



Wednesday, August 21, 2024
Rocketship Public Schools Achievement Committee (2024-25 Q1)

Meeting Time: 10:00am

Public Comment: Members of the public can make comment on off-agenda items at the start of the meeting, and on agenda items immediately preceding the board's discussion of each item. You will be recognized once the public comment time begins, and be permitted to make comment for a duration of up to 3 minutes.

Meeting Location: 2001 Gateway Place, Suite 230E San Jose, CA 95110

Teleconference locations:

950 Owsley Ave, San Jose, CA 95122

1700 Cavallo Rd, Antioch, CA 94509

2351 Olivera Rd, Concord, CA 94520

909 Roosevelt Ave, Redwood City, CA 94061

311 Plus Park Blvd Suite 130, Nashville, TN 37217

1221 Oriental Gardens Rd, Jacksonville, FL 32207

3290 N. 44th St., Milwaukee, WI 53216

1884 Pinecrest Dr, Altadena CA 91001

2066 Cowden Ave, Memphis TN 38104

809 Pico Ln, Los Altos, CA 94022

1. Opening Items

- A. Call to order
- B. Public comment on off-agenda items

2. Consent Items

- A. Approve minutes from May 14, 2024 Achievement Committee meeting

3. Agenda Items

- A. Mission Moment
- B. 2023-24 School Achievement Recap & Next Steps for 2024-25
- C. Talent Update

4. Adjourn

THE ORDER OF BUSINESS AND TIMINGS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice, provided that the Board takes action to effectuate such change.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting us at compliance@rsed.org.

SPANISH & VIETNAMESE TRANSLATION: If you need Spanish or Vietnamese audio translation in order to access the Rocketship Board meeting, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting.

If you would like to make a public comment in Spanish or Vietnamese and would like us to translate to English for the Board, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Rocketship, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.

Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.

Rocketship Public Schools Achievement Committee (2023-24 Q4) (Tuesday, May 14, 2024)

Generated by Cristina Vasquez on Monday, June 3, 2024

1. Opening Items

A. Call to order

At 1:03pm, Mr. Velasco took roll call. With a quorum of committee members present, Mr. Velasco called the meeting to order.

Present: Deborah McGriff, Malka Borrego, Michelle Mercado, Daniel Velasco

Absent: Rajen Sheth

B. Public comment on off-agenda items

At 1:04pm, Mr. Velasco called for public comment on off-agenda items. No members of the public provided comment.

2. Consent Items

A. Approve minutes from February 13, 2024 Achievement Committee meeting

At 1:05pm, a motion to approve consent items was made by Ms. Borrego, seconded by Ms. Mercado, and carried unanimously by roll call vote.

Y: Deborah McGriff, Malka Borrego, Michelle Mercado, Daniel Velasco

N: --

Abstain: -

3. Agenda Items

A. Mission Moment

At 1:06pm, the committee discussed agenda item 3(A). No action was taken.

B. Winter to Spring Achievement Progress

At 1:09pm, the committee discussed agenda item 3(B). No action was taken.

C. Annual Planning Priorities for 24-25

At 1:44pm, the committee discussed agenda item 3(C). No action was taken.

4. Adjourn

At 2:34pm, a motion to adjourn the meeting was made by Ms. Borrego, seconded by Ms. McGriff, and carried unanimously by roll call vote.

Y: Deborah McGriff, Malka Borrego, Michelle Mercado, Daniel Velasco

N: --

Abstain: --

Q1 Rocketship Public Schools Achievement Committee Meeting

August 21, 2024



1. Opening Items

A. Call to order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from May 14, 2024 Achievement Committee meeting

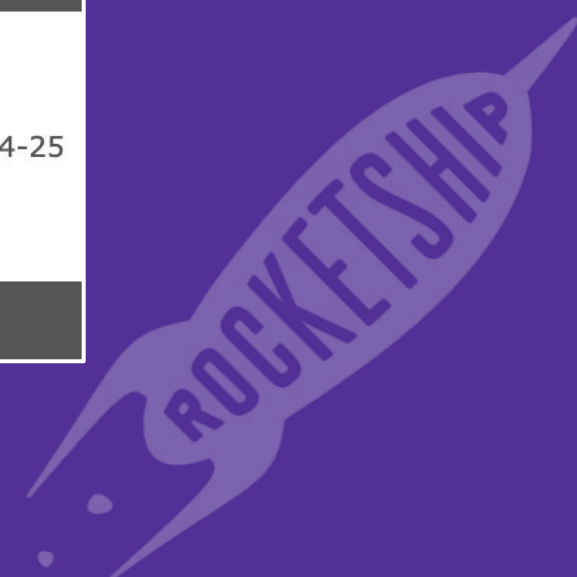
3. Agenda Items

A. Mission Moment

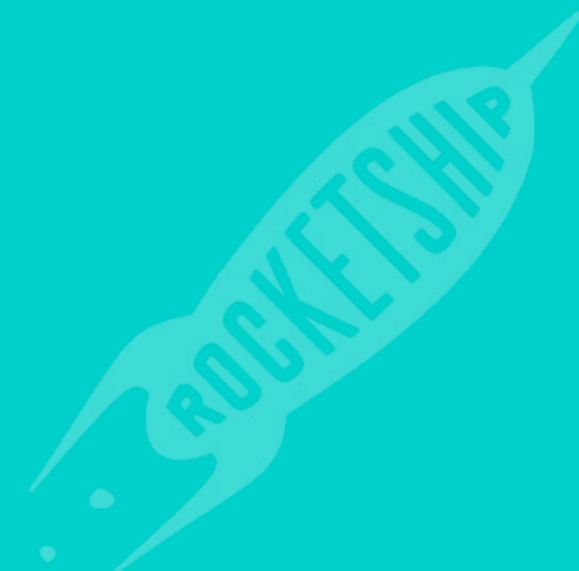
B. 2023-24 School Achievement Recap & Next Steps for 2024-25

C. Talent Update

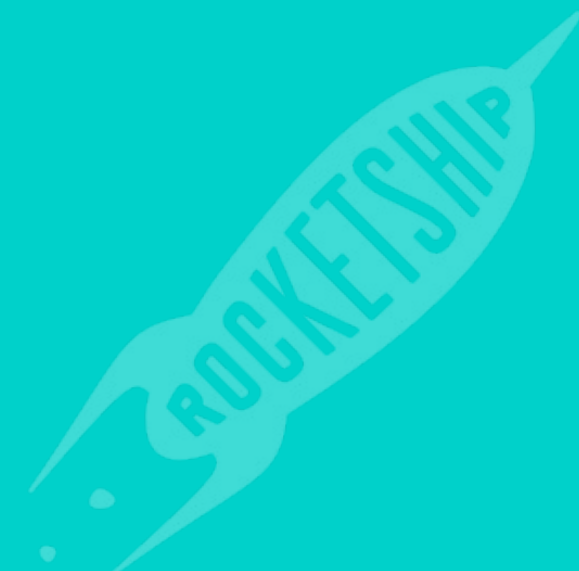
4. Adjourn



Opening Items: Call to Order



Opening Items: Public Comment



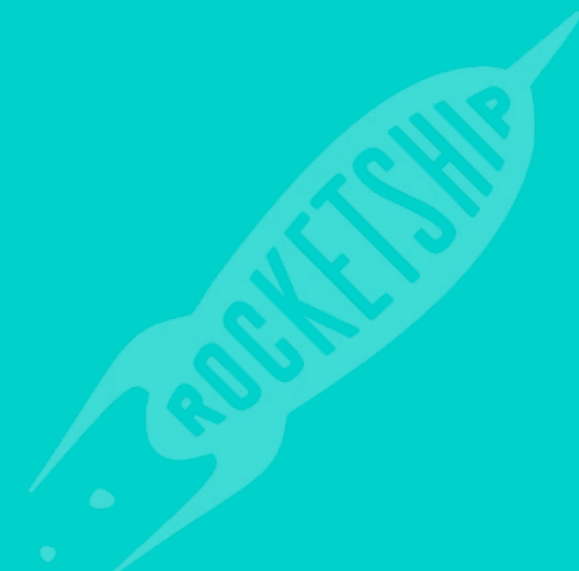
Mission Moment



1st day of school in Tennessee



2023-24 School Achievement Recap & Next Steps for 2024-25



Executive Summary

- First year of new curriculum in Math and Reading
 - Signs of schools adopting to new curriculum with greater growth seen in both NWEA and DIBELS in the second term compared to the first term
 - On state assessments, did not see similar gains as we expected; need sustained, YoY growth, to make larger, translated gains
 - Results typically follow 2-5 years after curricula shifts; encouraging growth this year and similar to 18.19 results
- Full year NWEA growth ~1.2 years in each subject
 - Solid growth that helped make 1-3 percentage point progress in absolutes from last spring; not yet high enough to put network on track for 5-year goals
 - Need second term growth (≥ 1.3 year) for *full* year in 24-25 to help put network on-track to 2028 targets
- Network was one percent off from Spring 2024 Top Third goal
 - MKE and NSH exceeded their targets and achieved ≥ 1.3 years of growth (Math and Reading average) during the full year
 - Pandemic cohorts maturing to grades 3-5; 3 regions increased proficiency in state math results; 2 in reading
- Attendance improved from last year but still behind pre-pandemic levels
 - Attendance rates correlated with achievement results \Rightarrow unlikely to achieve high growth or absolutes with high chronic absenteeism



Response and 24.25 Strategy: Goal Setting

- Set the goalposts by 7/1
 - Aligned with EDs (and regional achievement teams + SLs) on 24.25 SY NWEA growth targets, absolutes, and DIBELS goals
 - Provided an analysis of 23.24 SY performance, key wins and challenges and recommended next steps
 - Provided additional 'playbooks' and 'look fors' to establish greater clarity on RPS instructional model and how-to



CKLA Integrated (3-5)

Before the Lesson	
<i>Understanding the purpose & planning for effective delivery</i>	
Purpose of the Block	Build content knowledge and connect to students' identities through great evidence-based discussion around text and hands-on, student-centered learning experiences. Develop ability to critically analyze texts and develop inferential and literal comprehension skills. Engage in authentic discourse on the focus topics in order to build deeper understanding.
Lesson Components	Reading: Students build literal and inferential comprehension by exploring genres, author craft choices, and engaging with the main idea of texts. Writing: Students learn to express the meaning in text through opinion, informative, and narrative writing by using an ever-broader vocabulary to convey thoughts and meaning with precise language and a clear understanding of audience and purpose. Speaking & Listening: Students build their expressive language skills and engage in increasingly sophisticated discourse as they braid and blend their grammar, vocabulary, and mechanics knowledge. Language: Students develop their grammar and vocabulary knowledge through explicit and implicit instructional activities.

During the Lesson			
<i>Follow the structure of a CKLA Lesson as indicated in the daily lessons. Common lesson components include:</i>			
Lesson Component	Reading	Rubric	Observation Notes
<input type="checkbox"/>	Teacher revisits domain big ideas and learnings by referencing past artifacts and visual anchors and engaging students through a line of inquiry.		
<input type="checkbox"/>	T connects the text to what has previously been learned about the topic to support meaning making.		
<input type="checkbox"/>	T previews new vocabulary that will be essential to students understanding of the central idea of the text.		
<input type="checkbox"/>	T frames the purpose of the lesson and models the strategy and enduring understanding that students will be applying throughout the lesson activities.	4: All elements present 3: Most elements present 2: Some elements present 1: None N/A	
<input type="checkbox"/>	T engages students' own histories to provide essential contextual understanding to the content being learned.		
<input type="checkbox"/>	Teacher provides clear and accurate models, visuals, and examples as outlined in the lesson script.		
<input type="checkbox"/>	Teacher connects the enduring understanding to the skill(s) being taught.		
<input type="checkbox"/>	Teacher elicits the criteria for success from students' active engagement.		
Lesson Component	Writing	Rubric	Observation Notes
<input type="checkbox"/>	Explicitly models grammar or genre-based skill on stage in the lesson.		
<input type="checkbox"/>	Circulates to give feedback focused on: -> Student's application of targeted grammar or genre based skill on stage based on the CFS for the lesson. -> Neat handwriting that demonstrates proper letter formation -> Accurate spelling based on sound spelling and code knowledge skills that have been previously taught -> Use of genre-based conventions & rules -> Student's development of ideas and content	4: All elements present 3: Most elements present 2: Some elements present 1: None N/A	
Lesson Component	Speaking & Listening	Rubric	Observation Notes

Proposed 2025 Target: Average Growth Years	Proposed 2025 Target: Met Tiered Growth	Spring 2024 % Bottom Quartile	Proposed 2025 Target: Bottom Quartile
1.30-1.35	~50%	44%	36%
1.30-1.35	~50%	32%	25%
1.30-1.35	~50%	16%	10%
1.30-1.35	~50%	26%	19%



Response and 24.25 Strategy: CSGF Bounce Back Grant

- CSGF Bounce Bank Grant
 - Received grant to execute strategy to reach/exceed pre-pandemic proficiency levels in math and reading
- Key learning across talent, strategy and program informing how to best allocate grant resources
 - Data systems integral to determine coaching, development, staffing, teaching, etc. Allocating a portion of funds to support data infrastructure
 - Presence and development: with consistent program team presence (nearly every week), can support region to more quickly learn, scale and elevate model (MKE key example)
 - Development of DoSs and regional achievement teams critical to unlocking sustained growth and absolute achievement over time; investing in DoS development, and first and second year principal development
- Board advisement on scaling direct program team impact
 - Considering adding role to support east coast RPS schools, with AD of L&L and AD of Math in select regions
 - How else have you seen multi-state organizations organize themselves to provide direct, ongoing support?



Response and 24.25 Strategy: Guided Reading/ SGI

Reader Matrix Chart: Aligning Student Data to "Just-Right" Decodables

Leveling Guidance: In order to level students most accurately, please use the data that is available to you (prioritizing Lexile (K-3) and F&P).

• **GK-G3:** Use DIBELS (be sure to "turn on" Lexile levels on the Summary page). If it says "BR", they should have access to Level A texts or wordless picture books.

• **G4-G5:** For on/above students, use their F&P because no Lexile is provided by DIBELS. For below/well below students, use the Lexile range provided by NWEA on the MAP reports (start with the lowest level first).

• **TK:** Goal for end of year is the beginning of year Kindergarten.

K-3 Lexile on DIBELS:



G4-5 Lexile on NWEA:



-OY (Approx)	GK			G1			G2		
	B	M	E	B	M	E	B	M	E
<u>Reader Level (F&P / DIBELS)</u>	RB	A-B	C-D	C-E	F-G	G-J	I-J	J-L	L-M
<u>Lexile Level</u>	BR < 50	BR < 50	50 - 150	50 - 150	150 - 200	200 - 350	225 - 350	300 - 400	400 - 500
<u>MAP RIT Band</u>	< 140	< 140	140 - 175	140 - 175	175 - 178	178 - 186	179 - 186	183 - 189	189 - 195
<u>DIBELS Composite - At/Above Level</u>	306 - 332	371 - 393	420 - 45	330 - 354	389 - 424	441 - 480	329 - 361	389 - 423	439 - 474
<u>Dibels ORF</u>	0	0	0	10	21	39	49	78	94
<u>Lexia</u>	1-2	3	4-5	6	7	8-9	10	11	12
-OY (Approx)	G3			G4			G5		
	B	M	E	B	M	E	B	M	E
<u>Reader Level (F&P / DIBELS)</u>	L-M	N	O-P	O-P	Q	R-S	R-S	T-U	U-V
<u>Lexile Level</u>	400 - 500	500 - 575	575 - 700	575 - 700	700 - 750	725 - 800	725 - 800	800 - 875	825 - 900
<u>MAP RIT Band</u>	183 - 195	195 - 199	200 - 206	200 - 206	206 - 209	207 - 228	207 - 228	228 - 215	213 - 217
<u>DIBELS Composite - At/Above Level</u>	332 - 365	393 - 42	442 - 476	331 - 368	399 - 431	442 - 461	335 - 370	394 - 421	449 - 469
<u>Dibels ORF</u>	73	105	114	87	121	125	103	122	137
<u>Lexia</u>	13	14	15	16	17	18	19	20	21

- SGI beginning in early to late September
 - Guided reading instruction (or sometimes known as SGI) key lever in accelerated growth in 2nd semester
 - Bell schedule accounts for SGI/GR, and running skills labs in September to launch more immediately
 - F&P reintroduced as both an assessment, progress monitoring and coaching tool
 - Correlated across multiple metrics, with clear targets throughout the year



Response and 24.25 Strategy: Differentiated Phonics

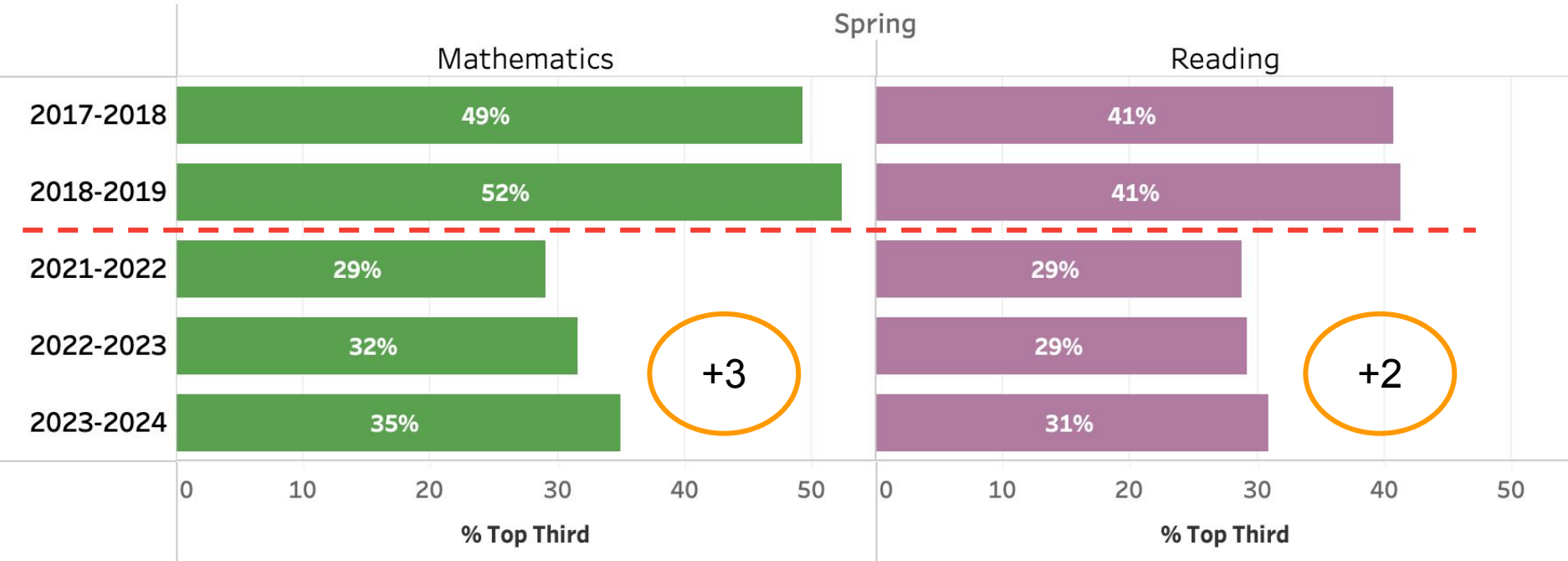
- Differentiated instruction
 - Differentiated approach to phonics instruction
 - G1/G2 most “at risk” and thus require a more specialized approach than what is provided in CKLA skills
 - Worked with regional leaders to group students and identify most appropriate starting point
 - Providing a sophisticated applied text strategy (vs. strategy in curriculum, which calls for one-reader-fits-all approach)

Decodables																								
Lexile Level	CKLA Unit	CKLA Sound Spellings Scope and Sequence	CKLA Reader Titles	Steps to Literacy	Reading A-Z																			
BR < 50	GK Unit 3	• /m/ > 'm'	N/A	Meet My Mom: Learning the M Sound	Sound-Symbol m book																			
BR < 50				Letter m book																				
BR < 50				GK Unit 3	• /a/ > 'a'	I See A	Sound-Symbol a book																	
BR < 50						Letter a book																		
BR < 50						GK Unit 3	• /t/ > 't'	I See T	Sound-Symbol t book															
BR < 50								Letter t book																
BR < 50								GK Unit 3	• /d/ > 'd'	I See D	Sound-Symbol d book													
BR < 50										Letter d book														
BR < 50										GK Unit 3	• /o/ > 'o'	I See O	Sound-Symbol o book											
BR < 50												Letter o book												
BR < 50												GK Unit 3	• /k/ > 'c'	I See C										
BR < 50														GK Unit 3	• /g/ > 'g'	I See G								
BR < 50																GK Unit 3	• /i/ > 'i'	I See I						
BR < 50	GK Unit 4	• /n/ > 'n'	You Need Your Nose: Learning the N Sound															■ N-Family Blends.pdf						
BR < 50			GK Unit 4															• /h/ > 'h'	I See H	■ S-Family Blends.pdf				
BR < 50				GK Unit 4	• /s/ > 's'														So Many Seeds: Learning the S Sound	■ Decodables: Sam and the Pap				
BR < 50																			GK Unit 4	• /f/ > 'f'	Family Fun: Learning the F Sound	■ 8 - Don and Dots.pdf		
BR < 50						GK Unit 4	• /v/ > 'v'														Visiting the Vet: Learning the V Sound			
BR < 50																					GK Unit 4	• /z/ > 'z'	Starts with Z	
BR < 50								GK Unit 4	• /p/ > 'p'														I See P	■ 4 - Nan and Pop.pdf
BR < 50																							Big Book: Pet Fun	■ Decodables: The Tot and the Pot
BR < 50											■ Decodables: A Tap and a Pat													
BR < 50											■ 11 - Get the Pets.pdf													



% At/Above 67th: RPS made NWEA absolutes gains in Math and Reading

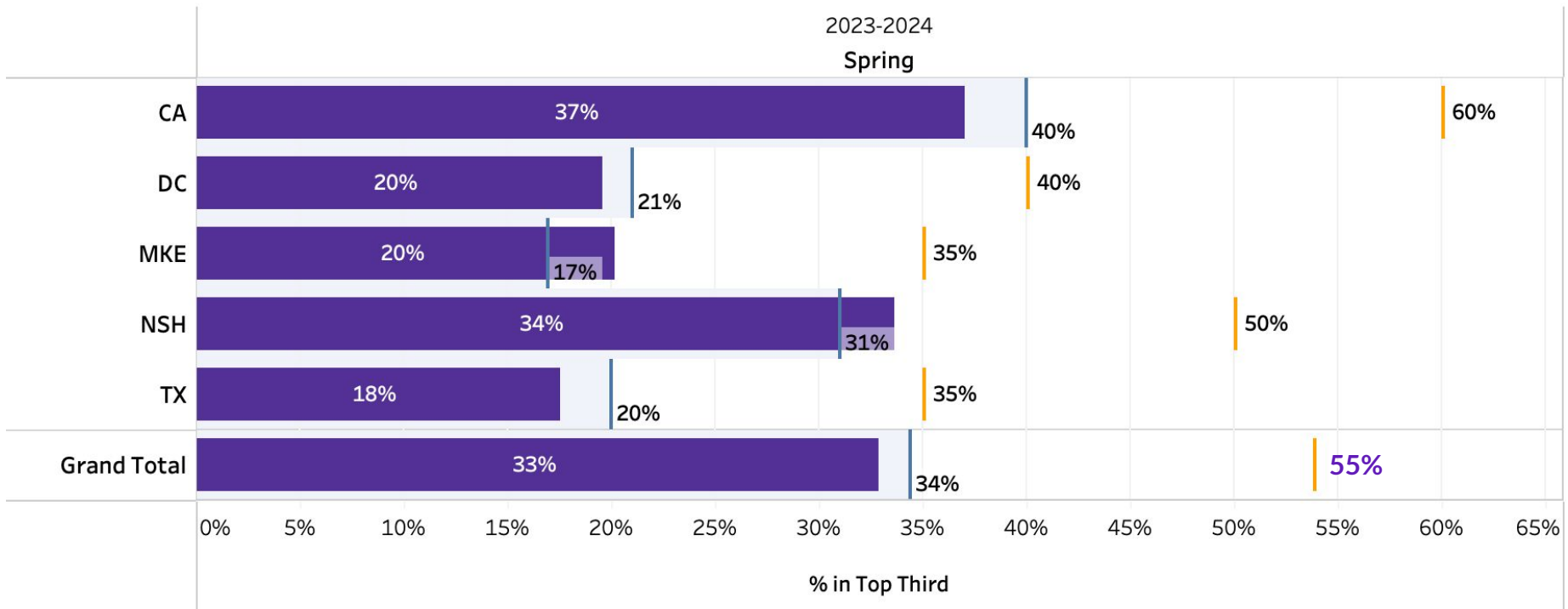
RPS Network: Spring NWEA MAP % At/Above 67th Percentile



Dotted red line represents 2019-20 and 2020-21 when Spring testing was disrupted.

Update on 2028 Goals: All regions increased percentage in Top Third and Network came close to meeting 2024 interim target

2024 Spring NWEA MAP % At/Above 67th Percentile compared to Spring 2024 & 2028 Goal



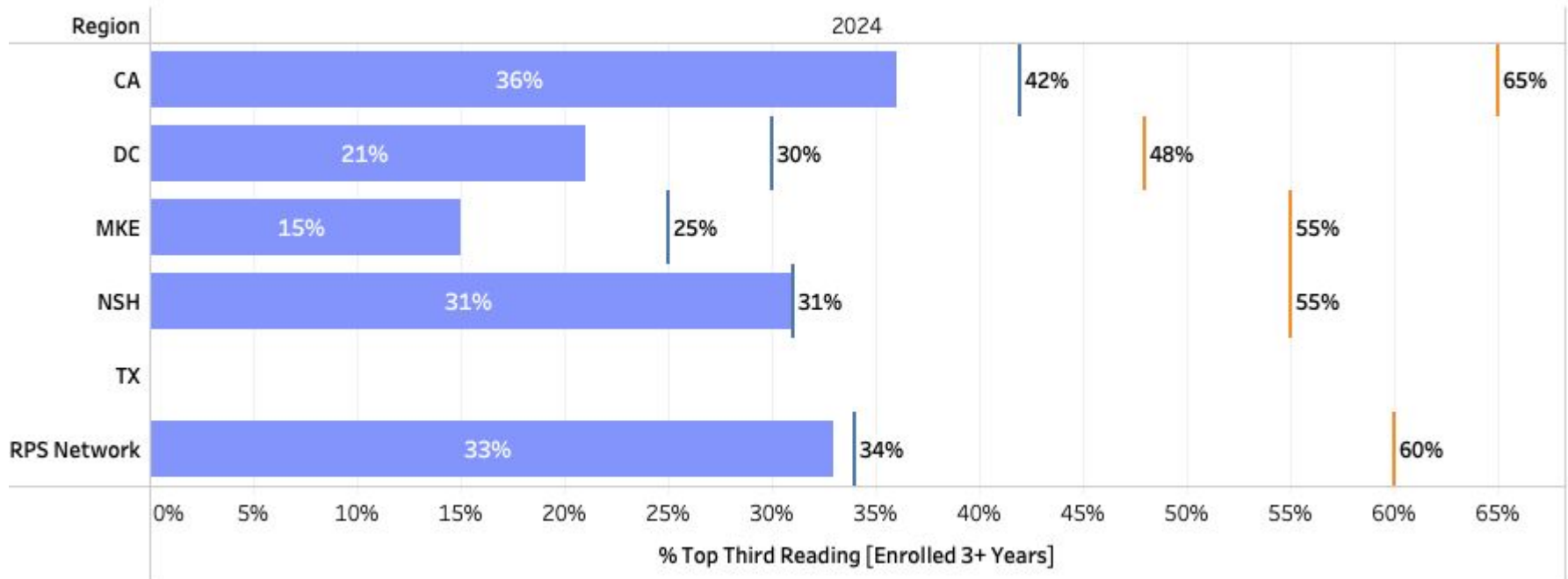
Blue line represents Spring 2024 goal and Orange line represents Spring 2028 goal

- Set ambitious targets for 2028 which requires ~4 percentage point gains in Top Third each year
- MKE and NSH exceeded targets



Update on 2028 Goals: % Top Third in Reading for students enrolled 3+ years

2024 NWEA MAP Reading % At/Above 67th Percentile for Students Enrolled 3+ years
Compared to Spring 2024 & 2028 Goal



Blue line represents Spring 2024 goal and Orange line represents Spring 2028 goal

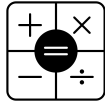
Note: 2024 Goals reflect goals on RHD and some regions set higher targets than standard recommendation.

- Current students in calculation had pandemic schooling disruptions during early literacy program
- Expect to see more progress in metric as the cohorts most impacted by the pandemic disruptions cycle out

State Assessment Results



CA: CAASPP

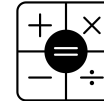


+3%
proficient

-1%
proficient



TN: TN Ready

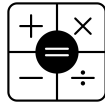


-3%
proficient

-4%
proficient



WI: Forward

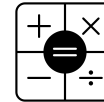


+16%
proficient

+4%
proficient



DC: CAPE

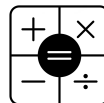


-2%
proficient

+3%
proficient



TX: STAAR



+3%
proficient

-7%
proficient

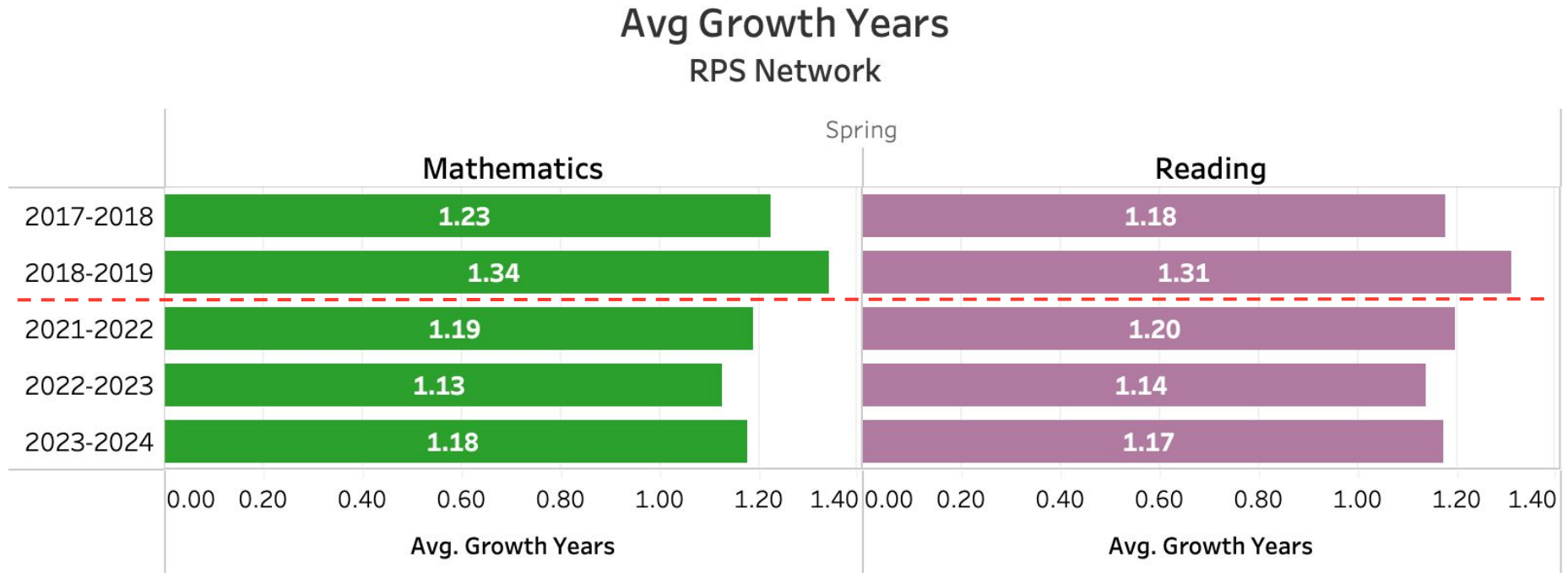


State Assessment

- Need sustained, year-over-year growth in *all* quartiles to see translated gains on state assessments
 - Sizeable number of students still in bottom third/ bottom inner third quartiles (began the year with ~61% of students, and reduced to 55%)
- Small group reading instruction, delivered by the teacher, key lever
 - mClass intervention (reading intervention tool) key miss in first half of the year; impacted upper inner third and upper quartiles, as significant time was spent on remediation
 - mClass insufficient in supporting reading - need further application of skills
 - Continuing use of mclass lessons *with* decodables for more sophisticated applied practice
 - In upper quartiles, needed more sophisticated approach to reading/ prompting
 - Reintroducing F&P, both as an assessment and as a coaching guide for teachers
 - Refocusing on coaching close reading and writing
 - PD series, coaching tools, embedded in intellectual prep
- Maturation of pandemic cohorts
 - Current G3-5 students most severely impacted by pandemic (unfinished learning, disrupted learning and remote learning)
 - Bottom third and bottom inner third quartiles will need sustained growth over time to move into grade level proficiency



Network Averaged 1.2 years of growth in both subjects



Dotted line represents pandemic school disruption when growth metrics were unavailable.

- Solid growth in 23.24 SY; need to achieve 1.3 years growth years target to be on-track for 5-year goals
- Will need growth more similar to 2018-19 to set up network for 2028 targets

Growth by Starting Tier: Stronger growth needed at bottom tiers to meet 5 year targets

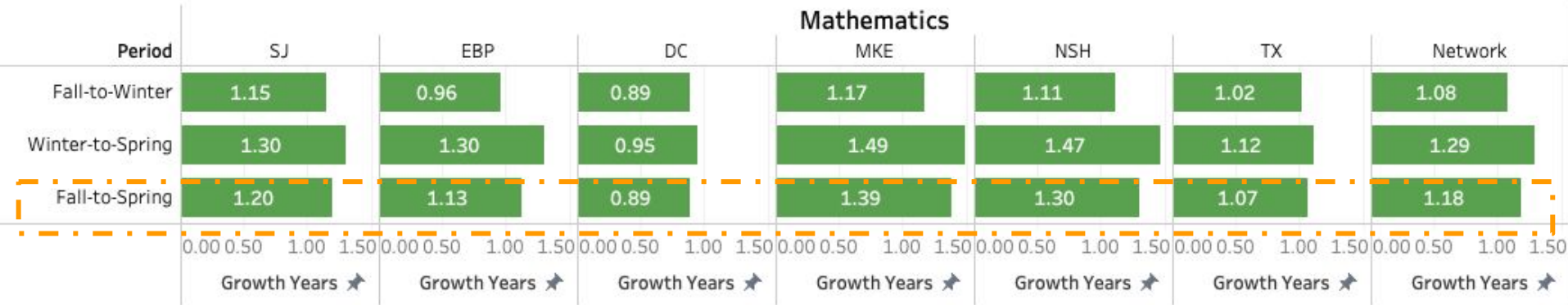
2023-24 Avg Growth Years by Starting Tier
RPS Network

	Mathematics						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.31	1.27	1.19	1.25	1.16	1.16	1.22
Lower Inner Third	1.29	1.15	1.05	1.15	1.07	1.06	1.14
Upper Inner Third	1.23	1.19	1.10	1.22	1.04	1.18	1.16
Top Third	1.19	1.31	0.92	1.13	1.09	1.22	1.14
Grand Total	1.26	1.25	1.08	1.20	1.11	1.15	1.18

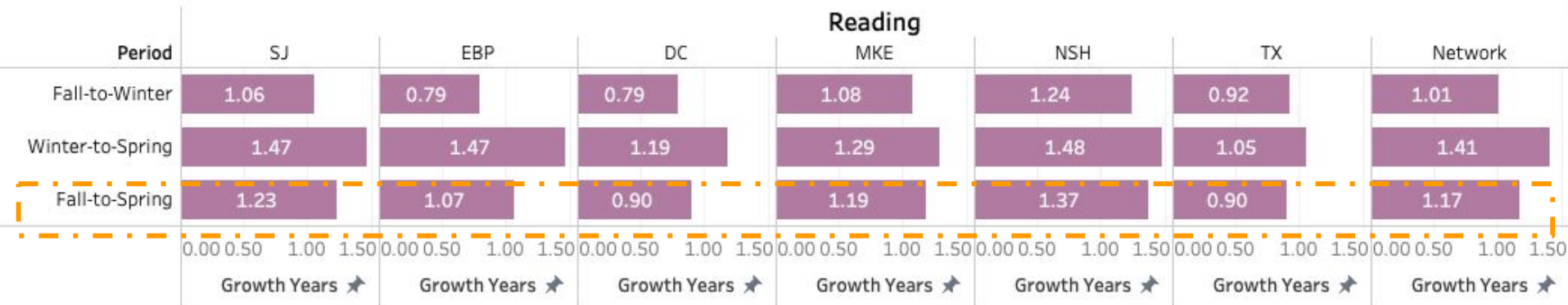
	Reading						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.17	1.13	1.13	1.22	1.32	1.32	1.20
Lower Inner Third	1.19	0.99	1.20	1.38	1.30	1.23	1.20
Upper Inner Third	1.25	1.01	1.12	1.25	1.20	1.14	1.17
Top Third	1.30	1.02	1.03	1.09	1.08	1.09	1.10
Grand Total	1.22	1.06	1.11	1.21	1.24	1.22	1.17

Most regions achieved higher 2nd Semester Growth, most notably in Reading

2023-2024 Avg Growth Years by Term



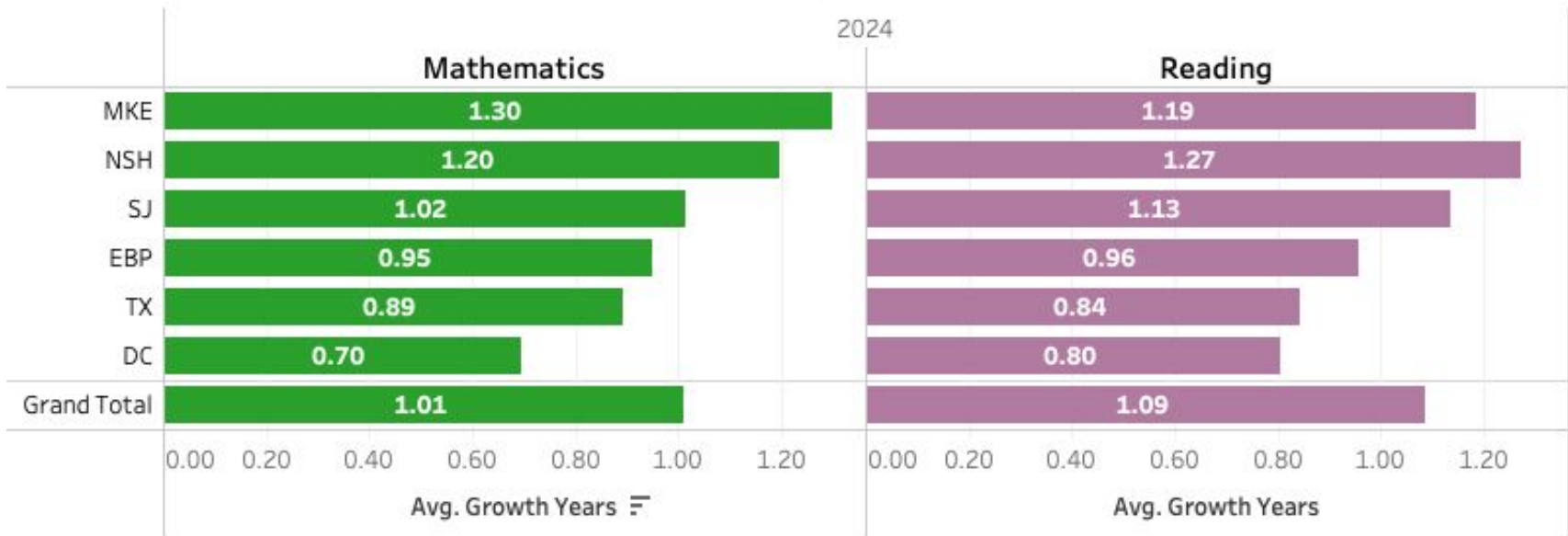
2023-2024 Avg Growth Years by Term



- Mid year achievement summit convened regional achievement and school leaders to analyze and align on 2nd semester strategy
- Focused on small group reading instruction and weekly data analysis

Slight improvement in Spring-to-Spring growth from last year mainly due to MKE and NSH

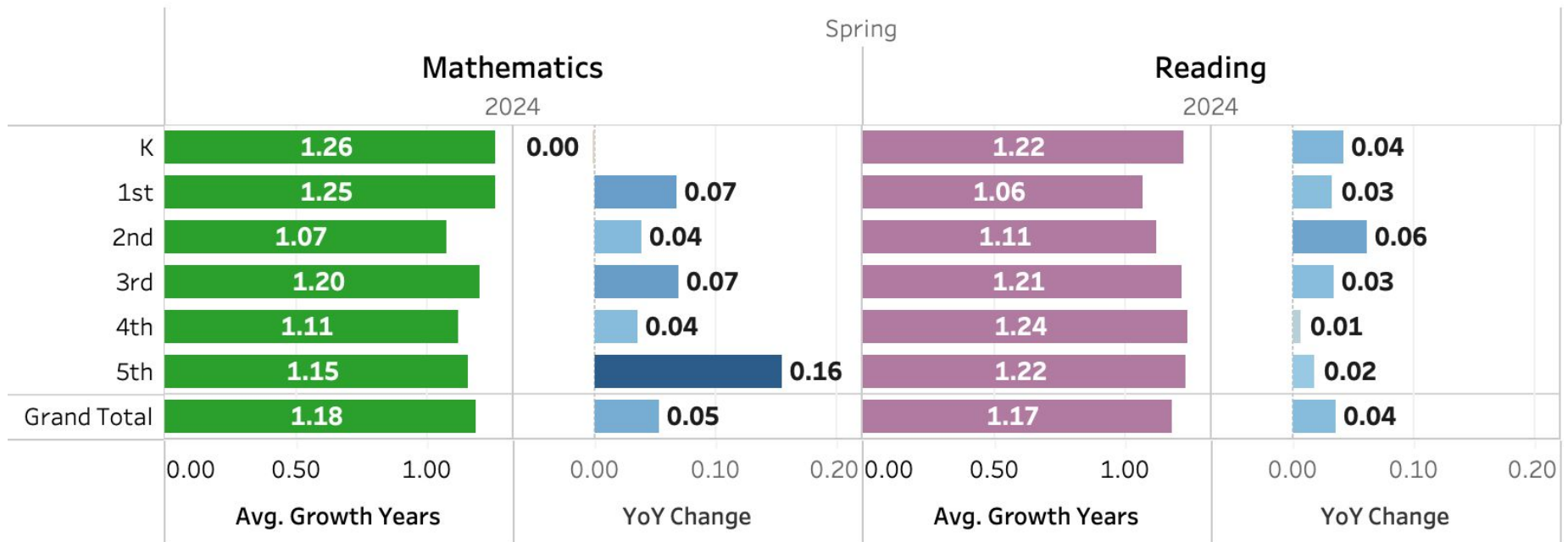
Spring-to-Spring Growth Metrics
Spring 2023 to Spring 2024



- Includes students who tested as K-G4 in Spring 2023 and returned for full SY 23-24 in G1-G5.

Most grades had higher growth this year compared to last year

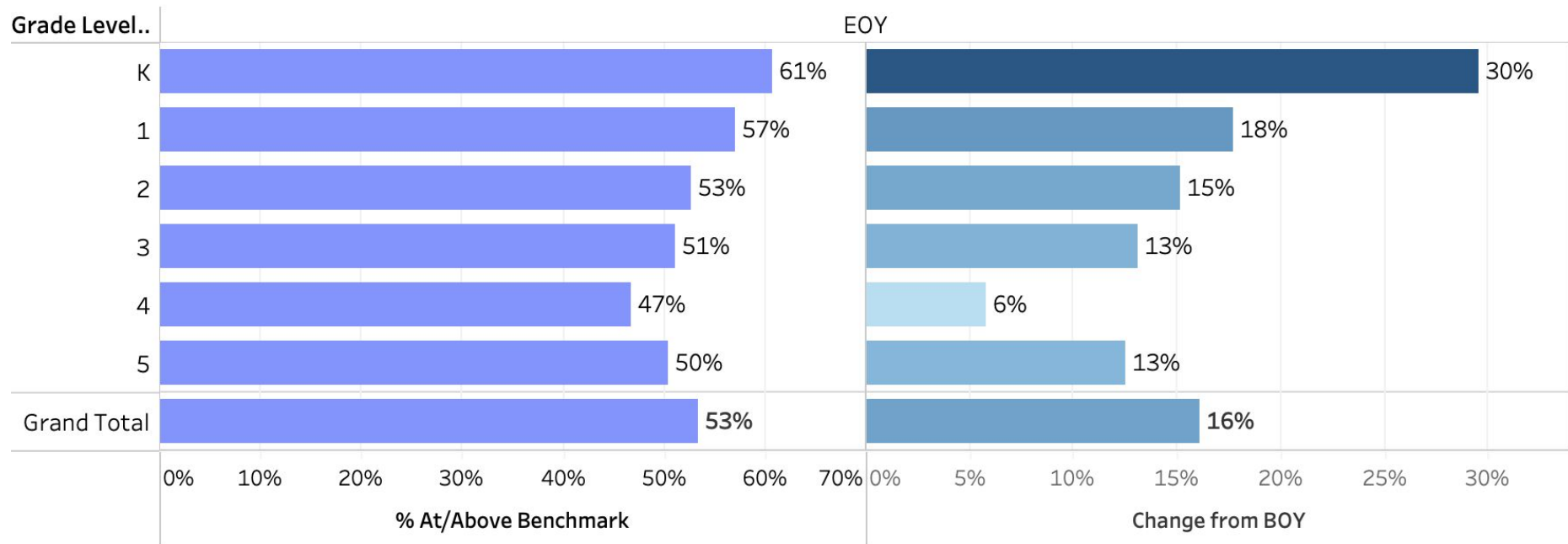
Average Growth Years and Change from 2022-23



- MKE reported large growth improvements across all grades in both subjects
- NSH: largest growth gains in lower grades
- DC: Improvement in Lower Grade Reading Growth rates but lower Upper Grade Growth rates

After the first year of using DIBELS, ~50% of students ended the year At/Above Benchmark

EOY % At/Above DIBELS Benchmark and Change from BOY [K-5]

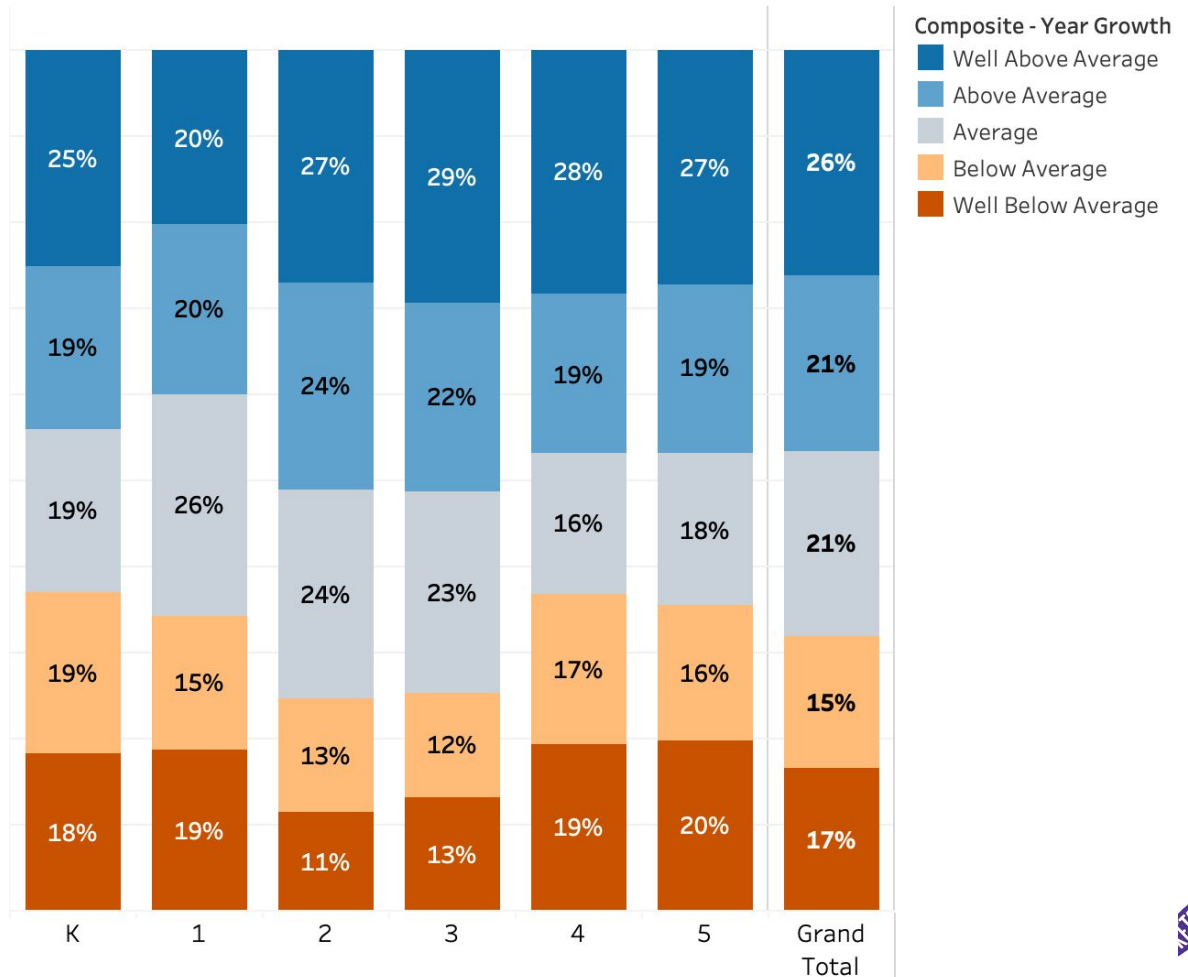


- G4 had lowest grade level gains across all regions
- DIBELS proficiency slightly higher than NWEA Reading proficiency
 - DIBELS and NWEA continue to be aligned but relationship was weaker at EOY than at BOY or MOY

Most grades had similar DIBELS growth distributions with 40-51% of students achieving Above or Well Above Average Growth for the full year

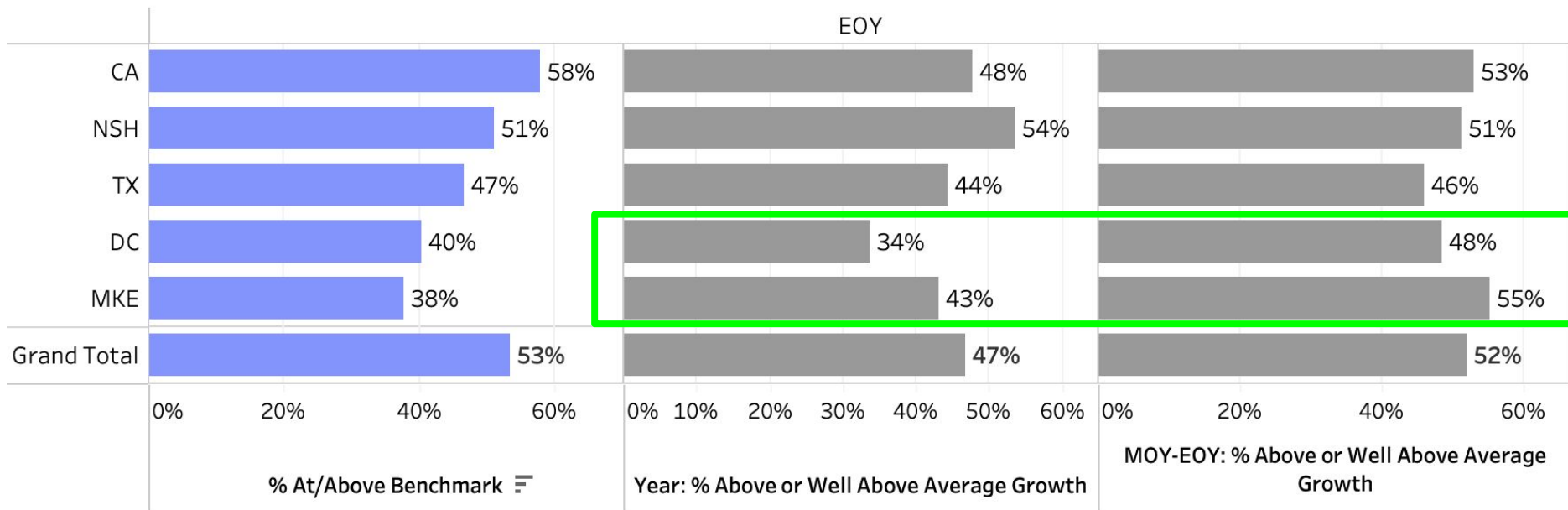
- As with NWEA, DIBELS growth was stronger in the second semester
- Growth distributions were also more similar in the second semester with 50-55% in each grade earning Above or Well Above growth

EOY mClass Composite Year Growth Category Distribution [K-5]



DC and MKE improved DIBELS growth in second term with notably higher semester growth compared to full year growth

EOY % At/Above DIBELS Benchmark and % Above or Well Above Growth [K-5]



- Direct program team support in both regions
- DC received intensified supports beginning late February

MLL Subgroup: Similar to mid-year, EL students achieved similar growth rates as EO/IFEP peers in most regions

2023-24 Avg Growth Years by EL Status

		EL	EO/IFEP	RFEP	Total
Mathematics	DC	0.94	0.88		0.89
	EBP	1.15	1.10	1.22	1.13
	MKE	1.55	1.27	1.72	1.39
	NSH	1.26	1.32	1.11	1.30
	SJ	1.20	1.19	1.26	1.20
	TX	1.33	1.04		1.07
	Total	1.22	1.13	1.24	1.18
Reading	DC	1.11	0.88		0.90
	EBP	1.05	1.08	1.14	1.07
	MKE	1.33	1.08	1.61	1.19
	NSH	1.29	1.39	1.62	1.37
	SJ	1.21	1.24	1.30	1.23
	TX	0.73	0.89		0.90
	Total	1.20	1.13	1.29	1.17
Grand Total		1.21	1.13	1.27	1.18

ISE: ISE student NWEA growth significantly improved in the second term and achieved similar growth rates as peers for the full year

Avg Growth Years by ISE Type

		mild to moderate	speech only	Non-ISE	Grand Total
Mathematics	DC	0.96	1.11	0.88	0.89
	EBP	1.42	1.19	1.11	1.13
	MKE	1.14	1.39	1.44	1.39
	NSH	1.43	1.10	1.29	1.30
	SJ	1.20	1.15	1.21	1.20
	TX	0.92	1.12	1.09	1.08
	Total	1.20	1.17	1.18	1.18
Reading	DC	0.94	1.21	0.90	0.91
	EBP	1.28	1.04	1.06	1.07
	MKE	1.13	1.29	1.20	1.19
	NSH	1.31	1.06	1.38	1.37
	SJ	1.11	1.17	1.24	1.23
	TX	0.97	0.74	0.89	0.89
	Total	1.12	1.14	1.18	1.17
Total	1.16	1.15	1.18	1.18	

Math

- Average Mid-year ISE growth was ~1.0 year
- SJ maintained solid growth from first term and all other regions increased

Reading

- Average Mid-year ISE growth was ~0.8 year
- All regions improved in second term



% At/Above 67th Percentile by Race

NWEA MAP % At/Above 67th Percentile by Race

Test Subject	Region	2023-2024					Grand Total
		Asian	Black	Hispanic	Other/Multi	White	
Mathematics	DC		17%		13%	23%	17%
	EB&P	47%	24%	29%		53%	29%
	MKE		18%	31%			25%
	NSH		37%	28%	55%	39%	34%
	SJ	77%	48%	33%		60%	43%
	TX		20%	14%			19%
	Total		76%	26%	31%	36%	47%
Reading	DC		22%		16%	19%	22%
	EB&P	33%	26%	25%		40%	26%
	MKE		13%	17%			15%
	NSH		37%	26%	38%	33%	33%
	SJ	66%	49%	28%		52%	37%
	TX		15%	10%			14%
	Total		64%	27%	26%	28%	39%

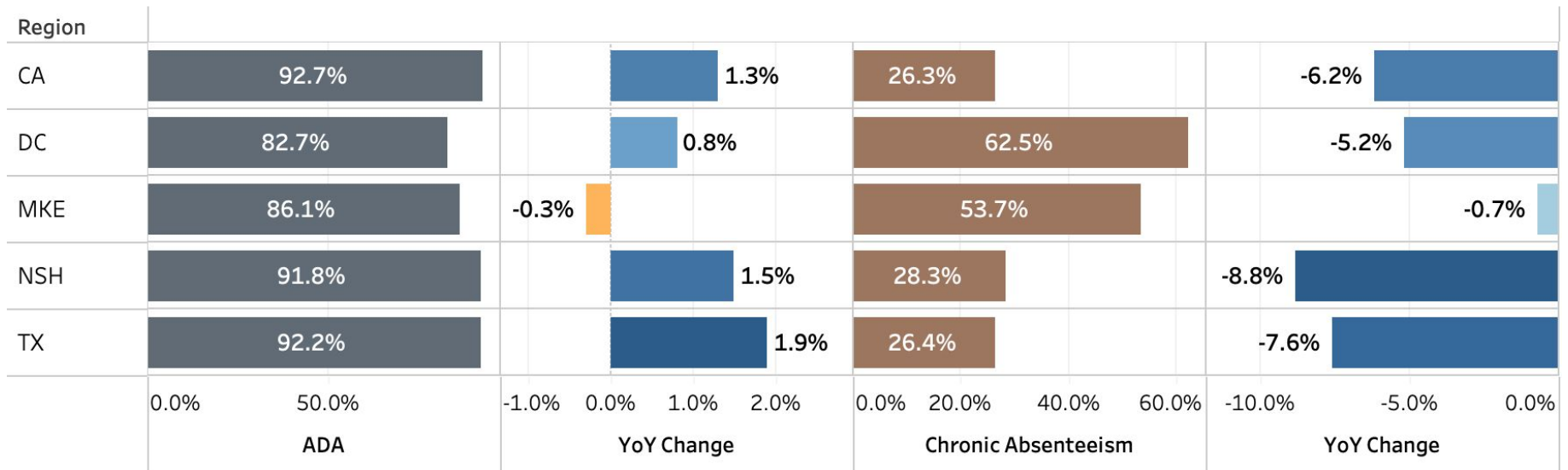
Avg Growth Years by Race

NWEA MAP Avg Growth Years by Race

Test Subject	Region	2023-2024					Grand Total
		Asian	Black	Hispanic	Other/Multi	White	
Mathematics	DC		0.87		0.78	1.17	0.88
	EB&P	1.28	0.95	1.15		1.39	1.13
	MKE		1.18	1.55			1.39
	NSH		1.31	1.26	1.42	1.27	1.30
	SJ	1.34	1.06	1.17		1.37	1.20
	TX		1.05	1.07			1.06
	Total	1.33	1.07	1.19	1.13	1.31	1.18
Reading	DC		0.88		1.13	1.14	0.90
	EB&P	1.08	1.00	1.07		1.41	1.07
	MKE		1.00	1.32			1.18
	NSH		1.43	1.31	1.32	1.25	1.37
	SJ	1.36	1.21	1.19		1.49	1.23
	TX		0.89	0.83			0.88
	Total	1.34	1.08	1.18	1.23	1.35	1.17

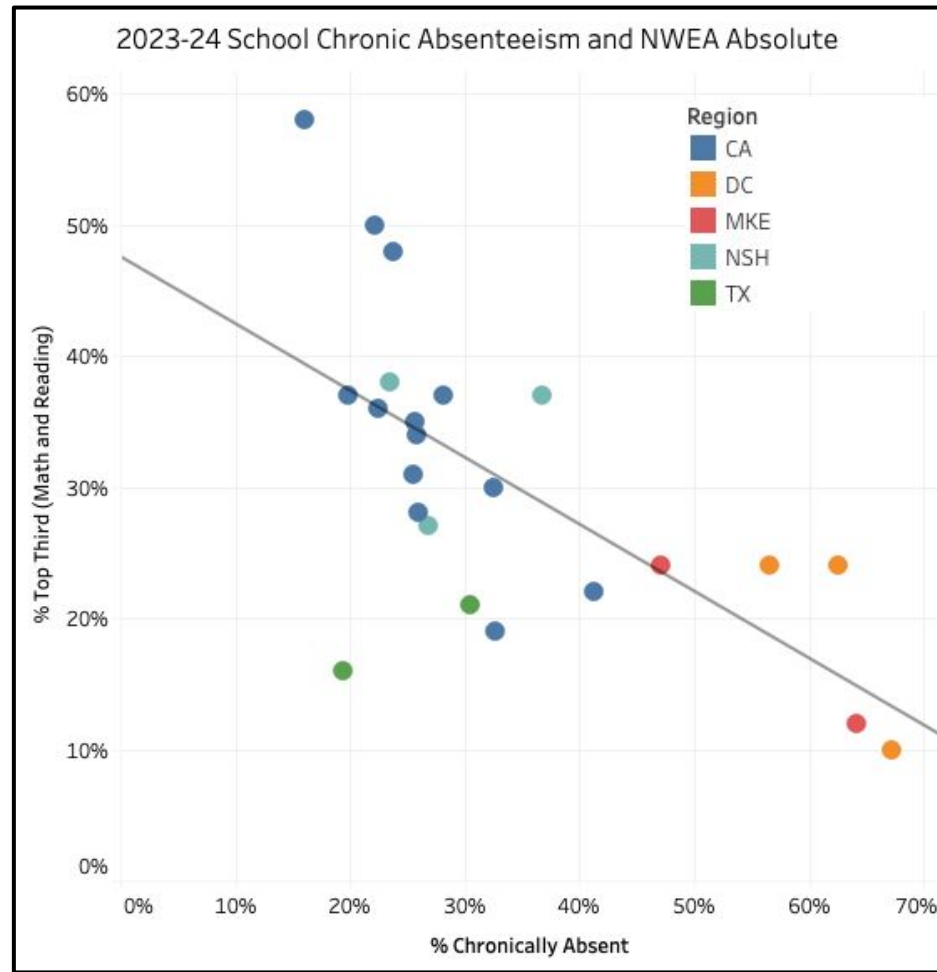
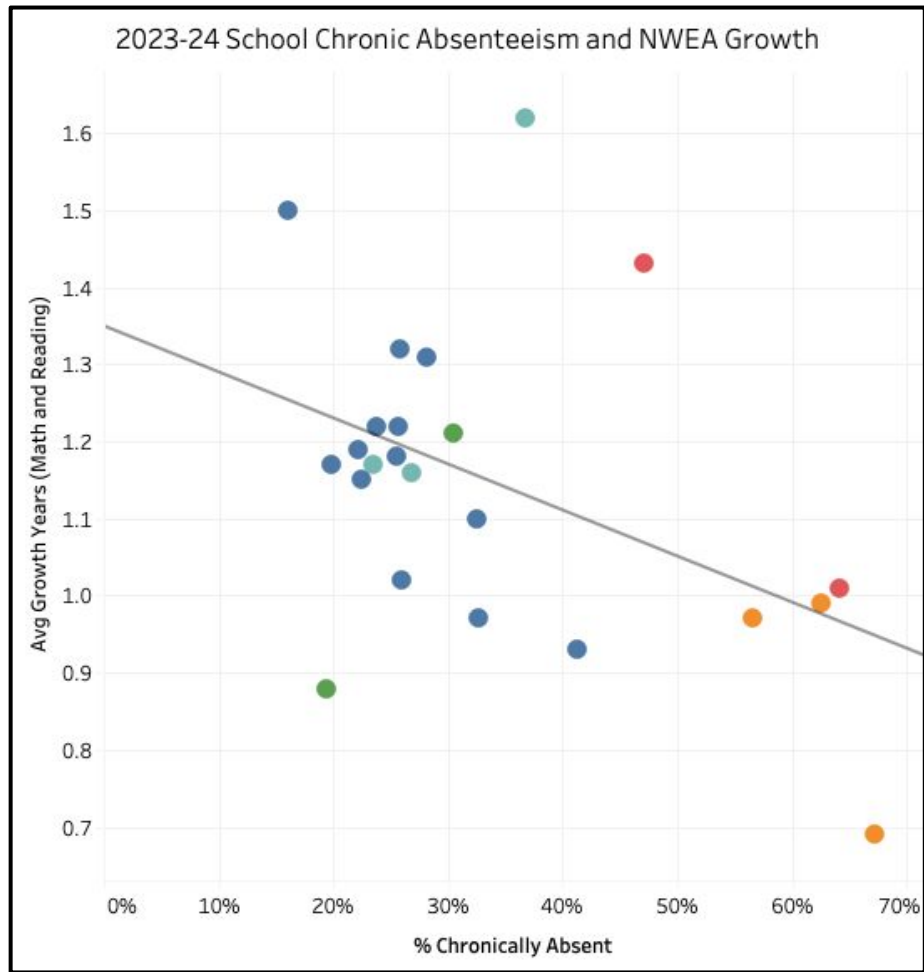
Attendance improved in most regions from last year but still elevated chronic absenteeism compared to pre-pandemic level

August-June Attendance Metrics
2023-24 and Change from Prior Year



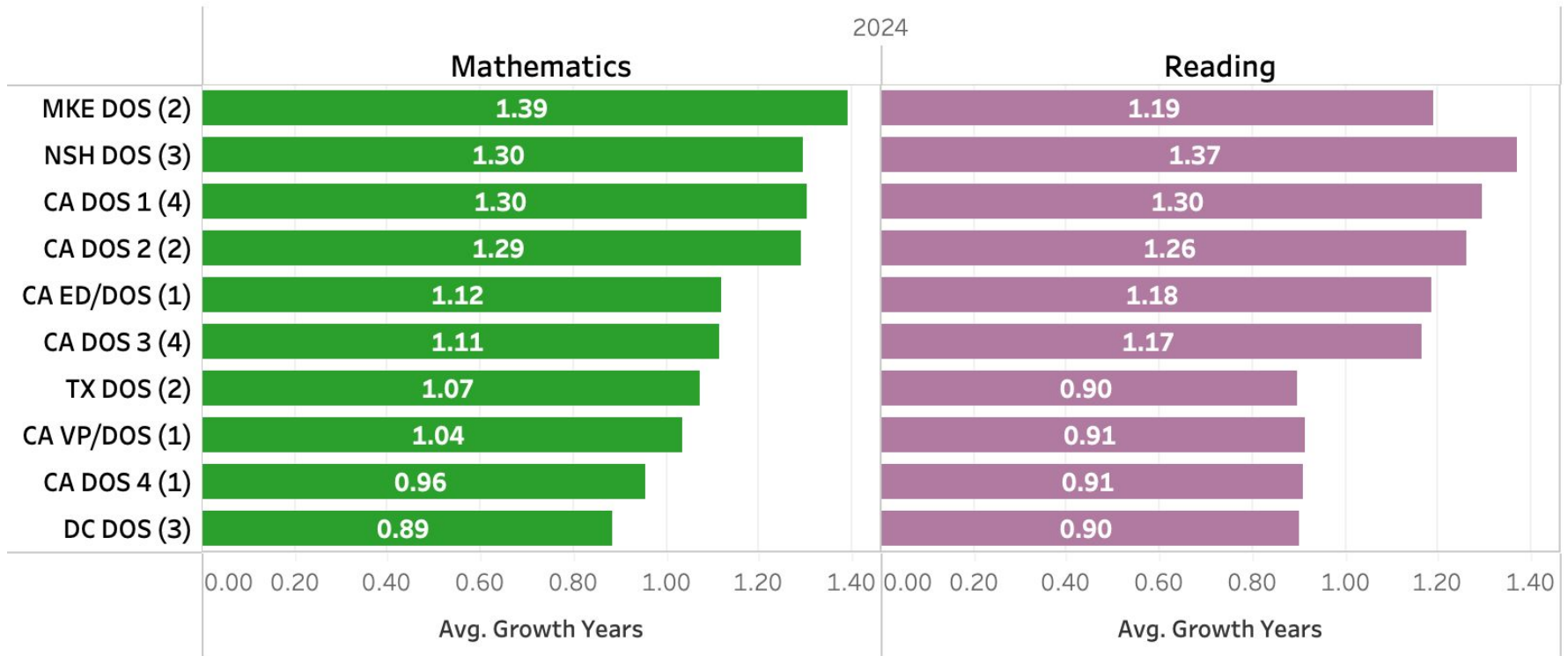
- Over 50% of DC and MKE students were chronically absent during the school year

Attendance matters: While some outliers, schools with higher chronic absenteeism are likely to earn lower growth rates and have lower rates of students reaching the Top Third on NWEA



NWEA results by DOS

2023-24 NWEA MAP Growth Metrics
by DOS



DOS assignments at EOY.
Number of schools DOS supports in parentheses.

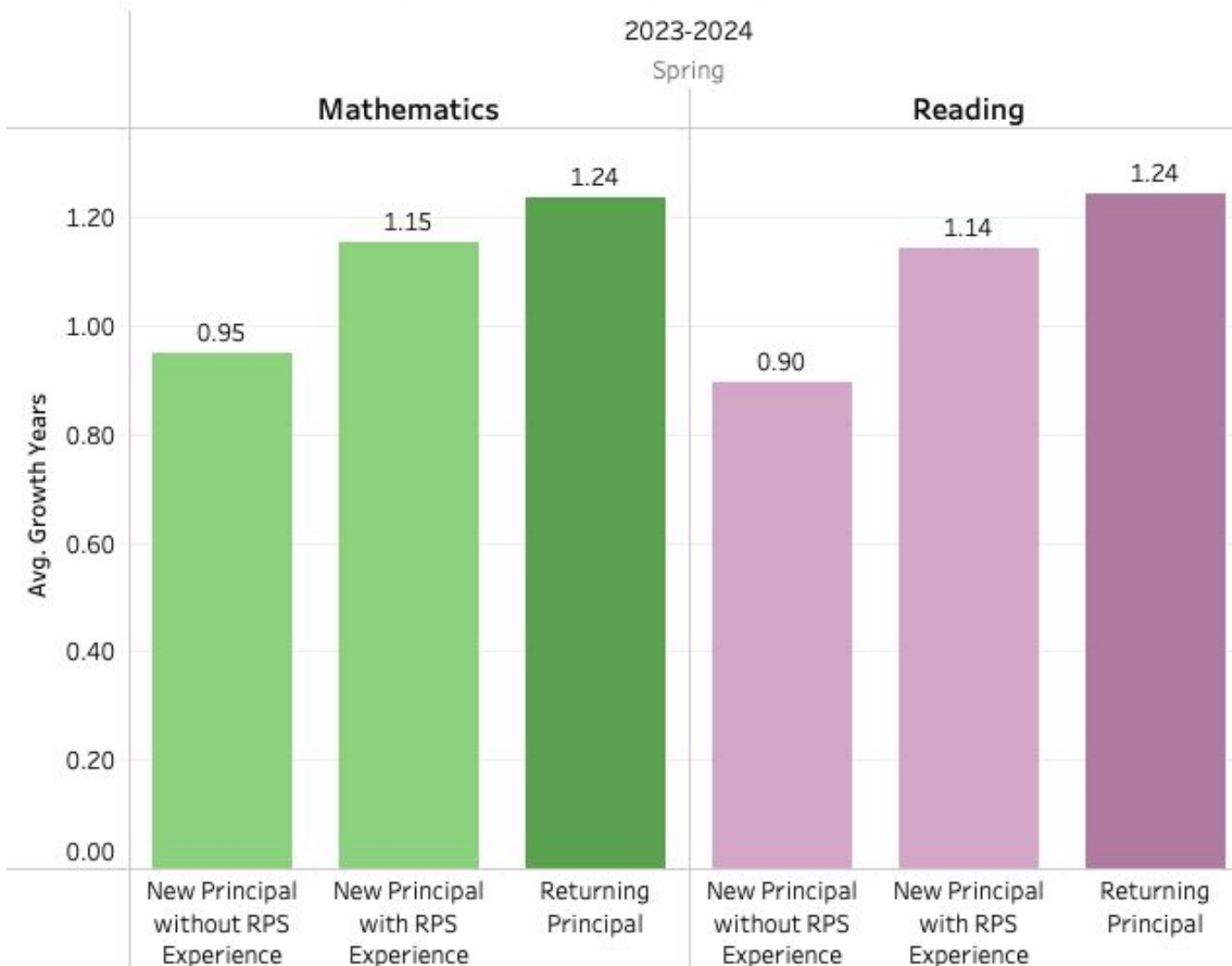
Returning Principals continued to see stronger growth than New Principals

Avg Growth Years by Principal Tenure

2023-2024
Spring

Mathematics

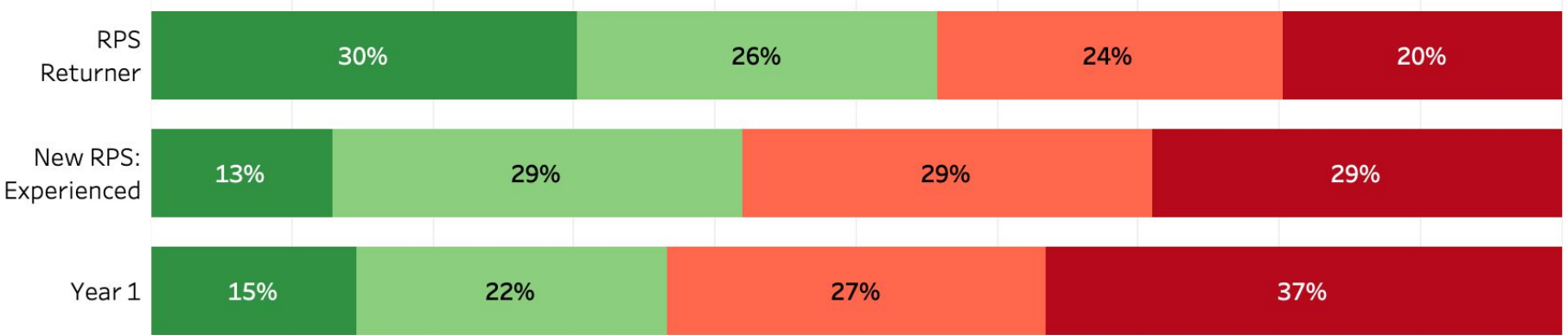
Reading



New Principals with RPS experience achieve higher results than those without RPS experience

Over 50% of RPS returning teachers achieve results to place in top 2 quartiles; development *and* retention key lever

2023-24 Full Year K-5 Gen Ed Teachers
Quartile rankings based on % Met Tier Growth



- All New-to-RPS Teachers have smaller share in top teacher quartile
- Retention and graduated development of Year 1 teachers (w/ and w/out experience) a key lever to unlocking higher quartile rankings
- Once data is available, will add % movement across bands

Staff Data

Region	% of Tier 3 and 4 Teachers	% of Teachers growing at tiers 1-3 or maintaining tier 4 level	% Staff retention of Tier 3 and 4 teachers
CA	52%	53%	81%
DC	28%	33%	90%
MKE	71%	71%	88%
TN	62%	70%	100%
TX	57%	46%	57%
RPS Network	52%	53%	82%

24-25 Workbook Visualization Preview: HUM Progress Monitoring

Lower Grade

Upper Grade

Foundational Skills Data

School	Grade Level	1	2	3	4	5	6	10	20	21	22
REX	Pre-K	1	1		1	1	1		6		
	K			1	1	1	1	1	3	2	2
	1st	4								2	2

Action: Click on any week #, grade or value to see the students that are in those buckets. Ctrl+ click to select multiple.

Foundational Skills by Grade and Cohort

Strand	Grade Level	Rocketship Explore						
		Concepts of Print	Name Writing	Lower Letter Names	Upper Letter Names	All Letter Names	Letter Sounds	BDDs
Pre-K	POC	50%	50%	46%	50%	48%	50%	
	RICE	27%	67%	60%	100%	80%	96%	
	TCU	80%	50%	92%	100%	96%	100%	
K	BU			29%	67%	48%	64%	17%
	LU			92%	100%	96%	99%	28%
1st	-----			92%	104%	98%	100%	60%
	SHSU			84%	104%	94%	100%	62%
	UNT			92%	104%	98%	102%	66%

Demographic Breakdowns of Foundational Skills

Demo Group	Grade Level	Rocketship Explore						
		Concepts of Print	Name Writing	Lower Letter Names	Upper Letter Names	All Letter Names	Letter Sounds	BDDs
ISE Status	Pre- ----	43%	58%	61%	83%	72%	81%	
	K ----			65%	86%	75%	84%	23%
1st ----	speech only			92%	104%	98%	101%	64%
				84%	104%	94%	100%	62%

DIBELS Universal Progress Monitoring Data

School	Grade Level	September	October	November	January	February	March	April	May	June
RSA	1st	4	167	105	132	116	112	67	31	1
	2nd	3	121	73	79	62	61	48	34	1
	3rd	3	68	40	37	19	31	26	24	1
	4th	3	62	63	85	91	90	50		
	5th	1	50	53	55	69	53	44		

Metric by Grade

Month(s)	September	October	November	January	February	March	April	May	June
1st	14.3%	2.0%	8.3%	19.5%	23.0%	24.3%	5.3%	33.6%	0.0%
2nd	0.0%	0.7%	5.0%	8.4%	10.9%	14.4%	0.0%	51.7%	0.0%
3rd	0.0%	1.6%	5.1%	9.8%	29.8%	16.5%	0.0%	53.1%	0.0%
4th	0.0%	2.0%	8.3%	5.3%	12.0%	16.9%	6.3%		
5th	0.0%	3.6%	7.4%	9.2%	18.9%	24.4%	10.0%		

Metric by Grade and Cohort

Grade Level	Cohort	September	October	November	January	February	March	April	May	June
1st	Mustangs	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
	Rams	0.0%	0.0%	20.0%	0.0%	54.5%	40.0%		13.3%	
	RiverHorse		41.2%	0.0%	0.0%		25.0%	0.0%		
	Spartans									0.0%
	Tigers		12.0%	26.7%	39.3%	48.0%	31.6%	5.7%		
	Vikings	100.0%	0.0%	30.0%	33.3%	47.8%	56.3%	16.7%	100.0%	
NWF-WRC	Wolf Pack			7.4%	38.1%	34.0%	43.8%	38.9%	66.7%	
	Wolverines			0.0%	0.0%	28.1%	50.0%	71.4%	100.0%	
	-----		0.0%	0.0%	28.6%	0.0%	0.0%	0.0%	100.0%	
	Bears	0.0%	0.0%	7.0%	0.0%	0.0%	0.0%	0.0%	56.6%	
	Bisons				30.8%		0.0%			
	Blugolds				10.0%	12.1%	0.0%	20.0%	0.0%	0.0%
2nd	Falcons				10.5%	12.5%	6.3%	0.0%	0.0%	
	Longhorns				9.1%	0.0%	4.0%	8.3%	0.0%	0.0%
	Mustangs	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
	Rams	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	61.4%	

Metric by Grade and Demographic

Grade Level	Demographic	September	October	November	January	February	March	April	May	June
1st	EL	14.3%	2.7%	10.8%	18.0%	21.0%	17.8%	1.2%	28.4%	0.0%
1st	CP	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



24-25 Workbook Visualization Preview: Assessment Comparisons

New views to compare student performance on different assessments over time

Cross Assessment Summary																							
(Currently Enrolled Students only)																							
Filters		Step 1: Select Primary Assessment						Step 2: Select Comparison Assmt						Step 3: Select Comparison Period									
School Year		STEM EoM						NWEA (Math)						NWEA: Fall									
2024																							
Region																							
TN																							
Select School																							
(All)																							
By Class or Teacher																							
School																							
Filter Class/Teacher																							
(All)																							
Subgroups																							
ISE Type																							
(All)																							
EL Status																							
(All)																							
NWEA (Math) (% At 50th) and STEM EoM Proficiency																							
Showing change from NWEA: Fall																							
		Fall		NWEA Winter		Spring		Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6		Unit 7		Unit 8	
		Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change
K	RDCP	36%	0%	75%	39%	90%	54%	33%	-3%	64%	28%	81%	45%	70%	34%	0%	-36%	51%	15%				
	RNNE	32%	0%	63%	32%	74%	42%	74%	42%	78%	46%	89%	57%	56%	24%	31%	-1%	49%	17%				
	RUA	18%	0%	69%	51%	81%	63%	84%	66%	71%	53%	64%	46%	69%	51%	46%	28%	58%	41%				
1st	RDCP	54%	0%	79%	25%	81%	26%	74%	19%	78%	23%	58%	4%	71%	17%	51%	-4%	55%	1%				
	RNNE	58%	0%	71%	13%	76%	19%	75%	17%	100%	42%	36%	-21%	100%	42%	0%	-58%	58%	1%				
	RUA	57%	0%	75%	18%	81%	24%	72%	16%	67%	10%	66%	9%	43%	-13%	42%	-15%	57%	0%				
2nd	RDCP	33%	0%	62%	29%	74%	41%	59%	26%	61%	28%	84%	51%	14%	-19%	36%	3%	51%	18%			85%	52%
	RNNE	34%	0%	64%	29%	75%	41%	84%	50%	54%	20%	61%	27%	66%	31%	34%	0%					63%	29%
	RUA	34%	0%	53%	19%	72%	38%	70%	36%	64%	30%	67%	33%	0%	-34%			12%	-22%			0%	-34%
3rd	RDCP	46%	0%	66%	19%	70%	24%	100%	54%	0%	-46%			70%	24%			0%	-46%	13%	-33%		
	RNNE	32%	0%	60%	28%	66%	34%			64%	32%	59%	26%	64%	32%	72%	40%			5%	-27%		
	RUA	50%	0%	51%	1%	71%	21%	53%	3%	55%	5%	50%	0%	63%	13%	55%	5%	35%	-15%	17%	-33%		
4th	RDCP	47%	0%	73%	25%	58%	11%					95%	48%	50%	3%	95%	48%						
	RNNE	41%	0%	56%	15%	39%	-2%			28%	-13%	41%	0%	56%	15%			50%	9%	50%	9%		
	RUA	31%	0%	66%	35%	69%	38%			78%	47%	68%	37%	66%	36%	84%	53%	70%	40%	58%	27%		



Talent Update



Talent Update: Manager Feedback Survey Results



Fall Manager Feedback Survey - Summary Themes

- Of our core leader groups, **Principals and NeST managers (especially senior leaders)** had the lowest manager feedback survey scores.
- **Performance Management and Coaching** are focus areas and connect to organizational 5-year goals.
 - Questions on capturing progress toward goals and coaching are low for multiple years.
 - NeST manager scores decreased YoY (-0.3) – driven primarily by decreases in performance management and coaching
- Cohort models might still be a focus area to consider given the data trends and next steps:
 - Of leaders scoring below 5.5, many are New to Rocketship
 - Returning leaders generally scored higher (6.1 overall vs. 6.0)



Spring MFS Pulse - Summary Themes

- The average overall score on the MFS **decreased by 0.1** from Fall 2023 to Spring 2024 .
- Similar to the Fall MFS, **Coaching** remains a focus area.
- From Fall to Spring, we observed some **compression** in MFS scores: low-scoring regions/schools from the Fall increased their scores, while high-scoring regions/schools decreased.
 - In particular, MKE increased their overall score by +0.4 from Fall to Spring. This increase was primarily driven by changes in managers receiving feedback rather than individual manager growth.
- A shift from prior years, Year 1 managers scored higher than returning managers on the Spring MFS Pulse survey.
 - Controlling for turnover, Year 1 managers saw no change on average from Fall to Spring, while returning managers saw a slight decrease.



Coaching Focus

- Began in the summer by providing more targeted, differentiated coaching and professional learning opportunities to leaders
- Launching Director of Schools Development, kicking off September 5th, in person, in CA, and modeling it off of a cohort based development
- Continuing 1st year principal cohort
- Providing ongoing development for 1st year principals into their 2nd year
- Providing more streamlined coaching tools, playbooks, look-fors, along with key benchmarks goals



Talent Update:
Teacher Residency Update



Why Teacher Residencies?

Talent is working to find creative solutions to help us find a diverse and sustainable teaching pipeline. Teacher Residencies help attract a diverse cohort of talent and provides a supported entry to teaching by teaching with a full time teacher in year one and being a teacher of record in year two. All of this happens while getting their degree with a university. Rocketship won a grant for this initiative with NCTR (National Center for Teacher Residencies)!



CA Teacher Residency Capacity Grant

\$250,000



Thank you for submitting the revised application for the 2021 Teacher Residency Capacity Grant. The Commission on Teacher Credentialing (Commission) is pleased to send the notification that the Rocketship Mateo Sheedy Elementary application revisions have been accepted and the application has been recommended for funding. By May 2, 2024, Commission staff will communicate additional funding information and provide required documents to be signed.

We look forward to working together on this capacity building effort to develop a strong and effective LEA/IHE partnership in preparation to operate a Teacher Residency Program to provide high quality opportunities for candidates to earn a California teaching credential. This program will help provide additional qualified teachers for California public schools to address the teacher shortage.

Sincerely,



Kristina Najarro and Sarah Barwani
Residency Grants Consultants, Professional Services Division
Commission on Teacher Credentialing

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Teacher Residency Partners

ROCKETSHIP
PUBLIC SCHOOLS



- Residency Foundations are complete
- **8/13** - Official Kickoff - Residency Design
- **8/29 & 8/30** - Planning Meeting San Jose, California
- **9/30 - 10/2** - RDA Site Visit w/ NCTR - Albuquerque, New Mexico
- Launching in **2024-25 SY** in CA

NCTR Teacher Residency Model

	Summer Semester	Fall Semester	Spring Semester	Summer Semester
Cohort Model	Orientation	Learning to teach alongside a cohort of fellow residents		
Coursework		Graduate Level Coursework with a weekly seminar		
Apprenticeship		Teaching and learning the school site, 4 days per week		
		Increasing teaching responsibilities		
	Matched with a mentor teacher		Lead teaching week(s)	
Evaluation		Ongoing formal and informal coaching and feedback		
	Ongoing performance - based assessments			
Post-Residency			School hiring & support	
				Induction & ongoing professional development

Appendix:
2023-24 School Achievement Recap & Next
Steps for 2024-25



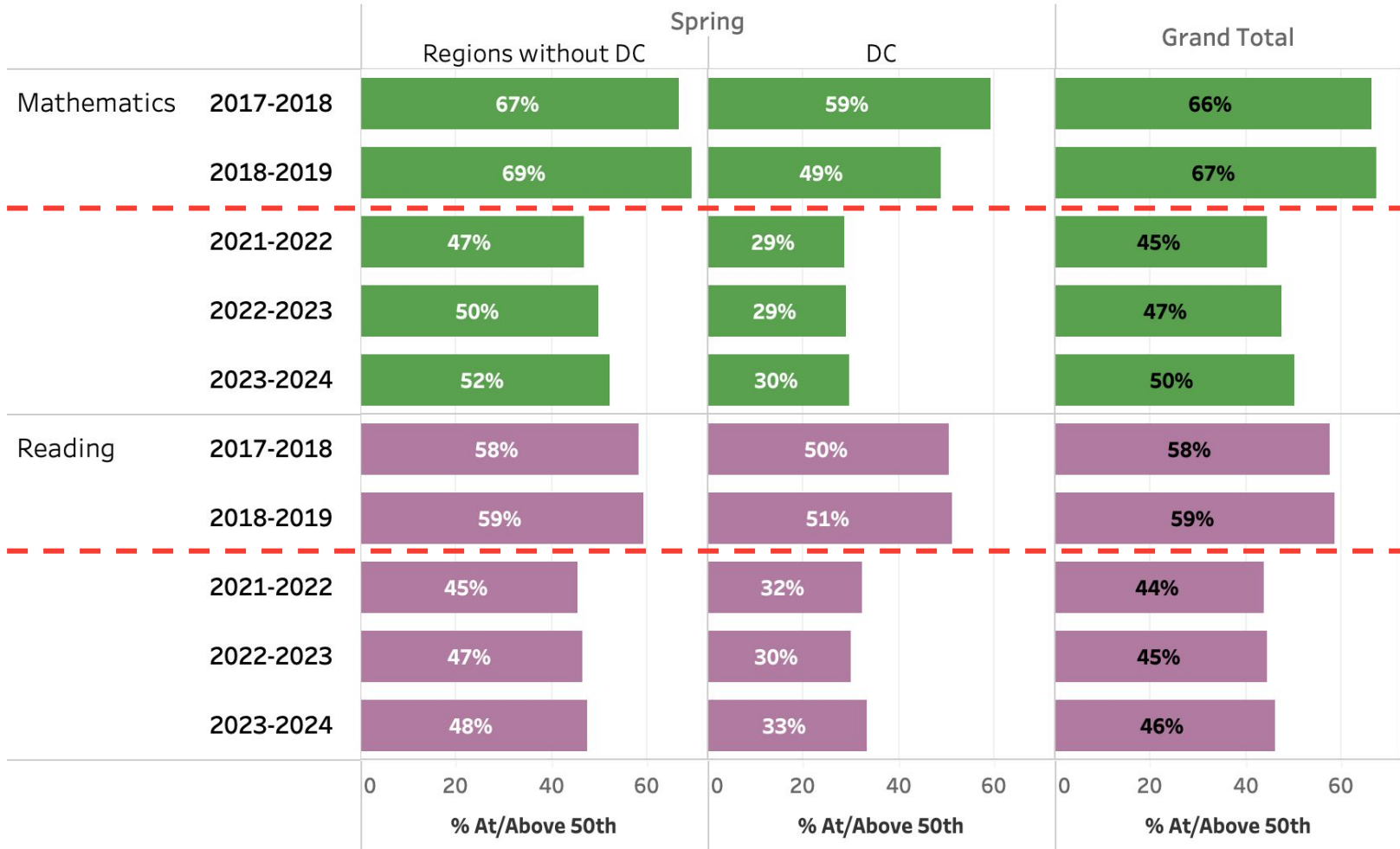
Spring 2025 Regional Goals

Spring 2028 Regional NWEA MAP Top Third Goals		
Region	Math	Reading
CA	43%	40%
DC	22%	26%
MKE	32%	22%
TN	38%	37%
TX	25%	22%
RPS Network	40%	37%

- In order to meet Top Third targets, all regions are projected to require ~1.3 years of growth and ~50% of students meeting their tiered growth targets

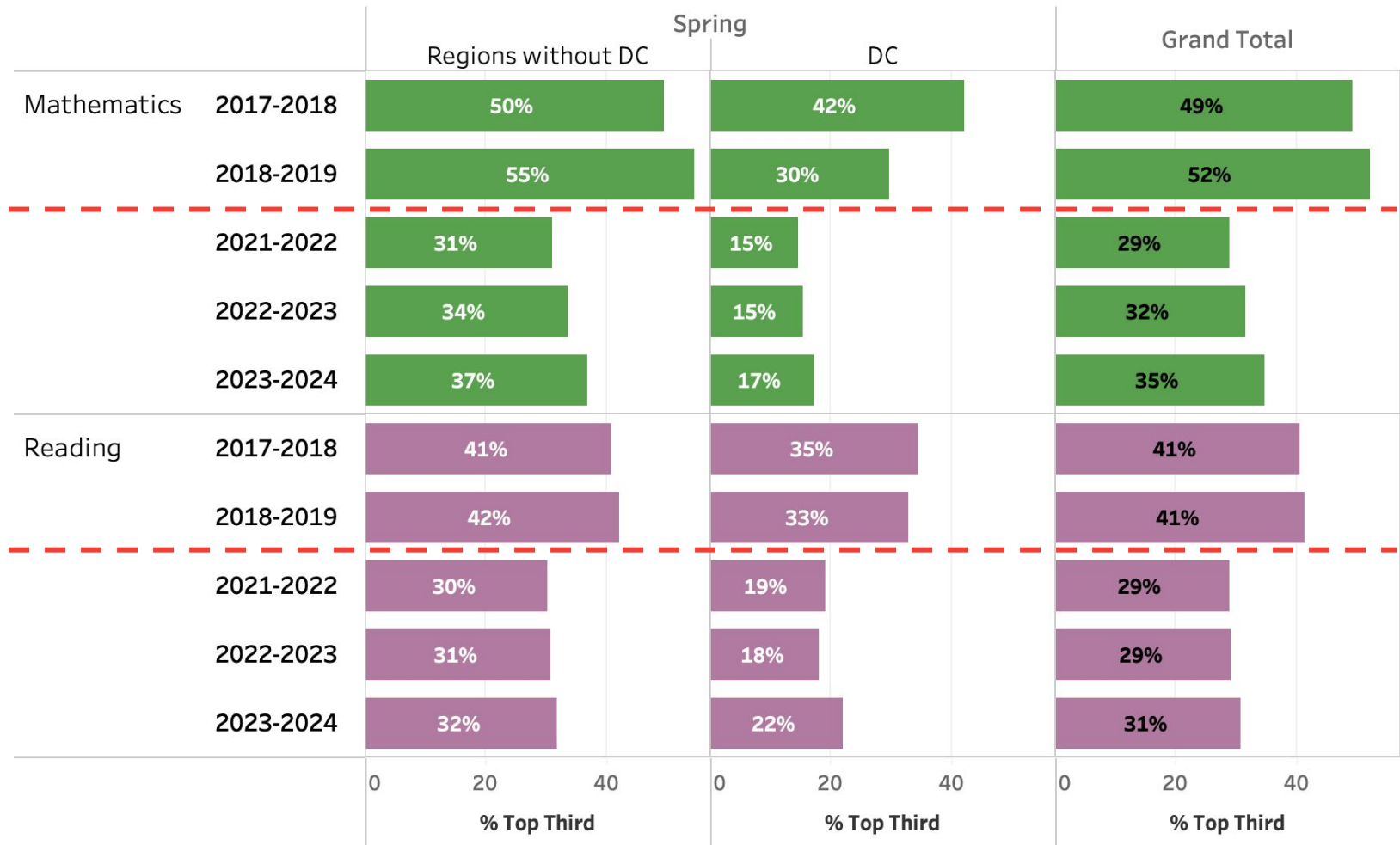
% At/Above 50th: Results with and without DC

RPS Network: Spring NWEA MAP % At/Above 50th Percentile



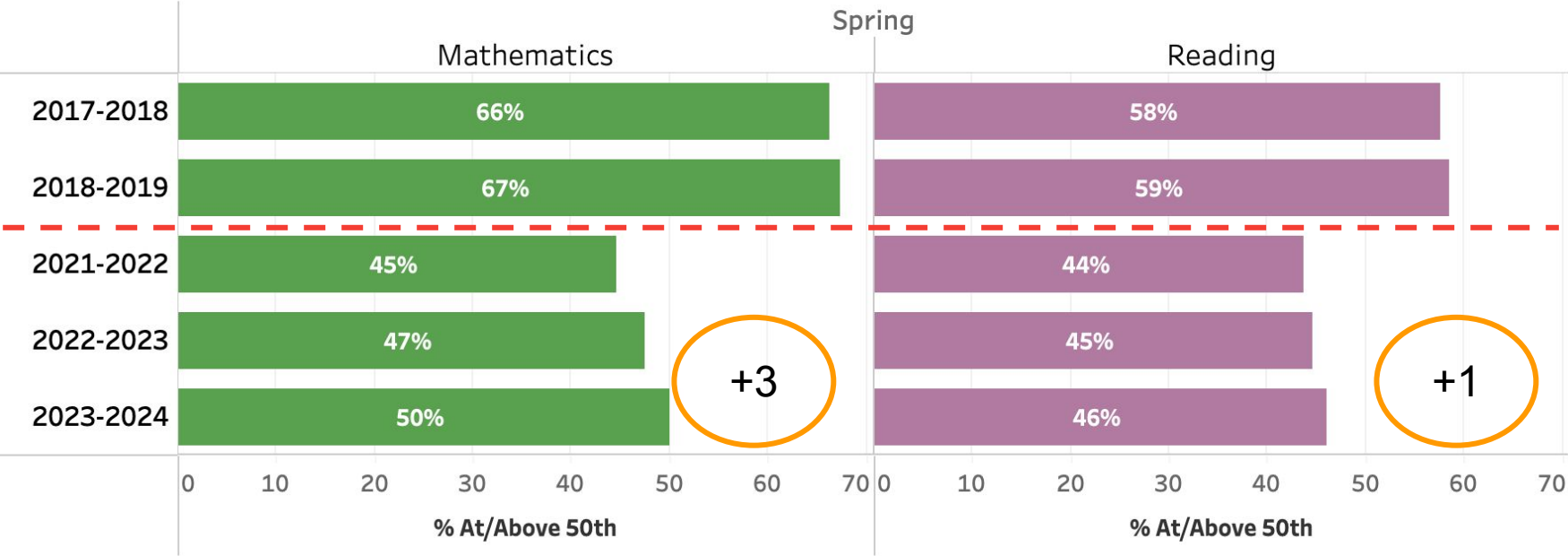
% At/Above 67th: Results with and without DC

RPS Network: Spring NWEA MAP % At/Above 67th Percentile



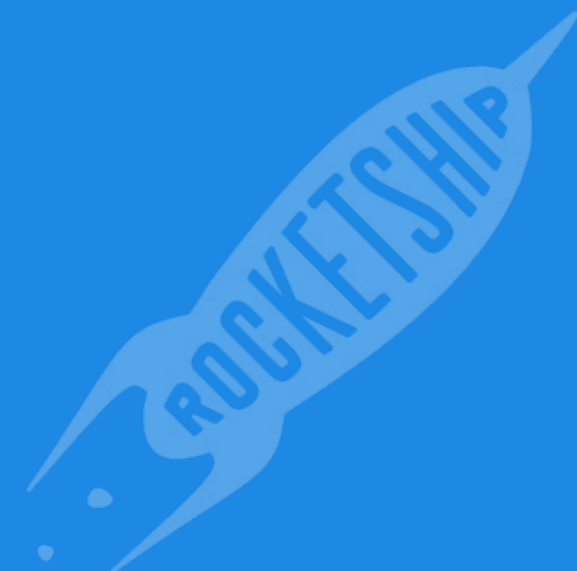
% At/Above 50th: RPS made NWEA absolutes gains in Math and Reading

RPS Network: Spring NWEA MAP % At/Above 50th Percentile



Dotted red line represents 2019-20 and 2020-21 when Spring testing was disrupted.

Appendix: Enrollment Update



Enrollment update as of August 14.

Region	Enrollment Target (BSP = Budgeted Staffing Projection)	Enrollment (as of Aug 14)	% to Enrollment Target
CA	6,560	6,127	93%
DC	1,082	890	82%
TN	1,440	1,388	96%
TX	1,000	812	81%
WI	780	725	93%
RPS	10,862	9,942	91%



Appendix:
Board Meeting Glossary of Terms



Snapshot of Rocketship Schools by Region

SAN JOSE

EAST BAY & PENINSULA

WI

Executive Director (Bay Area): Maricela Guerrero

VP of Schools: Juan Mateos

Directors of Schools (DOS): Chaka Hajji, Carly Reiss, Jason Colon, Danny Etcheverry

Wisconsin Executive Director: Kadeem Gill

Rocketship Mateo Sheedy Elementary (RMS)
2007; TK-5th

Rocketship Si Se Puede Academy (RSSP)
2009; TK-5th

Rocketship Redwood City Prep (RRWC)
2015; TK-5th

Rocketship Southside Comm. Prep (RCSP)
2013; K4-5th

Rocketship Los Suenos Academy (RLS)
2010; TK-5th

Rocketship Mosaic Elementary (ROMO)
2011; K-5th

Rocketship Futuro Academy (RFA)
2016; TK-5th

Rocketship Transformation Prep (RTP)
2018; K4-5th

Rocketship Discovery Prep (RDP)
2011; TK-5th

Rocketship Brilliant Minds (RBM)
2012; TK-5th

Rocketship Delta Prep (RDL)
2018; TK-5th

Rocketship Alma Academy (RSA)
2012; TK-5th

Rocketship Spark Academy (RSK)
2013; TK-5th

Rocketship Fuerza Community Prep (RFZ)
2014; TK-5th

Rocketship Rising Stars Academy (RRS)
2016; TK-4th

Snapshot of Rocketship Schools by Region

TN	DC	TX
Tennessee Executive Director: William Hill	DC Executive Director: Candice Bobo DOS: Ashlee Watson	TX Executive Director: SaJade Miller DOS: Charlotte Ford
Rocketship Nashville Northeast Elementary (RNNE) 2014; K5-4th	Rocketship Rise Academy (RISE) 2016; PreK3-5th	Dennis Dunkins Elementary (RDDE) 2022; PreK4-4th
Rocketship United Academy (RUA) 2015; K5-4th	Rocketship Legacy Prep (RLP) 2017; PreK3-5th	Rocketship Explore Elementary (REX) 2023; PreK4-3rd
	Rocketship Infinity Community Prep (RIC) 2020; PreK3-4th	

Acronyms & Commonly used terms (Page 1)

AP	Assistant Principal
ARUSD	Alum Rock Union Elementary School District
AUSD	Antioch Unified School District (Authorizer for RDL)
BET	Budgeted Enrollment Target
BOM	Business Operations Manager
BOY	Beginning of Year
CAASPP	California Assessment of Student Performance and Progress
CALPADS	This is the California state student information system. We use this to get state student numbers for our student state demographic reporting.
CDE	California Department of Education
DOS	Director of Schools
ECC	Enrichment Center Coordinator
ELA	English Language
ELL	English Language Learner, a student who is still learning English and therefore guaranteed legally-mandated supports in the academic setting
ELPAC	English Language Proficiencies for California
EOY	End of Year

Acronyms & Commonly used terms (Page 2)

FMUSD	Franklin McKinley School District (Authorizer for ROMO and RSK)
HUM	Humanities Block
IEP	Individualized Education Program: A written plan created for a student with disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties.
ILS	Individualized Learning Specialist (tutors in our learning labs)
ISE	Integrated Special Education
LL	Learning Lab
LLI	Leveled Literacy Intervention (guided reading intervention curricula used by our ILS)
MAP (NWEA)	Measures of Academic Progress; The online, norm referenced assessment that measures student growth throughout the year made by Northwest Evaluation Association. An assessment with grade level content that measures students proficiency level within the grade level
MDUSD	Mt. Diablo Unified School District
MKE Forward	Wisconsin State Assessment

Acronyms & Commonly used terms (Page 3)

MNPS	Metro Nashville Public Schools (Rocketship School Nashville School's Authorizer)
MPS	Milwaukee Public Schools
MTSS	Multi-Tiered Systems of Support; the process by which academic and behavioral interventions for students in need of support are documented and implemented
NWEA (MAP)	Northwest Evaluation Association; The organization that creates MAP (an online, norm referenced assessment that measures student growth throughout the year)
OLP	Online Learning Program
OM	Office Manager
P	Principal
PARCC	DC State Assessment
PBIS	Positive Behavioural Interventions and Support
PBL	Project Based Learning
PCSB	DC Public School Charter Board
RCSD	Redwood City School District

Acronyms & Commonly used terms (Page 4)

RD	Regional Director
SBAC	Smart Balanced Assessment Consortium
SCCOE	Santa Clara County of Education
SED	Socioeconomically Disadvantaged
SEL	Social Emotional Learning Disadvantage
SJUSD	San Jose Unified School District
SL	School Leader
STEM	STEM Block
STEP	An assessment used to monitor student reading levels; stands for Strategic Teaching and Evaluation of Progress.
T	Teacher
TFA	Teach for America
TN Ready	Tennessee State Assessment
TVASS	Tennessee Value-Added Assessment System; This measures the student progress measures student growth year over year
UVW	University of Wisconsin Milwaukee (Rocketship Milwaukee Schools Authorizer)

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