Monday, October 28, 2019
Rocketship Public Schools National Board of Directors Meeting

Meeting Time: 4:00pm
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
350 Twin Dolphin Drive, Redwood City, CA 94065
185 Spur Ridge CT, Healdsburg, CA 95448
3850 Wailea Alanui Dr, Wailea, HI 96753
175 Fox Hollow Rd, Woodside, CA 94062
150 Peabody Pl, Memphis, TN 38103
8118 Brookside Place, Wauwatosa, WI 53213
55 Church St, New York, NY 10007
3290 N. 44th St, Milwaukee, WI 53216
29450 Valley of Fire Hwy, Overton, NV 89040

1. Opening Items

A. Call to Order

B. Public Comment on Off-Agenda Items

2. Agenda Items

A. Review California School Dashboard 2018-19 Local Indicator Data

3. 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. 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 akatikaneni@rsed.org.

18-19 Local Indicators Report
October 28, 2019

<u>What are local indicators?</u>

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, charters or districts are required to measure and report their progress to be displayed on the charter or district Dashboard. The indicators themselves are reported in a variety of formats, including data, self-ratings, and narratives. These will be reviewed by the state which will include in the Dashboard whether standards have been "met" or "not met".

There are five categories of local indicators that are applicable for Rocketship schools:
- Basic Conditions at Schools
- Implementation of Academic State Standards
- Parent Engagement
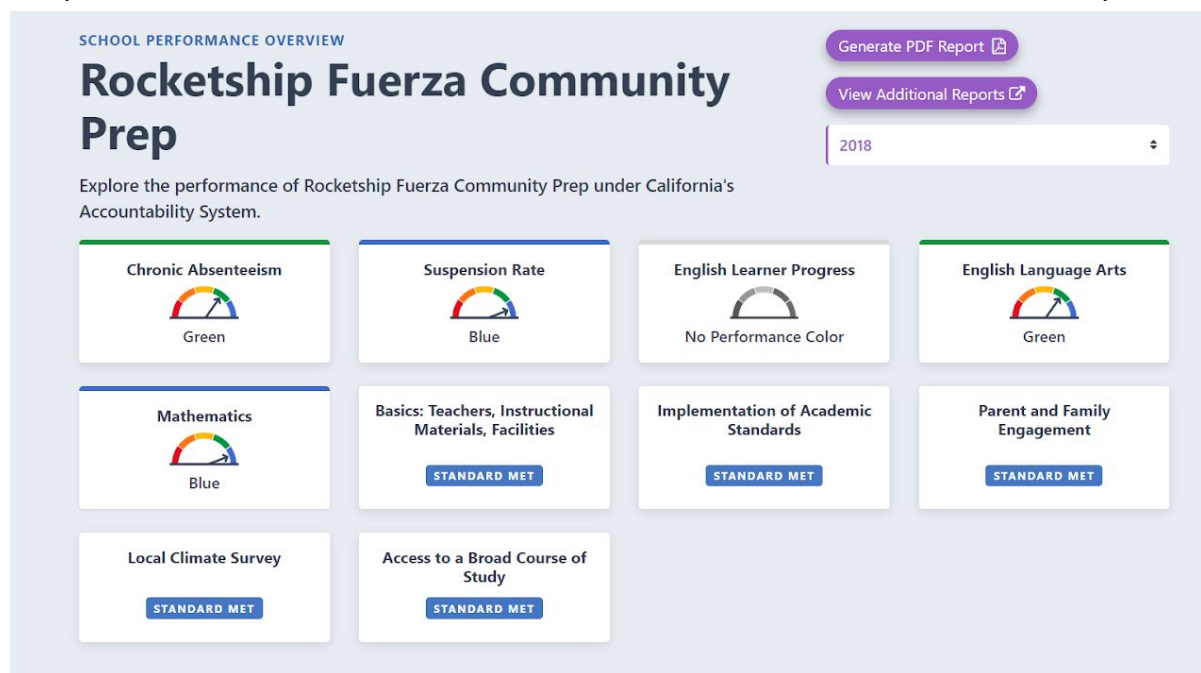- Local Climate Survey
- Access to a Broad Course of Study

The type of reporting required for local indicators has been expanded this year and the requirement to report indicators to the Board before publishing to the Dashboard is new. Next year, we can work to match the timeline for these to the August board meeting timeline.

<u>Why do local indicators matter?</u>

Dashboards (see below) are important ways for the public (e.g., parents, community members) to learn about schools. By presenting strong local indicators to complement our state scores we are able to share publicly about the work done in Rocketship Schools and also craft a narrative to accompany the quantitative data.

Additionally, under the new law, AB 1505, charters with consistently high scores across their Dashboard will be considered "high performing" and eligible for a differentiated renewal process, including the option to be renewed for seven years.

Sample dashboard -- screenshot of CDE website's 2017-18 dashboard for Rocketship Fuerza

SCHOOL PERFORMANCE OVERVIEW

Rocketship Fuerza Community Prep

Generate PDF Report

View Additional Reports

2018

Explore the performance of Rocketship Fuerza Community Prep under California's Accountability System.

Chronic Absenteeism
Green

Suspension Rate
Blue

English Learner Progress
No Performance Color

English Language Arts
Green

Mathematics
Blue

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

What indicators will we report for 18-19?

Local indicators are specific to each school, although many Rocketship schools may have similar or identical answers if the information reported relates to common programming elements or central supports. In the board meeting, we will report out further detail, but at a high level, here is a summary of what we will be reporting:

Basic conditions of the school
In this category, we will first report that all of our students had access to curriculum aligned instructional materials and that our facilities at no point failed to meet the "good repair" standards.

Additionally, we will reflect that we had no teachers misassignments (i.e., teachers instructing in a subject that they are not credentialed to teach), though we did have a handful of schools with a vacant teacher position for some portion of the school year.

Implementation of Academic State Standards
This category gives us the opportunity to reflect on our work to implement academic standards, including vis-a-vis instructional materials and professional learning for staff. Given Rocketship's deep and enduring work to develop teachers both through central sessions and ongoing observation and coaching, we plan to report we are at full implementation and sustainability (stage five of five) or full implementation (stage four of five) for most categories and subjects on several questions related to professional learning, supporting staff on identifying areas to

improve, and engaging staff on their PD needs. We will report full implementation and sustainability for our progress on making standards-aligned instructional materials available to students in all classrooms, and initial-to-full implementation on progress to date on implementing health, physical education, and arts standards.

Parent Engagement
In this category we are asked to report whether different aspects the phase of implementation for different aspects of parent engagement. We plan to report that most aspects are at full implementation (stage four of five), including communicating with families, operating a welcoming environment, and supporting parent advocacy. We plan to report that we are at full implementation and sustainability (stage five of five) for programs which allow teachers to meet with students and families since we believe that these programs are strong and they have been sustained for multiple years. As areas for growth, we've identified opportunities for staff to learn about family cultures, and opportunities for families to be involved in planning and decision-making, rating these at initial implementation (stage three out of five).

Additionally, we will reflect on Rocketship's perspective of the parent as their child's first teacher and the importance of reaching out and giving them chances to engage where they feel comfortable. We will also describe critical interactions like home visits, parent-family meetings, and parent conferences.

These reflections are largely consistent across schools but may vary a bit for schools with higher turnover in teacher populations, since many of the questions address questions of staff training and capacity.

Local Climate Survey
In this category, we will reflect on the students' experience, sharing portions of the parent survey. We will focus on questions about school safety in particular and the overall student experience.

This scores vary by school but we will share one to two reasons why they school has excelled in building a safe climate, such as strong dismissal, great teacher relationships, high parent involvement, and a few ways that each school will seek to improve.

Access to a Broad Course of Study
This category gives us the opportunity to provide narratives describing how we ensure all students -- regardless of demographics or special education status -- have access to a "broad course of study" across subject areas. We will report that this is successfully achieved through Rocketship's inclusion model, robust data tracking processes, and structures such as "check in check out" and extension work.