Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	Blueprint Schools Network	☐ **New or** ☒ **Continuation Submission**
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Organization Category (select all that apply)		
☐ Charter Network, Charter Management Organization or Charter School ☐ Turnaround Leader Development Provider ☒ Management Partner ☐ Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
X ☒ Metro Denver	X ☒ Front Range (Colorado Springs, Ft. Collins)	X ☒ Rural / Mountain / Western Slope

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

District name	City	County name
ANY SCHOOL DISTRICT or BOCES	ALL	ALL
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas
Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan

Buena Vista R-31 School District	Buena Vista	Chaffee
Buffalo Re-4j School District	Merino	Logan
Burlington Re-6j School District	Burlington	Kit Carson
Byers 32j School District	Byers	Arapahoe
Calhan Rj-1 School District	Calhan	El Paso
Campo Re-6 School District	Campo	Baca
Canon City Re-1 School District	Cañon City	Fremont
Centennial Board of Cooperative Educational Services	Greeley	Weld
Centennial R-1 School District	San Luis	Costilla
Center 26 Jt School District	Center	Saguache
Charter School Institute School District	Denver	Denver
Cheraw 31 School District	La Junta	Otero
Cherry Creek 5 School District	Greenwood Village	Arapahoe
Cheyenne County Re-5 School District	Cheyenne Wells	Cheyenne
Cheyenne Mountain 12 School District	Colorado Springs	El Paso
Clear Creek Re-1 School District	Idaho Springs	Clear Creek
Colorado Digital BOCES	Colorado Springs	El Paso
Colorado School For The Deaf And Blind School District	Colorado Springs	El Paso
Colorado Springs 11 School District	Colorado Springs	El Paso
Cotopaxi Re-3 School District	Cotopaxi	Fremont
Creede School District School District	Creede	Mineral
Cripple Creek-Victor Re-1 School District	Cripple Creek	Teller
Crowley County Re-1-J School District	Ordway	Crowley
Custer County School District C-1 School District	Westcliffe	Custer
De Beque 49jt School District	De Beque	Mesa
Deer Trail 26j School District	Deer Trail	Arapahoe
Del Norte C-7 School District	Del Norte	Rio Grande
Delta County 50(J) School District	Delta	Delta
Denver County 1 School District	Denver	Denver
Dolores County Re No.2 School District	Dove Creek	Dolores
Dolores Re-4a School District	Dolores	Montezuma
Douglas County Re 1 School District	Castle Rock	Douglas
Durango 9-R School District	Durango	La Plata
Eads Re-1 School District	Eads	Kiowa
Eagle County Re 50 School District	Eagle	Eagle
East Grand 2 School District	Granby	Grand
East Otero R-1 School District	La Junta	Otero
Eaton Re-2 School District	Eaton	Weld
Edison 54 Jt School District	Yoder	El Paso
Elbert 200 School District	Elbert	Elbert
Elizabeth C-1 School District	Elizabeth	Elbert
Ellicott 22 School District	Calhan	El Paso

Englewood 1 School District	Englewood	Arapahoe
Estes Park R-3 School District	Estes Park	Larimer
Falcon 49 School District	Peyton	El Paso
Fort Morgan Re-3 School District	Fort Morgan	Morgan
Fountain 8 School District	Fountain	El Paso
Fowler R-4j School District	Fowler	Otero
Fremont Re-2 School District	Florence	Fremont
Frenchman Re-3 School District	Fleming	Logan
Garfield 16 School District	Parachute	Garfield
Garfield Re-2 School District	Rifle	Garfield
Genoa-Hugo C113 School District	Limon	Lincoln
Gilpin County Re-1 School District	Black Hawk	Gilpin
Granada Re-1 School District	Granada	Prowers
Greeley 6 School District	Greeley	Weld
Gunnison Watershed Re1j School District	Gunnison	Gunnison
Hanover 28 School District	Colorado Springs	El Paso
Harrison 2 School District	Colorado Springs	El Paso
Haxtun Re-2j School District	Haxtun	Phillips
Hayden Re-1 School District	Hayden	Routt
Hi-Plains R-23 School District	Seibert	Kit Carson
Hinsdale County Re 1 School District	Lake City	Hinsdale
Hoehne Reorganized 3 School District	Trinidad	Las Animas
Holly Re-3 School District	Holly	Prowers
Holyoke Re-1j School District	Holyoke	Phillips
Huerfano Re-1 School District	Walsenburg	Huerfano
Idalia Rj-3 School District	Idalia	Yuma
Ignacio 11 Jt School District	Ignacio	La Plata
Jefferson County R-1 School District	Golden	Jefferson
Johnstown-Milliken Re-5j School District	Milliken	Weld
Julesburg Re-1 School District	Julesburg	Sedgwick
Karval Re-23 School District	Karval	Lincoln
Kim Reorganized 88 School District	Kim	Las Animas
Kiowa C-2 School District	Kiowa	Elbert
Kit Carson R-1 School District	Kit Carson	Cheyenne
La Veta Re-2 School District	La Veta	Huerfano
Lake County R-1 School District	Leadville	Lake
Lamar Re-2 School District	Lamar	Prowers
Las Animas Re-1 School District	Las Animas	Bent
Lewis-Palmer 38 School District	Monument	El Paso
Liberty J-4 School District	Joes	Yuma
Limon Re-4j School District	Limon	Lincoln
Littleton 6 School District	Littleton	Arapahoe

District	City	County
Lone Star 101 School District	Otis	Washington
Mancos Re-6 School District	Mancos	Montezuma
Manitou Springs 14 School District	Manitou Springs	El Paso
Manzanola 3j School District	Manzanola	Otero
Mapleton Public Schools, Adams County School District 1	Denver	Adams
Mc Clave Re-2 School District	McClave	Bent
Meeker Re1 School District	Meeker	Rio Blanco
Mesa County Valley 51 School District	Grand Junction	Mesa
Miami Yoder 60 Jt School District	Rush	El Paso
Moffat 2 School District	Moffat	Saguache
Moffat County Re:No 1 School District	Craig	Moffat
Monte Vista C-8 School District	Monte Vista	Rio Grande
Montezuma-Cortez Re-1 School District	Cortez	Montezuma
Montrose County Re-1j School District	Montrose	Montrose
Mountain Valley Re 1 School District	Saguache	Saguache
North Conejos Re-1j School District	La Jara	Conejos
North Park R-1 School District	Walden	Jackson
Norwood R-2j School District	Norwood	San Miguel
Otis R-3 School District	Otis	Washington
Ouray R-1 School District	Ouray	Ouray
Park County Re-2 School District	Fairplay	Park
Pawnee Re-12 School District	Grover	Weld
Peyton 23 Jt School District	Peyton	El Paso
Plainview Re-2 School District	Sheridan Lake	Kiowa
Plateau Re-5 School District	Peetz	Logan
Plateau Valley 50 School District	Collbran	Mesa
Platte Canyon 1 School District	Bailey	Park
Platte Valley Re-7 School District	Kersey	Weld
Poudre R-1 School District	Fort Collins	Larimer
Prairie Re-11 School District	Raymer	Weld
Primero Reorganized 2 School District	Weston	Las Animas
Pritchett Re-3 School District	Springfield	Baca
Pueblo City 60 School District	Pueblo	Pueblo
Pueblo County 70 School District	Pueblo	Pueblo
Rangely Re-4 School District	Rangely	Rio Blanco
Revere School District School District	Ovid	Sedgwick
Ridgway R-2 School District	Ridgway	Ouray
Roaring Fork School District No. Re-1	Glenwood Springs	Garfield
Rocky Ford R-2 School District	Rocky Ford	Otero
Salida R-32 School District	Salida	Chaffee
San Juan Board of Cooperative Educational Services	Durango	La Plata
Sanford 6j School District	Sanford	Conejos

Sangre De Cristo Re-22j School District	Mosca	Alamosa
Sargent Re-33j School District	Monte Vista	Rio Grande
School District 27j School District	Brighton	Adams
Sheridan 2 School District	Sheridan	Arapahoe
Sierra Grande R-30 School District	Blanca	Costilla
Silverton 1 School District	Silverton	San Juan
South Conejos Re-10 School District	Antonito	Conejos
South Routt Re 3 School District	Oak Creek	Routt
Springfield Re-4 School District	Springfield	Baca
St Vrain Valley Re 1j School District	Longmont	Boulder
Steamboat Springs Re-2 School District	Steamboat Springs	Routt
Strasburg 31j School District	Strasburg	Adams
Stratton R-4 School District	Stratton	Kit Carson
Summit Re-1 School District	Frisco	Summit
Swink 33 School District	Swink	Otero
Telluride R-1 School District	Telluride	San Miguel
Thompson R2-J School District	Loveland	Larimer
Trinidad 1 School District	Trinidad	Las Animas
Valley Re-1 School District	Sterling	Logan
Vilas Re-5 School District	Vilas	Baca
Walsh Re-1 School District	Walsh	Baca
Weld County Re-1 School District	La Salle	Weld
Weld County School District Re-3j School District	Keenesburg	Weld
Weld County School District Re-8 School District	Fort Lupton	Weld
Weldon Valley Re-20(J) School District	Weldona	Morgan
West End Re-2 School District	Nucla	Montrose
West Grand 1-Jt School District	Kremmling	Grand
Westminster 50 School District	Westminster	Adams
Widefield 3 School District	Colorado Springs	El Paso
Wiggins Re-50(J) School District	Wiggins	Morgan
Wiley Re-13 Jt School District	Wiley	Prowers
Windsor Re-4 School District	Windsor	Weld
Woodland Park Re-2 School District	Woodland Park	Teller
Woodlin R-104 School District	Woodrow	Washington
Wray Rd-2 School District	Wray	Yuma
Yuma 1 School District	Yuma	Yuma
Centennial BOCES	Greeley	
East Central BOCES	Limon	
Mountain BOCES	Leadville	
Mount Evans BOCES	Bailey	
Northeast Colorado BOCES	Haxtun	
Northwest Colorado BOCES	Steamboat Springs	

Pikes Peak BOCES	Colorado Springs
Rio Blanco BOCES	Rangely
San Juan BOCES	Dolores
San Luis Valley BOCES	Alamosa
Santa Fe Trail BOCES	La Junta
South Central BOCES	Pueblo West
Southeastern BOCES	Lamar
Uncompahgre BOCES	Ridgway
Ute Pass BOCES	Woodland Park

School Redesign RFI – Colorado Department of Education

September 1, 2019

II. Narrative Responses (a and b)

Since Blueprint's original RFI submission to the Colorado Department of Education, we are proud to have maintained all of our district partnerships and have launched new initiatives that promote educational equity and improve life outcomes for students. The description of Blueprint's approach to school improvement and our two key bodies of work, the Blueprint Math Fellows Program and our School Improvement Partnerships will be described in greater detail following a brief update on our current work.

Our pre-K-12 district-wide improvement partnership with Lake County School District in Leadville, CO is entering its fourth year. Blueprint continues to provide executive coaching for school leaders and quarterly full-day site visits for all four schools in the district. This year, at the request of Superintendent Wyman, we are also providing technical support for district and school level data systems and how student information is being used at school sites to improve instruction and attendance rates.

Last year we also launched a similar whole school improvement initiative with National Collegiate Preparatory Public Charter High School in Ward 8 in the District of Columbia that will continue in the 2019-20 academic year.

Blueprint's Math Fellows Program is an intensive, daily, in-school tutoring program designed to accelerate math achievement by providing students with individualized, standards-based academic support in a small group setting. Our work relies on partnerships rooted in student achievement and commitment to changing life outcomes for students. This year we received our third consecutive three-year grant from the Corporation for National Community Service in support of our AmeriCorps program. Our current partnerships with Oakland Unified School District (CA) and East Saint Louis School District 189 (IL) are both entering their 4th year and have expanded significantly. In East Saint Louis, we now serve all eight elementary, middle and high schools in the district. In Oakland, we have 27 full-time AmeriCorps Math Fellows serving students at nine middle schools.

The following description of Blueprint Schools Network was included in our original RFI submission as our mission, approach and beliefs about how to partner with schools and districts to improve outcomes for students has remained largely consistent.

Blueprint Schools Network takes research-based practices from high performing charter schools and partners with districts to implement them within traditional public schools. We were founded in 2010 as a national organization to promote educational equity and improve life outcomes for students. Blueprint works as an intermediary with schools and districts to plan, implement, and monitor school turnaround strategies to close the achievement gap in their lowest-performing schools.
Blueprint's approach to rapidly improving student achievement is to partner with school districts to implement and monitor our research-based, five-strategy framework which dovetails with many of the

elements of The Center on School Turnaround's Four Domains of Rapid School Improvement. Through this effort, Blueprint ensures that our Partner Schools embrace a comprehensive approach to:
1. Investing in human capital
2. Increasing instructional time
3. Organizing, synthesizing, and using student and school performance data
4. Developing a school culture of high expectations
5. Providing students with small-group, differentiated instruction

We believe that the achievement gap can be closed when human capital, school culture, effective use of time, small group tutoring and data are integrated as part of a comprehensive and consistent approach to school improvement. We also believe that sustaining and scaling school improvement and student interventions requires district investment and capacity-building. Thus, our partnerships are designed to leverage what school districts are already doing well and then build systems and share knowledge so that our school turnaround framework is implemented consistently and with high quality across all network schools. In this way we differentiate our services to meet the unique needs of schools and districts.

We also differentiate services based on our two key bodies of work, the Blueprint Math Fellows Program and our School Improvement Partnerships. The Blueprint Math Fellows Program is an intensive, daily, in-school tutoring program designed to accelerate math achievement by providing students with individualized, standards-based academic support in a small-group setting. As a School Improvement Partner, Blueprint works as an intermediary with districts and state departments of education to plan, implement, and monitor school turnaround initiatives aligned to our five-strategy framework.

III. Capacity

Blueprint Schools Network would welcome an opportunity to partner with additional schools and districts in Colorado and has the capacity to do so. Given our 10-year history of working on major school improvement initiatives in Denver Public Schools and Lake County School District, we have a cohort of state-based colleagues, consultants and contacts who would be interested in new opportunities to make an impact. We have learned first-hand that the amount of additional resources and planning time required for a successful endeavor is greatly influenced by 1) the difficulty of the school turnaround task, 2) district capacity and 3) location, especially as it relates to access to human capital or supports for instructional improvement.

Since Blueprint has two distinct program services, we apply an analysis model that assesses the supporting conditions and capacity of a potential district partner and the complexity of the school turnaround. This analysis helps us decide which program (school partner or the Blueprint Math Fellows Program) will work best for the districts to achieve its goals. From our experiences working with both urban and rural districts, the most important attribute of an ideal district partner comes down to the mindsets of the people with whom we team. Our work relies on partnership and on develop enduring working relationships that are grounded in a focus on student achievement, collaboration, a shared sense of urgency, innovative problem solving and a long term commitment to changing life outcomes for students. Thus, regarding our current capacity, Blueprint would be able to and interested in

working with one new cluster of 2 to 6 schools in a district or region in 2020-21. As with any new school improvement partnership, the scale of an initiative depends on the factors mentioned above.

IV. Evidence of Track Record of Improved Student and School Outcomes:

The vision of Blueprint Schools Network is to be a model for closing the opportunity gap in our country's most underserved communities. We are working toward a future in which all students are on track to graduate from high school, are fully prepared for post-secondary success and ultimately realize their dreams. Since the launch of our partnership with Denver Public Schools in 2010, Blueprint has expanded across the country and partnered with more than 100 schools serving over 20,000 students in Denver and Leadville (CO); Oakland (CA); East St. Louis and Madison (IL); Boston, Holyoke, and Salem (MA); Houston (TX); the District of Columbia and St. Louis (MO). Here are a few highlights of our work with districts across the country and student performance results that demonstrate a strong and consistent track record of dramatically improving outcomes for students:

Lake County Schools, Leadville, CO
Blueprint is one of several multi-year external partners that has been engaged for the last three years by Lake County Schools to improve school quality and academic achievement. We use CDE's district and school performance frameworks and CMAS results to determine the impact of our collective work. A high level summary of changes in the percent of Lake County students that met or exceeded expectations on the 2015-16 CMAS and the 2019 CMAS is as follows:

Percent of Lake County Students that Met or Exceeded Expectations on CMAS ELA

Grade	2015-16 CMAS ELA	2019 CMAS ELA	Percentage Point Difference
3	11.9	27.5	+ 15.6
4	14.6	23.4	+ 8.8
5	14.5	23.1	+ 9.6
6	24.1	25.7	+1.6
7	5.3	34.8	+29.5
8	10.3	33.3	+23.0

Percent of Lake County Students that Met or Exceeded Expectations on CMAS Math

Grade	2015-16 CMAS Math	2019 CMAS Math	Percentage Point Difference
3	7.2	28.6	+ 21.4
4	13.6	12.3	- 1.3
5	10.4	14.1	+ 3.7
6	17.2	14.7	- 2.5
7	*	16.3	N/A
8	*	26.7	N/A

*The value of this field was not displayed in order to protect student privacy

In addition to state and interim assessments, we leverage Blueprint quarterly site visits and reports to assess whole school quality and track improvements in academic achievement and school culture given that CMAS covers limited grade levels. The full-day visits focus on monitoring progress regarding Blueprint's five core areas that we focus on for school improvement (instruction and professional development; use of data, school culture, use of time and small group differentiation) and the extent to which recommended actions steps are being implemented at the school site. The site visits and follow-up executive coaching also address timely needs and contexts that all schools and districts encounter during the school year including school leadership changes, interim assessment results and school culture priorities.

For a district-based assessment of Blueprint's work, we encourage you to contact Superintendent Wendy Wyman at wwyman@lakecountyschools.net.

Denver Public Schools, Denver CO
In November 2010, the Denver Public Schools (DPS) Board of Education approved a comprehensive turnaround initiative for the Far Northeast feeder pattern of Denver, a region of DPS that has suffered from persistently low levels of student achievement. In response to the Board's mandate, DPS created the Denver Summit Schools Network (DSSN). In the fall of 2011, nine schools began their inaugural year of a five-year partnership with working with Blueprint on implementing the five strategy framework. Some of the partnership results include:

- In 2012, after one year of partnership:
    - Three of the six schools ranked in the top 7% of schools statewide for growth in reading.
    - All partner schools ranked in the top 13% of 1,829 schools in the State of Colorado for student growth in Math and 349 for reading. McGlone Elementary School ranked #9 for student performance growth in Math and #59 for reading.
    - Out of 336 high schools in Colorado, High Tech High school ranked #5 for student performance growth in Math, which is greater than 98% of all other high schools in Colorado. Collegiate Prep Academy ranked #25 for student performance growth in Math.
    - For the first time in its 33 year history. Montebello High School in Denver Public Schools saw 100% of its graduating seniors accepted to a two or four year post-secondary school in 2013.
    - 9th graders at collegiate Prep Academy had the highest math growth in Colorado during the 2015-16 school year.

Oakland Unified School District (OUSD), Oakland, CA:
Our third year (2017-18) of partnership with The Oakland Unified School District (OUSD) culminated with another year of strong program implementation for the benefit of all students participating in the Blueprint Math Fellows program. Together, we were successful in raising the math proficiency levels of the lowest performing students in OUSD partner schools as evidenced by results on the Smarter Balanced Assessment (SBAC), a state standardized test that measures students' knowledge of math standards. A few highlights include:

- Participants in the 2016-17 program improved their math achievement level at twice the rate of non-participants.

- In 2017-18, after one year, the average student in the Fellows program improved by 13 points more on the SBAC exam than other middle school students in the same schools. Additionally, Blueprint students' rate of math score growth increases dramatically after participating in the Blueprint Math Fellows program, even as their peers' growth slows down (see chart below). Additional results are available upon request.
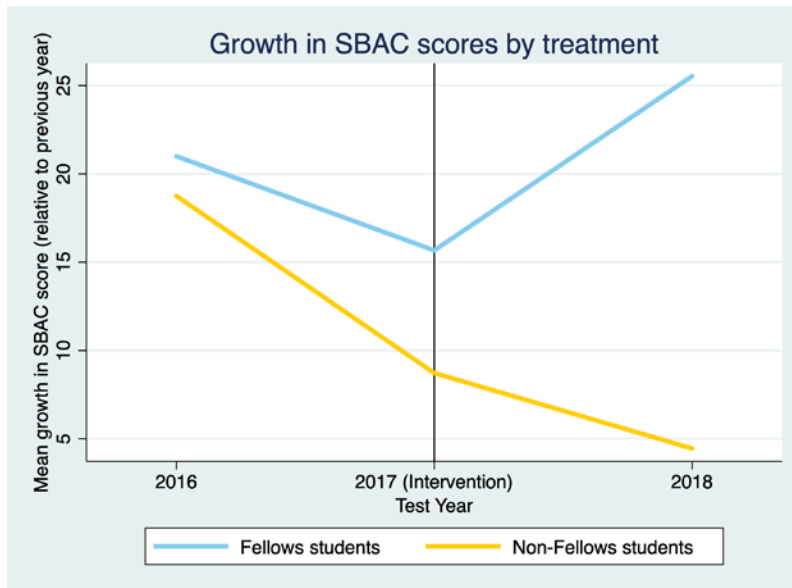
Superintendent of Middle Schools for Oakland Unified School District Mark Triplett says that "Blueprint is serving our most traditionally under-served population, which is an equity issue for us. The way Blueprint is building students' math muscle and their overall confidence is profound."

East St. Louis 189 (ESTL189), East St. Louis, Illinois
The Blueprint Math Fellows Program exceeded its intended objectives for the 2018-2019 year in math achievement and in accelerating math growth for students in ESTL 189. Blueprint and ESTL 189 uses the NWEA Measures of Academic Progress (MAP) assessment to measure and understand how each student is performing. Students are evaluated by both their own personal growth and ability to obtain National Attainment, a nationally normed score established by NWEA.

Highlights of our East St. Louis Fellows program goal results, based on 90%+ attendance include:
The district goal is that 65% of students meet their personal MAP growth goal and 35% achieve National Attainment. Blueprint students exceed the district goal as 73% met their personal growth goals and 41% met National Attainment. Of note, students at Gordon Bush, the percentage of Blueprint students who met personal growth goals was 88% and 60% met National Attainment. It must also be noted that the one school (Katie Wright Elementary) that did not meet their expected growth goal began program implementation mid-year and thus the students did not benefit from a full-year of program.
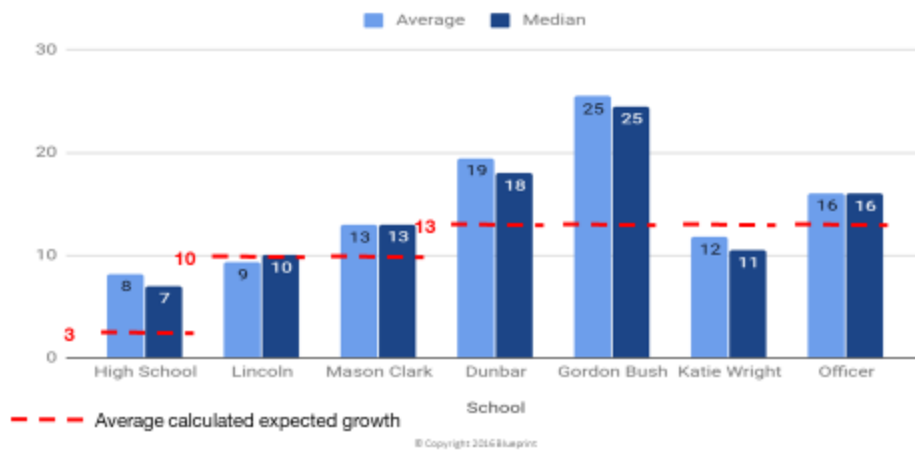
Blueprint administers student perception surveys multiple times throughout the school year. These survey results revealed we also increased student math efficacy and self-perception: 96% of Blueprint participants report an increase in confidence and perceived ability in Math and 94% report improved Math skills from the previous year.

Self-Assessment:

Our work is grounded in research-based strategies designed to improve student achievement. Our commitment to organizational growth is equally as strong—we constantly monitor our success and look for areas of improvement. As such, Tier 1 – Strong Evidence best describes our work.
For example, Blueprint regularly evaluates our Math Fellows Program. We conduct two quality monitoring site visits that include focus groups with Fellows and students. We then use this data to provide the Blueprint program team with feedback. We also look for areas of growth and opportunities to improve program implementation and increase student engagement. We measure changes in student and Fellow perception during the year using pre-program, mid-year, post-program surveys.

Blueprint also continues to benefit from external, independent evaluations through our partnership with Dr. Steven Levitt. Dr. Levitt is the William D. Ogden Distinguished Service Professor of Economics at the University of Chicago Price Theory, a John Bates Clark Medal Winner and the author of the Best Seller Freakanomics. For the past three years, Dr. Levitt and his team at the Becker Center lead pro-bono analyses of state assessment data from partner districts.

Finally, Blueprint served as both a lead school improvement partner and a school operator for three schools in Boston from 2012-2017. We reported directly to the Commissioner of the Massachusetts Department of Elementary and Secondary Education for both the multi-year initiatives. As part of this effort we also conducted an independent evaluation of our 5-year engagement as part of the Corporation for National and Community Service's Social Innovation Fund. The evaluation reported that "Blueprint's involvement appears to have increased student achievement by approximately 0.10 standard deviations (SD) per year, on average; and Blueprint's involvement tentatively appears to have improved achievement trajectories over time. A summary of the report is attached.

Green Light Fund: Blueprint Program

Corporation for NATIONAL & COMMUNITY SERVICE ★★★

What is the community challenge?

Blueprint Schools Network (Blueprint) is a Massachusetts-based nonprofit organization that partners with school districts to ensure educational equity and improve life outcomes for students in their lowest performing schools.

What is the promising solution?

Boston Public Schools (BPS) worked with Blueprint on a turnaround initiative for three of its "persistently underperforming" schools to improve the educational outcomes for students in these schools. Blueprint's approach to improving student achievement at low-performing public schools is to partner with school districts to plan, implement and monitor their research-based, five-point framework of: (1) Ensuring excellence in school leadership and instructional quality; (2) Increasing instructional time for students through extended school days and years; (3) Developing a culture of high expectations with an explicit focus on college-going culture; (4) Using data and regular formative assessments to track student performance and focus instruction; and (5) Providing small-group tutoring (with Math Fellows) to support students in "critical growth years."

What was the purpose of evaluation?

The evaluation of Greenlight Fund's Blue Print Program by John Papay and Matthew Kraft began in 2013 and finished reporting in 2017. The overall goal of the evaluation was to assess (1) whether program implementation maintained fidelity with the Blueprint model and (2) the effectiveness of the Blueprint model. The implementation study investigated if the Blueprint dimensions of (1) Excellence in Leadership and Instruction, (2) Increased Instructional Time, (3) Using Data to Improve Instruction and Learning, (4) Culture of High Expectations, and (5) Daily Tutoring in Critical Growth Years were implemented with fidelity. The impact evaluation sought to determine if attending a Blueprint School instead of another Boston Public School improved students' test scores. The impact evaluation employed several methodologies to determine the Blueprint Program's impact on students' test scores, including visual analysis, a comparative interrupted time series approach, matching analysis using propensity scores, and covariate controlled OLS value-added analysis.

What did the evaluation find?

As a subgrantee of the Social Innovation Fund, Blueprint Schools Network engaged an independent evaluator to evaluate the Blueprint Program. Taken together, the evaluation revealed three central conclusions: (1) The Blueprint model met most of its implementation targets overall, but fell short in several important areas (particularly in the lack of the Math Fellows program at one school); (2) There is some evidence to suggest Blueprint improved outcomes for students in these schools; for example, results from the comparative interrupted time series analysis suggested that there were significant improvements in English Language Arts (ELA) for youth in all Blueprint schools relative to other Level 4 Boston Public Schools (SD=0.19). Additionally, results from the matching analyses suggested that Blueprint's involvement appears to have increased student achievement by approximately 0.10 standard deviations (SD) per year, on average; and (3) Blueprint's

involvement tentatively appears to have improved achievement trajectories over time. However, impact results did vary depending upon how the model was specified, the year being analyzed, the school, and the outcome and thus should be interpreted with some caution.

Notes on the evaluation

As noted above, results did vary by analysis, so future research is needed to determine the exact impact of participation in Blueprint schools and the conditions under which the program is most likely to be linked to positive impacts. For example, two of the three Blueprint schools (EGLA and EHS) closed or ended their involvement with Blueprint before the anticipated end of the study period (2016-2017) and this may have impacted the study's ability to detect program impacts.

How is Blueprint Schools Network using the evaluation findings to improve?

The evaluation identified several key lessons learned. First, frequent turnover among principals at the Dever School created an unstable setting for implementing and sustaining school reforms. This experience points to the critical role of establishing stable leadership during turnaround efforts. Second, coherence and alignment in strategy between district leaders, school leaders, and turnaround partners is important in implementing the program. Third, the Blueprint model is more effective when it is implemented with fidelity and when school leadership buys in to the Blueprint approach. Fourth, there are important differences between being a turnaround partner and the school operator. As a partner, Blueprint relied on school leaders to adopt and implement the Blueprint model and take Blueprint's guidance. As an operator, Blueprint did not face this challenge but did need to invest much more heavily in all aspects of school management.

Evaluation At-a-Glance

Evaluation Design(s): CITS, Matching, and Value-Added Analysis

Study Population: Elementary and High School Students

Independent Evaluators: John Papay & Matthew Kraft

This Evaluation's Level of Evidence*: Moderate

*SIF and AmeriCorps currently use different definitions of levels of evidence.

Study Locations

1 English High School
2 Elihu Greenwood Leadership...
3 Dever Elementary
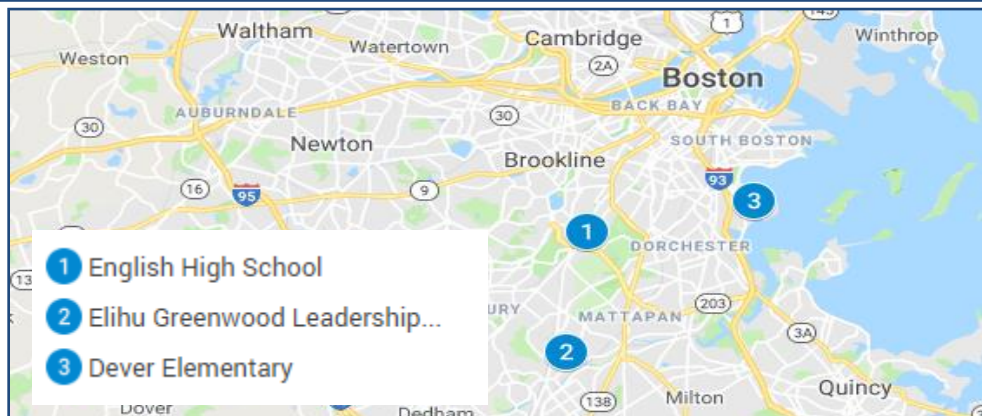
The content of this brief was drawn from the full evaluation report submitted to CNCS by the grantee/subgrantee. The section of the brief that discusses evaluation use includes contribution of the grantee/subgrantee. All original content from the report is attributable to its authors.
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