



Monday, August 19, 2019
Rocketship Public Schools Achievement Committee (2019-20 Q1)

Meeting Time: 9:30am to 10:30am

Meeting Location: 2001 Gateway Place, San Jose, CA 95110

3173 Senter Rd, San Jose, CA 95111
1700 Cavallo Rd, Antioch, CA 94509
2351 Olivera Rd, Concord, CA 94520
320 Plus Park Blvd, Nashville, TN 37317
1440 Connecticut Dr, Redwood City, CA 94061
5107 South Kimbark Avenue, Chicago, IL 60615
3290 North 44th Street, Milwaukee 53216
1342 Florida Ave NW, Washington, DC 20009
500 Fifth Avenue North Seattle, WA 98109

1. Opening Items (9:30am-9:35am)

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

2. Consent Items (9:35am-9:40am)

- A. Approve minutes from May 23, 2019 Achievement Committee meeting

3. Agenda Items (9:40am-10:30am)

- A. 2018-19 achievement overview and next steps (9:40am-10:20am)
- B. Update on 3rd-5th grade shifts in end-of-year California NWEA MAP testing (10:20am-10:30am)

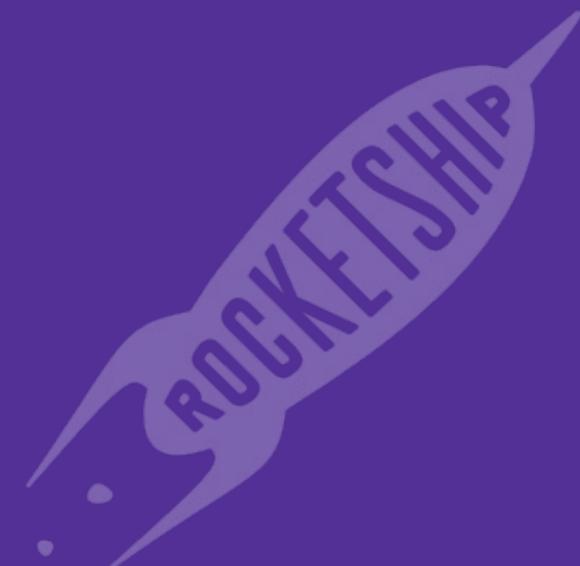
4. Adjourn (10:30am)

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. Timings listed on the agenda are estimates only and may change depending on the duration of public comment and discussion around prior items.

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 Apoorva Katikaneni at akatakaneni@rsed.org.

2018-19 Achievement Results and Next Steps

August 2019





At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

We are a collective of parents, teachers, leaders, and students working together to transform the future for low-income communities. At Rocketship Public Schools, we are unleashing potential.

Transformational Public Schools Built on Three Pillars



Personalized Learning

Tailoring instruction, content, learning experience, and pace to unleash the potential of every student.



Talent Development

Investing in the growth and development of every team member to unleash their full potential in the classroom and beyond.



Parent Power

Unleashing the power of parents to champion their children's education, demand political attention, hold leaders accountable, and enable high-quality public schools to thrive in their community.

In 2018-19, Rocketship had 9,000 students across 19 schools



9,000
Rocketeers



19 Schools
Nationwide



Serving
PreK – 5th
Grade



75%
Socioeconomically
Disadvantaged



36%
English
Learners



9%
Students with
Disabilities

Milwaukee

600 Rocketeers

2 Schools



Bay Area

6,500 Rocketeers

13 Schools

Nashville

1,000 Rocketeers

2 Schools



Agenda

- 2018-19 Network Results and 2019-20 Priorities
- 2018-19 Regional Performance



Executive summary

We kicked-off 2018-19 with a focus on three priorities: 1) Improve our ELA results through simplifying and further personalizing our program, 2) Support and build capacity in Milwaukee, Nashville, and DC, and 3) improve teacher recruitment and development to bolster top tier teacher numbers.

Through these investments, we achieved our **highest absolutes ever, the highest Fall-Spring growth in six years, and the highest Spring-Spring growth in four years** on NWEA MAP. In particular, 5th grade ELA achieved 1.5 growth years across the network and a 7 ppt jump in % in the Top Third. We saw similar growth in our state assessment results, with ELA in all regions improving on average 2%. The Bay Area for the first time averaged above 50% meets and exceeds in ELA and reached 61% in Math, with 54% of schools achieving above 60% proficient and 25% improving 10 ppts over last year in at least one subject.

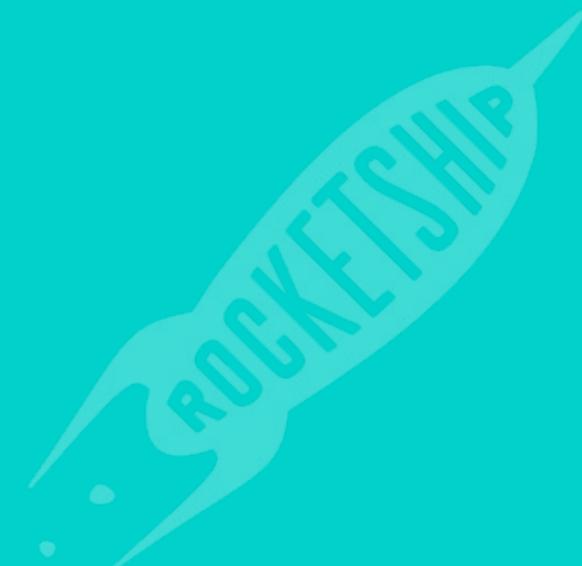
Our regional investments particularly paid off in TN, which is now **closing the gap with the Bay Area** in absolute performance on MAP and jumped 15 ppts in Math on the state assessment. Most impressively, RNNE, which was previously our most struggling school, led the network with 1.8 years of growth in Math and 1.7 in ELA on MAP. In DC, ELA jumped 8 ppts on DC PARCC, and Rocketship Legacy Prep achieved a **high Tier 1 again**. In all regions except MKE, where student achievement must improve further and more rapidly, we realized tremendous gains and strides.

On teacher quality, we saw the **share of upper tier teachers improve** from 33% of all teachers last year to 47% this year. Beyond academics, we piloted several Learning Lab changes designed to **build 21st century skills and behavior supports**, such as project-based learning and classroom extensions.

Moving into 2019-20, we are building on the success and learnings of 2018-19. Our **19-20 goals** include continuing to elevate ELA supports, integrating subgroup instruction in the classroom, further differentiating supports for our teachers especially professional development, and rolling out Learning Lab pilots to all Bay Area schools.



2018-19 Network Results and Drivers



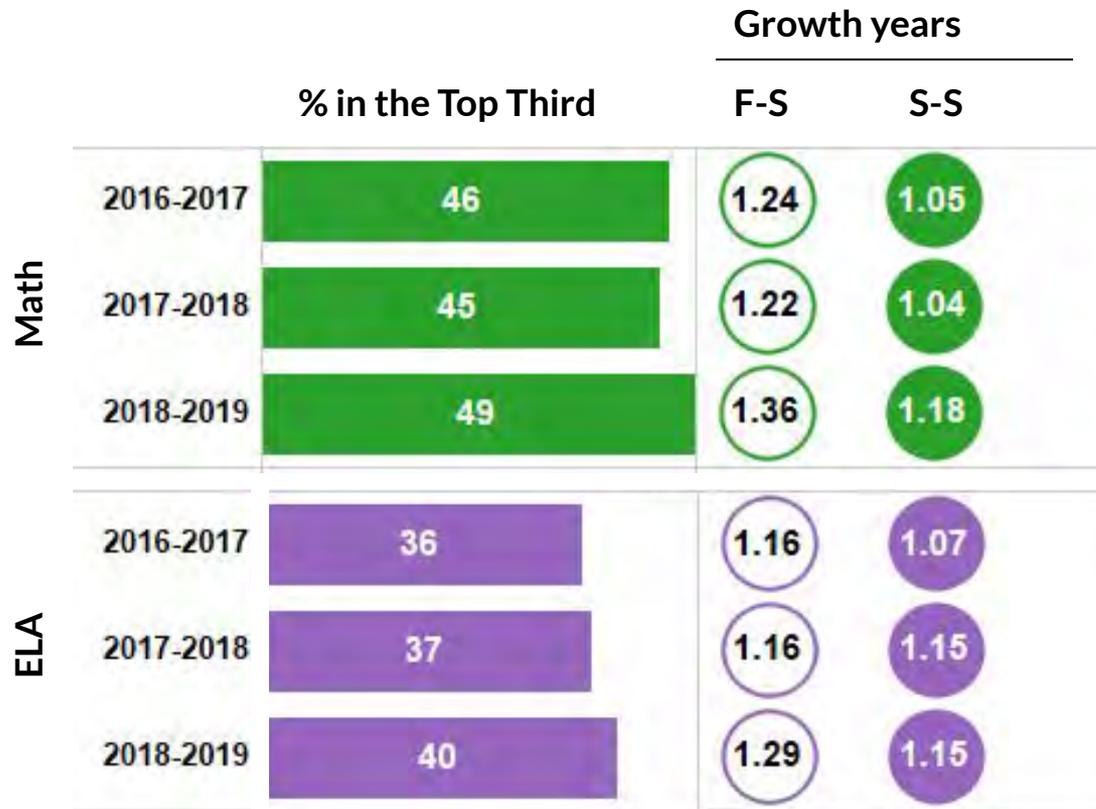


We started 2018-19 focused on strengthening ELA, lifting non-BA regions, and improving teacher quality

	Rationale	18-19 Strategy
<p>Elevate personalization while simplifying (ELA-focus)</p>	<ul style="list-style-type: none">• Math outperforming ELA across regions• Feedback on core issues from Ts and SLs: overly complex	<ul style="list-style-type: none">• Introduce Close Reading• Partner with Lavinia• Reduce planning burden and inputs on teachers/leaders• Simplify assessment suite• Elevate practice and coaching
<p>Build Regional Capacity</p>	<ul style="list-style-type: none">• Execute on revised organizational structure to provide more robust regional capacity• Regions require decentralized supports in some areas	<ul style="list-style-type: none">• Staff Director of Schools in each region to manage principals• Add local achievement and operations managers (see <i>Regions section</i>)• Build structures to increase skill, accountability of, and connection to regions
<p>Drive Year 1 Teacher Efficacy</p>	<ul style="list-style-type: none">• Although improved on retention of high-performing teachers (96%), the quantity in top tier was still too low (9% of all teachers)	<ul style="list-style-type: none">• Simplify professional development content for teachers• Codify approach to professional development for School Leaders (Ps and APs)• Increase consistency of training and support for Managers as well as rehearsals for teachers



In 2018-19, RPS achieved record high NWEA absolutes, highest F-S growth in 6 yrs, and highest S-S in 4 years



Key takeaways

- **Absolutes:** + 4% and 3% pts in Math and ELA from last year
- **F-S growth:** Increased by >0.1 pts from past years

Achievement Drivers

- **Math** focused on foundational skill attainment
- **ELA** benefited from new investments
 - Closer reading & more student practice
 - Lavina content and support

After regional investments, TN is closing the gap with CA in absolutes

NWEA MAP: % in Top Third
Rocketship Network

2018-2019



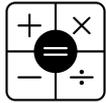
Regional performance reflected investments in regional organization model and supports

- **CA:** Strong, experienced DOSes led gains that resulted in a majority of students in top third in Math
- **TN:** Large gains in proficiency with dedicated regional DOS, the addition of an Achievement Manager, and strong School Leadership teams
- **DC:** Decline in math and slight decline in ELA, partially due to quadrupling size of RLP; dedicated DOS and achievement manager in place for 19-20
- **WI:** ELA % in Top Third grew three points but math declined; split DOS/RD role will be replaced with dedicated DOS for TN/WI bringing learnings from Nashville to Milwaukee

NETWORK OVERVIEW

Similarly, RPS grew state results in most regions; ELA improved or constant in all

CA: CAASPP

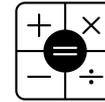


+4%
proficient



+2%
proficient

DC: PARCC

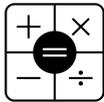


-3%
proficient



+8%
proficient

TN: TN Ready

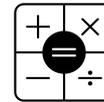


+15%
proficient



+2%
proficient

WI: Forward



-4%
proficient



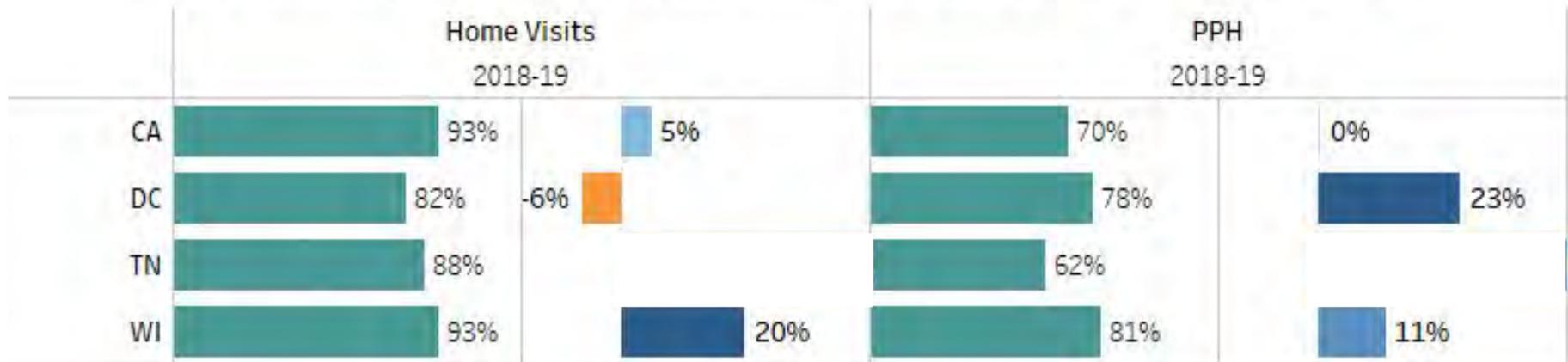
+0%
proficient

RPS significantly improved share of top tier teachers (tiers 3 and 4), while maintaining high retention of high-performers

Educators Retained by Performance Band						
October - July						
	SY 2016-2017		SY 2017-2018		SY 2018-2019	
	% of Total	% Retained	% of Total	% Retained	% of Total	% Retained
Tier 3	15%	67%	24%	83%	26%	82%
Tier 4	6%	73%	9%	96%	21%	95%
Total	N=198		N=268		N=301	

Parent engagement deepened in all regions, with 82-93% of families receiving home visits

2018-19 Home Visits and Parent Partnership Hours and Change from Previous Year

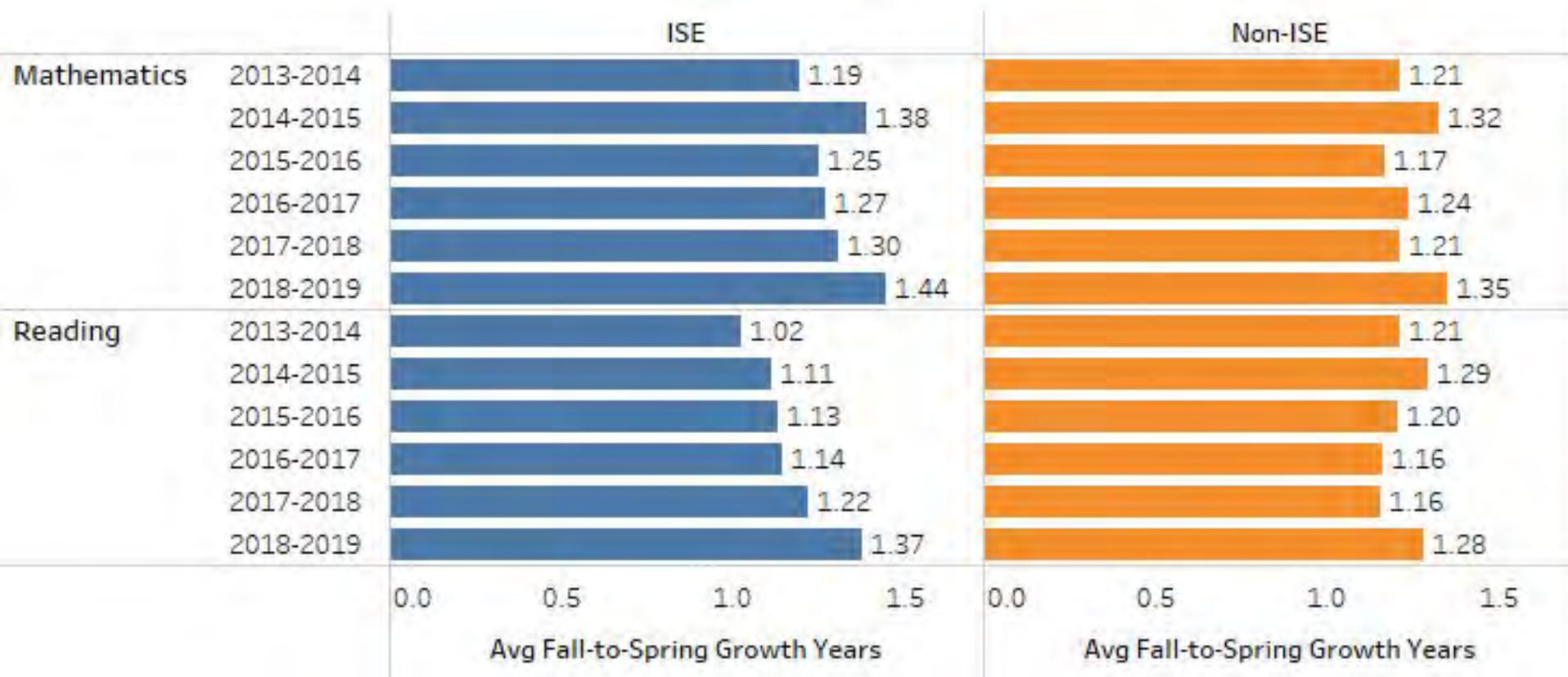


TN YoY Change not reported due to technical system issues in 2017-18

- Overall **high rates of home visits** in each region
- All regions increased home visit completion except DC compared to last year; WI home visit rate jumped 20 pts
- All regions increased or maintained % of families meeting **Parent Partnership Hour** goal of 20 hours; DC in particular increased 23 pts

ISE students saw highest Fall-Spring growth in both subjects ever

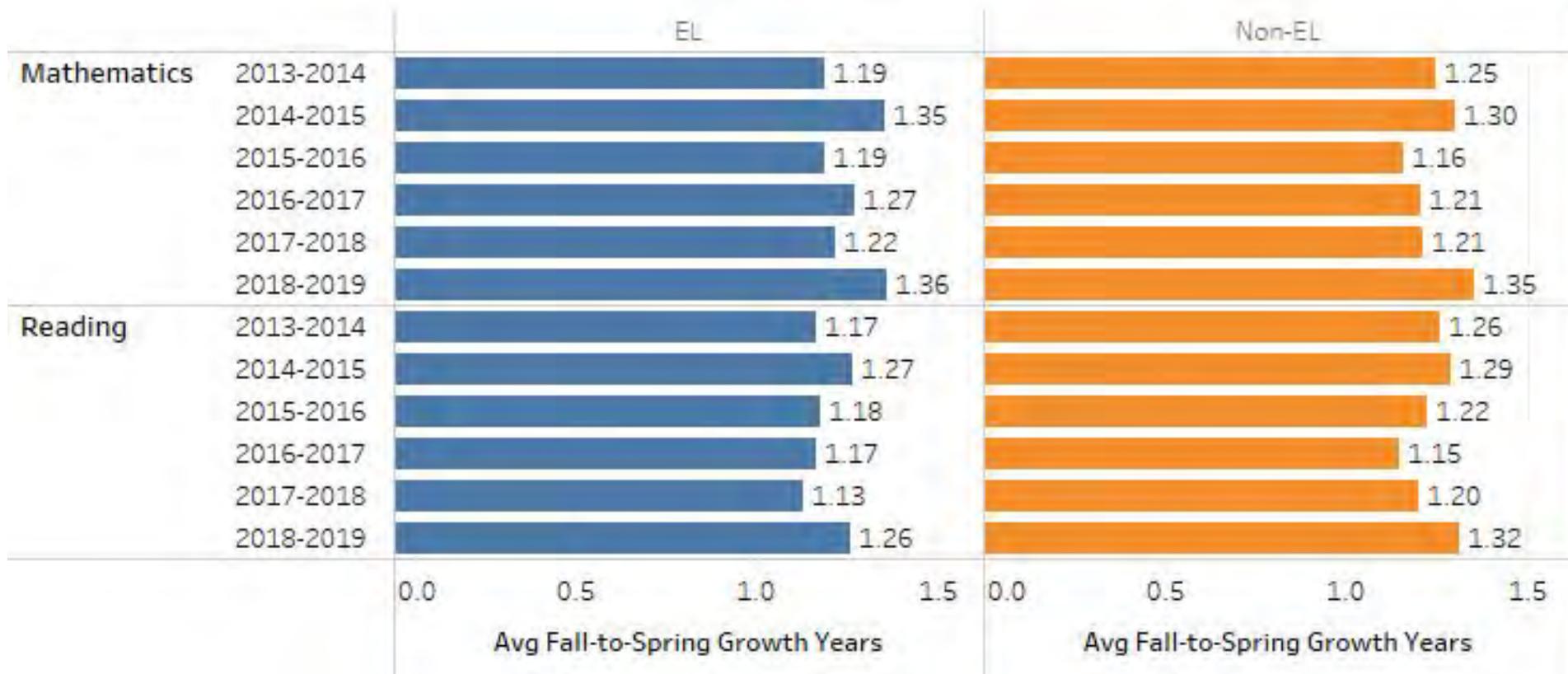
Fall-to-Spring Growth Years
RPS Network



- Higher growth translated to increased % in top third (+3.2% in math, +0.7% in literacy) for ISE
- ISE Fall-Spring growth stronger than Gen Ed but Spring-Spring has room for improvement
- Students with disabilities more heavily impacted by summer slide
- NWEA results not translating as consistently to state assessment for students with disabilities
- Saw significant difference between the performance of new versus experienced teachers

English Language Learners achieved significant increase in Fall-to-Spring growth

Fall-to-Spring Growth Years
RPS Network



- +0.14 to 1.36 in math, +0.13 to 1.26 in literacy
- EL growth in TN particularly strong
- Accelerate EL performance in literacy and in CA to further close the gap

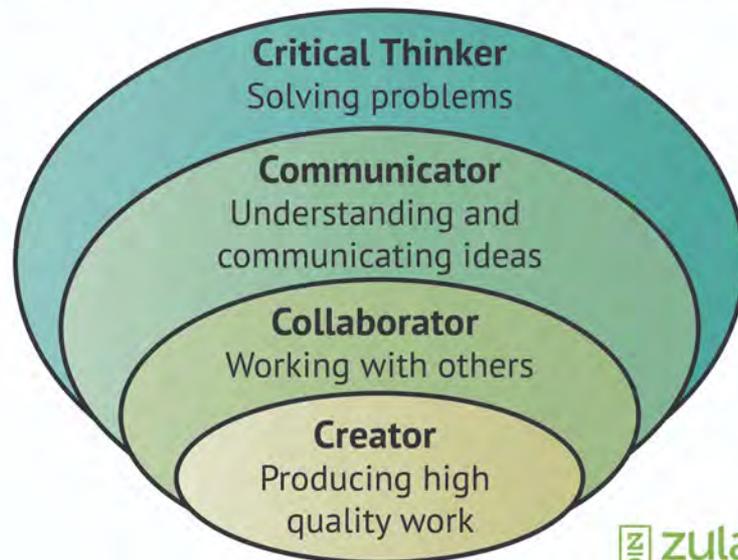


Learning Lab pilots focused on developing 21st century skills laid the groundwork for 2019-20 school year

18-19 Learning Lab Pilot

- Rotational Model
- Expansion of Enrichments (i.e. Hands-on science, library, etc.)
- Introduction of Project Based Learning extensions

The Four Cs of 21st Century Skills



18-19 Pilot Results

- Greater student ownership of academic learning and mastery of 21st Century skills
- 25% of 2nd-5th graders rated Learning Lab as favorite part of day compared to 0% two years ago
- Higher staff morale

19-20 Learning Lab Initiatives

- Scaling up pilot successes and elevating rigor
- Deeper integration of Learning Lab with core content, especially Project Based Learning extensions

18-19 REFLECTION

Based on 18-19 results, we believe we have momentum as we continue to elevate student achievement

Elevate personalization while simplifying (ELA-focus)

What went well

- Close Reading
- Partnership with Lavinia
- Simplification initiatives lifted educator loads
- Elevated Learning Lab model

Lessons Learned/Reinforced

- Importance of foundational skills and Guided Reading as base of our program
- Tailoring Lavinia to Rocketship model
- Necessity of identifying and tracking priority students

Build Regional Capacity

- NSH model: local DOS and Achievement Manager
- CA Collaboration of experienced DOSes with Regional Directors (RDs)
- Regional teams building skills and connections

- Importance of strong regional teams and context on revised curricula approach:
 - MKE: lack of depth in curricula
 - DC: No DOS, no achievement manager
 - CA: DOSes spread too thin, no regional achievement managers

Drive Year 1 Teacher Efficacy

- Increased percentage of high performing teachers
- Maintained high levels of retention for top performers
- Support for new Principals

- Moving away from rote deliverables and busy work to rehearsal and coaching
- High variability of teacher skill requires differentiated supports
- More experienced teachers reduce SL toll and linked to student outcomes



19-20 PRIORITIES

Moving into 2019-20, we are building upon the foundation laid and lessons learned from 2018-19

2019-20 focus areas

Elevate personalization while simplifying (ELA & subgroup focus)

- **ELA:** Continue elevating professional development and differentiation
- **Personalization:** Drive on regionalization of curricula
- **Subgroups:**
 - Further integrate ELL strategies and elevate thematic approach
 - Focus on elevating ISE co-teaching and behavior intervention supports (MTSS)
- **Skill extension:** Develop 21st century skills in Learning Lab

Build Regional Capacity

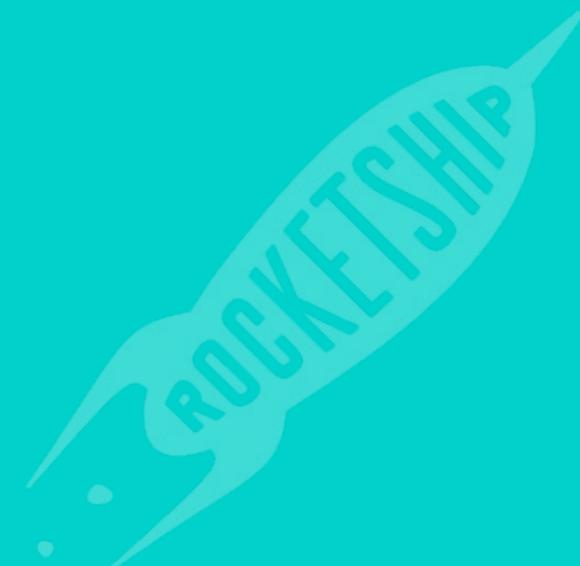
- **CA:** Doubled DOSes (total of 4) to allow more support per school and introduced Achievement Managers
- **DC:** Full regional achievement team with full-time DOS and Achievement Mgr.
- **MKE/NSH:** Elevating Lavinia investment and shifting high-performing DOS
- Continued build out of **regional structures and tools** to build skill and create transparency, e.g., Quarterly Progress Reviews, Regional dashboard

Drive Teacher Efficacy

- **Differentiate** supports based on teacher experience and skill, especially professional development
- Specialize coaching at content level while also **simplifying** block roll-out based on teacher skill level
- **Hiring** full-time leader of professional development
 - SL development, AP training



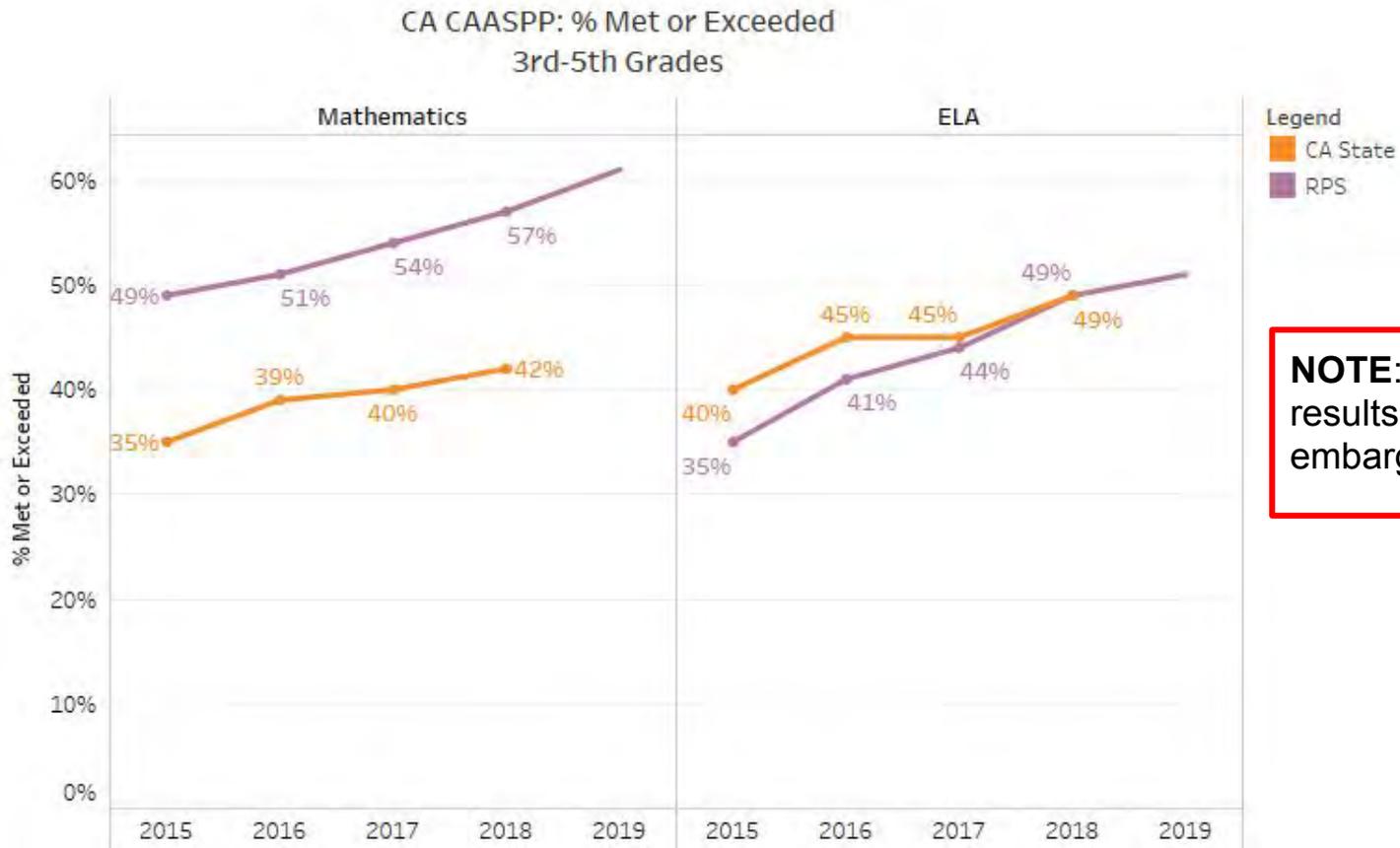
2018-19 Regional Performance





CA schools maintained steady increase in percentage Met/Exceeded on CAASPP

- With incremental increases each year, Rocketship CAASPP results have improved by 12-16 % pts over 5 years
- Rocketship continues to outperform state in Math and expects similar result as state in ELA
- Majority of schools improved in each subject: 9 out of 12 in Math; 7 out of 12 in ELA



NOTE: CAASPP results are embargoed.

CA: Reflections on 18-19 and focus areas for 19-20

2018-19 Wins

- **BOY strength:** Exceeded target of 25% of home visits completed before Day 1; achieved 96% Day 1 show rate
- **Parent engagement:** 70% of families volunteered 20+ hours and 93% received home visits, increasing 5 ppts from last year
- **Investment in Hum:** BA schools broke 50% meets and exceeds in ELA on CAASPP

2018-19 Learnings

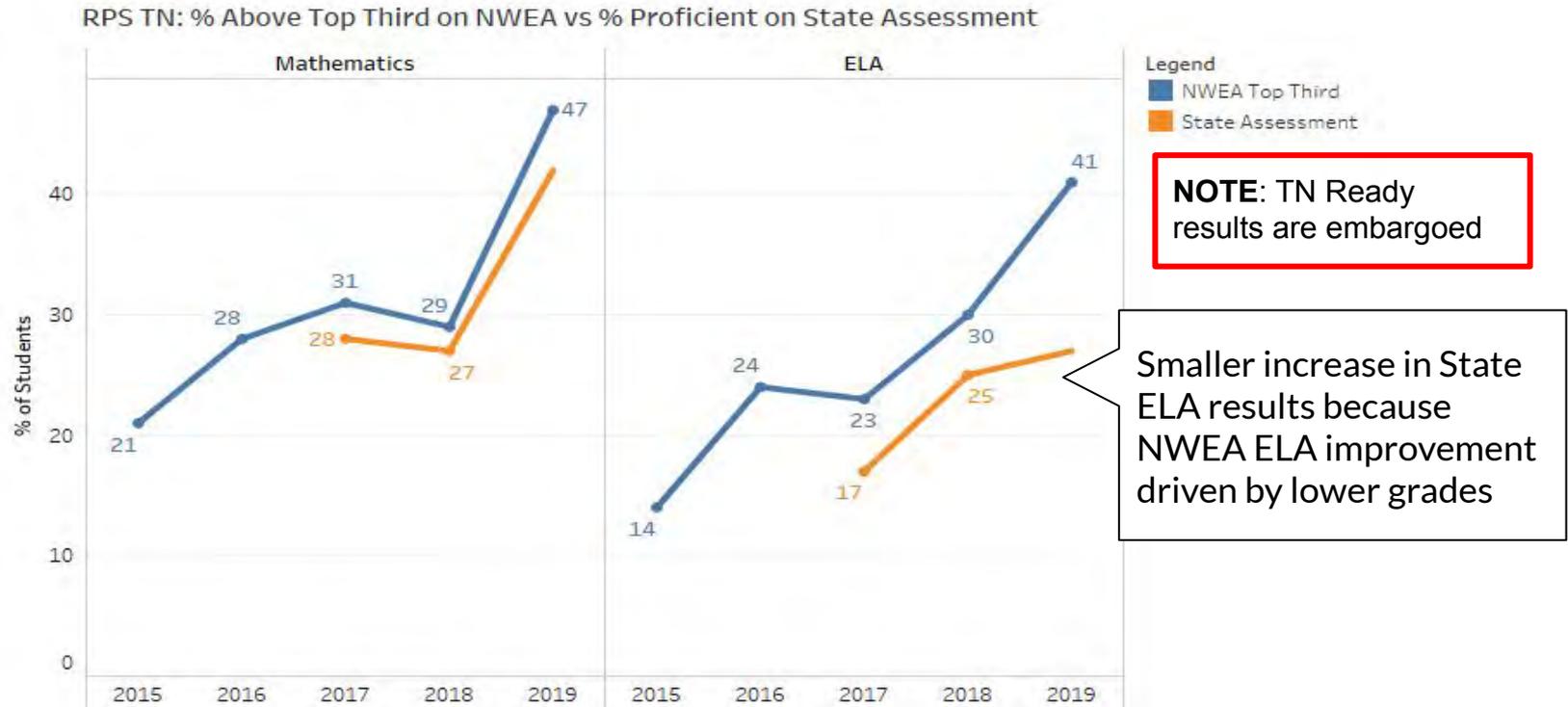
- **Increase** resources to provide more in-depth school supports (i.e. more DOS, Achievement Managers, etc.)
- It takes **time** to bring on new strategies across 13 schools (i.e. Lavinia and Close Reading)
- Must further **differentiate and simplify** teacher professional development and School Leader focus

2019-20 Focus

- Provide greater school support by reducing **DOS ratios** and adding **Achievement Managers**
- Continue to refine our academic model and improve **CAASPP results**
- Strengthen **East Bay community** and further elevate achievement results
- **Differentiate PD** and build strong **talent pipeline**
- Continue to increase **long-term retention** for school staff and strategically place talent



Strong leadership and support system in NSH led to significantly improved NWEA and TN Ready results



- Regional investments resulted in +15% gain in Math and +2% gain in ELA on state assessment
- High NWEA growth led to significant proficiency (% top third) gains

TN: Reflections on 18-19 and focus areas for 19-20

2018-19 Wins

- **RNNE:** Substantial growth in Math (1.8 years) and ELA (1.7 years) on MAP, showing our model works in other regions and closing the gap in ELA with the Bay Area
- **RUA:** Achieved Reward School designation for 18-19, 50 percent proficient in math, among highest in state
- **TNReady growth** in both Math and ELA

2018-19 Learnings

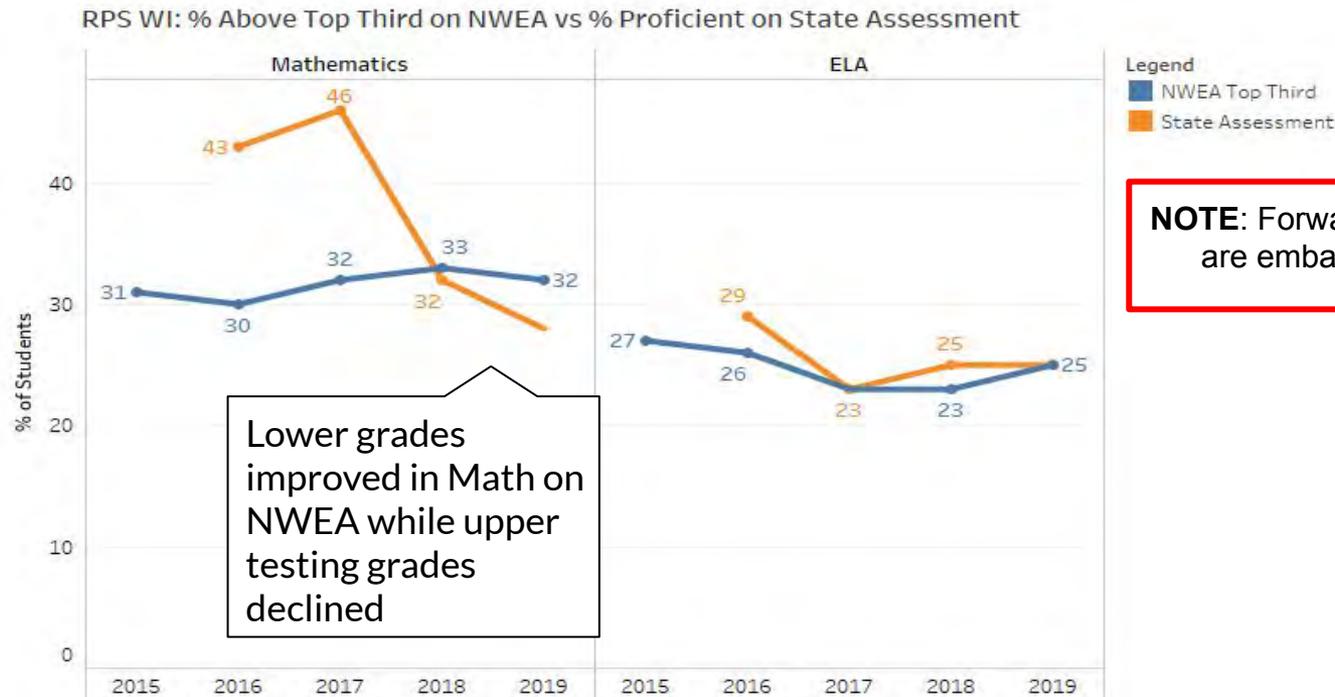
- **Urgency** around staffing and instructional gaps
- Use **student level State data** to drive instruction and intervention
- Home visits and family engagement was stronger, but need to **strengthen even more**
- The **combination** of small group instruction, online learning programs, and tutoring are key to success

2019-20 Focus

- Use **State data as a North Star**; especially with 4th grade interventions.
- **Focus** on LLI, Guided Reading, and Close Reading
- Focus on **data-responsive** small group instruction in math
- Maintain strong growth and **solidify strength**
- Build capacity of **rising leaders**
- Using **student level data** from state assessment to inform moves



Modifying support structure in MKE to better aid student achievement



2019-20 Initiatives

- Dividing roles of regional director and director of schools
 - DOS for NSH/MKE schools
- Refining and adapting instructional model to concentrate on regional student needs
 - Tailor guided reading, phonics and writing curriculum
- Provide more support to new teachers
- Partnering with Lavinia for content and SL coaching

WI: Reflections on 18-19 and focus areas for 19-20

2018-19 Wins

- LLI and guided reading worked, resulting in momentum in Spring:
 - Fall-to-Spring ELA growth years almost 0.3 pts higher than Fall-to-Winter growth years
 - Two-thirds of NWEA test score growth occurred in second half of the year

2018-19 Learnings

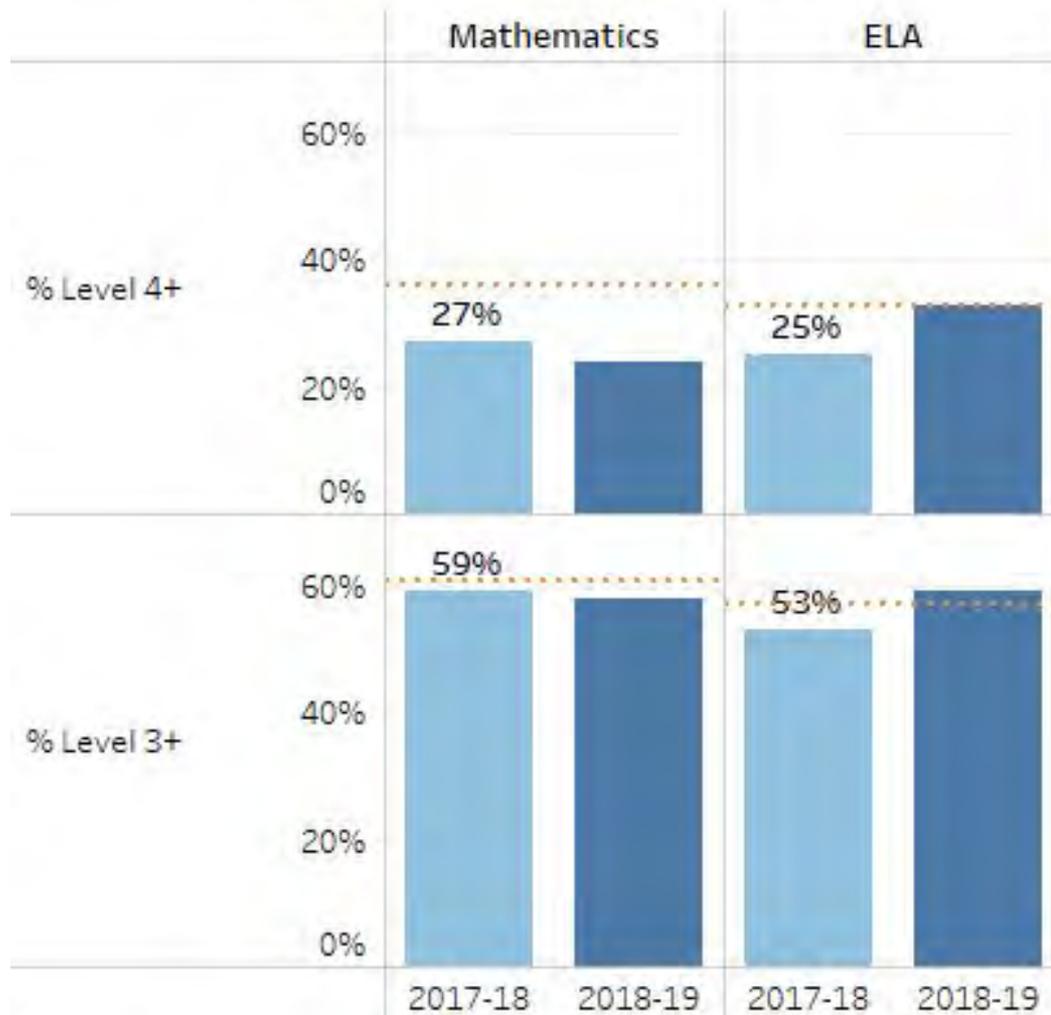
- Depth of understanding of instructional curricula for Regional Achievement team is critical, especially in ability to modify to student needs
- Above decision-making in the middle of the year that drove results in the Spring; need to implement these strategies earlier

2019-20 Focus

- **Leadership:** Dedicated DOS (rather than RD/DOS) for NSH/MKE, bringing wins of NSH to MKE and better fidelity and depth of understanding to execute on model
- **ELA:** Extending the strategy from the second half of year with LLI and guided reading
- Adding **small group instruction** after school
- Moving from off-model to standard **rotational model** at RTP

With focus on refining HUM planning and instruction, PARCC ELA results jumped 8 ppts from last year

RPS DC PARCC: 3rd-5th Grades



Gold dotted line represents 2017-18 DC average

2018-19 Results

- **PMF Projections**
 - **RLP:** Tier 1 for second year in a row
 - **RISE:** High Tier 2
- **ELA:** +8 ppt jump in ELA performance on PARCC
 - Expect to achieve similar results as DC school average with PARCC ELA improvements
- **Math:** Slight decline in PARCC Math results; however, results skewed at RLP with student enrollment increasing over four-fold

NOTE: PARCC results are embargoed.

Sustained DC progress weakened by high summer loss



Key takeaways

- **Spring-to-Spring growth continues to be below 1 year of growth in both subjects**
 - DC has notably larger summer loss rates than other RPS regions
 - Fall-to-Spring growth is unable to make up the summer loss
- **Reading results were similar to last year**
 - Maintained strong Fall-to-Spring growth over past three years
 - But Spring-to-Spring growth still low and preventing absolute improvements

DC: Reflections on 18-19 and focus areas for 19-20

2018-19 Wins

- RLP will be **Tier 1**, while RISE higher Tier 2
- Investment in Humanities paid off with **strong ELA results** (+8 pts on PARCC)
- **Instructional practice** has gotten stronger with execution and coaching
- **Tier 2 and 3 behaviors** have been managed much more effectively through trauma informed practice (G2-5)

2018-19 Learnings

- In particular, need to improve **Math Spring-Spring** results
- **Continue** to invest in Lavinia partnership and elevating ELA results
- **Focus** on K-2 as much as 3-5
- **High summer loss** preventing absolute improvement

2019-20 Focus

- **Regional Leadership:** Local DOS and Achievement Manager to serve two schools
- **Normed Instructional Management** to replicate HUM success in all grades.
- **Purpose over Power:** Trauma informed practice (mindset); strong Tier 1 systems; individualized interventions and differentiated supports
- **School Leader Pipeline:** SL development focused on equity and adaptive leadership.
- **MTSS:** Clear progress monitoring periods/benchmarks/cycles of interventions



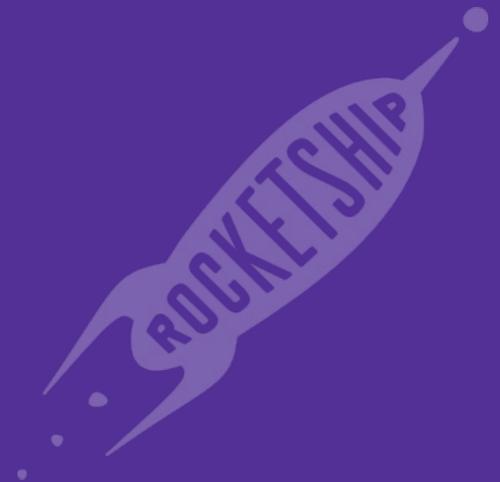


CHIP

ROCKETSHIP

KETSHIP

2019-20 Spring NWEA MAP 3rd-5th Grade Decision



Executive Summary

Context

- We wanted to reduce the time our students and staff spend on assessments and maximize instructional time in the classroom
- While our two end of year assessments in upper grades (NWEA and State) are aligned, preparing for both created competing priorities for staff, rather than directing focus to state standards
- Given this, we carefully considered removal of Spring MAP for 3rd-5th for 19-20, taking into account a range of factors by region including authorizer requirements, state assessment windows, impact on teacher evaluations, implications for network-wide comparisons, and funder and other external reporting

Final Decision & Rationale

- **CA 3rd-5th graders** will not take NWEA MAP in Spring 2020; we will administer MAP for 3-5th in Fall and Winter only, while lower grades will continue MAP in Fall, Winter, Spring as before
 - Late state assessment window made NWEA timing problematic due to desire to prioritize state assessment prep and difficulty scheduling NWEA after state assessment
 - Reduce time students spend on assessments and stress for school staff
- **DC/TN/WI:** No change; all students will continue to take NWEA MAP in Spring 2020
 - DC: Unable to complete teacher evals on time with late return of state assessment results
 - TN/WI: Authorizer requirements

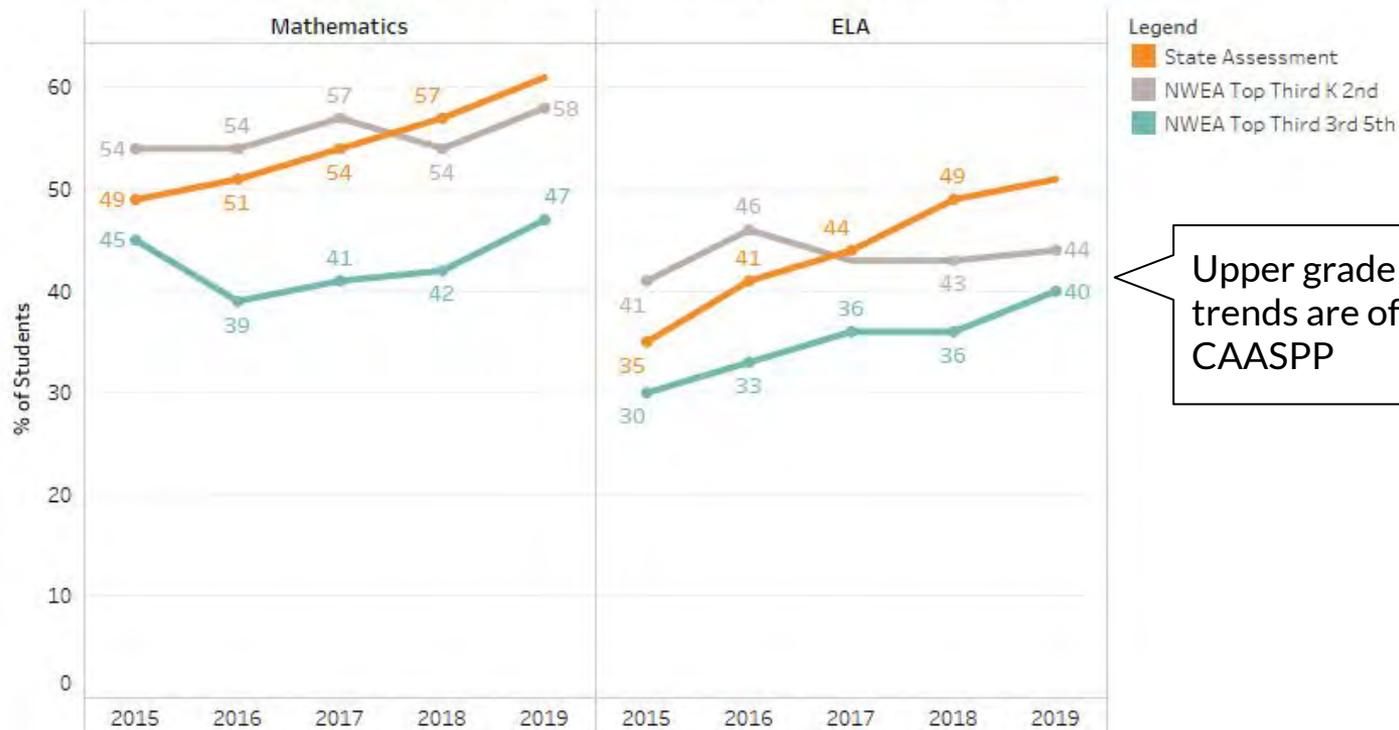
Key risks and mitigants/next steps

- **All ISE students** will continue to take Spring MAP, regardless of grade level, in order to retain granularity of data required to analyze ISE growth
- Analytics and Talent teams have created a **different growth metric for teacher evals** based on year-over-year state assessment results
- Development team **working with funders** to remove MAP from reporting requirements
- Loss of comparison across regions, ability to calculate growth years and summer loss



Starting in 19-20, 3rd-5th Graders in CA will no longer take Spring NWEA MAP

RPS CA: % Above Top Third on NWEA vs % Proficient on State Assessment



Upper grade NWEA trends are often aligned to CAASPP

Rationale

- Reduces time spent on assessments for students at end of year
- Focuses staff on state standards, rather than diverting attention across multiple exams
- Alleviate logistical burden and stress on staff

Risks and mitigating strategies

Risk	Mitigating strategy
<ul style="list-style-type: none">● MAP required by authorizers in 3 regions (WI: UWM, TN: MNPS, DC: PCSB for schools without 4th grade)	<ul style="list-style-type: none">● Keep Spring MAP for WI/TN/DC
<ul style="list-style-type: none">● Limited data on students w/low absolute results, which includes many ISE. State test in four buckets, vs. MAP percentile ranking provides granularity)	<ul style="list-style-type: none">● Keep Spring MAP for ISE students
<ul style="list-style-type: none">● No growth measure for T/SL evals; will need new eval framework	<ul style="list-style-type: none">● Created new growth metric using y/y state results change
<ul style="list-style-type: none">● No simple growth measure for comms (across school, region, network)	<ul style="list-style-type: none">● Will pivot to state results
<ul style="list-style-type: none">● Need to work with funders to change metric (Dell, Silicon Schools, Schwab, CSGF)	<ul style="list-style-type: none">● In process
<ul style="list-style-type: none">● No consistent measure across regions and grade levels● Lose the ability to see summer loss in the upper grades● Cannot see Fall-Spring and Spring-Spring growth years	<ul style="list-style-type: none">● Benefit for staff and students outweigh these disadvantages

