

Request for Proposal for Math Shared Assessment

Proposal Deadline: July 14, 2023

Proposal Contact: Michael Stephenson (mstephenson@kipp.org), Director of K-8 Math at KIPP Foundation

Organizational Overview:

Great education transforms lives. KIPP, the Knowledge is Power Program, is a non-profit network of 242 college-preparatory, public charter schools educating nearly 100,000 early childhood, elementary, middle, and high school students. KIPP schools are tuition-free, public charter schools open to all students. KIPP schools, KIPP regions, and the KIPP Foundation – are united by a common mission, a commitment to excellence, and a belief that if we help children develop the academic and character strengths they need for college and choice filled lives, they will be able to build a better tomorrow for themselves, for their communities, for us all.

The non-profit KIPP Foundation trains and develops outstanding educators to lead KIPP schools, provides tools, resources, and training for excellent teaching and learning, promotes innovation, and facilitates the exchange of insights and ideas within the KIPP network and with partners including: other charters, districts, colleges and universities, and non-profit organizations across the country.

Our Context

The KIPP network has recently adopted a new 2025 strategy. As part of that strategy, we are striving to make significant progress within our learning experience, alumni success, community engagement and advocacy and growth. We aim to deliver a consistently excellent learning experience for our students with college and career-ready academics in joyful schools that affirm student’s identities.

The Initiative

For KIPP math classrooms to fulfill our mission and “prepare students with the skills and confidence to pursue the paths they choose – college, career, and beyond” all students must develop conceptual understanding, procedural fluency, strategic and creative problem solving, the ability for formulate, communicate, and critique logical arguments, and build strong identities as mathematicians in classrooms that are identity affirming, joyful, spark curiosity and creativity, and empower students to understand and impact the world around them using math.

In order to achieve this vision, all regions will implement the following shared practices as a part of the Math Excellence Program, which will launch in the Spring of 2023 to all regions:

1. Adopt and implement high quality instructional materials from the KIPP network’s vetted list of curricula

2. Build teacher and leader content knowledge and capacity in implementing math pedagogical practices outlined in the Math Instructional Rubric in alignment with their region's high quality instructional materials
3. Build enabling academic systems for strong curriculum adoption, initial implementation, and continuous improvement.

In addition, we are anchoring in the following shared measures which will be assessed via a common cross curricular assessment and student survey starting the fall of 2024:

- Increase % of student, especially those at the margins, obtaining proficiency in content standards and practice standards (academic proficiency overall), focusing on the core work of the grade for standards in grades K-8.
- Increase the % of students who believe math makes sense and that they can make sense of math. (i.e. improvement in sense of themselves as mathematicians and their ability to do math improves). Research demonstrates that students having positive math dispositions influences their ability to learn in math classrooms.

For the 2023-24 school year, KIPP has named a short-list of curricular options for regions to adopt. By the 2024-25 school year, all schools at KIPP will have adopted one of these options. As more and more regions adopt KIPP Foundation-vetted curriculum with aligned implementation systems, we can start to gather network insight on student-level data and achievement from curriculum-embedded assessments:

- A small number of curricula implemented intentionally allow regions and the network to have peer groups for regular comparison as cohorts of regions adopt similar curricula
- We can begin to set bottoms-up goals that provide teachers with actionable data and regions with meaningful growth targets
- As a network, we can begin to see what implementation supports are effective for whom and in what contexts, allowing us to scale our learnings across the network and beyond

Vendor Requirements Overview

As part of our assessment strategy, KIPP Foundation is seeking a vendor to support the Math Team over the course of the 23-24 school year. While this initiative is set to carry us through to the 2025-26 school year, this specific RFP is seeking a partner vendor to support in assessment priorities outlined above in the 23-24 school year, with potential to grow the partnership beyond the initial contract.

The vendor must be able to work across multiple contexts given KIPP regions vary in size (number of schools), regional team expertise, states, per pupil funding, and multiple other factors.

We are seeking a vendor to:

1. **Build common items assessing core work of the grade** administered across all regions to allow for direct comparison on the work that is the core of our promise in each grade. These items will provide comparable data points across the network, agnostic of curriculum, that supports CCSS-aligned core work. These items should include:
 - a. A national comparison for student performance for at least a portion of the items.

- b. Extended open response items that allow for assessment of student proficiency with Standards for Mathematical Practice (SMPs)
2. **Develop a mechanism for monitoring progress of Standards for Mathematical Practices (SMPs) proficiency.** This may include tools for sampling and reviewing items, rubric(s), or other mechanisms for evaluating open-ended items at scale, considering ways in which digital student work can be collected and assessed. The plan for development should include a structure for partnership and collaboration with KIPP leaders.
3. **Develop a student disposition survey.** This survey should measure the extent to which students believe that math makes sense, that they can make sense of math, see themselves as mathematicians, and connections between their math identity and other parts of their identity (e.g. race, gender, ethnicity). The survey may explore related aspects of students' disposition towards mathematics and its relationship to other parts of their identity beyond the specific examples listed.

Our criteria for shared assessments is as follows:

- Our measurement system should set a common, comparable, mission-aligned bar for performance and/or progress.
- Our measurement system should be rooted in research – anchored in the metrics that have been proven to matter most in a student's trajectory or a school system's success.
- Our measurement system should be intentionally narrow – it's not about the amount of data as much as the quality of the data and the way that we use it.
- Our measurement system should minimize operational burden – of assessment, of data collection, of reporting – and maximize learning at scale.
- Our measurement system should contextualize and disaggregate data so that we can build shared interpretation of the data and examine our effectiveness with our most marginalized groups.
- Our measurement system should provide actionable data at multiple levels (e.g. classroom, school, region and network), as applicable and possible.

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Vendor Requirements

1. Dedicated point of contact to work closely with KIPP Foundation's Math Team
2. Desire for close partnership with and feedback from KIPP Foundation to co-create the systems, processes, and development of work products
3. Capacity to manage partnerships with multiple regions of differing contexts
4. A commitment to flexibility and responsiveness
5. A diverse and experienced team that respects and considers KIPP's mission and has prior experience in working with comparable organizations
6. A clear foundation, direct access to, and/or deep knowledge in excellent, joyful, rigorous, and culturally affirming Math instruction

Vendor Deliverables

1. Common items assessing core work of the grade
 - a. A mix of machine-gradable and open-response items, with aligned keys or scoring guides that include recommended weighting compared to other items
 - b. A solution for reporting national comparison data
 - c. Illuminate compatibility for items: items can be created/replicated in Illuminate DnA and with copyright permission to do so
2. A mechanism for monitoring progress of Standards for Mathematical Practices (SMPs) proficiency
 - a. May be scoring guides that include specific reference to SMPs
 - b. A detailed plan for implementation at a national scale

Relevant Dates and RFP Deadline:

1. RFP Release – June 14, 2023
2. RFP Submissions Due – By July 14, 2023
3. Initial Foundation Review – By July 28, 2023
4. Follow Up Interviews with Relevant Vendors – By August 4, 2023
5. Selection of vendor – By August 11, 2023

Proposal Elements

Vendors are not required to submit for all components. Please submit for areas of the project that you are best able to support. We will not eliminate vendors who only propose partnership for a subsection of the project.

1. Cover Page to include:
 - a. Name of Vendor
 - b. Contact information for the proposed project lead
2. Vendor capacity: Please describe the following briefly (no more than a sentence is needed for each bullet).
 - a. Describe capacity to provide dedicated staff to this project to support KIPP Foundation and the Math team
 - b. Describe capacity to operate on timeline described above
3. Approach
 - a. Approach, including key milestones
 - b. Multi-year vision
 - c. How would you measure impact and progress?
 - d. How would you measure impact of assessment items?
4. Research Base informing your approach

- a. What is the research base that informs your approach? How has that research informed your approach?
5. Impact Data
 - a. What impact data do you have to support your strategies?
6. Assumptions
 - a. The set of assumptions the vendor is operating under in order to drive successful completion of the project
7. Pricing
 - a. Please provide costs for the 23-24 school year, in addition to projected costs for future partnership. If there are other costs that would be associated with this project that are not explicitly listed here, please specify them as well. Please also provide an overview of any economies of scale that we might achieve in project pricing by working across multiple regions. In addition, if you have suggested a multi- year approach, please outline high level costs for future years in alignment with the set of activities.
8. References
 - a. Provide references, with contact names and telephone numbers, from two organizations with which the applicant has worked recently on a similar/relevant project

RFP Submission: Please electronically submit proposals to Michael Stephenson (mstephenson@kipp.org) and cc procurement@kipp.org by 5 pm EST on July 14, 2023.