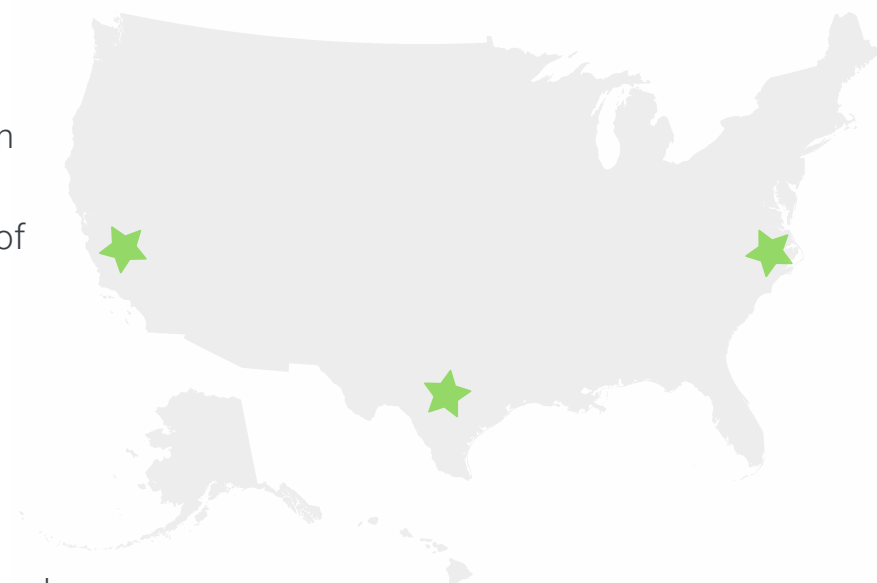


KIPP: Building KIPP Regional Capacity for Evaluating EdTech Effectiveness

Charting a Path for Sustainable Progress and Collaboration

Empowering education leaders with actionable data to inform edtech decision making is paramount as tech-enabled learning has become a core component of teaching and learning. Recognizing this need, the KIPP Foundation implemented LearnPlatform's [EdTech Effectiveness Clearinghouse](#), piloting it with three KIPP regions.



With leaders from **KIPP DC**, **KIPP SoCal** and **KIPP Texas**, LearnPlatform enabled each region to investigate usage data and, ultimately, work to evaluate edtech effectiveness, aligning with the Foundation's charge to train and develop KIPP school leaders and provide tools, resources and training for teaching and learning.

"We realized we needed to take a step back and see which digital programs were actually making an impact on students. We heard about LearnPlatform and thought 'oh, that's exactly what we need.'"

— **Jessica Peters**

Director of Personalized Learning, KIPP DC

BUILDING A PROCESS FOR EVALUATING EFFICACY OF EDTECH TOOLS

Just like many education organizations across the United States, the KIPP network had and continues to grow its interest in evaluating the effectiveness of digital learning products. The shift to remote/hybrid learning has offered a new set of challenges around product evaluation, making Foundation-level visibility into edtech effectiveness, engagement and ROI even more critical. The Foundation wanted to build regional capacity for evidence-based decision making, and LearnPlatform fit into their plans perfectly.

The three chosen regions were given access to run [rapid-cycle evaluations](#) (RCEs) inside of LearnPlatform. Rapid-cycle evaluation offers a practical and timely way to generate relevant evidence that informs decisions for their specific regions. For example, KIPP DC ran a series of analyses to discover the impact of products on student achievement, each time drilling down to specific curriculum objectives and tying rapid-cycle evaluations of tools back to those goals.

When first starting to work with LearnPlatform, the team at KIPP DC discovered just how many tools its small network of schools was using. Leaders in the region decided they needed to reduce the number of tools in their core product portfolio, but needed data to direct which products they kept. By running rapid-cycle evaluations that consider product efficacy, they were able to cut down their product portfolio by almost half.



Rapid-cycle evaluation (RCE):

Generates research-backed evidence districts can use to make practical data-informed decisions in a relevant timeframe.

“We participated in a pilot study with LearnPlatform, and are now working with the academics team as we continue to explore LearnPlatform as a tool to make sure the decisions being made are backed up by evidence.”

— **Jen Craver**

Director of Research and Evaluation, KIPP Texas Public Schools

KIPP REGIONAL FOCUSES FOR THE SCHOOL YEAR

Leaders at the three regions agree that this kind of efficacy evaluation is and should be ongoing, noting that with every RCE comes a new series of questions that lead to even more outcomes to support teaching and learning. KIPP DC, KIPP Texas and KIPP SoCal all plan to incorporate product cost metrics into future analyses to offer a [clearer view of edtech ROI](#), something they can do easily with LearnPlatform. Each region has outlined other key areas they want to focus on this year:



KIPP SoCal

The region focused on analyzing product usage data from the past few years, and will build on those findings to start asking questions like:

- + What does intentional use of a specific digital learning resource look like in our classrooms?
- + What does successful use of a product look like in a specific setting?
- + What do we want to discover in different student groups?

KIPP DC

The team wants to run a new set of rapid-cycle evaluations for its core product portfolio, comparing findings to analyses run on the same products a few years ago. Leaders want to answer questions like:

- + Have there been changes in how products are being used? What are they?
- + How can we use findings to inform how teachers and students are using products?
- + Do we need to replace or add any products?

KIPP Texas

A goal of the region this year is to focus on academic recovery work, with leaders running ROI analyses through LearnPlatform that focus on cost-effectiveness of specific programs in achieving desired student outcomes.

“During COVID, there were more products that came onto the scene in our region that weren’t part of the core portfolio of products. We want to take a look at which ones have stuck as teachers return to the classroom and see if those are products we should be looking to adopt more widely.”

— Jessica Peters

Director of Personalized Learning, KIPP DC

THE ONGOING NATURE OF ANALYSIS AND THE IMPORTANCE OF COLLABORATION

When it comes to efficacy analyses and evaluation of edtech products, KIPP leaders emphasized three things to keep in mind for other K-12 organizations looking to do similar work:

Jump right in – *but don’t try to do everything at once.*

The group emphasized that you don’t have to have “perfect” information to make a decision that will impact teaching and learning – you just need to have the right level of evidence for the consequences of any decisions you make.

To these leaders, a great way to start is to choose a single challenge or ask one key research question about your edtech and how it may be impacting learning. Tying research questions to curriculum and instruction and/or strategy goals from the beginning can help prioritize which challenges to tackle at specific times during the year.

“Just start! I think people think they need all the data and have all the plans and do this massive thing at first. But in reality, if you run one [analysis], you’re going to get some insight that will impact what you do.”

— Jessica Peters

Director of Personalized Learning, KIPP DC

Collaborate – *you don't have to do it alone.*

The three region leaders agreed that their ability to collaborate across KIPP regions and other K-12 districts is one of the most valuable aspects of this work. In addition to internal teams working to find answers to key questions, managing data and reviewing results, looking at how others are doing this work helps see what people are doing that are different, as well as how they are tackling similar challenges.

Collaborating among KIPP regions, as well as with other education organizations, allows leaders to consider questions like:

- + Are different KIPP regions using different core products? Or using core products differently? Why?
- + How do different KIPP regions coach their teachers in using specific edtech products? Are some seeing better engagement with a product than others?
- + How can we compare data from one region to another? How does it impact what we are doing?

"It's very easy to do this work in a silo, to only see the schools you work with and think that's all the data that matters. Collaboration allows me to learn from what other people are doing. When you collaborate, you can get more mileage from your data and make comparisons."

— **Shawn Jackson**

Manager of Regional Innovation, KIPP SoCal

The work is - *and should be* - ongoing.

By definition, rapid-cycle evaluations are formative and iterative, meaning that they don't have a true beginning and end. With changing student demographics, policies and regulations, and teaching practices, there are always ways to ask new questions and continue to improve over time.

From the beginning, leaders in the KIPP regions realized that edtech evaluation is and should be ongoing work. It is something that takes time, with leaders focusing on chunks of data and learning every step of the way rather than on an ultimate 'endgame' result.

"You're not going to figure out how to evaluate edtech perfectly and then the work is done. We learn every time we are intentional about this effort, though. Our work with LearnPlatform is about ongoing growth and working together. We are becoming more eager to see how this tool can continue to help us get more value from our edtech for our students. I don't know all the answers, but I continue to be more and more eager to find them."

— **Shawn Jackson**

Manager of Regional Innovation, KIPP SoCal

**Explore how LearnPlatform
can support you in evaluating
your edtech for effectiveness.**

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