

**Race to the Top Expectations
and Timeline for Implementation**

Race to the Top Expectation ^{1,2}	2013-2014 Expectation	2014-2015 Expectation	2015 – 2016 Expectation
CII1: 5Essentials: Survey of Learning Conditions	<ul style="list-style-type: none"> Use data from Survey for continuous improvement³ Administer survey in all schools 	Use data from Survey for continuous improvement Administer survey in all schools	<ul style="list-style-type: none"> Use data from Survey for continuous improvement Administer survey in all schools
IA06: ISLE	<ul style="list-style-type: none"> Determine strategy for engagement⁴ Professional development begins⁵ 	Begin to use instructional applications and dashboards ⁶	<ul style="list-style-type: none"> Roll-out new applications and increased use across district and schools
ICO5: Common Core and cohesive curriculum	<u>Common Core:</u> Implement 13-14 school year: <ul style="list-style-type: none"> Writing across curriculum Grading in ELA and Math 	<u>Common Core :</u> <ul style="list-style-type: none"> Implement throughout the curriculum 	
D7: Local Assessment System	<u>Local Assessment:</u> Pilot measures of growth in 13-14 school year	<u>Local Assessment:</u> Implementation of growth measures (growth measures are not for stakes for those not fully implementing PERA	<u>Local Assessment:</u> Full implementation of growth measures
	<u>Standards-Based Reporting:</u> Design standards-based reporting system	<u>Standards-Based Reporting:</u> Implement standards-based reporting system	
D9: STEM Programs of Study	Pilot in 13-14 school year	Fully implement Programs of Study	
RT3-1: PERA	Implement in 2013-2014: Observation and growth (not for stakes) <ul style="list-style-type: none"> Participate in PERA Research-Based Study⁷ 	<ul style="list-style-type: none"> Fully implement (lowest 20%) Continue to implement (growth not for stakes) 	
RT3-2: Mentoring and Induction	Implement Mentoring and Induction programs for teachers and principals	All fully implement	
CII2 and CII3: Rising Star	Implement Rising Star		
IA01, IA02, IA03: Stakeholder Engagement	Engage stakeholders around the RttT goals, the Revised School Report Card and ISLE		
DII: Learning Maps	Begin prof. development around learning maps ⁸		
IA14: High Poverty and High Minority	Implement partnerships with teacher preparation programs to develop a pipeline of high-quality teachers into HPHM schools		

Notes about the Timeline

¹See below for full RttT expectation. Also see the “Expectation Explanation” document for more details. The document can be found here:

<http://www.isbe.state.il.us/racetothetop/htmls/leas.htm>.

²See suggested activities for the timeline under which state materials/services may be available.

³Webinars will be conducted; the first is scheduled for April 8, 2013. Additional plans for sharing ideas for how to use the data for continuous improvement are underway. See <https://illinois.5-essentials.org/2012/> for a list of webinars.

⁴We anticipate you should be able to begin engaging stakeholders in July 2014

⁵Districts will be able to begin professional development around ISLE in April 2014

⁶We anticipate instructional applications to be available for use during the 14-15 school year

⁷More information about the PERA Research-Based Study is forthcoming

⁸Professional development for Learning Maps should be available in April 2014

⁹Classroom roll-out of learning Maps should be available in the 2014-2015 school year

Rising Star Indicator	RttT EXPECTATIONS
CI1 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.
CI2 Rising Star	RT3 Expectations: The district implements a comprehensive district continuous improvement process (either Rising Star or an approved equivalent).
CI3 Rising Star	RT3 Expectations: The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).
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.
IB01 PLCs	RT3 Expectations: The district establishes professional learning communities to support all aspects of the instructional improvement process.
IA14 HPHM	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.
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.
IA10 Funding Flexibility	RT3 Expectations: The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation.
IC05 Common Core and 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).

Rising Star Indicator	RttT EXPECTATIONS
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.
D9 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.
D11 Learning Maps	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 RTI	RT3 Expectations: The district's RtI implementation plan ensures targeted interventions and differentiated supports aligned to the new State Standards (CCSS)
RT3-1 PERA	RT3 Expectations: The school district implements PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following: (1) for Chicago Public Schools, when required by PERA; (2) by September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or (3) 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. 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.
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.