Race to the Top 3
Participating LEA Expectations and State Supports

	Participating LEA Expectations	State Supports
General Capacity and Commitments	1. The district must agree to integrate with the Illinois Shared Learning Environment (ISLE), participating in the 2nd phase of implementation, to support all of the RTTT3 strategy areas 2. The district must implement a comprehensive school and district continuous improvement process: either Rising Star or approved equivalent 3. The district must agree to provide sufficient autonomy in the use of time and re-allocate PD resources necessary for implementation 4. The district must participate in all State-led efforts to undertake district networking activities, disseminate implementation models, and evaluate program results 5. The district must leverage ISLE and redesigned State Report Card for parental and community engagement 6. If the district has any Tier I or Tier II schools, the district must seek to leverage School Improvement Grant funds to support its RTTT3 implementation plan 7. The Participating LEA allocation may only be used for expenditures relating to its implementation of its RTTT3 plan	1. Illinois Shared Learning Environment 2. Center for School Improvement 3. Additional ISBE Capacity 4. Illinois Collaborative for Education Policy Research 5. New State Report Card

Standards Implementation: Instructional Practices	1. Establish strong instructional leadership at the district- and school-level
	2. Establish professional learning communities to support implementation of all aspects of instructional improvement process
	3. Establish alignment teams to address critical transition points: PreK to elementary, middle to high school, high school to postsecondary
	4. Ensure the district's plan for RtI implementation provides for targeted interventions and differentiated supports, aligned to the revised Learning Standards, for students that are not on pace to meet college- and career-ready expectations
	5. Embed the learning maps available through ISLE (as described in Appendix 5, Section IV.C.2) as a central part of instructional practices at all grade levels
		1. Center for School Improvement (CSI) supports instructional improvement processes
		2. Illinois Shared Learning Environment hosts learning maps
		3. State alignment supports:
		   • KIDS
		   • College and Career Readiness Program
		4. State RtI supports

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	Participating LEA Expectations	State Supports
Standards Implementation: Curriculum, Grading, & Reporting	1. Perform grade-level curriculum analysis using new standards 2. Undertake cross grade-level discussions to identify shifts in content 3. Integrate writing through-out the curriculum 4. Integrate CCSS in Math, ELA and literacy across the curriculum, including the concept of text complexity for ELA and application for Math 5. Integrate CCSS Science framework into curriculum 6. Implement a standards-based reporting system in Math, ELA, and Science	1. CSI oversees standards & curriculum implementation activities, working closely with content specialists at ISBE 2. Illinois Shared Learning Environment hosts resources for implementation

High Quality Assessments	1. Develop an assessment system that includes formative and summative assessments in a coherent framework to support standards-aligned instruction and, where appropriate, measure student growth
	2. Integrate CCSS assessment items in subjects other than math and ELA
	3. Participate in district network activity across all of the RTTT 3 participating districts to develop Type II and Type III assessment frameworks and items which can be used on a district-wide basis by all teachers in a given grade or non-tested subject area
	  • 10% of the Participating LEA's allocation must be used for development and implementation of Type II or Type III assessment frameworks and items
	4. Agree to serve as a pilot district for PARCC consortium and KIDS assessment
		1. CSI
		2. "Assessments for Learning" strategies:
		  a. Statewide contract for Type I assessments and corresponding tools to help districts use these assessments
		  b. Open-source frameworks and district network activity to develop assessment items for Type II and Type III assessments
		  c. Assessment item bank and other assessment supports hosted on ISLE

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	Participating LEA Expectations	State Supports
Learner Profiles and Pathways	1. As part of the Participating LEA's integration with ISLE, implement a strategy to link student data across local systems to support the creation of integrated learner profiles 2. Establish 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 3. *For LEAs serving grades 9-12:* Establish two or more Programs of Study promoting critical STEM application areas	1. Illinois Shared Learning Environment provides platform for learner profile, ILP, and Program of Study supports 2. STEM Learning Exchanges support POS implementation in critical STEM areas 3. College and Career Readiness Programs supports POS alignment to postsecondary education

Educator Quality & Effectiveness: Performance Evaluations	1. School districts having 500,000 or more inhabitants must fully implement PERA's requirements for teacher evaluations by September 1, 2013. All other school districts must have union agreement to implement PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following:
	  a. Implementation with a "no stakes" student growth component in all schools by September 1, 2013 (i.e., student growth component is not used in final summative evaluation)
	  b. Full PERA implementation:
	    ▪ By September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE
	    ▪ By September 1, 2015 for all other school districts
	2. 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
	3. Use positive performance evaluations as part of the basis for selecting peer evaluators and mentors
	4. Implement State-adopted survey of learning conditions or an approved equivalent, subject to availability of RTTT3 or State funding
	5. Fully cooperate in the PERA Research-based Study
		1. Performance evaluation training program
		2. Support for principal and teacher evaluators to participate in training
		3. PEAC and PEAC Subcommittee support
		4. PERA Research-based Study

Race to the Top 3
Participating LEA Expectations and State Supports

	Participating LEA Expectations	State Supports
Educator Quality & Effectiveness: HPHM Schools; Induction & Mentoring	1. Partner with ISBE and preparation programs in pipeline strategies for High Poverty High Minority Schools 2. Establish induction/mentoring of two years in duration for teachers and one year for principals meeting specified standards subject to availability of RTTT3 or State funding 3. Participate in State technical assistance and accountability infrastructure for induction and mentoring programs	1. Incentives for teacher preparation programs to establish Participating LEA partnerships and redesign programs to address CCSS and ISLE 2. Funding for induction/mentoring in Participating LEAs and certain state infrastructure

Race to the Top 3
Participating LEA Implementation Timeline

	2012 Jan - June	2012 July - Dec	2013 Jan - June	2013 July - Dec	2014 Jan - June	2014 July - Dec	2015 Jan - June	2015 July - Dec
General Capacity and Commitments	• Develop final RTTT3 Scope of Work	• Establish necessary autonomies, reallocations of resources, and CBA waivers to implement plan • Training and piloting of Rising Star or approved equivalent • Develop parental and community engagement strategy around RTTT 3 plan		• Implement Rising Star or approved equivalent. • Incorporate ISLE parent portal and redesigned State report card into parental and community engagement strategy.				
Illinois Shared Learning Environment (ISLE)	• Outreach, requirements gathering, and IT systems analysis for ISLE implementation		• ISLE technical integration commences	• Continued ISLE technical integration • PD on effective use of ISLE to impact teaching and learning	• Initial ISLE launch	• Full ISLE implementation		
Standards Implementation	• Establish professional learning communities and alignment teams	• Align RtI implementation plan to revised standards • Implement alignment processes around critical transition points • Curriculum analysis using new standards • Cross grade-level discussions to identify shifts in content		• Integrate writing throughout the curriculum • Integrate CCSS into grading process in Math, ELA and literacy across the curriculum • Integrate CCSS Science framework into curriculum • Design standards based reporting system • Embed learning maps in instructional practices		• CCSS implemented throughout curriculum • Implementation of standards-based reporting system		
High Quality Assessments	• Design local assessment system to support standards implementation and PERA			• Continued design, preliminary implementation of assessment system		• Full implementation of assessment system		

	Race to the Top 3							
	Participating LEA Implementation Timeline							
	2012 Jan - June	**2012** July - Dec	**2013** Jan - June	**2013** July - Dec	**2014** Jan - June	**2014** July - Dec	**2015** Jan - June	**2015** July - Dec
Learner Profiles and Pathways	• Identify STEM application areas	• STEM POS systems designed • Individual Learning Plan model selected • College and Career Readiness Program (CCRP) planning		• Continued POS design, preliminary implementation • Individual Learning Plan piloted • Preliminary CCRP implementation		• Full implementation of POS, Individual Learning Plan, and CCRP		
Educator Quality& Effectiveness: Performance Evaluations	• Identify PERA joint committee members, informal meetings of joint committee	• Joint committee formally convened by November 1 • Develop local evaluation plan, including student growth measures and peer evaluation system • Train all evaluators • Pilot survey of learning conditions • Implement PERA for principal evaluations		• Implementation of PERA for teacher evaluations with "no stakes" student growth component • Implement survey of learning conditions • Full cooperation with PERA Research-based Study		• Full PERA implementation for teacher evaluations for bottom 20% • Continued no stakes imp. of student growth component for others • Continued implementation of survey of learning conditions		• Full PERA implem. for all Participating LEAs
Educator Quality & Effectiveness: HPHM Schools; Induction & Mentoring	• Engagement and planning with teacher prep programs around High Poverty High Minority Schools partnerships • Participating LEAs with existing induction programs expand to all first- and second-year teachers and first-year principals • Participating LEAs without existing induction and mentoring programs establish such programs • Establish method for use of positive performance evaluations as part of the basis for selecting peer evaluators and mentors			• Implement HPHM partnerships • Implement induction and mentoring programs • Participate in State's technical assistance and accountability systems for induction and mentoring				