



Tuesday, November 12, 2024
Rocketship Public Schools Achievement Committee (2024-25 Q2)

Meeting Time: 1:00pm

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

273 16th St., Jersey City, NJ

1884 Pinecrest Dr. Altadena, CA 91001

2066 Cowden Ave, Memphis TN 38104

809 Pico Lane, 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 August 21, 2024 Achievement Committee meeting

3. Agenda Items

- A. Beginning of Year Achievement Update
- B. Wisconsin Deep Dive

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 (2024-25 Q1) (Wednesday, August 21, 2024)

Generated by Cristina Vasquez on Monday, August 26, 2024

1. Opening Items

A. Call to order

At 10:02am, 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

Additional Attendees: Melissa Martin (advisor)

B. Public comment on off-agenda items

At 10:02am, Mr. Velasco called for public comment on off-agenda items. No members of the public provided comment.

2. Consent Items

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

At 10:03am, a motion to approve consent items 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: -

3. Agenda Items

A. Mission Moment

At 10:04am, the committee discussed agenda item 3(A). No action was taken.

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

At 10:10am, the committee discussed agenda item 3(B). No action was taken.

C. Talent Update

At 11:00am, the committee discussed agenda item 3(C). No action was taken.

4. Adjourn

At 11:19am, a motion to adjourn the meeting was made by Ms. McGriff, seconded by Ms. Mercado, and carried unanimously by roll call vote.

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

N: --

Abstain: --

Q2 Rocketship Public Schools Achievement Committee Meeting

November 12, 2024



Agenda

1. Opening Items

A. Call to order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from August 21, 2024 Achievement Committee meeting

3. Agenda Items

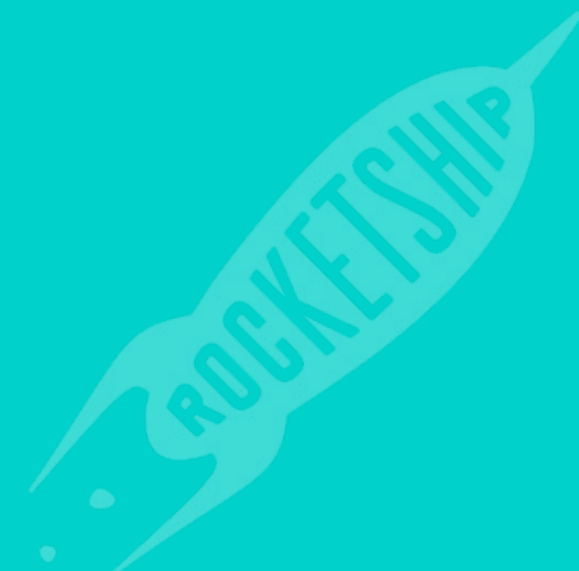
A. Beginning of Year Achievement Update

B. Wisconsin Deep Dive

4. Adjourn



Public Comment



Beginning of Year Achievement Update



Executive Summary

- **State Assessment Results**
 - CA and MKE showed Math gains in upper grades on the state assessment last spring which have translated into higher absolute starting points this fall
 - However, DC and NSH haven't reported Math improvements and overall network Math absolutes starting slightly below last year
 - ELA/Reading results varied across regions, and while students made growth on reading measures, need multi-year growth to elevate proficiency levels
- **NWEA**
 - Lower top third starting point this fall, in addition to higher absolute annual targets, requires more aggressive growth *and* movement of students across tiers
 - Stronger growth in 23.24 2nd semester was not enough to close absolute gaps - will need continuous growth at rates of 1.3+ to make steady progress towards absolute achievement
 - Lower fall starting points in line with summer learning loss
- **BOY DIBELS Data and Monthly Progress Monitoring**
 - BoY data indicates we are starting stronger, and monthly progress monitoring showing encouraging signs of continued growth.
 - K-2 literacy trending better than last year
 - G5 literacy requires deeper intervention supports (guided reading and close reading instruction)

23.24 SY was Year 1 of curriculum adoption across all regions. In semester 2, saw stronger growth, but not enough to significantly shift absolute achievement. In Year 2 of curriculum adoption, regions will continue with the adoption process (CA and TN). Meanwhile, RPS data analysis and instructional coaching systems have become more sophisticated and more in line with 18.19 behaviors and actions, resulting in our ability to more rapidly coach students towards their personalized goals.



Network Trend as of October, 2024

- **Reading**
 - DIBELS BOY 24.25 results better than BOY 23.24, an indication of the significant progress RPS has made towards re-establishing guided reading instruction and real time coaching
 - Monthly progress monitoring metrics also indicate that all grades trending to meet or exceed 23.24 MOY performance
 - Foundational knowledge indicates improvement from SY23.24, with K and G1 outpacing performance from last year's assessments
- **Math**
 - K, 1, 3, 4 performance trending better than previous year on end of unit assessments
 - Adopted a new version of assessments, designed to be more similar to individual state assessments, with more variation in question type and elevated rigor
 - G2 and G5 require more intensive supports; G2 assessment no longer read to students
 - Remediation of units taking place via the newly adopted intervention curricula, Bridges, during built in small group instruction time at each campus
- **OLPs**
 - 37% YTD OLP goal attainment, vs 18% YTD in 23.24 SY
 - Increase of 19% from SY23.24
- **Attendance**
 - Large attendance improvements in DC and MKE this fall
 - All regions will need to monitor attendance during upcoming winter months when attendance typically declines
- **Staffing**
 - Ongoing teacher and leader vacancies across select campuses resulting in more time spent covering individual classrooms vs. real time coaching/ building skill and capacity across the region/ school building



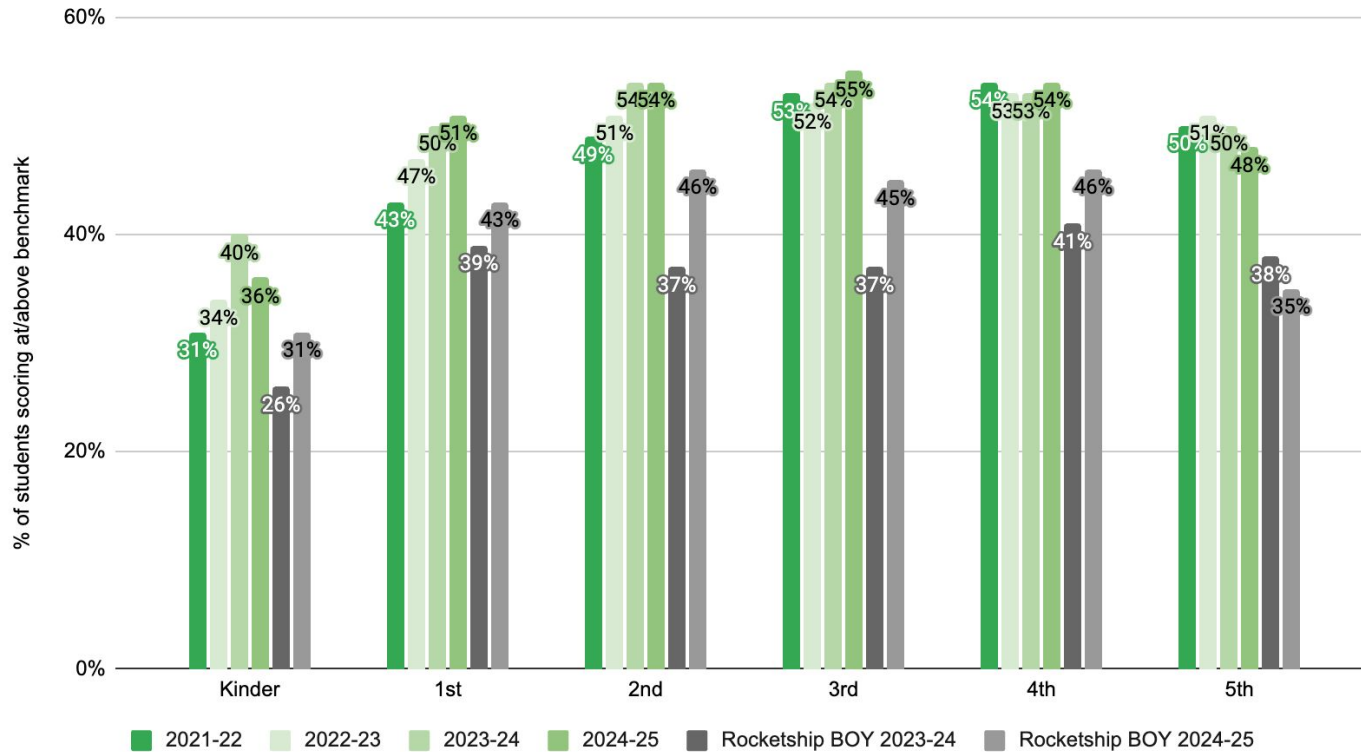
National Program Team Priorities

- **Priority 1: Monthly progress monitoring**
 - Monitor monthly progress on DIBELS8 leading indicators NWF and ORF, Math end of module assessments, OLP usage, attendance and chronic absenteeism
 - Refine data reporting for next cycle to connect DIBELS data to F&P current level + EOY goal
- **Regional and School Leadership**
 - Develop Director of Schools to become the primary instructional leaders
 - 2nd year principal cohort and new principal cohort underway with strong participation
 - Capacity building across regions
- **Program Team Saturation**
 - Build a more “localized” national program team
 - Hired VP, Program, East Coast as of 11/4
 - Hired Sr. Director, ISE as of 10/14
 - Increase program team direct support of regional and school leaders, and as needed, school-based staff
- **Skills Labs, Data Analysis, Professional Learning**
 - National Program Team providing an array of supports to each region, with varying degrees of intensity and intervention
 - Directly leading many aspects in DC and WI
 - Partnering with CA and TN on real time coaching, skills labs, modeling and data analysis



DIBELS8 National BOY Performance Trends Aggregated

% of Students on Track (Ready for Core Instruction)

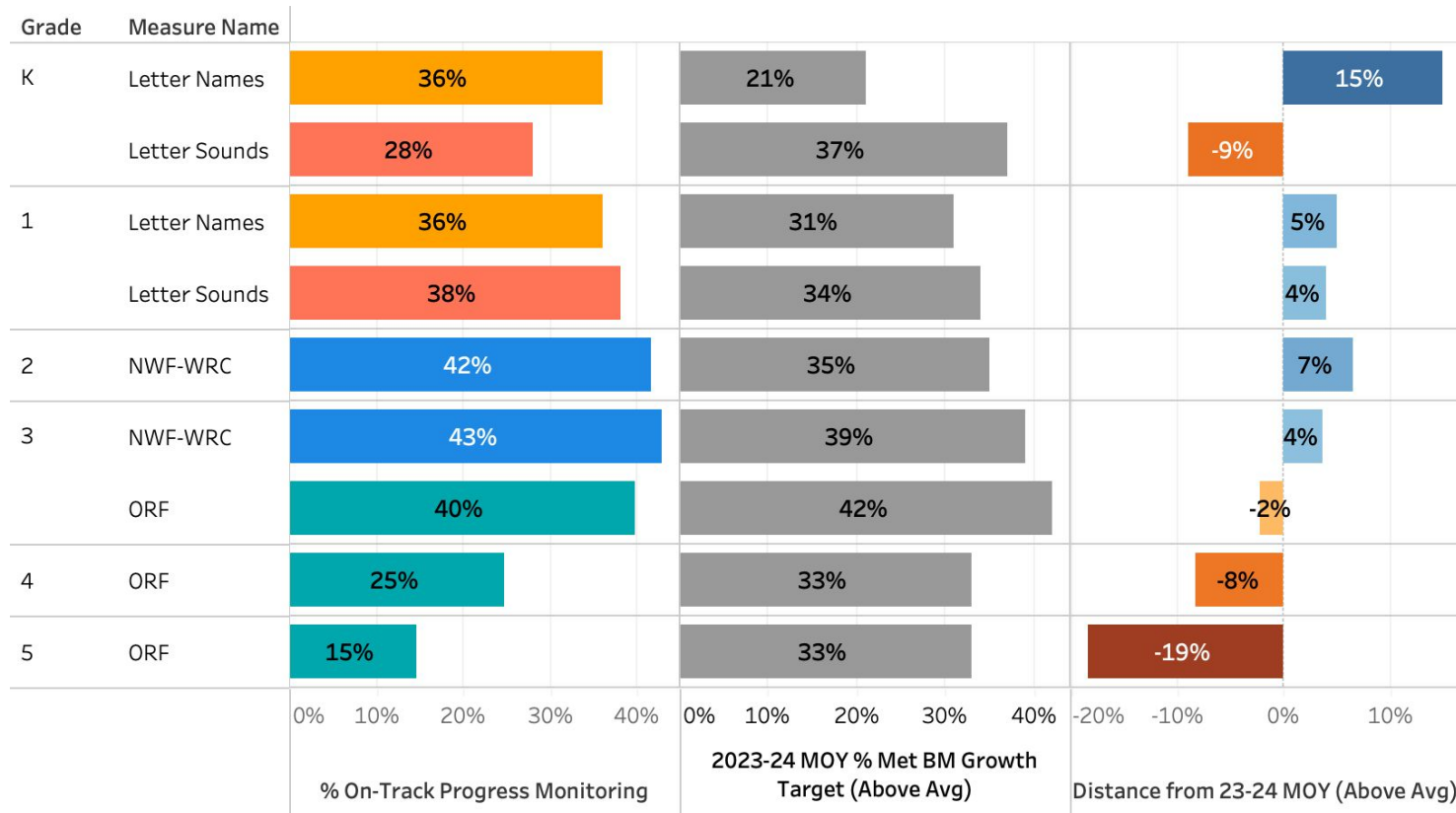


- BOY 23.24 RPS results lower than national average, and thus larger gap to cover post-pandemic
- BOY 24.25 RPS results better than 23.24, an indication of the significant progress RPS has made towards re-establishing guided reading instruction and real time coaching
- Monthly progress monitoring metrics also indicate that all grades trending to meet or exceed 23.24 MOY performance



Network Monthly Progress Monitoring on Leading DIBELS Indicators

2024-25 October Progress Monitoring Proficiency Rates
Network

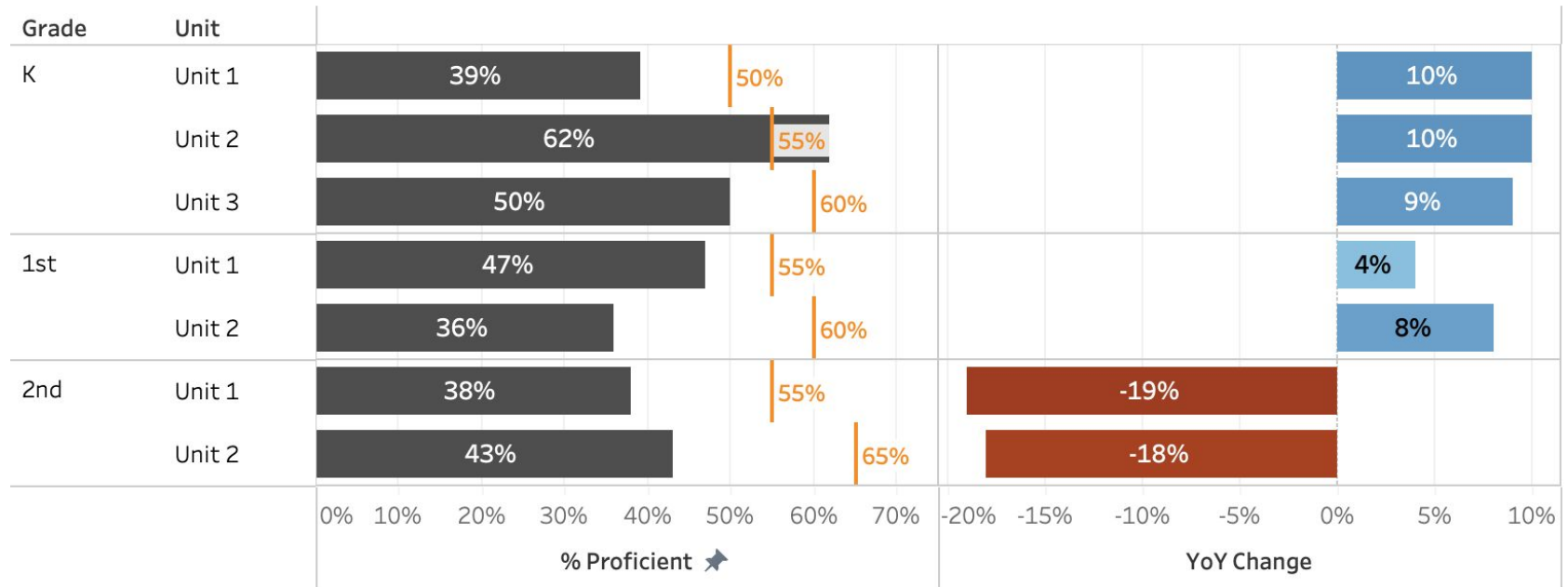


- Measuring October progress monitoring cycle against SY23.24 *December* benchmark cycle; ~2 months of instruction remaining to exceed 23.24 MOY target
- G5 students starting significantly behind, with main gaps in fluency (accuracy, speed, prosody), and complex plot comprehension
- Based on data and coaching, select schools undergoing mid-year curricula adoption change



Network Foundational Skills Progress Monitoring

2024-25 HUM Unit Proficiency Rates
RPS Network



Orange reference line indicates internal RPS proficiency goal for an assessment.

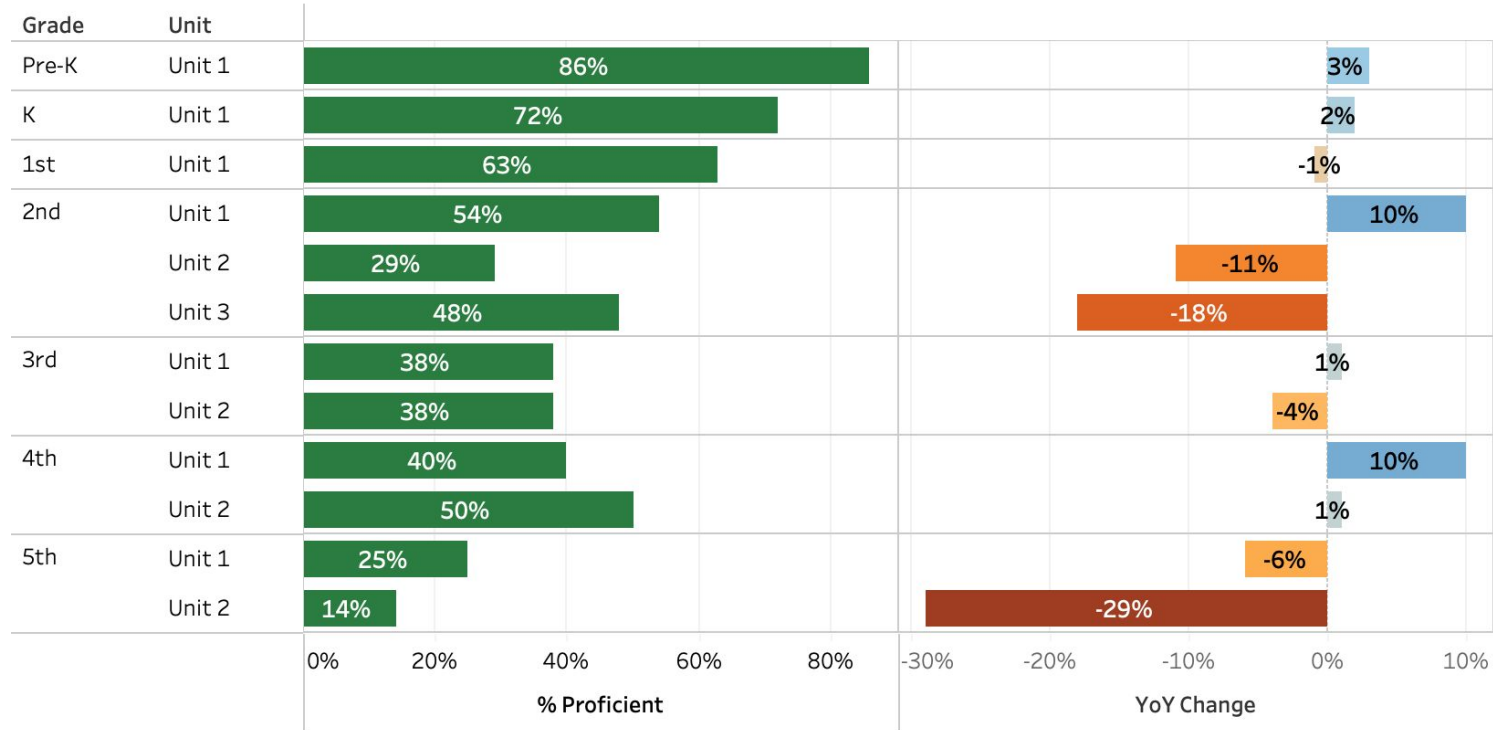
Regions are in different instructional schedules and some regions may not be represented in the reported results above.

- Continuing to make progress on basic alphabet and phonics knowledge in comparison to SY 23.24
- Proficiency in G2 in 23.24 SY was 60%+; proficiency in 24.25 SY constitutes 80%+ and average test score ranges from 67 - 80%
- Remediating gaps via guided reading instruction and differentiated decodable reader approach in Skills lessons



Network Math Progress Monitoring

2024-25 STEM End-of-Module Proficiency Rates
Network



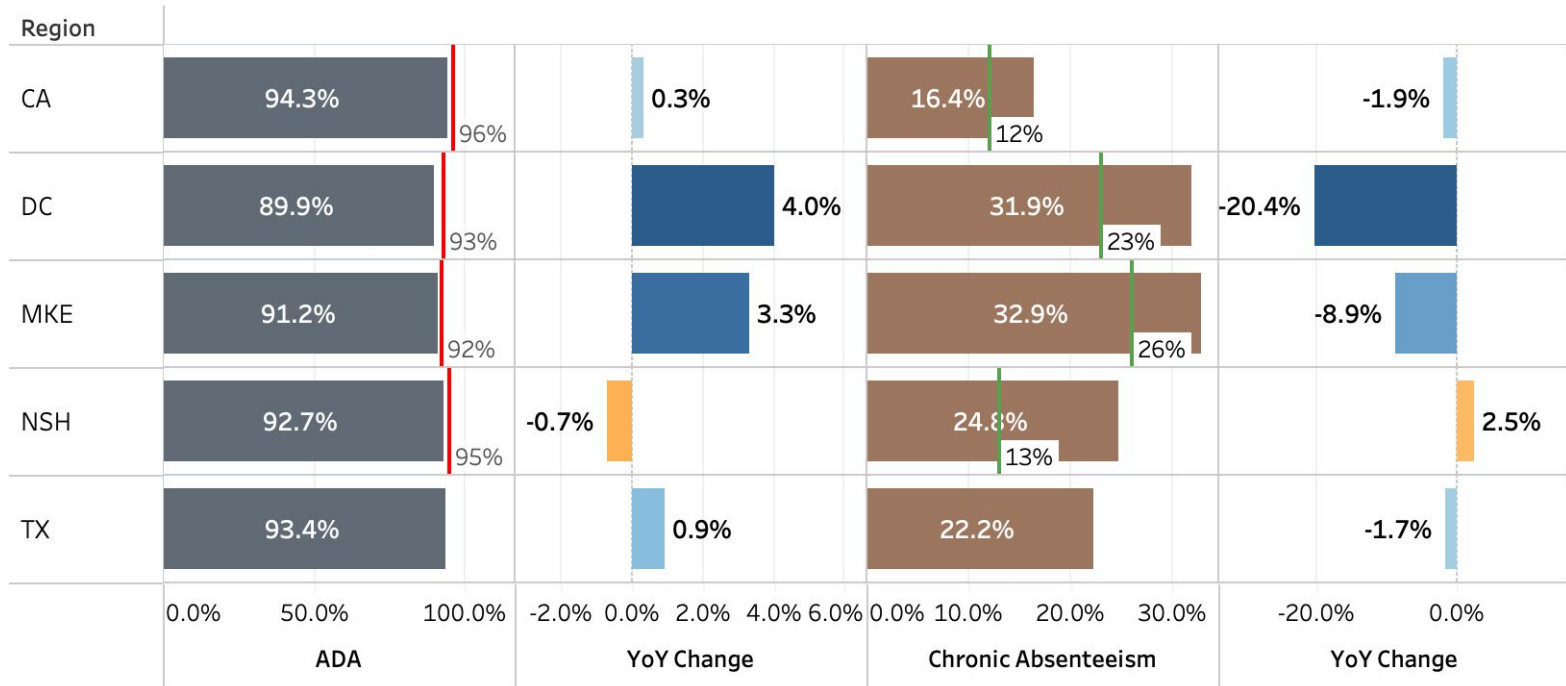
Regions are in different instructional schedules and some regions may not be represented in the reported results above.

- Using a new version of assessments - designed to be more similar to state assessments (more variation in question type and elevated rigor)
- Lower grades demonstrating higher proficiency (number to 5, pre-K; numbers to 10 in Kinder)
- Beginning in G2, students need to read assessment independently - see more variability in upper grades
- G3-5, students struggling w/ multi-part questions; reconfiguring independent practice to focus on these types of questions
- Remediation of units taking place via Bridges, with built in small group instruction time into all school schedules



Large Improvements in DC and MKE attendance metrics this fall

August-October Attendance Metrics
2024-25 and Change from Prior Year



Red line indicates 2018-19 ADA rate

Green line indicates 2018-19 Chronic Absentee rate

- Although DC and MKE attendance rates are still behind other regions, attendance efforts implemented this fall are making significant progress
- Attendance usually declines in winter months; currently working to ensure family and student investment and incentive systems are in place to counteract that historical decline in attendance

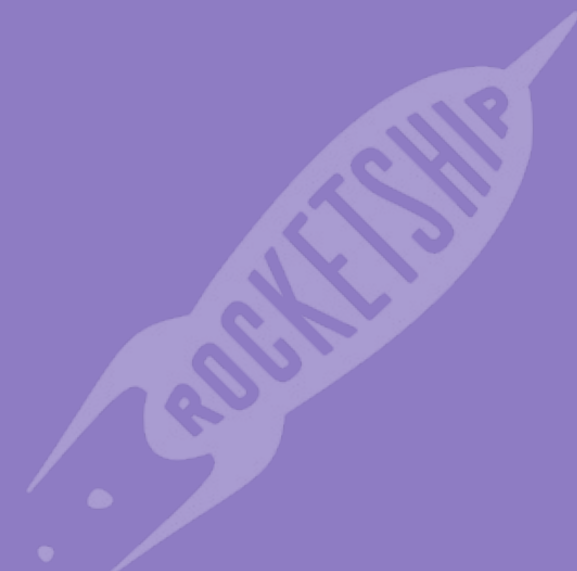
School Leader and Teacher Current Vacancies (as of 11/1)

Region	Principal	AP	Teacher	ISE Specialist
South Bay	0	2	2	2
East Bay	0	0	3	0
Milwaukee	0	0	0	0
Tennessee	0	0	0	1
DC	0	0	4	2
Total	0	2	10	5

- Select campuses have multiple vacancies, compromising quality of real-time-coaching and instructional leadership
- Working towards building a bench of teachers via NCTR and other prep programs
- Providing development to Directors of Schools on adaptive leadership skills
- 96% YTD teacher attendance across network, with DC and TN lower than average, and CA and WI at 97%



SY23.24 State Assessment Data



Fewer Rocketship schools outperformed state and local districts in 23-24 on spring state assessments

Comparison	Year	All Students		Economically Disadvantaged	
		Mathematics	ELA	Mathematics	ELA
% of RPS Schools Outperforming Local District	2022-23	55%	55%	77%	82%
	2023-24	48%	30%	65%	74%
% of RPS Schools Outperforming State	2022-23	36%	27%	59%	50%
	2023-24	30%	17%	48%	48%

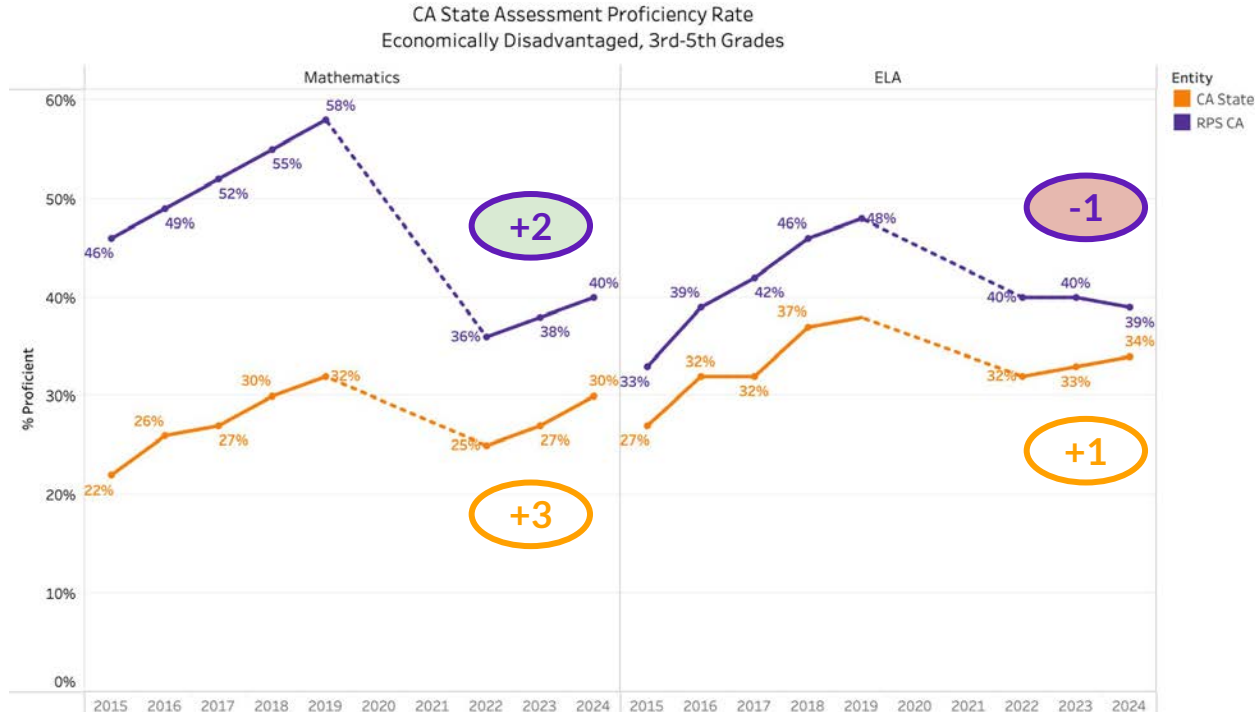
- Results based on Y1 of curricula adoption; spent 1st half of last academic year “learning” the curriculum and 2nd half of the year establishing better data systems and coaching practices. Definitely created ‘drag’ on overall student achievement in 23-24 SY.
- Grade levels most adversely impacted during distance learning now matured in G3-5; while students grew in the 2nd semester at rapid rates, not enough to make up ground to transform absolute outcomes
- WI saw strong improvement in literacy results; over 50% of schools met target in CA
- 24.25 is an opportunity to build upon this foundation



RPS CA Economically Disadvantaged subgroup proficiency continues to outperform CA State average but gap slightly narrowed last year

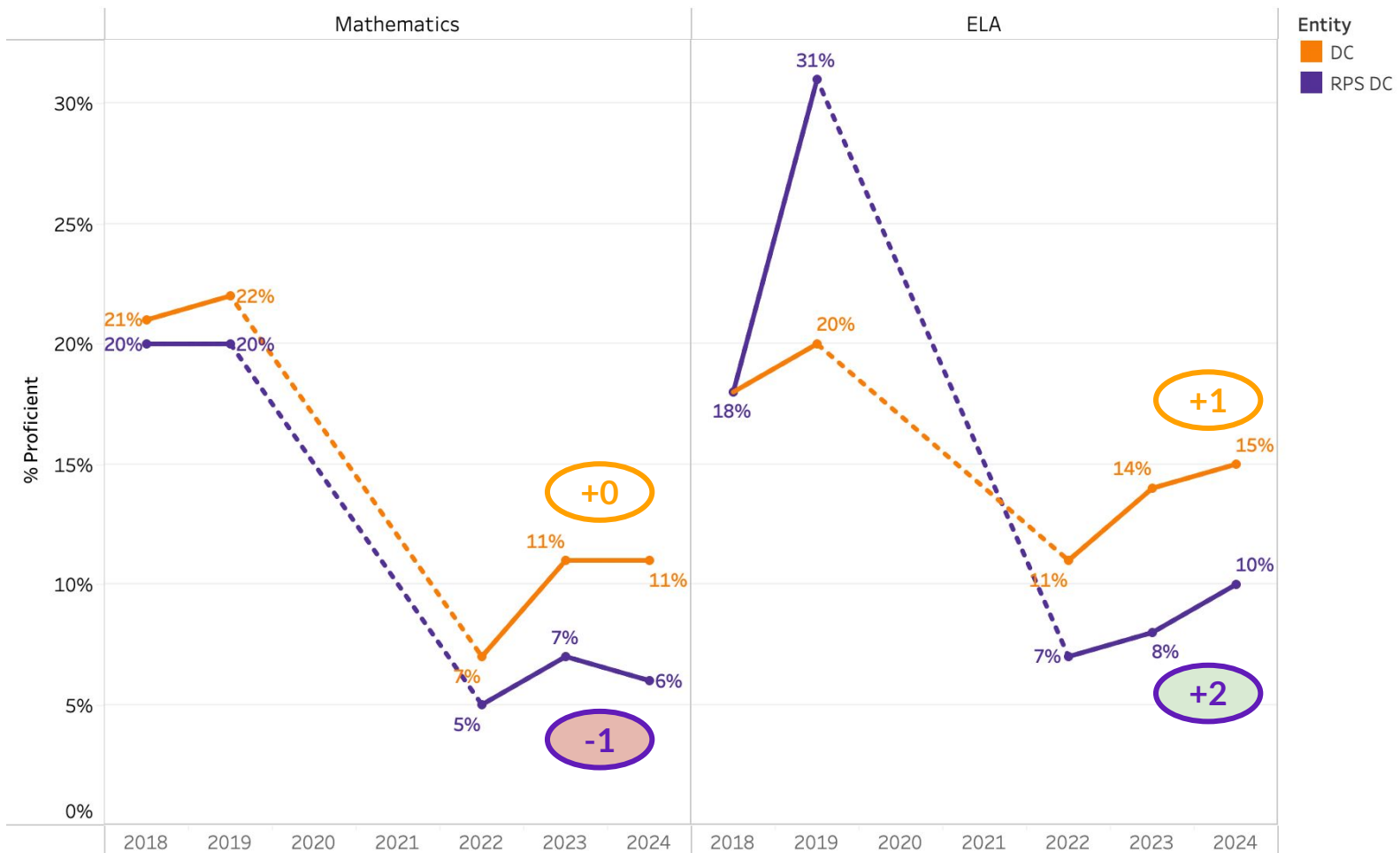
RPS CA Percentile Rankings: Grades 3-5					
		Math		ELA	
Subgroup	Year	% Met/Exceeded	State Rank	% Met/Exceeded	State Rank
All Students	2022-23	42%	63rd	44%	57th
	2023-24	45%	65th	43%	55th
SED	2022-23	38%	75th	40%	70th
	2023-24	40%	73rd	39%	63rd

RPS CA ranks in the **73rd Percentile** across the state for Economic Disadvantaged subgroup results in Math and **63rd Percentile** in ELA



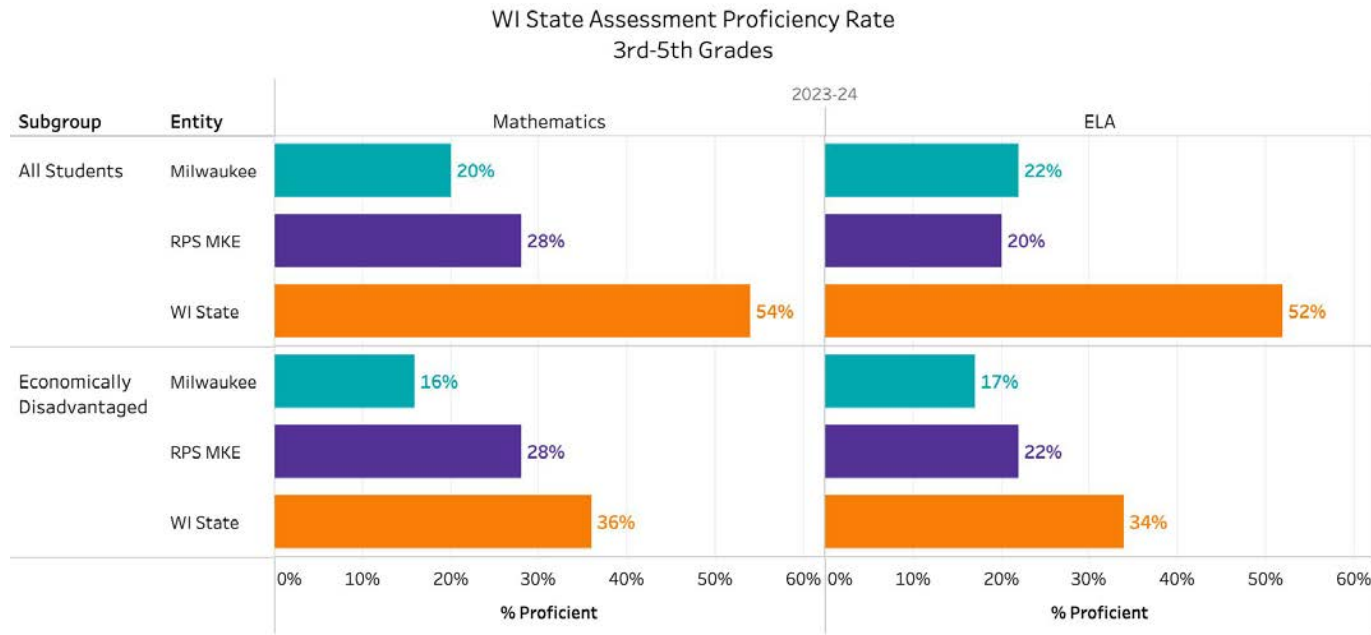
While RPS DC Economically Disadvantaged subgroup ELA results increased, proficiency continues to be below DC average

DC State Assessment Proficiency Rate
Economically Disadvantaged, 3rd-5th Grades



RPS MKE outperformed the local district in both subjects for Economically Disadvantaged Students and for All Students in Math

- WI revisions to their Math and ELA standards went into effect in 2023-24 and the state subsequently changed the cut score thresholds for proficiency rates
 - Given this change, 2024 proficiency rates **cannot** be directly compared to prior years
- While we can't compare YoY changes, RPS MKE relative results to the state and local district significantly improved in Math ⇒ **indicating RPS MKE made real gains in Math last year (at both schools)**
- Upcoming state report cards will report a score (although not a ranking) increase for both schools (*data currently embargoed*)

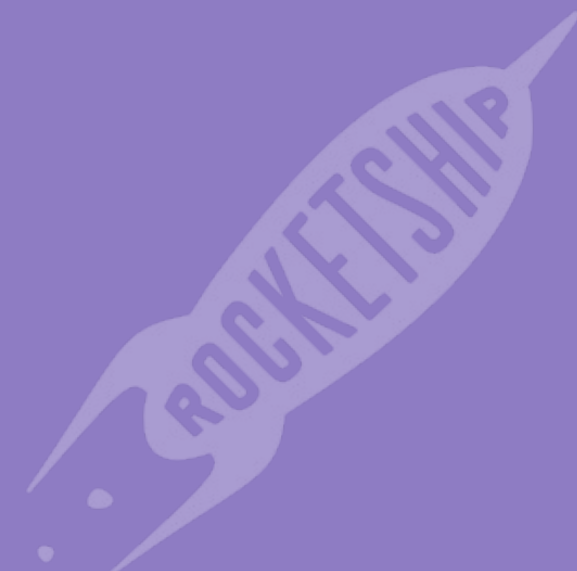


RPS NSH has historically outperformed local district (MNPS) Economically Disadvantaged subgroup results but dropped below MNPS in Math last year

TNReady: % Met or Exceeded Standard
Economically Disadvantaged, 3rd-5th Grades

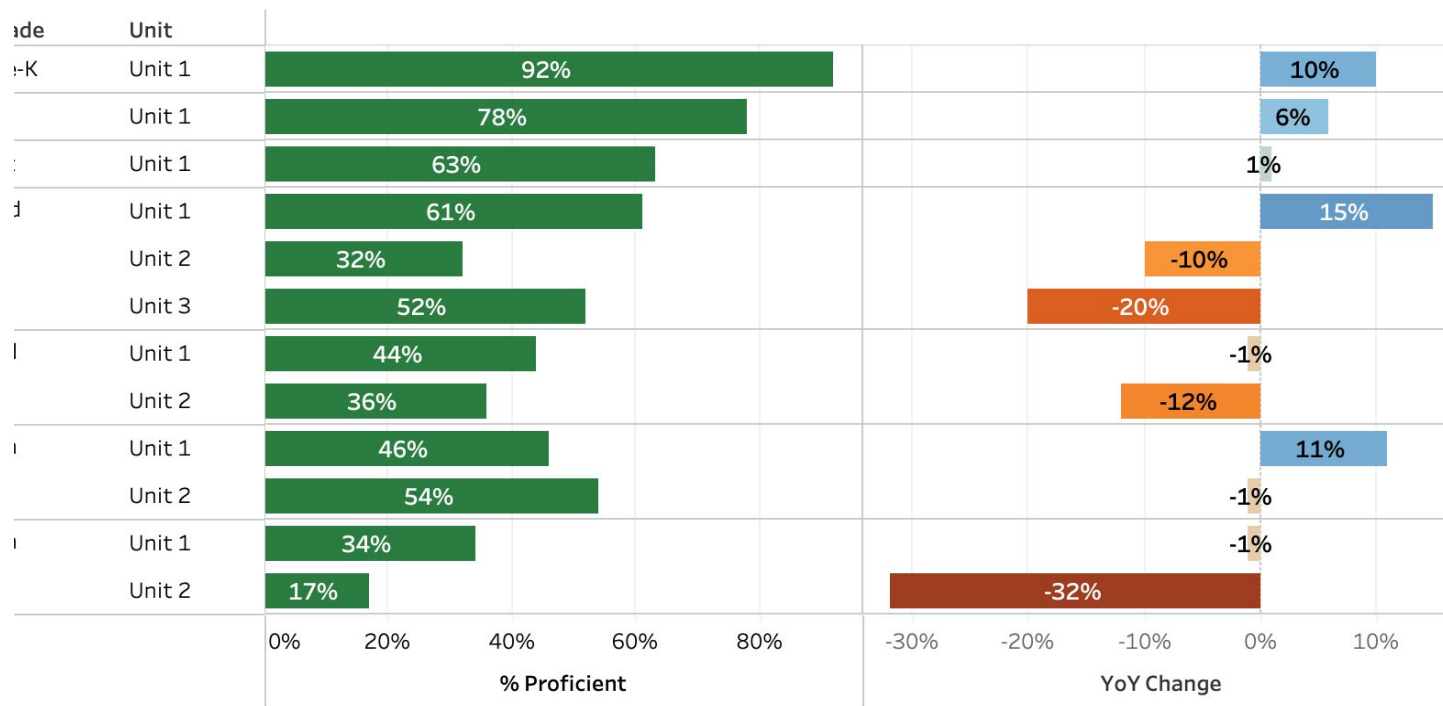


Math Progress Monitoring Data Disaggregated by Region



CA Math End of Module Assessment Data

2024-25 STEM End-of-Module Proficiency Rates
CA

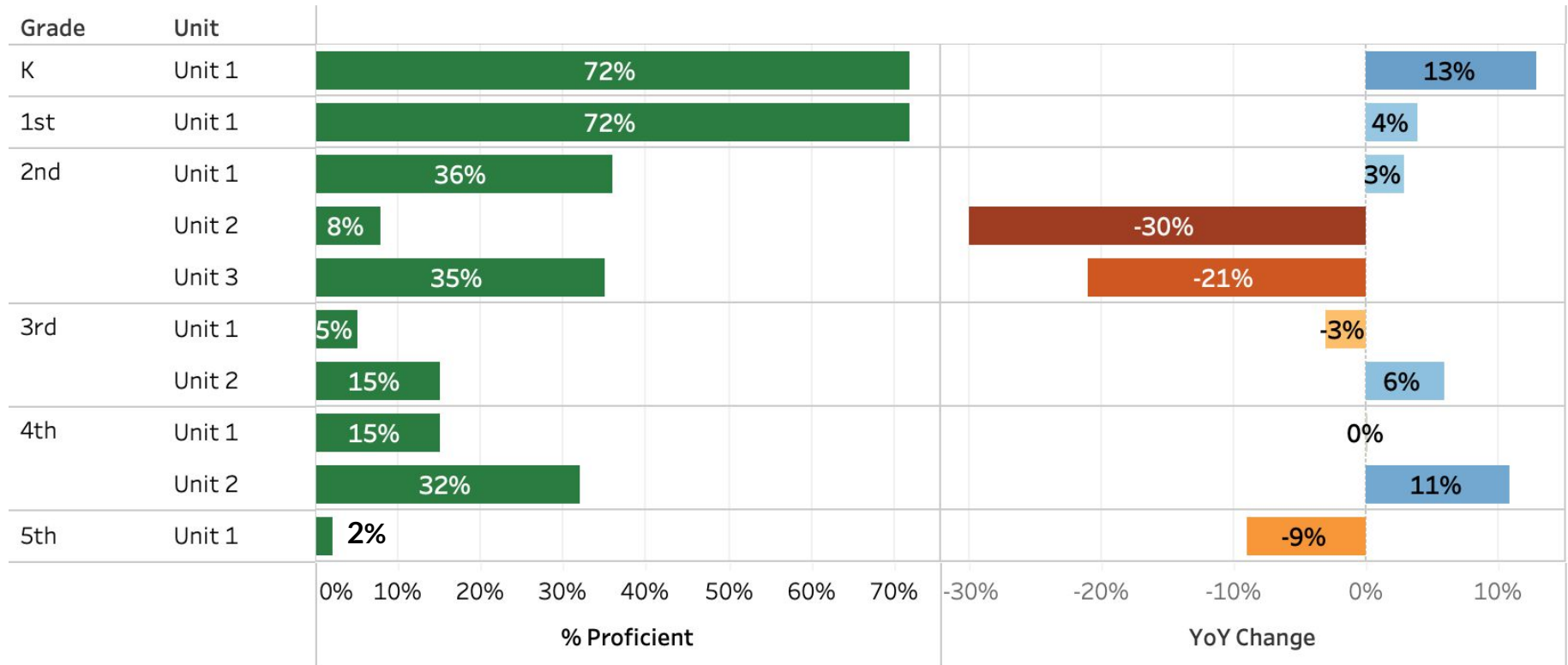


- Using a new version of assessments - designed to be more similar to state assessments (variety of question type and rigor)
- Lower grades demonstrating higher proficiency (number to 5, pre-K; numbers to 10 in Kinder)
- Beginning in G2, students need to read assessment independently - see more variability in upper grades
- G2 Unit 2 short measurement unit; see a rebound in Unit 3 (place value and comparing #s) and 1 of 3 key units in G2
- G4 Unit 2 - cautious interpretation (5 day unit on measurement conversions); Unit 3 focused on multiplication and division
- G3-5, students struggling w/ multi-part questions
- Remediation of units taking place via Bridges



DC Math End of Module Assessment Data

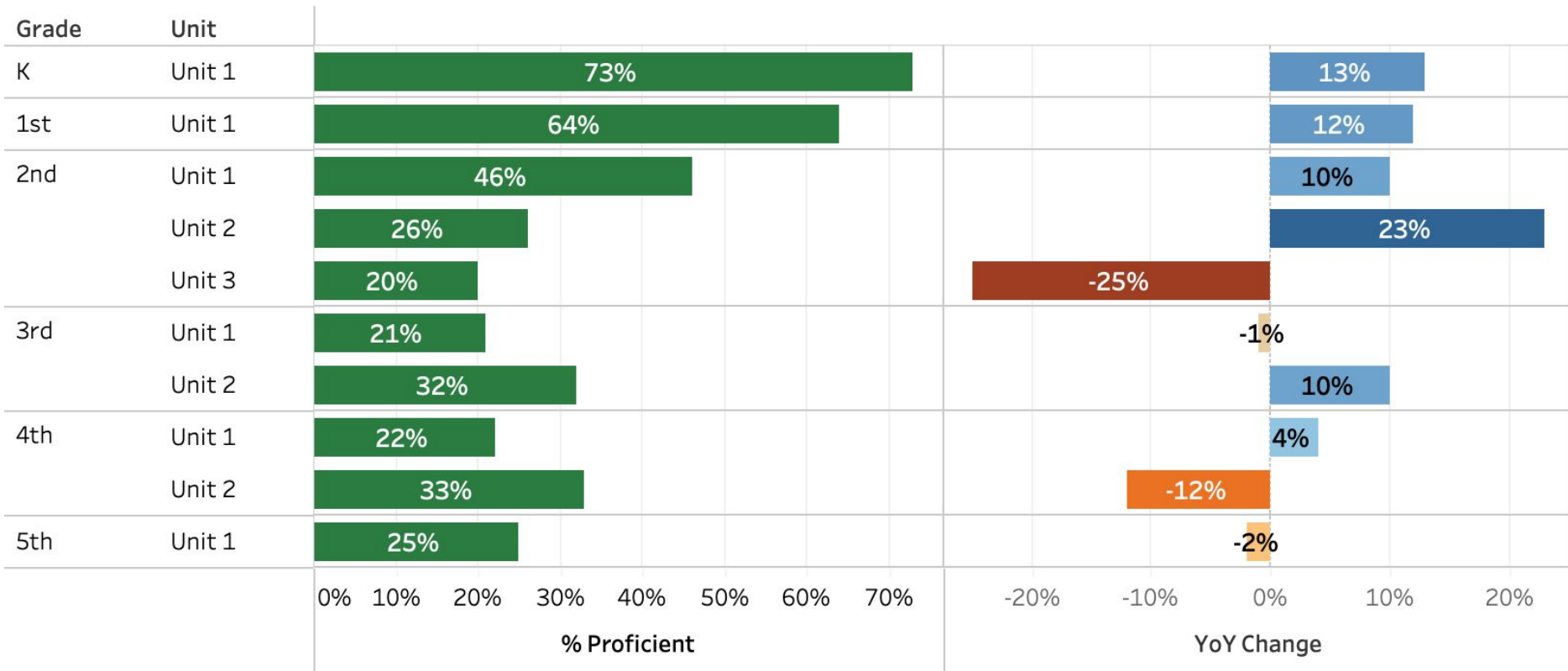
2024-25 STEM End-of-Module Proficiency Rates
DC



- DC region with the largest % of students starting at/below 25th percentile
- Significant SGI time in DC (in some cases, 1+ hr)
- Launched the year with focus on Bridges; now focusing on Tier 1 Core Lesson implementation

WI Math End of Module Assessment Data

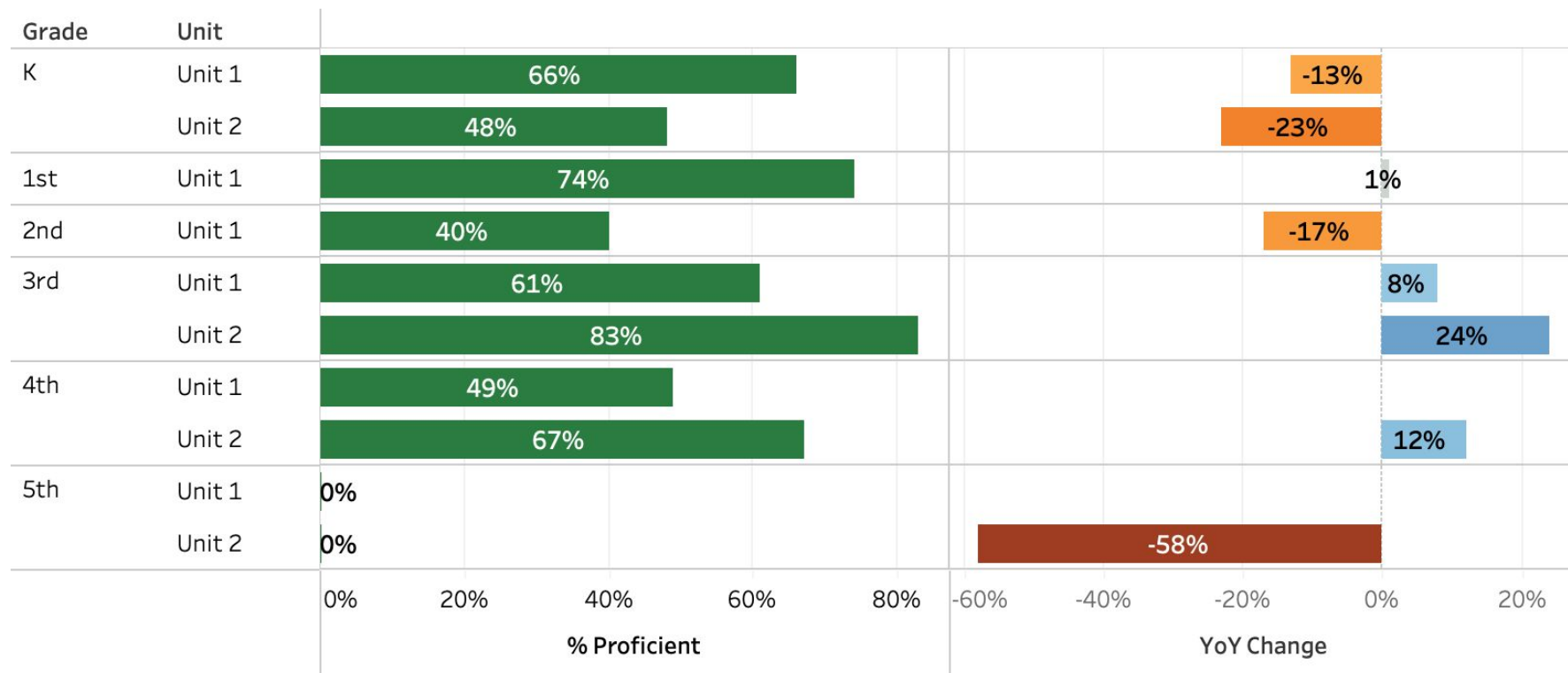
2024-25 STEM End-of-Module Proficiency Rates
WI



- 3rd STEM and 5th HUM at RTP currently taught by SLs
- K, G1-3 at RSCP taught by returning teachers (after a few staffing shifts)
- Higher performance being driven by RSCP; newer teachers and late hires at RTP (due to last minute increase in enrollment) is delaying progress at RTP; 60% of RTP students are new

TN Math End of Module Assessment Data

2024-25 STEM End-of-Module Proficiency Rates
TN

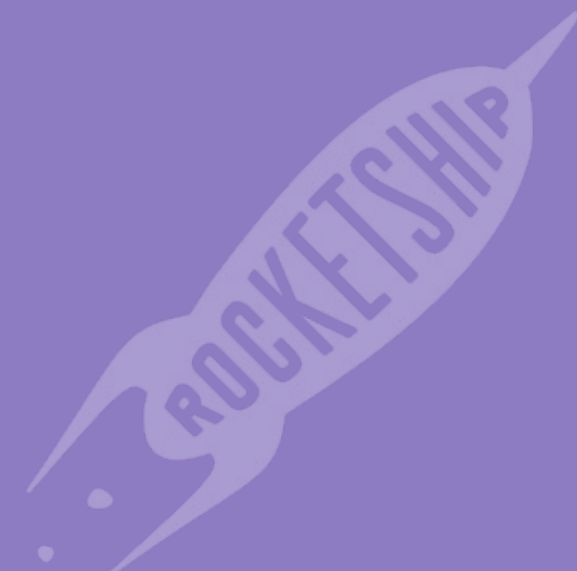


Note: 4th and 5th grades did not have Unit 1 scores recorded from 23-24.

- Missing large data sets because data was entered into a variety of different platforms; corrected for Unit 2
- G5 - several open response questions not graded, and thus reporting a lower score
- Multiple shifts in G5 staffing

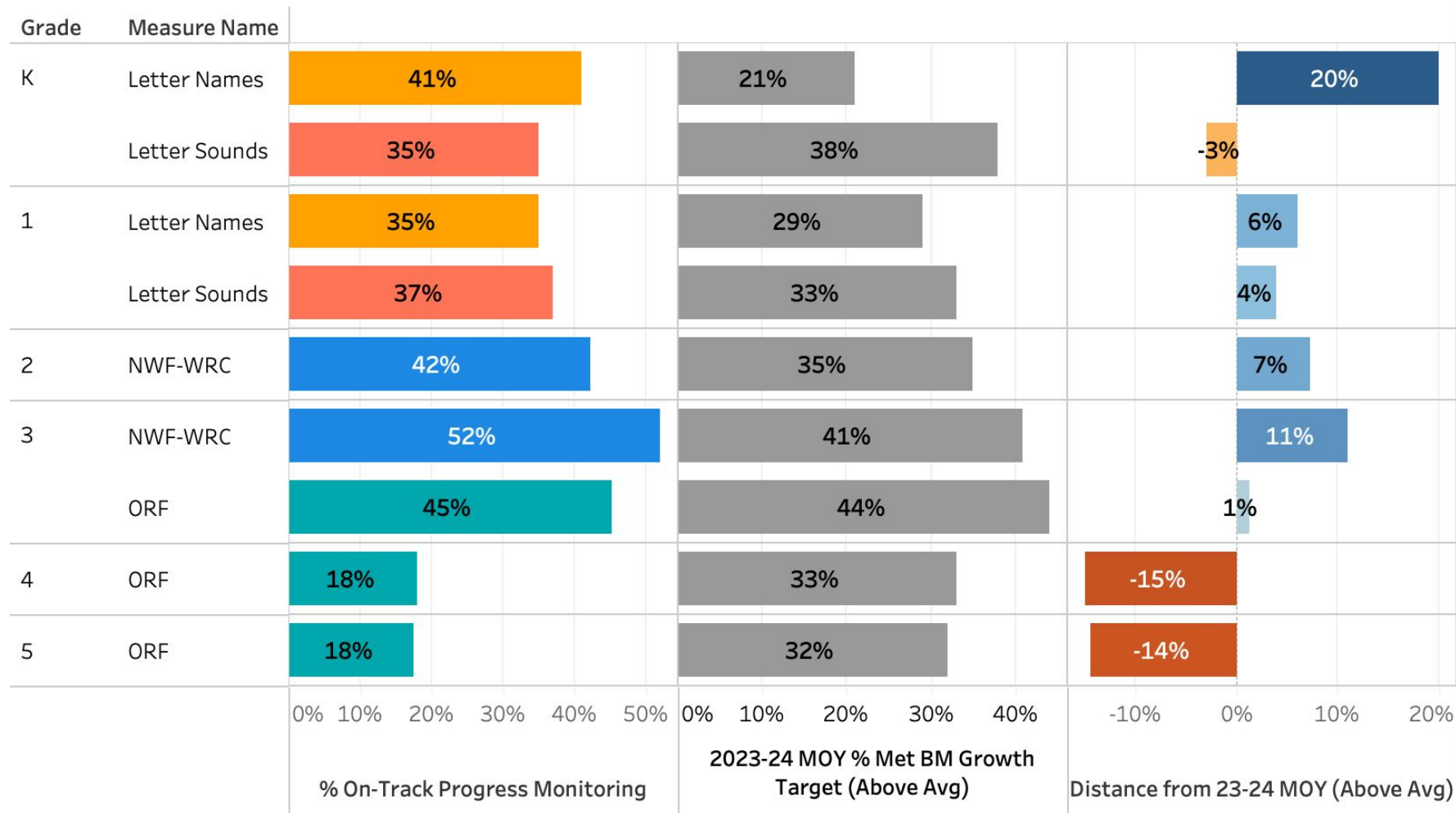


Reading Progress Monitoring Data Disaggregated by Region



California Monthly Reading Progress Monitoring

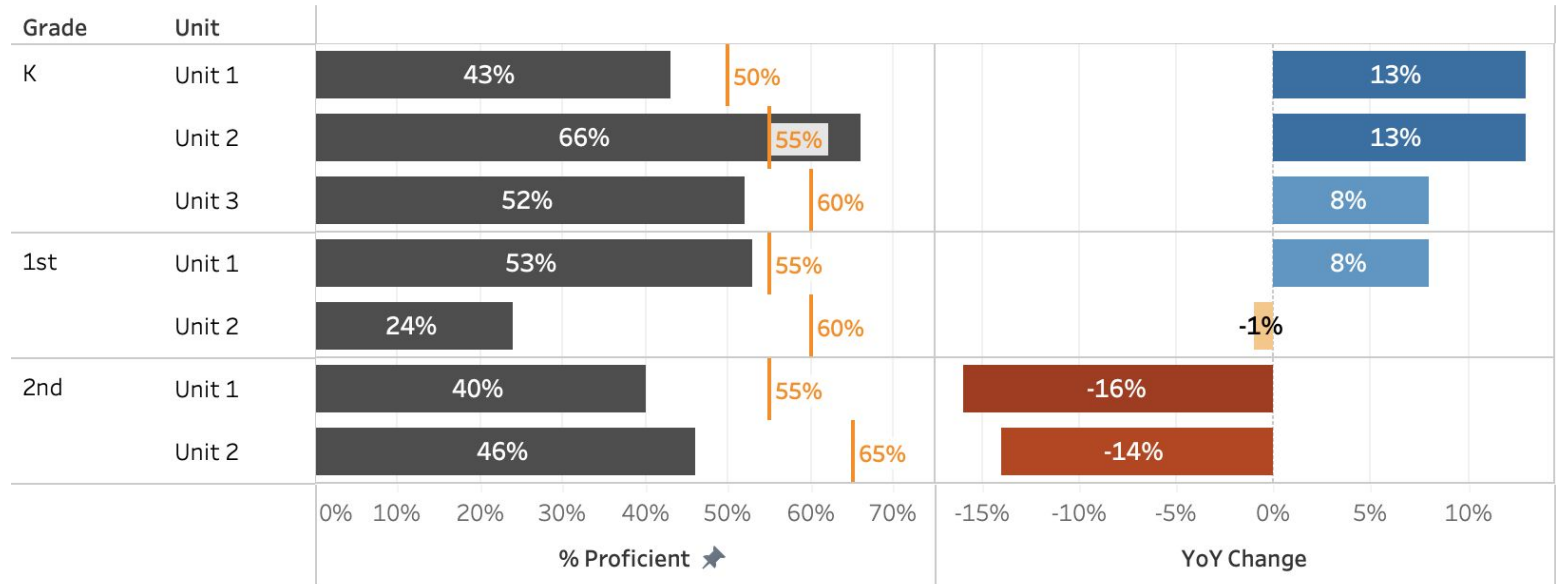
2024-25 October Progress Monitoring Proficiency Rates
CA



CA Foundational Literacy Skills Unit Data Comparison

2024-25 HUM Unit Proficiency Rates

CA



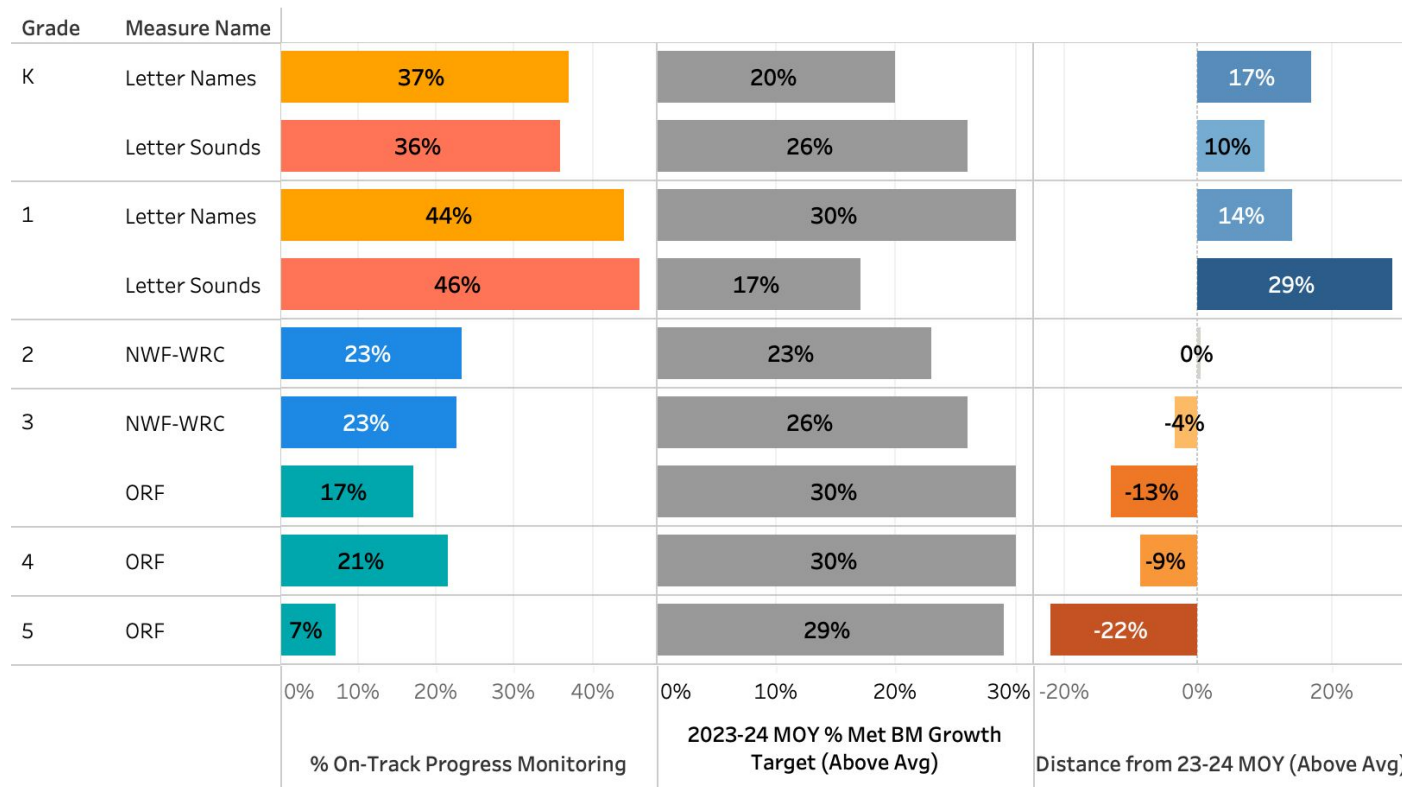
Orange reference line indicates interal RPS proficiency goal for an assessment.

- K Unit 1 and 2 are “readiness” units and connected to each other (ex: holding a pencil, line formation, letter formation)
- K Unit 3 is focused on first 8 consonant and vowel sounds (m, a, t, d, o, c, g, i); Unit 3 assesses student’s ability to read a CVC word (ex: student is able to read mat)
 - Remediating via guided reading and skills differentiation
- G1 and 2 Unit 1 review unit of the most common basic code from Kinder and 1st; Unit 2 starts G1/ G2 content - focusing on continuous blending (moving from accuracy to speed, and then, from speed to prosody)
- Proficiency in G2 in 23.24 SY was 60%+; proficiency in 24.25 SY constitutes 80%+

DC Monthly Reading Progress Monitoring

2024-25 October Progress Monitoring Proficiency Rates

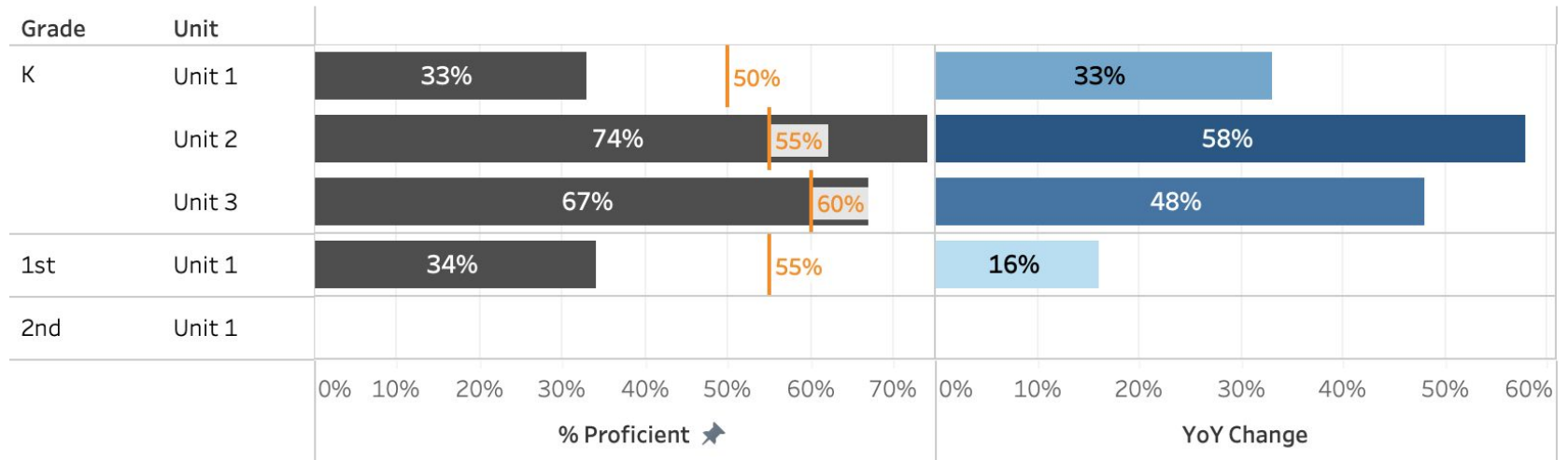
RPS DC



- Current year data is from the October cycle - with disciplined weekly data meetings and weekly real time coaching, we will continue to make progress towards the 23.24 actuals, and surpass
- G5 of most concern; ongoing vacancies in multiple 5th grade classrooms and a need to balance foundational skill mastery

DC Foundational Literacy Skills Unit Data Comparison

2024-25 HUM Unit Proficiency Rates
DC

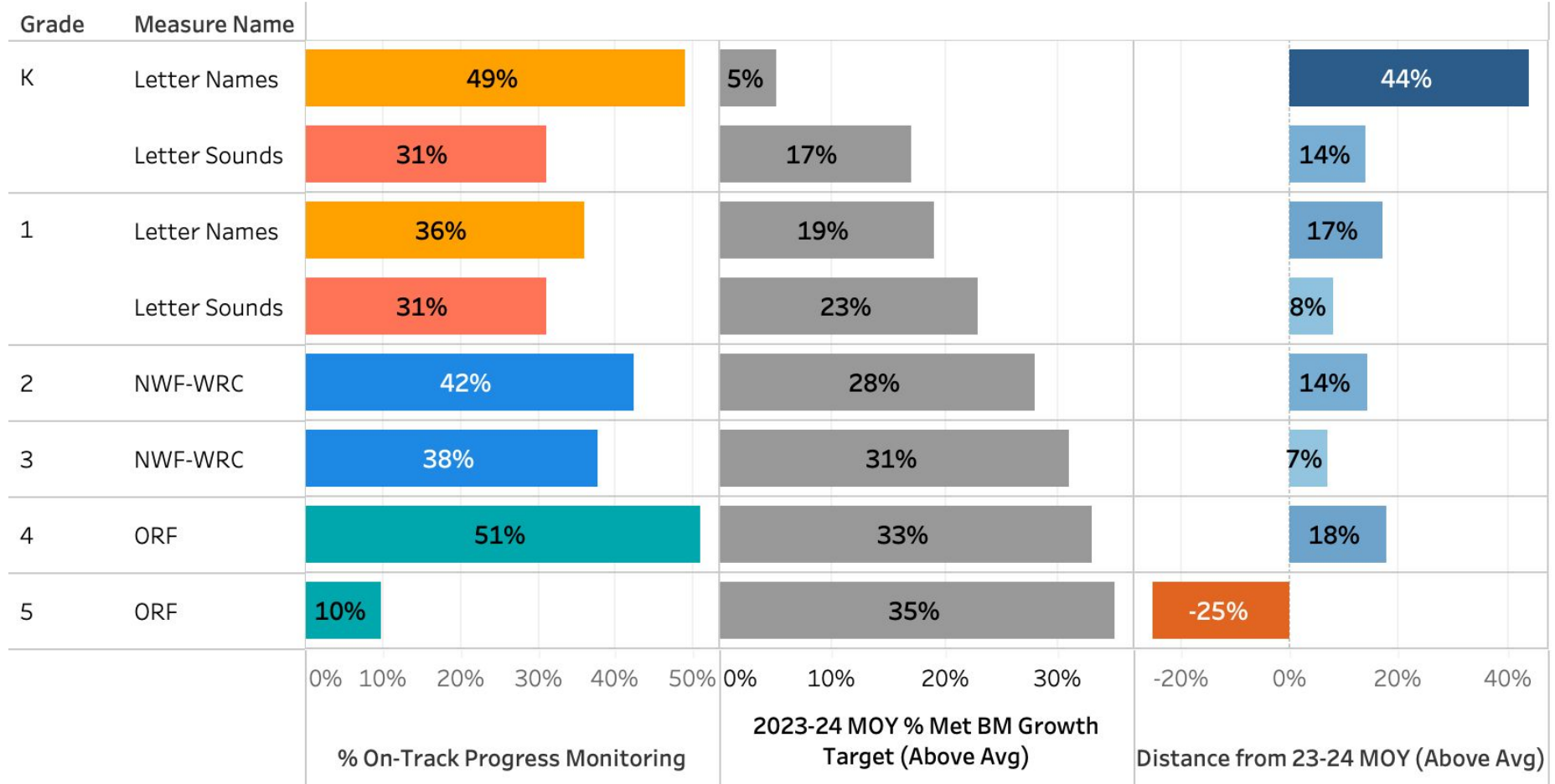


Orange reference line indicates interal RPS proficiency goal for an assessment.

- DC region with the largest % of students starting at/below 25th percentile
- Launched phonics remediation program, with sizeable increases in letter name and sound proficiency in grades 3-5, but significant time-cost from SLs
- Revised strategy in early October, with a continued focus on small group reading instruction, leader modeling and real time coaching of SGRI
- Weekly professional development focused on elevating SGRI (first 2 weeks were focused on launching and modeling a specific skill in the launch; currently focused on the during reading coaching)

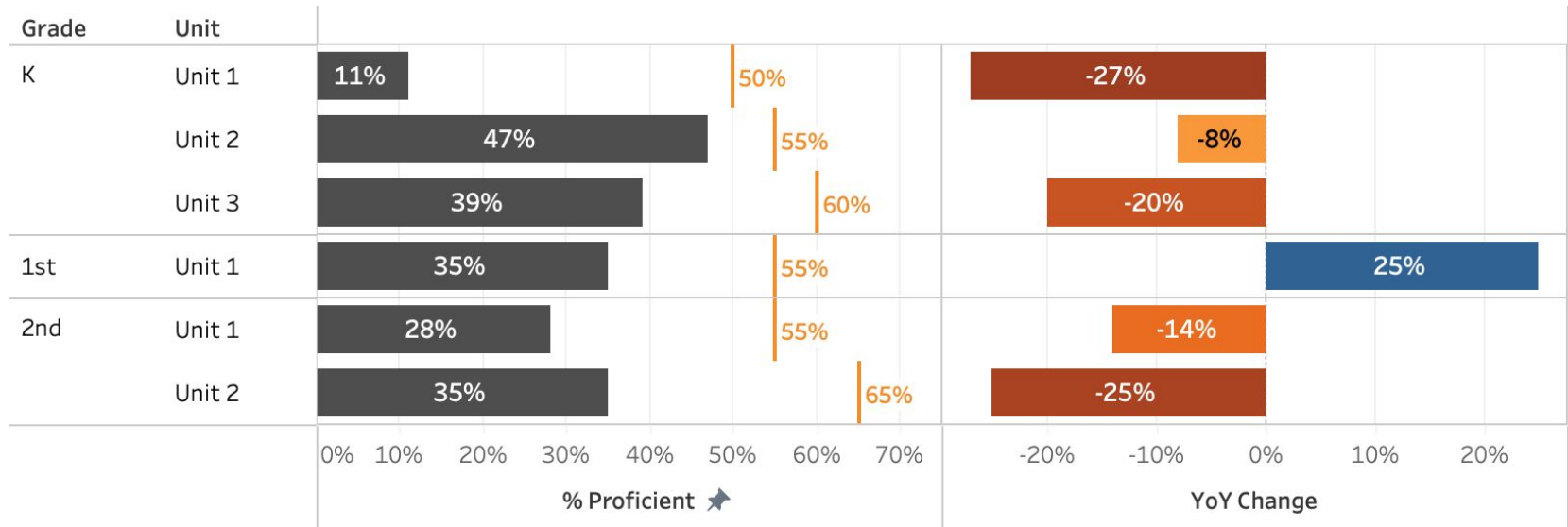
WI Monthly Reading Progress Monitoring

2024-25 October Progress Monitoring Proficiency Rates
RPS MKE



WI Foundational Literacy Skills Unit Data Comparison

2024-25 HUM Unit Proficiency Rates
WI

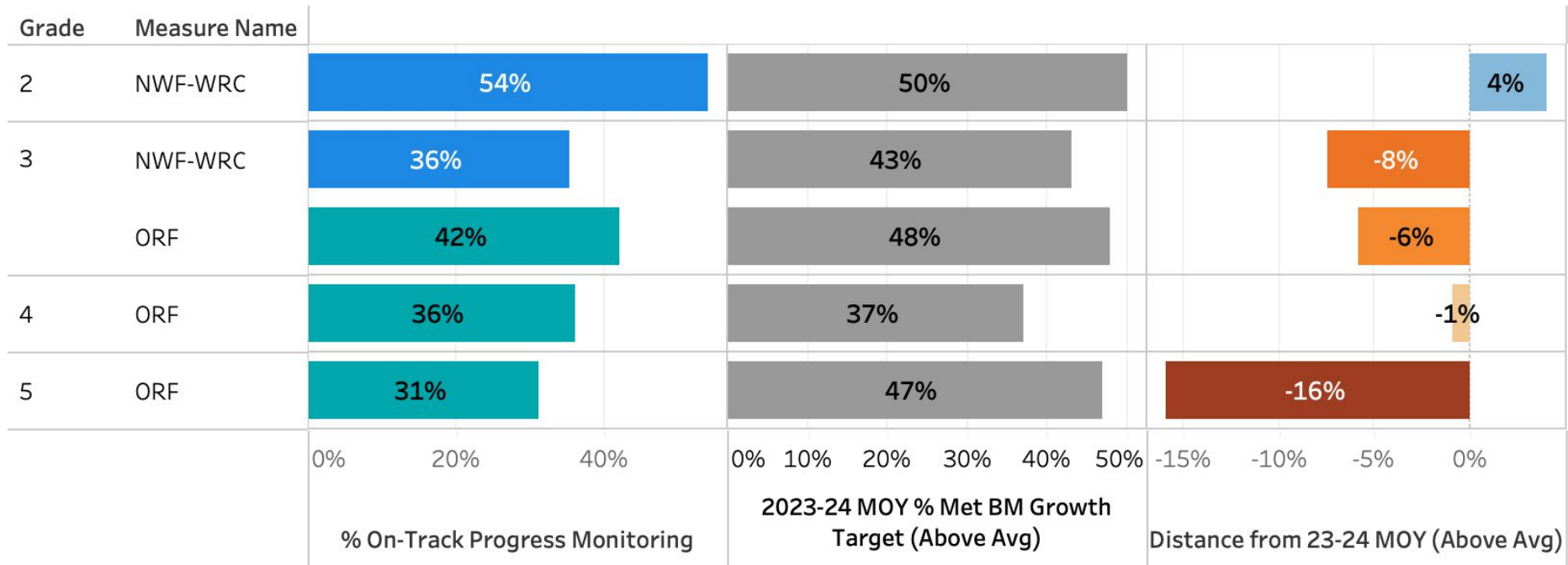


Orange reference line indicates internal RPS proficiency goal for an assessment.

- G1 bright spot (repeat teacher)
- GK - originally new teachers; Unit 4 data will reflect a Y2 GK teacher at both school
- RTP data is missing in most cases (due to staff transitions and recent hires); 3rd AP (returning RPS leader with demonstrated success) added to RTP 10/7
- G2 (across both schools) saw a significant increase in students with disabilities (hired additional paraprofessionals at both schools to support additional need)

TN Monthly Reading Progress Monitoring

2024-25 October Progress Monitoring Proficiency Rates
NSH

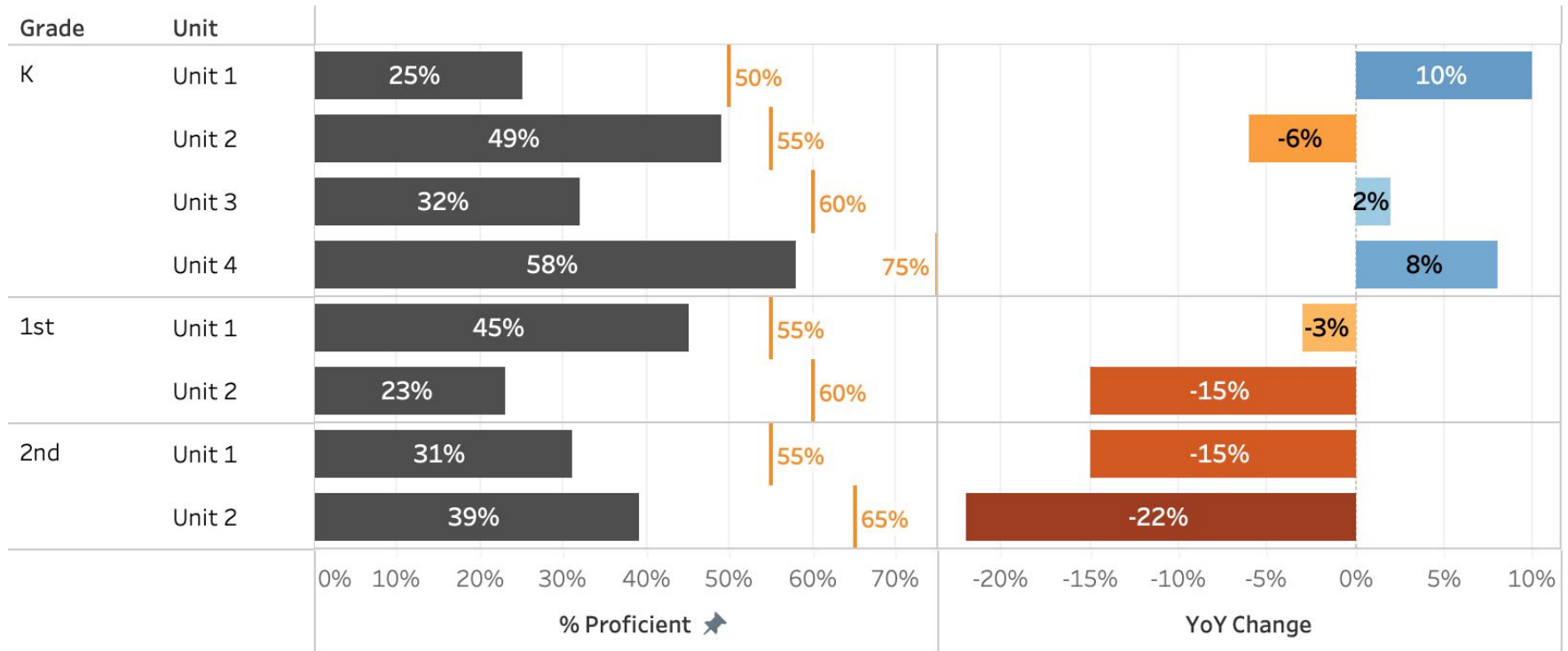


- Continuing to make progress towards the MOY targets at this point in the year
- TN performance remains of concern; focus on Tier 1 instruction and elevating rigor of text and comprehension questioning
- Teacher and leader intellectual prep and data analysis focus until mid-year

TN Foundational Literacy Skills Unit Data Comparison

2024-25 HUM Unit Proficiency Rates

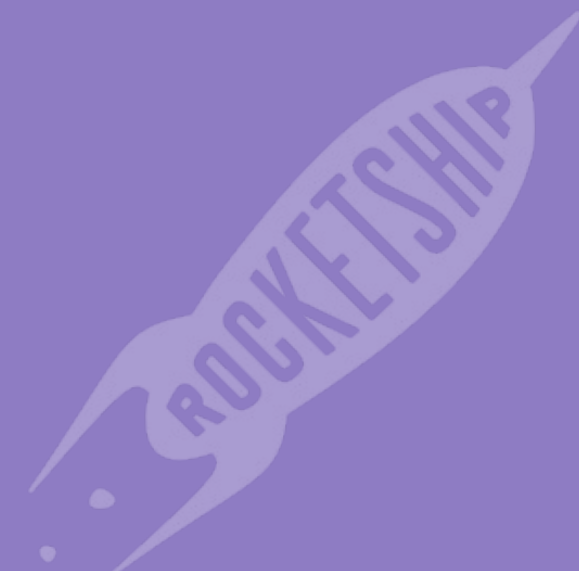
TN



Orange reference line indicates internal RPS proficiency goal for an assessment.

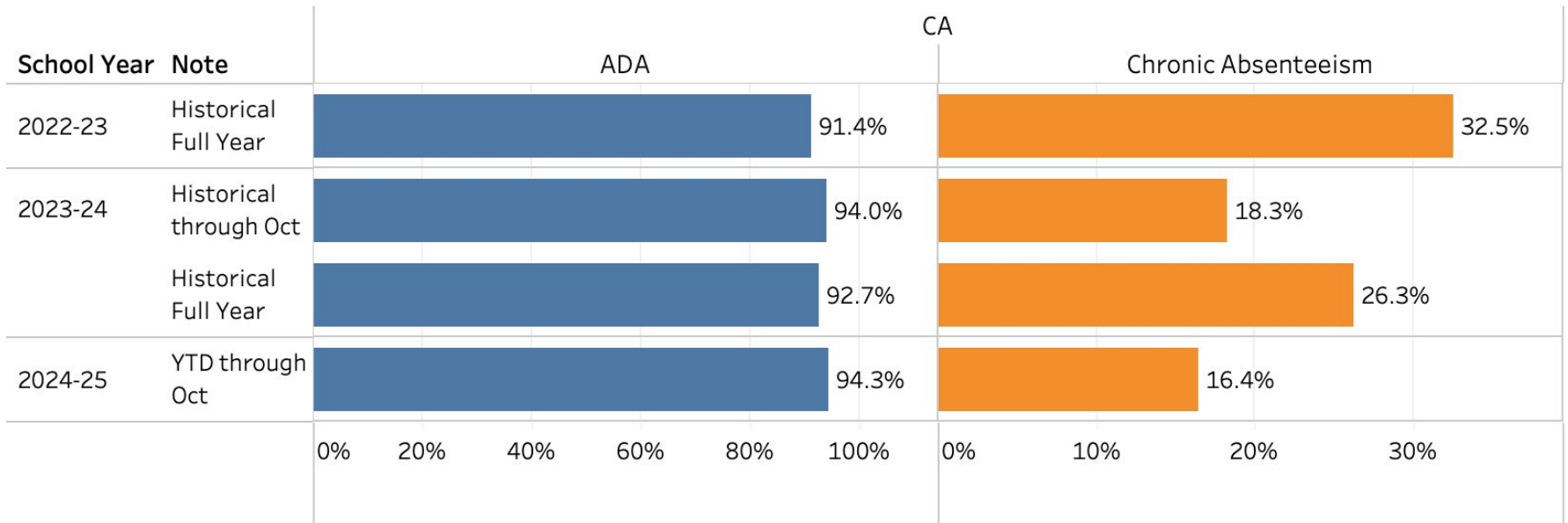
- Remediation taking place via guided reading instruction
- Skills lessons require further real-time differentiation to improve unit-over-unit performance
- Tier 1 instruction a key focus over next 2 months

Attendance and Chronic Absenteeism



CA attendance is currently ahead of last fall

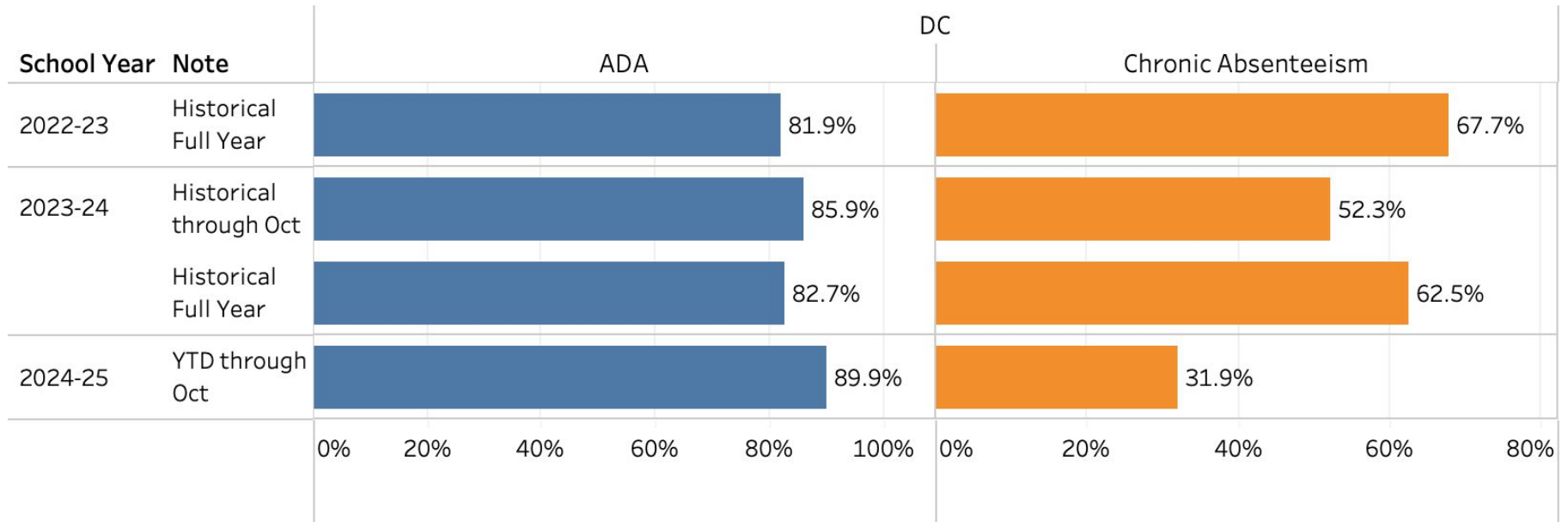
RPS CA: Attendance Metrics



- Historically, attendance is lower during the winter months and schools see the largest uptick in chronic absenteeism at mid-year
- All CA schools currently on-track to earn a Yellow or Green Performance Level for the 2025 dashboard based on declines from EOY 2023-24 rates
 - All schools have several percentage point buffer from Orange range but upcoming months will show if schools are able to maintain buffer and stay on-track

DC Chronic Absentee rates are significantly lower than any year after 2020

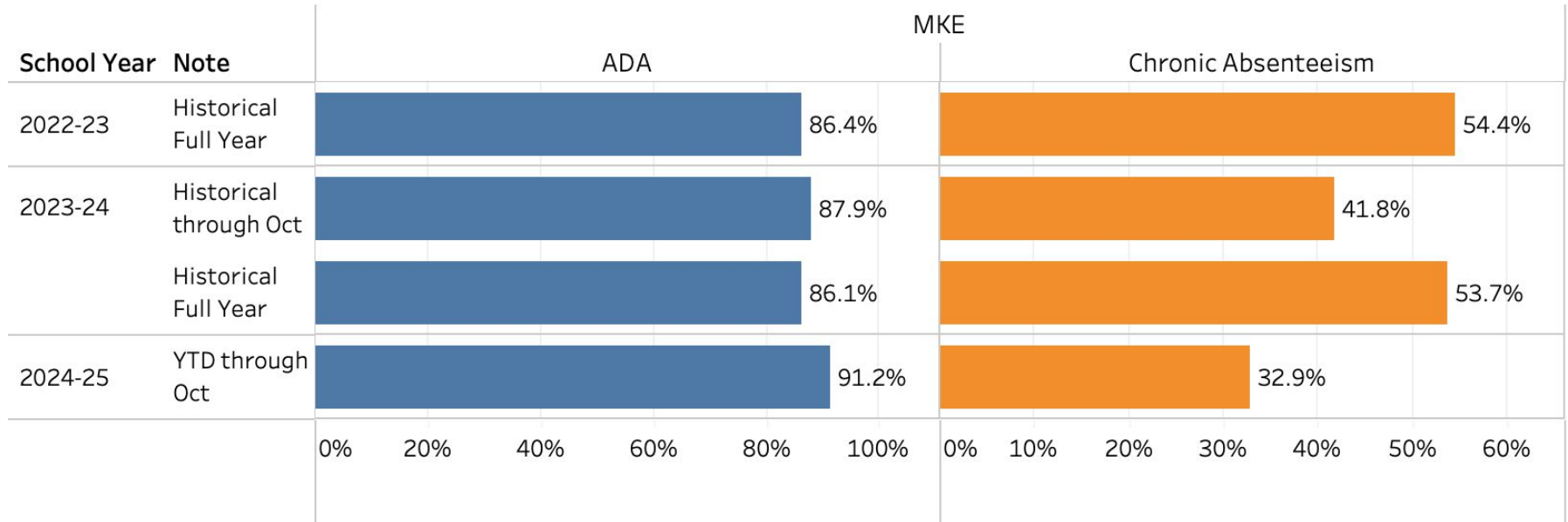
RPS DC: Attendance Metrics



- Historically, attendance is lower during the winter months and schools see increases in chronic absenteeism at mid-year
- While DC chronic absenteeism is likely to increase over the next few months, strong fall start will hopefully still drive full year YoY declines
- DC ADA held steady between September and October this year, in contrast to recent years where October rates were already declining

Both MKE schools have reported strong attendance gains this fall

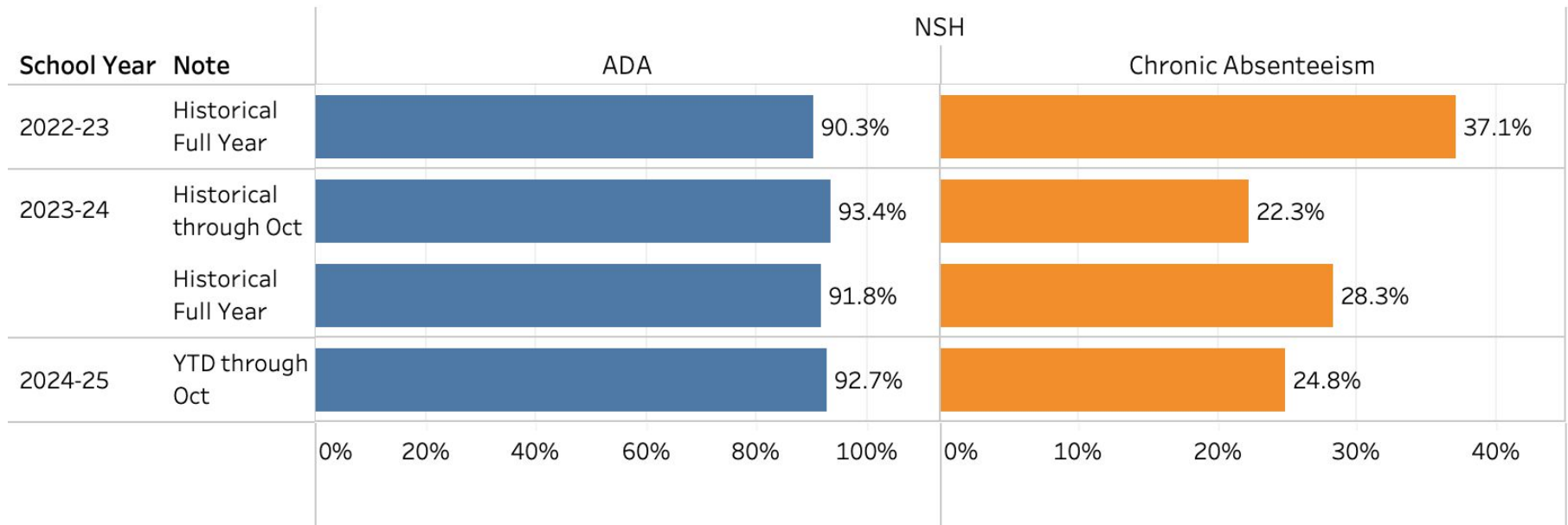
RPS MKE: Attendance Metrics



- Historically, attendance is lower during the winter months and schools see increases in chronic absenteeism at mid-year
- While MKE chronic absenteeism is likely to increase over the next few months, strong fall start will hopefully still drive full year YoY declines

NSH Attendance is slightly below last year's fall rate and the region will need to monitor attendance closely this winter to ensure on-track for EOY

RPS NSH: Attendance Metrics

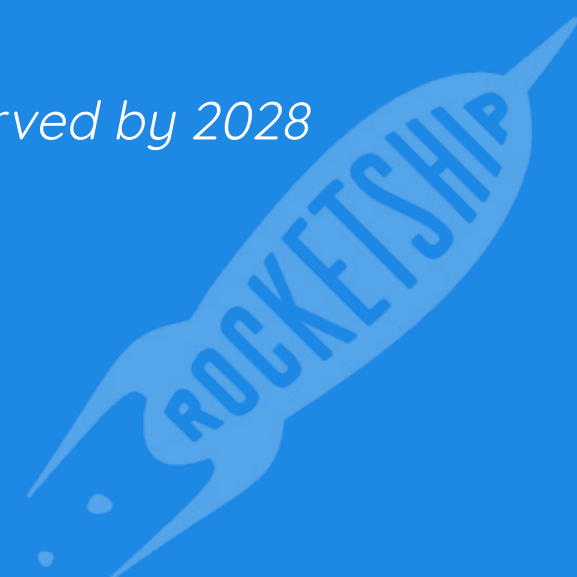


- Historically, attendance is lower during the winter months and schools see increases in chronic absenteeism at mid-year

Wisconsin Deep Dive:

Scaled Impact

***Rocketship Goal: 44,000** Lifetime Rocketeers served by 2028*



Objectives of Rocketship Growth Process

To achieve our vision and catalyze our theory of change by launching schools that are fully enrolled, high achieving, financially strong, and set up for success on day one.

To scale our high-quality network and impact by ensuring excellence in both our current and new schools.

To balance enterprise and deliberation in our decision-making.

To create transparency into our growth strategy.

To leverage expertise and collaborate across the organization.



Objectives of today

- Provide an overview of a growth opportunity, regional health, and next steps in planning to sustain/elevate excellence for three schools in 25-26
- National Achievement Committee discussion: questions, suggestions and cares

Objectives of the Committee and Board Review

- Incorporate **your feedback** in our growth, diligence and greenlighting processes
- Provide **a deeper look** into the work that has been completed and is in process
- Ensure **alignment and create more predictability** by understanding the Board and Committee members questions and cares
- Collaboratively **drive towards the goal of 44,000 Lifetime Rocketeers served and success for our schools and our Rocketeers!**

WI Achievement Committee
National Achievement Committee
WI Business Committee
National Business Committee
WI Board
National Board

Summary of Milwaukee's Growth & Opportunity

Growth has been challenging in Milwaukee due to financial realities and constraints (i.e., K4 and ISE reimbursements), recruitment / enrollment challenges and a saturated education landscape. The original plan for rapid growth (8 schools) did not come to fruition in Milwaukee.

With shifts in the financial realities for Milwaukee (i.e., increased per pupil revenues) and continued significant need in the community, **growth in Milwaukee must be considered, especially in driving to a more sustainable, high-quality region. Region is stable and demonstrating historic achievements in: academics, fundraising, enrollment, staff satisfaction, family satisfaction.**

A charter has confidentially engaged Rocketship to consider acquiring their elementary school. It is in a zip code with one of the largest gaps in the city (>10,000) between the need for and supply of high-quality school seats. A neighboring zip code also has many fewer high-quality seats than students.



Executive Summary

- **Growth Context and Opportunity**
 - **Founding:** Rocketship Southside Community Prep 2013-14; Rocketship Transformation Prep 2018-19.
 - **Opportunity:** aligned with objectives of Rocketship growth process.
 - **Phase 1 Diligence:** Completed and confirmed WI regional health trending upwards and merits investment of national and regional resources to conduct phase 2 diligence process.
- **What is Going Well and Helps Sustain Excellence for 3 Schools in 25-26**
 - **Leadership:** Retention of 93% since June 24 provides consistency not recently experienced in WI and increases capacity for regional team to support core school model practices.
 - **Achievement:** Data creates optimism for continued multi-year growth to elevate proficiency levels.
 - **Dibels PM:** The region started with higher [DIBELS](#) scores than last year and the latest [Progress Monitoring](#) scores suggest the region is on-track to have similar or higher percent of students meeting DIBELS growth goals at mid-year.
 - **Eureka:** End of unit assessments show increases from last year across every grade except 5th.
 - **OLPs:** Regional focus on OLP completion rates yielded significant increase in recent weeks
 - HUM OLP (Amplify Boost) completion rate up 23% to 72%; top 10 schools in the network
 - Math (Zearn) OLP completion rate up 8% to 67%; top 10 schools in the network
 - **Attendance/Absenteeism:** ADA up 5% from last year, currently at 91%, Chronic Absenteeism down 20% from last year, currently at 33%.
 - **PD/Intellectual Prep:** Monthly PD on variety of topics, and region has rolled out IPPLCs regularly with both schools engaging weekly.
 - **Facilities and Finances:** Are favorable, support implementation of core school model, and add additional resources for regional NeST.
 - **Philanthropic Support and Fundraising:** Have been on an upward trajectory over last two years (exceeded FY24 goal). Currently on track to exceed FY25 goals.



Executive Summary (continued)

- **What needs to be stronger/planned for to Help Sustain Excellence for 3 Schools in 25-26**
 - **Achievement:** Early Fall 2024 data points indicate that RPS MKE is continuing to make gains on student achievement and still has areas for improvement to elevate proficiency levels.
 - **Math:** Most grades are earning higher proficiency rates on their [End-of-Module STEM assessments](#).
 - **Reading/Literacy:** The region started with higher [DIBELS](#) scores than last year and the latest [Progress Monitoring](#) scores suggest the region is on-track to have similar or higher percent of students meeting DIBELS growth goals at mid-year. However, lower grade [HUM Skill Unit](#) proficiency is lower than last year (staffing adjustments were made in response to data).
 - **UWM Framework:** Mid year achievement must meet commitments. RPS WI committed to achieving 88% ADA, less than 40% chronic absenteeism and 1.1 years of projected growth (NWEA) by December 2024 at RTP.
 - A 3-5 year plan to restart a school via Rocketship core school and operating models (e.g., Program, Enrollment, Talent) without jeopardizing success of existing 2 schools.
 - **Talent Development and Pipeline:**
 - Continued partnership with Program team focused on building coaching capacity, modeling data analysis and action planning for leaders, and elevating Tier 1 student culture.
 - Maintaining or improving teacher retention - especially at Rocketship Transformation Prep.
 - **Family Recruitment:**
 - Marketing & Enrollment Team partnership to maximize recruitment and enrollment efforts (e.g., maintain current enrollment and recruit at least 150 new students across the 3 schools).
 - Region had ~ 35% increase in enrollment since last year.
 - **Finances/Sustainability:**
 - Still driving towards a sustainable region that is not fully dependent on philanthropy and projected 80% decrease in need for national deferred loans.



What We're Excited About

- **Growth Trajectory:** Within Milwaukee, this is the most likely path to growing our impact (acquisitions v. new starts) due to the high saturation of low-quality schools in the region.
- **Alignment:** Significant between organizations
 - ELA & Math curriculum.
 - Lesson planning / Teacher prep expectations / coaching systems.
 - MTSS systems (Tier 1, Tier 2 behavior systems), uniforms.
- **Leadership Potential:** Principal communicated appetite for more coaching and development.
- **Facility opportunity:** Sizeable, modest repair costs (\$110K ~ same as RTP), loan is very affordable (~\$100K/year vs. \$400K for each WI school).
- **Financial Sustainability:** School can be sustainable and contribute to the sustainability of the region when enrolled near current enrollment levels.



We consider four overarching questions when **greenlighting**:

1 Have we earned the right to grow?

**Regional
Health**

Student Achievement
Staff Satisfaction
Finances
Enrollment
Leader/Educator Pipeline

2 Is there inequity in public education in this area? Is there demand for Rocketship schools?

**Need &
Demand**

Need: Market Size and Demographics
Competition: Quality and Access
Demand: Enrollment
Family and Community Engagement

3 Does the external environment support our ability to scale our impact?

Support

Charter
Community/Political Support

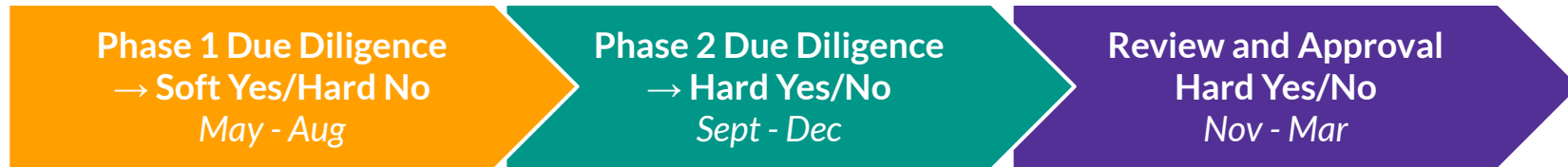
4 Can we execute our model with fidelity?

**Expectation
of Model
Execution**

Facilities
Talent
Finances & Fundraising



Overall Greenlighting Timeline



Objectives	Create assessment framework for soft yes/hard no decision to invest more national and regional resources in phase 2 diligence	Conduct deeper diligence for RET & NLT hard yes/hard no decision to engage in restart work	WI and National Board Comms review and Boards vote hard yes/hard no (non-negotiables included) and for contract approval
Activities and Milestones	<ul style="list-style-type: none"> ● May/Jun: Research, partner collaboration, and framework created ● Jun/Jul: Questions and documents identified and reviewed ● 7/26: Opportunity scored by regional (RLT) and functional (NLT) leads ● Aug: RET, NLT, WI Ach Com, WI & National Bus Coms & Boards reach soft yes and identify areas for deeper diligence + non negotiables 	<ul style="list-style-type: none"> ● Engage in deeper due diligence ● Engage with partner on comms plan and begin development ● Alignment on academics, talent, culture, operations, facilities ● Engage M&A counsel for due diligence and playbook ● WI RET vote ● NLT votes hard yes/hard no and identifies any outstanding non negotiables 	<ul style="list-style-type: none"> ● National Ach Com review ● WI Ach Com review ● WI Bus Com review ● National Bus Com review ● WI Board vote ● National Board vote ● WI Board Meeting contract approval ● National Board Meeting contract approval ● If approved, RPS assumes full responsibility



Achievement, staff satisfaction, finances, enrollment and talent pipeline

Regional Health



Completed
and
monitoring!



Regional Health: What is going well and continued monitoring

Targets: End of Year Unless Specified

Monitoring Status Monthly

Achievement

- NWEA Absolutes (at 50th percentile+) - 45% in math and ELA
- NWEA Absolutes (at 67th percentile+) - 32% for Math, 22% for ELA
- **NWEA: Students on track to grow 1.3+ years**

- **EOY24:** RSCP achieved among the highest growth; RTP improved ranking since last year
- **BOY25:** State Assessment: RPS MKE outperformed the local district in both subjects for Econ Disadvantaged & for All Students in Math (next state report card will report a score increase for RSCP - data currently embargoed)
- **BOY25:** While NWEA Reading absolutes were lower than last fall, MKE DIBELS Benchmark proficiency started in a stronger position than last year
 - % at NWEA Map Reading 67th %ile = Q1 - 11%
 - % at NWEA Map Math 67th %ile = Q1 - 16%
 - Math Unit Test Average Proficiency = 29%
 - K-2 CKLA Skills (Approaching + Proficient) = 65% (RSCP)
 - 3-5 CKLA Integrated (Approaching + Proficient) = N/A
 - Math OLP (Zearn) Weekly Completion = 67%
 - HUM OLP (Boost) Weekly Completion = 72%
- **UWM 23-24 Visit:** Impressed by growth, strong comms, confidence in ED & underscored need to meet UWM perf indicators before renewal in 27; RPS WI committed to 88% ADA, less than 40% chronic absenteeism and 1.1 years of projected growth (NWEA) by December 2024 at RTP
- **UWM 10/24:** Supportive of growth opportunity
- NWEA: Students on track to grow 1.3+ years
 - OLP Completion - 80%+ students meeting weekly goals
 - Unit Tests - 60% Math proficiency avg, 75% (approaching + proficient)

Attendance

- ADA at least at 90%
- **Chronic Absenteeism (RTP 35% or less, RSCP 25% or less, MKE 30% or less)**

- **BOY25: ADA: YTD Oct - 91.2%**
- **BOY25: Chronic Absenteeism: YTD Oct - 33%**
- **BOY25: Attendance meetings and home visits led to improved attendance and decreased chronic absenteeism**



Regional Health

Targets: End of Year Unless Specified

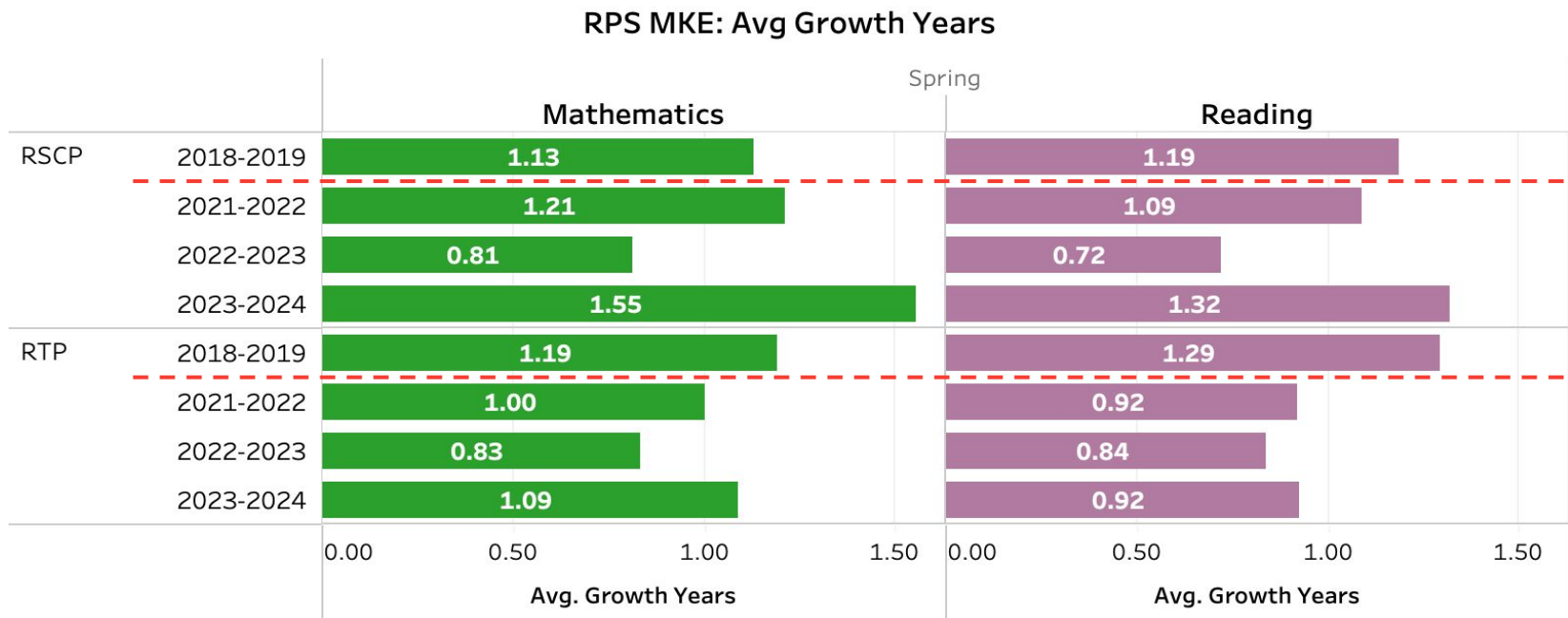
Monitoring Status Monthly

	Targets: End of Year Unless Specified	Monitoring Status Monthly
Enrollment	<ul style="list-style-type: none"> On count day: Enrollment at RCSP and RTP at least at 780 Target maintaining current enrollment and adding 150 new students total to the 3 WI schools 	<ul style="list-style-type: none"> EOY24: Focused efforts = substantial increases in leads, apps and enrollments over prior year BOY25: Focused efforts yielded ~ 100 more students than 23-24 Count day enrollment = 739 (95% of enrollment goal); 10/24 enrollment = 725 (93% of enrollment goal)
Finances & Fundraising	<ul style="list-style-type: none"> Finances: Initial budget projects a + \$40K CINA (including regional mgt fee ~ \$192k) on public dollars only Fundraising: On track for \$970K goal 	<ul style="list-style-type: none"> EOY24: Exceeded last year's fundraising goal. BOY25: 53% of goal already raised; as of 9/24 raised \$517K toward FY25 goal of \$970K
Talent	<ul style="list-style-type: none"> At least 90% leader retention At least 93% of positions are filled 	<ul style="list-style-type: none"> EOY24: Projected leader retention ~90% ITR BOY25: Leader retention - 93% since June 24; up from 20% EOY23 and 87% EOY24; 0 vacancies BOY25: 100% of positions filled; ; 0 vacancies 97% teacher attendance; network average 96%
Culture	<ul style="list-style-type: none"> Families/Students: PPH 100%; home visits 100% 	<ul style="list-style-type: none"> EOY24: <u>Milwaukee was the only region to increase staff satisfaction two years in a row</u> EOY24: <u>Overall families are satisfied with their Rocketship schools</u>; RSCP's Recommendation Score improved since 22-23; RTP's Recommendation Score has steadily improved since 21-22 BOY25: Percent of families reporting home visits increased +23% to 63%; PPH - 66%



After facing academic challenges during and after the pandemic, RPS student outcomes improved in 2023-24

- RSCP earned its highest ever average growth in both subjects on NWEA and had one of the highest growth rates in the network last year
- RTP improved its growth rate from last year and earned its highest growth since reaching full enrollment in SY21-22
- MKE region exceeded its SY23-24 Top Third goal and ended the year on track toward its 2028 goal

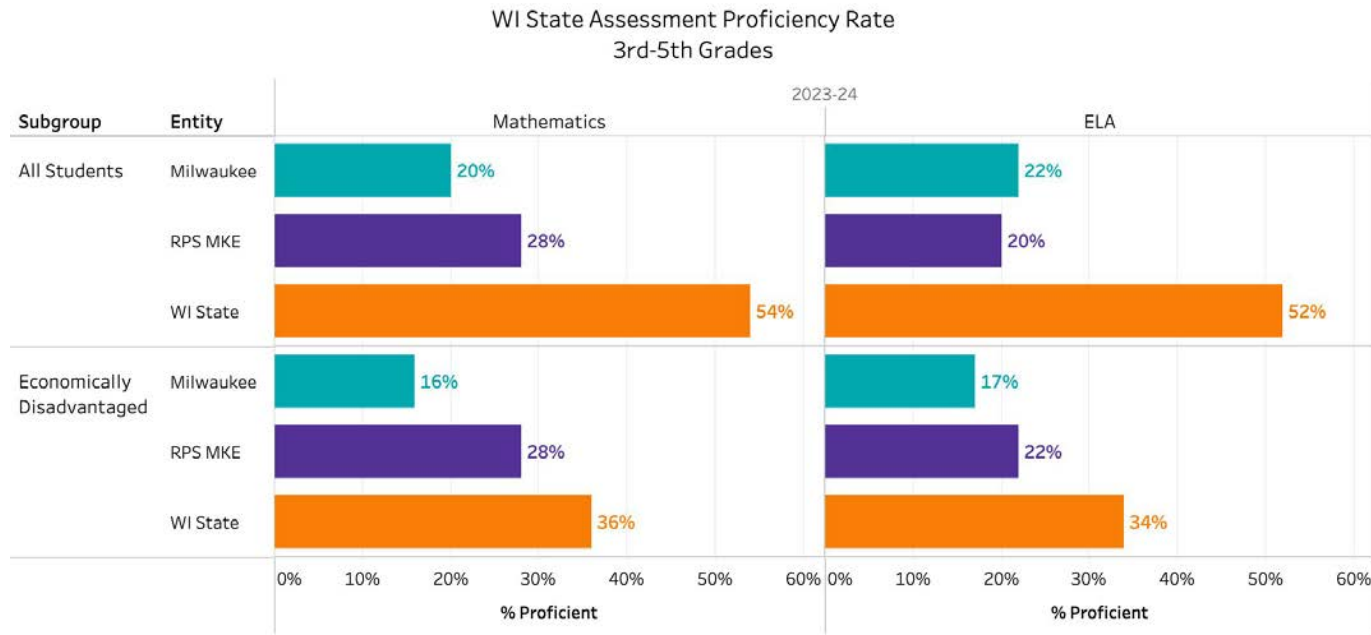


Note: RPS did not administer NWEA during the spring term of 2019-20 and 2020-21 due to COVID school disruptions



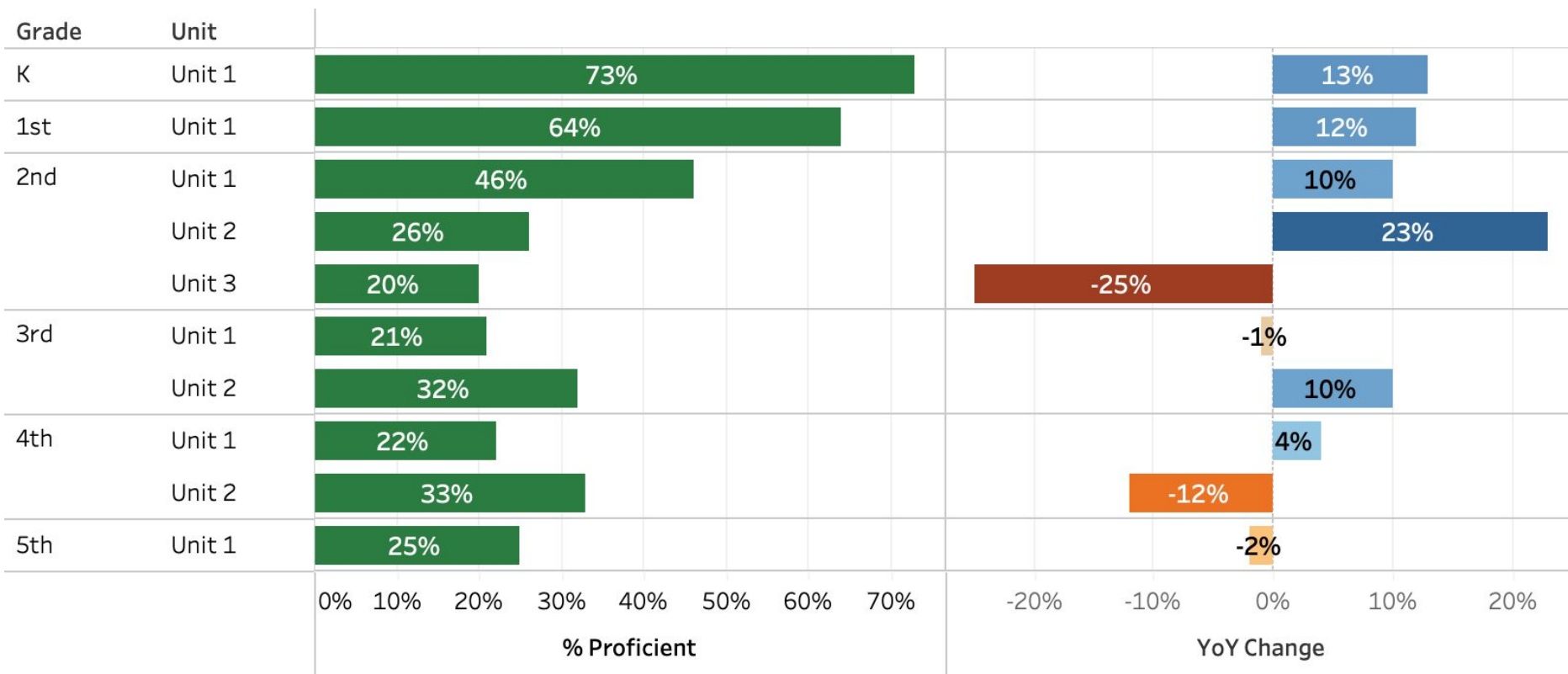
RPS MKE outperformed the local district in both subjects for Economically Disadvantaged Students and for All Students in Math

- WI revisions to their Math and ELA standards went into effect in 2023-24 and the state subsequently changed the cut score thresholds for proficiency rates
 - Given this change, 2024 proficiency rates **cannot** be directly compared to prior years
- While we can't compare YoY changes, RPS MKE relative results to the state and local district significantly improved in Math ⇒ **indicating RPS MKE made real gains in Math last year (at both schools)**
- Upcoming state report cards will report a score (although not a ranking) increase for both schools (*data currently embargoed*)



WI Math End of Module Assessment Data

2024-25 STEM End-of-Module Proficiency Rates
WI

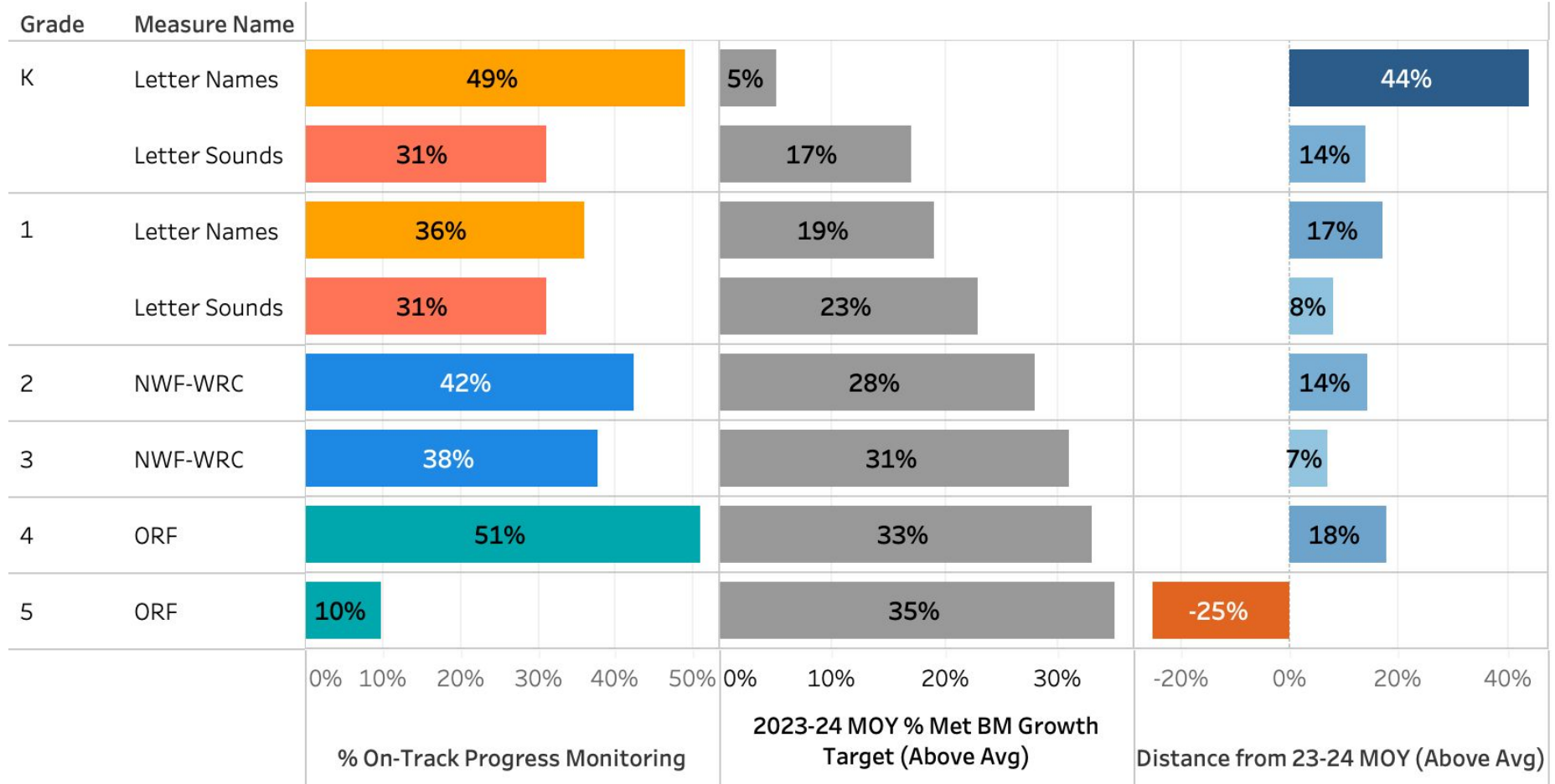


- 3rd STEM and 5th HUM at RTP currently taught by SLs
- K, G1-3 at RSCP taught by returning teachers (after a few staffing shifts)
- Higher performance being driven by RSCP; newer teachers and late hires at RTP (due to last minute increase in enrollment) is delaying progress at RTP; 60% of RTP students are new



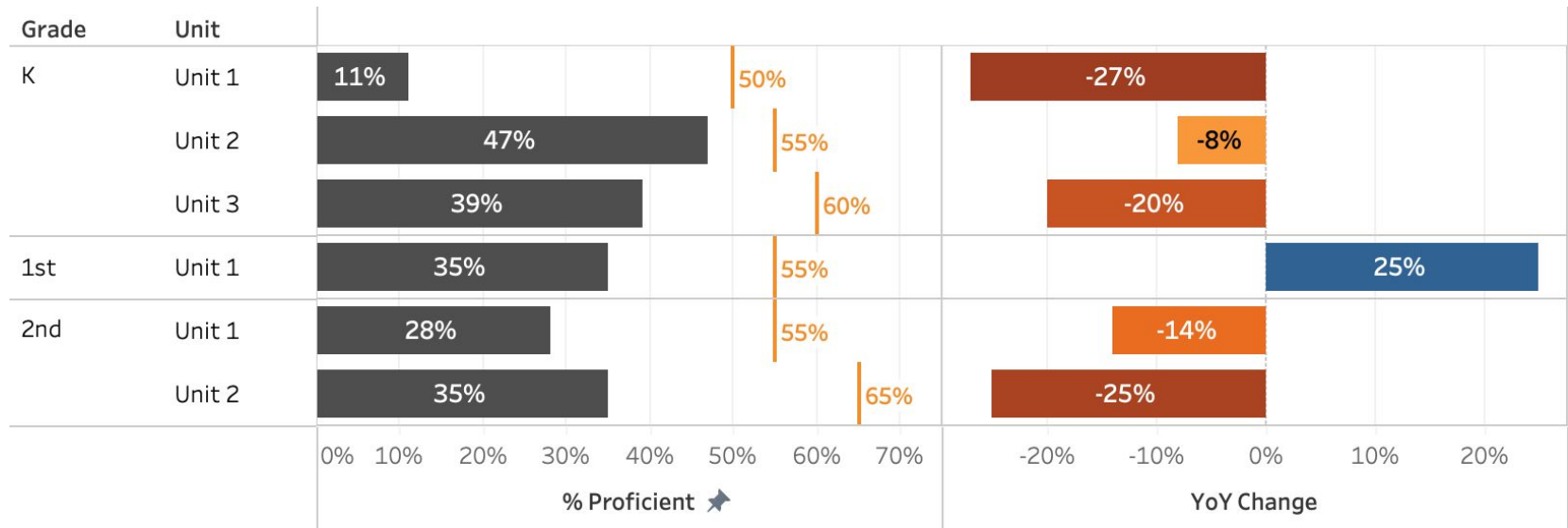
WI Monthly Reading Progress Monitoring

2024-25 October Progress Monitoring Proficiency Rates
RPS MKE



WI Foundational Literacy Skills Unit Data Comparison

2024-25 HUM Unit Proficiency Rates
WI

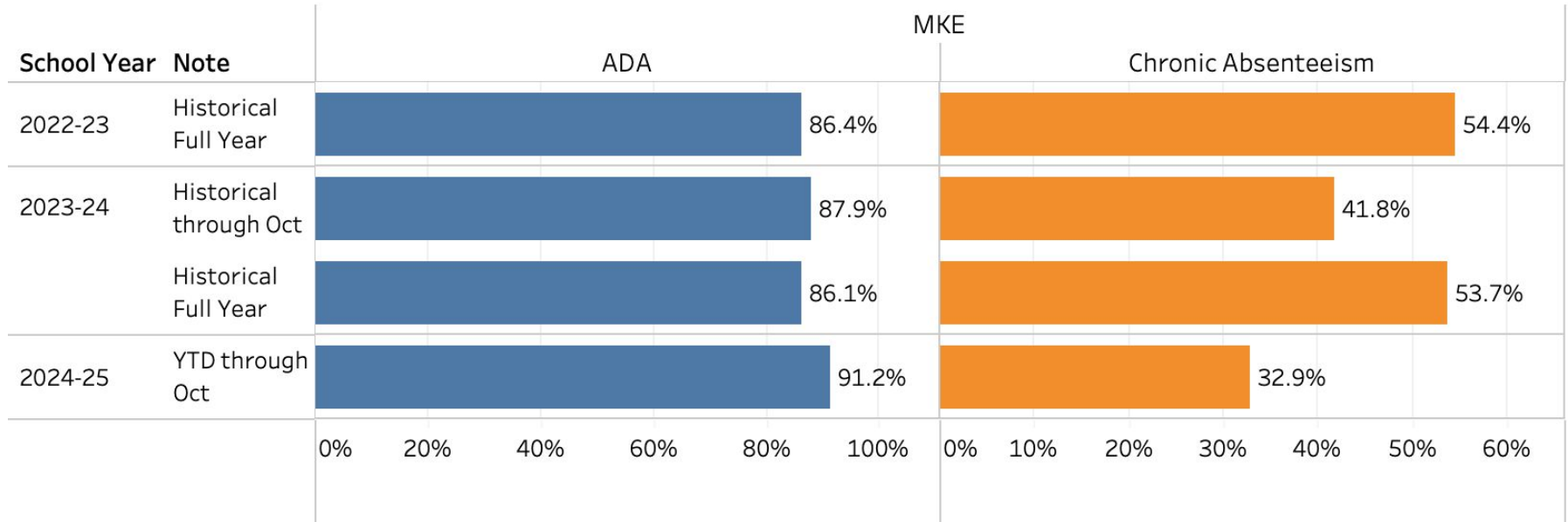


Orange reference line indicates internal RPS proficiency goal for an assessment.

- G1 bright spot (returning teacher)
- GK - originally new teachers; Unit 4 data will reflect a Y2 GK teacher at both schools
- RTP data is missing in most cases (due to staff transitions and recent hires); 3rd AP (returning RPS leader with demonstrated success) added to RTP 10/7
- G2 (across both schools) saw a significant increase in students with disabilities (hired additional paraprofessionals at both schools to support additional need)

Both MKE schools have reported strong attendance gains this fall

RPS MKE: Attendance Metrics



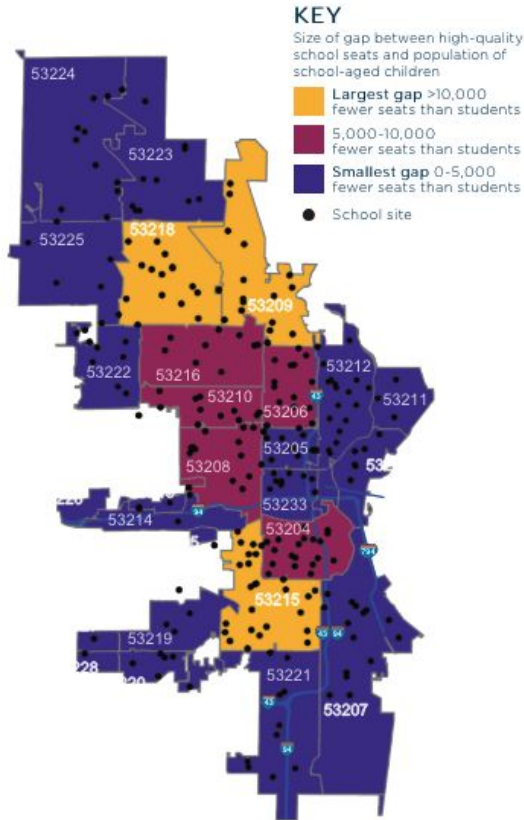
- Historically, attendance is lower during the winter months and schools see increases in chronic absenteeism at mid-year
- While MKE chronic absenteeism is likely to increase over the next few months, strong fall start will hopefully still drive full year YoY declines

Family Recruitment

- **Existing WI Schools**
 - **Retention:** Increased retention of existing students over last year (nearly 70% from 40%), which is the easiest way to ensure consistent enrollment.
 - This was done by keeping currently enrolled families engaged throughout the summer (“thinking of you” mailing mid-summer, summer home visits, BOY Summer BBQ, Family Orientation Day) and will continue retention work throughout the year.
 - Increased recruitment resources at RTP (marketing, recruiting time, events, etc.).
 - **Recruitment:** Considerable recruitment gains this year: ~ 100 new students = 35% more students than last year. Accomplished via clear goals; daily, weekly and monthly progress monitoring; weekly recruitment goal update emails; expanding daycare and community center partnerships; RET added enrollment as standing agenda item; and school leaders committed to 5-7 hours of weekly recruiting.
- **National/Regional Partnerships for Recruitment and Enrollment Improvements**
 - Create and hire a new national role focused on leadership across full enrollment funnel: Director, Marketing & Enrollment.
 - Designate a single leader in region responsible for recruitment and enrollment performance. Launch new “community of practice” with enrollment leader cohort.
 - Set clear goals for enrollment progress at key intervals of 25-26 enrollment season.
 - Partner with Analytics team to build new dashboard and tracking system.
 - Launch “re-greenlighting” practice to evaluate addressable market and implied share among existing schools.
 - Break our network break late habit.



Family Recruitment: Access to Opportunity



New school zip code has one of the **largest gaps** in the city (>10,000) between the *need for* and *supply* of high-quality school seats.

A neighboring zip code also has many fewer high-quality seats than students.

- **Potential Third School**

- RPS National and WI focus on retention for 24-25 will increase capacity to recruit and enroll new students across the 3 schools for 25-26.
- If current enrollments hold relatively steady for the 24-25 year, will need to recruit approximately 150 new students, which is viable given RPS WI new student enrollment this year.



National Partnerships: Talent Development and Pipeline

Development (Program team)

- Partnering this year with the Program team to:
 - Continue building capacity in regional leaders as coaching loads continue to shift.
 - Provide increased direct support (as much as once per week), focused on real time teacher coaching.
 - Continue modeling data analysis and action planning for leaders.
 - Make investments towards Year 2 Principal development (for both principals) and DoS development.
 - Elevate Tier 1 student culture.

Pipeline Environment (Talent team)

- Recruitment and retention of leaders has improved consistently over last 3 years.
- There are teacher vacancies each year due to competitive market; 0 vacancies now.
- MKE is a competitive market and we don't yet know enough about talent pipeline at 3rd school - this is an area requiring strong partnership amongst national and regional teams.
- Currently considering creative talent pipeline options:
 - Offering teachers from existing WI schools the opportunity to move to the new school to provide growth opportunities and accelerate alignment.
 - Intentional engagement with staff at 3rd school to retain high quality talent.



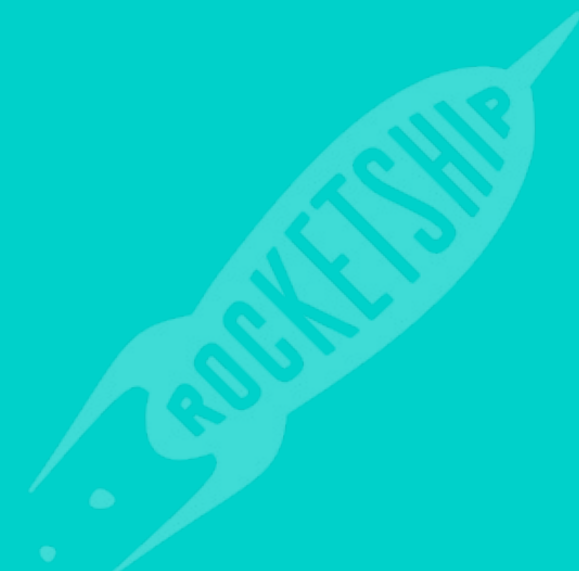
Recruitment Strategy 24-25

Rocketship uses a multi-faceted approach to target teachers who represent the communities we serve who also have strong instructional knowledge and are licensed to teach in our Elementary classrooms. Our Recruitment Strategy includes, but is not limited to:

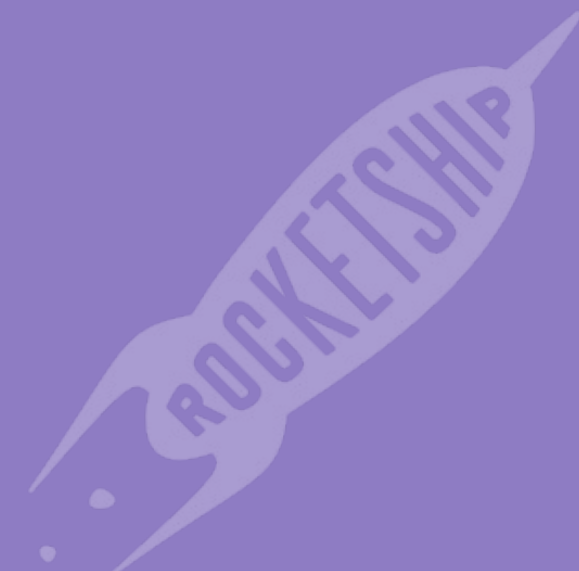
- Tracking and analyzing our projected vacancies
- Create a strategic calendar, and start early
- Online Marketing focus
- Pipeline Programs
- Career Fairs: UW - Parkside, Center for Urban Teaching, Mount Mary
- Rigorous Interview Process
 - Phone Interview
 - Demonstration Lesson with Rocketeers
 - On site performance task to demonstrate reading and writing skills
 - On site Interview with School Leaders
- Build a Talent Community
 - Consistent Cultivation of Talent throughout the year
 - Referral incentives for all staff + cash bonuses given for Instructional Support referrals
- Focus on Teacher Retention
 - Coaching in classrooms
 - Teacher Appreciation
 - Rising Leaders Program



Appendix



State Assessment Data



RPS CA achieved greater gains in Math on the state assessment than ELA

2024 Projected CA Dashboard Number of RPS CA Schools in Each Level		
Performance Level	Math	ELA
Blue	0	0
Green	6	3
Yellow	5	3
Orange	2	6
Red	0	1

- CA Dashboard Academic Indicators are based on a school's current level and change from prior year
- **Math:** 11 out of 13 schools are expected to earn **Green** or **Yellow** due to Math performance improvements or maintaining high levels.
- **ELA:** 7 of 13 schools are expected to earn **Orange** or **Red** due to ELA declines or maintaining low levels.

RPS DC achieved greater gains in ELA on the state assessment, with significant room for improvement remaining

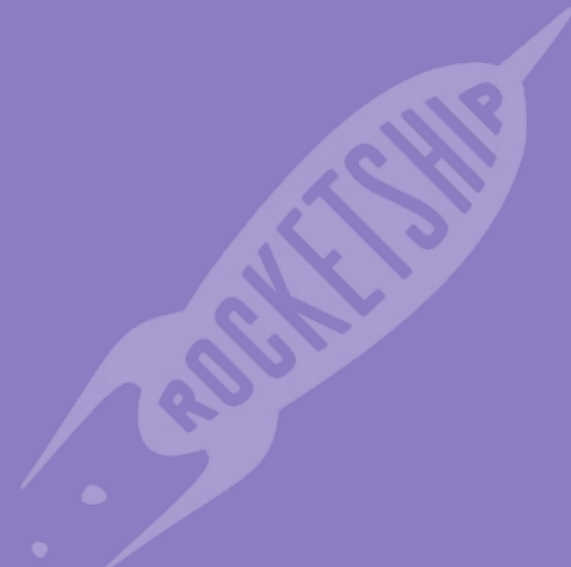
- State assessment growth for 4th and 5th grade students will account for ~40% of new ASPIRE accountability framework
 - *Median Growth Percentile: Median student growth percentile calculated by the state based on student growth relative to similar peers*
 - *Growth-to-Proficiency (GtP): Average of students progress toward reaching or maintain Level 4 proficiency on CAPE from prior year's test*
- If schools achieve similar levels of growth this year as in 2024, then they will only earn up to one-third of points possible for ASPIRE growth metrics
 - The median RPS DC student was **below 50th percentile** on growth in each subject
 - RPS DC achieved close to 50% of growth targets (for GtP) in ELA and 38% in Math

2024 RPS DC CAPE Growth		
CAPE Growth Metric	Math	ELA
Median Growth Percentile	35.5	40.5
Growth-to-Proficiency (GtP)	38.2%	48.5%

RPS NSH student growth on TNReady lower than prior year

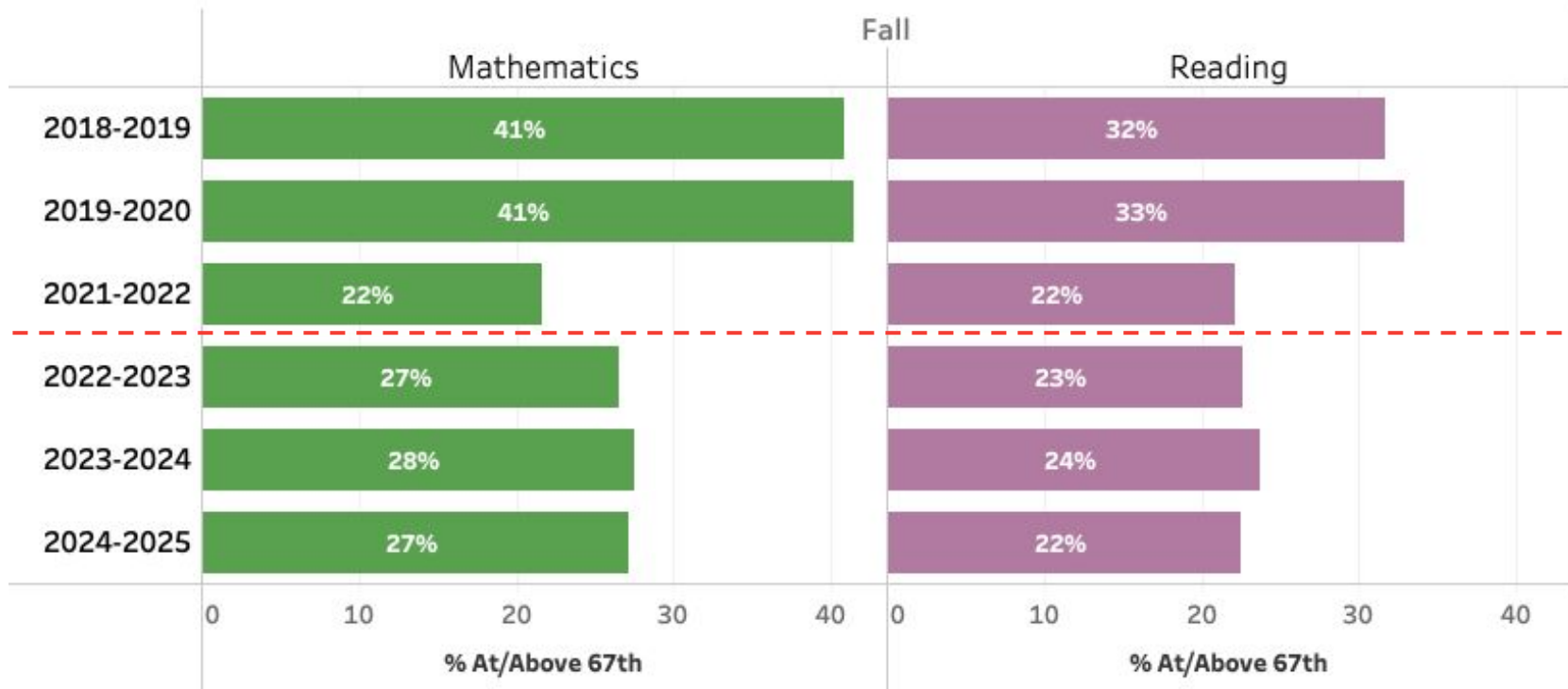
- TNReady proficiency declines seen across most RPS NSH schools in both subjects
 - Greatest cause for proficiency declines in RPS NSH due to lower 3rd grade cohort results
- 4th and 5th grade proficiency changes varied across schools
- All RPS NSH schools earned lower Composite TVAAS levels than year before (*TVAAS results currently embargoed*)
 - Math TVAAS levels are lowest in RPS history for 2 out of 3 schools
 - ELA TVAAS levels are within RPS historical range

Beginning of Year NWEA Data



Network is starting with a lower Percent in Top Third compared to last year

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



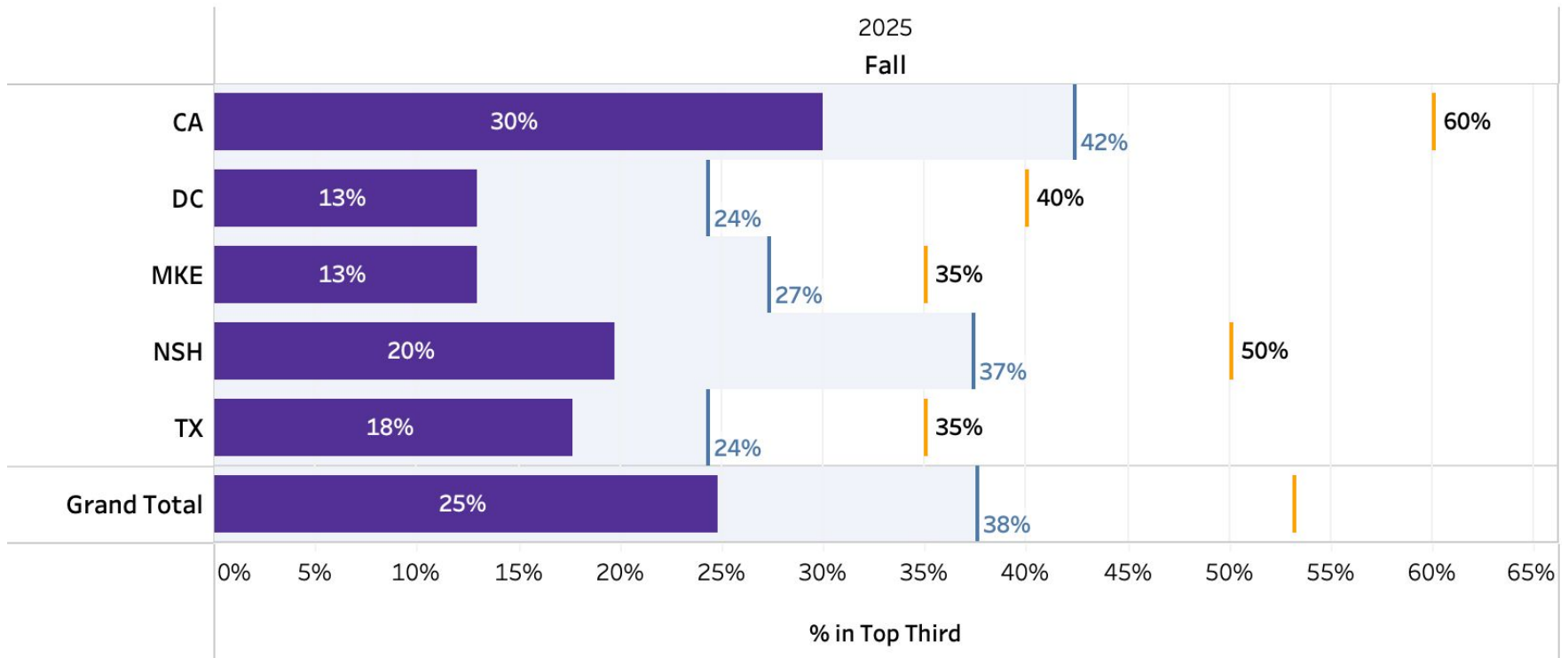
Dotted red line represents 2020-21 when Fall testing was administered remotely.

- Most regions starting slightly lower in Reading; NSH and DC starting lower in Math
- Attributed to summer decline - in annual planning, will need to revisit supports/ approach for summer

Regions need to increase the percentage in the Top Third by 6-17 points to reach their Spring 2025 targets and be on track for the 2028 goals

- Larger increases needed this year due to starting points being similar or lower than last year in most regions and higher EOY targets

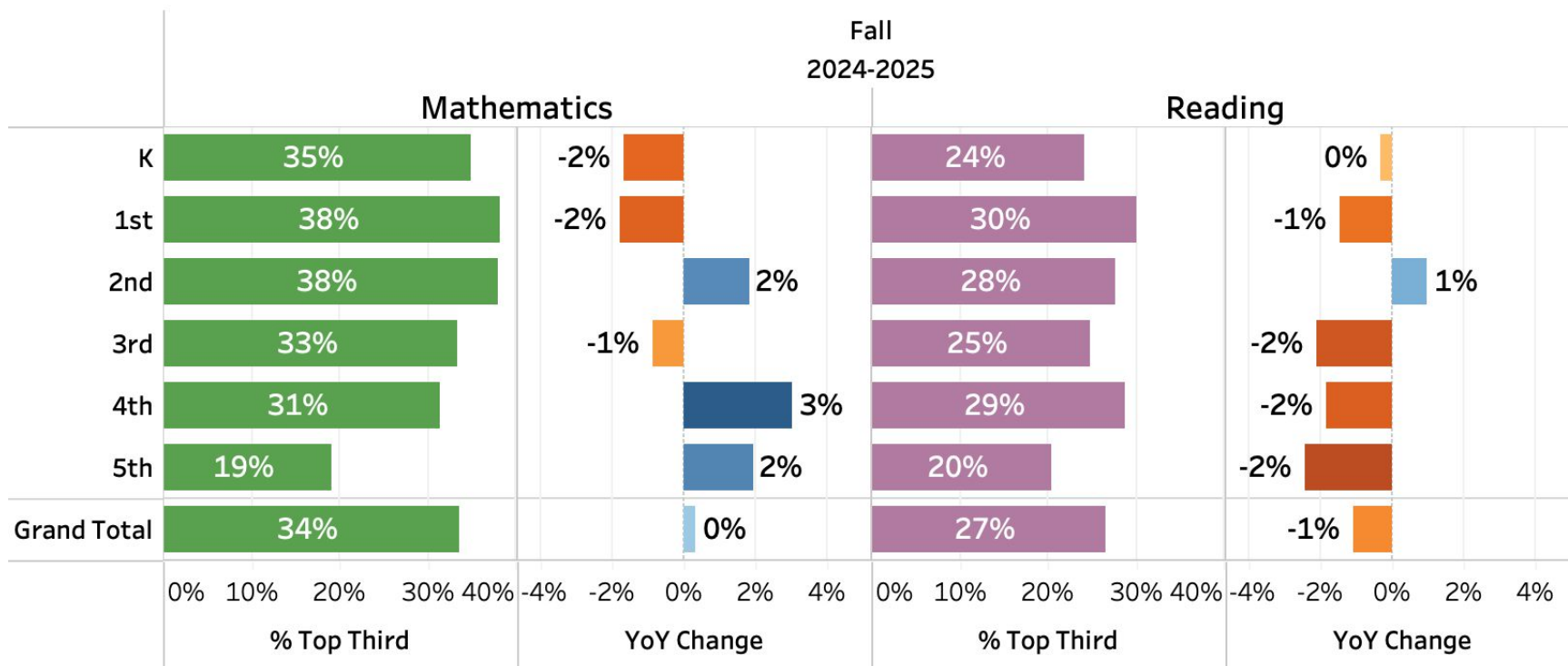
2024-25 Fall NWEA MAP % At/Above 67th Percentile compared to Spring 2025 & 2028 Goal



Blue line represents Spring 2025 goal and Orange line represents Spring 2028 goal

Higher starting point for CA G2 and G4 & G5 Math compared to last year

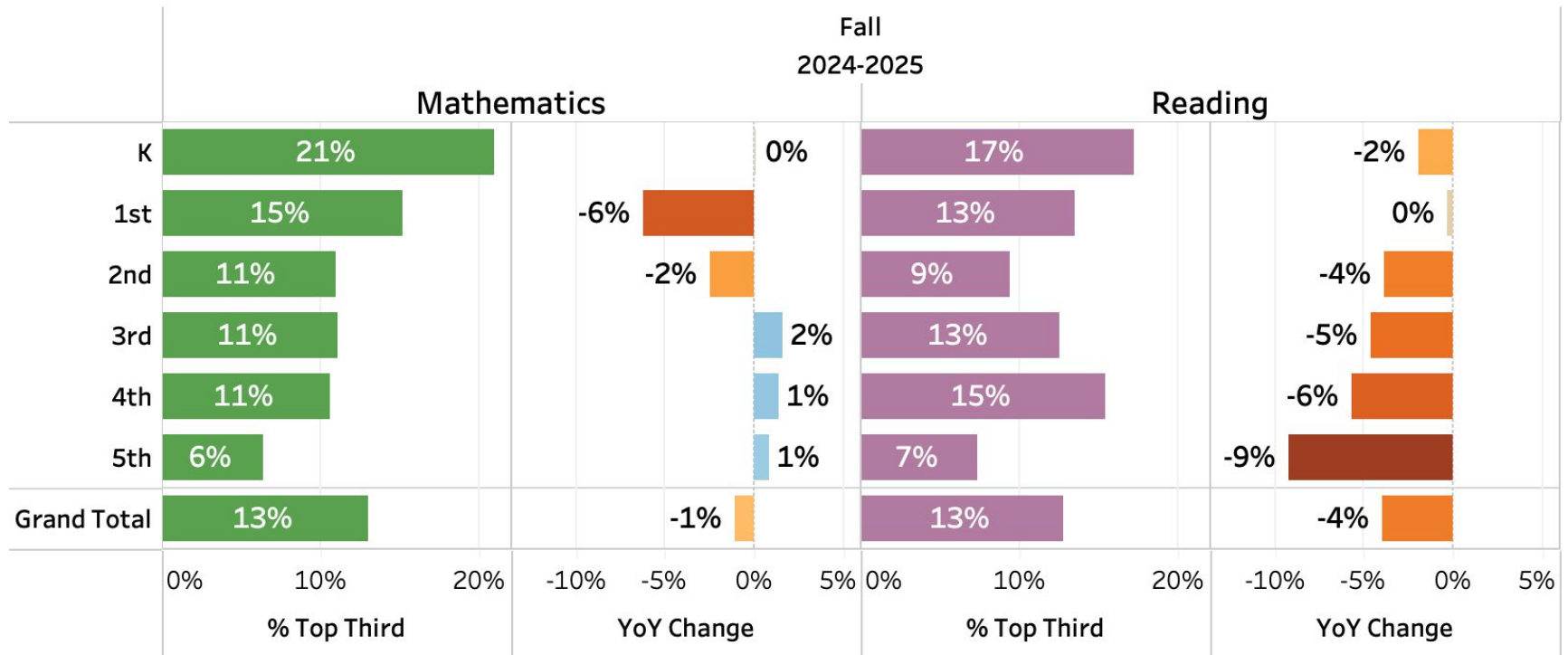
2024-25 Fall NWEA MAP
 % At/Above 67th Percentile and YoY Change
 RPS CA



- G4 and G5 Math and ELA YoY Changes reinforce trends seen in spring's state assessment results
- Cumulative pandemic learning loss coming to light in G3-5, and a clear need to elevate foundational literacy remains

Lower starting points for most DC grades in Reading this fall

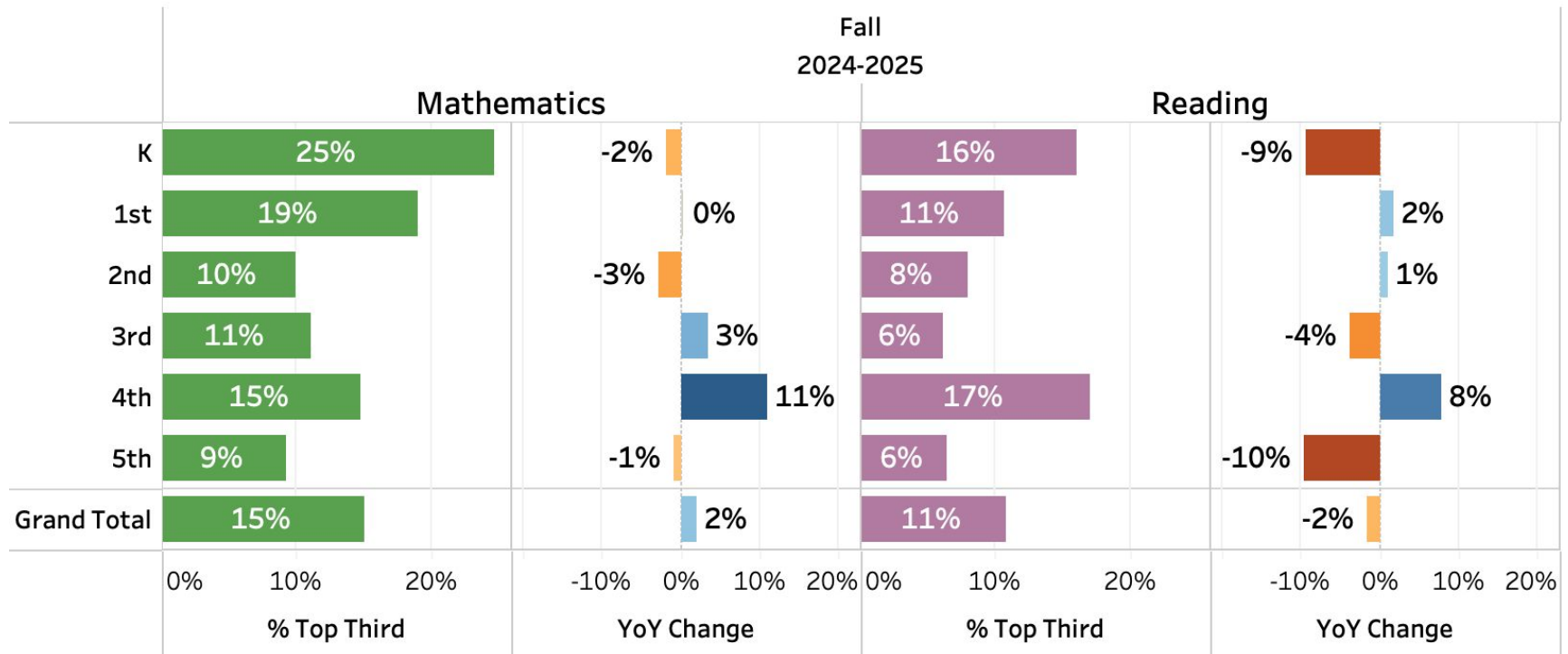
2024-25 Fall NWEA MAP
 % At/Above 67th Percentile and YoY Change
 RPS DC



- Although ELA reported stronger upper grade growth on spring state assessments, RPS DC reports largest Fall-to-Fall declines in upper grade Reading on NWEA MAP

Higher starting point for MKE G4 compared to last year

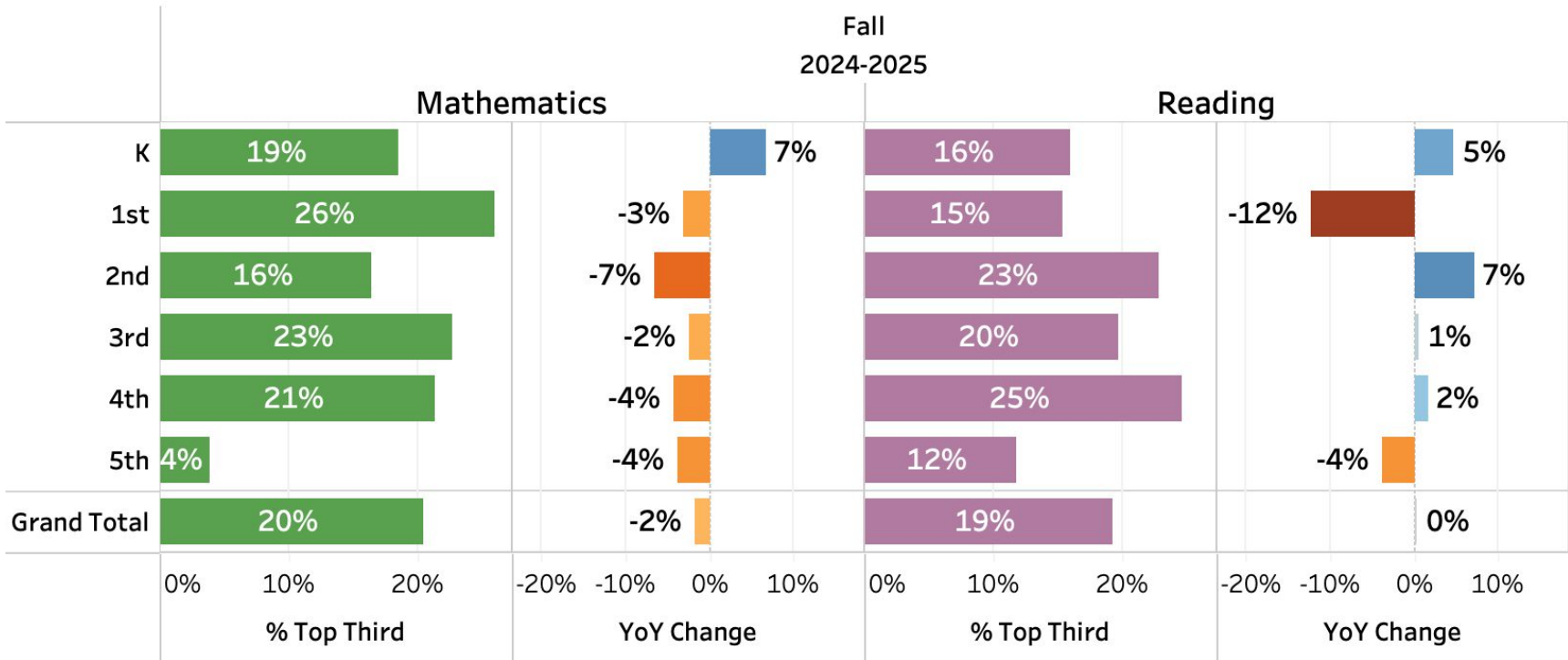
2024-25 Fall NWEA MAP
 % At/Above 67th Percentile and YoY Change
 RPS MKE



- G4 Math YoY Change reinforces trend seen in spring's state assessment results

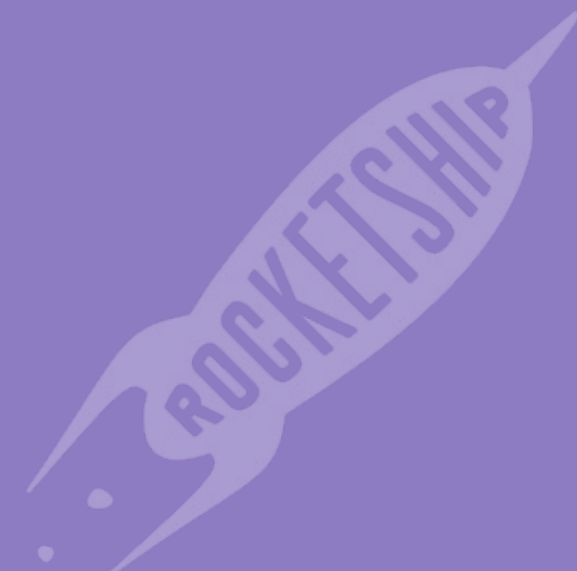
Lower starting points for most NSH grades in Math this fall

2024-25 Fall NWEA MAP
 % At/Above 67th Percentile and YoY Change
 RPS NSH



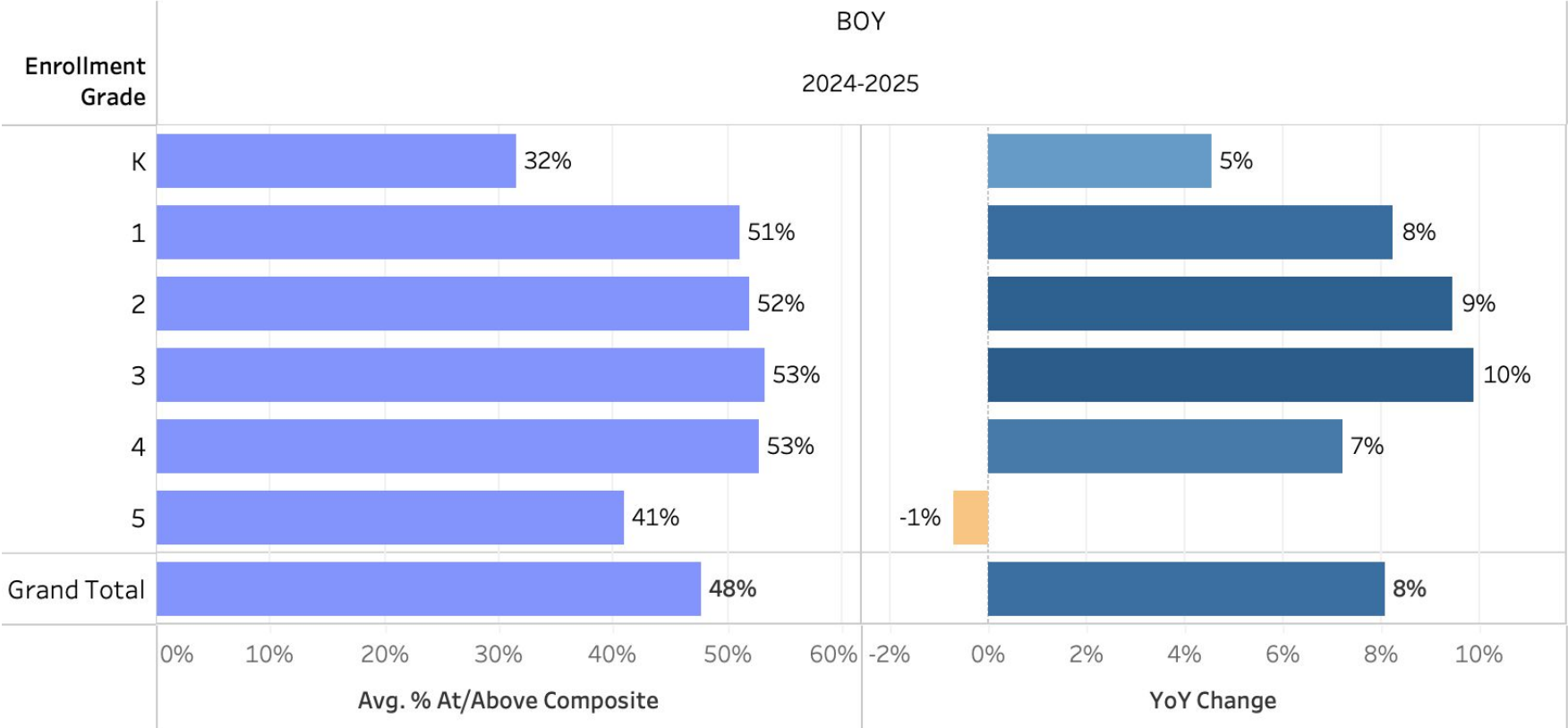
- G4 and G5 Math Changes reinforce trends seen in spring's state assessment results

DIBELS BOY Data



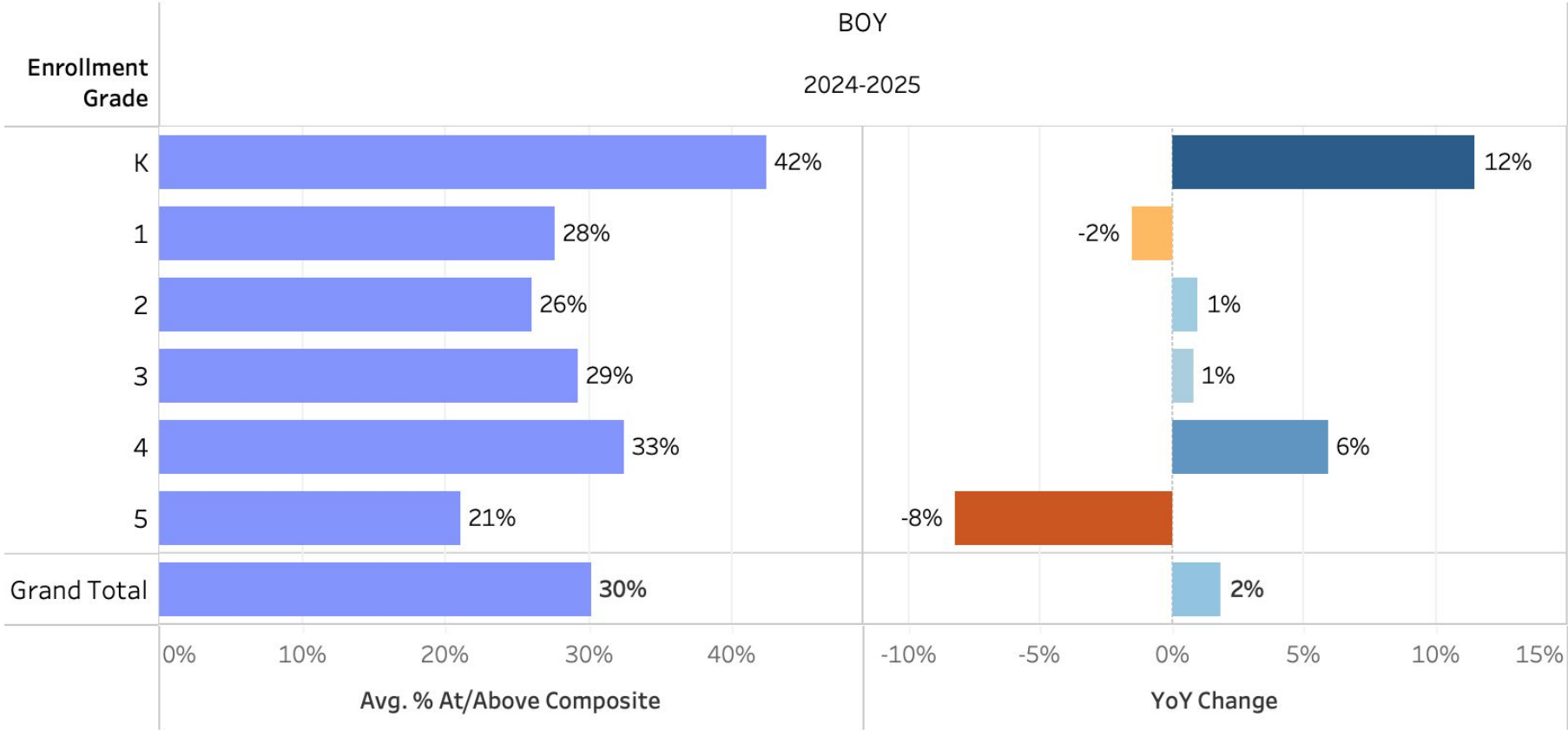
While NWEA Reading absolutes were lower than last fall, CA DIBELS Benchmark proficiency started in a stronger position than last year

2024-25 BOY % At/Above DIBELS Benchmark and YoY Change
RPS CA



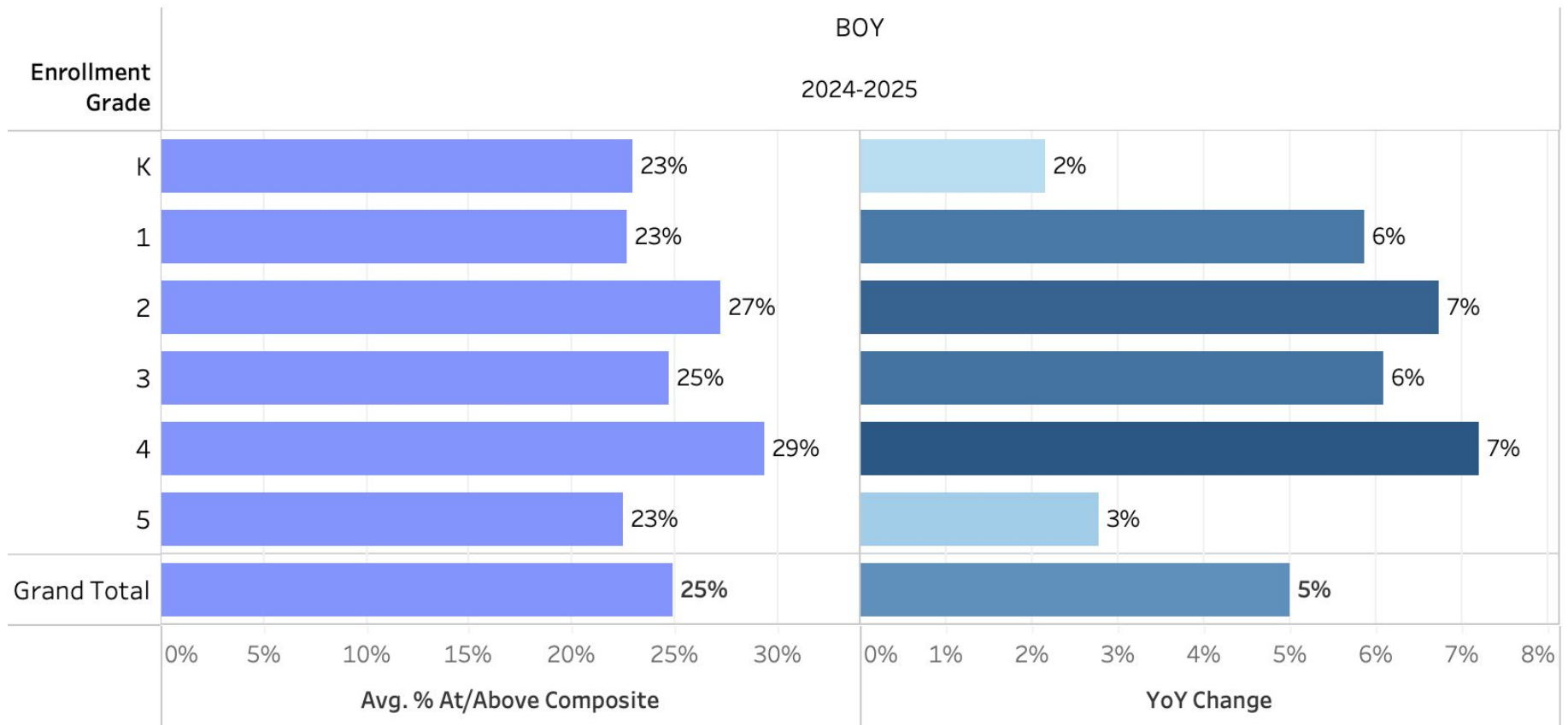
DC DIBELS Benchmark Proficiency rates are similar to Fall 2023 in 1st-3rd grade and higher in Kinder and G4

2024-25 BOY % At/Above DIBELS Benchmark and YoY Change
RPS DC



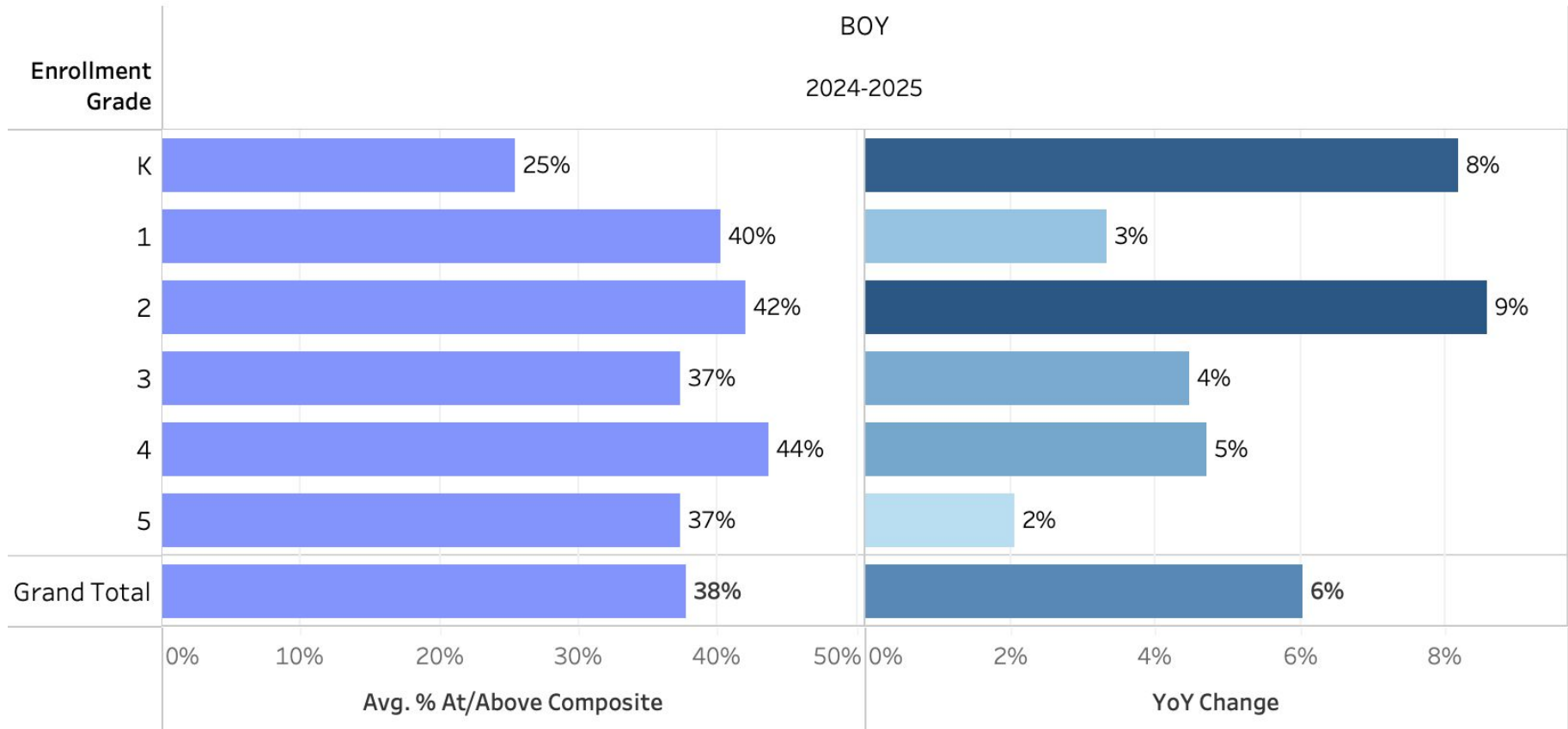
While NWEA Reading absolutes were lower than last fall, MKE DIBELS Benchmark proficiency started in a stronger position than last year

2024-25 BOY % At/Above DIBELS Benchmark and YoY Change
RPS MKE

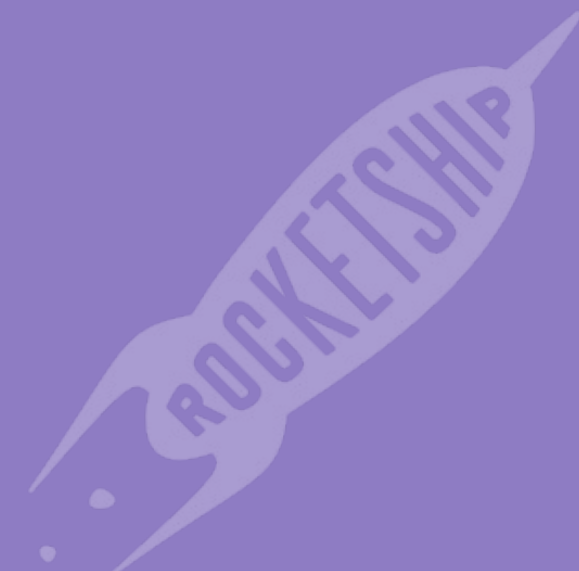


While NWEA Reading absolutes were lower than last fall, NSH DIBELS Benchmark proficiency started in a stronger position than last year

2024-25 BOY % At/Above DIBELS Benchmark and YoY Change
RPS NSH



National Program Priorities by Region



CA Program focus

- Math: Elevating Tier 1 questioning/ prompting, and ensuring students engage with the most rigorous questions (which often appear towards the end of the problem set)
- Reading: Additional curricula adoption underway; resetting “how-to” on guided reading instruction
 - Moved 1 campus towards adoption of CKLA integrated, and Wit & Wisdom pilot schools have opted to also move to CKLA
 - In December, will reassess if more schools should move to CKLA mid-year (vs in 25.26)
 - Skills labs on transferable reading strategies
 - Connecting F&P levels to the DIBELS monthly sub-measure score
- Instructional Leadership: Leading intellectual prep and data analysis meetings in a cohort model
- Skills Labs on transferable reading taking place in each Director of Schools cluster



DC Program focus

- Vacancy, VP, Schools in DC
- Hired VP, Program, East Coast (Eric Neumann) who will more deeply support DC (and TN)
- Led a stepback with the DC regional and school leadership teams to jointly develop prioritized scope and sequence map for the next 60 days
 - Program team meets weekly with DC principals and regional leaders to analyze videos, develop skill in a specific area and align on implementation for the week ahead
 - Increasing on-the-ground program team support
- Gaps in intellectual prep and data analysis persist - will require continued regional and school leadership efforts to reset professional expectations and adaptive leadership skills
- Exploring partnership with CT3 to elevate real time teacher coaching practices



MKE Program focus

- Build capacity in regional leaders as coaching loads continue to shift
- Provide increased direct support (as much as once per week), focused on real time teacher coaching
- Continue modeling data analysis and action planning for leaders
- Make investments towards Year 1 Principal development and DoS development
- Elevate Tier 1 student culture



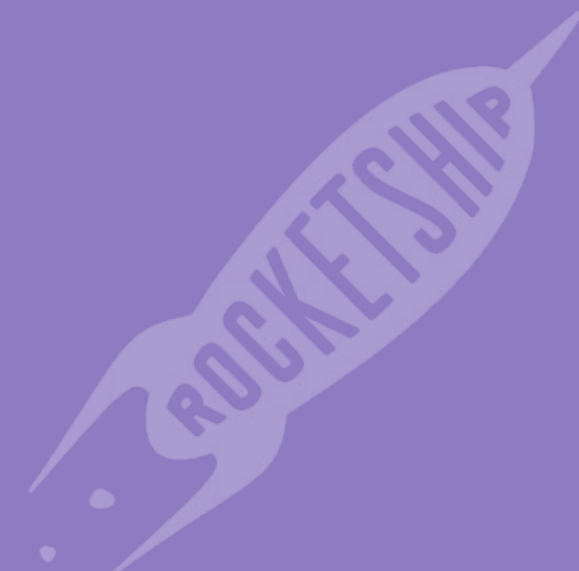
NSH Program focus

- Stepback in TN week of 10/21 revealed gaps in Tier 1 instruction and an overcorrection of RTI2
 - Reset focus on launching/ modeling for the first 5-7 mins of lesson and releasing to independent practice, with a clear criteria for success
- TN EM2 math assessment is different from the assessment used in CA and DC; highly aligned to TCAP
- Leaders hamstrung by compliance requirements, leading to the least real-time-coaching of any region
 - Reset ownership of compliance so broader regional team can focus on instructional coaching, and optimizing both Tier 1 instruction, as well as continuing small group reading instruction
- MLL remains an area of further elevation - currently working with Lipscomb to certify select teachers, and National MLL Director partnering w/ regional leaders to create short and long term strategy



Scaled Impact

WI Deep Dive



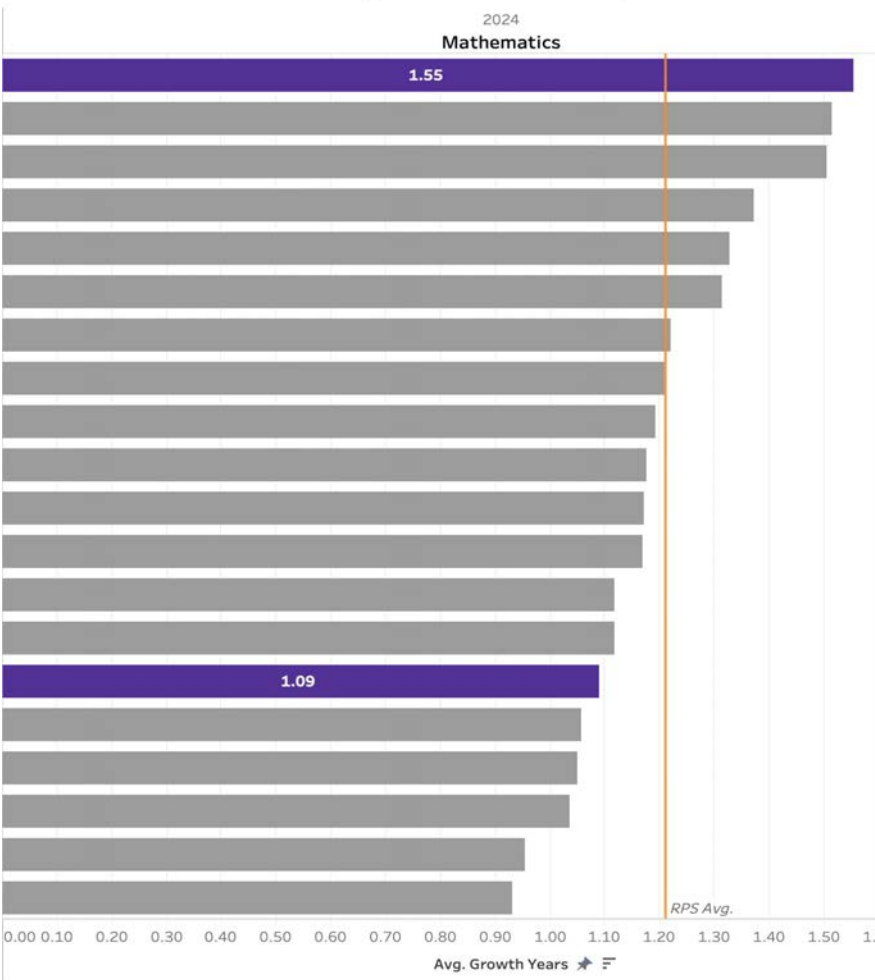
MKE Schools: RPS ranking

RSCP achieved among the highest growth.
RTP improved ranking since last year

Average Growth Year
By School: MKE Schools in Purple

2024

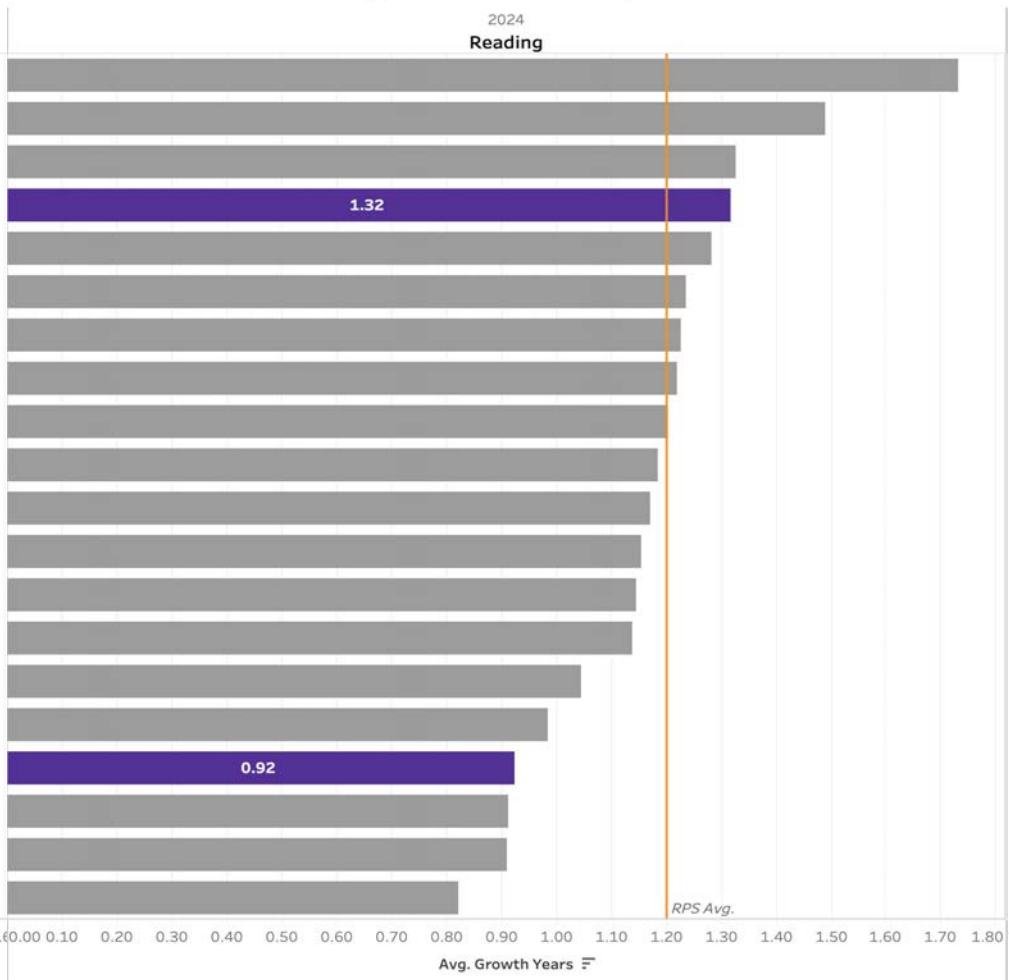
Mathematics



Average Growth Years
By School: MKE Schools in Purple

2024

Reading



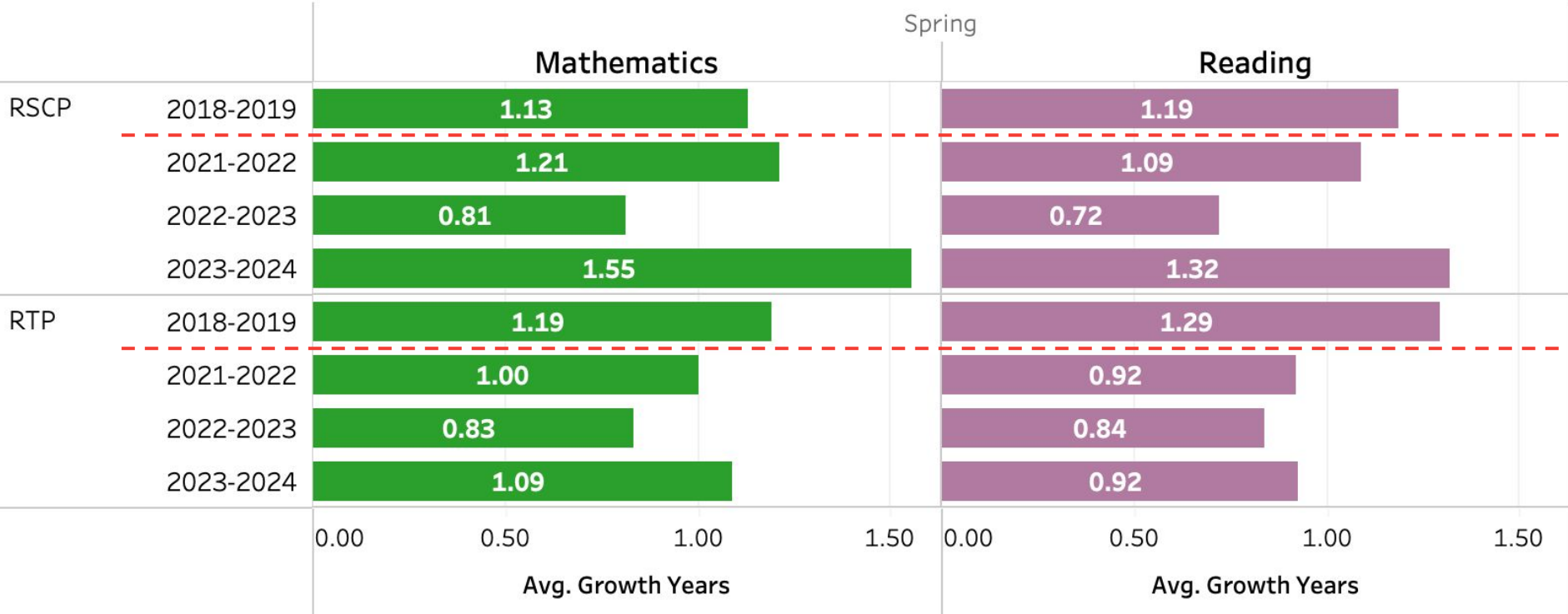
Schools in regions without completed testing not reported.

Schools in regions without completed testing not reported.

RSCP earned its highest ever average growth in both subjects

RTP improved from last year and earned its highest growth since reaching full enrollment in SY21-22

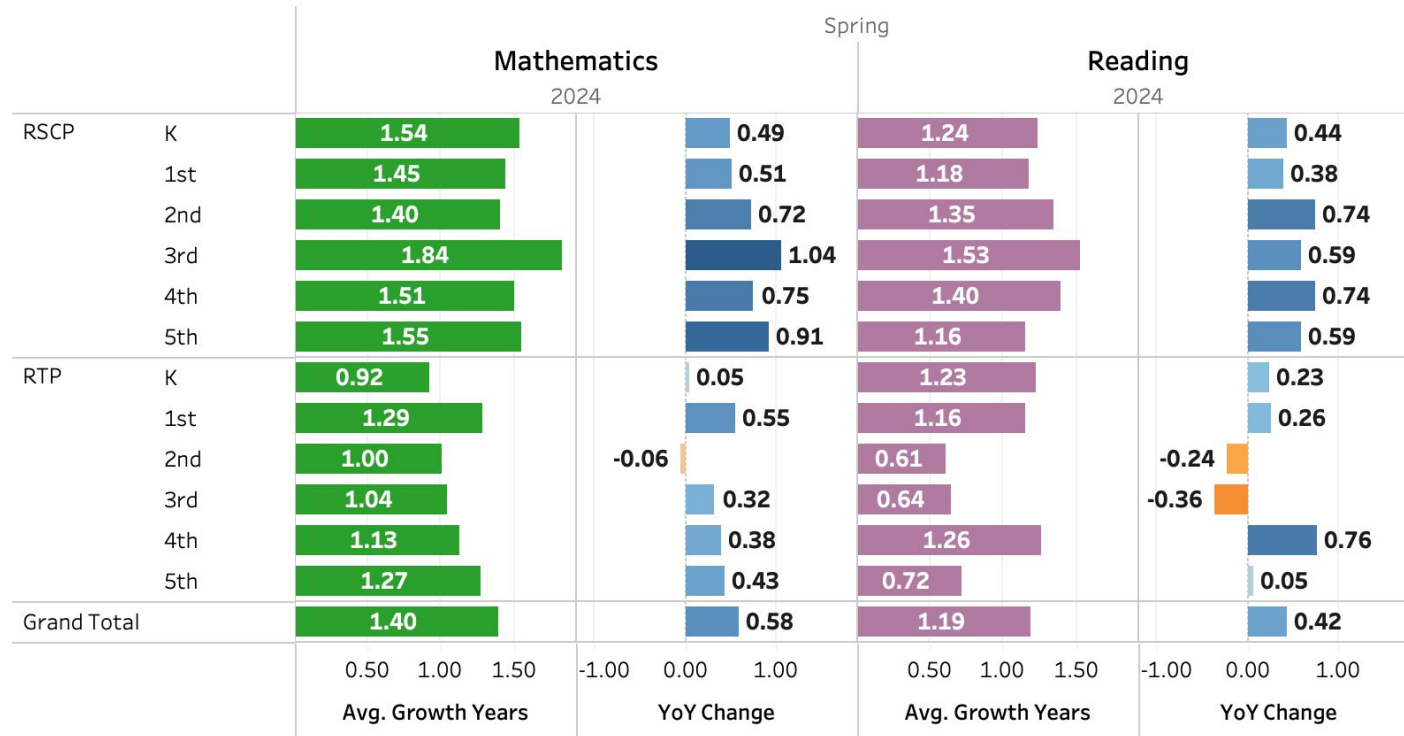
RPS MKE: Avg Growth Years



Note: RPS did not administer NWEA during the spring term of 2019-20 and 2020-21 due to COVID school disruptions

Growth improvements from last year seen across most grades

RPS MKE Average Growth Years and Change from 2022-23

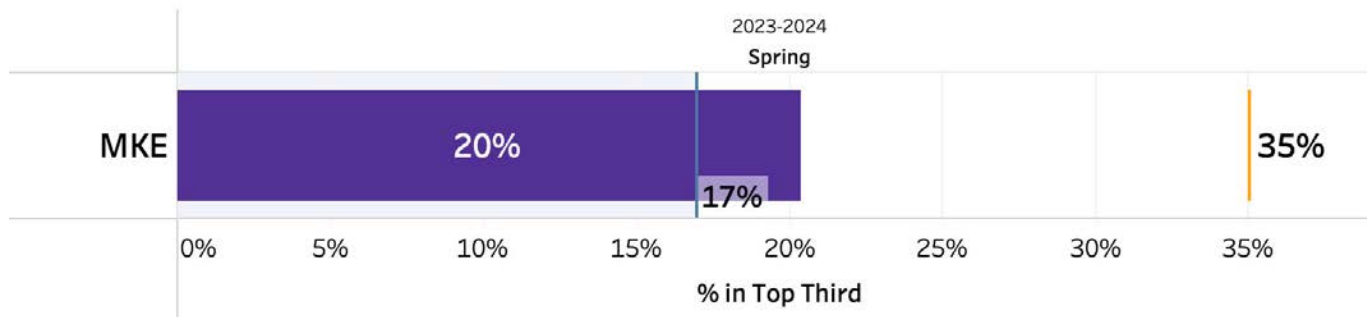


Both schools achieved stronger growth from Winter to Spring



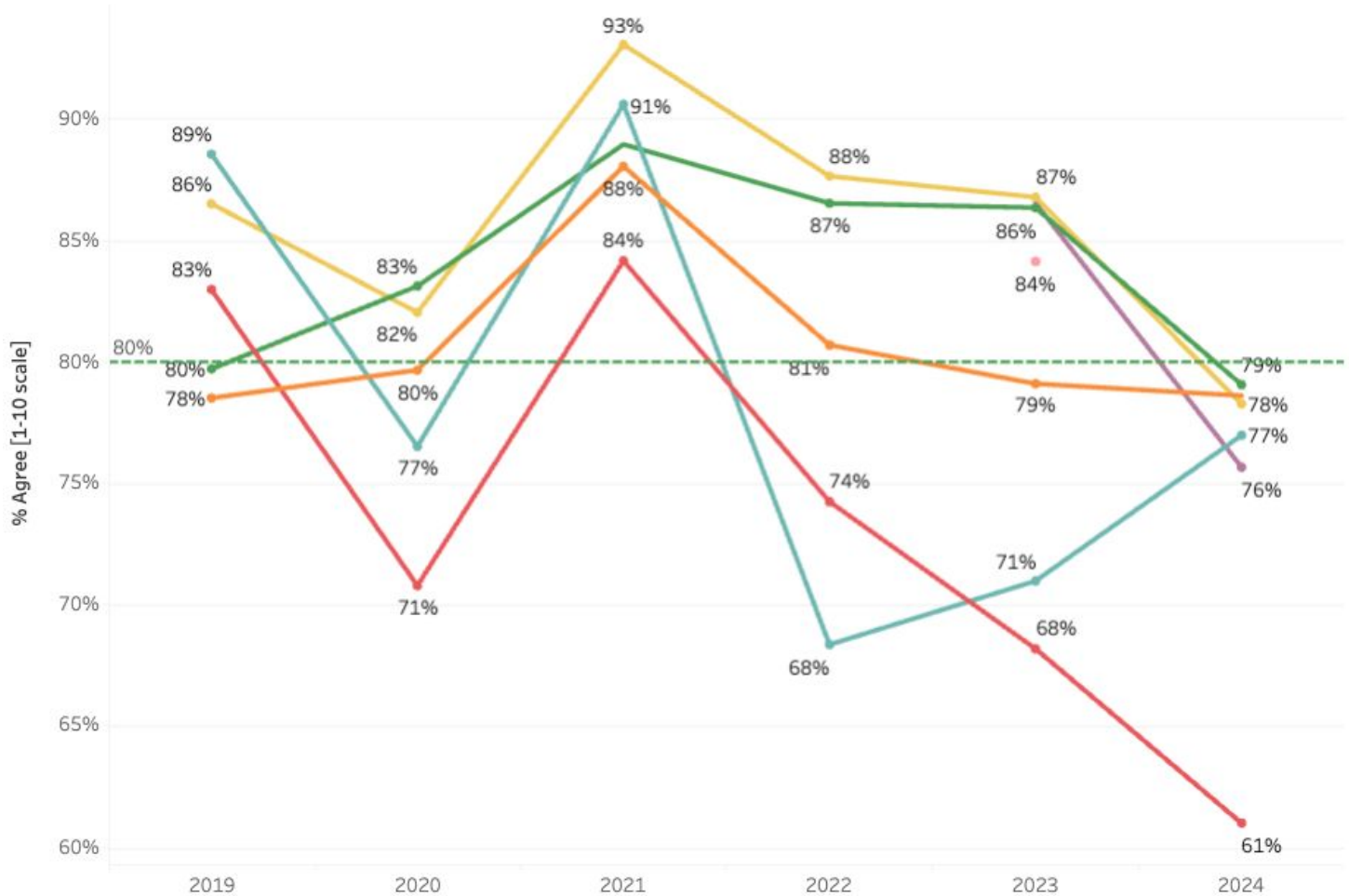
RPS MKE exceeded its Spring 2024 NWEA goal and is on-track for its Spring 2028 goal (5-year goal set last year)

2023 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

Milwaukee was the only region to increase staff satisfaction two years in a row.



Milwaukee region achieves second highest Net Promoter Score in the national network

	23-24 Baseline / Year 1	Year-5 Goal
Network average	-0.1	30
Other Regions	-2.5	30
	-28.2	30
Milwaukee	17.0	30
Other Regions	19.3	30
	-1.4	30
	0.5	30



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 (RSCP)
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: Lamar Wade (<i>interim</i>)	DC Executive Director: Zakiya Sackor (<i>interim</i>)	TX Executive Director: SaJade Miller
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 Dream Community Prep (RDCP) 2022; K5-4th	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
UWM	University of Wisconsin Milwaukee (Rocketship Wisconsin Schools Authorizer)

