.

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D9: STEM Programs of Study	RT3 Expectations: For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.
RT3-1: PERA	<p>RT3 Expectations: The school district implements PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following:</p> <ul style="list-style-type: none"> a) For Chicago Public Schools, when required by PERA; b) By September 1, 2014 for participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or c) By September 1, 2015 for all other school districts. Participating LEAs must implement PERA with a "no stakes" student growth component by September 1, 2013. <p>The district must also establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. The district must use positive performance evaluations as one of the criteria for selecting peer evaluators.</p>
RT3-2: Mentoring and Induction	RT3 Expectations: The district establishes a one-year induction and mentoring program for beginning principals and a two-year induction and mentoring program for beginning teachers, subject to the availability of RTTT3 or State funding. In addition, the district uses positive performance evaluations as one of the criteria for selecting mentors.
CI12: Rising Star	RT3 Expectations: The district implements a comprehensive district continuous improvement process (either Rising Star or an approved equivalent).
CI13: Rising Star	RT3 Expectations: The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).
IB01: Professional Learning Communities	RT3 Expectations: The district establishes professional learning communities to support all aspects of the instructional improvement process.
IA10: Flexibility of Time and Funding for PD	RT3 Expectations: The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation.

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IA14: High Poverty High Minority Schools	RT3 Expectations: The district establishes systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools.
D11: Learning Maps (ISLE)	RT3 Expectations (when learning maps are available through ISLE): The district embeds learning maps as a central part of instructional practices at all grade levels.
D13: Response to Intervention	RT3 Expectations: The district's RtI implementation plan ensures targeted interventions and differentiated supports aligned to the new State Standards (CCSS)