Colorado Department of Education School Redesign RFI Evaluation Rubric 2019-20: Management Partners – New Submission

Organization name: ==Schools Cubed==

Overall Recommendation: ==Approved as a school redesign provider in the following areas: Instructional Transformation==

Summary
Schools Cubed primarily provides support in school-level management. This provider stated that it is known for its results in literacy improvement, raising reading achievement, and understanding and effectuating READ Act policies and procedures. Schools Cubed articulates having success in creating highly effective systems and structures in schools and ensuring the use of proven, research-based strategies.

Question	Quality of Response? (Strong, Adequate, Developing)	CDE Description of Response
Identify which of the following roles your organization can serve (list all that apply): ● Full management: Whole system (school or district) ● Partial management: Instructional transformation ● Partial management: Talent development ● Partial management: Culture shift ● Partial management: Leadership training ● Other	Adequate	Instructional transformation, talent development, leadership training. Recommend focus on instructional transformation as that is where this provider's primary background exists.

Is your organization's primary interest and area of expertise in school-level management, district-level management, or both?	Adequate	School-level, with a strong interest in rural context
How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?		Schools Cubed has developed performance rubrics that establish a framework to guide the work for school improvement. As they initially begin work with each school/district, Schools Cubed uses these research-based rubrics to provide Schools Cubed consultants with unique and differentiated areas of focus. Ninety percent of the schools/districts that Schools Cubed currently serves have a majority of historically underserved students.
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?	Adequate-Developing	Schools Cubed emphasizes that potential partner schools or districts must primarily have "the practice of collaboration and establishing accountability for change." The response does not contain a great deal of detail other than these broad statements.
Describe your experience working with other third party providers to support coherent school and district improvement.	Developing	Schools Cubed is collaborating with MGT in Adams 14 this year, but it is the first time it has worked with another third party.
Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.	N/A	No experience with AECs
Describe your experience, if any, working with online schools.	N/A	No experience with online schools
Capacity: Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, please indicate how many new schools or districts your current capacity would allow for. If no, please explain what additional capacity you	Adequate	Schools Cubed states that it can support 7-10 additional schools. Based on the variety of expertise of the consulting team, which was briefly summarized, it may be important for selected school and/or district to seek consultants resumes to ensure fit.

would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.		
Evidence of Track Record of Improved Student and School Outcomes: 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. **Note:** To receive a "strong" rating, this response must include evidence tied directly to the program or service for which the organization is applying. To receive this rating, the response must also go beyond perception or process data to include concrete outcomes, such as improved teacher retention rates or improved student achievement data on state assessments or valid, normed interim assessments.	Developing	Schools Cubed describes a track record of success, but did not present significant evidence. The organization submitted varying school level growth data, but did not put the data in context. No direct connection was made between the data and the support Schools Cubed provides.
Evidence-Based Intervention: Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers. Which EBI tier best describes your work, and why?	Developing	No evidence was provided to show alignment to Tier 2 as claimed in submission. No evidence was provided to establish which ESSA Tier this provider aligns to.

Tier 1 – Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.
Tier 3 – Promising Evidence	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).
Tier 4 – Demonstrates a Rationale	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

References	
Are there three references listed?	Yes
Comments about references	Average reference rating, on questions (scale 1-5): **5** Average "How likely are you to recommend this partner?" (scale 1-10): **10** "They have a ton of skill in literacy development. I recommend wholeheartedly."

Reviewers Comments about Best-Fit Schools and Districts
Schools needing very structured literacy support. Schools in a rural setting.