**Summary**

The following report will outline our progress over the 2016-17 academic year in developing Eureka Math curriculum topic assessments to ensure the KIPP network of schools has access to more regular, formative data to measure student mastery in Math. The College Ready Promise (TCRP) was a key investor in this work and as you will read, we achieved what we set out to do in our initial proposal. We hope you enjoy reading about the progress your grant made possible this year.

**Project Overview**

In summer 2016, KIPP Foundation partnered with Parcc Inc. to develop Eureka Math topic assessments for the KIPP network of schools, 75% of which is currently using Eureka Math. We believed these new assessments would provide our educators with the additional formative data they need to better understand and accelerate their student’s mastery of Eureka Math content, and thereby drive improved outcomes. In partnership with Parcc, we were committed to producing 255 topic assessments and 2,700 assessment related items.

**Progress to Date**

Key Project Deliverables

We planned for Parcc to execute the following:

* Assessment Blueprint creation, including a round of feedback and edits
* Assessment creation, including two rounds of feedback before final approvals are made
* Create 255 Topic Assessments
* Provide approximately 2,700 items (total across assessments)

We are pleased to report that all planned work was completed in a timely manner. We now have 255 topic assessments that are being used by KIPP regions in grades K-8 nationwide. Our Math Director also spent time this year revising the topic assessments to address feedback we received from our KIPP network during our rolling series of surveys around the assessments. These revised topic assessments were rolled out in August 2017.

Network Feedback

Via survey data, we know that the Eureka topic assessments have been helpful “dipsticks” for monitoring whether students are grasping important topics in the curriculum. Teachers report that formative data from the assessments have been critical to teachers understanding common misconceptions amongst students, and the multiple-choice format provides more “at-bats” for students on question types that they will find on their End of Year state exams.

More specifically, this past May 2017 we surveyed the KIPP network about the Eureka topic assessments, and received the following kinds of responses:

* *I love that the Topic Assessments are created for me so that I can backward plan my instruction. By looking at the topic assessments I can differentiate my lessons so that my students are successful. I also explain the wording to my parents so that they may practice with their children at home.*
* *We can pinpoint the certain strands that our kids need to work on and the assessments are short enough in PK4 for the kids to stay focused*
* *They are targeted and specific and easy to administer*
* *They are a quick way to collect data. I can still teach a lesson the day of the Topic Assessment.*
* *I can see a nice snap shot into what my students know and how they are growing.*
* *It has rigorous questions*
* *I find it helpful that it gives students at-bats with the types of questions they will see on their end of year state test, and it also gives teachers quick data to see how their students are doing on each question type.*
* *I find that they are bite sized questions that address misconceptions in the fluency and procedural aspects of Eureka math. This allows us to drill into the foundation issues that many of our students struggle with.*
* *In fourth grade, we use the topic assessments regularly to inform our instruction and plan our intervention block during the modules. We like that the questions have a variety of formats and can assess conceptual understanding as well as the procedural fluency/application questions in a multiple-choice format****.***

Regarding constructive feedback, we received the following kinds of data (and we acted on the feedback to revise the assessments)

* *The questions confuse students with their wording at times. Also, the style of "selecting the two best answers" has proven to be a struggle with some students. I had to teach them how to take the test.*
* *There have been some issues with alignment and needing to adjust our scope and sequence, so some of the topic assessments have felt slightly rushed.*
* *I didn't like how some questions were not very clear about how many answers they were responsible for selecting.*

Sharing Beyond KIPP

The topic assessments created by Parcc through this initiative would be available in their national item bank to any charter school management organizations and districts that wish to use them. Many small charter schools, Aspire, Rocketship and Green Dot all work with Parcc, and to date Aspire has expressed some interest in using the assessments – though have not engaged with Parcc to access them at this time.

Lessons Learned

Through this process, we learned a few key lessons:

1. Partnering with a high-quality vendor who has extensive experience building assessments is critical to success. Working with Parcc has been a smoot experience. They not only have content expertise, but also a lot of experience partnering with districts and CMO’s.
2. Getting feedback from the network – early and often – continues to be very important to the success of a curricular initiative. We formed a solid process for collecting feedback from math leaders across our regions—at every step of the process. They provided feedback on the blueprints, on each round of revision and helped to sign off on final items. This helped to make sure that the material we are designing meets the needs of our teachers and leaders.
3. We also learned the importance of having a strong process in place for reviewing and editing the assessments, triple checking for alignment to the Eureka Math curriculum. Our first batch of assessments, transparently, had some mistakes in them because we didn’t fully understand the types of issues we needed to be on the lookout for (e.g. confusingly worded stems, confusing images). We learned from Module 1 mistakes and improved our process to ensure the assessments were error free thereafter.
4. We also learned the importance of spending a lot of time promoting the new assessments with our KIPP school network leaders. We were so busy creating them and revising them, that at first, we didn’t spend enough time marketing them. In hindsight we could have built a better communication plan from the beginning of the project.

What is next?

We are now in the process of building off the success of the topic assessments, creating revised mid and end-of-module assessments. Currently the Eureka curriculum has mid and end-of-module assessments—but they consist of open-ended questions only. We have seen the impact that selected response (multiple choice) items have on instruction through the topic assessments. As such, we are now modifying the existing mid and end-of-module assessments to include selected response items. This will make it easier for teachers and leaders to monitor progress and it will give students the at-bats they will need for end-of-year state exams.

We will complete this project by December 30, 2017 and have already begun to roll out the new revised mid and end of module assessments to our network. We have partnered again with Parcc (now Center Point Education Solutions).

**Conclusion**

We are grateful to TCRP for supporting our efforts to ensure the KIPP network of schools has access to more regular, formative data to measure student mastery in Math. We believe this was a successful initiative, which we have decided to continue into the 2017-18 academic year. On behalf of KIPPsters everywhere, thank you for your vision and commitment.