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# SCHOOL REDESIGN REQUEST FOR INFORMATION FORM

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Please tell us about your organization and its accomplishments, and how your organization can help the students of Colorado reach their potential by completing the following form.

## Instructions

- Please submit your organization's response electronically to: **PartnerRFI@cde.state.co.us** by **Friday, February 23, 2018 at 5:00 PM MST**. Late responses may be accepted or rejected by CDE at its sole discretion.
- Please address all of the questions in this application for your organization type. You may exceed the length of the boxes in the form – the PDF form will automatically add a scroll button within the box. However, please strive to keep answers concise.
- You may submit additional attachments that are directly relevant and provide additional support or evidence for the responses in the RFI form.
- If there are any questions about the RFI process or the PDF form, please address those to Brenda Bautsch at [Bautsch\\_b@cde.state.co.us](mailto:Bautsch_b@cde.state.co.us).

## Public Posting and Release of Information

- CDE will publicly post the responses that sufficiently address all of the questions listed in the RFI and provide concrete evidence of improving student outcomes in low-performing schools on CDE's public website for schools and other interested parties to access the information: <http://www.cde.state.co.us/accountability/performance>
- This information will be posted no later than March 23, 2018.
- Further, all information submitted in response to this RFI (inclusive of submissions that are not posted on CDE's website) are subject to public release through the Colorado Open Records Act, CRS § 24-72-200.1, et seq.

## Additional Information on the RFI Process

- In the event that a response is incomplete, missing information or needs additional evidence, CDE at its sole discretion may reach out to the respondent for more information or a resubmission, or CDE may elect not to include the response on its publicly posted list.
- This Request for Information will be re-opened annually to allow for additions to the public list of providers.
- If a provider is added to CDE's public list through this RFI process and needs to make changes to the posted information, please contact Brenda Bautsch at [Bautsch\\_b@cde.state.co.us](mailto:Bautsch_b@cde.state.co.us).

## Background

1) Organization name: \_\_\_\_\_

2) Organization contact person and contact email and phone number:

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3) How would you classify your organization? You may check more than one category:

- Charter network, charter management organization or charter school
- Turnaround leader development provider
- Management organization or non-profit network.

4) Describe what geographical regions in Colorado you would prefer to work in:

5) Please complete the following online form to select which school districts your organization is willing and able to engage with: <https://goo.gl/forms/8gceFV5PVEVnQZ0e2>

If applying as a *management partner or non-profit network* please complete the following questions:

1) Please list which of the following roles your organization can serve (check all that apply).

See Table 1 above for a description of the roles listed below.

- Whole system
- Instructional transformation
- Talent development
- Culture shift
- Turnaround leadership
- Other: \_\_\_\_\_

2) How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?

- 3) When considering partnering with a school or district that you have not partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) in order to make your school successful?

- 4) Describe your experience working with other third party providers to support coherent school and district improvement.

**Evidence of Track Record of Improved Student and School Outcomes (ALL respondents)**

- 1) Please illustrate your organization's track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Please highlight the context and location of where this work has occurred. Formal research studies are preferred, if available.

## References

For management partners and turnaround leader development providers, please include the name and contact information for the last three schools or districts your organization contracted with. These schools or districts will be contacted by CDE staff for references.

For charter school networks, CMOs and individual charter schools who are submitting information, please list three references that could speak to your capacity to support successful student outcomes in a turnaround environment, including a current authorizer of one of your schools.

*Reference # 1:*

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*Reference # 2:*

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*Reference # 3:*

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# **Blueprint Schools Network**

Fellows Program

February 2018

# PROGRAM BASICS



The Blueprint Fellows program provides daily, small group tutoring sessions in math to students across grades K-12





# PROGRAM ENROLLMENT

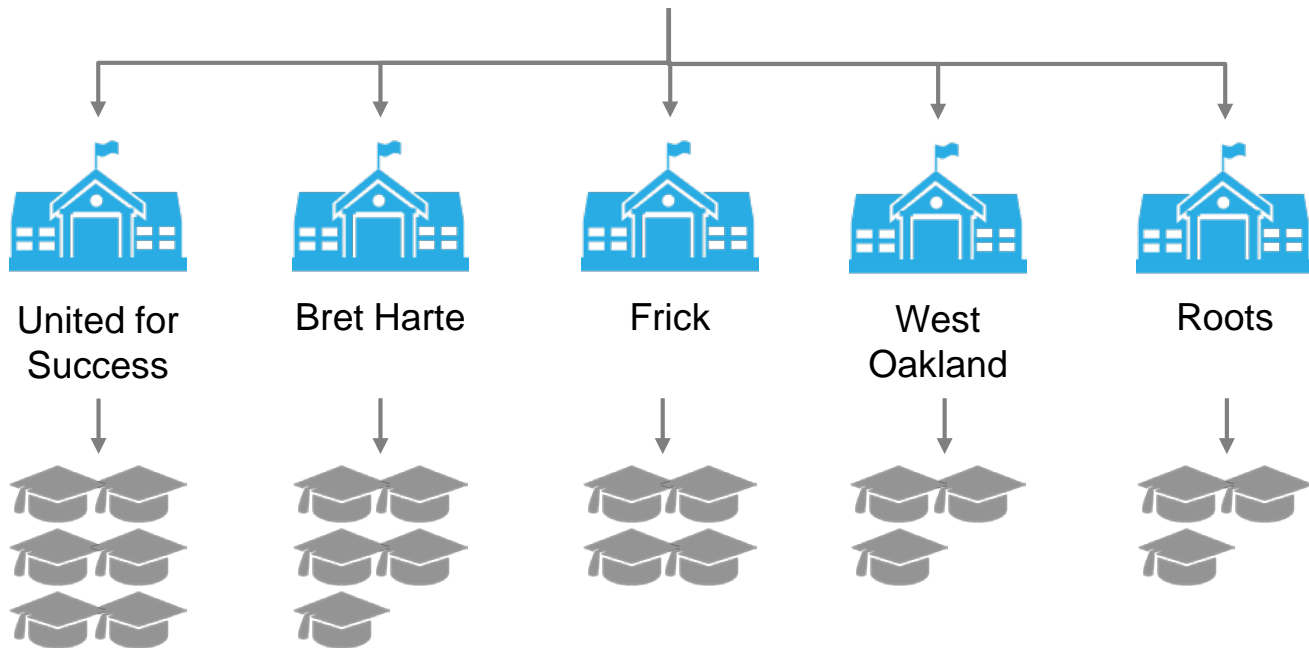


In Oakland School District, **5** middle schools participated in the Fellows program during the 2016-2017 school year



They enroll **207** 6<sup>th</sup> and 7<sup>th</sup> grade students in full-year tutoring across the district

## Oakland Unified School District



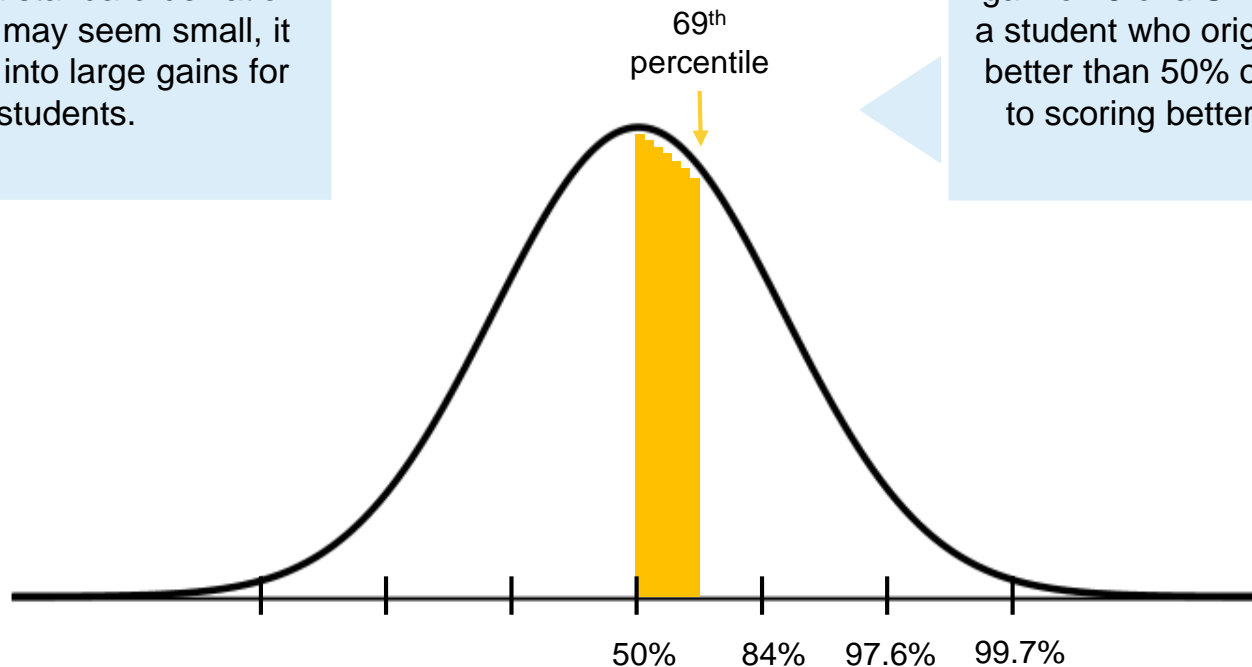
# MEASURING IMPACT IN STANDARD DEVIATIONS



In this presentation, we will measure Blueprint's impact using standard deviations (SD). Increases in standard deviation are a common tool that researchers use to measure student growth.

Successful interventions often achieve impacts that are a fraction of a standard deviation. While this may seem small, it translates into large gains for students.

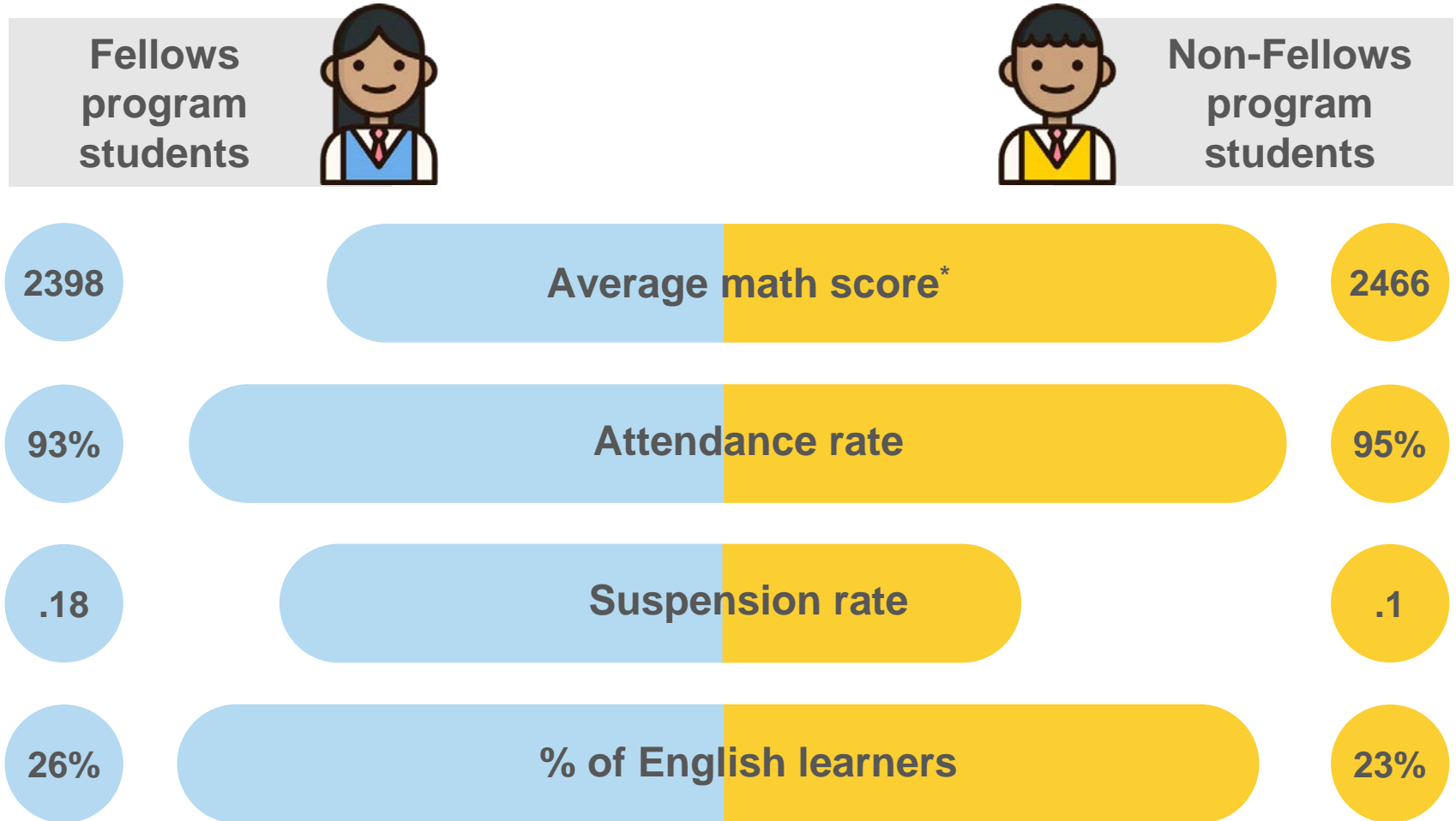
For example - if student scores are distributed normally, then a gain of .5 of a SD would move a student who originally scored better than 50% of their peers to scoring better than 69%.



# FELLOWS ARE SIMILAR TO PEERS PRE-PROGRAM



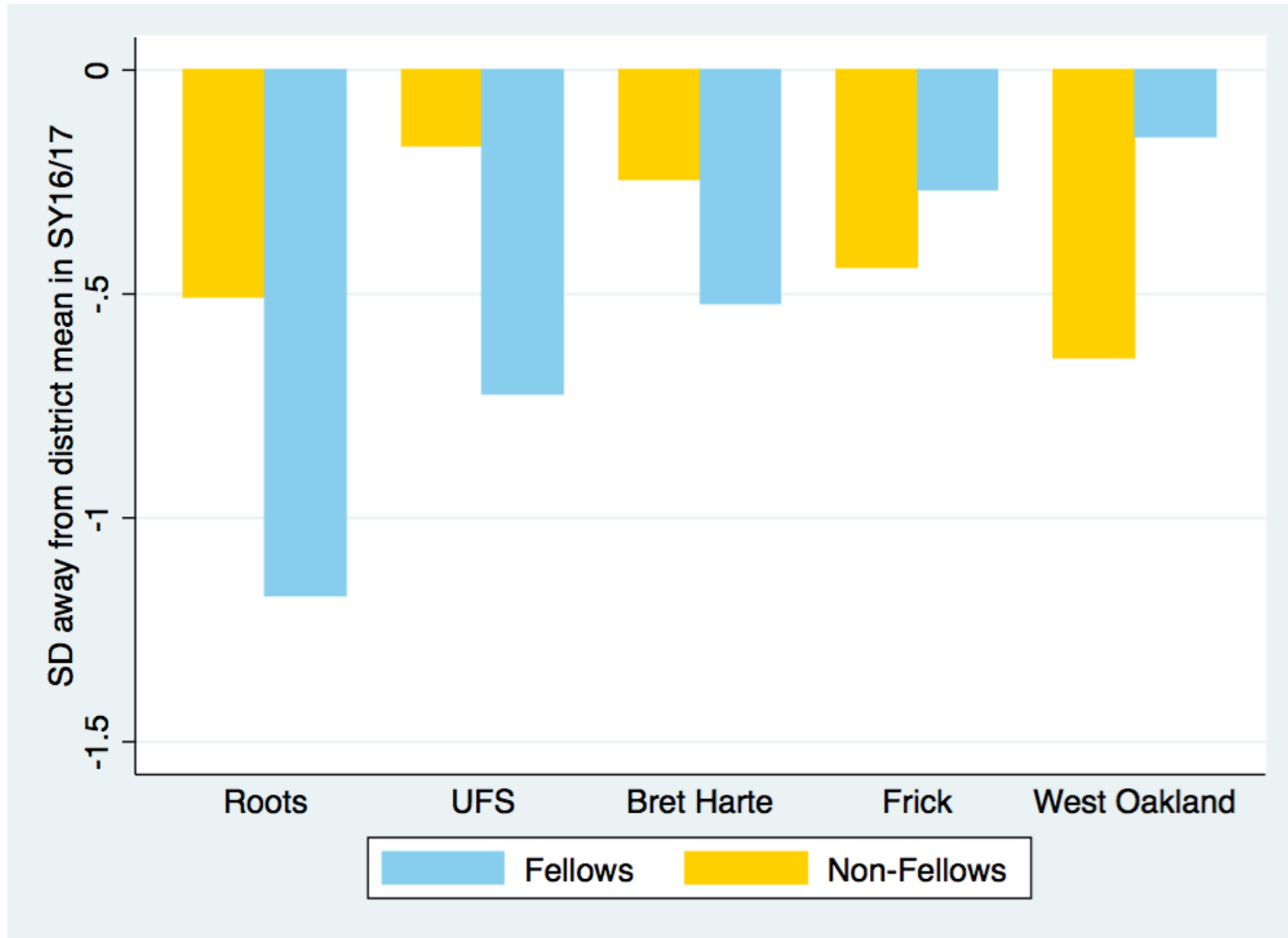
Students enrolled in the Fellows program are demographically similar to non-fellows students in race, gender, and % of special needs students. However, students in the program start the year underperforming relative to their peers on several key metrics.



# FELLOWS START THE YEAR UNDERPERFORMING



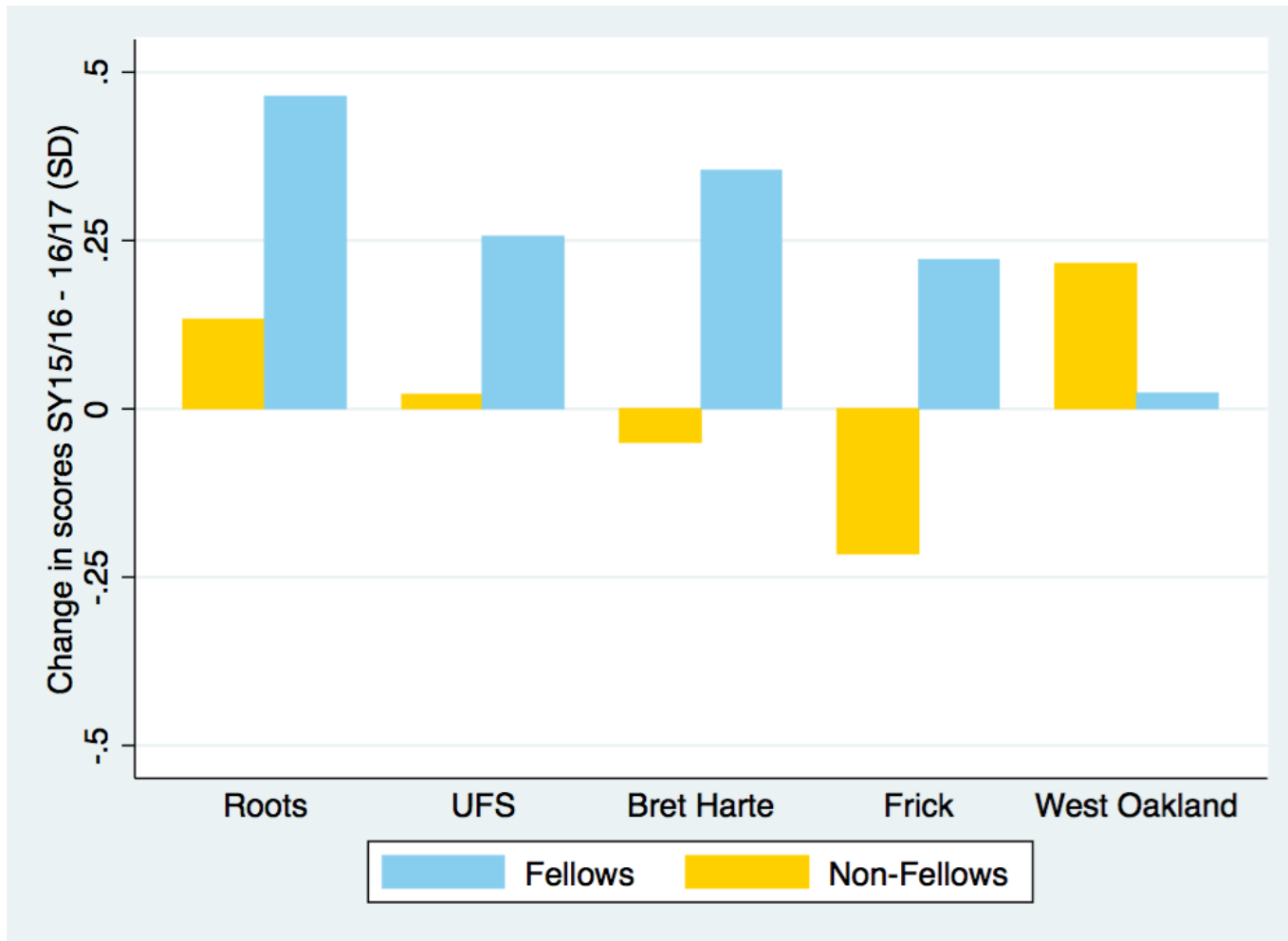
In the majority of middle schools, students enrolled in the Fellows program started the year with worse scores in math than students in the same school and grade not enrolled in the program



# FELLOWS IMPROVE SIGNIFICANTLY POST-PROGRAM



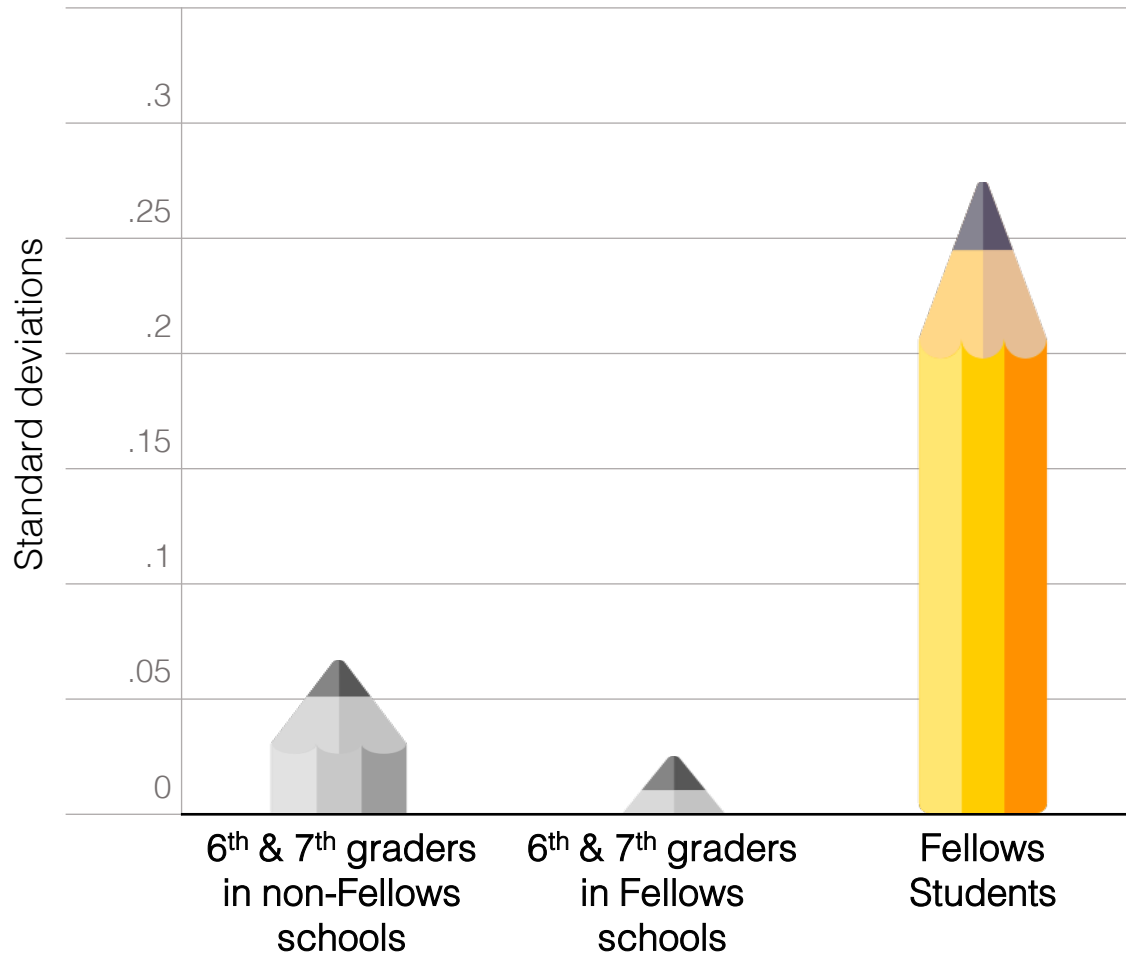
But by the end of the program, students enrolled in the Fellows program had substantially **greater** improvement in test scores than students not enrolled in the program at 4 out of 5 schools



# FELLOWS OUTPACE OTHER OUSD 6<sup>TH</sup> & 7<sup>TH</sup> GRADERS



**Improvement from SY15/16 to 16/17  
on the SBAC Math Exam (in SD)**



After one year, the average **student in the Fellows program improved .25 standard deviations (SD) more** than other 6<sup>th</sup> and 7<sup>th</sup> graders in the same middle schools

# FELLOWS DELIVERS MEANINGFUL GAINS IN SCORES



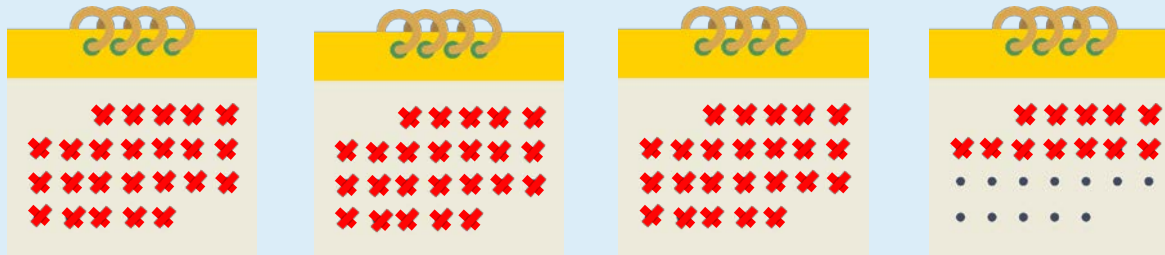
Even after accounting for relevant factors that may impact student improvement – such as differences in teacher and school quality – **students enrolled in the Fellows program improve .103 SD in math**, an increase that can be directly attributed to the program

# PROGRAM ADDS EQUIVALENT OF 40% OF SCHOOL YEAR



Some economists estimate that the average student gains .25SD in test scores over the course of a single school year.\*

Using this metric, the Fellows program adds an average **additional 3.5 months of schooling** to a child's education



\*Hanushek, Peterson, Woessmann. "International and U.S. State Trends in Student Performance." 2012.

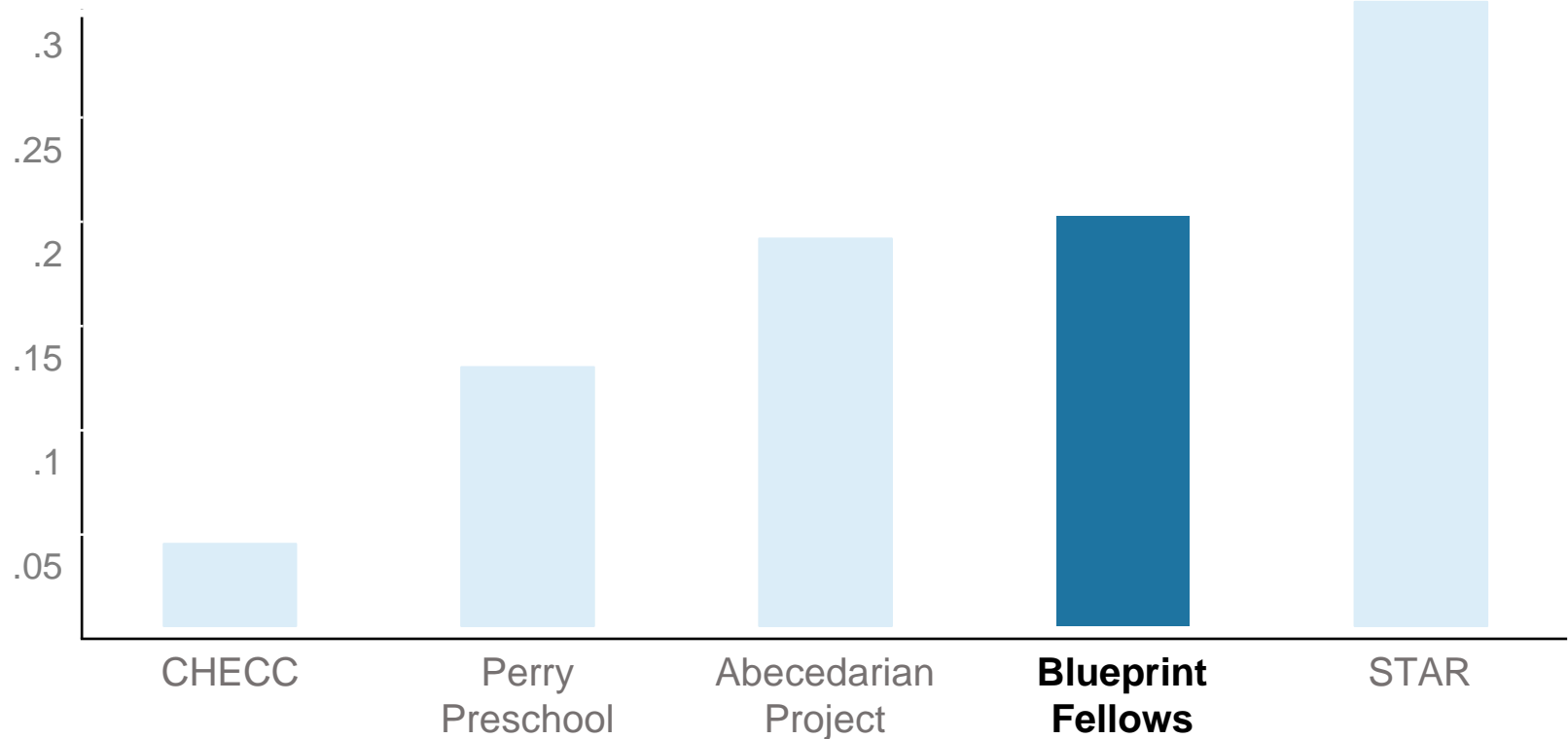


# FELLOWS EXCELS IN COST EFFECTIVENESS



On a cost effectiveness basis, Blueprint delivers **better results for each additional dollar spent** on student achievement than most other intensive educational interventions

**Cost effectiveness of program (SD/\$ spent)**



Source:  
Fryer, Roland, et al. "Parental Incentives and Early Childhood Achievement: A Field Experiment in Chicago Heights." 2015.  
Ramey, C. T., et al. "Persistent effects of early childhood education on high-risk children and their mothers." 2000.  
Heckman, James, et al. "A New Cost-Benefit and Rate of Return Analysis for the Perry Preschool Program: A Summary." *NBER Working Paper*, 2010.  
Mosteller, Frederick. "Tennessee Study of Class Size in the Early School Grades" *Critical Issues for Children and Youths*, vol. 5, no. 2, 1995.