



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

December 18, 2013

Susan Schaeffler
KIPP DC
1003 K Street NW, Suite 700
Washington, DC 20001

Dear Chief Executive Officer Schaeffler:

I am writing in response to KIPP DC's (KIPP) request to amend its approved Race to the Top - District grant project. Between July 16, 2013 and December 18, 2013, the grantee held conversations with and submitted amendment requests to the U.S. Department of Education (Department). As you are aware, the Department has the authority to approve amendments to your approved application and budget, provided that such a change does not alter the scope or objectives of the approved proposal. On March 27, 2013, the Department provided the "Scope of Work Grant Amendment Submission Process" document to grantees Local Educational Agencies (LEAs) indicating the process by which amendments would be reviewed and approved or denied. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top - District *Principles*, which are also included in that document.

I approve the following amendments:

- For Project 2: Tools and Technology, shift the timeline for the tasks, and associated subtasks, related to implementation of KIPP's Data Warehouse by seven to 19 months. The overall timeline for the activity will not change. KIPP reports that the changes in the timeline are necessary due to numerous factors, including: changes made in the source system, preparation for teacher roll out, the introduction of a supplemental standards tracking system, user feedback and vendor availability.
- For Project 2: Tools and Technology, shift the timeline for activities related to implementation of a new Hybrid Learning Management System from September 2013 to May 2015. KIPP reports that the change in the timeline is necessary due

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to user feedback and lack of available vendor resources. KIPP reports that the delay does not impact any other tasks.

- In the (A)(4) Student Outcome Measures:
 - Revise the annual targets for (A)(4)(a): Performance on summative assessments. The overall target for SY 2016-2017 remains the same. See Appendix A for revised targets and Appendix D for the original application targets.
 - Revise the comparison group for the (A)(4)(b): Reducing the achievement gap targets in accordance with the definitions the Department provided in the Race to the Top – District application. See Appendix B for the revised targets and Appendix E for the original application targets.
 - Revise the SY 2016-2017 target for (A)(4)(e): Postsecondary Degree Attainment to reflect a more reasonable goal. KIPP reports that its revised target is still an ambitious target. See Appendix C for revised targets and Appendix F for the original application targets.

It is our understanding that the amendments will not substantially change the scope and objectives of the work. Please note that this letter will be posted on the Department's website as a record of the amendments.

If you need any assistance or have any questions regarding Race to the Top – District, please do not hesitate to contact KIPP's Race to the Top – District program officer, Cindy Savage, at 202-453-5998 or Cindy.Savage@ed.gov.

Sincerely,

//s//

Ann Whalen
 Director, Policy and Program Implementation
 Implementation and Support Unit

cc: Sarah Strom

Appendix A: Revised (A)(4)(a) Performance on Summative Assessments

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
DC CAS, Grades 3-8 and 10, Reading, Percent Proficient or Advanced	OVERALL	59.51%	64.01%	68.51%	73.01%	77.51%	82.01%
	Black/Non-Hispanic	59.34%	63.87%	68.40%	72.93%	77.46%	81.99%
	Disabled	20.23%	28.51%	36.79%	45.08%	53.36%	61.64%
	Economically Disadvantaged	56.84%	61.61%	66.38%	71.15%	75.92%	80.69%
DC CAS, Grades 3-8 and 10, Mathematics, Percent Proficient or Advanced	OVERALL	72.65%	75.91%	79.18%	82.44%	85.71%	88.97%
	Black/Non-Hispanic	72.54%	75.83%	79.12%	82.40%	85.69%	88.98%
	Disabled	42.77%	49.35%	55.93%	62.52%	69.10%	75.68%
	Economically Disadvantaged	71.10%	74.52%	77.94%	81.35%	84.77%	88.19%
DC CAS, Grades 3-8 and 10, Reading, Median Growth Percentile	OVERALL	66%	66.6%	67.2%	67.8%	68.4%	69%
	Black/Non-Hispanic	65%	65.8%	66.6%	67.4%	68.2%	69%
	Disabled	67.5%	67.8%	68.1%	68.4%	68.7%	69%
	Economically Disadvantaged	65%	65.8%	66.6%	67.4%	68.2%	69%
DC CAS, Grades 3-8 and 10, Mathematics, Median Growth Percentile	OVERALL	69%	69%	69%	69%	69%	69%
	Black/Non-Hispanic	68.5%	68.6%	68.7%	68.8%	68.9%	69%
	Disabled	61%	62.6%	64.2%	65.8%	67.4%	69%
	Economically Disadvantaged	69%	69%	69%	69%	69%	69%

Appendix B: Revised (A)(4)(b) Decreasing achievement gaps

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
DC CAS, Grades 3-8 and 10, Reading, Percent Proficient or Advanced	KIPP DC disabled and State White/Non-Hispanic	70%	65%	58%	52%	45%	36%
	KIPP DC economically disadvantaged and State White/Non-Hispanic	34%	31%	28%	25%	22%	17%
DC CAS, Grades 3-8 and 10, Mathematics, Percent Proficient or Advanced	KIPP DC disabled and State White/Non-Hispanic	46%	43%	40%	35%	29%	23%
	KIPP DC economically	17%	16%	15%	13%	11%	9%

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Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	disadvantaged and State White/Non-Hispanic						

Appendix C: Revised (A)(4)(e) Postsecondary Degree Attainment

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Postsecondary degree attainment	OVERALL	X	X	X	X	X	50%

Appendix D: Original (A)(4)(a) Performance on Summative Assessments

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
DC CAS, Grades 3-8 and 10, Reading, Percent Proficient or Advanced	OVERALL	59.51%	70.01%	73.01%	76.01%	79.01%	82.01%
	Black/Non-Hispanic	59.34%	69.98%	72.98%	75.99%	78.99%	81.99%
	Special Education	20.23%	36.07%	42.47%	48.86%	55.25%	61.64%
	Economically Disadvantaged	56.84%	67.81%	71.03%	74.25%	77.47%	80.69%
DC CAS, Grades 3-8 and 10, Mathematics, Percent Proficient or Advanced	OVERALL	72.65%	81.62%	83.46%	85.30%	87.14%	88.97%
	Black/Non-Hispanic	72.54%	81.63%	83.47%	85.30%	87.14%	88.98%
	Special Education	42.77%	59.47%	63.53%	67.58%	71.63%	75.68%
	Economically Disadvantaged	71.10%	80.32%	82.29%	84.26%	86.23%	88.19%
DC CAS, Grades 3-8 and 10, Reading, Median Growth Percentile	OVERALL	66	70	70	70	70	70
	Black/Non-Hispanic	65	70	70	70	70	70
	Special Education	67.5	70	70	70	70	70

	Economically Disadvantaged	65	70	70	70	70	70
DC CAS, Grades 3-8 and 10, Mathematics, Median Growth Percentile	OVERALL	69	70	70	70	70	70
	Black/Non-Hispanic	68.5	70	70	70	70	70
	Special Education	61	70	70	70	70	70
	Economically Disadvantaged	69	70	70	70	70	70

Appendix E: Original (A)(4)(b) Decreasing Achievement Gaps

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
DC CAS, Grades 3-8 and 10, Reading, Percent Proficient or Advanced	KIPP DC Black/Non-Hispanic and State White/Non-Hispanic	31.49%	28.34%	25.19%	22.05%	18.90%	15.75%
	KIPP DC disabled and State non-disabled	32.45%	29.21%	25.96%	22.72%	19.47%	16.23%
	KIPP DC economically disadvantaged and State non-economically disadvantaged	7.23%	6.51%	5.78%	5.06%	4.34%	3.61%
DC CAS, Grades 3-8 and 10, Mathematics, Percent Proficient or Advanced	KIPP DC Black/Non-Hispanic and State White/Non-Hispanic	16.28%	14.65%	13.03%	11.40%	9.77%	8.14%
	KIPP DC disabled and State non-disabled	13.73%	12.36%	10.98%	9.61%	8.24%	6.86%
	KIPP DC economically disadvantaged and State non-economically disadvantaged	-6.49%	0%	0%	0%	0%	0%

Appendix F: Original (A)(4)(e) Postsecondary Degree Attainment

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Postsecondary degree attainment	OVERALL	N/A	N/A	N/A	N/A	N/A	70%

