KIPP Assessment Approach: Request for Proposal

Summary

The KIPP Foundation supports a network of 32 autonomous regions which in turn support a total of 224 schools. As the KIPP Network expands and evolves it is increasingly complicated to establish an assessment philosophy and support an assessment program that meets the needs of teachers and leaders within and across 20 states (+ DC) and the Foundation.

The KIPP Foundation seeks a partner to help develop a new approach to assessment at KIPP and the scope of work for this proposal is to identify and test possible solutions for a new approach. We must able to pilot programs that align to our strategy and our partner should be able to help us with prioritization and evaluation of any pilot(s). By late-Spring 2019, this project will result in:

- A strategy that has been thoroughly vetted with stakeholders.
    - The strategy should be product-independent and define our philosophy for assessment and the principles that inform our programmatic choices. The strategy must address known challenges with assessment but also position KIPP for the future.
- Options for assessment programs to pilot that align to the strategy.
    - The assessment program should outline the portfolio of assessment products available to achieve the strategy.
- Implementation plan(s) to pilot and monitor the impact of possible programs in SY19-20.
- Both the strategy and program recommendations should consider and distinguish the role of the KIPP Foundation and the role of KIPP regions.

Successful proposals will address the following areas:

I. **Theory of Impact:** explain your theory of impact for your proposal and why partnering with you will lead to improved achievement outcomes for KIPPsters.

II. **Project Phases with Milestones and Timelines:** our intent is to pilot recommendations from this work in SY 19-20. A final strategy that has been tested with stakeholders should be ready by March 22, 2019. Prioritized recommendations for assessment programs to pilot that are aligned to the strategy must be ready by May 17, 2019. Additional information on this section is included in the product deliverables & specifications section.

III. **Approach to Stakeholder & External Engagement**: all recommendations should be developed from thorough stakeholder input and research of the assessment marketplace and approaches of other organizations. Explain your method for engaging stakeholders, external partners, and research of potential assessment products.

IV. **Approach to Project Management**: Outline your commitments and those for KIPP.
    a. KIPP will establish a Steering Committee and Working Group(s) for this project.
    b. There will also be a designated Project Team (4 people) including a project manager who will be the main point of contact for this work.
    c. The partner will be responsible for planning and executing stakeholder engagement but KIPP will assist in coordination.
    d. The partner and the KIPP project manager(s) will meet weekly until a solution to pilot in SY19-20 is proposed. Following that, the partner and KIPP will determine periodic check-ins to monitor the testing of certain recommendations through April 2020.

V. **Past Projects & References**: Include evidence of both implementation and student outcome success from your work in a multi-state context. Additionally, provide two references for your work that highlights your understanding of assessment, your ability to lead a project to a solution state and explains your ability to do so in a multi-state, multi-layered organization.

VI. **Pricing Model and Estimated Cost**: Payment is dependent upon arriving at strategy, program pilot recommendations, and implementation plans. It is tied to deliverables throughout the scope of project. Please provide a detailed cost structure for your approach to this project that would help us arrive at an estimated overall cost.

VII. **Project Team**: Provide resumes and/or bios of key staff who will work on this project.

Background

Why we're doing this now

As KIPP grows, the roles and responsibilities of the Foundation versus regions are shifting. Our growth strategy focuses on leveraging our larger, more established regions to support smaller regions to drive improved student outcomes nationally. Our current assessment approach is not designed in a way that complements our network configuration and that has led to inconsistent assessment practices across KIPP.

Three years ago, we set ambitious 2020 goals which have allowed us to ensure we are reaching the best outcomes for students and measure our collective impact. Our baseline expectation is that KIPPsters make meaningful academic growth while they're with us and that continues to be true. But we are not currently on track to meet our 2020 college ready target of 75% of students achieving a 21 on the ACT. Our current assessment approach is separated K-8 and 9-12 and our new approach should be more coherent K-12. Additionally, we must continue to have a way to monitor progress towards our goals.

We know we can do better for our students and we are using lessons learned from our 2020 plan to fuel a multi-year planning effort to align our network around a common set of 2025 goals and the strategies to achieve them. We also understand that student experience is more than just student achievement outcome measures, and so we are also amidst an effort to redefine what it means to be a KIPP student as part of our mission to be an anti-racist organization. We must have an assessment approach that anchors these broader efforts.

History of assessment at KIPP

Since 2001, the KIPP Foundation has required all KIPP schools to take a common norm-referenced assessment and we currently use NWEA's MAP Growth assessment (since 2008). Many regions have integrated MAP into their local programs and are heavily invested while other regions use MAP only because it's required. Regional investment on MAP started to vary with the introduction of the Common Core State Standards testing consortia. But today, the KIPP Network still takes 16 different summative state tests and over 30% of our students are in non-Common Core adopting states.

The CCSS adoption allowed the KIPP Foundation to play a larger role in curriculum and launch a K-8 ELA curriculum (KIPP Wheatley) and adopted Engage NY/Great Minds Eureka Math. This allowed regions and the Foundation to look at more frequent, common, comparative data on the assessments from these curriculums. However, as states have dropped consortia tests for state-versions and tweaked the CCSS, regions have found an increasing need to align their assessment programs, specifically their interim

assessments, to the state test which in turn makes common curricular assessment across KIPP regions challenging. Around the same as the CCSS adoption movement, we launched a High School assessment program anchored around the ACT and have since expanded to include AP. Our High Schools more consistently than K-8 schools adopt the common program and we believe that has something to do with a shared "north star" of the ACT. Some states are moving towards the SAT and we have not yet answered what our high schools should do in those states.

In 2018 the Foundation started to reexamine our assessment approach and discovered that how we talked about assessment varied across KIPP and was a major barrier to that work. As a result, we established an assessment framework to create a shared lexicon across the organization as a foundation to this work. In addition, some KIPP regions have developed their own assessment philosophies and almost all have their own assessment programs, though many use the common KIPP curricula and all use the common assessment management platform, Illuminate, so many regional programs look similar.

Project Deliverables and Specifications

Our partner for this work should not propose solutions but instead propose a process to arrive at them. We are looking to develop a strategy and potential aligned programs for a new approach to assessment at KIPP. We must be able to pilot these programs and our partner should be able to help us prioritize and evaluate any pilot(s).

Deliverables of this project include:

- **Answers to critical questions** that will inform the direction of our strategy and program. KIPP will provide an initial list of critical questions at the start of the engagement and our partner should build on this list and test solutions to these questions as part of the user research. Some examples of these critical questions include:
    - How can a national approach be clear and consistent, yet flexible and scalable, while also being aligned to each region's curriculum and instructional vision?
    - What should interim assessment look like at KIPP?
    - What do predictive information do regions need from assessments throughout the year?
    - Should our HS assessment approach continue to be aligned to the ACT with a number of states moving to the SAT?
    - What should our strategy be for monitoring student achievement and growth at a network-wide level throughout the year *and* year-over-year?
    - How should we assess growth and achievement for student groups, particularly special education students and English Language Learners?
- **A strategy and aligned programs options** that define a philosophy for assessment and the principles that inform our programmatic choices (the strategy) and outline possible tools to achieve the strategy (the program). The final strategy and program recommendations should:
    - Distinguish the role of the KIPP Foundation and the role of KIPP regions;
    - Provide a theory of impact for why the assessment philosophy & principles will support KIPP's mission and vision;
    - Build on the work done last year to align on a framework and the importance of considering the cycle length, purpose, and volume of tests;
    - Meet the needs shared by stakeholder groups throughout the project; and,

    - Leverage research on both current assessment products and approaches of other organizations.
- **Implementation plan(s)** that includes piloting of one or more of the approaches and gathering rapid-cycle feedback to determine efficacy for expanding implementation to the full network by 2020-2021. The implementation plans must outline and consider current infrastructure setup and potential needs.

The project proposal should include phases similar to the following:

1. Understand stakeholder needs and answer critical questions (Dec. 2018 – Jan. 2019)
    a. Stakeholder interviews to unpack school, regional, and Foundation needs
    b. Synthesize findings into problem statement to inform solutioning
    c. Learn from findings from other major initiatives (i.e. KIPP 2025 strategic planning)
    d. Review and begin to answer (or plan how to answer) critical strategic questions
2. Identify and test possible approaches and develop the strategy (Feb. – Mar. 2019)
    a. Prioritize areas of engagement based on learnings about the problem statement(s).
    b. The strategy should consider: (1) how to meet various stakeholder needs; (2) the current and future role of the Foundation and Regions; (3) how to account for flexibility as we redefine the KIPP student experience, grow to new states, etc.
3. Identify and prioritize viable programs to pilot and test in SY19-20 (April - May 2019)
    a. Research/inventory assessment tools in existence or possibilities for development that could be part of or a possible solution.
    b. Develop implementation plans that account for local (regional) and national capacity requirements for implementation e.g. IT, Staffing, Training, etc.
    c. There may be a technical component to this solution. The responding partner should either be able to support the technical aspect themselves or will help identify a SOW for an additional third-party to implement the solution. This could include launching another RFP.
4. Monitor outcomes throughout pilot(s) (June 2019 – April 2020)
    a. Outline criteria for success and develop a monitoring plan.

Project Scope Considerations

We recognize that to fully address a new approach to an assessment program extends beyond just the tools to use. These areas should be integrated into any recommendations based on the following considerations:

- **Reporting**: we have done a lot of work to build out reports that allow for comparative data access and leverage reporting within platforms (Illuminate, NWEA, STEP). With new assessment tools or a new understanding of the purpose of assessments, we recognize it may be necessary to revisit how stakeholders access the assessment data. proposals should assume that we have done significant work on reporting systems. Examples of reports are provided in the appendix.

- **Data-Driven Instruction (DDI):** we have focused on this behavior and have done a lot to ensure that our schools have structures in place for teachers and leaders to review and analyze assessment data both weekly and on an interim basis. DDI is most effective when assessments

are meaningful and the way to look at the data is useful, and we believe that potential approaches must address the use of the assessment in DDI.

- **Assessment Literacy:** we have not really focused on this. We launched an assessment framework last year and found that it was helpful to norm on an assessment lexicon, but that there was still a lot of work to be done to bolster assessment literacy across KIPP. We do not believe at this time that assessment literacy alone would be a strong enough assessment approach. However, final recommendations should consider how to: (1) build regional capacity to ensure they are choosing the best assessment tools; and, (2) build teacher and coach capacity to better understand the purpose of each assessment.

- **HS Assessment:** Our HS assessment strategy has existed mostly separate from our K-8 assessment strategy. We believe that our assessment vision and strategy should be K-12. We also believe that there is much higher adoption and satisfaction with our high school assessment strategy now than with our K-8 assessment strategy. Through the user feedback and solutioning phases our partner will need to pay close attention to the approach for identifying a K-12 strategy solution.

Target Audience

The solutions will be options to address the KIPP Foundation's role in assessment across the KIPP network *and* each KIPP region's role to develop an assessment program that meets their local needs and any requirements as part of KIPP.

Stakeholders for this project include students, teachers, school leaders, regional leaders, Foundation leaders, parents, and community members.

Proposal Delivery Instructions and Contact Information

Submit your proposal via email to Nell Frame (nframe@kipp.org) by 3:00 PM Eastern, November 30, 2018 with the subject line "Response to KIPP RFP". If there are any questions about this RFP, contact Nell by email or phone (413-519-9928).

Proposal Evaluation Process and Timeline

We intend to review the responses to this RFP across a range of Foundation and Network stakeholders and select our partner during the week of December 17, 2018.

We will hold two optional general Q&A sessions on this RFP:

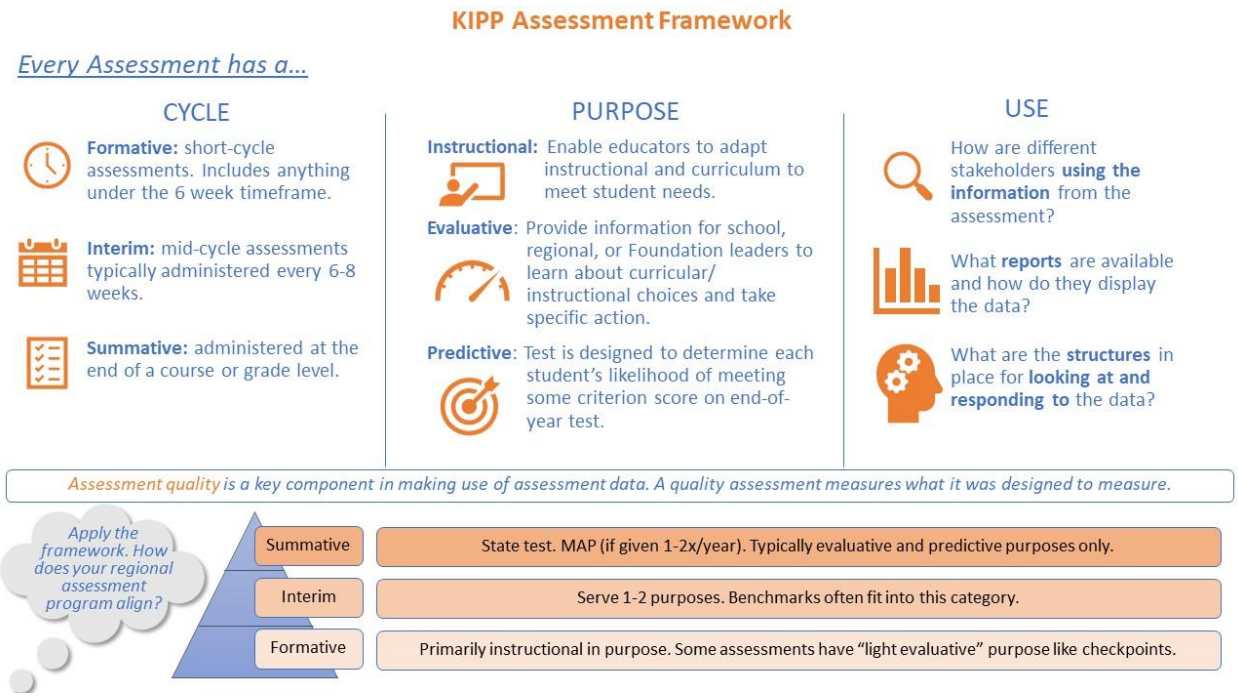
- Thursday, November 8 @ 3:00-3:30 ET
    - https://meet.lync.com/kipp/nframe/MY8CLH1S OR +1 (415) 906-0266,,53210648#
- Thursday, November 15 @ 12:00-12:30 ET
    - https://meet.lync.com/kipp/nframe/8Z8BZNFM OR +1 (415) 906-0266,,12212926#

Questions and answers will be distributed following these sessions. Additionally, the rubric we will use to evaluate proposals will be distributed at this time.

Appendix

KIPP Assessment Framework

In SY17-18 the Foundation established a common framework for talking about assessment. Initial work was done for regions to audit their assessments against this framework and each regional Chief Academic Officer reviewed the framework.



Anticipated Needs for a New Approach to Assessment at KIPP

The approach should:

a) Be equitable, culturally sensitive and developmentally appropriate, and part of the larger educational experience we want for our students, including not over testing our students (and define what constitutes over testing);
b) Ensure there is a way for students to demonstrate both growth and proficiency;
c) Support simple and effective data-driven instruction, progress monitoring, and programmatic decision-making at the school and regional level;
d) Enable comparisons within regions, across regions, and ideally between KIPP and non-KIPP;
e) Support the national Foundation in monitoring progress, demonstrating organization wide impact, setting a bar for rigor, and providing targeted regional and school support;
f) Provide or recommend systems and practices to enable timely, accurate, purposeful, reliable and valid data at all levels;
g) Account for evolving regional operating structures and political climates;
h) Address the need for instructional and evaluative data on an interim basis, provide data about which students are and aren't expected to pass the state test, and allow us to set a bar for rigor; and

i) Address assessment across K-12 and for all students (including early childhood, special education, English language learners, and for RTI/MTSS purposes).

Assessment Beliefs

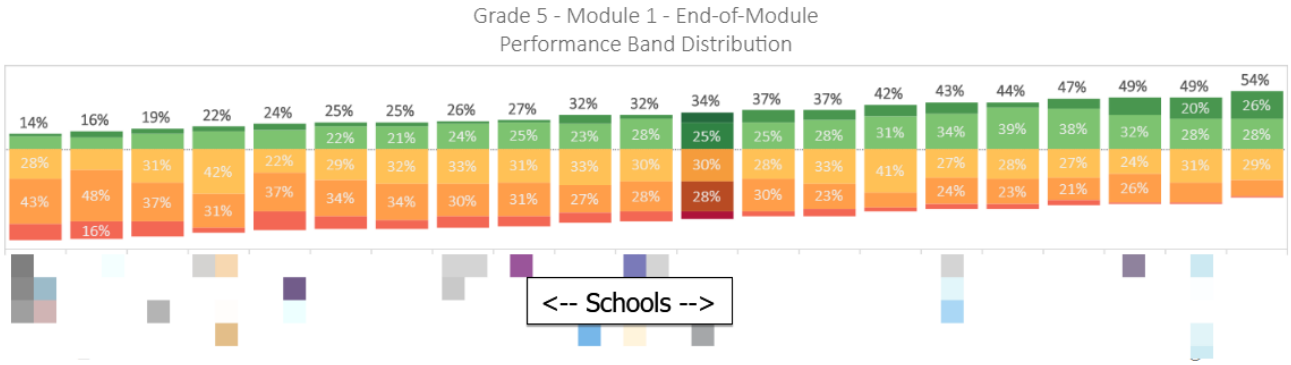
Last year, the Foundation articulated the following assessment beliefs though they have not been vetted across the network. These are meant to provide some initial background on general beliefs about assessment at the Foundation.

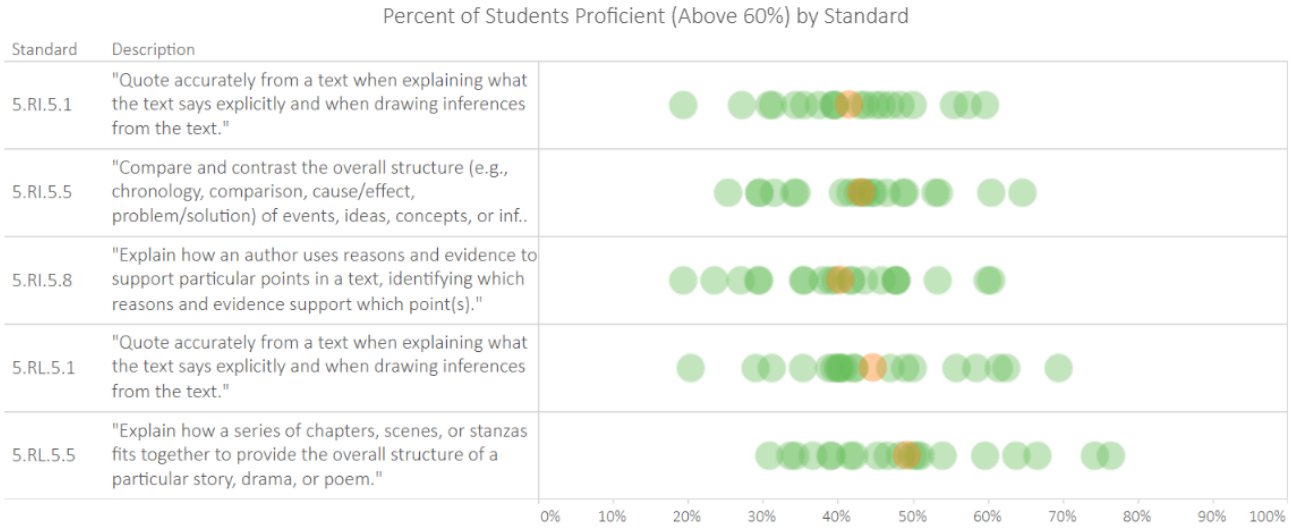
- **Belief #1: An effective strategy defines the purpose, cycle, and use of each assessment aligned to a common KIPP assessment framework.**
    - There are frequent formative and instructional assessments while also valuing assessments with evaluative and predictive purposes.
    - There are different types of assessments for opportunities to measure mastery and growth throughout the school year.
    - There are instructional interims that are common across the region and assessment(s) common across the KIPP network.
    - Volume of testing is reasonable for students (less than 2% of time).

- **Belief #2: In order for assessments to be worth taking, they must be high quality.**
    - Assessments must be developmentally appropriate.
    - Common assessments must be valid and reliable.
    - Assessments should be free from academic bias and stereotyping, and represent the diversity we see in our students and in our world.
    - Established administration practices ensure accessibility, fairness, and valid results for all students and should consider the assessment's purpose and all accommodations legally provided to a student.

- **Belief #3: An assessment strategy informs planning around what data teachers and leaders will look at when and how they will use those results to drive student learning.**
    - Type of analysis varies by stakeholder and should align to the assessment purpose and cycle and ensure that:
        - Teachers have the frequent data they need to analyze standards- and curriculum-aligned student work to make instructional decisions.
        - Leaders have the evaluative and predictive data they need to monitor progress towards state test performance, demonstrate impact, make programmatic decisions, provide targeted support.
        - Assessment and reporting systems are in place to equip teachers and leaders with the tools for timely, efficient, and meaningful analysis.
        - Students and their families receive specific feedback on assessment results and be supported in setting and monitoring progress towards goals.

Report Examples





Year	Region	Grade	Module	Test Type
2018-19	(Multiple values)	(All)	(All)	(All)

0-20 | 21-40 | 41-60 | 61-80 | 81-100

Percent of Students Proficient (Above 60%) on Wheatley Assessments

Grade	School Name	1 Checkpoint 1	1 Checkpoint 2	1 End-of-Module
K	KIPP Average	89%	75%	89%
		97%	89%	93%
		94%	77%	94%
		94%	84%	93%
		88%	66%	94%
1	KIPP Average	63%	50%	48%
		70%	62%	56%
		57%	35%	45%
		69%	43%	13%
2	KIPP Average	35%	56%	31%
		45%	55%	42%
		46%	79%	61%
		31%	67%	33%

Individual School Results

Select School: KIPP Average

Year: 2017-18

9th Grade

Subject	Pre Test	IA1	IA2	IA3
Composite	13.2			
English	10.3	47%	44%	45%
Math	14.7			
Reading	13.1	45%	41%	44%
Science	13.8	43%	47%	43%

10th Grade

Subject	Pre Test	IA1	IA2	IA3
Composite	14.7			
English	12.6	41%	44%	45%
Math	15.7			
Reading	14.6	37%	41%	46%
Science	15.2	44%	38%	41%

11th Grade

Subject	Pre Test	IA1	IA2	IA3
Composite	15.7	16.3	16.8	17.5
English	14.0	14.6	15.5	16.1
Math	16.7	17.2	17.9	18.3
Reading	15.3	16.3	15.9	17.0
Science	16.0	16.3	17.3	18.0

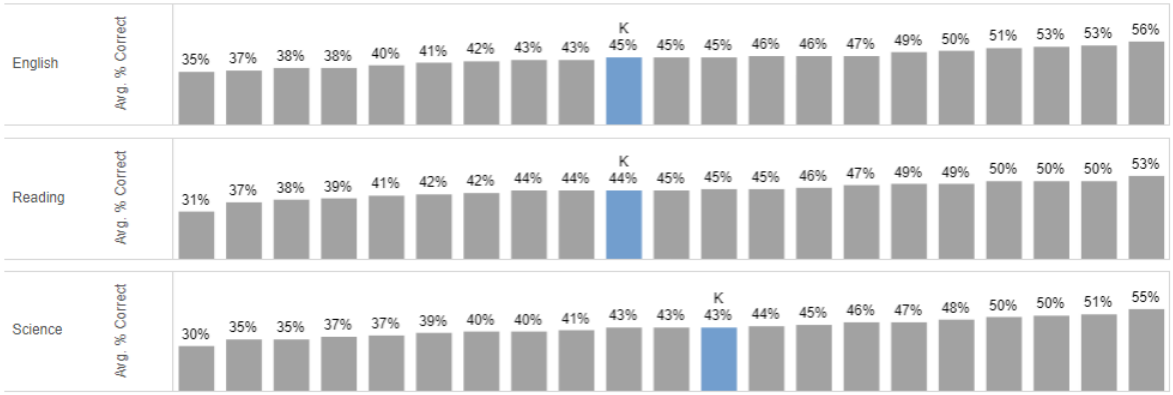
9th & 10th Math

Subject	IA1	IA2	IA3
Algebra 1	29%	32%	33%
Algebra 2	49%	39%	44%
Geometry	37%	30%	33%

Network Variation (selected school is highlighted)

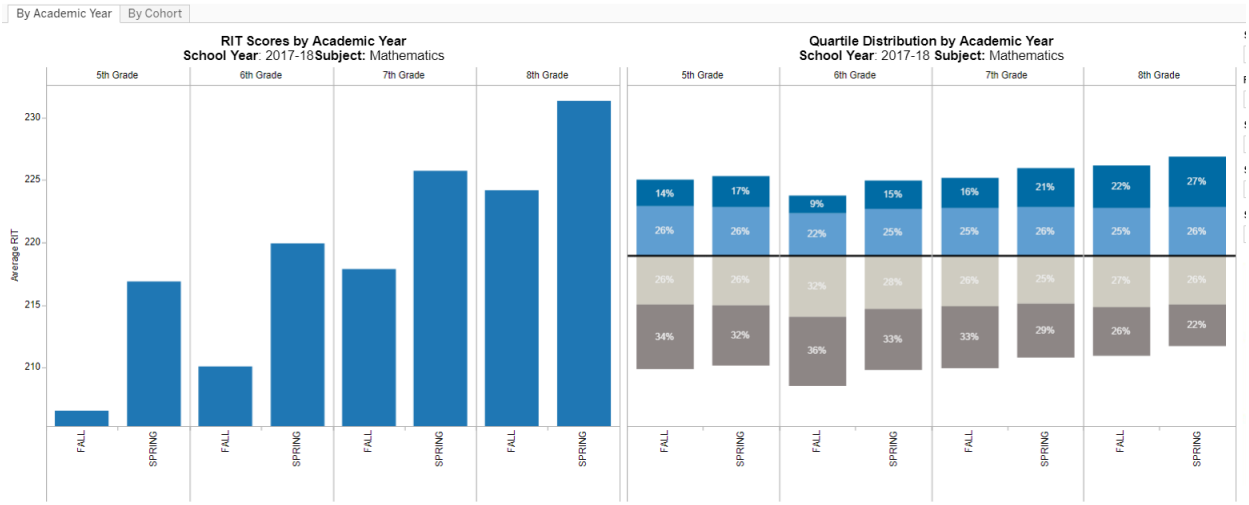
Grade: 9

Interim Assessment: IA3



Response Frequency Report in Illuminate

Question	% Points Earned	# Correct	# Incorrect	Points Possible	No Response	A	B	C	D	E	F	G	AB	AC	AD	AE	BC	BD	BE	CD	CE	CF	CG	DE
Q1	64.9%	63	34	1.5	0	**63**	10	6	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q2	44.3%	43	54	1.5	0	20	**43**	15	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q3	36.8%	31	66	3	0	6	2	2	7	6	0	0	3	5	4	16	3	3	3	2	3	0	0	**31**
Q4	50.5%	49	48	3	0	23	**49**	12	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q5	57.7%	56	41	3	0	6	27	8	**56**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q6	85.6%	83	14	1	0	**83**	7	5	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q7	76.3%	74	23	1	0	5	2	**74**	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q8	67%	65	32	3	0	7	13	12	**65**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q9	73.2%	71	26	1	0	**71**	3	1	2	13	7	0	0	0	0	0	0	0	0	0	0	0	0	0
Q10	74.2%	72	25	3	0	11	5	9	**72**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q11	75.3%	73	24	3	0	**73**	3	11	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q12	41.2%	40	57	3	0	29	12	16	**40**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



DDI Protocol – during the Weekly Data Meeting

Prepare **Before the meeting**	**Prepare** • **Materials ready:** ID student exemplar, teachers turn in student work, pull and categorize hi/med/lo student work (just a few of each), pull upcoming lesson plan(s) and pertinent prompting guides • **Prime the pump:** script the reteach plan and the gap in student understanding; unpack the standard • **Preview protocol with teachers**: assign roles, novice teachers speak first, veteran teachers add on and clarify, leader provides additional clarity at end, chart, preview the need for concision from more verbose team members, use of a timer, creation of note taking template
See It **12 mins**	**See Past Success, See the Exemplar, and See and Analyze the Gap** **See Past Success (1 min):** • "Last week we planned to reteach _____ and we went from ___ % proficient to ___%. Nice job!" • "What actions did you take to reach this goal?" **See the Exemplar (8 min):** • Narrow the focus: "Today, I want to dive into [specific standard] and the following assessment item." • Interpret the standard(s) o "Take 1 min: in your own words, what should a student know or be able to do to show mastery?" o Chart it o Go last: add anything that is missing • Unpack the teacher's written exemplar: o "Take 1-2 min to review the exemplar: What were the keys to an ideal answer?" o "How does this [part of the exemplar] align with the standard?" o "Is there anything you would add to our chart of the unpacked standard?" • Analyze the student exemplar: o "Take 1 min: How does your student exemplar compare to the teacher exemplar? Is there a gap?" o "Do students have different paths/evidence to demonstrate mastery of the standard?" o "Does the student exemplar offer something that your exemplar does not?" **See the Gap (5 min):** • Move to the sample of un-mastered student work (look only at representative sample): o "Take 2 minutes: What are the key gaps between the rest of our student work and the exemplar?" o "Look back at our chart: using the language of the standard and exemplar, what are the key misconceptions for our students?"
Name It **2 mins**	**State the Error and Conceptual Misunderstanding** **Punch it—Stamp the Error and Conceptual Understanding:** • "So our key area to reteach is: o Describe the conceptual understanding o (if needed) describe the procedural gap (e.g., memorize multiplication tables) and/or missing habits (e.g. annotating text, showing work) • Write down and/or chart the highest leverage action students will take to close the gap
Do It **20-45 min**	**Plan the Reteach, Practice, and Follow Up** **Plan the Reteach (8-10 mins):** • Select the re-teach structure: o "Should we use modeling or guided discourse?" "Why?" • Select the task & identify exemplar response: o Select materials: task, text, student work to show-call, what to chart

	○ "What is the ideal answer we want to see that will show we've closed the gap?" ○ (If needed—follow-up question): "What is the 'why' that students should be able to articulate?" • Plan the re-teach: ○ "Take _____ min and write your script. I will do the same so we can spar." ▪ **If a model**: write the think aloud and questions ▪ **If guided discourse:** select student work for show-call, write prompts ○ "Let's compare our reteach plans. What do you notice? What can we pull from each to make the strongest plan?" (Revise the plan) • Plan the independent practice: ○ "What will you monitor to see if they are doing this correctly? What laps will you name?" **Practice the Gap (remaining time):** • "Let's practice." ○ **If a model:** practice modeling the thinking, precision of language, & change in tone/cadence ○ **If guided discourse:** practice Show-Call, prompting students, and stamping the understanding ○ **If monitoring:** practice the laps, annotations, prompts when students are stuck, or stop the show • (If a struggle) "I'm going to model the teaching for you first. [Teach.] What do you notice?" • Repeat until the practice is successful. CFU: "What made this more effective?" • Lock it in: "How did our practice meet or enhance what we planned for the reteach?" **Follow Up (last 2 min):** • Set the follow-up plan: when to teach, when to re-assess, when to revisit this data ○ Observe implementation within 24 hours; teacher sends re-assessment data to leader • Spiral: ○ Identify multiple moments when teacher can continue to assess and track mastery: Do Now questions, homework, modified independent practice • Move to the lowest scoring work: ○ "What students do we need to pull for tutoring? What do we need to remediate?" ○ "How can we adjust our monitoring plan to meet the needs of these students?"