Tuesday, February 11, 2025
Rocketship Public Schools Achievement Committee (2024-25 Q3)

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 November 12, 2024 Achievement Committee meeting

3. Agenda Items

A. Organizational Health Dashboard Review

B. 2024-25 Mid-Year NWEA Data and Response

C. Teacher Residency Program 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 (2024-25 Q2) (Tuesday, November 12, 2024)
Generated by Cristina Vasquez on Friday, November 15, 2024

1. Opening Items
A. Call to order
At 1:02pm, Mr. Velasco took roll call. With a quorum of committee members present, Mr. Velasco called the meeting to order.
Present: Malka Borrego, Rajen Sheth, Daniel Velasco
Absent: Deborah McGriff, Michelle Mercado

B. Public comment on off-agenda items
At 1:03pm, Mr. Velasco called for public comment on off-agenda items. No members of the public provided comment.

2. Consent Items
A. Approve minutes from August 21, 2024 Achievement Committee meeting
At 1:03pm, a motion to approve consent items was made by Ms. Borrego, seconded by Mr. Sheth, and carried unanimously by roll call vote.
Y: Malka Borrego, Rajen Sheth, Daniel Velasco
N: --
Abstain: -

3. Agenda Items
A. Beginning of Year Achievement Update
At 1:04pm, the committee discussed agenda item 3(A). No action was taken.

At 1:10pm, Melissa Martin (advisor) joined the meeting.
At 1:11pm, Deborah McGriff joined the meeting.

B. Wisconsin Deep Dive
At 2:05pm, the committee discussed agenda item 3(B). No action was taken.

4. Adjourn
At 2:51pm, a motion to adjourn the meeting was made by Mr. Sheth, seconded by Ms. Borrego, and carried unanimously by roll call vote.
Y: Malka Borrego, Rajen Sheth, Daniel Velasco, Deborah McGriff
N: --
Abstain: --

Q3 Rocketship Public Schools Achievement Committee Meeting

February 11, 2025

Agenda

1. Opening Items

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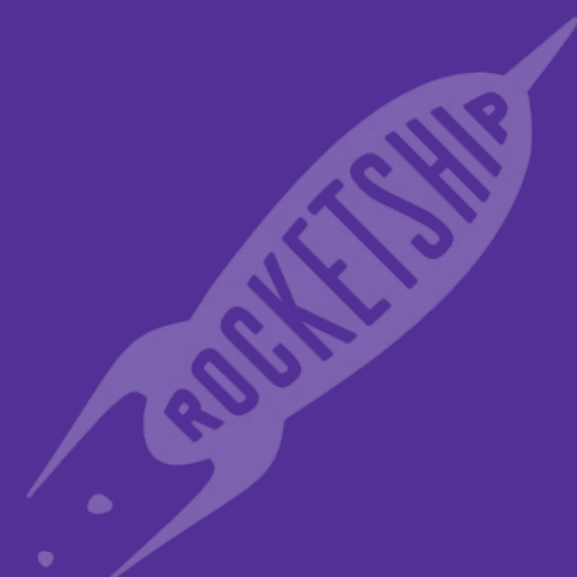
B. Public comment on off-agenda items

2. Consent Items

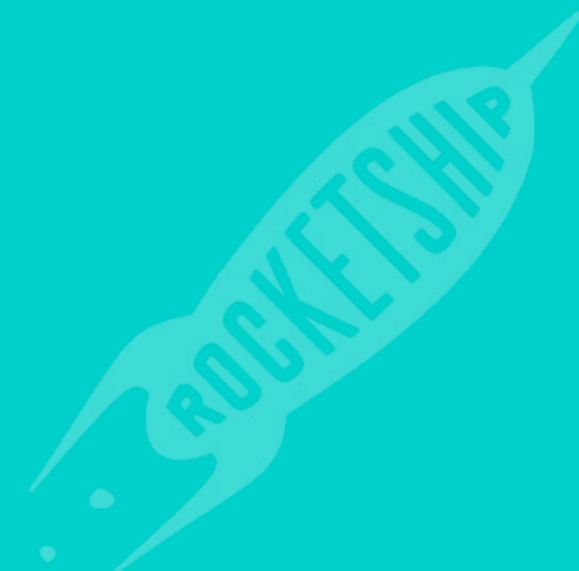**A.** Approve minutes from November 12, 2024 Achievement Committee meeting

3. Agenda Items

A. Organizational Health Dashboard Review

B. 2024-25 Mid-Year NWEA Data and Response

C. Teacher Residency Program Update

4. Adjourn

Public Comment

Consent Items

Organizational Health Dashboard (OHD) Review

Purpose: Organizational Health Dashboard (OHD)

Strategic Lever: Quality Schools

Goal 1: By 2028, 55% of all Rocketeers are performing at the 67th percentile on NWEA Reading/Math
Goal 2: By 2028, 60% of Rocketeers enrolled for 3 or more years are performing at the 67th percentile on NWEA Reading

Activity: Personalized Learning — A coherent and targeted approach to student learning experiences across core, supplemental and interventional programming and daily use of formative data to facilitate students' ability to make accelerated growth towards mastery of grade level standards.

Indicator	EOY 23-24 Q4	Quarterly Actuals				Targets				Quarterly Rating			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
% at NWEA Map Reading 67th %ile	31%	22%	26%			31%	34%	X	37%	1	1		
% at NWEA Map Math 67th %ile	35%	27%	33%			34%	37%	X	40%	1	2		
% at NWEA Map Reading 67th %ile for students enrolled 3+years	34%	26%	29%			34%	37%	X	40%	1	1		
% of Rocketeers meet NWEA Reading Tiered Growth	38%	N/A	40%			X	47%	X	50%		2		
Dibels BOY, MOY, EOY - % at benchmark	53%	42%	N/A										
% mastery CKLA Skills unit assessments (GK-G2)	37%	47%	47%										
% of Rocketeers meet NWEA Math Tiered Growth	42%	N/A	47%			X	45%	X	48%		3		
% mastery Eureka module assessments	44%	41%	48%										
Years growth on NWEA Map Reading	1.17	N/A	1.12			X	1.33	X	1.33		2		
Years growth on NWEA Map Math	1.18	N/A	1.25			X	1.25	X	1.25		2		
Rating										1.00	1.86		

Strategic Lever: Scaled Impact

Goal: By 2028, 44,000 Lifetime Rocketeers

Activity: Schools and Seats — Strategies to increase enrollment, retain Rocketeers, and increase seats across all regions.

Indicator	EOY 23-24 Q4	Quarterly Actuals				Targets				Quarterly Rating			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
# of lifetime rocketeers (Dec - 80+, June - 150+)	32244	N/A	32,497			X	X	X	35000				
% Enrollment to next SY June BSP	94%	91%	91%			100%	100%	100%	100%	2	2		
% retained Rocketeers SYTD	90%	97%	95%										
# new rocketeers for Oct 15 of current SY	3021	N/A	3042										
Projected new students for Oct 15 of next SY	2398	N/A	N/A										
Projected retained students for Oct 15 of next SY	7498	N/A	N/A										
Rating										2.0	2.0	X	X

The Organizational Health Dashboard (OHD) and Regional Health Dashboards (RHD) are tools for tracking progress and the network overall on key metrics tied to our 5-year goals. The metrics, like the goals they are tied to, are classified by Strategic Lever (Quality Schools, Community Power, Scaled Impact) or Key Enabler (Culture of Excellence and Belonging, Finance).

They are reviewed regularly at several levels of the organization and by each board (National and Regional) mid-year and end of year.

*Link to Organizational Health and Regional Health Dashboards

Rocketship Key Metrics

		Current performance	Target for current period
Quality Schools	**Years growth on NWEA Map Reading**	1.12	1.33
	Years growth on NWEA Map Math	1.25	1.25
	% of Rocketeers meet NWEA Reading Tiered Growth	40%	47%
	% of Rocketeers meet NWEA Math Tiered Growth	47%	45%
	% of families meet PPH goal	72%	90%
Scaled Impact	**% Enrollment to June BSP**	91%	100%
Culture	**NPS: Net Promoter Score**	-9	7.5
Finance	**% of schools forecasted to close EOY on budget**	61%	100%

Full **Quality Schools** Section (for Achievement Committee) 1 of 3

Indicator	EOY 23-24 Q4	Quarterly Actuals Q1	Q2	Q3	Q4
% at NWEA Map Reading 67th %ile	31%	22%	26%		
% at NWEA Map Math 67th %ile	35%	27%	33%		
% at NWEA Map Reading 67th %ile for students enrolled 3+years	34%	26%	29%		
% of Rocketeers meet NWEA Reading Tiered Growth	38%	N/A	40%		
Dibels BOY, MOY, EOY - % at benchmark	53%	42%	47%		
% mastery CKLA Skills unit assessments (GK-G2)	37%	47%	51%		
% of Rocketeers meet NWEA Math Tiered Growth	42%	N/A	47%		
% mastery Eureka module assessments	44%	41%	48%		
Years growth on NWEA Map Reading	1.17	N/A	1.12		
Years growth on NWEA Map Math	1.18	N/A	1.25		
Overall Rating					

Full **Quality Schools** Section (for Achievement Committee) 2 of 3

Indicator	EOY 23-24	Quarterly Actuals			
	Q4	Q1	Q2	Q3	Q4
% of Teachers growing at tiers 1-3 or maintaining tier 4 level	47%	N/A	N/A		
% of Tier 3/4 teachers	44%	N/A	N/A		
% Tier 3/4 Teachers retained	82%	81%	N/A		
% managers scoring 6.0 on MFS (Manager Feedback Survey)	64%	N/A	53%		
NET: % managers scoring 6.0 on MFS	50%	N/A	30%		
SL: % managers scoring 6.0 on MFS	66%	N/A	49%		
AD+: % managers scoring 6.0 on MFS	59%	N/A	64%		
Overall Rating					

Full **Quality Schools** Section (for Achievement Committee) 3 of 3

Data updated in January 2025

Indicator	EOY 23-24	Quarterly Actuals			
	Q4	Q1	Q2	Q3	Q4
% ADA/ADM - Average Daily Attendance	91%	94%	93%		
% Chronic Absenteeism	33%	18%	25%		
% of families meet PPH goal	81%	60%	72%		
% Families that check that they engage in at least 3 academic engagement activities on the Spring family survey	37%	N/A	N/A	N/A	
% Parent-teacher conference participation	58%	N/A	76%		
Family NPS (Net Promoter score)	56	57	N/A		
% Home Visits	91%	69%	91%		
Overall Rating					

Full **Culture** Section (for Achievement Committee)

Data updated in January 2025

Indicator	EOY 23-24	Quarterly Actuals			
	Q4	Q1	Q2	Q3	Q4
NPS: Net Promoter Score	-0.1	N/A	-9		
% staff retained YTD	92%	N/A	92%		
% teachers retained YTD	85%	N/A	91%		
% SLs retained YTD	90%	N/A	87%		
% NeST retained YTD	91%	N/A	94%		
Representative Leadership: proportion of racial/ethnic subgroups represented in leadership *National NeST only*	4 of 5	4 of 5	4 of 5		
% Representative Leadership retained	X	N/A	N/A		
% Representative leaders scoring 3.0+ on midyear evaluation	X	N/A	N/A		
% satisfaction of "Experiencing Diversity, Equity, and Inclusion section of DEI section of staff survey	75%	N/A	N/A		
Overall Rating					

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2024-25 Mid-Year NWEA Data and Response

Executive Summary

- Network achieved highest first semester growth since the pandemic in both subjects
  - Higher growth seen across regions, schools, and grades
  - RNNE and RSCP are the only schools with lower growth than last year
- Higher growth also seen across all starting tiers
  - Math: students below grade level are slightly below target growth rates and students above grade level are on-track to surpass their growth targets
  - Reading: Higher growth than last year; need to continue to increase bottom tier growth in order to close achievement gaps, especially in G1-G3
- Projected growth significantly stronger from last winter; regions will need to achieve similar growth in 2nd semester to make progress on Top Third goals
- 5% increase in top third in math, and 4% in reading
- 4% decrease in bottom third in math, and 2.5% in reading
- DC: slight improvements from last year but growth continues to lag behind other regions and will require significant support in 2nd semester
- MKE: RSCP not on track to reach last year's historically high growth rates but RTP has made large gains (averaging ~1.2 in each subject)

National Priorities in the Second Semester

- **Instructional Foci**
  - All students know their F&P level and teachers select text based on the F&P level
  - Student work analysis a central part of all data analysis meetings and 1:1s
  - Collect real time data during key instructional blocks
  - Real time coach on all key blocks

- **Professional Learning**
  - Real time coaching, with program team directly leaning into select campuses
  - National program team to lead direct learning experiences at each on-site visit (akin to skills labs)
  - Virtual data analysis and coaching meetings led by program team for select campuses
  - CT3 in DC beginning Jan 20th
  - Ignite indicating positive results; consider ongoing partnership for select schools
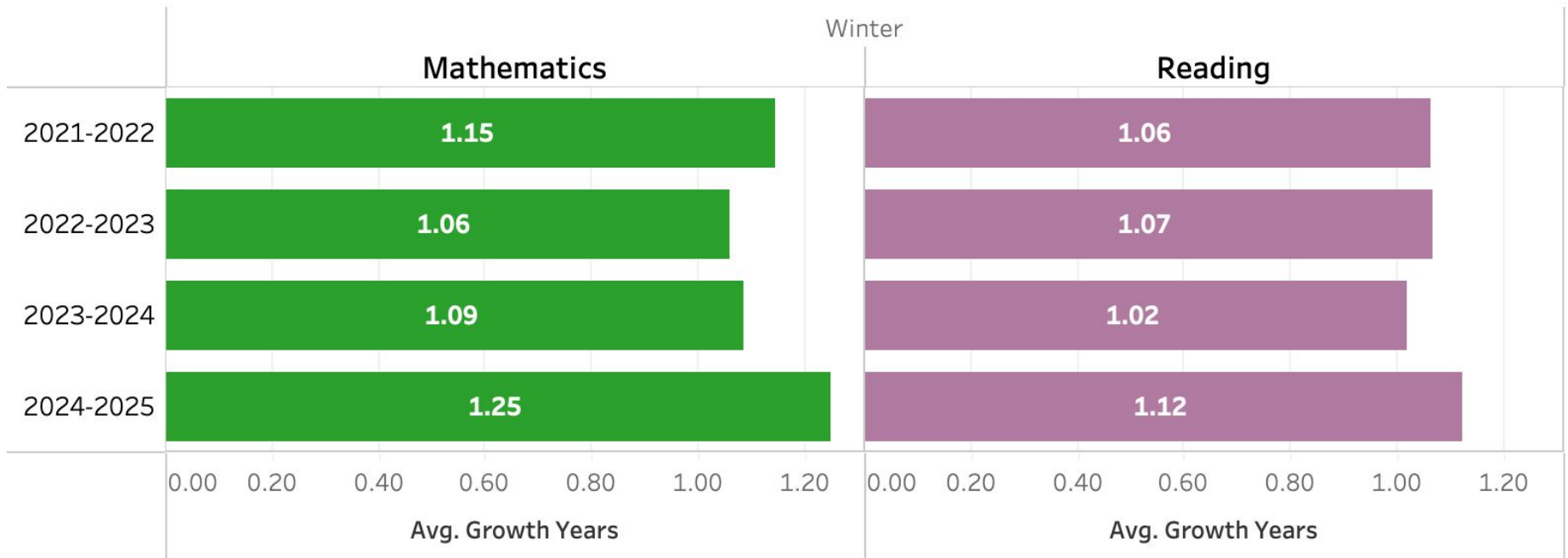
- **Priority Regions/ Campuses**
  - DC and TN priority regions
  - DC and TN (RNNE) will receive enhanced supports in 2nd semester; working in partnership with Zakiya to onboard Nicole; working directly with Eric on RNNE supports
  - DC to also engage Reading Partners in 2nd semester

Highest first semester growth since returning from the pandemic

Fall-to-Winter Avg Growth Years

Winter

	Mathematics	Reading
2021-2022	1.15	1.06
2022-2023	1.06	1.07
2023-2024	1.09	1.02
2024-2025	1.25	1.12

Avg. Growth Years (Mathematics): 0.00 – 1.20

Avg. Growth Years (Reading): 0.00 – 1.20
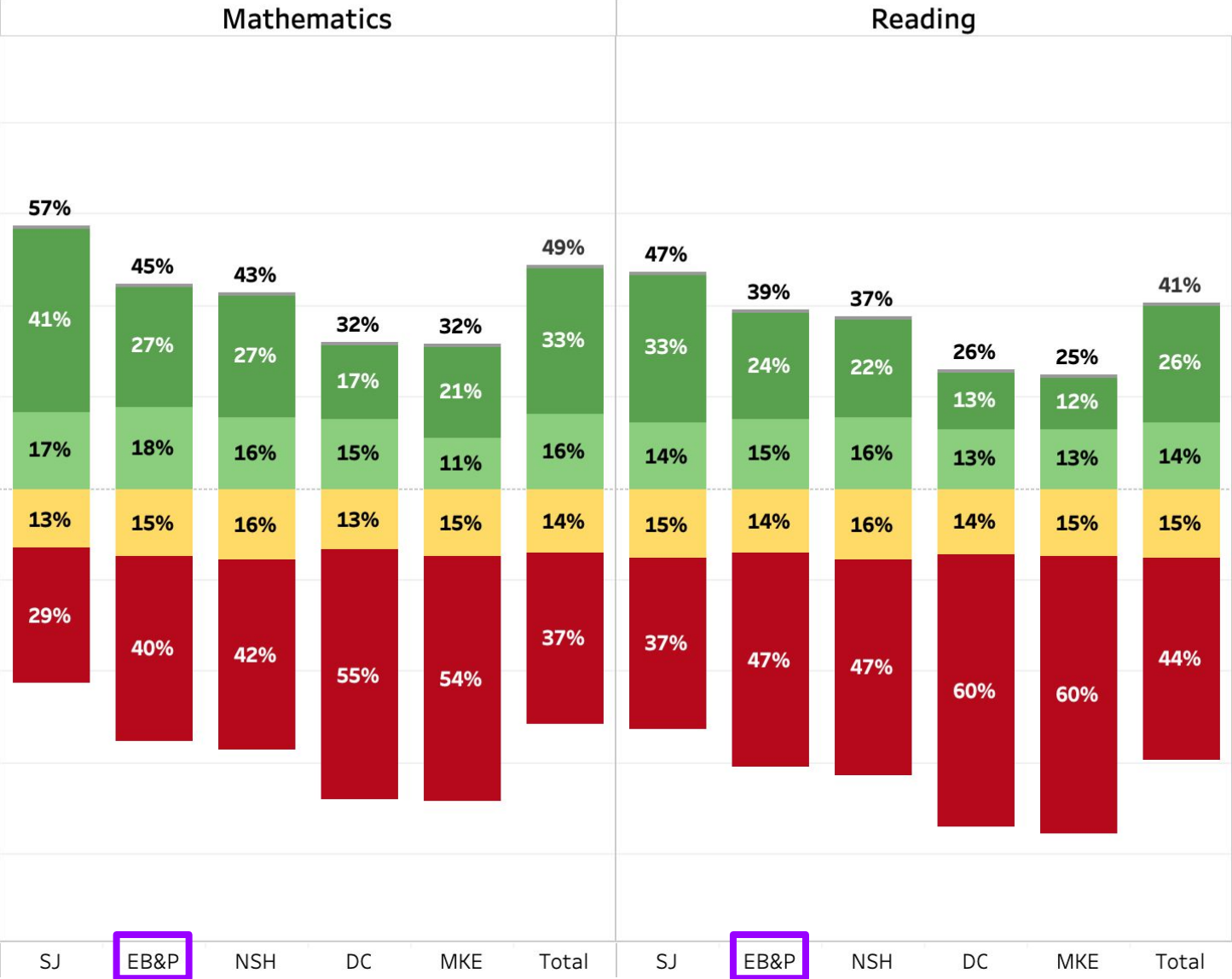
- Growth rates more similar to pre-pandemic levels
- Higher growth seen across most school in both subjects
- First indicator of "bouncing back"

Regional Absolute Distribution

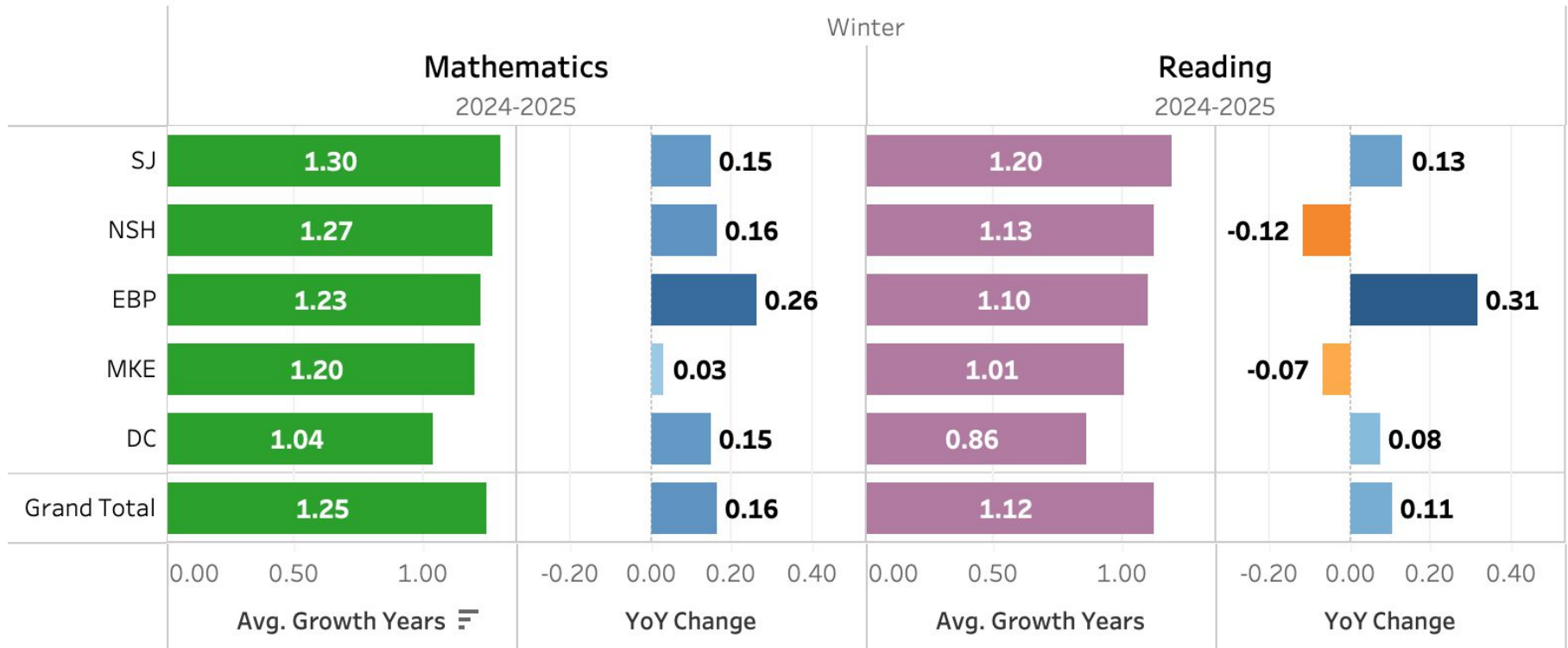2024-25 Winter NWEA MAP Proficiency Distributions

EBP increased % At/Above 50th by 8-9 % pts to surpass NSH for first time in three year

RDL and RRWC also received Ignite support and will continue in 2nd semester

Regional Growth: Fall to Winter Average Growth Years

Fall-to-Winter Average Growth Years and Change from 2023-24

	Mathematics 2024-2025		Reading 2024-2025	
	Avg. Growth Years	YoY Change	Avg. Growth Years	YoY Change
SJ	1.30	0.15	1.20	0.13
NSH	1.27	0.16	1.13	-0.12
EBP	1.23	0.26	1.10	0.31
MKE	1.20	0.03	1.01	-0.07
DC	1.04	0.15	0.86	0.08
Grand Total	1.25	0.16	1.12	0.11

- All regions achieved higher Fall-to-Winter growth in Math than last year
  - Most regions increased average growth by 0.15 years
  - EBP improvement in all schools but especially strong improvement in RRWC and RDL
- Reading growth increase driven by three regions - SJ, EBP and DC
  - Although DC's growth improved, still averaging <1 year of growth
  - NSH decline largely due to RNNE and MKE decline due to RSCP

Over 50% of RPS students are on track to achieve one year or more of growth based on their fall starting score

Fall-to-Winter % Meeting 1 Year Growth & Tiered Growth Targets

2024-2025
Winter

	Mathematics		Reading	
	Met 1 Yrs Growth	% Met Tiered Growth	Met 1 Yrs Growth	% Met Tiered Growth
SJ	62%	50%	55%	44%
NSH	63%	47%	53%	40%
EBP	58%	46%	50%	39%
MKE	57%	41%	46%	31%
DC	50%	35%	40%	27%
Grand Total	60%	47%	52%	40%
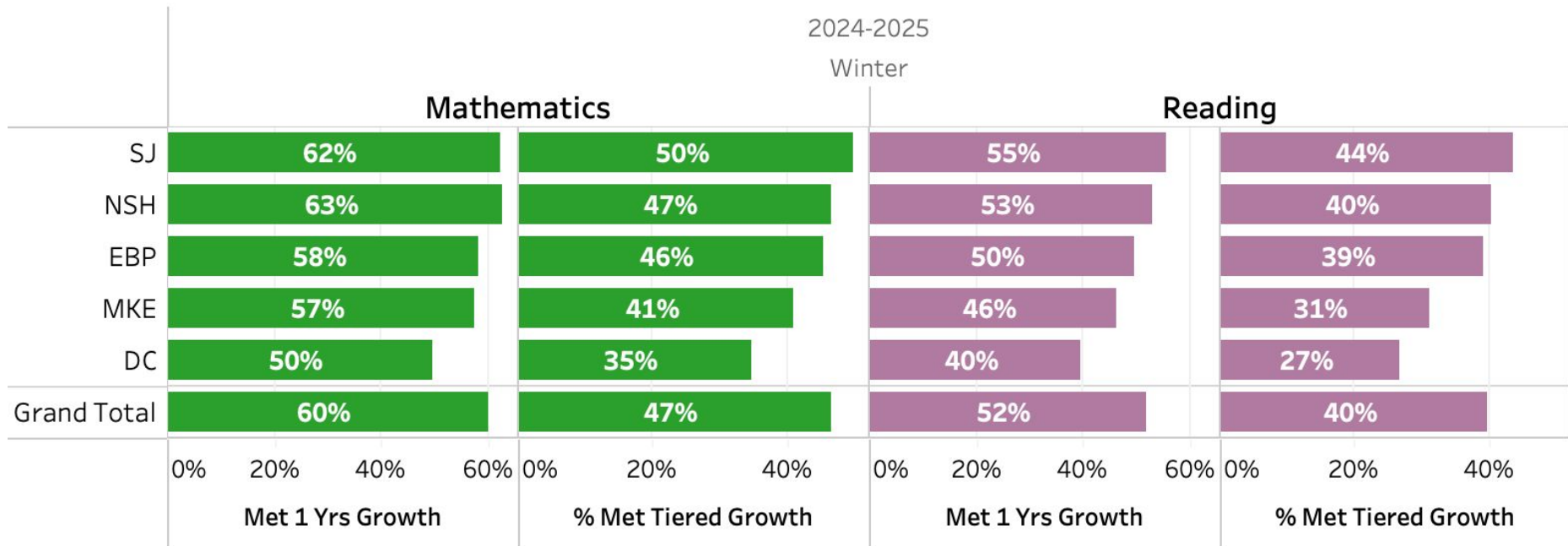
- Improvement from last year in both subjects - Math: 7% pts, Reading: +5 % pts
- Increasing focus on student goals in 2nd semester

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Bottom tier students averaged 1.3 years on Math and SJ and EBP achieved goal of 1.4 years

Avg Growth Years by Starting Tier

	Mathematics					Grand Total
	SJ	EBP	DC	MKE	NSH	
Bottom Third	1.41	1.38	1.13	1.23	1.31	1.33
Lower Inner Third	1.27	1.15	0.99	1.10	1.34	1.22
Upper Inner Third	1.33	1.21	0.92	1.31	1.27	1.27
Top Third	1.20	1.02	0.81	1.14	1.14	1.15
Grand Total	1.30	1.23	1.04	1.20	1.27	1.25

- All tiers reporting higher Math growth than last year
  - Indicator that Bridges is a strong intervention curricula
- Bottom third and lower inner third are averaging 0.1 years below growth targets of 1.4 and 1.3 respectively
- Upper Inner Third and Top Third are on-track to surpass growth targets of 1.2 and 1.1
  - Evidence that Tier 1 Strategy of Eureka and Zearn is effectively supporting these students

1st, 4th and 5th grade achieved the highest growth rate in Math for bottom tier and are on-track to meet growth target of 1.4

Avg Growth Years by Starting Tier

	Mathematics						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.32	1.40	1.22	1.28	1.40	1.38	1.33
Lower Inner Third	1.44	1.07	1.23	1.13	1.31	1.11	1.22
Upper Inner Third	1.33	1.13	1.14	1.34	1.32	1.36	1.27
Top Third	1.20	1.11	1.09	1.21	1.20	0.98	1.15
Grand Total	1.31	1.21	1.17	1.25	1.32	1.26	1.25

- 1st and 5th have strong Bottom Third growth but much lower for Lower Inner Third students who still need higher growth to close achievement gaps; indicates need to provide a similar dosage of intervention to lower inner third students as well

Improvement in Reading growth across all tiers but students below grade level are not achieving higher rates of growths

Avg Growth Years by Starting Tier

	Reading					Grand Total
	SJ	EBP	DC	MKE	NSH	
Bottom Third	1.24	1.10	0.93	1.11	1.16	1.15
Lower Inner Third	1.21	1.25	0.67	0.77	1.17	1.11
Upper Inner Third	1.23	1.13	0.85	0.86	1.14	1.15
Top Third	1.11	1.00	0.81	0.96	1.00	1.06
Grand Total	1.20	1.10	0.86	1.01	1.13	1.12

- Except for DC, Bottom Tier Students achieving 1.1-1.2 - below target of 1.4 years
- Upper Inner Third and Top Third are on-track to reach growth targets of 1.2 and 1.1, respectively, but largely driven by SJ

5th grade on-track to meet growth target of 1.4 for bottom tier but G1-G2 and G3 Bottom Third have lower overall growth

Avg Growth Years by Starting Tier

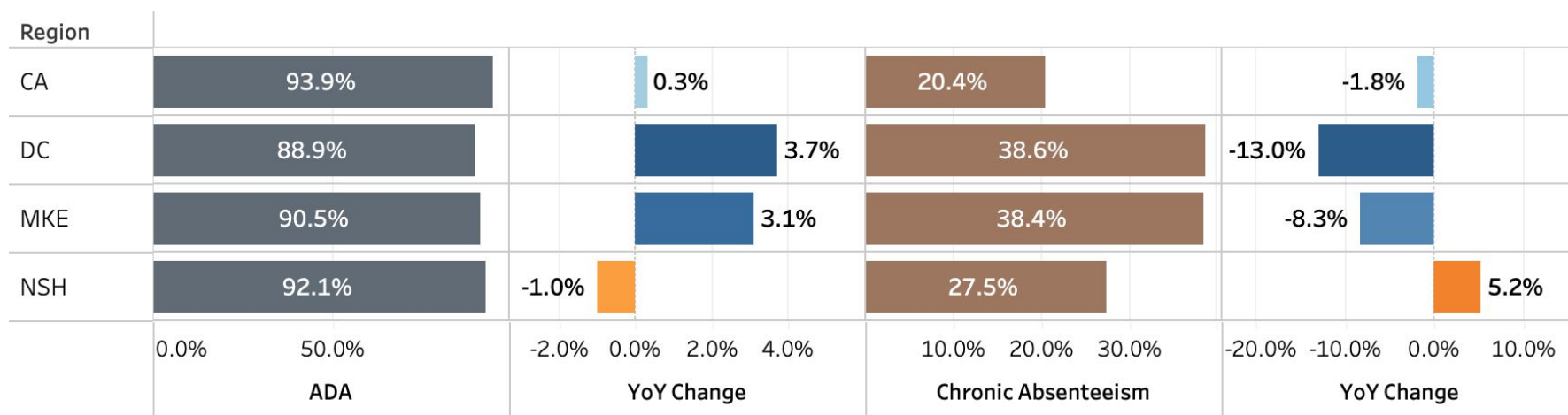|	Reading						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.29	1.16	0.96	1.02	1.30	1.39	1.15
Lower Inner Third	1.16	0.82	1.13	1.19	1.30	1.20	1.11
Upper Inner Third	1.23	0.96	1.08	1.19	1.19	1.18	1.15
Top Third	1.34	0.90	0.98	1.09	1.00	1.12	1.06
Grand Total	1.26	1.01	1.00	1.08	1.21	1.28	1.12

- G1-G3 have lower bottom tier and overall growth
- These are the "early literacy" years where students are still learning to put together more complex sounds and need to start reading more rapidly; comprehension demands also increase in these grade levels
- Late reading leveling system hindered our ability to provide students with approximate reading levels (and thus goals) and appropriate texts
- Re-introduced F&P level approximation; though imperfect, will give students and teachers a better starting point

Attendance metrics continue to improve in most regions

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

Region	ADA	YoY Change	Chronic Absenteeism	YoY Change
CA	93.9%	0.3%	20.4%	-1.8%
DC	88.9%	3.7%	38.6%	-13.0%
MKE	90.5%	3.1%	38.4%	-8.3%
NSH	92.1%	-1.0%	27.5%	5.2%

- Overall attendance and Home Visits up in most regions
- In year ahead, working to elevate parent engagement and partnership

Spring State Assessment Projections [3rd-5th Grades]

- MY projections are based on NWEA linking studies except WI
  - In past years, most regions have outperformed their mid-year projections by several percentage points (depending on how strong second semester growth is)
  - If second semester growth continues to be strong or increases, we could reasonable expect EOY results to be 2-5 percentage points higher
  - WI projections based on internal correlation from 23-24 since WI Forward thresholds changed last year and there is no new NWEA linking study at this time
- **Math**: Most regions are within range to achieve similar or higher Math proficiency rates
- **Reading**: CA in range to be similar or higher, but other regions need stronger *multi-year* growth to be in range to improve YoY proficiency

% Proficient on State Assessment				
Subject	Region	23-24 MY Proj	23-24 Actual	24-25 MY Proj
Math	CA	39%	45%	44%
Math	DC	4%	7%	4%
Math	TN	25%	22%	29%
Math	WI	21%	28%	24%

% Proficient on State Assessment				
Subject	Region	23-24 MY Proj	23-24 Actual	24-25 MY Proj
Reading	CA	40%	43%	42%
Reading	DC	9%	13%	6%
Reading	TN	20%	24%	17%
Reading	WI	17%	21%	16%

NWEA Subgroup Data
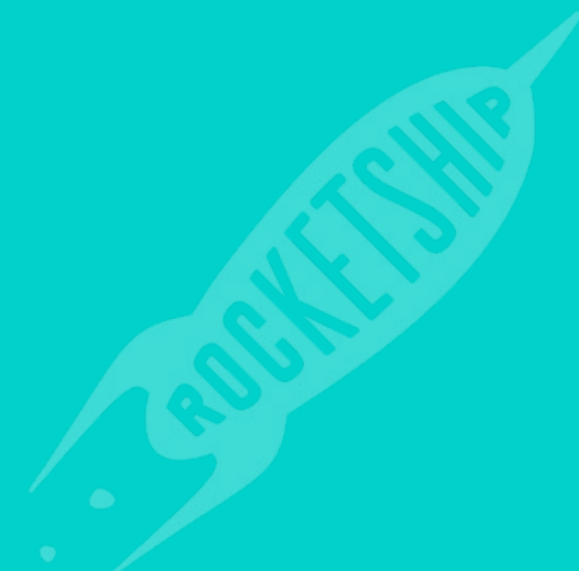
MLL Subgroup: EL students achieved high Math growth rates as EO/IFEP peers in most regions and comparable rates in Reading

2024-25 Avg Growth Years by EL Status

		EL	EO/IFEP	RFEP	Grand Total
Mathematics	DC	1.52	1.00		1.04
	EBP	1.28	1.19	1.15	1.23
	MKE	1.25	1.18		1.20
	NSH	1.38	1.19	1.53	1.27
	SJ	1.31	1.28	1.30	1.30
	Total	1.32	1.19	1.28	1.25
Reading	DC	1.10	0.84		0.86
	EBP	1.07	1.10	1.38	1.10
	MKE	0.94	1.06		1.01
	NSH	1.15	1.10	1.55	1.13
	SJ	1.13	1.27	1.28	1.20
	Total	1.11	1.11	1.31	1.12

Reading

- *DC MLLs have higher growth rates than their peers*
- *SJ and MKE MLLs have lower growth rates than EO/IFEP peers*
- *Notably, RFEP students have meaningfully higher growth rates than EO/IFEP*

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ISE: Mild-to-Moderate ISE student growth is similar to non-ISE peers overall

2024-2025 Avg Growth Years by ISE Type

		mild to moderate	Speech Only	Non-ISE	Grand Total
Mathematics	DC	0.91	0.92	1.06	1.03
	EBP	1.47	1.34	1.21	1.23
	MKE	1.12	1.39	1.20	1.20
	NSH	1.31	1.30	1.27	1.27
	SJ	1.50	1.12	1.29	1.30
	Total	1.31	1.19	1.25	1.25
Reading	DC	0.78	0.86	0.87	0.86
	EBP	0.99	1.19	1.11	1.11
	MKE	1.02	1.07	1.01	1.01
	NSH	1.01	1.10	1.14	1.13
	SJ	1.29	1.10	1.19	1.20
	Total	1.10	1.10	1.13	1.12
Total		1.21	1.14	1.19	1.19

Math

- *Similar ISE and non-ISE growth rates in NSH*
- *CA ISE growth higher than non-ISE*
- *DC and MKE have lower ISE growth*

Reading

- *Similar ISE and non-ISE growth rates in MKE*
- *SJ ISE growth higher than non-ISE*
- *DC,EBP, and NSH have lower ISE growth*

Subgroup: Race/Ethnicity

NWEA MAP % At/Above 50th by Ethnicity

	Mathematics 2024-2025					Grand Total
	Asian	Black	Hispanic	Other/Multi	White	
SJ	86%	61%	49%	60%	77%	57%
EB&P	69%	40%	43%	56%	68%	45%
DC		31%		35%	41%	32%
MKE		27%	37%		21%	32%
NSH	60%	44%	40%	60%	35%	43%
Grand Total	85%	38%	46%	54%	52%	49%

	Reading 2024-2025					Grand Total
	Asian	Black	Hispanic	Other/Multi	White	
SJ	75%	59%	39%	60%	61%	47%
EB&P	57%	43%	36%	39%	60%	39%
DC		26%		46%	20%	26%
MKE		27%	23%		7%	25%
NSH	40%	42%	31%	35%	32%	37%
Grand Total	74%	36%	37%	45%	41%	41%

- While achievement gap persists across subgroups, RPS made gains across every subgroup in both math and reading
- Black and Hispanic student absolute achievement increased by 4% and 6%, respectively, in math, and 2% and 3% respectively in reading

2024-25 Mid-Year NWEA Data and Response: Informing 25.26 SY Priorities
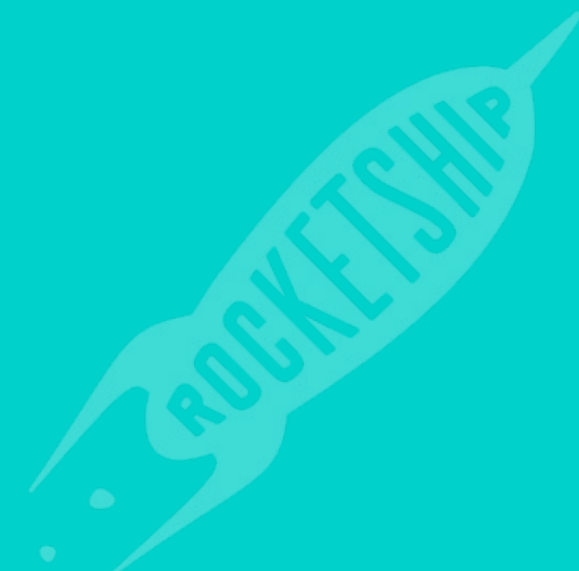
Quality Schools: SY25-26 Priorities [Draft]

Network priorities	Target strategies and milestones
Curriculum adoption and best practices	• Focus on ELA • Deprioritize science curriculum adoption; instead, understand how science fits into model (staffing, time block, etc) • Get more disciplined on impact of programs and define smarter strategy on what programs are worth investing in (Ignite, Paloma)
Instructional talent development and **retention**	• Drive for Five - retention of Principals • Onboarding for all new to RPS employees • Teacher credentialing and pathways to support the credentialing (ex: MLL) • Build coherence across multiple internal programs (rising teachers, rising leaders, rising principals) and continue to further differentiate professional learning, esp for APs
Family Engagement	• Provide menu of activities and related guide to re-engage families on a monthly cadence for 90% parents to achieve 20 PPHs • Standardize RPS RC in each region to include power standards and family-friendly guides; provide training/development to Ts and SLs on how to lead an effective FTC • Provide training, guidance and resources to support with conversations with families
Info systems	• **Stay the course** with focus on academic data systems and pursue philanthropy to fully implement internal data warehouse & systems

Culture of excellence and belonging: SY25-26 Priorities

	Y2 goal	Priorities	Target accomplishments and milestones
National / network-wide	15	• **Core model and alignment**	• Socialize "core model" across the organization, implement with fidelity, revisit and refine as needed • Improve the annual planning and alignment process • Resource Knowledge Management
CA	15	• **People development** • **Core model**	• Continue responding to feedback, driving on 1:1s, and people development • Elevate core more and drive on socialization/implementation
WI	15	• **People development** • **Core model**	• Focus on building differentiated PD/coaching for tiers of Ts and SLs • Elevate core more and drive on socialization/implementation
TN	15	• **People development** • **Core model**	• Drive on high quality PD and 1:1s • Elevate core more and drive on socialization/implementation
DC	15	• **People development** • **Core model**	• Drive on high quality PD and 1:1s • Introduce core more and drive on socialization/implementation

Teacher Residency Program Update

Rocketship Pathways to Teaching

Rocketship has a variety of pathways to identifying great teachers. Note that any teacher candidate would need a Bachelor's Degree. We have partnerships with Rivet School nationally and Reach in CA to support with that as well.

- Internal Hires:
  - ILS, our tutors from the learning lab
  - Paras
- External Hires
  - Recruitment team has partnerships with colleges and universities as well as using Handshake to find teachers who are a great fit for our students
- Partnerships: Teach for America
- <New> Residencies

Imagine a world where our new teachers…
- Were prepared to teach on their first day after a year of support
- Outperformed typical first year teachers
- Stayed in the profession longer since they didn't get burnout
- Had their intern credential BEFORE they started

…. This is what teacher residencies can do!

What is a Teacher Residency?

A teacher residency is a **yearlong**, **hands-on preparation program** designed to develop highly effective educators by **pairing aspiring teachers (residents) with experienced mentor teachers** in a **structured, supportive classroom environment.**

Similar to a medical residency, residents co-teach, receive ongoing coaching, and take coursework aligned with their classroom experience, leading to a teaching credential at the end of the program. This model ensures that new teachers are classroom-ready from day one, improves teacher retention, and strengthens the pipeline of high-quality, equity-driven educators who are prepared to meet the needs of students in your school.

At the end of the one year, the residents will have a credential (with LMU for RPS) and have priority hiring at RPS.

Their **typical schedule** is 1 day for grad school, 4 days with their mentor teacher. We are finalizing our CA model.

The Opportunity

For 25.26: 4-10 Residents working towards multi-subject credentials clustered at 2-3 school sites. One year program with LMU with option of 2nd year to earn Masters (while in first official year)

It's a great program for…

Residents	Mentors	School Sites	Region
Truly feeling *prepared* when stepping into their own classroom after the program Credentialed with tests passed by the time they start their first official year Getting to put theory from classes into practice	Learn more about coaching and a way to try on school leadership $3k Stipend! Support with planning, execution, grading, physical space, families, etc Lower ratio for more targeted teaching - potential for data increase!	Priority hiring of residents First year teachers that need less support Retention incentive for mentors Additional capacity for our schools (small groups, small amount of subbing, etc) Less credential drama!	Better teacher pipeline for openings across the region Long term strategy to increase ISE roles

CA Residency Pilot Proposal at a Glance:

- 4-10 Residents next year (25-26 SY) working towards multi-subject credentials
- 4-10 Mentor Teachers with Matching Credentials
- 2-3 School Sites (Focus is on sites with a number of teachers with clear credentials)
- One Year Program for Residents (Residents will have a credential from LMU at end, with an option to continue coursework with LMU to earn their Master's degree while as teacher of record)

- **January/February 2024:** Wrote the CTC capacity grant application
- **April 2024:** $250,000 Grant won! This helps us with our planning year.
- **Summer/Fall 2024:** Planning (Residency design, staffing model, mentors)
- **Week February 10:** Begin soft promotion about opportunity (esp if not RPS staff)
- **February 7th:** Expansion Grant Due (this would fund the role for $36k per resident)
- **March 21st:** Find out if we get the Expansion Grant
- **March 10-April 1: Resident Application Window OPENS!** (hosting two info sessions) Mentor Application Window opens concurrently <phone screens ongoing>
- **April 20th Week:** Interviews
- **April 27:** Determine offer resident letters and open mentors
- **May**: Review mentor applications and start matching process
- **June/July 2025:** Residents enroll in LMU, Official program launch, PD for mentors, and host a two day kickoff with Mentors and Residents
    - Note: We're working with recruit on timeline and strategy

What's Next for Residencies?

- **University Partnership**: Strong partnership with LMU to create programming aligned to RPS and supportive of residents
- **Expansion Grant** would fund large portion of resident salary (for up to 10 residents for 3 years -a max of 30 possible residents). We find out March 24.

Challenges Currently:

- **Funding to make resident role competitive with KIPP and Aspire residencies.** They offer 51k. If we want to match that, RPS would need 15k per resident. Exploring if this come from school or region or if we want to try to recruit for much less.
- **Long Term Funding:** Our grant will expire in three years and we would need to explore additional support for other regions.
- **Role Clarity and Regional Alignment:** We know budgets are impacting staff models and overall staffing. We are working with the region on getting clarity on how the resident role could fit into a few schools.
- **Clear Credentialed Teachers to Support Residents:** We have limited RPS teachers with Clears to match with a resident. This is why we are currently working on gen ed pathway. Hopefully this will shift over time.

Appendix

In addition to higher NWEA Reading absolutes, DIBELS proficiency is also higher in our second year of the program

2024-25 MOY DIBELS: %At/Above Benchmark and Change from Prior Year

MOY
2024-2025

Region	% At/Above BM	YoY Change
CA	52%	6%
DC	36%	10%
MKE	30%	7%
NSH	43%	4%
Grand Total	47%	6%
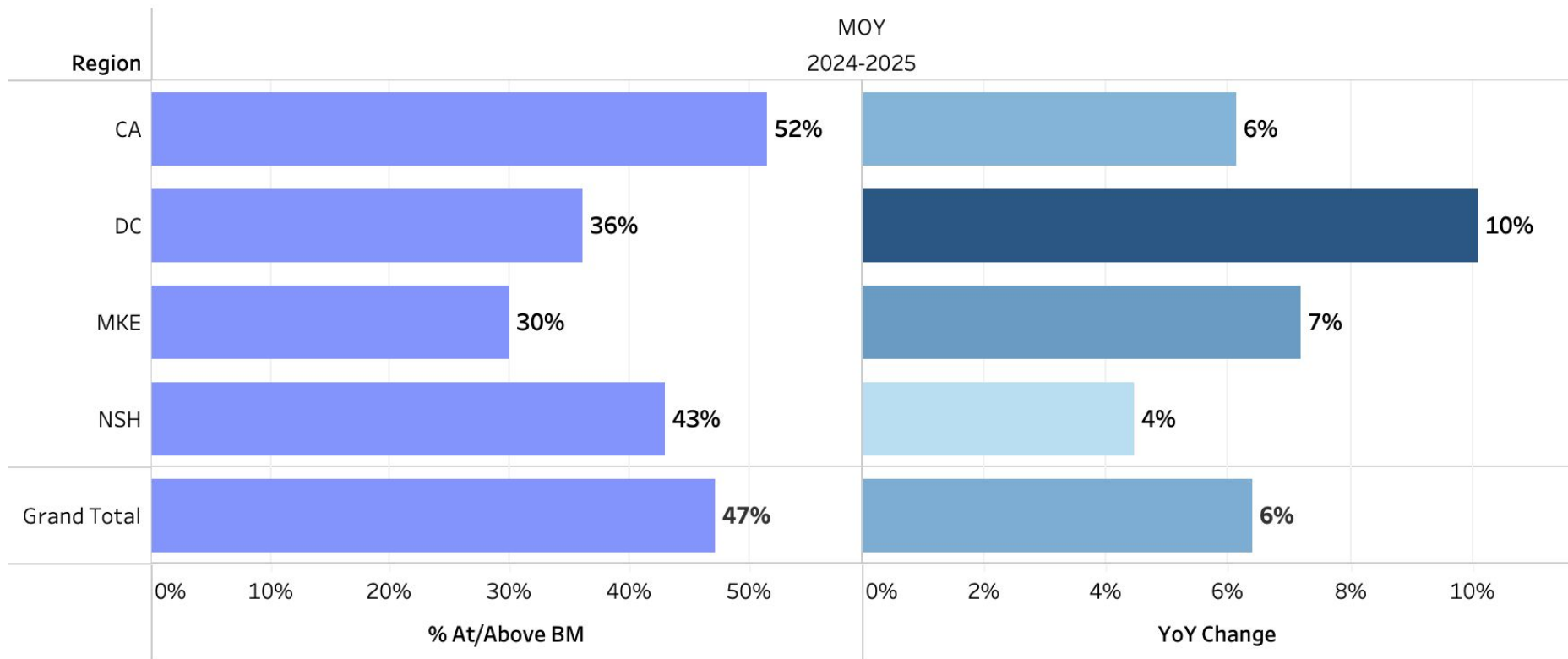
- DIBELS proficiency also increased across each grade level
- Will continue to use the monthly progress monitoring measures to assess interim progress on reading levels (while exploring other tools like Stanford's ROAR)

Network Strategic Goal: Winter 2024 vs Spring 2025 (1 year) and Spring 2028 (5 year) goals

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

2025 Winter

Region	Winter	Spring 2025 goal	Spring 2028 goal
CA	34%	42%	60%
DC	15%	24%	40%
MKE	16%	27%	35%
NSH	25%	37%	50%
Grand Total	29%	39%	55%
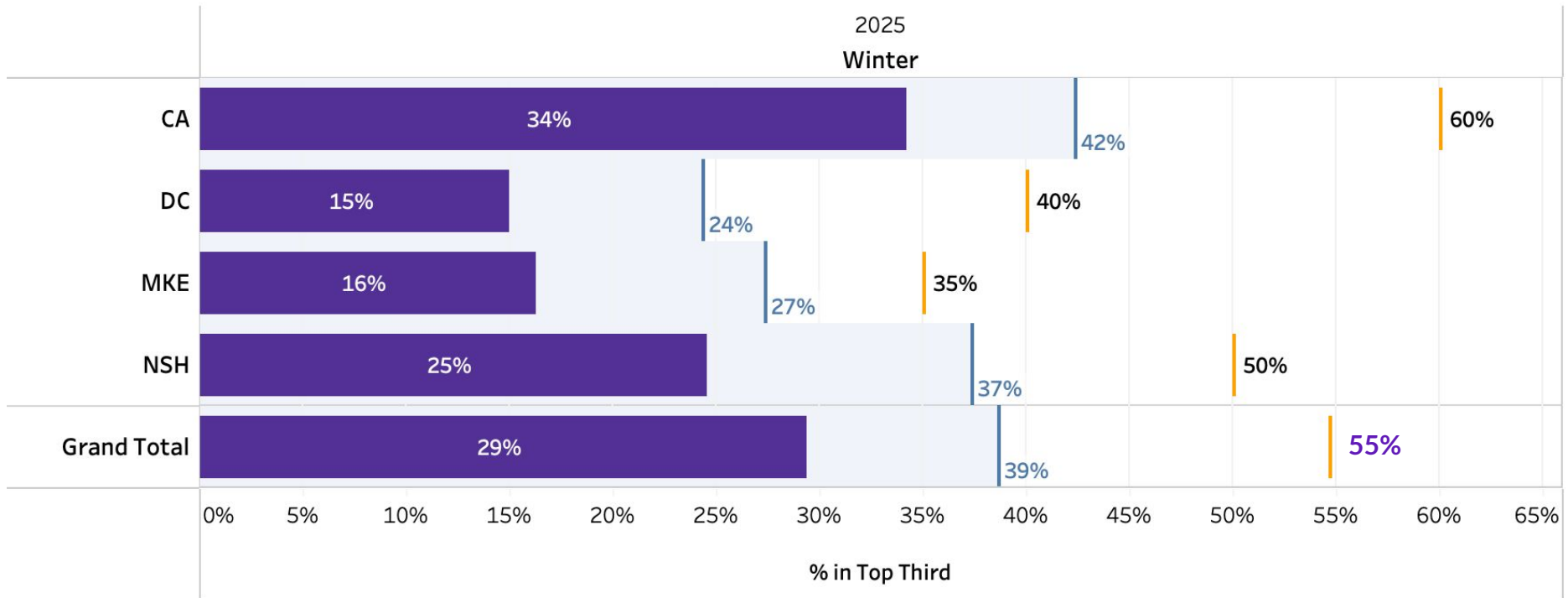
% in Top Third

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

- All regions made gains in Top Third from Fall by 2-5 percentage points
    - NSH: +5, CA: +4, MKE: +3, DC: +2
- While usually see larger gains from Winter-to-Spring, regions are 8-12 % pts below spring goals

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NWEA Grade Distributions

Grade Level Absolute Distributions

NWEA Proficiency Tier

2024-25 Winter NWEA MAP Proficiency Distributions

Mathematics

	K	1st	2nd	3rd	4th	5th	Total
(green top)	60%	53%	48%	46%	47%	31%	49%
(dark green)	45%	33%	32%	32%	32%	16%	33%
(light green)	15%	20%	16%	14%	15%	15%	16%
(yellow)	13%	15%	11%	14%	16%	14%	14%
(red)	27%	32%	41%	40%	38%	55%	37%

Reading

	K	1st	2nd	3rd	4th	5th	Total
(green top)	51%	38%	37%	37%	43%	39%	41%
(dark green)	34%	25%	26%	24%	26%	21%	26%
(light green)	18%	14%	10%	12%	16%	18%	14%
(yellow)	18%	15%	13%	13%	16%	16%	15%
(red)	30%	46%	51%	51%	41%	45%	44%
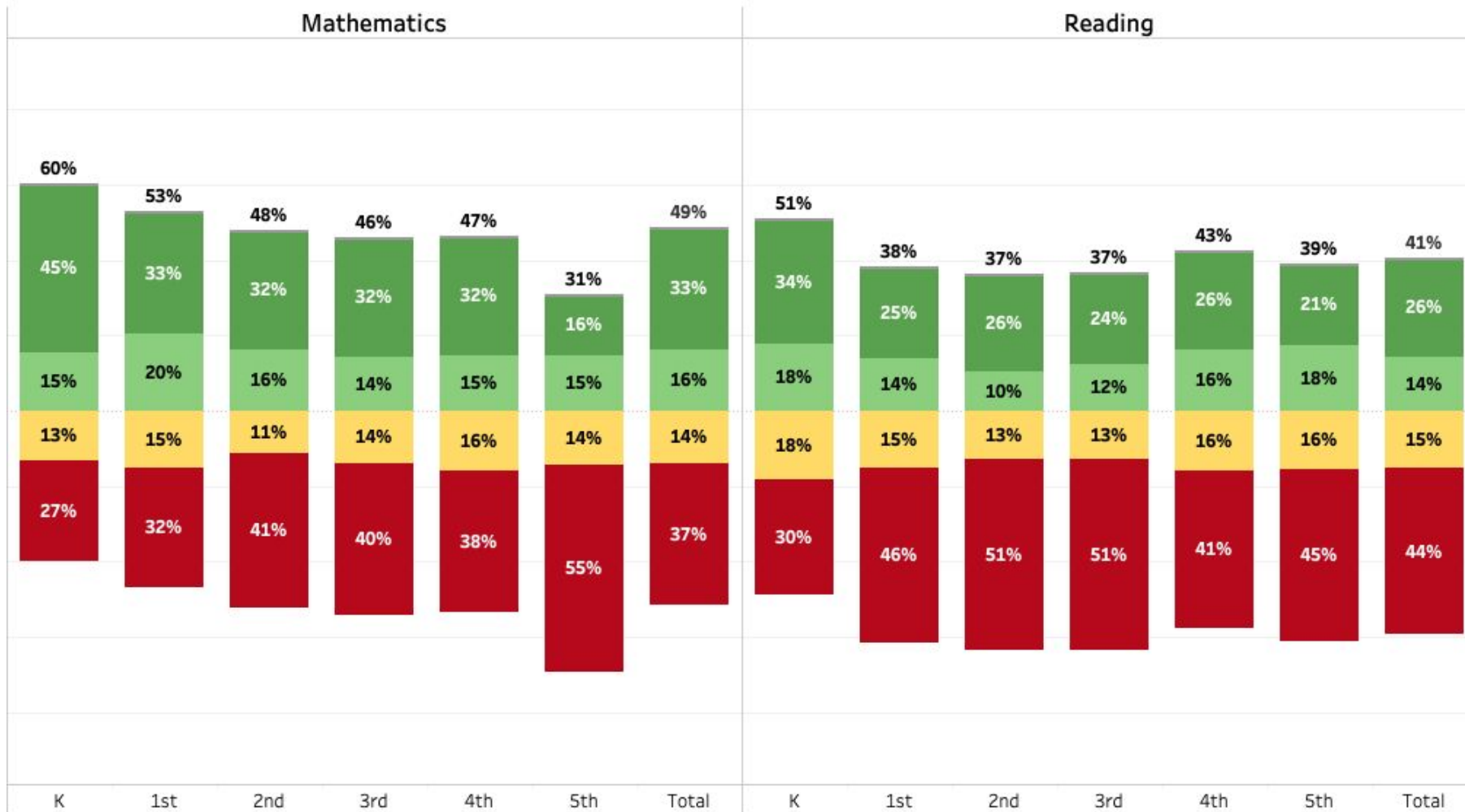
- Absolutes further ahead than last year in every grade level, every subject (with exception of G1 Math)
- While absolutes stronger than previous year, need sustained, continued growth to make more significant progress on absolutes

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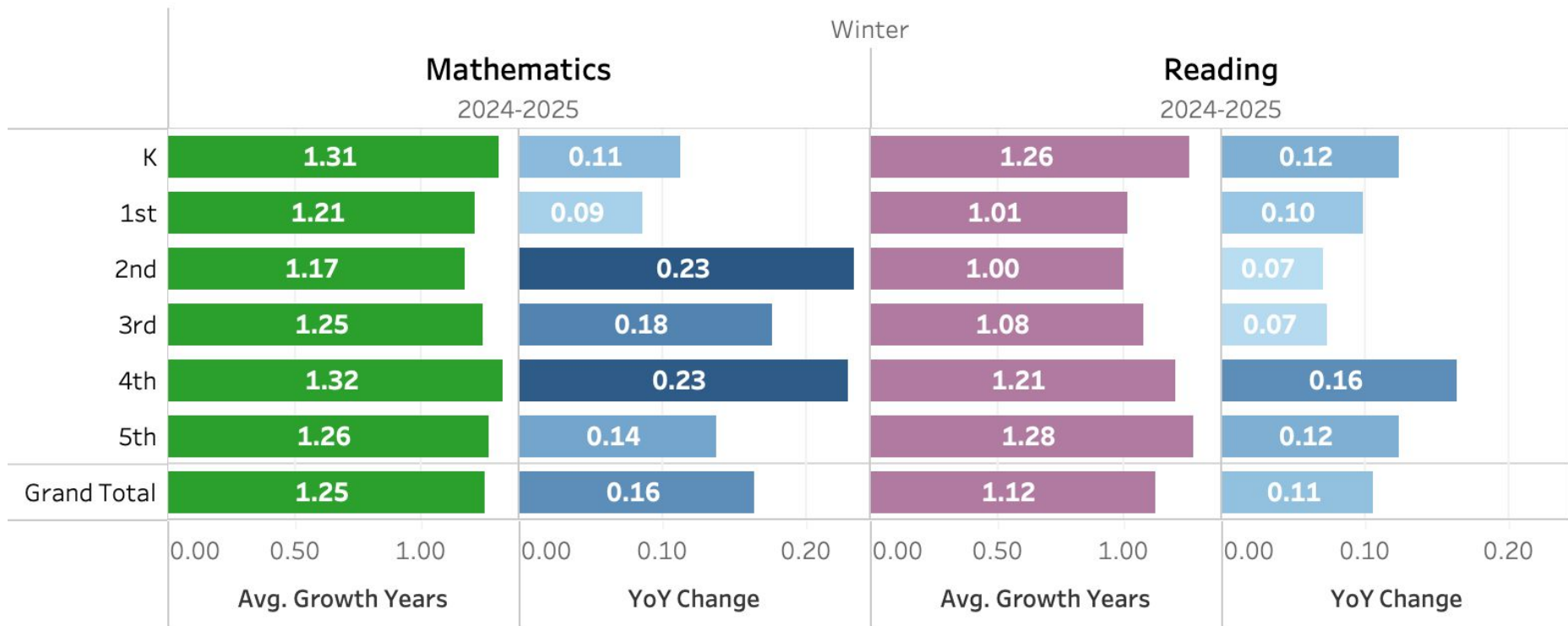# Grade Level Growth Distribution: All grades reporting higher growth than last year with largest improvements in Math

Fall-to-Winter Average Growth Years and Change from 2023-24

Winter

	Mathematics 2024-2025		Reading 2024-2025	
	Avg. Growth Years	YoY Change	Avg. Growth Years	YoY Change
K	1.31	0.11	1.26	0.12
1st	1.21	0.09	1.01	0.10
2nd	1.17	0.23	1.00	0.07
3rd	1.25	0.18	1.08	0.07
4th	1.32	0.23	1.21	0.16
5th	1.26	0.14	1.28	0.12
Grand Total	1.25	0.16	1.12	0.11

- G1-G3 Reading growth improve but continue to lag behind other grades

Bottom Quartile: YoY decline across grades in Math but uneven gains in Reading

2024-25 Winter NWEA MAP
% Below 25th Percentile and YoY Change

Winter

Mathematics 2024-2025

Grade	% Bottom Quartile	YoY Change
K	21%	-4%
1st	25%	-3%
2nd	34%	-3%
3rd	33%	-5%
4th	31%	-8%
5th	45%	-1%
Grand Total	30%	

Reading 2024-2025

Grade	% Bottom Quartile	YoY Change
K	21%	-6%
1st	39%	1%
2nd	43%	-3%
3rd	43%	0%
4th	35%	-3%
5th	39%	1%
Grand Total	37%	
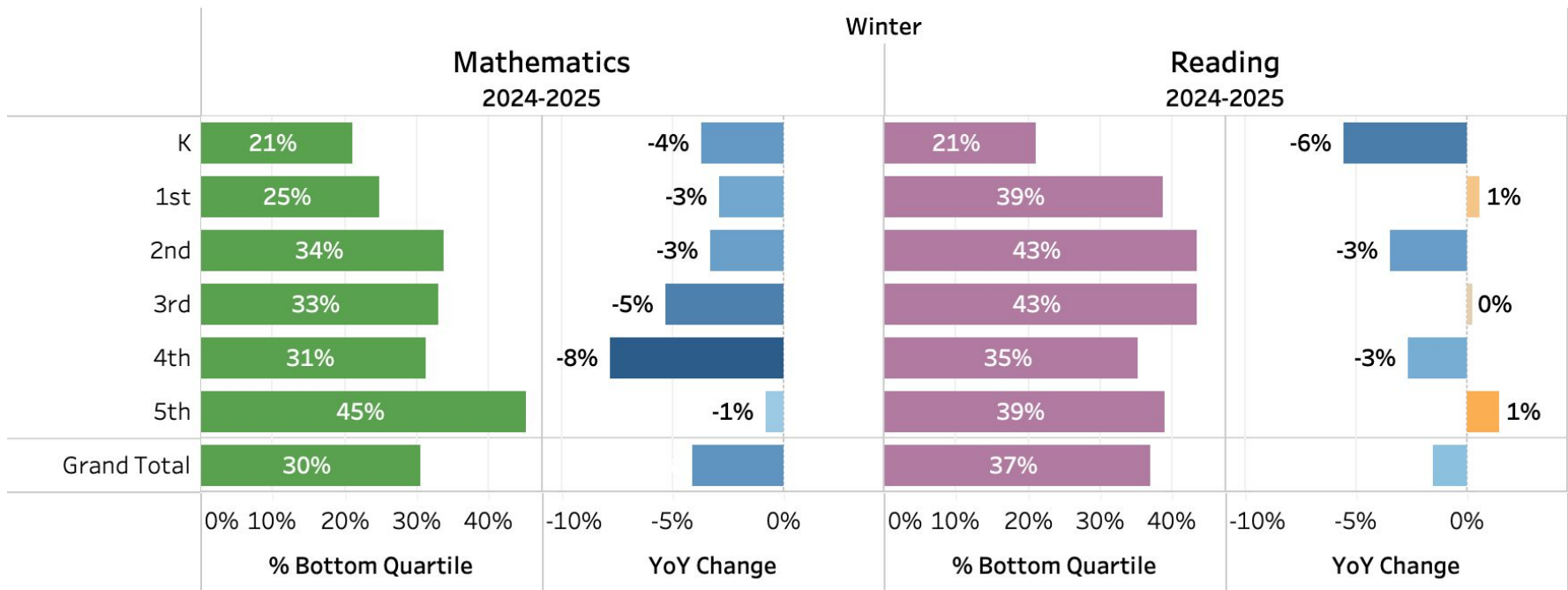
- Relaunched guided reading instruction in all grades for all students
  - Paired decodables w/ mClass intervention lessons (Rocketization of curriculum) and reading to mastery
- Reading: Adjusted Amplify Skills SSM to differentiate phonics instruction
- Math: Adjusted Eureka SSM to address foundational needs; deleted some units

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Subgroup: Race/Ethnicity

Avg Growth Years by Race/Ethnicity

	Mathematics					Grand Total
	SJ	EBP	DC	MKE	NSH	
Asian	1.54	1.31				1.53
Black	1.22	1.23	1.00	1.23	1.23	1.15
Hispanic	1.24	1.22		1.17	1.28	1.23
White	1.29	1.26	1.57		1.39	1.37
Grand Total	1.30	1.23	1.03	1.20	1.27	1.25

	Reading					Grand Total
	SJ	EBP	DC	MKE	NSH	
Asian	1.32	1.12				1.31
Black	1.28	1.09	0.85	1.14	1.12	1.03
Hispanic	1.15	1.10		0.88	1.12	1.12
White	1.36	1.49	1.03		1.14	1.24
Grand Total	1.19	1.11	0.86	1.01	1.12	1.12

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 *(interim)*	**DC Executive Director:** Zakiya Sackor *(interim)*	**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)

FMSD	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)