



**Thursday, March 5, 2020**

## **Rocketship Public Schools National Board of Directors Meeting (2019-20 Q3)**

**Meeting Time: 2:30pm to 7:30pm**

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

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### **Teleconferencing Locations:**

**198 W Alma Ave. San Jose, CA 95110**  
**2960 Story Rd San Jose, CA 95116**  
**1700 Cavallo Road, Antioch, CA 94509**  
**370 Wooster Ave. San Jose, CA 95116**  
**70 S. Jackson Ave. San Jose, CA 95116**  
**2351 Olivera Rd, Concord, CA 94520**  
**331 S. 34th St. San Jose, CA 95116**  
**788 Locust St., San Jose, CA 95110**  
**950 Owsley Ave. San Jose, CA 95122**  
**1440 Connecticut Drive, Redwood City, CA 94061**  
**3173 Senter Road San Jose, 95111**  
**2249 Dobern Ave. San Jose, CA 95116**  
**683 Sylvandale Ave San Jose, CA 95111**  
**320 Plus Park Blvd Nashville, TN 37217**  
**136 E. Grayson San Antonio, TX 78215**  
**3800 West Starr Pass Blvd, Tucson, AZ 85745**

### **1. Opening Items (2:15-2:20pm)**

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A. Public Comment on Off-Agenda Items

### **2. Consent Items (2:20-2:25pm)**

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A. Approve minutes from the December 5, 2019 meeting of the Board of Directors

B. Approve Formal Process for Appointing Rocketship Rocketeer Parents to the Board of Directors

C. Appoint Mei Huong Ho-Tran to the Rocketship Public Schools Board of Directors for a two-year term through March 2022

D. Appoint Yolanda Bernal Samano to the Rocketship Public Schools Board of Directors for a two-year term through March 2022

E. Appoint Peter Philpott as Advisor to the Rocketship Public Schools Board of Directors for a two-year term through March 2022

F. Appoint Julie Miller as an Advisor of the the Rocketship Public Schools Audit Committee for a two-year term through March 2022

G. Appoint Emily Alwood as an Advisor to the Rocketship Business Committee for a two-year term through March 2022

H. Renew appointment of Justin Bakewell as an Advisor to the Rocketship Business Committee for a two-year

I. Renew appointment of Abby Spaulding as an Advisor to the Rocketship Business Committee for a two-year term through March 2022

J. Renew appointment of June Nwabara to the Rocketship Public Schools Board of Directors for a two-year term effective August 2019 through August 2021

K. Confirm that the most recent reappointment dates of Ralph Weber, Raymond Raven, and Jolene Slotter to the Rocketship Public Schools Board of Directors were for two-year terms starting May 2019 through May 2021

L. Acknowledge and approve First Interim Report for all thirteen California Rocketship schools, already submitted in accordance with state deadline in December 2019

M. Approve CliftonLarsenAllen (CLA) as auditor for the fiscal year 2019-20 consolidated audit of Rocketship Education and its affiliated entities

N. Delegate authority to Audit Committee to approve IRS Form 990 for Rocketship Education for fiscal year ending 6/30/19

O. Approve 2020 School Safety Plan, which was previously approved by the Business Committee on February 18, 2020

P. Approve the Safety, Security and Health Substance Abuse Policy for California and Tennessee Schools

Q. Approve 2020-21 compensation levels for selected staff groups, as recommended by the Achievement and Business Committees

### **3. Agenda Items (2:25-4:40pm)**

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A. Reflections on school visits and personalized learning (2:25-3:00pm)

B. Board updates: CEO, Regional, Board Chair, Committee Chair, Development, and Compliance (3:00-3:20pm)

C. SB126 Compliance monitoring and assurance (3:20-3:30pm)

D. Greenlighting of 2020-21 new regions and schools (3:30-4:30pm)

E. Statements of Financial Interest (Form 700) reminder (4:30-4:35pm)

### **4. Closed Session (4:35-6:00pm)**

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A. Public employee performance evaluations pursuant to California Government Code § 54957 Title: Chief Executive Officer and Senior Leadership Team

B. Conference with Legal Council — Anticipated Litigation: Significant exposure to litigation pursuant to California Government Code § 54956.9. Number of cases: 2

### **5. Agenda Items, Continued (6:00-7:30pm)**

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A. Public report on actions taken in closed session (6:00-6:05pm)

B. Break for dinner and small-group conversations with Rocketship Parent Leaders (6:00-6:45pm)

C. Group discussion with Rocketship Parent Leaders (6:45-7:30pm)

### **6. Adjourn (7:30pm)**

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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 [akantikaneni@rsed.org](mailto:akantikaneni@rsed.org).

# Reflections on school visits and personalized learning

May 5, 2020

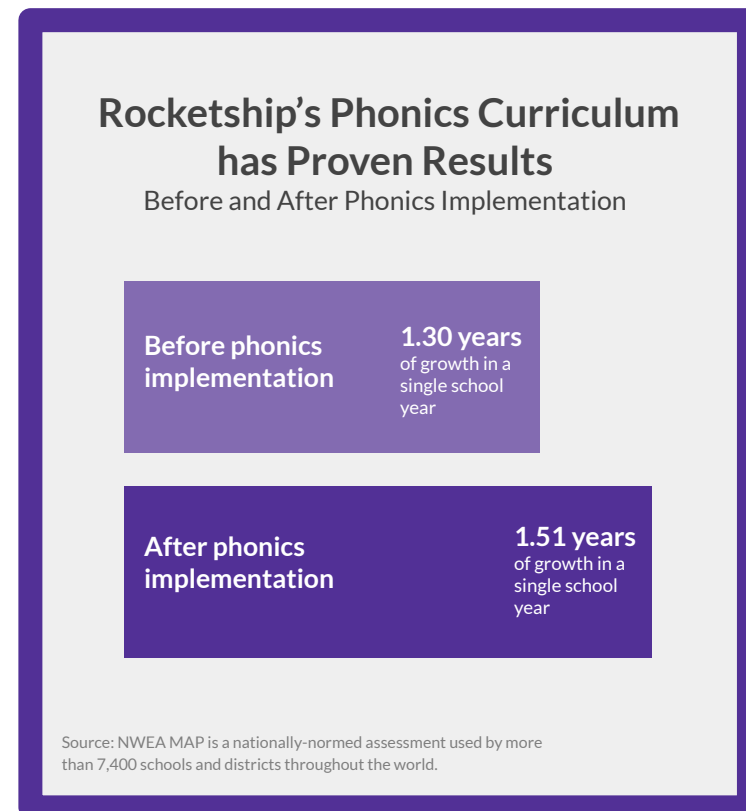




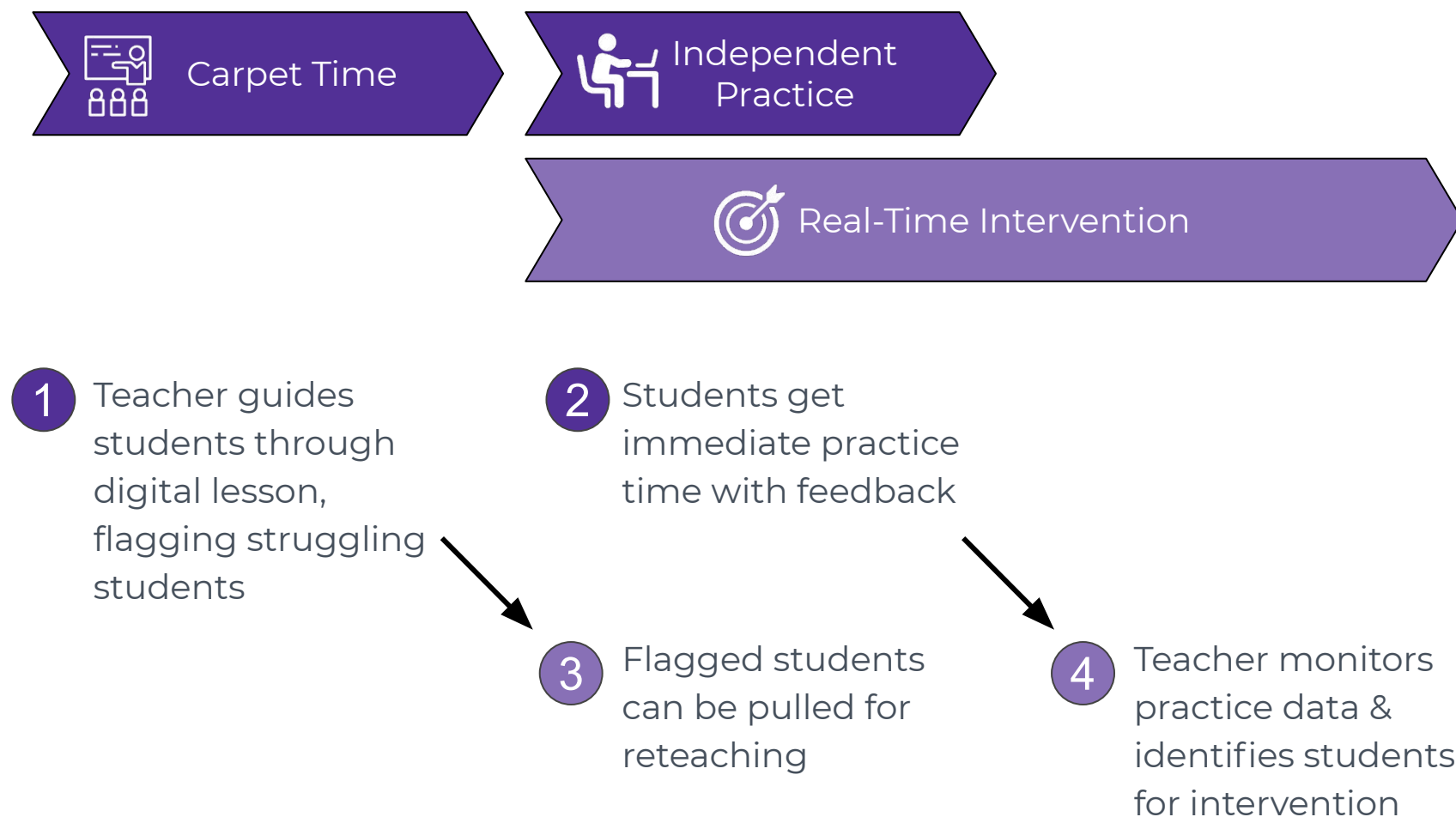
Where We're Headed in 20.21

# Why BookNook? Pilot Goals

- **Digitize** our highly effective phonics curriculum
- Support **in-the-moment data collection** so we can **quick sort** (allowing us to reteach and extend lessons right away)
- **Differentiation the following day** allows us to determine how to coach & support students during spiraled skills review on the BookNook app



# How it works: What a BookNook lesson looks like



## Learning Lab

Continued Development  
of Rocketship Goals/  
Online Homework



Increased student agency as well as further *individualized* student experience for all Rocketeers both in and out of day

Learning Lab Experience



Increased focus on robust, hands-on experiences that more affluent students regularly access (i.e. coding, hands-on science, robotics, enrichment, etc.) and prepare our Rocketeers for the 21st century

Project Based Learning



Closer alignment to Humanities to allow for rich classroom extensions into the lab

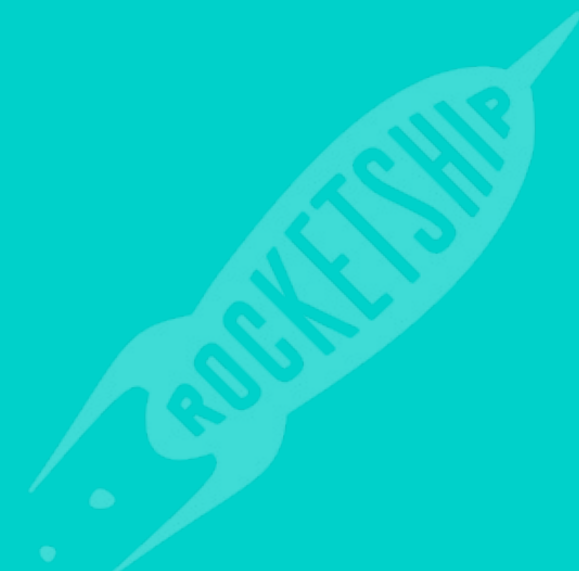




# Questions?



# Appendix

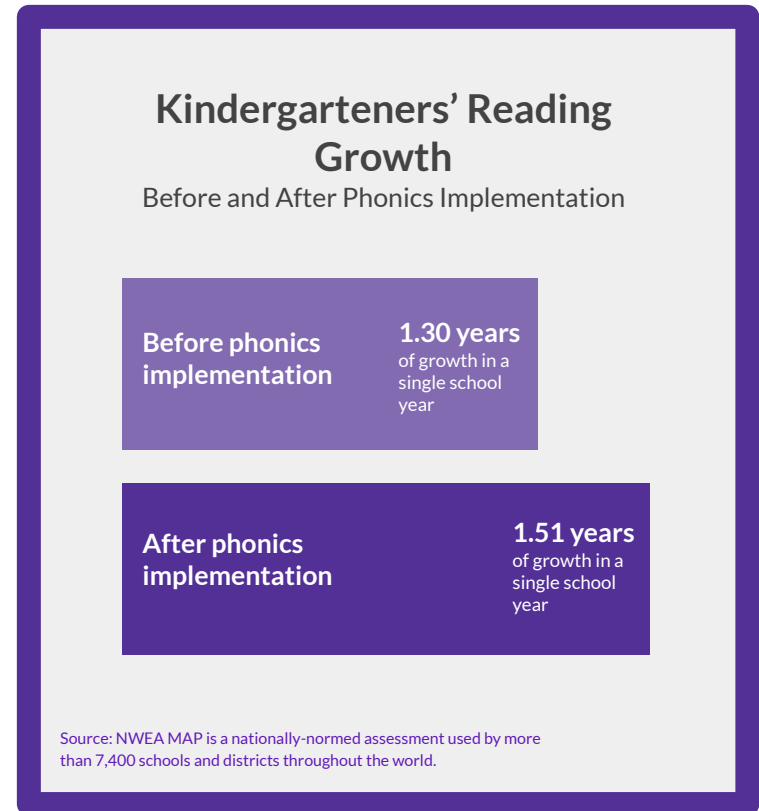


**ROCKETSHIP**  
PUBLIC SCHOOLS

 **BookNook**

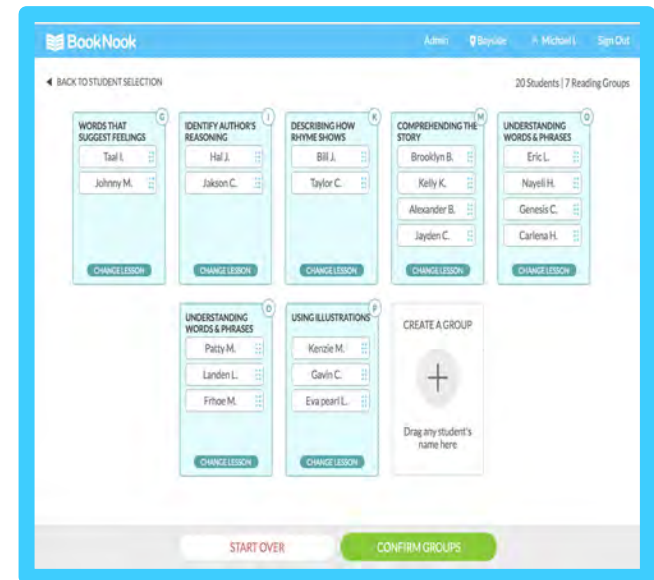
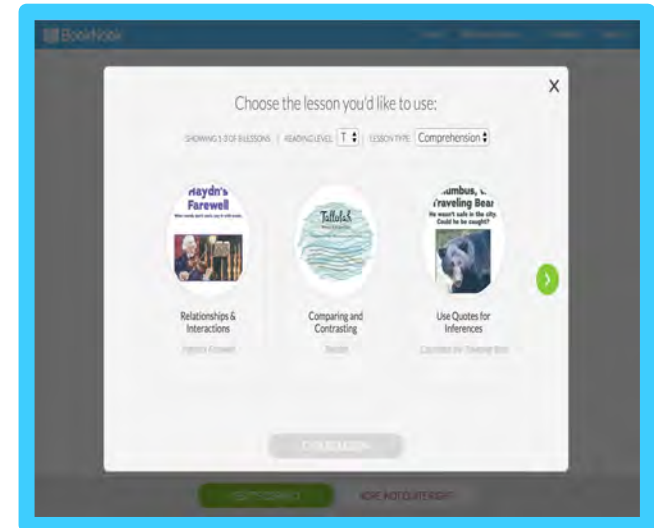
# We Have A Strong Foundation at Rocketship: Elevated Phonics

- Phonics is the earliest part of reading development: ABCs and sounding out words
- Rocketship has developed its own highly effective proprietary phonics program



# We Are Also Using Innovative Tech for Students Who Need More

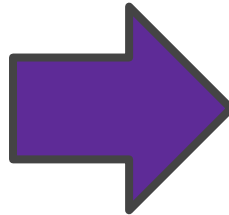
- **BookNook** has been a Rocketship partner since 2016-17
- Currently used for intervention: 'pull out' time for struggling students in San Jose schools



# Opportunity: Digitize Rocketship's Phonics Program on the BookNook Platform

Page 14

Letter / Spelling Pattern of the Day: T				
<b>Materials (NON NEGOTIABLES):</b> ❑ Jolly Phonics Poster ❑ Decodable Book, _____ ❑ OCR Card				
Phonemic Awareness ("In the Dark" practice) - 15 minutes				
Warm Up Phonemic Awareness				
Phonemic Awareness Activities				
Rhyming	Breaking Words Into (Compound)	Beginning sounds	Final Sounds	Manipulating sounds
The teacher says the word first and the students repeat the word else.	The teacher says the compound word and then segments it into two words. The students repeat the compound word and then say the separate words.	The teacher says the word and then isolates the onset. The students repeat the word and the onset.	The teacher says the word and then isolates the first sound. The students repeat the word and the first sound.	Teacher says the word and the students repeat. The teacher then says: "Add /r/ at the end and the word is?"
dog, log pig, rig cat, fat dog, fog cow, now	farmhouse anywhere doghouse birdhouse someone	dog /d/ horse /h/ cat /c/ duck /d/ Cow /k/	dog /g/ on /n/ cat /t/ duck /k/ on /n/ rat /t/	every- /thing/ some- /where/ any- /one/ bird- /house/ in- /to/



BookNook

Admin | Register | My Account | Sign Out

OVERVIEW

STUDENTS

GUIDES

SESSIONS

LESSONS

REPORTS

START A SESSION

→ Session 1: Lesson 1

A Phonics lesson based on the standard: Count, pronounce, blend, and segment syllables in spoken words.

LESSON 1: PHONICS LESSON 1: PHONICS LESSON 1

ACTIVITY: INTRODUCTION

In today's lesson, we're going to learn about onsets and rimes. An onset is the beginning sound of any word ("s" in "sit").

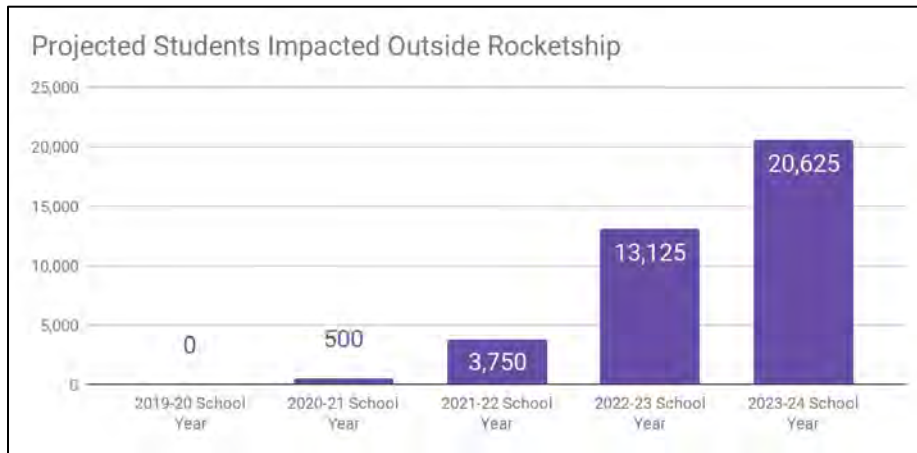
sit

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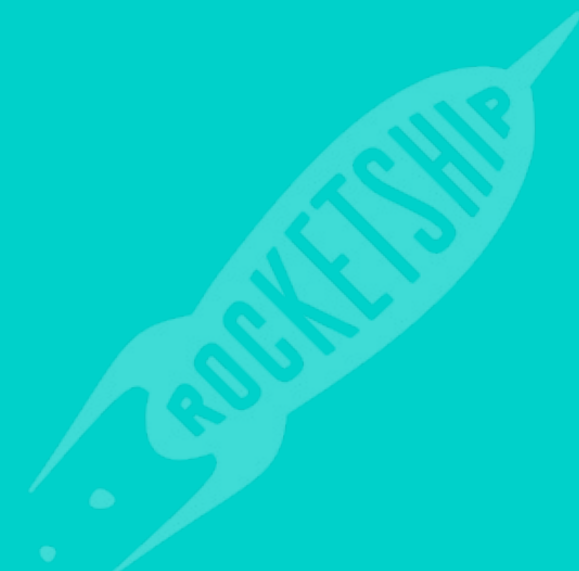
- We can build on the success of our phonics program by loading it into the BookNook platform that standardizes and adds capability
- Phonics is a natural starting point, but we envision taking more of our in-house curriculum digital in later years

# Impact Beyond Rocketship



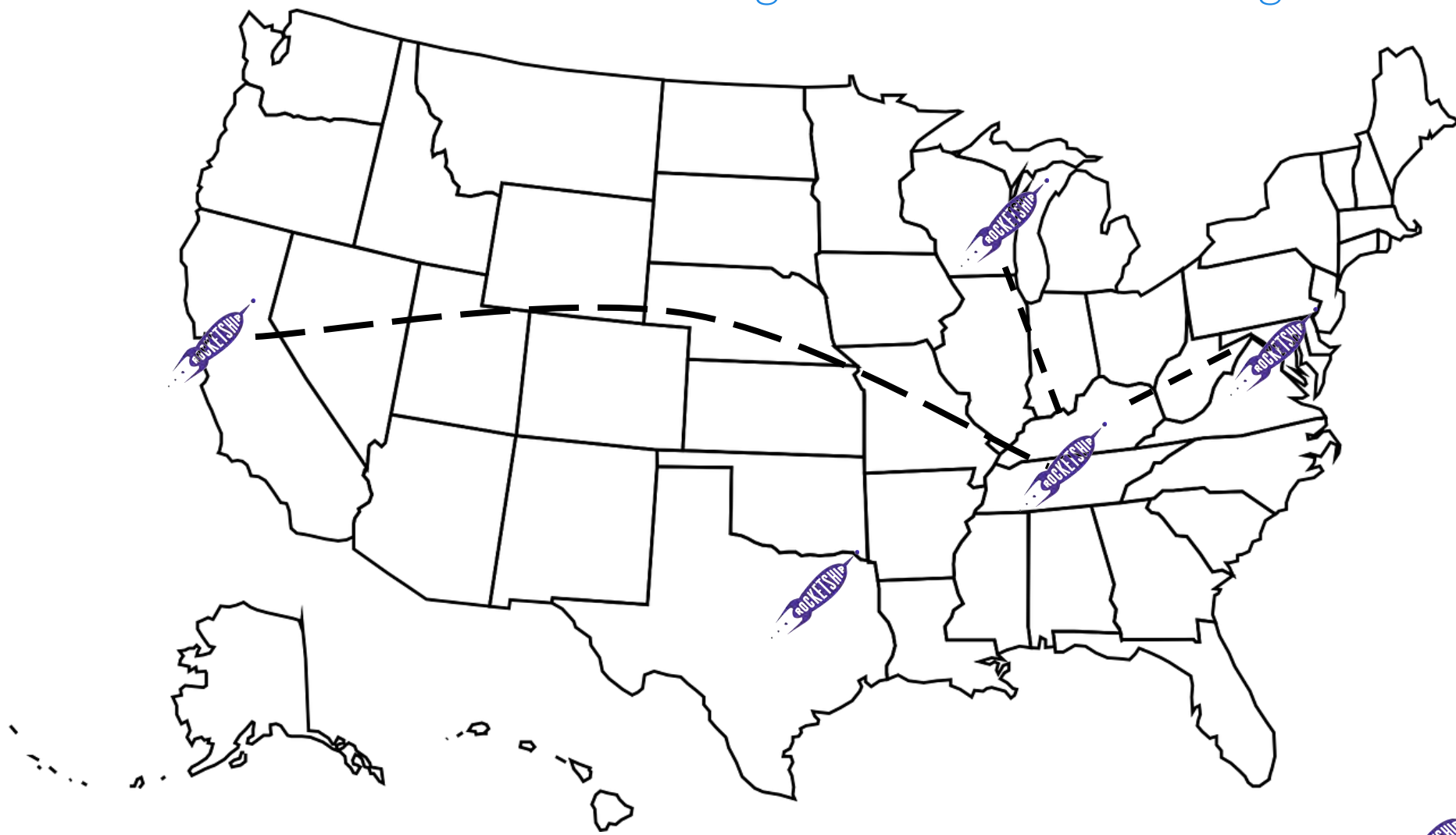
- Digitizing creates an opportunity to spread our highly effective program beyond the Rocketship network
- We can lift our 10,000 Rocketeers reading achievement AND a much, much larger audience of students in other schools
- BookNook has the capability to distribute and we will share the revenue

# Learning Lab





**Learning Lab Experience:** Codifying best practices to continue expanding the Learning Lab model to all regions. This includes investment in teacher training around robotics/coding.



# Rocketship Goals Development:

- Continued work on Goal personalization for all students (currently Goals are standardized)
- Parent Portal and Communication
- Tool for Online Homework



**Core5 - Lexia**

31 / 20 Minutes



**Freckle Math**

10 / 30 Questions Answered



**LightSail**

0 / 80 Minutes



**Reflex**

0 / 0 green light days



**ST Math**

0% / 2%

# Project Based Learning

Humanities thematic units are being created through the lens of Project Based Learning.

This lays the groundwork for extension of projects into the Learning Lab from research to creation.

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## The Three Branches of Government

What are the three branches of government?  
How do the three branches of government work together to create our democratic nation?  
What are "checks and balances", and what role does the U.S. Constitution play in this framework?

Grade 3

©Rocketship Public Schools 2019-2020

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# ROCKETSHIP

## PUBLIC SCHOOLS

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To: Board Members  
 From: Preston Smith, CEO & President  
 Date: March 5, 2020  
 Re: CEO's Update

This memo is an update on the successes and challenges we've had at Rocketship since our last board meeting in December.

### QUALITY—Great schools...

All schools in the top 10% among low-income districts

I am excited to share that Rocketship Fuerza Community Prep, Rocketship Mosaic Elementary, and Rocketship Spark Academy were all named as [California Distinguished Schools](#). In mid-December 2019, California's Department of Education announced the 323 honorees in the Distinguished Schools Award Program for 2020. The awards are based on performance on standardized tests as well as attendance and suspension rates. Schools with a high number of economically disadvantaged students can qualify by demonstrating academic improvement as well as meeting a baseline in the other areas. We are deeply proud of Rocketship Fuerza, Rocketship Mosaic, and Rocketship Spark for realizing this prestigious recognition.

In addition, we take the NWEA MAP, a nationally normed test, three times a year to gauge our growth and compare our performance across all regions. Our mid-year results provide an important indicator of progress and areas requiring additional focus.

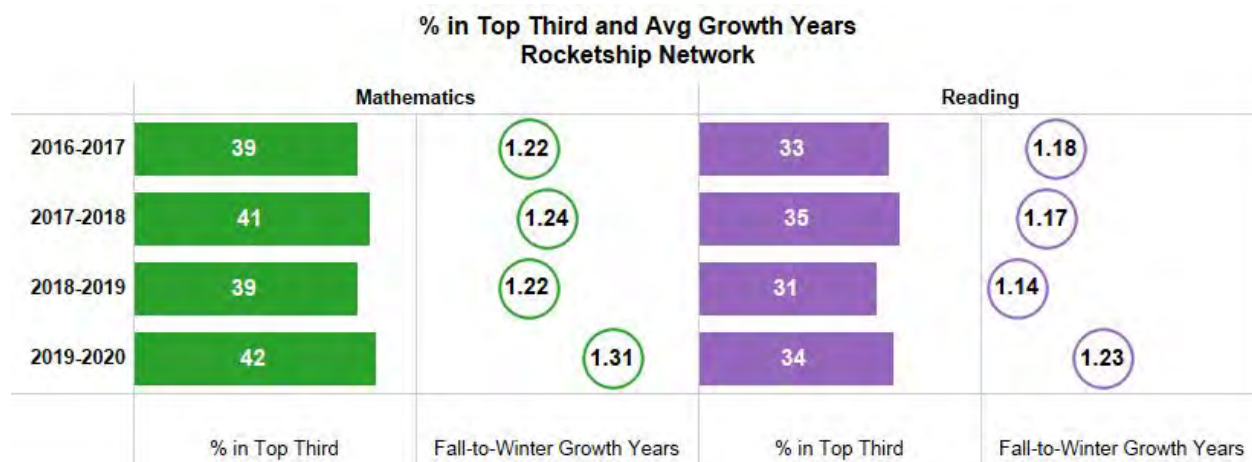
Overall, our Rocketeers and team realized exciting results with the highest fall to winter growth in four years. In Math, our Rocketeers grew an average of 1.31 years and in ELA they achieved 1.23 years of growth from fall to winter.

Moreover, the percentage of students that are at or above the 67<sup>th</sup> percentile is similar to our 2017-18 year results, which were our highest in four years as well. (The 67<sup>th</sup> percentile on NWEA MAP is correlated with proficiency on common core aligned state assessments). In addition, in ISE (Integrated Special Education) we realized improvements in percent on grade level in both subjects as well, which continues to be a significant area of focus for our schools and network. We are excited by the momentum we have built in the first half of the school year and focusing on closing strong.



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Our Nashville region continues to demonstrate strong progress. The percentage of Nashville Rocketeers that are at or above the 67<sup>th</sup> percentile is at the highest level in four years, with especially strong growth in math. And Rocketship Nashville Northeast Elementary (RNNE) led the entire network in growth from Fall to Winter. Our Wisconsin schools realized stronger overall growth compared to last year, most especially in reading. In DC, RISE continued to make strong progress as well, particularly in our upper grades. In the second half of the year, the DC region is working to move even more Rocketeers out of the bottom quartiles, especially at Legacy Prep and overall in our upper grades (3-5). Our Bay Area region realized strong performance and improved on both growth and absolutes.

Across the network, math growth improved to an impressive 1.31 years. Reading growth moved to 1.23 years (from 1.14 last year) demonstrating that we are on the right track in our humanities program. Overall, we are most excited by the growth in absolutes (students at the 67<sup>th</sup> percentile or higher) for our upper grades (3-5). The continued growth and progress is a strong indicator that our emphasis on “Close Reading” as well as work to elevate our thematic units via language and culturally relevant content this year is delivering an impact. In the second semester we must build on this progress to meet our ambitious expectations for our Rocketeer’s growth and student achievement.

### SCALABILITY—Personalized learning for all...

Be the premier educational organization for personalized learning through a high-quality elementary model that is sustainable, replicable, and purposefully integrates technology

I am excited for the Rocketship Board to have the opportunity to dive into our work and progress in personalized learning during our upcoming Board Meeting. We continue to make strong progress in transforming our Learning Labs throughout the Bay Area and overall experience for our Rocketeers. Our Rocketeers across the Bay Area are now participating in a rotational station model where they have access to hands-on science, engineering, daily physical education, a library reading area,



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developmentally appropriate play opportunities (TK-1st grade), robotics, and more. We are also now integrating project based learning units from our classrooms into the learning lab.



Moreover, in December we successfully launched Rocketship Goals, which is an online portal linked to our single sign-on that allows our Rocketeers to immediately monitor their progress on their online programs and grant them much greater agency and insight to their daily and weekly progress.

In addition, we are in the final phase of launching our digital phonics program on the BookNook platform. Design is complete and the BookNook engineering team is wrapping up finishing touches. We plan to start with a small pilot from February 3rd to February 28th at Fuerza, with one kindergarten teacher using BookNook to teach 10 Rocketship Phonics lessons. The lessons include instructional time on the carpet and interactive activities on the computer. Utilizing the AI from BookNook, our Rocketeer's work will be assessed during the activities and student data will be provided to Rocketship each evening, allowing us to more rapidly differentiate and personalize instruction for our Rocketeers based on their needs and level of mastery. I am excited for what the pilot could possibly mean for our ability to digitize other aspects of our curricula and partner it with data algorithms and AI to more rapidly inform our Rocketeer's instruction and personalization of their learning.

Finally, per my note and our conversation in December, in this second semester we are working as an organization to migrate a majority of our homework, especially for the upper grades, to online, where

# ROCKETSHIP

## PUBLIC SCHOOLS

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it can be better personalized. This has the potential of being transformational for our Rocketeers in ensuring that they have far more individualized homework (content and skills exactly at their level based on the adaptive content of our programs) as well as providing our teachers and families with real-time data and feedback. Also, it is important to note that not all homework will be online, there is still an important place for reading and writing without technology, but where appropriate we will shift homework online in order to better personalize practice and content. We continue to focus on how we can realize the full potential of our model by introducing our Rocketeers to key life skills and opportunities that are commonplace in more affluent communities.



I am excited to announce that we have rebuilt our Development team with three experienced development professionals. Kristarae Flores joined us in late November as our new National Director of Development. She has been in the fundraising space for nearly 12 years for organizations such as Cal Alumni Association, Reading Partners, Oakland Promise and Raising a Reader. Kristarae is developing strategies to open up new fundraising channels, cultivating and stewarding national prospects, and building systems to support both national and regional fundraising goals. Rosa Baeza joined the team in January as our National Associate Director of Development. Rosa was previously the Development Manager at East Bay College Fund, and prior to that at Summit Public Schools. Finally, Analeigh Smith joined in October 2019 as DC's Director of Development. Analeigh brings nearly 9 years of development experience in the Mid-Atlantic region. Our new Development team brings 30 years of combined fundraising experience to Rocketship. They have already rebuilt our

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donor relationship and grant management system (CRM) and are developing strategies to meet our fundraising goals across all regions and national.

### IMPACT—Strong communities and families...

Serve 14,000+ Rocketeers and families by 2020

We are continuing to focus on the opening of our third school in Washington D.C. in August of 2020. We are actively recruiting families and future Rocketeers as we grow to Ward 5, our first Rocketship school west of the river in Washington D.C. We are excited to further grow our impact in Washington D.C. as well as the opportunity to share the site with the [Social Justice School](#), a new public charter middle school opening in Ward 5 as well.

We also continue to build meaningful momentum towards our next regional opening in August 2021 in Fort Worth, Texas. We now have a fully established Texas Board in Fort Worth which is a collection of incredible leaders and influencers in Fort Worth. Moreover, we recently hired [SaJade Miller](#) as the Regional Superintendent in Fort Worth. He brings an incredible wealth of knowledge and depth of insight to our work in Fort Worth. SaJade grew up in Fort Worth, attended public schools, led a school in Fort Worth to incredible results, joined Fort Worth Independent School District leadership, and now joins Rocketship. His depth of knowledge, especially in the communities that we aim to serve, as well as roots within Fort Worth ISD will be critical to our success. In addition, we successfully submitted our Texas charter in January. The application has to be the most intensive and comprehensive charter submission that Rocketship has ever made. We were also able to secure strong letters of support and recommendation in the process which is a testament to our local board, our champions who recruited us to Fort Worth, and SaJade's deep relationships in the community. Although there remains much to realize, I am excited by our momentum as we work to successfully open our Fort Worth region in August 2021 where educational equity, especially for low-income students and families of color, remains at the forefront of politicians and community leaders.





## Review of Rocketship Compliance with SB 126- March 2020

***CDE has required that the boards of the charter schools that CDE authorizes review compliance with the 10 items below. The items are new requirements from SB 126, which went into effect on January 1, 2020. While these requirements apply to all California charter schools, CDE only authorizes one Rocketship school--Rocketship Futuro Academy (RFA)--so the descriptions below provide additional details for RFA.***

1. *The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2019–2020 Board meetings calendar.*

- The [contact information](#) for Governing Board members (i.e., Rocketship mailing address and board extension) and the [2019-2020 Board meetings](#) are both posted on the Rocketship website.
- This information was shared with CDE's Charter Schools Division on September 1.

2. *Charter school complies with the pre- and post-lottery and enrollment forms guidelines.*

- Rocketship's Admission and Enrollment Policy and online [enrollment form](#) all meet guidelines

3. *Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:*

4. *The charter school's school climate and student discipline systems and procedures align with best practices.*

- Pertaining to both requirements 3 and 4:
  - Staff receive training in health, safety, and emergency procedures as well as school climate and student discipline systems in July and August before the start of the school year. Thursday Professional Development time is also used to refresh these trainings, as needed.
  - The school conducts emergency response drills and tracks these on a calendar.

5. *Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.*

- Relevant data is tracked and also uploaded into the state CALPADS systems as required. Requests for this data can be sent to [compliance@rsed.org](mailto:compliance@rsed.org).

6. *Beginning January 1, 2020, the charter school complies with all federal and state laws related to public entities, including, but not limited to Senate Bill 126 pursuant to The Ralph M. Brown Act, The Political Reform Act, The Public Records Act, and Government Code, Section 1090,*

- **Brown Act: Meeting Location**
  - Rocketship's national governing board governs all California schools and will continue to meet in Santa Clara County, where the greatest number of Rocketship pupils reside.
- **Brown Act: Teleconferencing**
  - Rocketship has previously set up teleconferencing in at least one school in each county where Rocketship operates. This included RFA, and every board meeting will continue to be teleconferenced from RFA.
  - Because we are increasing teleconferencing and making it available at all schools, Rocketship worked with school leaders to prepare them to host teleconferencing sites in every California-based Rocketship school beginning January 1, 2020. We piloted this system in one school in each county for our Q4 meetings in November/December 2019 and provided in person training for school leaders in all schools.
- **Brown Act: Record meetings**
  - Rocketship has previously posted minutes, once approved, to the website. Beginning in 2020, we will also post audio recordings to the website after each governing Board meeting.
- **Political Reform Act of 1974**
  - Rocketship's current [Conflict of Interest Policy](#) is in line with the Political Reform Act of 1974. It designates which employees are required to file statements of economic interest. No updates will be needed for Rocketship to be compliant with this new regulation.
- **California Public Records Act**
  - Rocketship's current [Public Records Request Policy](#) is in line with the California Public Records Act. It defines public records and lays out a process for requests. No updates will be needed for Rocketship to be compliant with this new regulation.
- **Government Code, Section 1090: Employees serving on board**
  - Rocketship currently does not have any employees serving on the board and does not have plans to add any employee to the board, meaning no changes are needed.
- **Government Code, Section 1090: Discussion of other business**
  - Rocketship's board meetings have not previously included discussions of topics unrelated to the operation of the charter school, and have no plans to do so in the future, meaning no changes are needed.

7. *The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and*

on the school's website, that are compliant with federal and state requirements. Guidance provided at <http://www.cde.ca.gov/re/cp/uc/>

- Rocketship has adopted a Uniform Complaint Policy that meets the requirements.
- The policy and general complaint form are available on the [RFA school page](#) and at the school's front office.

8. *The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students, pursuant to EC 47606.5.*

- After engaging the appropriate stakeholders through surveys, School Site Council Meetings, and other meetings, the Board will review and approve the LCAP in at the May Board Meeting.

9. *The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to, AB 379.*

- Rocketship follows all laws regarding homeless and foster youth, including providing access to the materials (e.g., uniforms) and transportation needed to engage in school.
- Leydi Cottrill, Rocketship's national Associate Director of Student Information Services, is our homeless liaison for all California schools and Victoria Escruceria, RFA's Office Manager, is RFA's site-specific homeless and foster services coordinator.

10. *The charter school has a form posted on their website for complaints pursuant to EC 47605(d)(4) to be filed with the charter authorizer. The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. <https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf>*

- The Charter School Complaint Notice and Form is posted to [RFA's webpage](#). The same form with the relevant authorizer information has been uploaded to the pages for each other Rocketship school.

# 2021-22 Greenlighting

National Board

March, 2020



# Overview

## Greenlighting Context

- Rocketship vision & theory of change
- Greenlighting process

## Recommendation

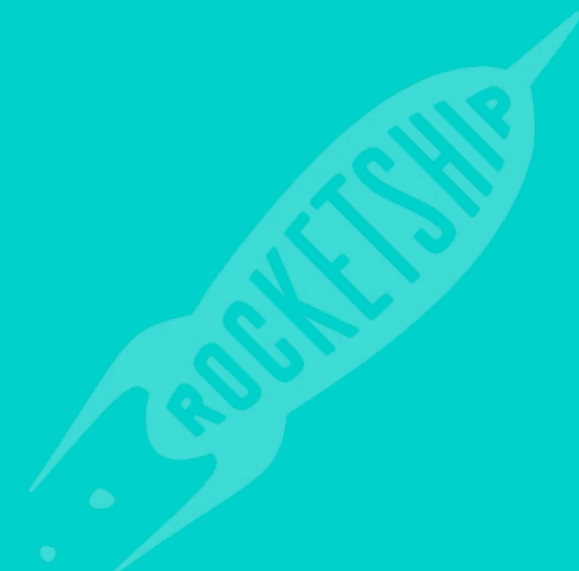
- Summary
- Detail: Evaluation across key criteria

## Appendix



REMINDER:

# Greenlighting Context



Our Vision  
To eliminate the  
achievement gap in  
our lifetime.



# Theory of Change

## Levers of change

Provide  
high-quality  
elementary  
education

Directly operate  
high-quality elementary  
schools in high-need  
communities

Scale and  
concentrate  
in regions

Create competitive pressure  
on existing schools to  
improve; Graduating  
Rocketship families demand  
and attract high quality  
middle and high schools

Support  
and invest  
in parent  
advocacy

Parent leaders demand  
political attention, hold  
leaders accountable, and  
advance education agenda

## Outcomes

Excellent  
elementary  
education for  
our  
Rocketeers

High quality K-12  
schools beyond  
Rocketship

Ecosystem  
enabling high  
quality options to  
endure and thrive

## Impact

**Eliminate the  
achievement  
gap in our  
lifetime**





Based on our Theory of Change, we set ambitious goals

## Quality

Run consistent, high-quality elementary schools



## Top 10%

All Rocketship schools in the top 10% among low-income districts

## Impact

Scale and concentrate network in regions



## 14,000 Rocketeers

All regions reach scale and sustainability on the public dollar

*Focus for today*

## Advocacy

Drive parent advocacy



## Parent leadership

All schools actively supporting parent leadership

## Culture

Build a thriving organizational culture



## Retain 80%+ staff

All staff are engaged and report high levels of satisfaction



# Reminder: Our 3-phase process to greenlight and start up new regions

*Focus for today*

## Phase 1: Preparing for regional launch

*30+ months prior to school start*

## Phase 2: Preparing for greenlighting

*18-30 months prior*

## Phase 3: Preparing for school start

*0-18 months prior*

### Decision

- Should we put a team on the ground?
- Should we open a new school?
- How do we successfully launch by Day 1?

### Decision owner

- Full Rocketship Board
- Full Rocketship Board
- Functional team leads

### Milestone

- August board meeting (n-2 yrs)
- February board meeting (n-1 yr)
- First day of school



# We consider three overarching questions when greenlighting a new school:

## 1 **Mission Alignment:** Is there persistent inequity in public education in this region?

Is there a sizable achievement gap in the community with insufficient access to high quality public education options?

## 2 **Scale of Impact:** Does the external environment support our ability to scale our impact?

Does the region have a strong and clear framework for charter school authorization and accountability standards? Is the funding structure equitable to charter schools? Are there affordable options to secure facilities?

## 3 **Catalytic Potential:** If we execute our model with fidelity, can we change the ecosystem of public education in this community?

Are there established stakeholders committed to improving educational equity and excellence across the region?



RECOMMENDATION:

# Summary



*We recommend that Rocketship open a third Nashville school and two campuses in Fort Worth in 2021-22.*

## NASHVILLE

Nashville is well positioned to re-launch growth in 2021-22.

**Academic health is strong.** Both RNNE and RUA rank among the top five highest-performing schools for economically disadvantaged students out of all 74 elementary schools in Nashville and have earned the designation of “Reward School.” Additionally, we have grown and strengthened our **local board**, built solid **relationships with community orgs**, cultivated a **strong talent pipeline**, and invested in **regional capacity**.

We selected Antioch as our target neighborhood based on:

1. **Demand:** 100+ RUA families live in Antioch and Cane Ridge clusters and commute daily through heavy traffic for up to 45 minutes.
2. **Expected Population Growth & Overcrowding:** The Antioch and Cane Ridge clusters, which are currently at 90% capacity, are projected to face serious capacity constraints within 5-7 years.
3. **Need:** The opportunity for us to elevate the academic performance for all students, particularly SED students, Black, Hispanic, and Native American students, and ELs

We are currently **on track** across key milestones and have already **secured the charter, a facility**, and **identified our founding Principal**. We have begun to develop a **strategic recruitment plan** to minimize the cannibalization risk to RUA and ensure enrollment stability across the region. We have also **developed a prospect list and set key fundraising milestones** to meet the projected **\$1.5M regional funding need** until the region becomes **sustainable in FY24**.








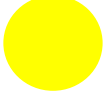
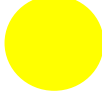





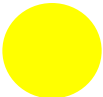
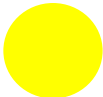
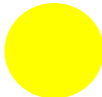





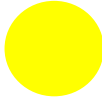



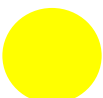


## TEXAS

We selected SE and NW Fort Worth for our first two campuses based on **conversations** with community organizations, our board’s **connections** to these communities, and a zip-code analysis identifying areas of highest **need**. Our **SE campus** will be located in the 76105 zip code. **Eight out of the 21 elementary schools** that are located within three miles of our site **received a rating of “D” or “F” in 2019**. Our **NW campus** will be located in Lake Worth ISD in the **attendance zone for Marine Creek Elementary**, which received a rating of **“F” or “Improvement Required”** for the last **three consecutive years**.

We are currently **on track** across key milestones, including:

- **Charter & Political Environ:** We have submitted our charter application, met with 6 SBOE members, and begun cultivating a partnership with FWISD.
- **Community Engagement:** We have 400+ interested parents so far and have met with 80+ grasstops leaders.
- **Governance, Reg. Leadership, and Talent:** We hired SaJade Miller as our Superintendent, begun building our regional team, and identified teachers and school leaders interested in internal transfers, including an experienced Principal with exemplar parent leadership skills who has applied to be our founding Principal for NW.
- **Facilities:** We have identified sites for both campuses in the heart of our target communities.
- **Finances & Fundraising:** We have secured \$9.7M in commitments to support our first five years (against a \$9.8M projected need) and are planning to go before the Charter School Growth Fund board in May.

# Evaluation Across Key Criteria

		<u>Nashville</u>	<u>SE Fort Worth</u>	<u>NW Fort Worth</u>
MISSION ALIGNMENT	Market Structure			
	Theory of Change (Quality / Access)			
	Family Recruitment			
SCALE OF IMPACT	Charter			
	Political Environment			
	Facilities & Entitlements			
	Talent			
CATALYTIC POTENTIAL	Community Support			
	Leadership & Regional Governance			
	Finances & Fundraising			

# Key Risks

	Key Risks	Mitigating Factors
Nashville	Impact on RUA	<ul style="list-style-type: none"> <li>Developed a strategic recruitment approach to expand our reach in the Napier, Whitsitt, and Donelson areas to minimize the impact on RUA</li> <li>Conservatively estimate a negative net impact on RUA of ~16 students</li> </ul>
	Predictability for facilities timeline	<ul style="list-style-type: none"> <li>Support from Councilwoman Joy Styles</li> <li>Moving forward with Turner and Launchpad, at risk, prior to execution of the formal lease</li> </ul>
	\$1.5M regional fundraising need	<ul style="list-style-type: none"> <li>Developed a prospect list and set key milestones through 2023; NSH board will align on outreach and cultivation strategies</li> <li>Potential for CSGF FY21/22 support ~\$600/seat</li> </ul>
Fort Worth	Need to invest in both personnel and facilities prior to charter vote (Sept)	<ul style="list-style-type: none"> <li>Donor commitments through September do not need to be repaid if we do not receive the charter</li> </ul>
	Facilities: Entitlement path	<ul style="list-style-type: none"> <li>Pre-planning meeting for SE went smoothly</li> </ul>
	Talent: DoS	<ul style="list-style-type: none"> <li>Principal with exemplar parent leadership skills applied to be Founding Principal for NW</li> <li>SaJade (Texas Superintendent) comes from a schools background</li> </ul>
	Talent: Hiring qualified and diverse staff	<ul style="list-style-type: none"> <li>Promising partners are beginning to come to FW</li> <li>Charter competition for talent is relatively low and career advancement for younger educators is lacking</li> <li>Credential requirements for gen ed teachers are low and many intern programs exist</li> </ul>
SE	Talent: Do not have an internal candidate who has applied to be Founding Principal	<ul style="list-style-type: none"> <li>41 Teachers and 13 school leaders interested in transferring to Fort Worth</li> <li>Offer out to an external AP founding fellow and offer accepted for an internal founding fellow</li> </ul>
NW	Community Engagement: Challenging due to lack of formal institutions	<ul style="list-style-type: none"> <li>Hiring for dedicated NW EO to start in March</li> </ul>
	Facilities: Site access for construction	<ul style="list-style-type: none"> <li>Working with the seller to determine best access and timing of broader site development activities</li> </ul>

# Discussion

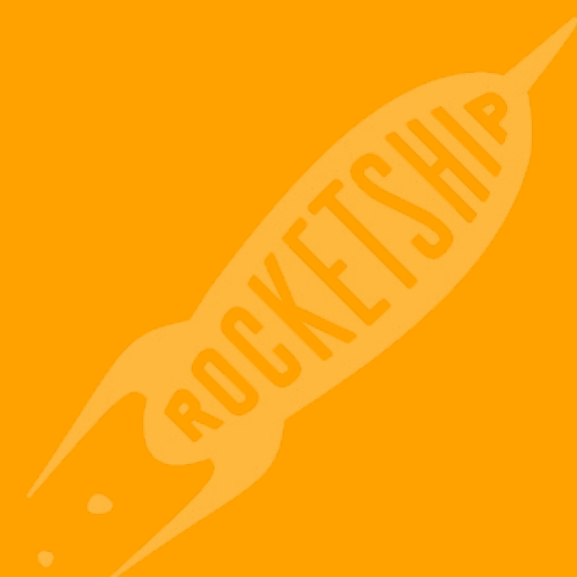
- **Do you agree with greenlighting a third Nashville school for a 21-22 launch?**
  - What else should we be thinking of in terms of minimizing the impact on RUA?
  - What other gates/milestones should we set for the \$1.5M raise?
- **Fort Worth:**
  - What else should we be considering to ensure a strong and successful regional launch?
  - What else should we be considering regarding the need to invest in personnel and facilities prior to securing the charter?
- **Do you agree with greenlighting SE Fort Worth for a 21-22 launch?**
  - What else should we considering in terms of setting the school up for success if we ultimately hire and external Founding Principal?
- **Do you agree with greenlighting NW Fort Worth for a 21-22 launch?**
  - What else should we be thinking of in terms of engaging the community?








NASHVILLE


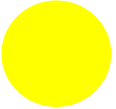

# Detail: Evaluation Across Key Criteria





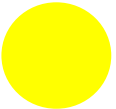
# Mission Alignment

Category		Date	Milestone	Status	Update
Market Structure (Size & Demographics)		 N/A	N/A	N/A	<ul style="list-style-type: none"> <li>• <b>Demographics:</b> <ul style="list-style-type: none"> <li>○ 41% Econ. Dis.</li> <li>○ 39% ELs</li> <li>○ 10% students with disabilities</li> </ul> </li> <li>• <b>Size:</b> 6,837 K-4 students across 11 elementaries</li> <li>• <b>Growth:</b> Projected population growth indicates that the Antioch and Cane Ridge clusters, which are currently at 90% capacity, will face serious capacity constraints within 5-7 years</li> </ul>
ToC	Quality	 N/A	N/A	N/A	<ul style="list-style-type: none"> <li>• RUA outperforms elementaries in the Antioch and Cane Ridge Clusters across achievement, progress on language proficiency, and student growth</li> <li>• No school within the two clusters scored a 3.0 or higher for overall achievement and only one of the 10 schools scored a 3.0 or higher for student growth in 2017-18</li> </ul>
	Access	N/A	N/A	N/A	<ul style="list-style-type: none"> <li>• <b>Charters:</b> KIPP &lt;2mi away, but has a waitlist of hundreds of kids</li> </ul>
Family Recruitment		 7/1	Submit family engagement plan, school/parent/student compacts, Code of Conduct, and parent conference request forms to the SBE	-	<ul style="list-style-type: none"> <li>• <b>Demand:</b> Over 100 RUA families live in the Antioch and Cane Ridge clusters and commute daily through heavy traffic for up to 45 minutes one way. In a short survey, in 2018-19, to our Antioch and Cane Ridge families, 97% indicated they would like a Rocketship school closer to their homes, representing 57 families.</li> <li>• <b>Transportation:</b> Strategically planning bus routes near apartment complexes and subdivisions</li> <li>• <b>CSGF:</b> Hasn't seen a place so ripe for a school</li> </ul>

# Scale of Impact

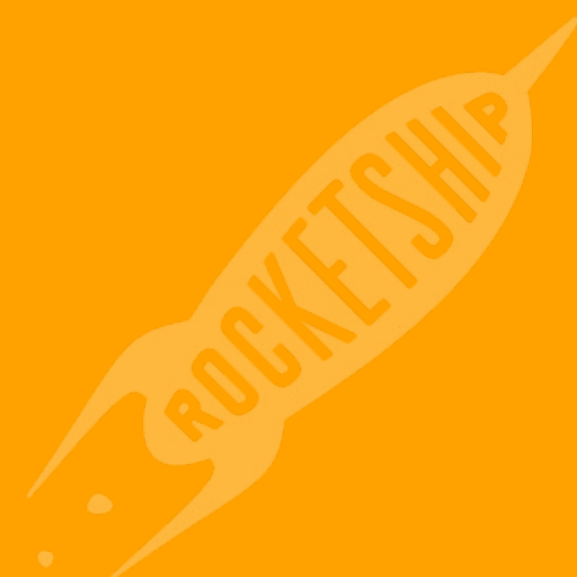
Category		Date	Milestone	Status	Update
Charter		11/15/19	State board vote	Complete	<ul style="list-style-type: none"> <li>Unanimous approval from the state board</li> </ul>
Facilities		Feb 2020	Site Control & TIC Term Sheet	Complete	<ul style="list-style-type: none"> <li>The risk of the entitlement process will be mitigated by support from the Metro Councilmember, Joy Styles.</li> <li>This is a full rezone, and we are just starting the design, so no clear timing as yet.</li> <li>Turner moving forward despite not having our signed term sheet until Feb, so not really at risk from that perspective.</li> <li>Joy Styles is supporting a community meeting for us in support of our rezone.</li> </ul>
		Jan 2020	Select Design Team / Design begins	Complete	
		Mar 2020	Sign Final Lease	On track	
		Aug 2020	Go / No-Go on Site Acquisition	On track	
		Sept 2020	Entitlements & Permitting	At risk	
		July 2021	Construction Complete	Waiting	
Talent		Winter '20	P selection	Complete	<ul style="list-style-type: none"> <li>Principal selected</li> <li>32 teachers interested in transferring</li> <li>Strong talent pipeline in NSH: 9 internal candidates interviewed for AP role for next year. 8 meet the bar.</li> </ul>
		1/31/21	Office Manager hired	-	
		8/1/20	Principal released	-	
		1/31/21	BOM hired	-	
		4/30/21	80% of non-TFA instructional staff hired	-	

## Catalytic Potential



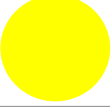
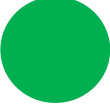
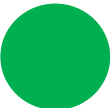
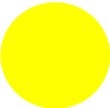
Category		Date	Milestone	Status	Update
Community Support					<ul style="list-style-type: none"> <li>• Momentum around community support from charter ecosystem, Head Starts, and other community orgs</li> <li>• Support from Councilwoman Styles; organizing families to attend community meeting in support of our rezone</li> <li>• Connect with local Mosques to get their support (one Imam is currently a RUA parent)</li> <li>• <b>Risk:</b> No dedicated EO to drive on parent organizing</li> </ul>
Leadership & Regional Gov.			Board fully developed	On track	<ul style="list-style-type: none"> <li>• 8 board members (including a parent)</li> </ul>
Finances & Fundraising		Feb/May	CSGF board meeting	On-track	<ul style="list-style-type: none"> <li>• \$1.5M fundraising need, assuming RNNE and RUA maintain BETs above 500</li> <li>• School projected to break-even in Y4 and region to reach sustainability in FY24</li> <li>• Developed a prospect list that Abby is going to share with the NSH board during their next meeting</li> <li>• Brittany and Abby have had favorable conversations with the Scarlett Foundation -- Feb. 25th is when they invite people to apply for the grants</li> <li>• Potential CSGF FY 21/22 support (~\$600/seat)</li> </ul>
		2/25	Pending invitation to apply to Scarlett Family Foundation	On-track	

TEXAS




# Detail: Evaluation Across Key Criteria



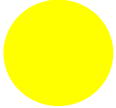
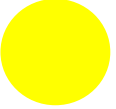
## Mission Alignment

	Category		Update
SE	Market Structure (Size & Demographics)		<ul style="list-style-type: none"> <li>• <b>Demographics:</b> 95% economically disadvantaged, 45% English Learners, 9% students with disabilities, 58% Hispanic/Latinx, 34% Black/African American</li> <li>• <b>Size:</b> 10,177 PK-5 students across 21 elem. schools in primary attendance zone</li> <li>• <b>Implied Market Share:</b> 9%</li> </ul>
	Theory of Change (Quality & Access)		<ul style="list-style-type: none"> <li>• <b>FWISD Grades 3 STAAR Performance:</b> 23% (ELA), 22% (Math)</li> <li>• <b>Rating:</b> 8 of the 21 elem. schools within 3mi received “D” or “F” rating in 2019</li> <li>• <b>Charters:</b> Uplift (3 campuses within 3mi rated, “B”, “D”, and “C”)</li> </ul>
	Family Recruitment		<ul style="list-style-type: none"> <li>• <b>Charter perception:</b> Lack of awareness</li> <li>• <b>FR:</b> Need to educate families on school quality, earn trust through local validators</li> <li>• <b>Transportation:</b> Pain point; not offered by current operators</li> </ul>
NW	Market Structure (Size & Demographics)		<ul style="list-style-type: none"> <li>• <b>Demographics:</b> 85% economically disadvantaged, 44% English Learners, 10% students with disabilities, 77% Hispanic/Latinx, 7% Black/African American</li> <li>• <b>Size:</b> 4,395 PK-5 students across 10 elem. schools in primary attendance boundary and 3,406 across 6 elem. schools in the secondary attendance zone</li> <li>• <b>Implied Market Share:</b> 11%</li> </ul>
	Theory of Change (Quality & Access)		<ul style="list-style-type: none"> <li>• <b>LWISD Grades 3 STAAR Performance:</b> 33% (ELA), 33% (Math)</li> <li>• <b>Rating:</b> Proposed site in the attendance zone for Marine Creek E.S., which received “F” or “Improvement Required” rating for the last 3 years</li> <li>• <b>Charters:</b> No charters currently located in LWISD</li> </ul>
	Family Recruitment		<ul style="list-style-type: none"> <li>• <b>Charter perception:</b> Lack of awareness &amp; need to scaffold messaging to increase</li> <li>• <b>FR:</b> Will need to educate families on school choice and quality (no current charter schools in Lake Worth ISD)</li> <li>• <b>Transportation:</b> Relatively less important to families in NW</li> </ul>

# Scale of Impact

Category		Date	Milestone	Status	Update
Charter		1/21/19	Meet with SBOE mem.	At risk	<ul style="list-style-type: none"> <li>Charter app submitted; TEA delayed in finalizing completion check to advance to external review</li> <li>Contacted all members of the TX SBE to request meetings to share info and request their input</li> <li>Engaged 7 SBOE members, including both Tarrant County board members</li> <li>Currently in the “No Contact” period and cannot initiate contact with SBOE members or TEA staff</li> </ul>
		1/21/20	Charter Application Submission Deadline	Complete	
		2/21/20	Det. of Advancement to External Review	-	
		6/10/20	Det. of Advancement to Capacity Interview	-	
		7/27-31	Capacity Interviews	-	
		8/17/20	TEA Recommendation	-	
		9/8/20	SBOE Vote	-	
Political Environ.		N/A	N/A	-	<ul style="list-style-type: none"> <li>FWISD interested in partnership; wrote letter of support for our charter application</li> </ul>
Talent		Winter '20	P selection	On-track	<ul style="list-style-type: none"> <li>41 Ts and 13 SLs interested in transferring, including Principal with exemplar parent leadership skills who applied to be a Founding P</li> <li>Offer out to an external AP founding fellow and offer accepted for an internal founding fellow</li> <li>Hiring qualified and diverse staff is challenging, but promising partners are beginning to come to FW</li> <li>Charter competition for talent relatively low; career advance. for younger educators is lacking</li> <li>Credential requirements for gen ed teachers are low and many intern programs exist</li> <li>Bilingual educators critical and scarce; offering stipend to help recruit</li> </ul>
		7/1/20	DoS named	-	
		7/31/20	Instructional Recruiter hired	-	
		7/31/20	RDO hired	-	
		7/31/20	Achievement Mgr hired	-	
		7/31/20	ISE Manager hired	-	
		20-21 SY	2 APs join the network	On-track	
		20-21 SY	6 Ts join the network	On-track	
		10/31/20	Office Managers hired	-	
		1/1/21	Principals released	-	
		1/31/21	BOMs hired	-	
		4/30/21	80% of non-TFA instructional staff hired	-	

# Scale of Impact

	Category		Date	Milestone	Status	Update
SE	Facilities		1/30/20	Site Control & TIC Term Sheet	Complete	<ul style="list-style-type: none"> <li>SE site in escrow; proposing work around for cell tower lease</li> <li>Pre-planning meeting went smoothly</li> <li>Entitlement path will be challenging given sequential requirements, so timelines risk is evident.</li> </ul>
			1/31/20	Select Design Team	Complete	
			3/31/20	Sign Final TIC Lease	In progress	
			4/30/20	Design Period - Site & Buildings	-	
			5/29/20	Go / No-Go on Site Acquisition	-	
			9/30/20	Entitlements & Permitting	At risk	
			10/1/21	Construction Period		
NW	Facilities		2/17/20	Site Control & TIC Term Sheet	Complete	<ul style="list-style-type: none"> <li>NW site docs being finalized</li> <li>Working with the Seller to determine best access and timing of broader site dev activities</li> <li>Entitlement path will be challenging given sequential requirements, so timelines risk is evident.</li> </ul>
			1/31/20	Select Design Team	Complete	
			2/17/20	Sign TIC Lease	Complete	
			4/30/20	Design Period - Site & Buildings	-	
			5/29/20	Go / No-Go on Site Acquisition	-	
			9/30/20	Entitlements & Permitting	At risk	
			10/1/21	Construction Period	-	



# Catalytic Potential

Category		Date	Milestone	Status	Update
Community Support	SE	10/14/19	EO #1 hired	Complete	<ul style="list-style-type: none"> <li>Formal community meeting with 30 families</li> <li>Around 20 1:1s so far</li> <li>POC launch scheduled for 2/27</li> <li>400+ parents interested in RPS from ~17 tabling events and 6 information sessions</li> <li>80+ meetings with grasstop leaders; plan to engage 600 stakeholders by fall 2021 across Fort Worth and Lake Worth</li> </ul>
		1/15/20	Formal Community Meeting	Complete	
		2/27/20	Launch SE Parent Organizing Committee (POC)	In progress	
	NW	1/14/20	Formal Community Meeting	Complete	<ul style="list-style-type: none"> <li>Formal community meeting with 15 families</li> <li>Interviewing for EO position (3 candidates)</li> <li>Community engagement is challenging due to a lack of formal institutions</li> <li>2 informations sessions at apartments and childcare centers. 2 more scheduled for March</li> </ul>
		3/15/20	EO #2 Hired	In progress	
		6/17/20	Launch NW POC	-	
Leadership & Regional Gov.		9/18/19	3-person board est.	Complete	<ul style="list-style-type: none"> <li>Strong, diverse local board with 5 members</li> <li>Hired SaJade as RD; extensive school and district experience in our communities</li> </ul>
		11/15/19	RD hired	Complete	
		2/28/19	Full 9-person board	At risk	
Finances & Fundraising		10/31/20	Secure written commitments for remaining fundraising gap	At risk	<ul style="list-style-type: none"> <li>NSH trip were very positive, but challenges fundraising locally as some of the larger funders aren't giving multi-year commitments.</li> <li>Planning to go before the CSGF board in May</li> <li>Contracting a strong local consulting firm on a 3-month engagement to support our efforts</li> </ul>



APPENDIX A:

# NASHVILLE



DOUBLE CLICK: MISSION ALIGNMENT

# Market Structure & Theory of Change



To identify our target neighborhood for NSH3 we used an aggregate impact methodology to rank zip codes

- To capture an **aggregate view of key metrics**, zip codes were ranked based on a **composite score**, calculated by averaging **five priority metrics**
  1. **Enrollment Market Size:** 18-19 enrollment at low performing elementary schools\*
  2. **Residency Market Size:** projected 2023 population ages 5-10
  3. **Competition:** % of K-5 Students in low performing elementary schools\*
  4. **Income:** 2018 Median HH Income
  5. **School Quality:** Average proficiency across math and ELA for *all* students
- To determine whether there is sufficient market size, we conducted an **enrollment analysis** of schools within a 4-mi radius
- **Secondary metrics** are being considered to understand impact
  1. Location of **priority schools**
  2. **Impact on RNNE and RUA enrollment**
  3. Location of district schools that are **over-capacity**
  4. **Gentrification:** 5-Year Growth in Median Income and Minority Population
  5. **Density:** 2018 Population density

\* Low performing elementary school defined as a school serving any grade K through 5 that scores below the state average on TN Ready for SED students in both math and ELA

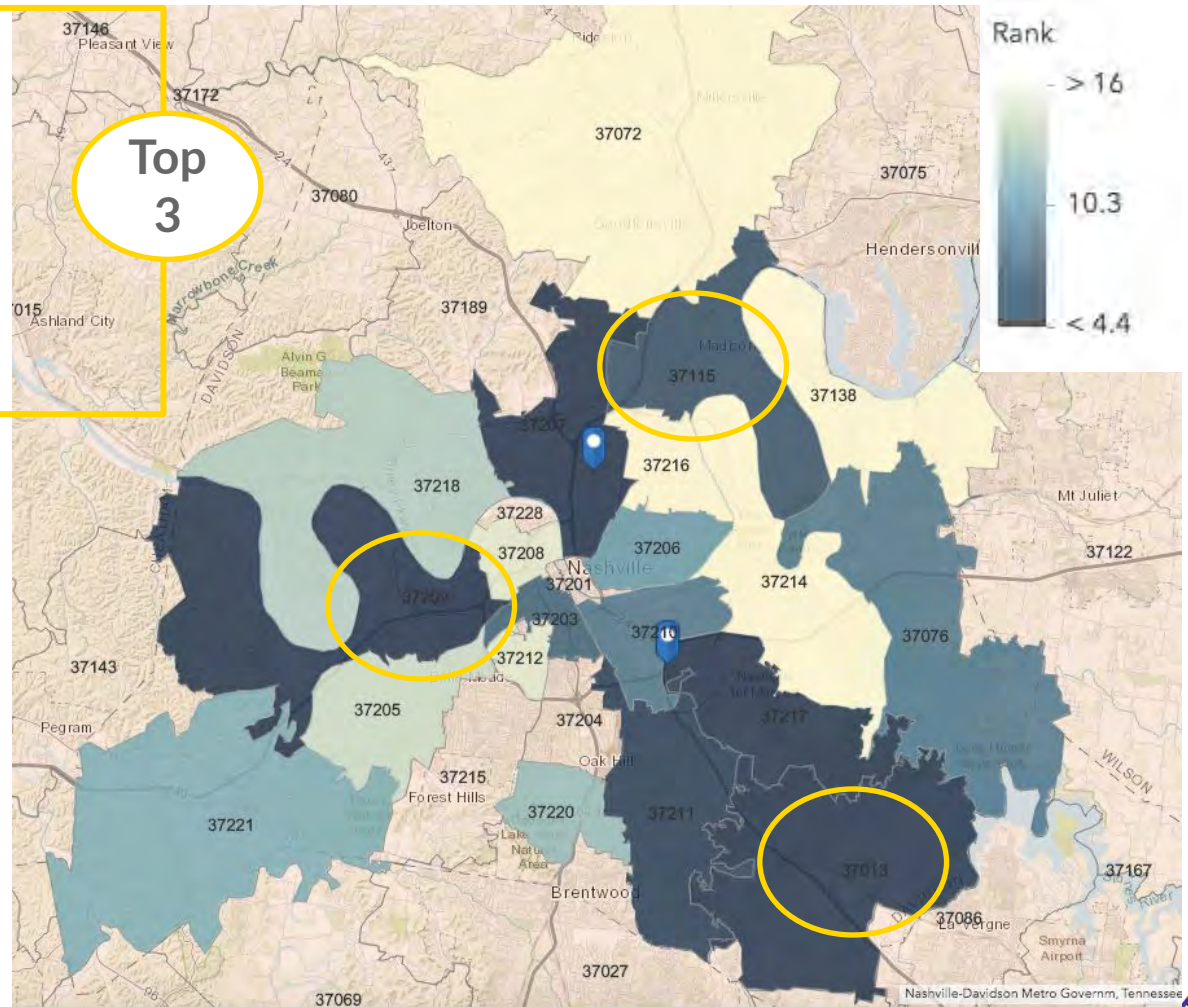




## 3 zip codes emerged as top areas: Antioch, Sylvan Park, and Madison

### Top Zip Codes

- ~~37207 RNNE~~
- 37013 - Antioch
- 37209 - Sylvan Park
- ~~37217 RUA~~
- ~~37211 close to RUA~~
- 37115 - Madison
- 37203 - The Gulch
- ~~37210 close to RUA~~
- 37076 - Hermitage
- 37206 - East Nashville



## Detail: Priority Metrics

Core Metrics						
Zip Code	Area	Enrollment Market Size <i>18-19 enroll at low perf schools</i>	Residency Market Size <i>Projected 2023 pop ages 5-10</i>	Competition <i>% of K-5 students in low perf schools</i>	Income <i>2018 Median HH Income</i>	School Quality <i>Avg. ELA and math proficiency</i>
37013	Antioch	3,708	8,446	66%	\$52,143	25%
37209	Sylvan Park	2,033	2,780	100%	\$47,008	29%
37115	Madison	719	3,213	37%	\$39,151	22%
37207	RNNE	1,245	3,684	67%	\$35,451	20%
37217	RUA	1,399	2,845	52%	\$44,977	23%



## Ultimately, we selected Antioch based on 3 primary considerations:

1

### Demand

**Over 100 RUA families live in the Antioch and Cane Ridge clusters** and commute daily through heavy traffic for up to 45 minutes. After receiving comments asking for a school in Antioch on our annual parent survey, we sent a short survey to our Antioch and Cane Ridge families to gauge interest. 97% of the responses we have received so far, have indicated they would like a Rocketship school closer to their homes, representing 57 families. We would like to better accommodate these families and be more geographically accessible by opening a school in their neighborhood.

2

### Expected Population Growth and Overcrowding

**Projected population growth indicates that the Antioch and Cane Ridge clusters, which are currently at 90% capacity, will face serious capacity constraints within 5-7 years.** By locating in this area, our hope is that we can help alleviate the risk of overcrowding and ensure students have ample room to learn.

3

### Opportunity to Elevate Academic Performance for All Students

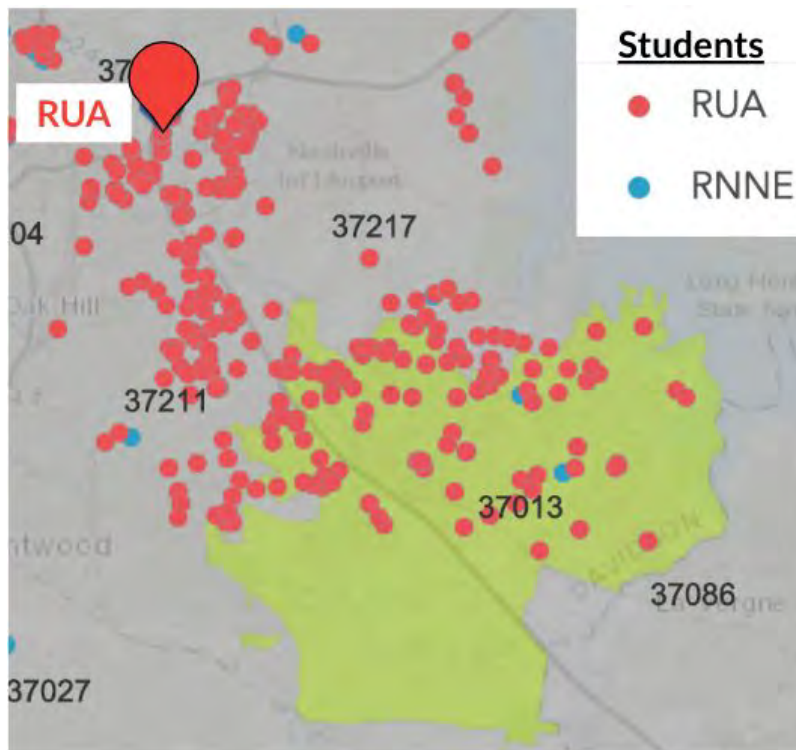
**We're experience serving the Antioch and Cane Ridge demographic.** 41% of students are economically disadvantaged, 39% of English Learners, and 10% are students with disabilities in these clusters, compared to 59%, 40%, and 9%, respectively, at RUA. Our personalized learning model, strong EL programming, and approach to small group instruction and tutoring, uniquely positions us to serve all students as demonstrated by our success at RUA, which was designated as a "Reward School" for 2017-18.





# Demand from Current RPS Families

## RUA Students Traveling from the 37013 Zip Code (2018-19)



- Over ¼ of the students at our campus in South Nashville, Rocketship United Academy (RUA), currently travel by bus from the 37013 zip code, which covers the Antioch and Cane Ridge clusters. These students are traveling over 45 minutes each way to attend RUA and are calling for a Rocketship in their neighborhood.
- On a recent parent satisfaction survey, an Antioch parent left a comment in the open field section. The parent asked for RPS to open a school in Antioch. Curious about this comment, we drafted a short survey and sent it to our Antioch and Cane Ridge Families to gather a small sample of opinions. **So far, 97% of respondents indicated they would like a Rocketship School closer to their homes, representing 57 families.** These surveys confirm parent feedback we have heard anecdotally.

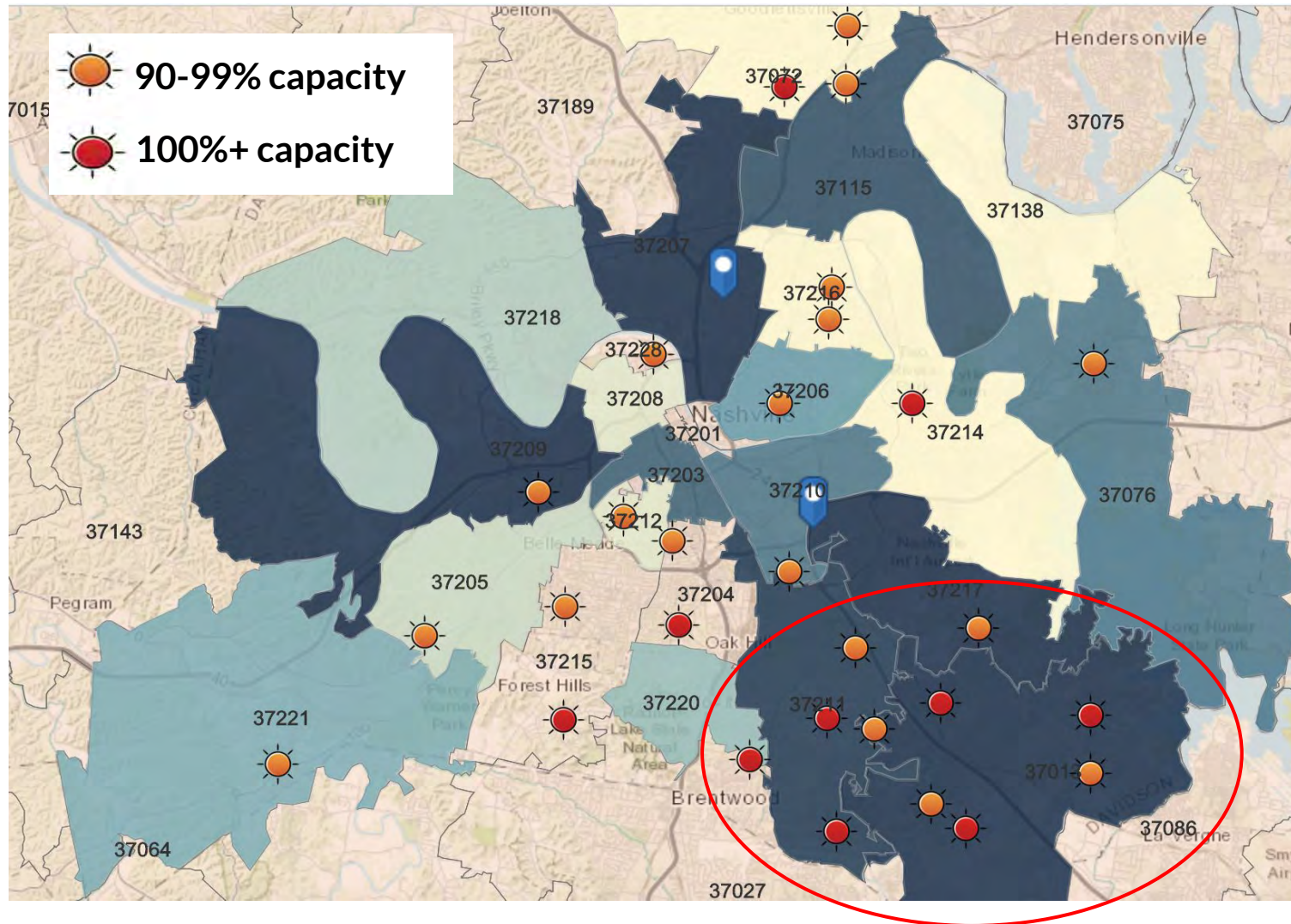


Antioch is growing at a faster rate than other areas in NSH, fueled by the growth in Asian and Hispanic populations

Zip Code	Area	Proj 5 Year Growth in Med HH Income	Demographic Growth Rates (CAGR)				
			Total Pop	Caucasian	African American	Hispanic	Asian
37013	Antioch	9%	1.6%	0.7%	1.0%	3.4%	4.2%
37209	Sylvan Park	12%	1.6%	0.8%	1.4%	4.2%	4.2%
37115	Madison	9%	1.0%	0.0%	0.7%	3.4%	3.6%
37207	RNNE	9%	1.1%	0.2%	1.0%	3.7%	3.5%
37217	RUA	13%	1.1%	-0.1%	0.7%	3.1%	3.5%



## Antioch has the highest concentration of over-capacity schools





Elementary schools in Antioch and Cane Ridge are expected to face serious capacity constraints in 5-7 years

Projected Enrollment & Capacity: Antioch and Cane Ridge Elementary Schools									
		18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Antioch Cluster	Total Capacity	4,387	4,387	4,387	4,387	4,387	4,387	4,387	4,387
	Total Enrollment	4,102	4,168	4,234	4,302	4,371	4,441	4,512	4,584
	Population Growth		1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
	Capacity Utilization	93%	95%	97%	98%	100%	101%	103%	104%
Cane Ridge Cluster	Total Capacity	3,815	3,815	3,815	3,815	3,815	3,815	3,815	3,815
	Total Enrollment	3,259	3,311	3,364	3,418	3,473	3,528	3,585	3,642
	Population Growth		1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
	Capacity Utilization	85%	87%	88%	90%	91%	92%	94%	95%
Total	Total Capacity	8,202	8,202	8,202	8,202	8,202	8,202	8,202	8,202
	Total Enrollment	7,361	7,479	7,598	7,720	7,844	7,969	8,097	8,226
	Population Growth		1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
	Capacity Utilization	90%	91%	93%	94%	96%	97%	99%	100%

Sources: Metropolitan Nashville Public Schools, 2018 and ESRI, 2018.

2018-19 total enrollment from MNPS Capacity 2018-19 map. Total capacity calculated by Rocketship Public Schools based on this map. Accessed in March 2019 at:

[https://static1.squarespace.com/static/57752cbcd1758e541bdeef6b/t/5c112964b8a045162a0ad209/1544628626385/MNPS\\_Capacity1819\\_day40.pdf](https://static1.squarespace.com/static/57752cbcd1758e541bdeef6b/t/5c112964b8a045162a0ad209/1544628626385/MNPS_Capacity1819_day40.pdf).

Projected enrollment then calculated by Rocketship Public Schools from ESRI's 2018 Updated Demographic estimates using Census 2010 geographies for the 37013 zip code. Accessed in March 2019 at

[https://demographics8.arcgis.com/arcgis/rest/services/USA\\_Demographics\\_and\\_Boundaries\\_2018/MapServer](https://demographics8.arcgis.com/arcgis/rest/services/USA_Demographics_and_Boundaries_2018/MapServer)



There is the opportunity for us to elevate the academic performance for all students...

### 2017-18 TN Report Card: Key Indicators of Success & Student Demographics

Cluster	School Name	TN Report Card			Demographic Data			
		Achievement	Progress on Language Proficiency	Student Growth	Black, Hispanic, and Native Am.	Econ. Dis-advantaged	English Learners	Students with Disabilities
Antioch	J.E. Moss	0.6	3.8	0.4	81%	57%	48%	12%
	Lakeview	0	3.5	0	68%	50%	36%	16%
	Mt. View	2.1	3.8	2.7	65%	40%	29%	12%
	Smith Springs	1.1	1.9	2.2	70%	40%	20%	14%
	Thomas Edison	1	3.8	0	63%	47%	32%	9%
	UNA	1.1	3.8	3.6	64%	52%	39%	11%
Cane Ridge	A.Z. Kelley	1.1	3.6	0	63%	35%	30%	12%
	Cane Ridge Elementary	1.4	2.8	2	74%	49%	33%	8%
	Cole Elementary	2	3.9	2.2	73%	64%	50%	12%
	Henry C Maxwell	1.1	3.6	0.2	66%	43%	41%	11%
Glenclyff	RUA	4	4	3.8	87%	59%	40%	9%



...particularly SED students, Black, Hispanic, and Native American students, and English Learners

### 2017-18 TN Report Card: Key Indicators of Success by Student Group

English Learners

Cluster	School Name	TN Report Card			Demo.
		Achievement	Progress on Language Proficiency	Student Growth	ELs
Antioch	J.E. Moss	1	4	1	48%
	Lakeview	0	4	0	36%
	Mt. View	2	4	3	29%
	Smith Springs	2	2	3	20%
	Thomas Edison	1	4	0	32%
	UNA	2	4	3	39%
Cane Ridge	A.Z. Kelly	0	4	0	30%
	Cane Ridge Elementary	3	3	3	33%
	Cole Elementary	2	4	3	50%
	Henry C. Maxwell	2	4	0	41%
Glenclyff	RUA	4	4	4	40%

Econ.  
Dis.

Black,  
Hispanic,  
and  
Native  
Am.

Cluster	School Name	TN Report Card		Demo.
		Achievement	Student Growth	SED
Antioch	J.E. Moss	1	0	57%
	Lakeview	0	0	50%
	Mt. View	2	2	40%
	Smith Springs	0	2	40%
	Thomas Edison	2	0	47%
	UNA	1	3	52%
Cane Ridge	A.Z. Kelley	1	0	35%
	Cane Ridge Elementary	2	1	49%
	Cole Elementary	2	2	64%
	Henry C. Maxwell	1	0	43%
Glenclyff	RUA	4	4	59%

Cluster	School Name	Achievement	Student Growth	Black, Hispanic, and Native Am.
Antioch	J.E. Moss	1	0	81%
	Lakeview	0	0	68%
	Mt. View	3	3	65%
	Smith Springs	2	2	70%
	Thomas Edison	0	0	63%
	UNA	1	3	64%
Cane Ridge	A.Z. Kelley	1	0	63%
	Cane Ridge Elementary	1	2	74%
	Cole Elementary	2	2	73%
	Henry C. Maxwell	1	0	66%
Glenclyff	RUA	4	4	87%





DOUBLE CLICK: MISSION ALIGNMENT

# Family Recruitment



# We've developed a plan to ensure enrollment stability across the region

## Nashville Enrollment Models

	2020-21	2021-22
RNNE	512	528
RUA	562	538
NSH3	456	496
<b>Total</b>	<b>1,530</b>	<b>1,562</b>

### Achieving enrollment stability (above 500) at RNNE & RUA

- Efforts to maintain enrollment at RNNE will consist of continuing to build community engagement with brunches and also working with Marcomm around updating campus Google search results and reviews that currently reflects outdated information.
- RUA enrollment stability will include: focusing on current transportation routes in areas where district schools are currently over crowded and focusing east of RUA where we have the opportunity to expand transportation.

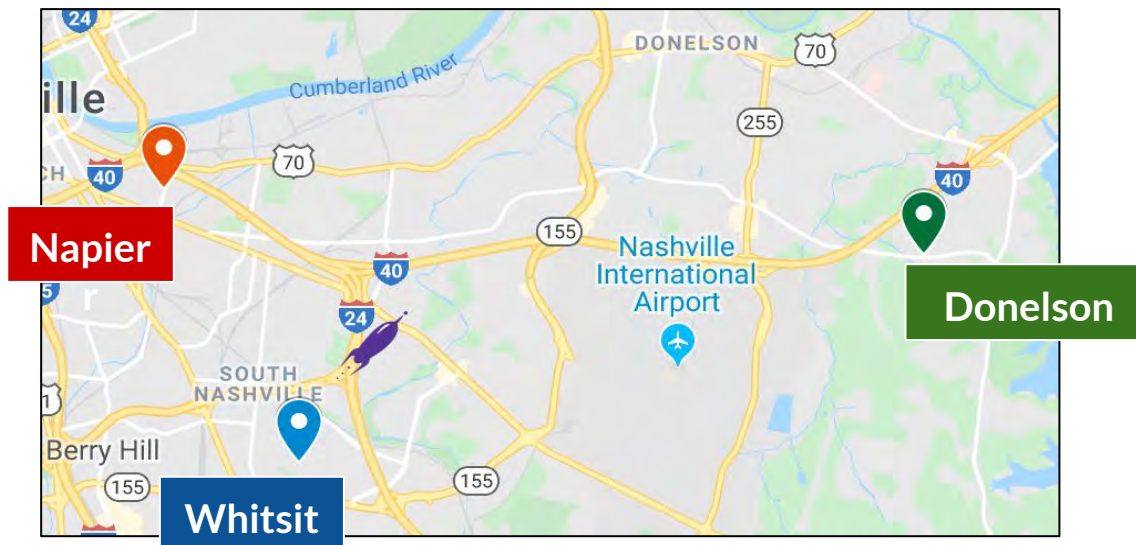
### What will be different next year vs. this year at RNNE?

- Prioritize tracking withdrawals on a weekly basis with SL starting with Day 1 No Shows. Also ensure campus maintains high family engagement past Day 1-15.
- 20-21 Recruitment will not only focus on apartment complexes, but we will also focus on new residential areas around RNNE. We will target families that are financially invested in the areas around RNNE.





And identified a strategic recruitment approach to expand our reach in the Napier, Whitsitt, and Donelson areas to minimize the impact on RUA



### Tabling and flyering

- Grocery stores
- local / family owned stores
- Religious centers
- Property managers
- Community events in the area
- Community centers
- Laundromats
- Sports field

### Canvassing


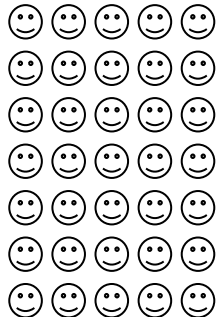

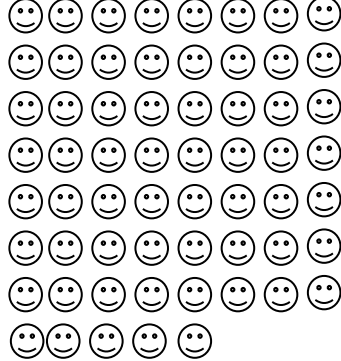
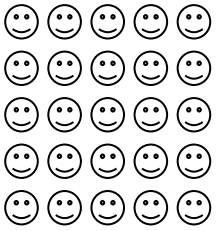
- Residential
- Community events
- Tablets
- Grocery stores
- Religious centers
- Kids sports

### Community Engagement: RPS-sponsored events

- Resident appreciation
- Tree planting
- Community service in the community
- Events that attract local families
  - Kickball
  - Soccer
  - Water balloon fight
  - Ice cream

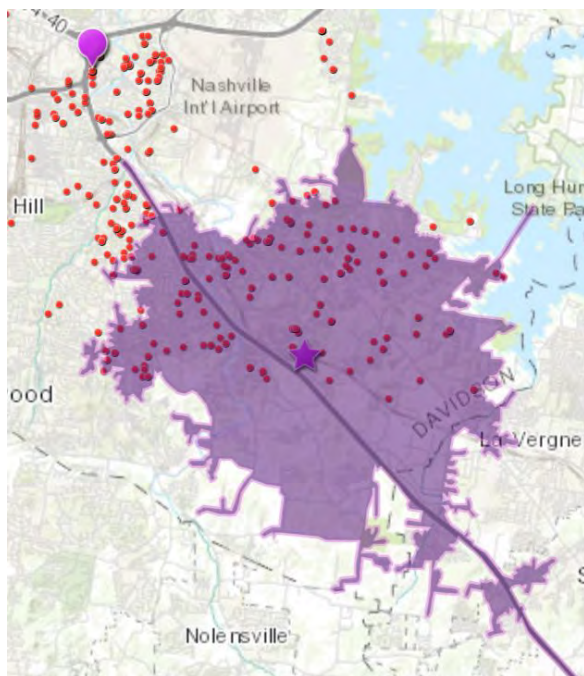


# We can add ~110 students to RUA's current bus routes: Page 66

Bus Rt. 1	Bus Rt. 2	Bus Rt. 3	Bus Rt. 4	Bus Rt. 5	Bus Rt. 6
Focus Route	Focus Route	Not a Focus Route	Not a Focus Route	Focus Route	Not a Focus Route
15 Avail. Spaces	35 Avail. Spaces	0 Avail. Spaces	8 Avail. Spaces	60 Avail. Spaces	25 Avail. Spaces
					
Recommended Approaches, By Route:					
<ul style="list-style-type: none"> <li>- Grow stop between <b>WoodBridge and Hawthorne</b> complexes, which only has 4 students currently - Both complexes have over 200 units; <b>~40 potential new students.</b></li> <li>- Remove a cross-street stop in order to add stop at <b>Gazebo Apartments.</b> <b>~15 potential new students.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Move several stops to another route so we can travel farther east of RUA, towards Donelson area.</li> <li>- Grow existing stops near Glenview Elem., <b>~55 potential new students.</b></li> <li>- Add stops near <b>Timberlake Condos, Lakeford Dr &amp; East Lake Dr, Quail Valley Rd &amp; East Lake Dr</b> to reach <b>~40 potential new students.</b></li> </ul>	<ul style="list-style-type: none"> <li>- This route is on the border of South Nashville &amp; Antioch; the area is densely populated.</li> <li>- Last resort option: this area could do transportation for RUA and NSH3</li> </ul>	<ul style="list-style-type: none"> <li>- This route runs through NE Antioch.</li> <li>- For 2020-21 recruitment, this will not be an area of focus, though we will connect with families through a few strategic touchpoints for NSH3 awareness-building.</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity to grow Route time capacity to focus in <b>5 targeted areas in / around Whitsitt</b> to reach <b>~65 potential new students.</b></li> <li>- Target areas: Whitsett Creek Apartment, Maple Creek Apartments,</li> </ul>	<ul style="list-style-type: none"> <li>- This route runs by both potential NSH3 facilities.</li> <li>- There will not be any direct focus for RUA recruitment in this area for 2020-21.</li> </ul>

# Our enrollment models conservatively assume a negative net impact on RUA of 16 students

## K-2 RUA Students Who Live Within a 10min drive of NSH3



## Sensitivity Analysis: Anticipated Impact on RUA

% who transfer	% Market Share Captured of Target Areas for RUA				K-4 Enroll Target Schools 1387
	2%	4%	6%	8%	
25%	8	35	63	91	Conservative average net impact = <b>-16</b>
50%	-12	15	43	71	
75%	-32	-5	23	51	
100%	-52	-25	3	31	
K-2 RUA stds w/in 10mi of NSH3: 80					

## Target Areas for RUA Recruitment




School	Grades	Total Enroll	K-4 Enroll	Capacity	SED	GS Score	Math Prof.	ELA Prof.	TVAAS Composite	% AA	% L
John B. Whitsitt Elementary	K-8	430	392	91%	50%	2	19	20	4	42%	28%
Napier Elementary	P3-4	318	267	62%	93%	Unrated	**	**	5	90%	6%
Hickman Elementary	P3-4	495	451	84%	45%	2	22	32	1	41%	16%
Fall-Hamilton Elementary	P3-4	333	277	88%	52%	2	24	24	1	65%	20%
Total/Weighted Avg.		1576	1387	81%	58%	2	22	26	3	56%	18%





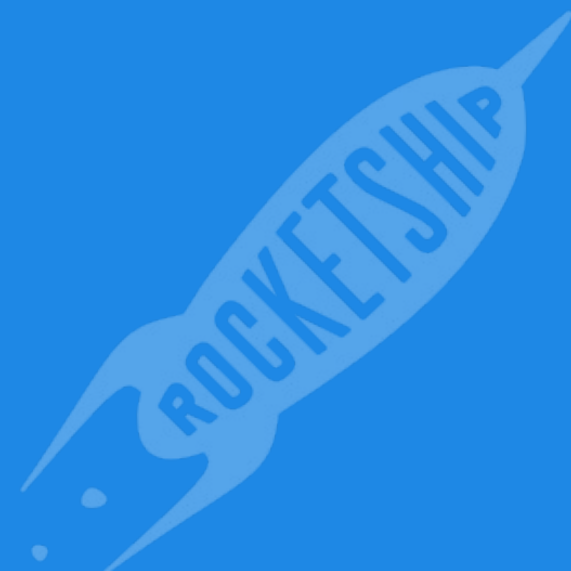
# CSGF analysis supports our belief that the market is large enough to support both RUA and NSH3

## Summary of Enrollment Viability Factors for Rocketship

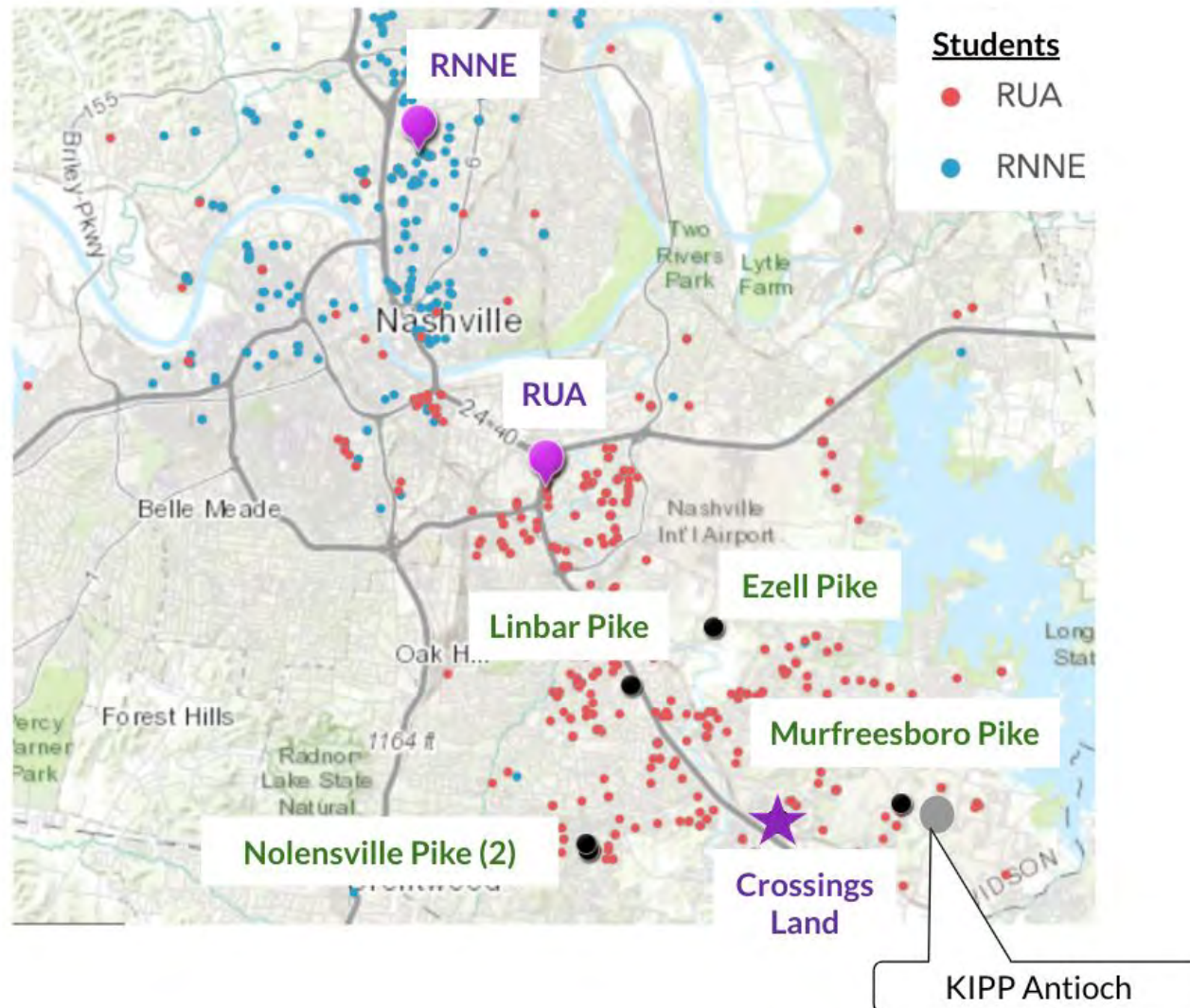
	 <b>Strong Condition for Enrollment Viability</b>	 <b>Neutral Condition for Enrollment Viability</b>	 <b>Unfavorable for Enrollment Viability</b>
<b>Area Enrollment Size</b>	<b>Large student age population in targeted grades</b>	Moderate student age population in targeted grades	Smaller student age population in targeted grades
<b>Area Enrollment Growth</b>	<b>Positive growth in entry grades + younger grades</b>	Flat growth across targeted grades and/or feeders	Declining enrollment in targeted grades or feeders
<b>Area Demographics</b>	Close alignment with the school's desired student pop.	<b>Mixed alignment with targeted pop. or mixed trending</b>	Poor alignment or trending away from targeted pop.
<b>MNPS Avg Enrollment Size</b>	<b>High average grade sizes to reduce recruiting concerns of a new charter opening nearby</b>	Average grade sizes that may cause some counter-recruiting from MNPS schools	Lower average grade sizes in similar-grade schools, which may create public challenges or counter-recruiting
<b>MNPS Capacity</b>	<b>MNPS at or close to capacity, limiting their ability to serve additional students, or reducing counter-recruiting</b>	MNPS at moderate rates of capacity, neither in need of additional capacity or risk of consolidation	MNPS at lower rates of capacity causing recruiting risks, though down the road could support consolidation
<b>Charter Market Share</b>	<b>Lower market share in the area compared with other parts of the city; Market share that is consistently increasing as schools phase-in</b>	Charter market share near the city average and still showing growth as other charter schools are phasing in grades	Charter market share is already high compared to other areas plus it is showing limited ability to further increase, suggesting there is saturation, particularly of similar school models
<b>Competition</b>	<b>Nearby schools are not viewed as high quality, reducing barriers to choice</b>	Nearby schools have mixed quality and feeder pattern identity, complicating choice	Nearby schools are seen as high quality or have a strong feeder pattern identity

DOUBLE CLICK: SCALE OF IMPACT

# Facilities



We considered 6 different sites for NSH3 in Southeast Nashville





# Crossings Land, which lies in the heart of our target 37013 zip code, emerged as our top choice

		Crossings Land (5400 Mt. View Road)	3532 Murfreesboro Pike	5821 Nolensville Pike	5836 Nolensville Pike	5040 Linbar Drive	475 Ezell Pike
Residency Analysis	Total HH	40,553	34,219	46,875	44,151	39,385	41,135
	Total Population	109,140	89,364	118,928	112,553	104,026	111,178
	Annual Pop Growth	1.48	1.53	1.51	1.53	0.92	1.01
	Density	1,690	1,581	2,210	2,050	2,819	2,416
	Kids 5-10	9,807	7,742	10,461	9,915	9,363	9,528
	Median HH Income	\$ 54,411	\$ 56,598	\$ 61,084	\$ 61,772	\$ 48,817	\$ 49,848
	% Latino	21%	16%	20%	20%	29%	25%
	% Af-Am	33%	38%	19%	18%	21%	26%
Enrollment Analysis	Addressable	7454	6157	7112	7112	9168	6866
	Implied Mkt Share	8%	9%	10%	10%	7%	9%
	Average Nearby School Capacity	88%	104%	94%	94%	115%	92%
	ELA Proficiency	19.3	19.4	25.8	25.8	21.5	18.4
	Math Proficiency	22.2	35.7	27.6	27.6	24.7	23.0
	% SED	37%	34%	41%	41%	45%	49%
	% Latino	39%	34%	42%	42%	50%	55%
	% Af-Am	30%	34%	19%	19%	19%	20%
Comments	# of Current K-2 RUA Students in 4-Mile Radius	124	79	90	90	187	214
		Only site located in target zip code (37013)	Only 0.6mi from new KIPP campus; price high at ~\$12 psf	Sale went through (in escrow when considered)	Located in Overton Cluster (not Antioch or Cane Ridge)	Too close to RUA (<4mi)	Too close to RUA (<4mi) and airport; may be partially in flood zone



The 8% market share we will need to achieve on Crossings Land is comfortably below our 12% threshold

Distance (mi)	School	Type	Designation	Grades	Total Enroll	K-4 Enroll	Capacity	SED	GS Score	Math Prof.	ELA Prof.	TVAAS Composite	% AA	% L
1.66	Cane Ridge Elementary	District		K-4	573	490	74%	39%	2	22.3	20.1	3	49%	21%
1.78	KIPP Antioch College Prep			K-8	828	460							42%	28%
1.78	A. Z. Kelley Elementary	District		P3-4	847	807	101%	35%	6	34.2	30	1	36%	27%
1.81	Henry C Maxwell Elementary	District		P3-4	600	546	90%	38%	3	24.3	21.3	1	20%	42%
2.05	J.E. Moss Elementary	District		P3-4	776	740	101%	44%	2	17.7	14.5	1	15%	66%
2.36	Mt. View Elementary	District		K-5	691	636	93%	36%	2	27.5	24	4	38%	27%
2.51	Lakeview Elementary	District		K-4	575	513	89%	45%	3	16.8	18.2	1	30%	38%
2.67	Thomas A. Edison Elementary	District		P3-4	738	703	110%	42%	3	17.2	22.6	1	37%	26%
3.09	Cole Elementary	District		P4-4	747	669	95%	52%	2	23.4	20.9	3	10%	62%
3.43	Una Elementary	District		P4-4	754	714	96%	41%	3	35.7	20.1	5	31%	33%
3.83	Smith Springs Elementary School	District		P3-4	628	548	76%	32%	-	26	25.6	3	38%	27%
3.97	Haywood Elementary	District		P3-4	676	628	86%	48%	2	22.5	17.7	3	9%	63%
<b>Total/Weighted Avg.</b>					<b>8433</b>	<b>7454</b>	<b>92%</b>	<b>37%</b>	<b>2.4</b>	<b>22.2</b>	<b>19.4</b>	<b>2.1</b>	<b>30%</b>	<b>39%</b>
<b>Implied Mkt Share 576 students)</b>						<b>8%</b>								

## Reference:

RNNE's implied market share is ~12%

RUA's implied market share is ~8%





# Test Fit - Nash3 Crossings Land

- Site is slightly larger than other TN campuses.
- Buildings are assumed to be similar in size.
- Car and bus queueing TBD, but sufficient area to make upgrades over prior campus designs.
- Outdoor area similar to other TN campuses.
- Parking area larger.



# Facilities

## Key Risk

- **Predictability for the timeline for entitlements and start of construction**
  - **Mitigating Factors:** Support from Joy Styles, moving forward with Turner and Launchpad, at risk, prior to execution of the formal Lease. Additionally, Ms. Styles will be supporting us at the community meeting on Feb 27

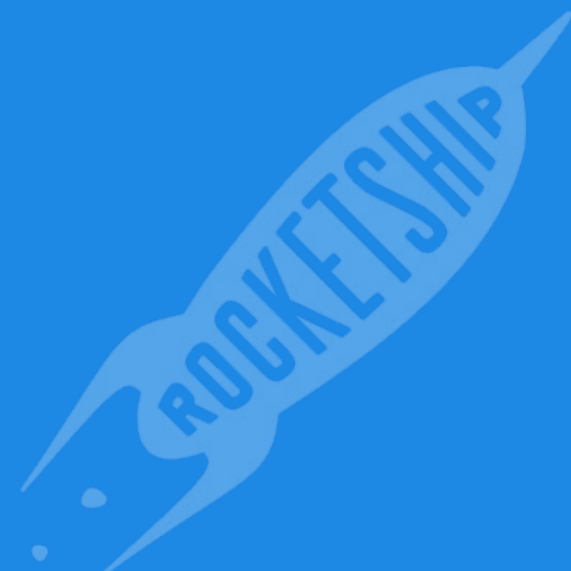
## Updates

- **Entitlement pre-planning application filed 1/29**
- **Design team in place; on-site meetings to review preliminary design on Mar 5**
- **Increased Capacity in Place for RE Team**
  - **RPS Director, RE Development, Cameron MacKellar will be point on this project**



DOUBLE CLICK: SCALE OF IMPACT

# Talent



We're looking to hire 5 founding school leaders and 12 founding teachers for NSH3 and already have strong interest from internal transfers (4 SLs and 32 teachers)

NSH3		
Role	Timeline for Selection	Staffing Composition
Principals (1)	Selection - Winter 2020	Internal
OM (1)	Nov-Jan 2020	
APs (2)		
BOM (1)	Nov-Jan 2020	
Teachers (12 in Y1)		1-3 internal transfers

SCHOOL LEADER INTEREST IN 21-22 OPENINGS	
	NSH3
Principals	
Assistant Principals	2
OMs	1
BOMs	1
<b>Total</b>	<b>4</b>

TEACHER INTEREST IN 21-22 OPENINGS	
	NSH3
Bay Area	11
Nashville	17
Wisconsin	2
DC	2
<b>Total</b>	<b>32</b>

DOUBLE CLICK: CATALYTIC POTENTIAL

# Finances & Fundraising



# Nashville 3 - Projected School Level Financials

## NSH3 Assumptions and Financials

Feb 2010

	Feb Model	
	FY20-21	FY21-22
RUA	562	513
RNNE	508	528
NSH3	0	456
Total	1070	1497

Total Philanthropy (\$000)	1,500
Region Break even, FY23	50
Mgmt Fee Deferrals to FY21-FY22	600
Mgmt Fee Repaid to FY24	-450

## NSH3

	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
(\$)	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<b>NSH3</b>						
<b>Financial Summary</b>						
Grades	K-4	K-4	K-4	K-4	K-4	K-4
Enrollment	—	456	496	536	536	536
<b>Revenue</b>						
Public Revenues	\$151,003	\$5,236,060	\$5,233,083	\$5,655,106	\$5,715,914	\$5,776,721
Philanthropy	—	—	—	—	—	—
Other	—	14,592	15,872	17,152	17,152	10,720
<b>Total Revenue</b>	<b>151,003</b>	<b>5,250,652</b>	<b>5,248,955</b>	<b>5,672,258</b>	<b>5,733,066</b>	<b>5,787,441</b>
<b>Expenses</b>						
Compensation	151,003	2,027,474	2,148,014	2,155,314	2,198,993	2,198,993
Other	—	1,779,959	1,573,920	1,630,861	1,660,040	1,641,130
Management	—	701,861	763,428	824,994	833,567	842,140
Facilities	—	910,000	910,000	910,000	650,000	650,000
<b>Total Expenses</b>	<b>151,003</b>	<b>5,419,295</b>	<b>5,395,362</b>	<b>5,521,169</b>	<b>5,342,600</b>	<b>5,332,262</b>
Inc in Net Assets	—	-\$168,642	-\$146,407	\$151,089	\$390,466	\$455,179
Cumulative Inc in Net Assets (W/O ISE)	—	-\$168,642	-\$315,049	-\$163,960	\$226,505	\$681,684

<b>CINA WITH ISE LOSS</b>	<b>\$-</b>	<b>-\$451,547</b>	<b>-\$464,921</b>	<b>-\$153,626</b>	<b>\$151,560</b>	<b>\$211,953</b>
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# The region will reach sustainability in FY24, but will require \$1.5M in fundraising from FY21-23

## Nashville Region

<i>Plan not forecast</i>						
(\$ in Thousands)	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Total Schools	2	2	2	3	3	3
Enrollment	1,007	1,066	1,070	1,522	1,592	1,650
<b>General</b>						
<b>RSED-NSH General Philanthropy</b>			<b>250</b>	<b>750</b>	<b>500</b>	
<b>RSED-NSH</b>						
Revenues	12,682	12,219	12,667	18,452	18,699	18,846
Expenses	12,083	11,992	12,026	17,905	18,021	18,211
<b>Change in Net Assets (CINA)</b>	<b>599</b>	<b>227</b>	<b>641</b>	<b>547</b>	<b>678</b>	<b>635</b>
<b>Regional NeST</b>						
Management Fee Revenue	542	575	577	813	857	887
Expenses	1,055	891	796	955	974	984
<b>CINA</b>	<b>-513</b>	<b>-316</b>	<b>-219</b>	<b>-142</b>	<b>-118</b>	<b>-97</b>
<i>EOP Cash Balance</i>	72	-411	-897	-1,238	-1,290	-1,303
<b>REGION</b>						
Revenue	13,224	12,795	13,245	19,266	19,555	19,733
Expense	13,138	12,884	12,822	18,860	18,995	19,195
<b>CINA</b>	<b>86</b>	<b>-89</b>	<b>422</b>	<b>405</b>	<b>560</b>	<b>538</b>
<b>Adj. CINA</b>	<b>-531</b>	<b>-55</b>	<b>422</b>	<b>405</b>	<b>560</b>	<b>538</b>
<i>EOP Cash Balance</i>	729	707	1,229	1,735	2,162	2,533
% Reserves	6%	5%	10%	9%	11%	13%
<i>YOY Growth NEST</i>	-24%	4.50%	5%	20%	2%	1%



## To meet the \$1.5M fundraising need, we have developed a prospect list and set key milestones through 2023

- Developed a funder prospect list that the NSH board will align on outreach and cultivation strategies during their next meeting. Brittany Kinser scheduling one on one meetings with board members to develop individualized board member development plans.
- Favorable conversations with the Scarlett Foundation with potential to receive invite to apply for funding on Feb. 25th.
- Potential for CSGF FY21/22 support ~\$600/seat
- Kristarae Flores (National Development Director) and Brittany Kinser working to analyze pipeline potential and develop pathway to \$1.5M over the next few months.
- Aggressive goal in FY21 to galvanize folks around “newness” of school opening - also provides cushion if fundraising slows after first year.

Date	Milestone
June 30, 2021	\$750K raised
June 30, 2022	\$500K raised
June 30, 2023	\$250K raised





APPENDIX B:  
TEXAS



DOUBLE CLICK: MISSION ALIGNMENT

# Market Structure & Theory of Change



To identify our target neighborhoods for our first two schools in Fort Worth, we used an aggregate impact methodology to rank zip codes

- To capture an **aggregate view of key metrics**, zip codes were ranked based on a **composite score**, calculated by averaging **four priority metrics**
  1. **Size of Student Population:** projected 2023 population ages 5-10
  2. **Access:** % of K-5 Students in low performing elementary schools
  3. **Income:** 2018 Median HH Income
  4. **School Quality:** Average proficiency across math and ELA for *all* students
- **Secondary metrics** were analyzed to understand impact
  1. **Gentrification:** 5-Year growth in median income and minority population
  2. **Density:** 2018 population density



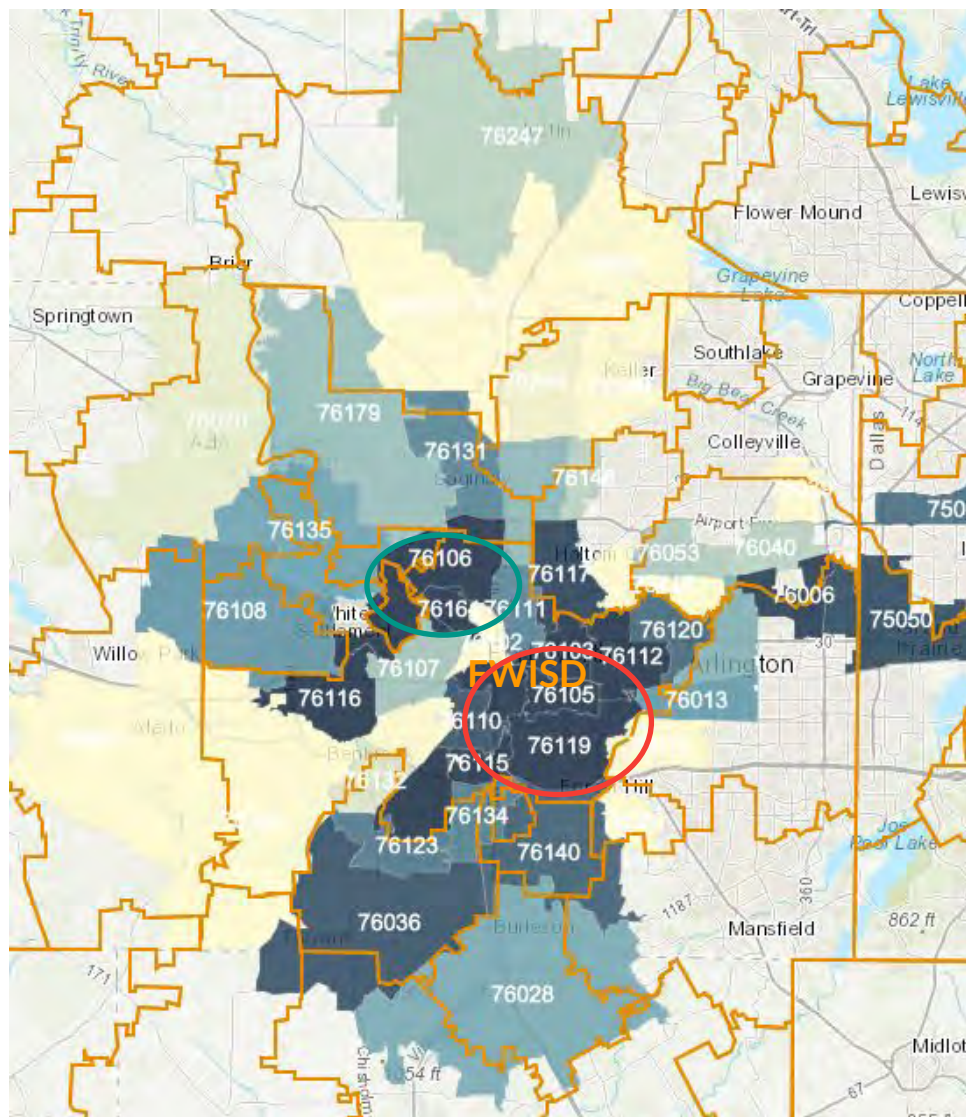
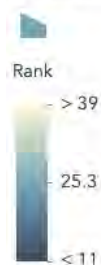
## Top 10 Zip Codes

- **76119 - FWISD**
- **76105 - FWISD**
- 76112 - FWISD
- **76106 - FWISD, LWISD, EMSISD**
- 76115 - FWISD
- 76104 - FWISD
- 76133 - FWISD
- **76164 - FWISD**
- 76116 - FWISD
- 76103 - FWISD

Legend

## Unified School District Boundaries

### Enriched Ft Worth Zips with Ranking



## Detail: Top Zip Codes

			ENROLLMENT ANALYSIS					RESIDENCY ANALYSIS					
AREA			Performance		Demographics			Pop Size		Income		Demographics	
Rank	Zip Code	District(s)	% Meet Grade Level:		% Econ Dis.	% Hispanic / Latinx	% Black / African American	Pop Growth	2023 Pop Age 5-10	Median HH Income	% HH Below Poverty	% Hispanic / Latinx	% Black / African American
			Reading	Math									
1	76119	FWISD	26%	27%	87%	52%	38%	1.2%	4,906	\$ 32,658	28%	43%	44%
2	76105	FWISD	23%	27%	89%	67%	29%	1.0%	2,939	\$ 28,602	37%	55%	40%
3	76112	FWISD	24%	21%	86%	37%	54%	0.9%	3,781	\$ 42,566	22%	24%	49%
4	76106	FWISD, LWISD, EMSISD	32%	35%	92%	92%	4%	0.8%	4,481	\$ 38,267	26%	84%	6%
5	76115	FWISD	29%	26%	93%	86%	8%	1.1%	2,682	\$ 34,645	25%	78%	8%
6	76104	FWISD	29%	33%	88%	43%	49%	2.1%	2,023	\$ 22,339	33%	38%	47%
7	76133	FWISD	33%	33%	75%	44%	33%	0.8%	4,595	\$ 54,170	15%	34%	24%
8	76164	FWISD	32%	24%	92%	97%	1%	0.9%	1,981	\$ 39,066	28%	94%	1%
9	76116	FWISD	37%	34%	70%	50%	20%	1.0%	4,297	\$ 45,380	18%	31%	13%
10	76103	FWISD	26%	28%	91%	74%	20%	0.6%	1,466	\$ 42,206	23%	49%	22%

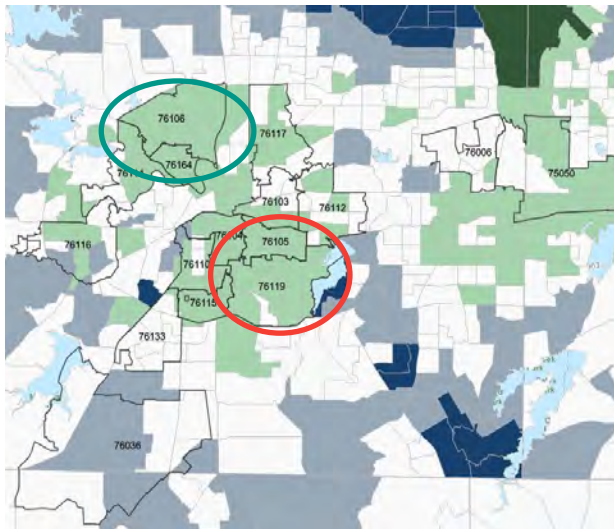




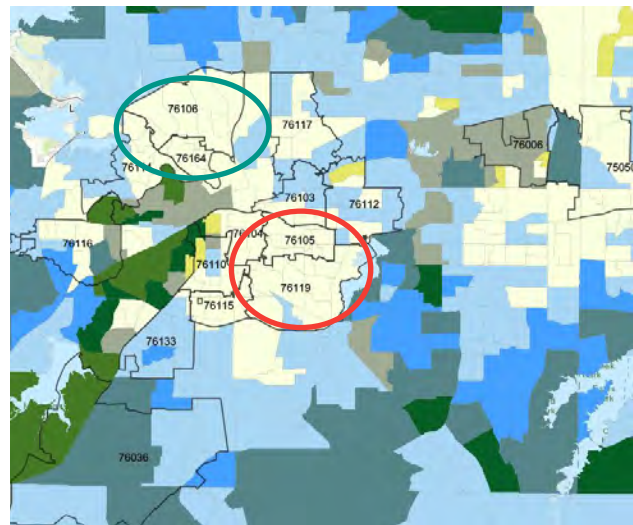
# Income & Education Spending

*Median income and total education spending is low in target neighborhoods.*

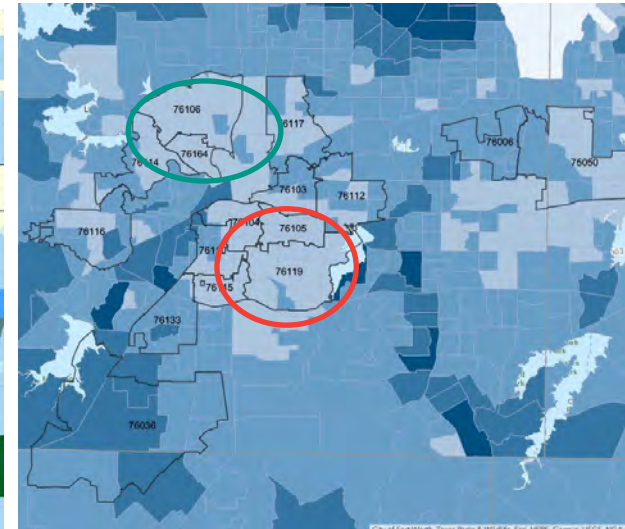
2018 Median HH Income



2018 Median Home Value & Income



2018 Education Spending



2018 USA Median Household Income

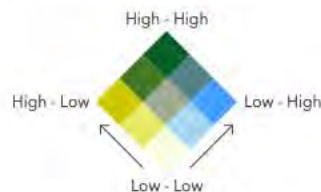


Median Home Value and Income - Tract

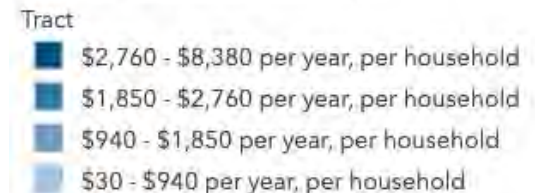
Relationship

↖ 2018 Median Home Value (Esri)

↗ 2018 Median Household Income (Esri)



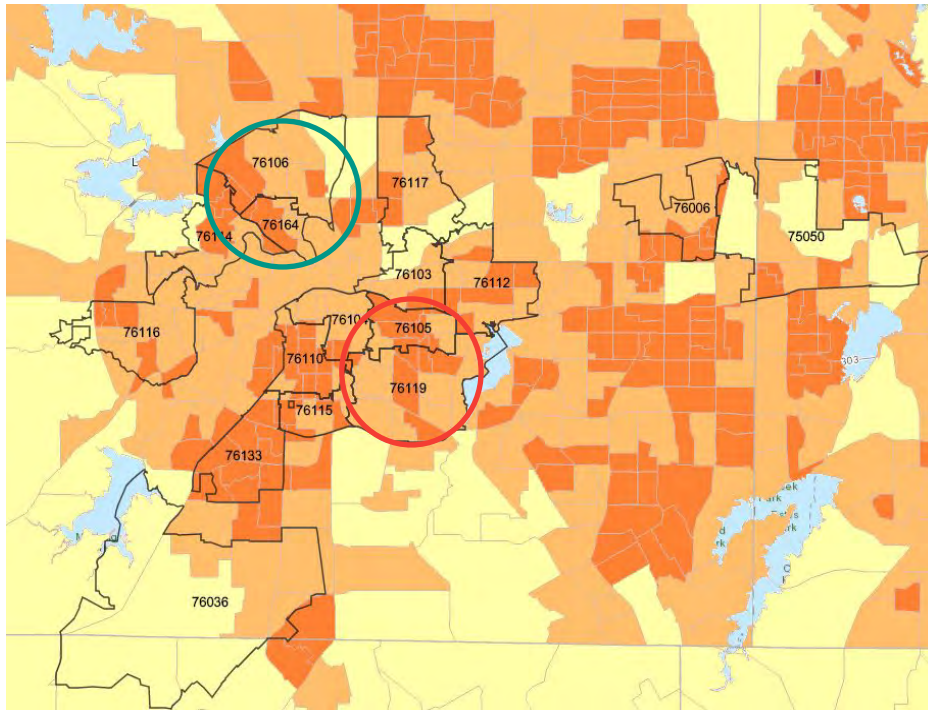
2018 USA Education Spending



# Density & Pop Growth

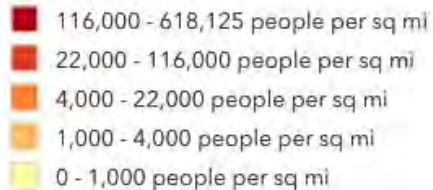
*Target neighborhoods are located in high-density areas where the population is expected to remain relatively flat.*

## 2018 Population Density

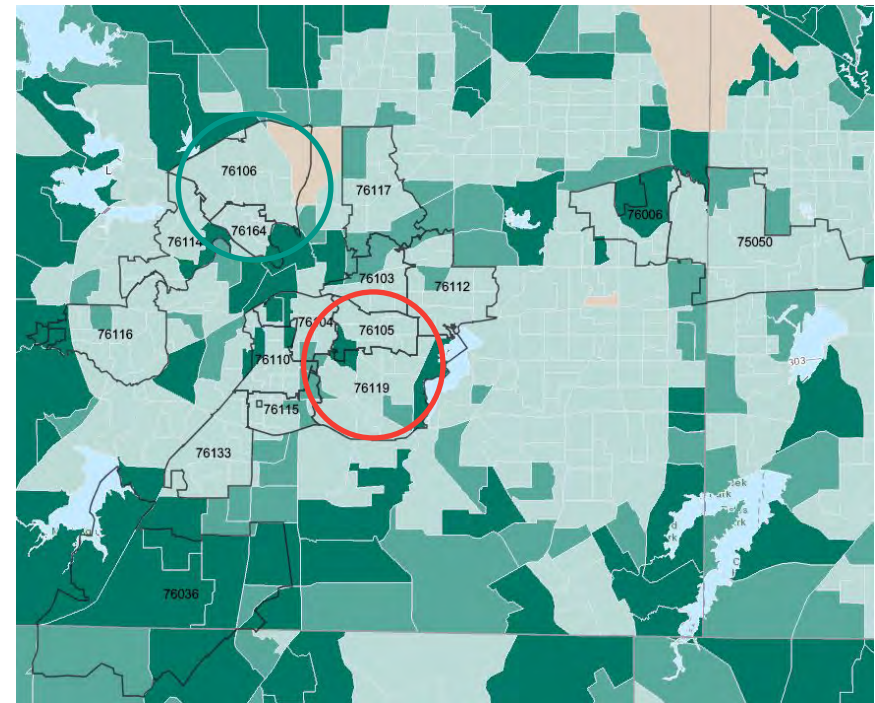


### 2018 USA Population Density

Tract



## 2018-23 Population Growth



### 2018-2023 USA Population Growth

Tract





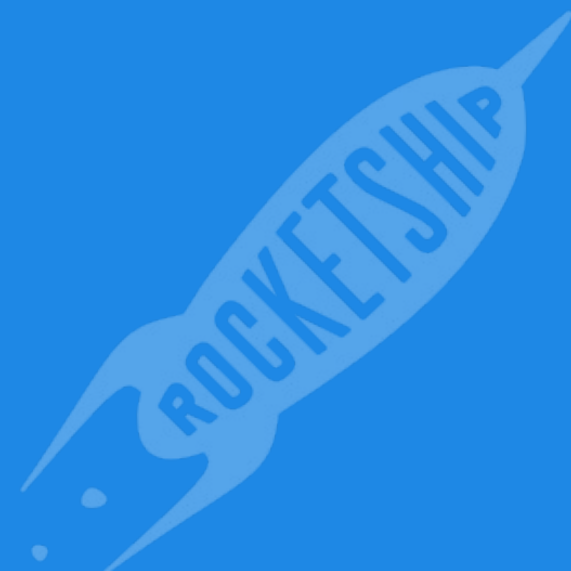
# Gentrification and Demographic Shifts

Rank	Zip Code	AREA District(s)	Med HH Income CAGR	Dem Growth Rt (CAGR)		
				Total Pop	Hispanic	African American
1	76119	FWISD	2.1%	1.2%	1.6%	1.4%
2	76105	FWISD	1.9%	1.0%	1.1%	1.2%
3	76112	FWISD	2.1%	0.9%	1.9%	1.5%
4	76106	FWISD, LWISD, EMSISD	1.9%	0.8%	1.1%	1.4%
5	76115	FWISD	1.7%	1.1%	1.6%	1.2%
6	76104	FWISD	3.1%	2.1%	2.7%	1.9%
7	76133	FWISD	1.6%	0.8%	2.2%	2.0%
8	76164	FWISD	1.7%	0.9%	1.0%	0.9%
9	76116	FWISD	2.4%	1.0%	2.9%	2.6%
10	76103	FWISD	2.1%	0.6%	1.5%	1.5%

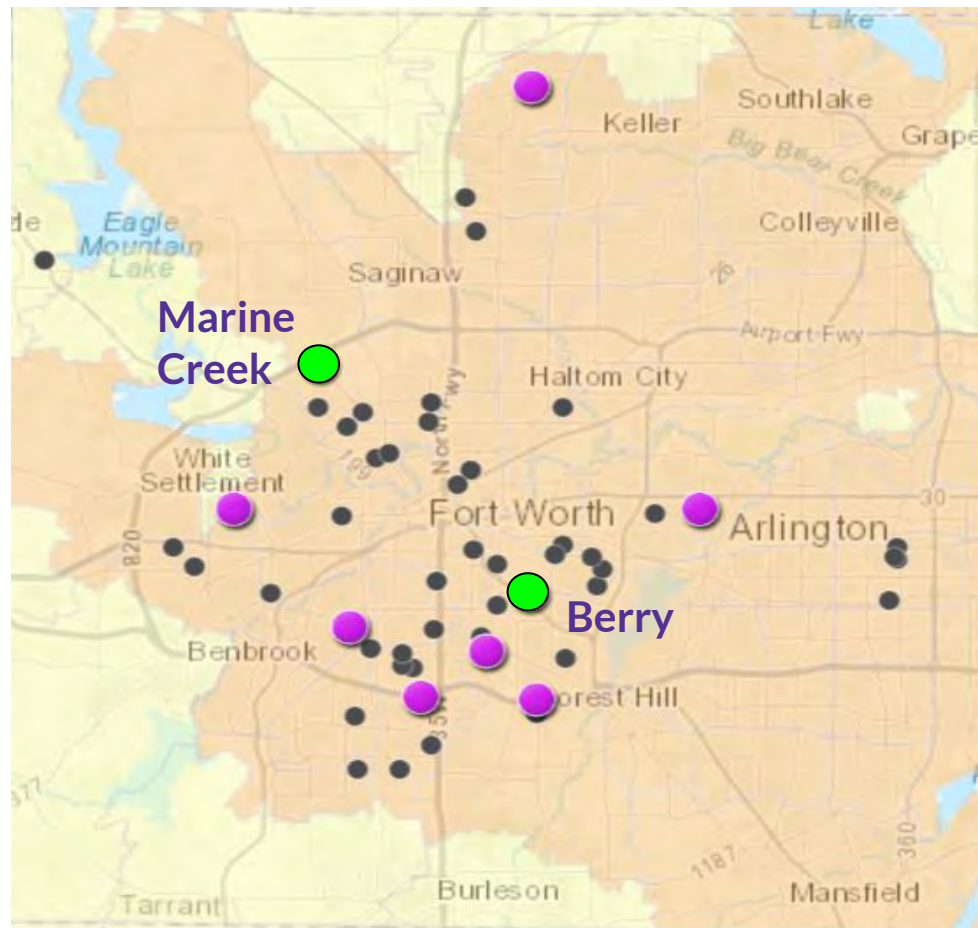


DOUBLE CLICK: SCALE OF IMPACT

# Facilities



We identified Berry and Marine Creek as our top choices of facilities based on their locations within our target neighborhoods and needs analysis



8 out of the 21 elementary schools located within 3mi of the Berry site received a rating of “D” or “F” in 2019

Dist. (mi)	Elementary School Name	Grades	District	Overall		# Years Improve ment Required	Student Achievement		School Progress		Closing the Gaps		Econ. Disadv.	ELs	SPED	At- Risk	Af- Am	Hisp.
				Rating	Score		Rating	Score	Rating	Score	Rating	Score						
PRIMARY ATTENDANCE BOUNDARY																		
0.3	<a href="#">T A SIMS EL</a>	PK-5	FORT WORTH ISD	C	75	.	D	60	C	75	C	75	98	60	10	81	10	87
0.6	<a href="#">UPLIFT MIGHTY SCHOOL</a>	K-5	UPLIFT EDUCATION	B	84	.	C	70	B	88	C	76	90	43	6	67	28	68
0.7	<a href="#">CHRISTENE C MOSS EL</a>	PK-5	FORT WORTH ISD	D	68	.	D	60	D	69	D	67	96	26	7	53	57	40
0.8	<a href="#">MITCHELL BOULEVARD EL</a>	EE-5	FORT WORTH ISD	C	72	.	F	56	C	72	C	72	96	28	8	61	58	36
0.8	<a href="#">OAKLAWN EL</a>	PK-5	FORT WORTH ISD	C	74	.	F	59	C	75	C	70	98	62	10	81	13	85
1.3	<a href="#">A M PATE EL</a>	PK-5	FORT WORTH ISD	C	73	.	F	52	C	75	D	68	98	31	6	61	73	23
1.3	<a href="#">UPLIFT MERIDIAN SCHOOL</a>	PK-5	UPLIFT EDUCATION	D	66	.	F	57	D	67	D	64	90	37	8	58	28	67
1.7	<a href="#">GLEN PARK EL</a>	PK-5	FORT WORTH ISD	B	84	.	C	73	B	85	B	82	96	67	8	77	6	91
1.9	<a href="#">MAUDE I LOGAN EL</a>	PK-5	FORT WORTH ISD	C	74	.	F	56	C	75	C	72	98	23	7	59	61	34
1.9	<a href="#">SAGAMORE HILL EL</a>	EE-5	FORT WORTH ISD	D	62	.	D	62	D	69	F	47	93	64	6	82	13	83
2	<a href="#">EDWARD BRISCOE EL</a>	PK-5	FORT WORTH ISD	D	69	.	F	59	C	70	D	67	97	31	7	60	66	21
2.2	<a href="#">SUNRISE - MCMILLAN EL</a>	PK-5	FORT WORTH ISD	F	55	1	F	52	F	54	F	58	98	26	7	55	56	39
2.3	<a href="#">CARROLL PEAK EL</a>	EE-5	FORT WORTH ISD	D	62	.	F	57	D	60	D	66	95	40	5	64	42	51
2.3	<a href="#">CLIFFORD DAVIS EL</a>	PK-5	FORT WORTH ISD	D	67	.	F	59	D	67	D	67	97	68	2	85	40	20
2.3	<a href="#">MEADOWBROOK EL</a>	PK-5	FORT WORTH ISD	B	81	.	C	74	B	83	C	77	95	56	10	77	13	78
2.3	<a href="#">UPLIFT ASCEND</a>	K-6	UPLIFT EDUCATION	C	78	.	C	74	B	82	C	70	88	33	7	60	40	54
2.5	<a href="#">HARLEAN BEAL EL</a>	PK-5	FORT WORTH ISD	F	59	1	F	56	F	58	D	65	93	45	8	68	34	61
2.5	<a href="#">MORNINGSIDE EL</a>	PK-5	FORT WORTH ISD	C	71	.	F	58	C	70	C	72	91	34	9	62	44	48
2.5	<a href="#">W M GREEN EL</a>	EE-5	FORT WORTH ISD	C	77	.	D	65	C	77	C	76	96	43	9	67	30	61
2.7	<a href="#">MAUDRIE WALTON EL</a>	PK-5	FORT WORTH ISD	C	73	.	F	56	C	74	C	71	97	21	12	65	69	28
3	<a href="#">WORTH HEIGHTS EL</a>	EE-5	FORT WORTH ISD	B	86	.	C	77	B	86	B	86	95	57	10	77	1	96
Total				C	72		D	62	C	73	C	70	95%	45%	8%	69%	34%	58%
% D-F				38%			76%		33%		43%		WEIGHTED DEMOGRAPHICS					

We will need to achieve a 9% share of the addressable market to fully enroll 694 PK-5 students, which is below our 12% threshold





The Marine Creek site is located in the attendance zone for Marine Creek Elementary, which received a rating of “F” or “Improvement Required” for the last 3 years

Dist. (mi)	Elementary School Name	Grades	District	Overall Rating		# Years Improve ment Required	Student Achievement		School Progress		Closing the Gaps		Econ. Disadv.	ELs	SPED	At-Risk	Af-Am	Hips.
				Rating	Score		Rating	Score	Rating	Score	Rating	Score	%	%	%	%	%	%
PRIMARY ATTENDANCE BOUNDARY																		
1.1	<a href="#">MARILYN MILLER EL</a>	PK- 4	LAKE WORTH ISD	F	58	2	F	50	F	57	D	61	85	51	7	84	5	85
1.5	<a href="#">DOLORES HUERTA EL</a>	PK- 5	FORT WORTH ISD	C	74	.	D	64	C	75	C	72	97	59	13	79	1	97
1.5	<a href="#">MARINE CREEK EL</a>	PK- 4	LAKE WORTH ISD	F	49	3	F	49	F	50	F	48	84	8	14	58	32	30
1.5	<a href="#">W J TURNER EL</a>	PK- 5	FORT WORTH ISD	C	74	.	D	64	C	77	D	68	97	61	9	79	1	96
1.7	<a href="#">JOY JAMES EL</a>	EE- 5	CASTLEBERRY ISD	C	74	.	D	67	C	74	C	74	89	43	19	78	1	85
1.9	<a href="#">KIRKPATRICK EL</a>	PK- 5	FORT WORTH ISD	C	73	.	D	64	C	72	C	74	98	75	8	85	14	76
2.2	<a href="#">WASHINGTON HEIGHTS EL</a>	PK- 5	FORT WORTH ISD	B	81	.	C	74	B	83	C	76	97	54	14	73	8	90
2.3	<a href="#">SAM ROSEN EL</a>	EE- 5	FORT WORTH ISD	C	78	.	D	62	C	79	C	76	94	63	7	81	1	97
2.6	<a href="#">HELBING EL</a>	EE- 5	FORT WORTH ISD	C	73	.	D	67	C	74	D	69	92	64	11	82	0	99
3	<a href="#">MOORE M H EL</a>	PK- 5	FORT WORTH ISD	C	74	.	D	69	C	76	D	68	94	52	10	73	2	94
TOTAL				C	71		D	63	C	72	D	69	92%	52%	11%	77%	6%	85%
%D-F				20%			90%		20%		50%							
SECONDARY ATTENDANCE BOUNDARY																		
1.5	<a href="#">REMINGTON POINT EL</a>	K-5	EAGLE MT-SAGINAW	C	76	.	C	77	C	77	C	75	54	8	10	31	16	38
2	<a href="#">GREENFIELD EL</a>	K-5	EAGLE MT-SAGINAW	B	89	.	B	89	B	85	B	89	43	5	6	27	7	35
2.3	<a href="#">PARKVIEW EL</a>	K-5	KELLER ISD	D	67	.	C	71	D	69	F	59	61	18	16	40	14	41
2.6	<a href="#">SAGINAW EL</a>	K-5	EAGLE MT-SAGINAW	B	82	.	C	76	B	82	B	81	61	4	14	42	4	46
3	<a href="#">DOZIER EL</a>	K-5	EAGLE MT-SAGINAW	C	77	.	C	77	C	77	C	77	53	33	9	57	13	55
3	<a href="#">ILTEXAS SAGINAW EL</a>	K-5	INTERNATIONAL LEAD	C	70	.	C	71	D	62	D	66	52	20	5	63	14	54
TOTAL				C	77		C	77	C	75	C	75	53%	16%	9%	45%	12%	45%
%D-F				17%			0%		33%		33%							
WEIGHTED DEMOGRAPHICS																		
85% 44% 10% 71% 7% 77%																		

We will need to achieve a 11% share of the addressable market to fully enroll 694 PK-5 students, which is below our 12% threshold



## Test Fit - TX 1 Berry St.

- Buildings are assumed to be similar in size to TN.
- Car and bus queueing will be more important on this one.
- Outdoor area similar to TN campuses.
- Gym will need to serve as Storm Shelter.
- Parking area larger than TN.





## Test Fit - TX 2 Marine Creek Pkwy

- Will be part of a larger business park with shared roadway.
- Buildings are assumed to be similar in size to TN.
- Car and bus queueing will be more important on this one.
- Outdoor area similar to TN campuses.
- Gym will need to serve as Storm Shelter.
- Parking area larger than TN.



# Facilities

## Key Risk

- Entitlement path will be challenging given sequential requirements so timeline risk is evident
- Charter vote not until September, necessitating us to begin investing prior to securing the charter

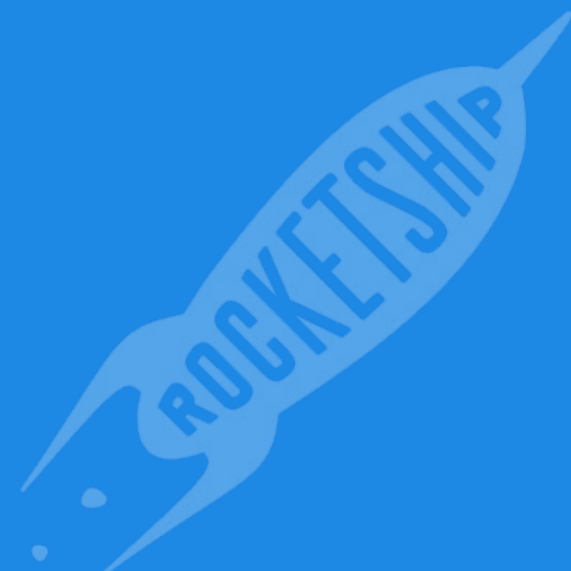
## Updates

- SE: Meeting with the Planning Commission went smoothly
- Design team in place
- Increased Capacity in Place for RE Team
  - RPS Director, RE Development, Cameron MacKellar will be point on this project



DOUBLE CLICK: SCALE OF IMPACT

# Talent

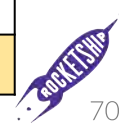


We're looking to hire 12 founding school leaders and 26 founding teachers for and already have strong interest from internal transfers (13 SLs and 41 teachers)

Fort Worth & Tarrant County		
Role	Timeline for Selection	Staffing Composition
Principals (2)	Selection - Winter 2020	Internal most likely, external possible
OMs (2)		
APs (6) 3 per school		1 internal 1 recruit in 19-20, train with RPS for year of 20-21 1 external hire in 21-22
BOMs (2)		
Teachers (26 in Y1)		1-3 per school internal transfer (some with TX experience)

SCHOOL LEADER INTEREST IN 21-22 OPENINGS	
	Fort Worth & Tarrant County
Principals	1
Assistant Principals	4
OMs	4
BOMs	4
<b>Total</b>	<b>13</b>

TEACHER INTEREST IN 21-22 OPENINGS	
	Fort Worth & Tarrant County
Bay Area	27
Nashville	6
Wisconsin	3
DC	5
<b>Total</b>	<b>41</b>



# Principal Profile Options

Pathway A (more likely)	Pathway B (also possible)
<p><b>Internal Hire</b></p> <ul style="list-style-type: none"> <li>● Current Rocketship principal or experienced AP</li> <li>● Relocates to TX sometime during 2020-21 school year (timeline still being discussed)</li> <li>● Application and interview process beginning Dec-Jan of this year</li> </ul>	<p><b>External Hire</b></p> <ul style="list-style-type: none"> <li>● Ideally from TX</li> <li>● Experienced principal</li> <li>● Joins network as “Principal Fellow” by summer 2020 within plan to open one of the first 2 schools</li> <li>● Spends fall 2020 in one of our regions to learn model before returning to FW in January 2021</li> <li>● Advertising this pathway also opens the door to AP candidates</li> <li>● Posting starting November 2019</li> </ul>

# Takeaways regarding Fort Worth Talent Landscape

Page 99

## Bilingual Educators are critical and scarce

- Hard to staff position
- Our schools require up to 7-8 bilingual educators
- Will require special effort and initiatives to hire for these positions (e.g. signing bonus, program partnerships)

## Hiring qualified and diverse staff in FW is challenging, but promising partners are beginning to come to FW

- Most FW school systems have an older workforce that does not reflect local demographics
- School systems struggle to attract younger more diverse talent to city (Dallas has more success in this area)
- Several pipeline programs are present and working at this

## Charter competition for talent in FW is relatively low and career advancement for younger educators is lacking

- Most districts in FW are more traditional with longer pathway to leadership
- Local talent already in region including FW TFA corps members may find opportunity for advancement to leadership compelling

## Credential requirements for gen ed teachers are low and many intern programs exist

- Programs offering intern credentials to year 1 educators are plentiful but many are low quality
- Many TX CMOs have opted to run their own credentialing programs and state approval for this is significantly easier than in CA



# Exploring Partnerships with Promising Talent Pipelines

Organization	Description
TFA Dallas Fort Worth	1,300 corps members and alums in DFW FW started in 2011, 10 years in Dallas Ft Worth 30% of total CMs and alums
DFW Urban Teachers	Residency Program Same program we partner with in DC
Teaching Trust	Teacher and school leader development programs
Relay	Residency Program Recent expansion from just Dallas to Fort Worth
Dallas Teacher Residency - growing into FW	Residency Program Recent expansion from just Dallas to Fort Worth and Tarrant County
TX Wesleyan teacher ed program	Traditional teacher ed program Noted for bilingual teacher education and potentially more reform-oriented
U of N TX at Dallas School of Ed	Offering new programming with focus on urban education
UT Austin	Very large school of education One of largest feeders to TFA nationally

DOUBLE CLICK: CATALYTIC POTENTIAL

# Finances & Fundraising



# Financial Plan Workbook Summary (Region)

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026

## REVENUE

Total State Revenue

Total Federal Revenue

Total Local and Other Revenue

## TOTAL REVENUE

	\$ 6,935,534	\$ 12,275,894	\$ 18,291,083	\$ 21,949,299	\$ 23,924,736
	\$ 1,811,000	\$ 2,001,479	\$ 2,501,848	\$ 2,626,941	\$ 2,758,288
\$ 945,000	\$ 3,200,000	\$ 4,480,000	\$ 4,928,000	\$ 4,188,800	\$ 3,979,360
\$ 945,000	\$ 11,946,534	\$ 18,757,373	\$ 25,720,931	\$ 28,765,040	\$ 30,662,384

## EXPENSES

### PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES

Total Administrative Staff Personnel Costs

Total Instructional Personnel Costs

Total Non-Instructional Personnel Costs

Total Payroll Taxes and Benefits

### TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES

\$ 447,200	\$ 1,232,900	\$ 1,738,692	\$ 2,180,991	\$ 2,224,610	\$ 2,269,103
\$ -	\$ 2,749,000	\$ 4,732,800	\$ 6,835,428	\$ 8,110,813	\$ 8,866,202
\$ 100,000	\$ 393,000	\$ 550,290	\$ 713,714	\$ 727,989	\$ 742,548
\$ 138,879	\$ 1,101,162	\$ 1,767,383	\$ 2,449,074	\$ 2,784,661	\$ 2,989,656
\$ 686,079	\$ 5,476,062	\$ 8,789,165	\$ 12,179,207	\$ 13,848,073	\$ 14,867,508

### NON-PAYROLL RELATED EXPENSES

Total Contracted Services

Total School Operations

Total Facilities Operations and Maintenance

Reserves / Contingencies

### TOTAL NON-PAYROLL RELATED EXPENSES

\$ 30,000	\$ 1,391,400	\$ 2,730,528	\$ 4,236,487	\$ 5,134,016	\$ 5,614,936
\$ 127,000	\$ 2,320,964	\$ 3,148,830	\$ 4,025,271	\$ 4,293,728	\$ 4,593,632
\$ -	\$ 2,168,043	\$ 3,278,408	\$ 4,322,750	\$ 4,218,078	\$ 4,182,153
\$ -	\$ 450,000	\$ 675,000	\$ 877,500	\$ 1,140,750	\$ 1,311,863
\$ 157,000	\$ 6,330,407	\$ 9,832,766	\$ 13,462,008	\$ 14,786,573	\$ 15,702,584

## TOTAL EXPENSES

\$ 843,079	\$ 11,806,469	\$ 18,621,931	\$ 25,641,215	\$ 28,634,645	\$ 30,570,093
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## NET OPERATING INCOME (before depreciation)

\$ 101,921	\$ 140,064	\$ 135,442	\$ 79,716	\$ 130,395	\$ 92,291
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## STUDENT ENROLLMENT

Projected Student Enrollment

Revenue Per Pupil

Expenses Per Pupil

749	1,297	1,933	2,279	2,475
\$ 15,950	\$ 14,468	\$ 13,306	\$ 12,622	\$ 12,391
\$ 15,763	\$ 14,363	\$ 13,265	\$ 12,565	\$ 12,354

