



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

July 26, 2013

Superintendent Cushenberry
Metropolitan School District of Warren Township
975 North Post Road
Indianapolis, IN 46219

Dear Superintendent Cushenberry:

I am writing in response to Metropolitan School District of Warren Township's (MSD) request to amend its approved Race to the Top - District grant project. Between May 12 and July 26, 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:

- In Environments to Support Engaged Learning (Project 3): Funds originally targeted for High School English classroom laptops (\$924,000) will be redirected to purchase Chromebooks and carts. MSD's application stated that laptops would be purchased for use in 30 high school English classrooms to support student's research, as well as oral and communication skills. After the grant proposal was submitted, the district learned that Chromebooks were more cost effective and would allow MSD to provide all students with computers.
- In Virtual Learning Opportunities (Project 7): MSD adjusted the timeline for when online courses are peer reviewed by Quality Matters (QM).

www.ed.gov

400 MARYLAND AVE., SW, WASHINGTON, DC 20202

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Rather than sending coursework for review in Years 1 and 4, MSD will send coursework for review in Years 3 and 4. An examination of existing online courses by MSD's director of eLearning revealed that most courses would not meet QM peer review standards if MSD submitted for review in Year 1. MSD will validate courses once they are more fully developed and likely to meet industry standards. Because the timeline has shifted, funds committed for this work will shift from Year 1 to Year 3. However, the cost will remain the same.

- In Extended-Learning Opportunities (Project 8): MSD delayed hiring an Extended Learning Opportunity (ELO) Coordinator by five months. As a result of the delay, MSD pushed back its timeline to pilot the ELO initiative from January 2013 to October 2013. While pushing back the pilot will delay full implementation of ELO's, students will still have the opportunity to participate in an ELO beginning in Year 2. Because the timeline has shifted, funds committed for this work will shift from Year 1 to Year 2.
- In Parents Are the Core (Project 11): MSD changed its strategy regarding the Parents Are the Core pilot. In MSD's application, it committed to piloting Parents Are the Core (formerly Parent University) by June 30, 2013. After an external expert reviewed the pilot plans, the expert advised that MSD would more effectively meet its project goal by eliminating the pilot and using the time to develop curriculum for the district-wide parent training. While the pilot will not be implemented, the district will still begin full implementation in August 2013.
- In Student Outcome Measures: MSD added subgroups and subgroup targets that were missing from the application. See Appendix A for added subgroups and subgroup targets.
- In Performance Measures: MSD included all performance measures required in the application. However, after receiving updated baseline numbers for participating students, MSD made some modest changes to some baseline numbers and targets accordingly. See Appendix B for revised baseline and School Year (SY) targets.
- In the Budget: Per Indiana State Board of Account guidance, MSD moved all instructional technology in the approved budget from the supplies category to the equipment category.

It is our understanding that the amendments will not substantially change the goals in the approved plan. 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 MSD's Race to the Top - District program officer, Laura Cunliffe, at 202-205-8651 or Laura.Cunliffe@ed.gov.

Sincerely,

//s//

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

cc: Lee Ann Kwiatkowski

Appendix A: MSD Student Outcome Measures

*** Indicates less than 10 students

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Performance on summative assessments (English 10)	Asian	***	***	***	***	***	***
	Hispanic	67%	71%	75%	80%	85%	90%
	White	83%	85%	88%	91%	94%	96%
	Free & Reduced Lunch	70%	73%	76%	79%	82%	85%
	EL	64%	67%	70%	73%	76%	79%
	SpEd	42%	45%	48%	51%	55%	57%
Performance on summative assessments (Algebra I)	Asian	***	***	***	***	***	***
	Hispanic	52%	55%	59%	65%	71%	76%
	White	54%	57%	61%	67%	73%	78%
	Free & Reduced Lunch	53%	57%	61%	66%	70%	74%
	EL	57%	61%	66%	70%	74%	78%
	SpEd	33%	37%	41%	45%	49%	53%
Performance on summative assessments (ISTEP + E/LA)	Asian	80%	83%	86%	89%	92%	95%
	Hispanic	70%	74%	78%	82%	87%	92%
	White	82%	85%	87%	90%	93%	96%
	Free & Reduced Lunch	66%	69%	72%	75%	78%	81%
	EL	71%	73%	74%	75%	76%	77%
	SpEd	37%	40%	43%	46%	49%	52%
Performance on summative assessments (ISTEP + Math)	Asian	87%	88%	90%	92%	94%	96%
	Hispanic	81%	83%	86%	89%	92%	94%
	White	87%	88%	90%	92%	94%	96%
	Free & Reduced Lunch	73%	76%	78%	80%	82%	84%
	EL	80%	81%	82%	83%	84%	85%
	SpEd	50%	52%	54%	56%	58%	60%
High School Graduation Rate	American Indian	***	***	***	***	***	***
	Asian	***	***	***	***	***	***
The number and percentage of participating students, by subgroup, who are on track to college-and career- readiness (Grades 4-8 a E/LA)	OVERALL	3006 (69%)	73%	77%	81%	85%	90%
	American Indian	***	***	***	***	***	***
	Free & Reduced Lunch	1956 (63%)	66%	69%	72%	75%	78%
	EL	204 (68%)	70%	71%	72%	73%	78%
	SpEd	172 (35%)	38%	41%	44%	47%	50%
	Bottom 25%	282 (27%)	29%	31%	33%	35%	37%
The number and percentage of participating students, by subgroup, who	OVERALL	3335 (77%)	81%	84%	88%	92%	95%

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
are on track to college-and career-readiness (Grades 4-8 a Math)							
	American Indian	***	***	***	***	***	***
	Free & Reduced Lunch	2241 (73%)	76%	78%	80%	82%	84%
	EL	233 (78%)	80%	81%	82%	83%	84%
	SpEd	243 (49%)	51%	53%	55%	57%	59%
	Bottom 25%	378 (36%)	38%	40%	42%	44%	46%
The number and percentage of participating students, by subgroup, who are on track to college-and career-readiness (Grades 9-12 b English 10)							
	American Indian	***	***	***	***	***	***
	Asian	***	***	***	***	***	***
	Free & Reduced Lunch	384 (70%)	73%	76%	79%	82%	85%
	EL	145 (64%)	67%	70%	73%	76%	79%
	SpEd	52 (42%)	45%	48%	51%	54%	57%
The number and percentage of participating students, by subgroup, who are on track to college-and career-readiness (Grades 9-12 b Algebra I)							
	American Indian	***	***	***	***	***	***
	Asian	***	***	***	***	***	***
	Free & Reduced	194 (53%)	57%	61%	66%	70%	74%
	EL	24 (57%)	61%	66%	70%	74%	78%
	SpEd	35 (33%)	37%	41%	45%	49%	53%

Appendix B: MSD (E3) Performance Measure Targets

*All asterisks indicate no change in revised targets for that SY.

** Bolded numbers and percentages indicate revised targets for that SY.

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	
Number of participating students whose teacher (t) and principal (p) of record are effective (All Applicants-b)	Black	5493 (p) (100%) 5123 (t) (93%)	5479 (p) (100%) 4314 (t) (97%)	5479 (p) (100%) 5479 (t) (100%)				
		5479 (p) (100%) 5123 (t) (94%)	*	*	*	*	*	
		23 (p) (100%) 21 (t) (91%)	22 (p) (100%) 21(t) (97%)	22 (p) (100%) 22 (t) (100%)				
	American Indian	22 (p) (100%) 21 (t) (95%)	*	*	*	*	*	
	Decrease the number of students receiving out-of-school suspension or expulsion (Grades PreK-3-b)	All Students	295 300	250 *	195 *	150 *	120 *	112 *
			Black	227 231	197 *	147 *	110 *	86 *
White		51 52	44 *	36 *	30 *	25 *	22 *	
		All Students ELA	3088 (72%) 3006 (69%)	75% 3198 (73%)	79% 3374 (77%)	83% 3549(81%)	87% 3724 (85%)	92% 3943 (90%)
All Students Math		3333 (78%) 3335 (77%)	82% 3549 (81%)	86% 3680 (84%)	89% 3856 (88%)	92% 4031 (92%)	95% 4162 (95%)	
		Asian ELA	28 (90%) 33 (80%)	91% 34 (83%)	93% 36 (86%)	94% 37 (89%)	95% 38 (92%)	96% 39 (95%)
Black ELA	1391 (64%) 1277 (60%)	69% 1402 (66%)	74% 1508 (71%)	79% 1615 (76%)	84% 1721 (81%)	89% 1827 (86%)		
	Asian Math	38 (88%) 37 (88%)	90% 37 (89%)	92% 38 (91%)	94% 39 (93%)	95% 39 (95%)	96% 40 (97%)	
Black Math	1645 (67%) 2125 (68%)	71% 1040 (72%)	76% 1098 (76%)	81% 1170 (81%)	85% 1242 (86%)	90% 1314 (91%)		
	White ELA	1180 (81%) 1281 (87%)	1308 (88%) *	1331 (90%) *	1360 (92%) *	1390 (94%) *	1419 (96%) *	
Decrease the number of students receiving out-of-school suspension or expulsion (Grades 4-8-c)	All Students	899 905	850 848	800 *	750 *	700 *	650 *	
		American Indian	2 1	1 *	1 *	1 *	0 *	0 *
	Black	650 658	615 *	583 *	544 *	504 *	462 *	
		Hispanic	33 34	30 *	26 *	24 *	22 *	20 *
	Multiracial	58 58	55 *	50 *	48 *	46 *	43 *	

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
		54	53	*	*	*	*
	White	152	147	138	132	128	125
		154	*	*	*	*	*
The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness (Grades 9-12-b English 10)	All Students	621 (73%)	76%	80%	84%	88%	92%
		682 (76%)	713 (79%)	740 (82%)	776 (86%)	812 (90%)	848 (94%)
	Black	282 (67%)	71%	75%	80%	85%	90%
		318 (69%)	335 (73%)	354 (77%)	377 (82%)	400 (87%)	423 (92%)
	Hispanic	55 (66%)	70%	74%	79%	84%	89%
		58 (67%)	71%	75%	80%	85%	90%
Multiracial	Prior: 43 (80%)	83%	86%	89%	92%	95%	
		Revised: 44 (90%)	90%	91%	92%	93%	95%
The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness (Grades 9-12-b Algebra I)	All Students	None	None	None	None	None	None
		289 (53%)	311 (57%)	338 (62%)	371 (68%)	409 (75%)	425 (78%)
	Black	None	None	None	None	None	None
		15 (52%)	165 (56%)	179 (61%)	197 (67%)	218 (74%)	233 (79%)
	Hispanic	None	None	None	None	None	None
		25 (52%)	26 (55%)	28 (59%)	31 (65%)	34 (71%)	36 (76%)
Multiracial	None	None	None	None	None	None	
	20 (53%)	21 (57%)	23 (61%)	25 (67%)	28 (74%)	30 (79%)	
Increase the number of students (unduplicated) obtaining dual enrollment credit in college-level coursework. (Grades 9-12-c)	All Students	429	557 (15%)	743 (20%)	929 (25%)	1115 (30%)	1301 (35%)
		424 (12%)	*	*	*	*	*
	Hispanic	30	42 (13%)	58 (18%)	78 (24%)	97 (30%)	114 (35%)
		27 (9%)	*	*	*	*	*
	Multiracial	24	29 (14%)	39 (19%)	52 (25%)	63 (30%)	73 (35%)
		29 (11%)	*	*	*	*	*
White	202	234 (18%)	300 (23%)	365 (28%)	430 (33%)	51 (38%)	
	203 (15%)	*	*	*	*	*	
Decrease the number of students receiving out-of-school suspension or expulsion (Grades 9-12-e)	All Students	656	590	513	455	409	352
		1862	1558	1387	1293	1231	1157
	American Indian	1	1	1	0	0	0
		2	*	*	*	*	*
	Black	441	396	340	290	240	225
		1334	1150	1025	985	955	925
	Hispanic	46	40	36	32	29	25
		83	70	60	50	40	30
	Multiracial	38	34	29	27	25	22
		106	*	*	*	*	*
	White	126	116	105	95	84	80
		332	300	270	230	210	180

