

Part I: Cover Page—Organization Information

Organization Information		
Organization Name:	Schools Cubed	X <input type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
Primary Contact:	Pati Montgomery, Chief Educational Officer	
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Mailing Address:	8732 Dunraven St. Arvada, CO 80007	
Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input type="checkbox"/> Turnaround Leader Development Provider X <input type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work in (select all that apply)		
X <input type="checkbox"/> Metro Denver X Front Range (Colorado Springs, Ft. Collins) <input type="checkbox"/> 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

II. Narrative Responses: Please read the narrative instructions below carefully. Submit answers to all narrative questions for **each category** for which you are submitting:

Management Partner Category Submissions:

- a. Identify which of the following roles your organization can serve (list all that apply):
Partial management: Instructional transformation
Partial management: Talent development
Partial management: Turnaround leadership
- b. Is your organization’s primary interest and area of expertise in school-level management, district-level management, or both?

*Schools Cubed primary interest and area of expertise is in school-level management. We also have district-level interest and expertise in RURAL school districts. Regarding this RFI, Schools Cubed considers itself equipped to handle school-level management in ALL types of Colorado schools and district-level management in **rural** schools of Colorado.*

- c. How will you differentiate your services to meet the unique needs of schools and district in Colorado, especially those with historically underserved students?

Schools Cubed would differentiate services to meet school and districts unique needs in several ways. We have about 16 consultants working with us on a part-time or full-time basis. Each of our consultants has unique backgrounds and areas of expertise.

Alignment of our highly skilled consultants with the need of the district is our first approach to differentiate the unique needs of the district/school with whom we are working. All of Schools Cubed consultants have served as school/district administrators in some capacity. Further, each of our consultants has a background working in various types of settings. These settings include rural, urban and suburban districts.

Not only have we selected consultants with these “geographically” unique backgrounds, they also offer a broad spectrum of focus expertise. Overall, Schools Cubed is known for its results in literacy improvement and raising reading achievement, as well as understanding and effectuating READ Act policies and procedure. Additionally, we have consultants with specialties in special education, behavior management and PBIS, social and emotional expertise, math and, instructional delivery and strategies at both the elementary and secondary levels.

Our success is based on creating highly effective systems and structures in schools/districts and ensuring the use of proven, research-based strategies. Schools Cubed has developed performance rubrics that align with the research of highly effective schools. These rubrics establish a framework to guide the work for school improvement.

For schools/districts seeking assistance to increase literacy achievement, we utilize the rubric that aligns with the Colorado Department of Education's Office of Literacy entitled, The Literacy Evaluation Tool.

As we initially begin our work with each school/district, we evaluate their performance against these research-based rubrics. This evaluation provides Schools Cubed consultants with unique and differentiated areas of focus. Every school/district, regardless of performance level, has areas that are performing adequately and beyond. These rubrics allow us to enhance what exists rather than starting from scratch.

Schools Cubed currently performs work in various states across the country. Ninety percent of the schools/districts that we currently serve have a majority of historically underserved students.

- d. 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) to make your school successful?

Schools Cubed believes the 2 most important aspect in partnering with a district or school initially is, the practice of collaboration and establishing the accountability for change. Practices don't improve unless all parties have a clear understanding and mutual agreement of what needs to happen. Schools Cubed would therefore, if we were working with an individual school, ensure that collaboration with the district and/or school site were a part of the contract and establishing a system for accountability.

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

This school year, 2019-20, is the first opportunity Schools Cubed has had in working with additional providers to support school and district improvement. We are currently providing the literacy supports in Adams 14 School District. This effort is a partnership with MGT, the External Manager for Adams 14.

To accomplish such, we have met and do meet weekly. We have outlined goals for the project and complete agreed upon tasks. Though we are early into the project, it appears to be working well.

- f. Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.

Schools Cubed does not have experience working with Alternative Education Campuses or alternative high schools.

- g. Describe your experience, if any, working with online schools.

Schools Cubed does not have experience working with online schools

III. . Capacity: Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.

Our organization does have the capacity to serve additional schools and districts in Colorado. At this point in time, we have the capacity for approximately 7 to 10 additional schools.

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

- a. Describe 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. Highlight the context and location of where this work has occurred.

Schools Cubed has a tremendous track record in dramatically improving schools or districts outcomes for ALL students. We believe that the best criteria is based on student performance and stakeholder satisfaction.

Schools Cubed also takes pride in stakeholder satisfaction improvement when working with schools. We believe the key stakeholders include school/district personnel, students, families and the community. When possible, we use the stakeholder surveys Schools Cubed has created to ensure our qualitative data is as impressive as our quantitative data.

Our track record is measured by student performance on the outcomes attained on various measures that include:

- Early literacy data as measured by a state approved READ Act assessment—
- State summative assessment data—including both growth and achievement
- State performance frameworks
- Attendance data
- Special education referral and acceptance numbers
- Behavioral data, such as suspensions, detentions, SWIS data, expulsions, etc.

Our track record regarding satisfaction is rated on surveys that are given each year to the various stakeholders, as outlined above.

- Yearly stakeholder survey data given to parents, students, personnel and community
- Anecdotal feedback from school board

Below is a data snapshot of one school that has worked with Schools Cubed for the past 4 years. This diagram documents the very real data that has moved this school out of Focus School status in 3 years. Further, this school is being recognized by the state of Missouri as a Model School and by The National Center for Systemic Improvements.

Schools Cubed began working with Matthews Elementary in 2016. You can see the dramatic results that have occurred each year since. The top graph indicates the school's MAP Performance Index (MPI) for 5 years. The bottom graph indicates that the needed MPI target of 25.1% to be removed from Focus School status, has clearly been exceeded.

Focus School Supporting Data - 2018

Below is the AGP in the areas of English Language Arts and Math

Focus School Supporting Data

Matthews	2014	2015	2016	2017	2018
ELA	13.7	26.8	54.5	40	55
Math	25.5	5.4	14.5	30	42
Building Average	19.6	16.1	34.5	35	48.5

Matthews: 3 Year	2016	2017	2018	3 Year Total
ELA	54.5	40	55	49.8
Math	14.5	30	42	28.8
Combined	Exit Target 25.1%			39.3%

The recently released MAP (Missouri Assessment Program) scores for this past year, 2018-19, indicate the following results for Matthews Elementary:

- 3rd Grade ELA 95%
- 3rd Grade Math 80.9%
- 4th Grade ELA 54%
- 4th Grade Math 38%
- 5th Grade ELA 90%
- 5th Grade Math 95%

It should be noted that rarely does a school receive 95% proficiency rate and seldom does a school with a 100% free and reduced lunch rate receive such. Further, in New Madrid County School District, nearly all MAP scores were up for the second year in a row. Below is a table that indicates the 2018-19 outcomes.

District Language Arts Scores (Grades 3-10):

2018	Advanced and Proficient	32%
2019	Advanced and Proficient	38%
2018	Basic and Below Basic	68%
2019	Basic and Below Basic	62%

District Math Scores (Grades 3-10):

2018	Advanced and Proficient	19%
2019	Advanced and Proficient	31%
2018	Basic and Below Basic	81%
2019	Basic and Below Basic	69%

The Missouri Performance Frameworks are not yet available until early in October. Last year's Annual Performance Report from the state indicated an 18-percentage point increase. The highest the district had ever seen.

The Schools Cubed stakeholder satisfaction survey measures four areas that include, Quality of Education, Trust and Collaboration/Communication, Behavior/Discipline, Technology and Resources. The results in each area on the personnel survey from the first year of implementation to the 2018-19 school year have increased dramatically (Using a 1-5 scale.) The overall mean score has gone from a mean of 3.48 to 3.87. The student survey has shown an increase of $m = 3.38$ in 2017 to $m = 3.83$.

For 3 years, 2017-2019, Schools Cubed worked with Remington Elementary school in D49. Their most recent performance framework, indicating the last year of collaboration, is attached with this response. As the Performance Framework indicates, the school has seen tremendous growth outcomes.

- b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers. Which FBI tier best describes your work, and why?

Schools Cubed would select Tier 2, Moderate Evidence as a self-assessment for the effectiveness of our work. We have made this selection based on the following criteria:

- *We have specific results on a like measure of other neighboring and similar school districts.*
- *We are unable to control for districts who participate with School.*

We have attached the Performance Framework for last year's outcome comparing New Madrid County School District to Caruthersville School District. These 2 districts have very similar demographics.

V. References: For management partners, turnaround leader development providers and stakeholder engagement specialists submit the name and contact information for the last three schools or districts your organization contract with.

1. District 49

Sean Dorsey

Zone Manager

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2. New Madrid County School District

Dr. Sam Duncan

Superintendent

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573-450-6340

3. School District of Thorp

John Humphries

Superintendent

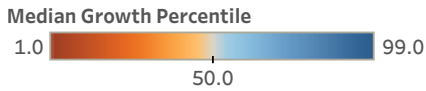
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Growth metrics are intended to provide a more complete picture of academic performance by helping to contextualize more traditional achievement metrics. While achievement metrics represent performance at specific points in time when students are assessed, growth metrics show what happens in the time in between assessments. Under the Colorado Growth Model, growth percentiles are calculated by analyzing English Language Arts and Math scores over consecutive years of the Colorado Measures of Academic Success (CMAS) assessments. A student's growth percentile (ranging from 1 to 99) indicates how his or her performance changed over time relative to students with similar score histories. Growth percentiles are independent of achievement levels, so all students have an equal chance of achieving high growth.

Median Growth Percentiles (MGPs) are used to represent growth outcomes for schools and districts. An MGP represents the mid-point of the distribution of all of the individual growth percentiles obtained by students within a particular group. This report shows MGPs for entire schools and districts, as well as for distinct grade levels and for different student groups. In general, higher MGPs indicate higher growth rates for the students in the designated group. State-level MGPs are presented along with school and district results as a point of reference. Typically, the state MGP for any group will be 50, though it may sometimes vary. Blank cells in the data table reflect cases where fewer than 20 student growth percentiles were available for the group; the MGPs are not shown in order to ensure privacy and to discourage inappropriate inferences about group performance. For additional resources, including PSAT/SAT growth reports, go to: www.cde.state.co.us/schoolview/coloradogrowthmodel

		ENGLISH LANGUAGE ARTS									MATH								
		School			District			State			School			District			State		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
ALL STUDENTS	All Students	48.5	61.0	63.0	48.0	48.0	51.0	50.0	50.0	50.0	45.0	59.0	62.0	42.0	48.0	49.0	50.0	50.0	50.0
GRADE LEVEL	04	39.0	49.0	52.0	44.0	47.0	47.0	50.0	50.0	50.0	45.0	65.0	61.0	42.0	50.0	50.0	50.0	50.0	50.0
	05	53.0	66.0	76.0	51.0	50.0	55.0	50.0	50.0	50.0	45.0	52.0	67.0	42.0	47.0	47.0	50.0	50.0	50.0
ENGLISH LEARNERS	English Learners				43.5	54.0	50.5	50.0	48.0	49.0				40.0	56.5	54.5	49.0	49.0	49.0
	Non-English Learners	48.5	62.0	60.0	48.0	47.0	51.0	50.0	50.0	50.0	45.0	55.5	62.0	42.0	48.0	48.0	50.0	50.0	50.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible	57.5	61.0	60.0	46.0	47.5	50.5	47.0	46.0	46.0	42.0	66.0	62.0	43.0	46.0	47.0	46.0	46.0	46.0
	Non-FRL	44.5	61.0	63.0	48.0	48.0	51.0	53.0	53.0	53.0	48.5	54.0	64.0	41.0	49.0	49.0	53.0	53.0	53.0
GENDER	Female	63.0	65.0	70.0	51.0	50.0	54.0	53.0	54.0	53.0	43.0	62.0	56.0	40.0	49.0	49.0	49.0	49.0	50.0
	Male	42.0	53.0	55.5	44.0	46.0	48.0	47.0	47.0	47.0	47.0	55.0	67.0	43.0	48.0	47.0	51.0	51.0	50.0
GIFTED	Gifted and Talented				51.0	50.0	57.0	62.0	61.0	61.0				51.0	61.0	57.5	60.0	61.0	61.0
	Non-Gifted and Talented	48.5	60.0	61.0	48.0	48.0	50.0	49.0	49.0	49.0	43.0	55.0	61.0	41.0	47.0	48.0	49.0	49.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	36.0			40.5	38.0	44.5	38.0	40.0	40.0	39.0			39.0	38.0	40.0	42.0	43.0	44.0
	Non-IEP	52.0	64.5	66.0	48.0	49.0	52.0	51.0	51.0	51.0	46.0	62.0	65.0	42.0	49.0	49.0	51.0	51.0	51.0
MIGRANT	Migrant							45.0	44.0	41.0							48.0	46.5	44.0
	Non-Migrant	48.5	61.0	63.0	48.0	48.0	51.0	50.0	50.0	50.0	45.0	59.0	62.0	42.0	48.0	49.0	50.0	50.0	50.0
MINORITY	Minority	48.0	56.5	64.0	48.0	46.0	53.0	48.0	47.0	48.0	41.0	58.0	62.5	40.0	47.0	49.0	48.0	48.0	48.0
	Non-Minority	49.0	65.0	59.0	48.0	49.0	50.0	52.0	52.0	52.0	49.0	60.0	62.0	42.0	49.0	49.0	52.0	52.0	52.0
PERFORMANCE LEVEL	At or Above Benchmark	46.0	54.0	64.5	45.0	44.0	49.0	50.0	50.0	50.0	46.0	61.0	62.5	38.0	49.0	47.0	50.0	50.0	50.0
	Below Benchmark	52.0	65.0	61.0	50.0	51.0	53.0	50.0	50.0	50.0	45.0	56.0	62.0	45.0	48.0	49.0	50.0	50.0	50.0
RACE/ETHNICITY	American Indian or Alaska Native							43.5	45.0	47.0							41.0	47.0	46.5
	Asian				49.0	50.0	62.0	58.0	55.0	57.0				48.5	66.5	72.0	59.0	60.0	60.0
	Black				40.0	49.0	50.5	47.0	46.0	44.0				35.0	47.0	43.0	44.0	47.0	47.0
	Hispanic	46.0	51.5	60.0	47.0	45.0	53.0	47.0	47.0	47.0	39.0	57.0	59.0	40.0	45.0	49.0	47.0	47.0	47.0
	White	49.0	65.0	59.0	48.0	49.0	50.0	52.0	52.0	52.0	49.0	60.0	62.0	42.0	49.0	49.0	52.0	52.0	52.0
	Hawaiian/Pacific Islander							50.0	57.0	50.0							51.0	59.0	49.0
	Two or More Races				51.0	41.0	47.5	52.0	50.0	51.0				41.0	47.0	44.0	50.0	51.0	51.0



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[Academic Achievement](#) | [Subgroup Achievement](#) | [CCR-HSR](#) | [Attendance](#) | [Graduation F](#)

1. Academic Achievement	Points Poss.	Points Earned	Percent Earned	Metric		2016			2017 *	
						% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI
English Language Arts										
Status	16.0	9.0		316.5	Approaching	55.8%	330.1	40.9	56.5%	326.8
Progress	12.0	0.0		-8.2	Floor	Prior 2 Yr NCE Avg = 40.8				
Growth	12.0	0.0		47.3 / S	Floor					
Total Points Earned (Status + Progress or Growth)	16.0	9.0	56.3%	3 Yr Progress = Average(Current NCE and Year 2 NCE) - Average(Y						
2018 Adjusted Points Earned	16.0	13.7	85.6%							
						2016			2017 *	

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1. Academic Achievement	Points Poss.	Points Earned	Percent Earned	Metric		2016			2017 *	
						% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI
English Language Arts										
Status	16.0	9.0		302.5	Approaching	49.3%	312.9	30.5	43.3%	293.4
Progress	12.0	0.0		-0.5	Floor	Prior 2 Yr NCE Avg = 26.0				
Growth	12.0	12.0		51.1 / S	Exceeding					
Total Points Earned (Status + Progress or Growth)	16.0	16.0	100.0%	3 Yr Progress = Average(Current NCE and Year 2 NCE) - Average(Y						
2018 Adjusted Points Earned	16.0	16.0	100.0%							
						2016			2017 *	

