**District Name:** **Date:**

**Directions:**

Please return the Executive Summary and this report by January 31st, 2016 to [**RT3@isbe.net**](mailto:RT3@isbe.net) .

In addition to completing the closeout report, update the attached excel version of the LEA scope of work.

For more details about the Race to the Top Expectations, please visit:

<http://www.isbe.net/racetothetop/PDF/indicators_alignment.pdf>

# Project Closeout and Summaries

1. **Project: CII1: Survey of Learning Conditions (5 Essentials)**

*RT3 Expectations:* The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.

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| Rate your district’s progress of the implementation of 5Essentials throughout the course of the grant.  Not implemented Somewhat implemented Partially implemented Mostly implemented Fully implemented  1 2 3 4 5    Please describe the **status and progress** to date**.**    Please describe challenges and/or obstacles that the school district is facing in completing  the work.    Rate the district’s quality of implementation over the course of the grant.  Extremely poor Below average Average Above average Excellent  1 2 3 4 5    How does the district determine that the work being implemented is of high-quality?    How does the school district plan to engage stakeholders around the data from the Survey of Learning Conditions? Has the school district been successful in obtaining a good parental participation rate? If so, how was that level achieved?    Rate the districts use of the 5Essentials in informing and guiding the district’s continuous improvement plan.  Very Poor Poor Fair Good Excellent  1 2 3 4 5    How do the results of the Survey of Learning Conditions factor into the district’s continuous improvement plan?    What are the planned next steps in using the Survey of Learning Conditions? Where can it  be helpful?    What are some examples/evidence of the implementation of this project to date? If you have resources please indicate and provide the attachments.    How has implementing the 5Essentials project impacted the classroom, for example instruction of students or student achievement? Please provide an example or two.    Please provide *at least* one example of a lessons learned about the implementation of the 5Essentials Survey of Learning Conditions. |
| Pease rate the states responsiveness to questions and requests for technical assistance concerning the 5Essesntials project. If N/A please mark here -  Extremely poor Below average Average Above average Excellent  1 2 3 4 5    Please rate the quality of the technical assistance/resources provided by 5Essentials project.  Very Poor Poor Fair Good Excellent  1 2 3 4 5 |

**Project Status: CII1: Survey of Learning Conditions/5 Essentials**

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| ☐ | Red | Substantially off-track and/or has significant quality concerns; urgent and decisive action is required |
| ☐ | Orange | Off-track and/or there are quality concerns; many aspects require significant attention |
| ☐ | Yellow | Generally on-track and of high or good quality; only a few aspects require additional attention |
| ☐ | Green | On-track with high quality |
| **Provide an explanation for the rating. If the self-assessment is “orange” or “red”, please explain how challenges will be addressed. (Feel free to include requests for assistance from ISBE.)** | | |

1. **Projects: IA01; IA02; IA03: Engagement**

*RT3 Expectations:* The district uses school and district performance information from resources such as the redesigned State Report Card to support and build partnerships with municipal and civic leaders, community organizations and to support and build parental engagement.

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| Is the school district using the Revised Report Card to engage stakeholders?  Yes  No  Is the engagement of stakeholders around the Revised Report Card part of the school district’s continuous improvement process?  Yes  No  If so, describe how this fits into the plan.    Rate your district’s implementation of community and parental engagement throught the course of the grant.  Not implemented Somewhat implemented Partially implemented Mostly implemented Fully implemented  1 2 3 4 5    What are some planned next steps for engaging stakeholders in your district?    Please rate the overall support the district receives from the community.  None Very little Some Quite a bit A lot  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  What are some examples/evidence of the implementation of this project to date? If you have resources please indicate and provide the attachments.    What tools have your district found most successful in encouraging parental engagement in the classroom (for example, Illinois Report Card, 5Essentials)?    Please provide *at lease* one example of a lessons learned about the implementation of the engagement project. |
| Pease rate the states responsiveness to questions and requests for technical assistance concerning engagement. If N/A please mark here -  Extremely poor Below average Average Above average Excellent  1 2 3 4 5    Please rate the quality of the technical assistance/resources provided by the state on engagement.  Very Poor Poor Fair Good Excellent  1 2 3 4 5 |

**Project Status: IA01; IA02; IA03: Engagement**

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| --- | --- | --- |
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| ☐ | Orange | Off-track and/or there are quality concerns; many aspects require significant attention |
| ☐ | Yellow | Generally on-track and of high or good quality; only a few aspects require additional attention |
| ☐ | Green | On-track with high quality |
| **Provide an explanation for the rating. If the self-assessment is “orange” or “red”, please explain how challenges will be addressed. (Feel free to include requests for assistance from ISBE.)** | | |

1. **Project: ICO5:** **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).

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| Rate your district’s progress of implementing common core standards throughout the course of the grant.  Not implemented Somewhat implemented Partially implemented Mostly implemented Fully implemented  1 2 3 4 5    Rate your district’s progress in aligning the standards accoss the curriculum (K-12).  Not implemented Somewhat implemented Partially implemented Mostly implemented Fully implemented  1 2 3 4 5    Please describe the **status and progress** to date**.**    Please describe challenges and/or obstacles that the school district is facing in completing  the work.    How does the district determine that the work being implemented is of high-quality?    Rate the district’s quality of implementation over the course of the grant.  Extremely poor Below average Average Above average Excellent  1 2 3 4 5    What were the most difficult subjects (ELA, Math or Writing across the curriculum) for the school district to align curriculum? Please explain the reason for the difficulty and the district’s solution.    How is the school district addressing critical student transition points? If not a unit district, please explain the collaboration with other school districts to implement seamless transitions.    What is the relationship between implementing Common Core and developing assessments for the school district? How were these tasks tackled and in what order? What were the difficult aspects and how were they addressed?    What are some examples/evidence of the implementation of this project to date? If you have resources please indicate and provide the attachments.    What resources or tools have been most beneficial in implementing common core standards and aligning the districts curriculum?    How has implementing the new standards and aligning the curriculum improved classroom level instruction, if possible please proved some examples from educators on classroom impact.    Please provide *at lease* one example of a lessons learned about the implementation of common core standards and curriculum alignment. |
| Pease rate the states responsiveness to questions and requests for technical assistance concerning common core and curriculum alignement. If N/A please mark here - ☐  Extremely poor Below average Average Above average Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  Please rate the quality of the technical assistance/resources provided by the state for this project.  Very Poor Poor Fair Good Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐ |

**Project Status: IC05: Common Core and Curriculum**

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| ☐ | Red | Substantially off-track and/or has significant quality concerns; urgent and decisive action is required |
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| ☐ | Yellow | Generally on-track and of high or good quality; only a few aspects require additional attention |
| ☐ | Green | On-track with high quality |
| **Provide an explanation for the rating. If the self-assessment is “orange” or “red”, please explain how challenges will be addressed. (Feel free to include requests for assistance from ISBE.)** | | |

1. **Project: D7: Local Assessment Systems**

*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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| Rate your district’s progress on developing local assessment systems throughout the course of the grant.  Not implemented Somewhat implemented Partially implemented Mostly implemented Fully implemented  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  Please describe the **status and progress** to date.    Rate the district’s overall quality in the development of a local assessment sysyem during the course of the grant.  Extremely poor Below average Average Above average Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  What are the challenges and/or obstacles that the district has faced, or is expecting to face in completing this work?    What is the district’s plan for selecting and/or developing quality assessments? Please provide one example assessment that your district has determined is a quality assessment. The following sub-questions may help guide your response:   * What is the purpose of the assessment, including users, intent, and decisions to be influenced by the results? * What are the learning expectations, goals, and/or standards measured by the assessment? * How did you determine that this was a valid, reliable, and fair assessment? * How will information and/or data gained from this assessment provide timely and targeted feedback to students and teachers to improve learning?     What is the district’s plan for revising selected and/or developed assessments?    What is the district’s plan for training staff to select, develop, and revise assessments?    What are some lessons learned that came out of developing a local assessment system in your distrct?    Whart are some examples and/or evidence of local assessment development from the district.    Rate the districts overall teacher involvement in the local assessment system implantation over the course of the grant?  Very low Low Average Above average High  1 2 3 4 5    How has the local assessment system projected impacted classroom instruction, and how has that instruction improved the overall learning environment for students? |
| Pease rate the states responsiveness to questions and requests for technical assistance concerning local assessment system development. If N/A please mark here - ☐  Extremely poor Below average Average Above average Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  Please rate the quality of the technical assistance/resources provided by the state for this project.  Very Poor Poor Fair Good Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  Please rate the quality of the trainings and materiels provided by the state for the local assessment system progect. If N/A mark here - ☐  Extremely poor Below average Average Above average Excellent  1 2 3 4 5 |

**Project Status: D7: Local Assessment System**

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| ☐ | Yellow | Generally on-track and of high or good quality; only a few aspects require additional attention |
| ☐ | Green | On-track with high quality |
| **Provide an explanation for the rating. If the self-assessment is “orange” or “red”, please explain how challenges will be addressed. (Feel free to include requests for assistance from ISBE.)** | | |

1. **Project: D9: STEM Programs of Study and Individual Learning Plans**

*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.

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| **If the district does not have students in 9-12 (STEM Programs of Study) or students in grades 7 or 8, please indicate N/A. If the districts have STEM programs developed for lower grade levels please take time to respond to the following questions.**  Rate your district’s progress of the implementation and development of STEM Programs of Study over the course of the grant.  STEM Programs of Study  Not Somewhat Partially Mostly Fully Not  implemented implemented implemented implemented implemented Applicable  1 2 3 4 5 NA  ☐ ☐ ☐ ☐ ☐ ☐  Individualized Learning Plan (ILP)  Not Somewhat Partially Mostly Fully Not  implemented implemented implemented implemented implemented Applicable  1 2 3 4 5 NA  ☐ ☐ ☐ ☐ ☐ ☐  Please describe the **status and progress** to date**.**    Please describe challenges and/or obstacles that the school district is facing in completing  the work.    How does the district determine that the work being implemented is of high-quality?    Rate the district’s quality of STEM Programs of Study and/or ILP over the course of the grant.  STEM Programs of Study  Very Poor Poor Fair Good Excellent NA  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐ ☐  Individualized Learning Plan  Very Poor Poor Fair Good Excellent NA  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐ ☐    How is the district progressing in the development of two programs of study and/or ILP? For example, describe the district’s curriculum planning work. Does the school district have a plan for ensuring there is proper interest, enrollment and rigor for each program of study?    What partners has the district identified for the STEM Programs of Study and/or the ILP? How were your STEM POS chosen? What process/steps did you follow? Feel free to include advice for other districts on looking for partners.    How is the school district addressing critical student transition points? If not a unit district, please explain the collaboration with other school districts to implement seamless transitions.    What are some examples and/or evidence that the districts has developed from implementing STEM Programs of Study? If you have resources please indicate and provide the attachments.    Provide *at least* one example of lessons learned about the development and implementation of STEM Programs of Study.    How have these STEM programs impacted classroom instruction and student readiness for college or career? Provide some student/educator feedback when possible. |
| Please rate the states responsiveness to questions and requests for technical assistance (i.e. Pathways Resource Center (PRC) and its coaches) concerning STEM Programs of Study and/or ILP. If N/A please mark here - ☐  Extremely poor Below average Average Above average Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  Please rate the quality of the trainings and materials provided by the State concerning STEM Programs of Study.  Pathways Resources Center (PRC)  Extremely Poor Poor Fair Good Excellent NA  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐ ☐  STEM Learning Exchange (STEM LE)  Extremely Below Above  Poor Average Average Average Excellent NA  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐ ☐    Please rate the quality of the support (i.e. trainings and materials) provided by STEM partners throughout the course of the grant.  Pathways Resources Center (PRC)  Extremely Poor Poor Fair Good Excellent NA  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐ ☐  STEM Learning Exchange (STEM LE)  Extremely Below Above  Poor Average Average Average Excellent NA  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐ ☐ |

**Project Status: D9: STEM Programs of Study**

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| ☐ | Red | Substantially off-track and/or has significant quality concerns; urgent and decisive action is required |
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| ☐ | Yellow | Generally on-track and of high or good quality; only a few aspects require additional attention |
| ☐ | Green | On-track with high quality |
| **Provide an explanation for the rating. If the self-assessment is “orange” or “red”, please explain how challenges will be addressed. (Feel free to include requests for assistance from ISBE.)** | | |

1. **Project: RT3-1: PERA Implementation (Student Growth for stakes)**

*RT3 Expectations:* The school district implements PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following:

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.

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.

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| Please describe the **status and progress of PERA implementation** to date.    Did the joint committee fail to agree on any aspect(s) of the evaluation plan and thus default to the state model? If so, what area (s)    *(All RttT districts are requested to submit their evaluation plans to the Illinois State Board of Education Please submit your plan when completing this report).*  Has the district utilized the Implementation Guidance documents available on the PEAC website?  Yes  No  If yes, which ones were most helpful and why? Which ones were least helpful and why?    How does the district determine that the work being implemented is of high-quality?    Rate the district’s quality of implementation over the course of the grant.  Extremely poor Below average Average Above average Excellent  1 2 3 4 5    What are some examples/evidence of the implementation of this project to date? If you have resources please indicate and provide the attachments.    Please provide *at least* one example of a lessons learned about the implementation of PERA.    Please describe challenges and/or obstacles that the school district is facing in completing  the work. |
| Pease rate the states responsiveness to questions and requests for technical assistance concerning PERA. If N/A please mark here - ☐  Extremely poor Below average Average Above average Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  Please rate the quality of the technical assistance/resources provided by the state for this project.  Very Poor Poor Fair Good Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  Please rate the quality of the support (I.E. trainings and materiels) provided PEAC troughout the course of the grant. If N/A mark here - ☐  Extremely poor Below average Average Above average Excellent  1 2 3 4 5 |

**Project Status: RT3-1: PERA Implementation**

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| ☐ | Red | Substantially off-track and/or has significant quality concerns; urgent and decisive action is required |
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| ☐ | Yellow | Generally on-track and of high or good quality; only a few aspects require additional attention |
| ☐ | Green | On-track with high quality |
| **Provide an explanation for the rating. If the self-assessment is “orange” or “red”, please explain how challenges will be addressed. (Feel free to include requests for assistance from ISBE.)** | | |

1. **Project: 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.

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| Rate your district’s progress of the implementation of Mentoring and Induction programs throughout the course of the grant.  Not implemented Somewhat implemented Partially implemented Mostly implemented Fully implemented  1 2 3 4 5    Please describe the **status and progress** to date**.**    Did the district have an induction and mentoring program established prior to participating in RttT? If yes, please briefly describe the program how RttT supported it.    RttT funds have allowed the district to establish (or support) an induction and mentoring program. What plans are in place to ensure sustainability?    What effect has the induction and mentoring program had on teacher and principal retention, if any?    What aspect of the district’s mentoring and induction program would most benefit from additional training assistance provided by ISBE? What type of support and resources would the school district like to see?    What type of support is provided to beginning teachers? What type of support is provided to beginning principals?    Rate the district’s quality of implementation over the course of the grant.  Extremely poor Below average Average Above average Excellent  1 2 3 4 5    What are some examples/evidence of the implementation of this project to date? If you have resources please indicate and provide the attachments.    Please provide *at least* one example of a lessons learned about the implementation of Induction and Mentoring programs. |
| Pease rate the states responsiveness to questions and requests for technical assistance concerning Mentoring and Induction. If N/A please mark here - ☐  Extremely poor Below average Average Above average Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  Please rate the quality of the technical assistance/resources provided by the state for this project.  Very Poor Poor Fair Good Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  Please rate the quality of the support (I.E. trainings and materiels) provided by Induction and Mentoring partners troughout the course of the grant. If N/A mark here - ☐  Extremely poor Below average Average Above average Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐ |

**Project Status: RT3-2: Mentoring and Induction**

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| ☐ | Yellow | Generally on-track and of high or good quality; only a few aspects require additional attention |
| ☐ | Green | On-track with high quality |
| **Provide an explanation for the rating. If the self-assessment is “orange” or “red”, please explain how challenges will be addressed. (Feel free to include requests for assistance from ISBE.)** | | |

# General RttT Efforts Towards Meeting Expectations

1. Please comment on the district’s progress in general for all Race to the Top Expectations. Please include any specific accomplishments, challenges, and obstacles.

RttT Expectations include (See “Abe Lincoln” document): <http://www.isbe.net/racetothetop/PDF/indicators_alignment.pdf>

**CII2**: District Improvement Process

**CII3**: School Improvement Process

**IA01, IA02, IA03**: Engaging Stakeholders

**IB01**: Professional Learning Communities

**IA14**: Recruit for High Poverty/High Minority Schools

**IA10**: Professional Development Fund Flexibility

**D11**: ISLE Learning Maps (not available yet)

**D13**: RTI and Common Core

**Overall RttT Work and Expectations**

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| **General Comments/Progress/Challenges**  Please describe the **status and progress** to date**.**    Please describe challenges and/or obstacles that the school district is facing in completing  the work.    Rate the district’s quality of implementing School and District improvement processes over the course of the grant.  Extremely poor Below average Average Above average Excellent  1 2 3 4 5  ☐ ☐ ☐ ☐ ☐  Rate the district’s quality of engagement of stakeholders?  Extremely poor Below average Average Above average Excellent  1 2 3 4 5    Rate the district’s quality of implementing professional learning communities throughout the course of the grant.  Extremely poor Below average Average Above average Excellent  1 2 3 4 5    How does the district determine that the work being implemented is of high-quality?    What are the planned next steps for the overall work and expectations moving forward?    What are some examples/evidence of the implementation of these projects/expectations to date? If you have resources please indicate and provide the attachments.    Please provide a couple examples of a lessons learned about the implementation overall for the expectations and work of Race to the Top. |

**Overall RttT Rating:** Please rate the district’s overall progress on RttT projects (choose one by clicking the appropriate box).

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| ☐ | Yellow | Generally on-track and of high or good quality; only a few aspects require additional attention |
| ☐ | Green | On-track with high quality |
| **Provide an explanation for the rating. If the self-assessment is “orange” or “red”, please explain how challenges will be addressed. (Feel free to include requests for assistance from ISBE.)** | | |

1. Additional Comments:

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| **Comments:** |