



## Illinois Rising Star Indicators and Race to the Top Expectations

KEY CODE	TYPE	INDICATORS	EXPECTATIONS
<b>Continuous Improvement - District Vision and Direction</b>			
CII1	<b>RT3</b>	The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)	<b>RT3 Expectations:</b> The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.
<b>Continuous Improvement - District and School Improvement Processes</b>			
CII2	<b>RT3</b>	The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323)	<b>RT3 Expectations:</b> The district implements a comprehensive district continuous improvement process (either Rising Star or an approved equivalent).
CII3	<b>RT3</b>	The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324)	<b>RT3 Expectations:</b> The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).
IA01	<b>SC RT3</b>	The district builds partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1117)	<b>RT3 Expectations:</b> 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	<b>SC RT3</b>	The district builds partnerships with community organizations in district and school improvement planning and maintains regular communication with them. (1118)	<b>RT3 Expectations:</b> 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	<b>SC RT3</b>	The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them. (1119)	<b>RT3 Expectations:</b> 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		SS RT3	The district operates with district-level and school-level improvement teams. (1132)	RT3 Expectations: The district establishes professional learning communities to support all aspects of the instructional improvement process.
<b>Continuous Improvement - District Allocation of Resources for School Improvement</b>				
IA14	ELL	SP RT3	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)	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		SC SP RT3	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122)	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	CL	SP RT3	The district regularly allocates/reallocates resources to support school, staff, and instructional improvement. (1126)	RT3 Expectations: The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation.
<b>Continuous Improvement - District Support for School Improvement and Student Achievement</b>				
IC05		SC SS RT3	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148)	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		SC SP RT3	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326)	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		SC RT3	The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)	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	Rtl	RT3	The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328)	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	Rtl	RT3	The district ensures that all district and school stakeholders are knowledgeable about Response to Intervention (Rtl) implementation by providing support, guidance, training, and professional development. (2329)	RT3 Expectations: The district's Rtl implementation plan ensures targeted interventions and differentiated supports aligned to the new State Standards (CCSS)
<b>Continuous Improvement – Teacher and Leader Effectiveness and Supports</b>				
RT3-1		RT3	The school district's teacher and principal evaluation systems incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness. (2586)	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		RT3	The district provides induction and mentoring supports to all beginning teachers and principals. (2587)	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.