Thursday, February 6, 2020
Rocketship Public Schools Achievement Committee (2019-20 Q3)

Meeting Time: 1:00pm - 3:00pm
Meeting Location: 2001 Gateway Place, San Jose, CA 95110

Teleconference locations:
3173 Senter Rd, San Jose, CA 95111
1700 Cavallo Rd, Antioch, CA 94509
2351 Olivera Rd, Concord, CA 94520
1440 Connecticut Dr, Redwood City, CA 94061
320 Plus Park Blvd, Nashville, TN 37317
6024 N. Perryville Rd, Waddell, AZ 85355
3290 N. 44th St., Milwaukee, WI 53216
171 2nd St., San Francisco, CA 94105
3220 Katy Freeway, Houston, Texas, USA 77007

1. Opening Items (1:00pm-1:05pm)

A. Call to order

B. Public comment on off-agenda items

2. Consent Items (1:05pm-1:10pm)

A. Approve minutes from November 5, 2019 Achievement Committee meeting

3. Agenda Items (1:10pm-3:00pm)

A. Mid-year Achievement Update (1:10pm - 2:00pm)

B. 2021-22 New school greenlighting (2:00-2:30pm)

C. 2020-21 Compensation Planning (2:30pm-3:00pm)

4. Adjourn (3:00pm)

THE ORDER OF BUSINESS AND TIMINGS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice, provided that the Board takes action to effectuate such change. Timings listed on the agenda are estimates only and may change depending on the duration of public comment and discussion around prior items.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Apoorva Katikaneni at akatikaneni@rsed.org.

Board Achievement Committee - Feb. 2020

Reminder: In 2019-20, we are building upon the foundation laid and lessons learned from 2018-19

2019-20 focus areas

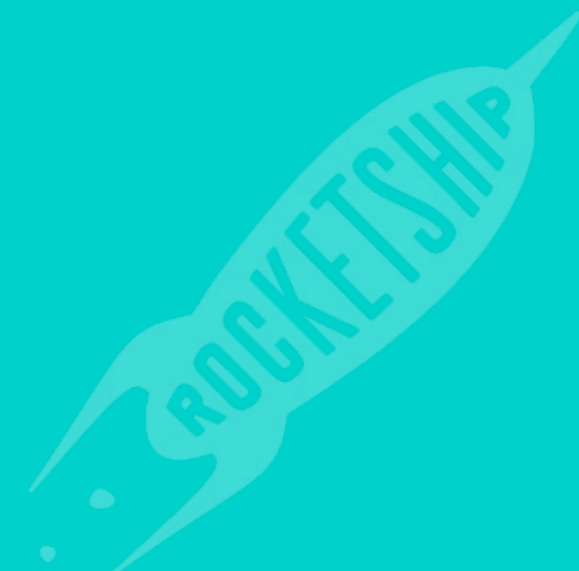|	
Elevate personalization while simplifying *(ELA & subgroup focus)*	**ELA:** Continue elevating professional development and differentiation **Personalization:** Drive on regionalization of curricula **Subgroups:** - Further integrate ELL strategies and elevate thematic approach - Focus on elevating ISE co-teaching and behavior intervention supports (MTSS) **Skill extension:** Develop 21st century skills in Learning Lab
Build Regional Capacity	**CA:** Doubled DOSes (total of 4) to allow more support per school and introduced Achievement Managers **DC:** Full regional achievement team with full-time DOS and Achievement Mgr. **MKE/NSH:** Elevating Lavinia investment and shifting high-performing DOS - Continued build out of **regional structures and tools** to build skill and create transparency, e.g., Quarterly Progress Reviews, Regional dashboard
Drive Teacher Efficacy	**Differentiate** supports based on teacher experience and skill, especially professional development - Specialize coaching at content level while also **simplifying** block roll-out based on teacher skill level **Hiring** full-time leader of professional development - SL development, AP training

NWEA Review

Network Overview

Executive Summary

2019-20 Mid-Year NWEA Performance
- Highest Fall-to-Winter growth in four years at 1.31 in Math and 1.23 in ELA
- Network rebounded after lower mid-year results last year with 19-20 winter absolutes similar to 17-18 winter results
- While Special Education students only made progress in the Top Third in Math, both subjects increased the percent of Special Education students on grade level
- Network continuing to build and gain traction on shifts implemented last winter

Grade Level Highlights
- Improvement across most grade levels with large absolute gains from last year in Kinder (+11 ppts in Math, +5 in Reading)
- While equal or higher than last year, 2nd grade growth averages around 1 year and continues to be the lowest in the network

Regional NWEA Performance
- Network gains led by strong TN growth resulting in YoY absolute increase in both subjects, especially Math, and improvements across most San Jose schools, our largest region.
- Although WI achieved stronger growth in each subject this year, Math absolutes declined for second consecutive year and ELA absolutes are similar to prior years
- Next Steps: Targeted supports for identified areas within regions/schools

Considerable increase in Fall-to-Winter Growth lead to highest mid-year growth in four years

% in Top Third and Avg Growth Years
Rocketship Network

	Mathematics		Reading	
	% in Top Third	Fall-to-Winter Growth Years	% in Top Third	Fall-to-Winter Growth Years
2016-2017	39	1.22	33	1.18
2017-2018	41	1.24	35	1.17
2018-2019	39	1.22	31	1.14
2019-2020	42	1.31	34	1.23

- Winter absolutes 3 percentage points higher than last year
  - Rebounded to 2017-18 levels after last year's decline
- Fall-to-Winter growth year ~0.9 pts higher in each subject from prior year

Top Third improvement driven by improvements in TN and CA

Winter NWEA: % in Top Third
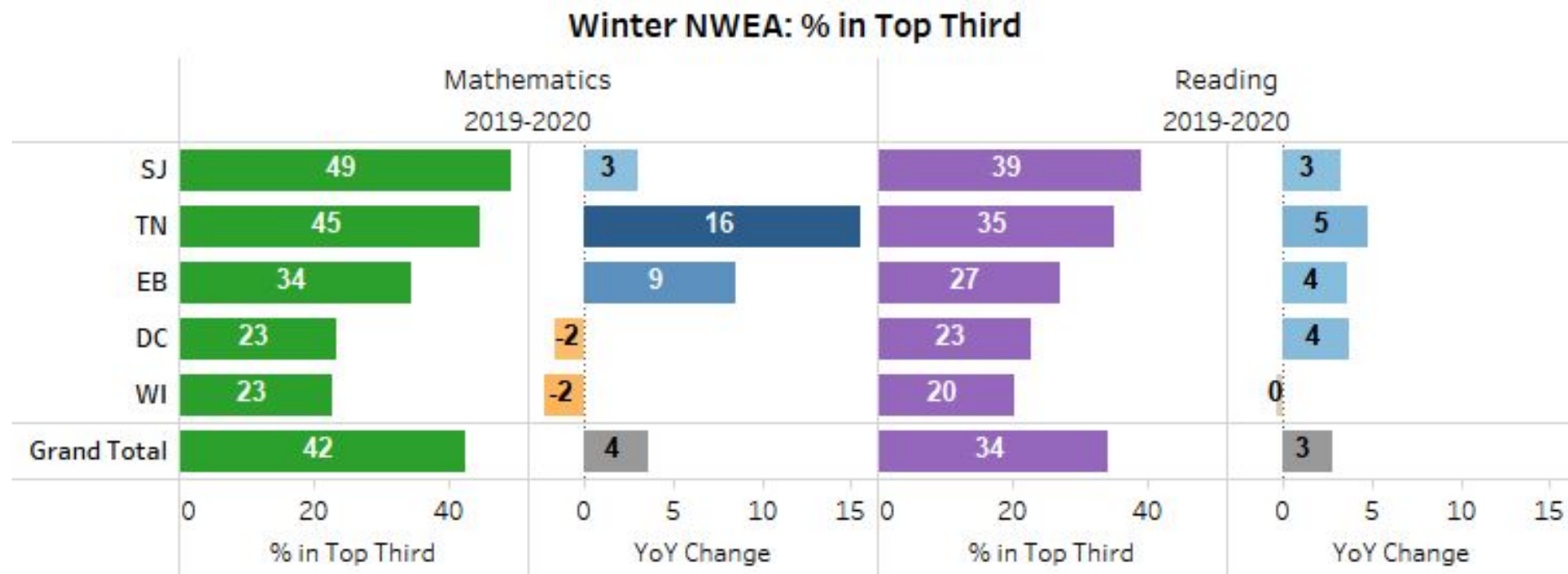
- Large Math improvement in TN and East Bay from last winter
  - Slight decline in DC and WI
- Reading improved across all regions except WI
- San Jose improvement a result of gains at most schools within region

Upper grades are in a stronger position at mid-year this winter compared to last year in most regions

Winter NWEA: % in Top Third
3rd-5th grade

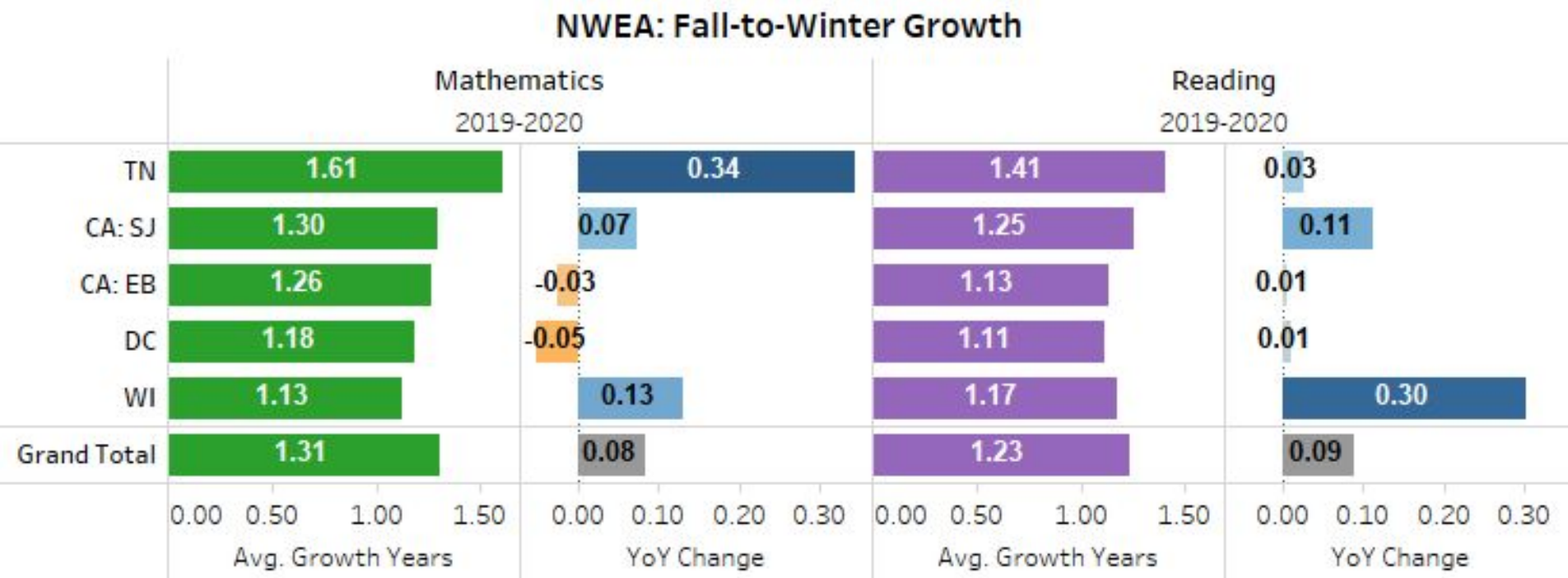|	Mathematics 2019-2020			Reading 2019-2020	
	% in Top Third	YoY Change		% in Top Third	YoY Change
SJ	46	2		38	2
TN	38	9		37	7
EB	29	11		21	3
DC	17	-1		23	2
WI	16	1		22	5
Grand Total	39	2		33	2
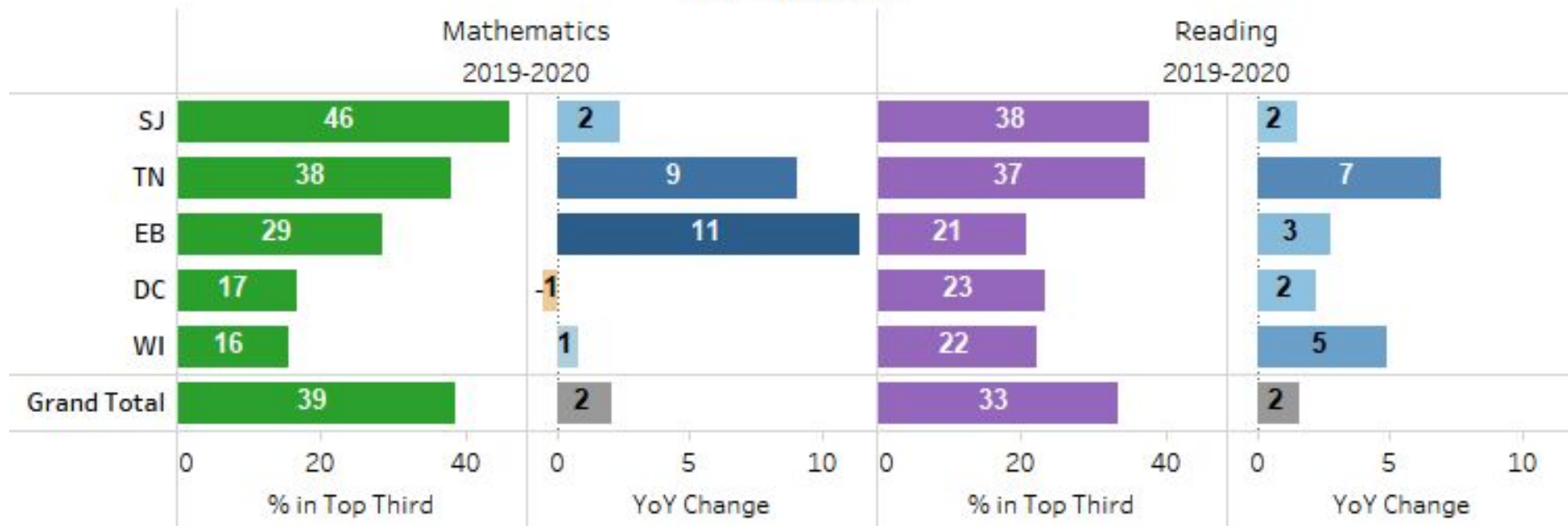
- **Math**
  - TN and East Bay achieved large gains in Math absolutes compared to last year

- **Reading**
 - Winter absolutes increased across all regions

Growth improvements concentrated in several regions

NWEA: Fall-to-Winter Growth

	Mathematics 2019-2020		Reading 2019-2020	
	Avg. Growth Years	YoY Change	Avg. Growth Years	YoY Change
TN	1.61	0.34	1.41	0.03
CA: SJ	1.30	0.07	1.25	0.11
CA: EB	1.26	-0.03	1.13	0.01
DC	1.18	-0.05	1.11	0.01
WI	1.13	0.13	1.17	0.30
Grand Total	1.31	0.08	1.23	0.09

- TN leads in growth in both subjects and has had an especially strong year-to-date in Math
- Strong progress in SJ, especially in Reading
- Stronger growth in WI compared to last year, especially in Reading
- East Bay/Peninsula and DC have similar or slightly lower growth compared to last year

Absolutes are similar or higher to last year across all grades

Winter NWEA: % in Top Third
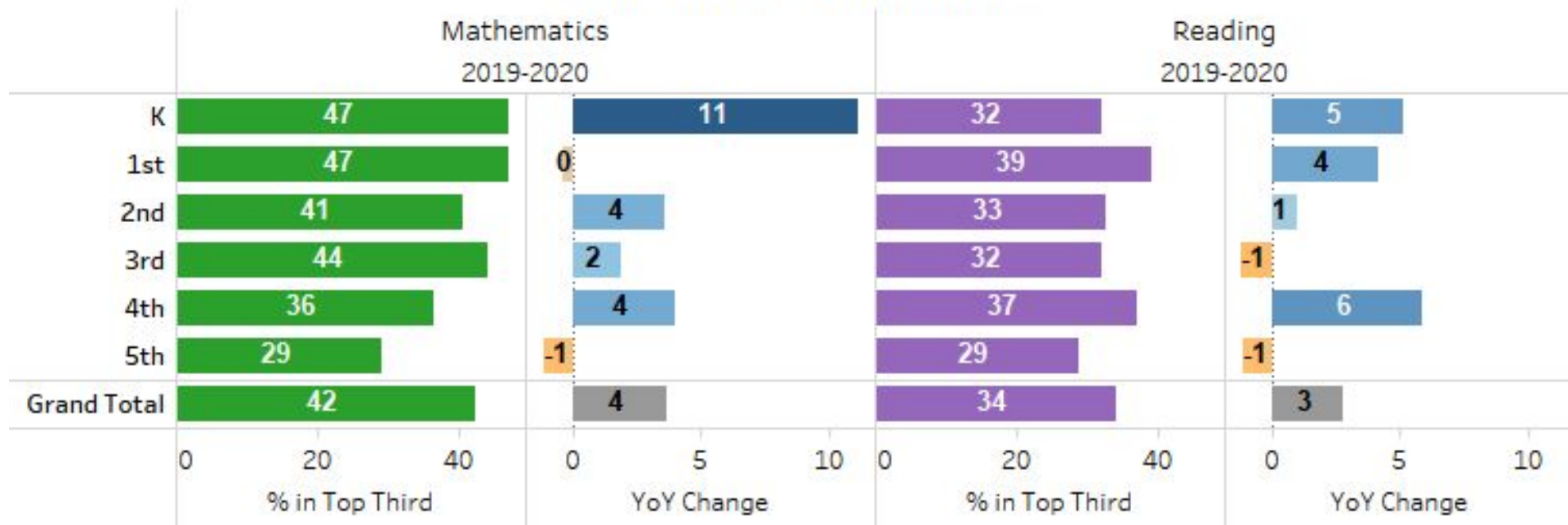
- Math
  - After setbacks in most grades last year, strong absolutes in Kinder and 2nd-4th
- Reading
  - Improvements in K, 1st and 4th from last year

Higher growth rates in most grades compared to last winter

NWEA: Fall-to-Winter Growth

	Mathematics 2019-2020		Reading 2019-2020	
	Avg. Growth Years	YoY Change	Avg. Growth Years	YoY Change
K	1.68	0.25	1.37	0.10
1st	1.23	-0.02	1.13	0.00
2nd	1.05	0.00	1.00	0.06
3rd	1.31	0.11	1.27	0.17
4th	1.28	0.14	1.35	0.16
5th	1.26	0.06	1.45	0.12
Grand Total	1.31	0.08	1.23	0.09

- Strong improvement in Kinder Math and upper grade Reading
- 2nd grade continues to have to the lowest growth rates, but Reading growth improved over last year
- 1st grade only grade to not achieve higher growth in at least one subject this year compared to last year

While average growth years important to track, tiered growth goals better capture student growth needed to close performance gaps

Growth targets by starting tier
NWEA MAP growth years

| Starting Percentile Score	Starting Tier	MAP Growth Target
<33rd	Bottom Third	1.4
33rd-49th	Lower Inner Third	1.3
50th-66th	Upper Inner Third	1.2
>67th	Top Third	1.1

How we set tiered growth goals

- Goal is for our students to leave Rocketship "on track" -- meeting/exceeding state standards
- To do so, students need to reach 67th percentile on NWEA
- Growth goals were set based on yearly growth needs for a typical student starting point in lower grades to reach 67th percentile by 4th grade
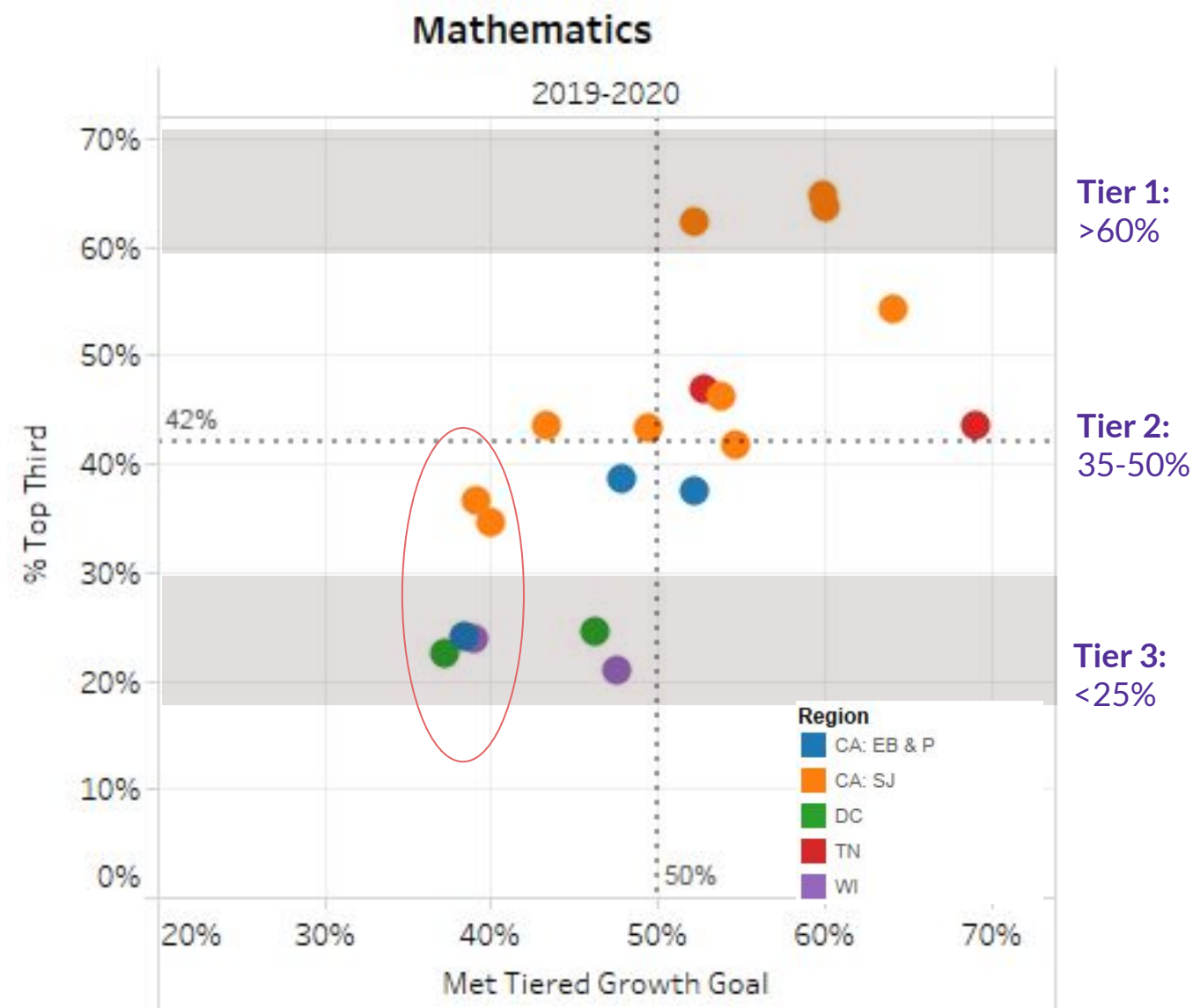
Tiered Growth by Grade

19-20 Growth by Grade by Tier
Growth Years, Fall-Winter

Dist from Tiered Target

-0.2000   0.2000
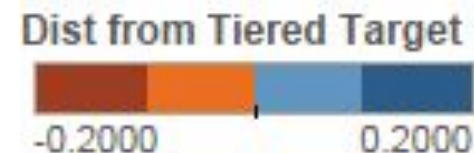
Mathematics

	K	1st	2nd	3rd	4th	5th	Grand Tot..
Bottom Third	1.62	1.40	1.15	1.42	1.46	1.33	1.42
Lower Inner Third	1.66	1.23	1.03	1.48	1.33	1.21	1.37
Upper Inner Third	1.73	1.07	1.04	1.33	1.13	1.25	1.25
Top Third	1.78	1.20	0.99	1.15	1.17	1.21	1.21
Grand Total	1.68	1.23	1.05	1.31	1.28	1.26	1.31

Reading

	K	1st	2nd	3rd	4th	5th	Grand Tot..
Bottom Third	1.41	1.19	0.99	1.35	1.55	1.65	1.31
Lower Inner Third	1.24	0.99	1.11	1.43	1.40	1.39	1.24
Upper Inner Third	1.38	1.12	1.11	1.23	1.46	1.19	1.26
Top Third	1.47	1.13	0.92	1.12	1.06	1.34	1.12
Grand Total	1.37	1.13	1.00	1.27	1.35	1.45	1.23

Scatterplot: **Math** Absolutes vs Growth

Mathematics

2019-2020

Tier 1: >60%

Tier 2: 35-50%

Tier 3: <25%

Region
- CA: EB & P
- CA: SJ
- DC
- TN
- WI

Key takeaways
- Schools with >40% of students meeting tiered growth goal are on-track at mid-year

- Focus schools: low growth & low absolutes

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Scatterplot: **Reading** Absolutes vs Growth

Reading

2019-2020

Tier 1: >45%

Tier 2: 30-40%

Tier 3: <30%

% Top Third

34%

46%

Met Tiered Growth Goal

Region
- CA: EB & P
- CA: SJ
- DC
- TN
- WI

Key takeaways
- Schools with >40% of students meeting tiered growth goal are on-track at mid-year

- Focus schools: low growth & low absolutes

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STEM/HUM Reflections

Humanities

What's worked well
- Language Board: Quick, daily application of language skills
- ELD Units: Built from and into the units - preparation helps all students
- Close Reading + Guided Reading: Elevating from practices last year, with a continued focus on reading for meaning. Identifying priority groups and students from the onset for add'l support.
- Professional Development differentiation and simplification of approach--especially for new teachers.
- Rigorous support from more robust team (Bay Area especially, addition of Achievement Mgrs))

Focus areas/next steps
- G2: Mix of Close Reading and Phonics essential to move students to on grade level texts and accelerate growth. Now differentiating based on need (1 week on, 1 week off)
- OLPs: Achieving grade level on Lexia paramount but students getting stuck at certain levels and remaining stagnant, despite use.
    - Tackle use via mid-week celebrations and data check-ins
    - Supplement practice in centers w/ Skill Builders
- Writing: In upcoming G3-5 units, ELD units built from thematic unit w/ a focus on addt'l guided practice

STEM/Personalized Learning
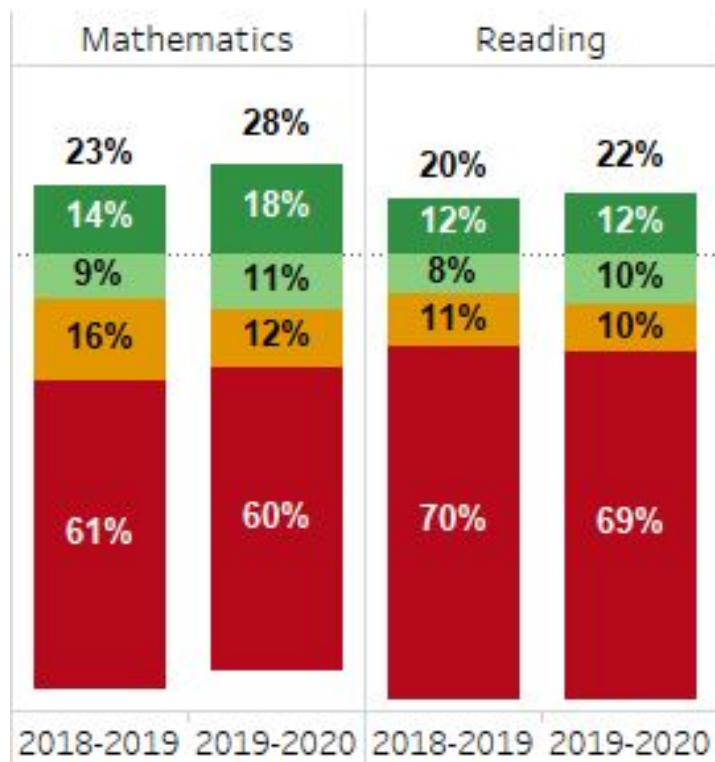
What's worked well
- Core Curriculum: Simplification of structure and rewrite of upper-grade lessons - clearer use of small group days with tighter progress monitoring
- Number Stories: Shift to two-day approach and earlier emphasis on mathematician's plan in upper grades.
- Specialization of Coaches: Increased capacity to develop content expertise and build skill

Focus areas/next steps
- G2 & Number Sense Interventions: Essential to prioritize students falling behind in base-10 number sense.
- Fluency: Increase focus on progress monitoring and resources/supports for development.
- Regional Support: Reflect on and codify regional support and engagement with different Ach Manager contexts.

ISE: Improvements in Top Third in Math and steady in ELA

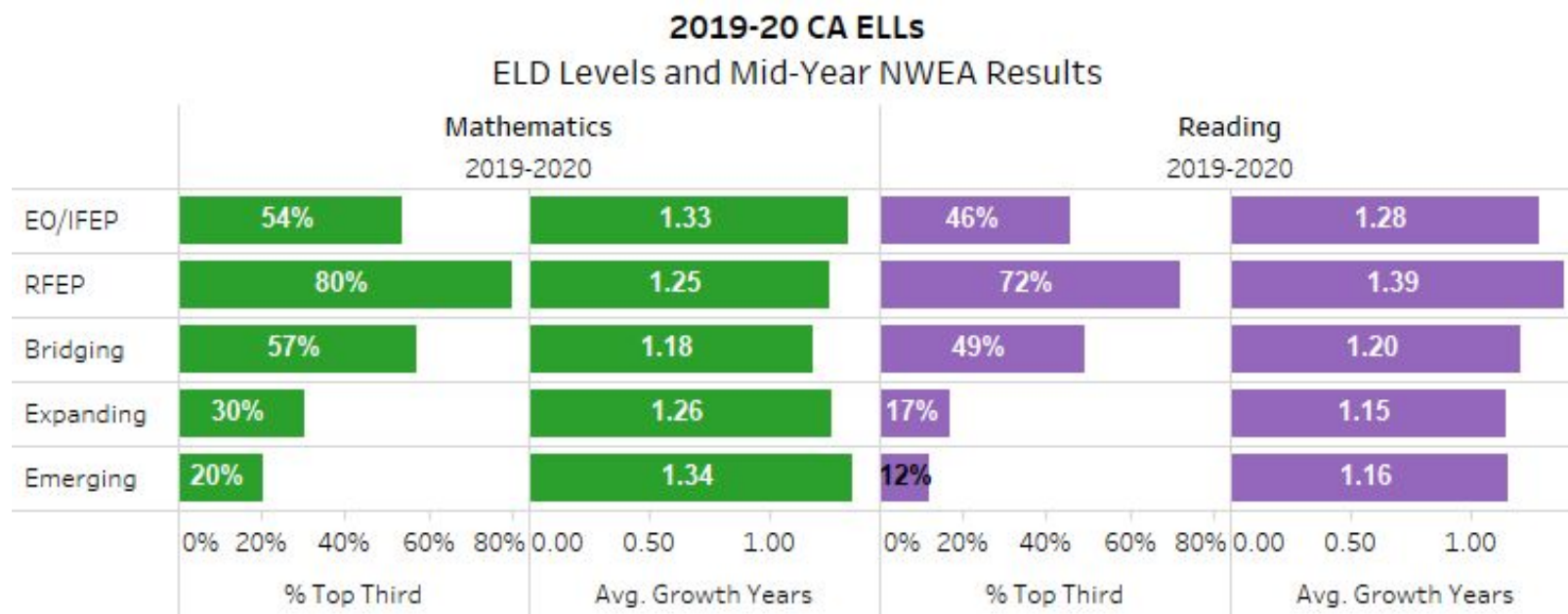## NWEA Winter Proficiency Tier Distributions ISE Students

Mathematics	Reading
23% / 28%	20% / 22%
14% / 18%	12% / 12%
9% / 11%	8% / 10%
16% / 12%	11% / 10%
61% / 60%	70% / 69%

2018-2019 2019-2020 2018-2019 2019-2020

NWEA: Fall-to-Winter Growth ISE

SchoolYear	Mathematics	Reading
2016-2017	1.26	1.21
2017-2018	1.31	1.09
2018-2019	1.30	1.18
2019-2020	1.36	1.23

- Strongest Fall-to-Winter growth in past four years

- Math: increased +5% above 50th and +4% above 67th percentile
- Reading: increased +2% above 50th and flat above 67th percentile

CA EL students with higher ELD proficiency levels have higher NWEA proficiency in both subjects

2019-20 CA ELLs

ELD Levels and Mid-Year NWEA Results

	Mathematics 2019-2020		Reading 2019-2020	
	% Top Third	Avg. Growth Years	% Top Third	Avg. Growth Years
EO/IFEP	54%	1.33	46%	1.28
RFEP	80%	1.25	72%	1.39
Bridging	57%	1.18	49%	1.20
Expanding	30%	1.26	17%	1.15
Emerging	20%	1.34	12%	1.16

- Majority of EL students (55%) are classified as Expanding proficiency
  - Challenging for Expanding ELs to reach Top Tier
- Bridging students have higher Top Tier rates than English-only or Initially fluent peers and wide performance gap with Expanding/Emerging peers
- Emerging students earned higher Math growth rates than Bridging students
  - Evidence that lower performing students are catching up in Math
- Similar Reading growth across the ELD proficiency levels

Upcoming research project: Understand how NWEA growth correlates to ELPAC growth

Subgroup Reflections

ISE

Glows
- Best Fall Growth in four years in both Reading and Math
  - Percent above 67th increased by 5.6% in Math
- Increased % students who improved a STEP level from 52% to 67% this fall
- Strong positive feedback from teachers on differentiated support

Focus Areas/Next Steps
- Continued development of special education teachers and student skill in foundational literacy with an additional emphasis on writing
- Tiered support for specific teachers and schools
- Focus students for spring semester
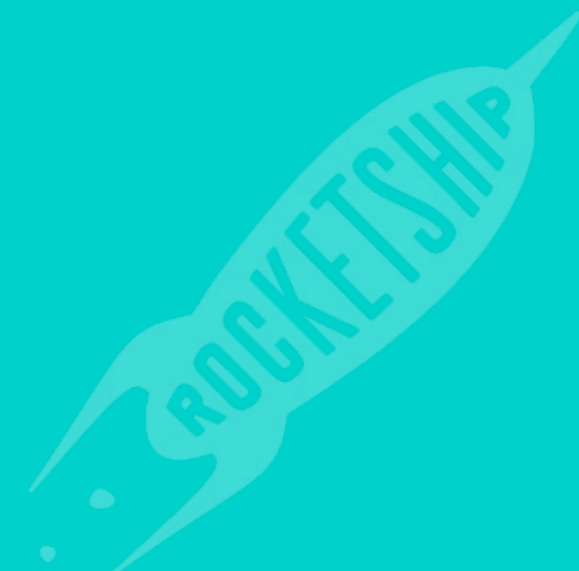
EL

Glows
- ELL percentage in top third catching up to non-ELLs
- Ever ELLs similar to non-ELLs in Math and catching up in Reading
- Strong growth of Emerging students in Math

Focus Areas/Next Steps
- Impact of language level on EL academic performance
- Accelerating the language development of our students in the intermediate/expanding cohort

Regions

South Bay: Top Third Increase in both subjects (+3 % pts)

- Absolutes similar to Winter 2017-18
- Most schools experienced absolute improvement
  - Only a few schools declined, all by less than 2 percentage points from last winter
- Large increase in Fall-to-Winter growth from last year
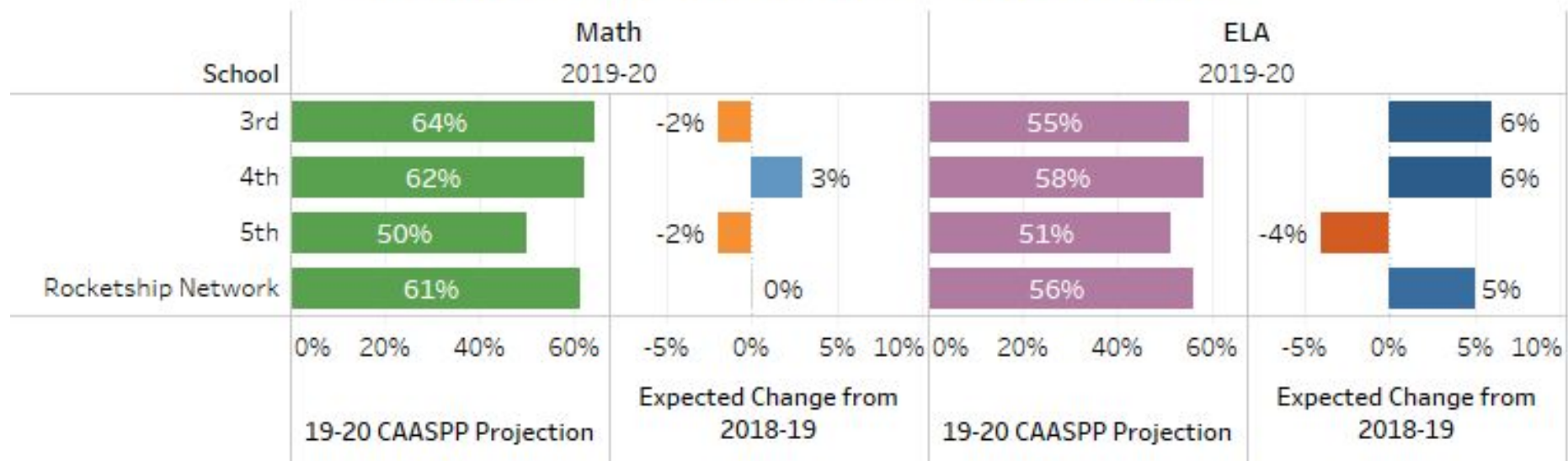 - Highest mid-year growth in last four years

NWEA Winter Proficiency Tier Distributions SJ

	Mathematics		Reading	
	46%	49%	36%	39%
	16%	16%	16%	17%
	14%	13%	14%	14%
	23%	22%	35%	30%
	2018-2019	2019-2020	2018-2019	2019-2020

SchoolYear	Mathematics	Reading
2016-2017	1.24	1.23
2017-2018	1.28	1.20
2018-2019	1.22	1.14
2019-2020	1.30	1.25

Based on Winter NWEA, CA on track to increase CAASPP ELA results and maintain Math results

2020 CAASPP Projections based on 19-20 Winter NWEA

School	Math 2019-20		ELA 2019-20	
3rd	64%	-2%	55%	6%
4th	62%	3%	58%	6%
5th	50%	-2%	51%	-4%
Rocketship Network	61%	0%	56%	5%

19-20 CAASPP Projection — Expected Change from 2018-19 | 19-20 CAASPP Projection — Expected Change from 2018-19

- CAASPP Projection model based on past two years of Winter NWEA-Spring CAASPP data
  - Model includes ISE status, EL status and ethnicity
- Majority of CA schools on track to increase proficiency rates on CAASPP in one or both subjects
- Projecting strong gains in RDL's second year for both subjects

South Bay

South Bay

Glows	- Highest mid-year growth in last four years 3% increase in the 67th percentile in math and reading - Some tier 3 schools very high growth in both subjects with one of the schools realizing the third highest growth in the network
Grows	- Some tier 3 schools minimal growth in both subjects. - Next Steps: - Focus on guided reading and moving students - OLP focus a priority 2nd grade Humanities: Phonics is a prerequisite to CR → differentiated groups + Lexia use

East Bay and Peninsula improvements driven by two East Bay schools

- Improvements in both subjects with largest gains in Math for East Bay/Peninsula region
- RFA and RDL stronger absolutes than last winter
  - RDL results similar to several San Jose schools in second year
- While greater projected growth than last year at RRWC, lower absolutes this winter
- Fall-to-Winter growth similar to last year across the region

SchoolYear	Mathematics	Reading
2018-2019	1.29	1.13
2019-2020	1.26	1.13

NWEA Winter Proficiency Tier Distributions
EB

	Mathematics		Reading	
	2018-2019	2019-2020	2018-2019	2019-2020
	26%	34%	23%	27%
	17%	16%	17%	16%
	18%	16%	13%	15%
	39%	33%	47%	42%

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East Bay / Peninsula

🐾 East Bay/PEN

Glows

- Absolutes are higher in Math and ELA than last year
- RDL 3rd- 5th grade strong growth and higher absolutes in Math
- RFA 3rd grade is stronger in both Math and ELA.

Grows

- RRWC is still a concern in both subjects, declined in absolutes and minimal growth.
- 1st and 2nd grade HUM is a concern, low growth and low absolutes
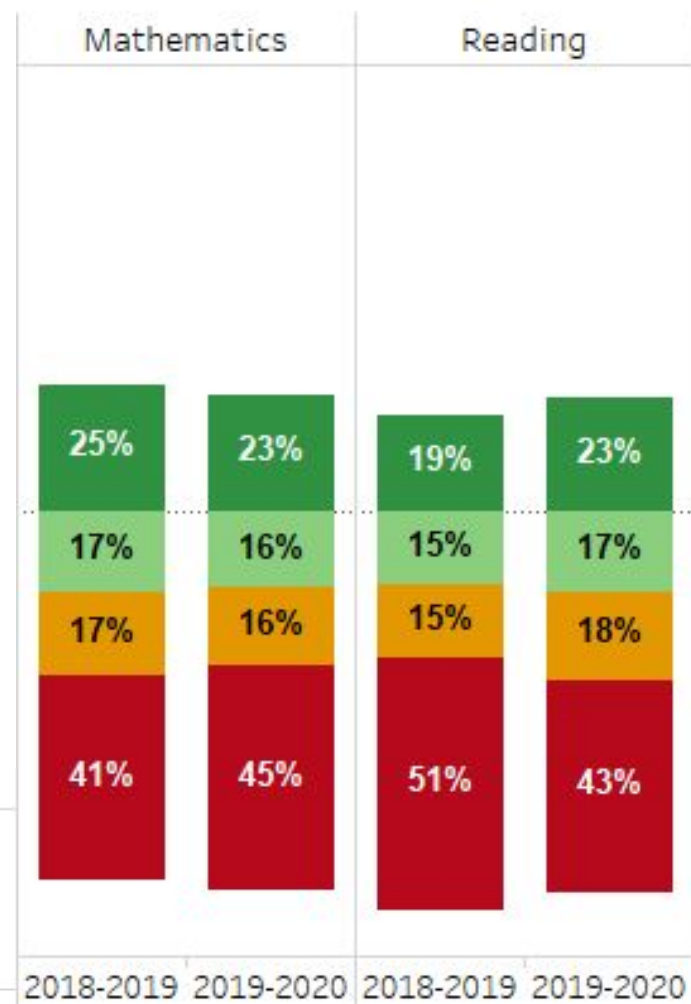- 4th/ 5th grade ELA minimal growth- Upper grade is a focus this semester

Next Steps

- All schools: Guided reading instruction- aggressively progress monitoring focus students
- RDL: AM pushing in lower humanities and co- teaching in 2nd grade with Phonics and close reading
- RFA: Hum support in 3rd-5th closer reading and Guided reading
  - SL will co-teach once TPU starts
- RRWC: Targeted coaching plans in all grades with extra support in priority grades G3-G5. Targeted student coaching using holdbacks by content blocks.

DC schools on different tracks at mid-year

- Overall DC Math results declined from last year
  - Due to decline at RLP in most grades and large drop in 1st grade results at RISE
- DC Reading increased in top third and had larger decrease in bottom third
  - Largely due to improvements at RISE

- Stronger mid-year growth at RISE than last year but lower growth at RLP
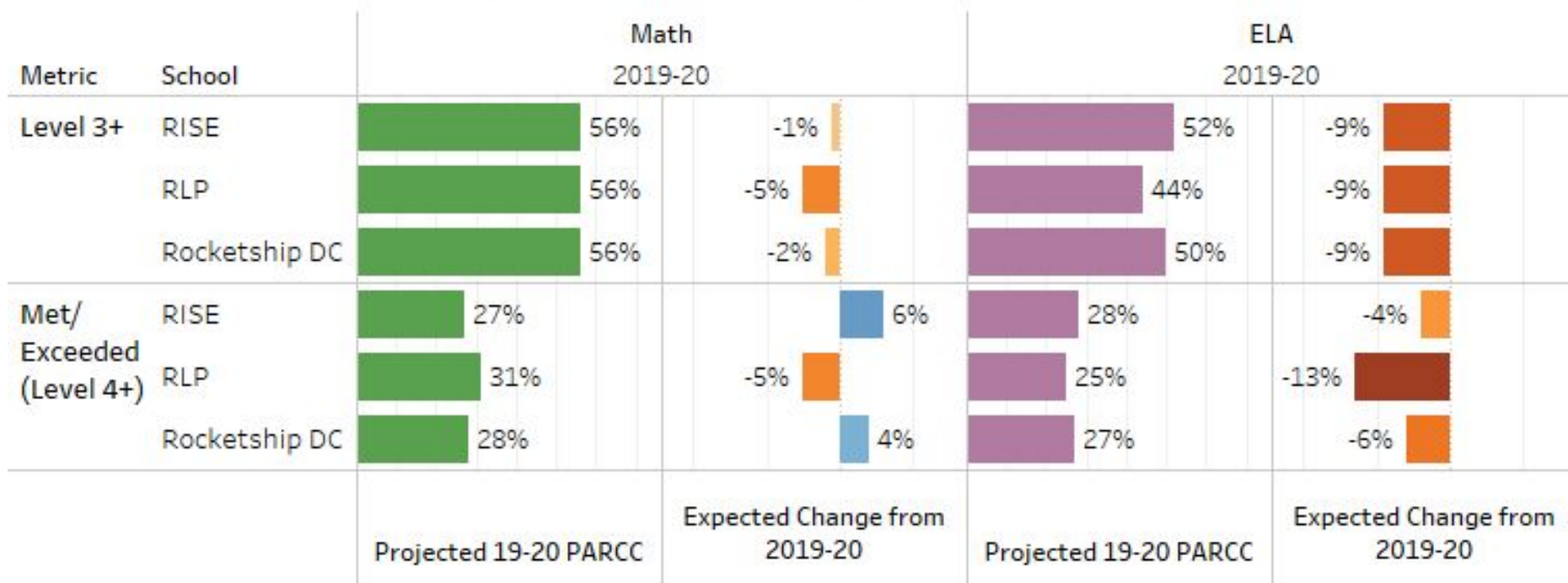
NWEA Winter Proficiency Tier Distributions
DC

Mathematics		Reading	
25%	23%	19%	23%
17%	16%	15%	17%
17%	16%	15%	18%
41%	45%	51%	43%
2018-2019	2019-2020	2018-2019	2019-2020

School..	SchoolYear	Mathematics	Reading
RISE	2017-2018	1.22	1.15
	2018-2019	1.14	1.02
	2019-2020	1.26	1.18
RLP	2017-2018	1.46	1.26
	2018-2019	1.38	1.22
	2019-2020	1.09	1.02

Based on Winter NWEA scores, DC schools projected to have lower PARCC scores than last spring

2020 PARCC Projections based on 19-20 Winter NWEA

Metric	School	Math 2019-20		ELA 2019-20	
Level 3+	RISE	56%	-1%	52%	-9%
	RLP	56%	-5%	44%	-9%
	Rocketship DC	56%	-2%	50%	-9%
Met/ Exceeded (Level 4+)	RISE	27%	6%	28%	-4%
	RLP	31%	-5%	25%	-13%
	Rocketship DC	28%	4%	27%	-6%
		Projected 19-20 PARCC	Expected Change from 2019-20	Projected 19-20 PARCC	Expected Change from 2019-20

Projections based on all students meeting their tiered growth goals on NWEA in Spring term

- Last year, RISE and RLP outperformed the projection model in all areas except RISE Math for Level 4+
- More promising results when reviewing Edulastic interims aligned to PARCC
  - Need to better understand Edulastic-NWEA alignment

Both DC Schools are currently projected to achieve Tier 2 on the 2020 PMF

Tier 1	65.0% and above
Tier 2	35.0 - 64.9%
Tier 3	<35.0%

PMF Metric	RISE	RLP
Math Median PARCC Growth Percentile	48	31
ELA Median PARCC Growth Percentile	65	43
Math - % Level 3+ on PARCC	56	56
ELA - % Level 3+ on PARCC	52	44
Math - % Level 4+ on PARCC	27	31
ELA - % Level 4+ on PARCC	28	25
G3 Returners ELA - % Level 4+ on PARCC	31	28
CLASS Emotional Support (Pre-K)	5.6	6.2
CLASS Classroom Organization (Pre-K)	5.5	6.1
CLASS Instructional Support (Pre-K)	3.2	4.1
Retention	80	80
ADA	92.1	92.1
Total	**60.5**	**52.3**

DC

◆ DC

Glows	1. Winter over Winter absolute comparison show strong reading growth. Academic gains are beginning to stick with smaller summer learning loss and absolute levels are rising at both RLP and RISE in reading. 2. PMF projections show RISE receiving maximum points for growth in ELA year over year. 3. PMF projections show RISE within 5 overall points of Tier 1 and RLP within 10 points of Tier 1 status.
Grows	1. RLP saw significant year over year declines in growth. (1.38->1.09 - Math, 1.22 ->1.02 in Reading) 2. Absolute math performance continues to be an area of growth in grades 2-5 at both RLP and RISE. 3. RISE G4 and G5 math absolutes are specific areas of concern and focus moving forward.

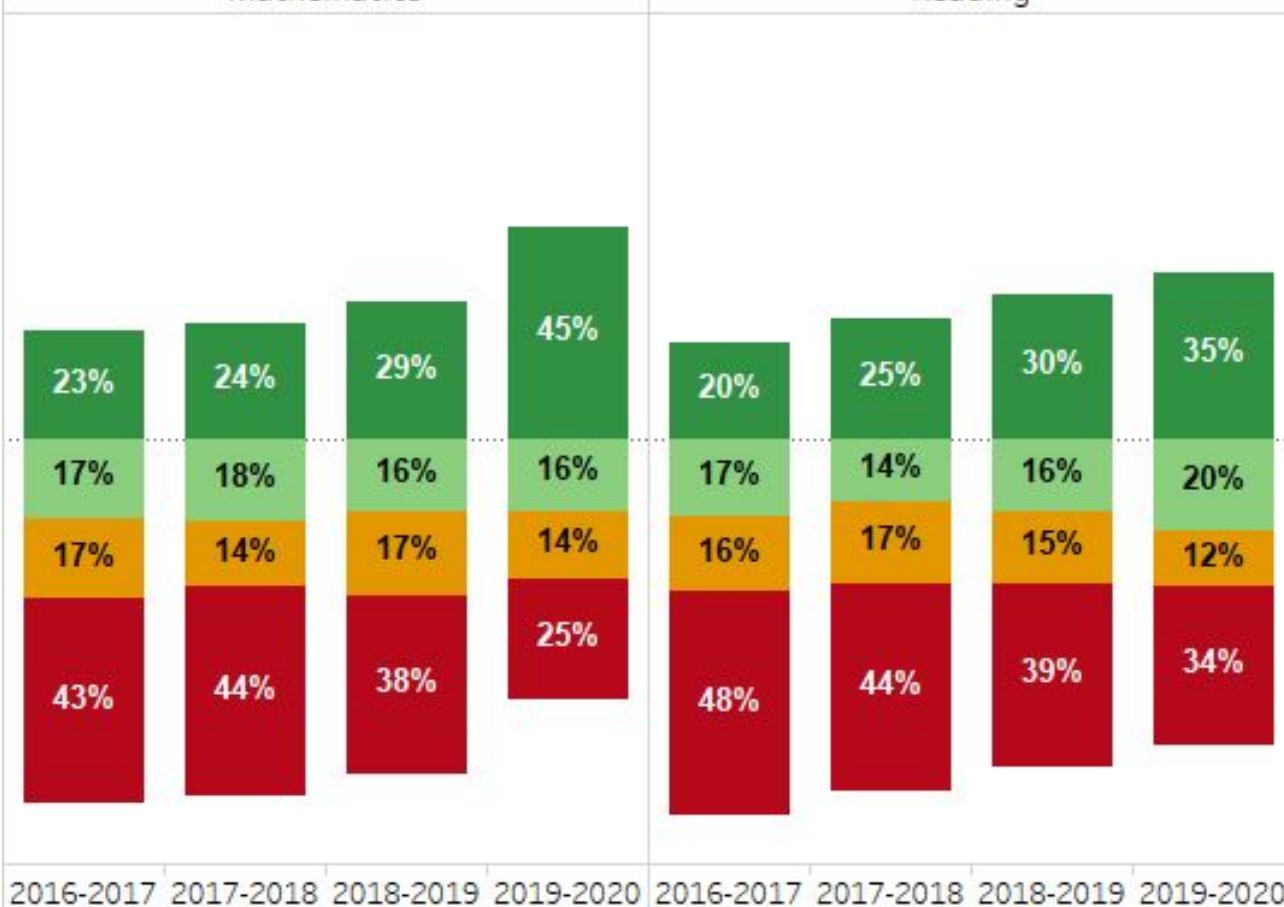# TN: Continuing improvements at both schools in each subject

Especially strong improvement in Math as each school increased % in Top Third by more than 10 % pts

NWEA Winter Proficiency Tier Distributions TN

TN on-track for 1.6 years of growth in Math - higher than last year		
Fall-to-Winter Growth Years		
Subject	2018-19	**2019-20**
Math	1.26	**1.61**
Reading	1.38	**1.41**

Tennessee

TN

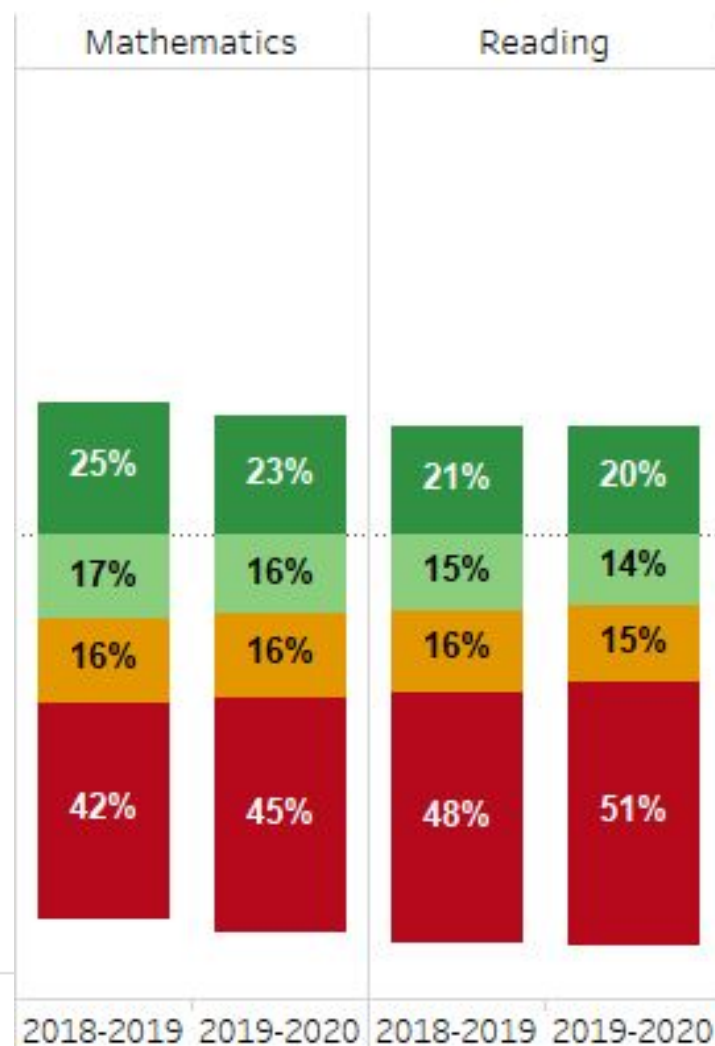| **Glows**	• RNNE made substantial growth in both subjects. • ISE is strong across both schools • RUA remains in the top 5 for math overall
Grows	• 1st grade HUM is a focus area for Guided Reading and growth: We are focused on guided reading, specifically at STEP 3, moving to 4 to move students towards self reliance. • 4th Grade RUA remains a focus: Created a different model for Guided Reading. Students remain in cohort for Close Reading, then switch amongst 4 teachers who specialize in different areas-- early ELs and ISE are with ELL and ISE specialist.

Decreasing results in WI but higher Fall-to-Winter growth rates

- Lower % in top third and higher % in bottom third compared to last year in both subjects
- Second year of decline in Math
- Overall reading performance is similar to last several years
- Fall-to-Winter Growth stronger than last year at each school

NWEA Winter Proficiency Tier Distributions WI

	Mathematics		Reading	
Green (top)	25%	23%	21%	20%
Light green	17%	16%	15%	14%
Orange	16%	16%	16%	15%
Red (bottom)	42%	45%	48%	51%
	2018-2019	2019-2020	2018-2019	2019-2020

School..	SchoolYear	Mathematics	Reading
RSCP	2018-2019	0.99	0.86
	2019-2020	1.08	1.18
RTP	2018-2019	1.10	0.95
	2019-2020	1.32	1.12

Wisconsin

WI

Glows

- Highest growth in reading in the last few years.
- Growth scores in RSCP for upper grades is 1.4 years
- RTP ISE performance is strong

Grows

- STEM, especially at RSCP, remains a concern-- Moving into more tutoring and small group instruction.
- Lower grades at RSCP and 1 teacher at RTP are concerning and focus areas. We focused on upper grades in the fall and will now be going hard in the areas of foundational skills , guided reading and LLI interventions.

ROCKETSHIP
PUBLIC SCHOOLS

21-22 Greenlighting

Achievement Committee

February 2020

Agenda

Greenlighting Context
- Rocketship vision & theory of change
- Greenlighting process

Mission Alignment
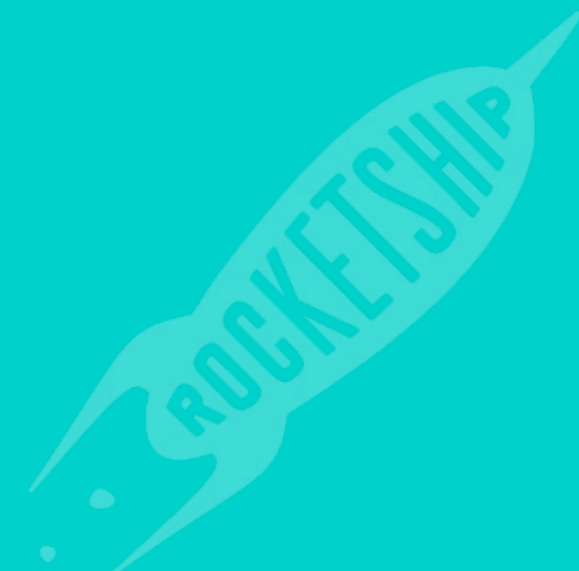- Local achievement performance context

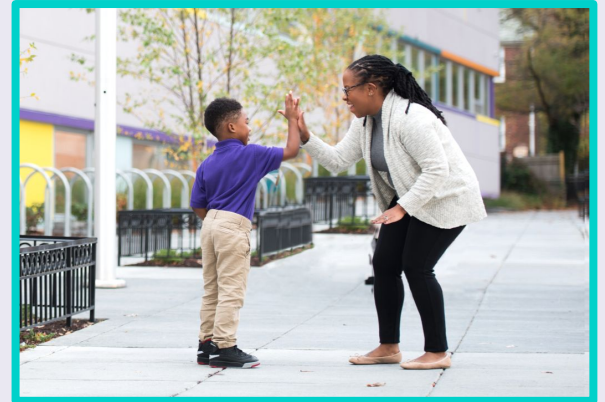**Scale of Impact**
- Talent

Reference
- TX accountability framework

Reminder:

Greenlighting Context

Our Vision

To eliminate the achievement gap in our lifetime.

Theory of Change

Provide high-quality elementary education

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

Excellent elementary education for our Rocketeers

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

High quality K-12 schools beyond Rocketship

Support and invest in parent advocacy

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

Ecosystem enabling high quality options to endure and thrive

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

Focus for today

Impact
Scale and concentrate network in regions

14,000 Rocketeers
All regions reach scale and sustainability on the public dollar

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

	Phase 1	Phase 2	Phase 3
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?
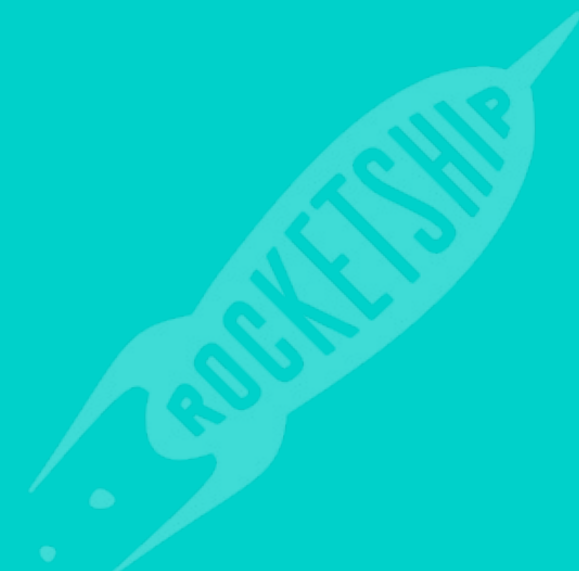Are there established stakeholders committed to improving educational equity and excellence across the region?

Today, the Achievement Committee will consider several key topics from within this framework

Mission Alignment:

Local Performance Context

Mission Alignment: Theory of Change

Category			Description
NSH3	Quality	🟢	• RUA outperforms elementaries in the Antioch and Cane Ridge Clusters across achievement, progress on language proficiency, and student growth • 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
	Access		• **Charters:** KIPP <2mi away, but has a waitlist of hundreds of kids

Category			Description

Fort Worth & Tarrant County	Quality	🟡🟢	• **Grades 3 STAAR Performance:**
			  ○ **FWISD:** 23% (ELA), 22% (Math)
			  ○ **LWISD:** 33% (ELA), 33% (Math)
			  ○ **Primary**: 39% (ELA), 40% (Math)
			• **Rating:** 52 out of 295 Tarrant County elementary schools earned a "D" or an "F" in 2019, translating into 26K elem. students (18%) in failing schools

	Access		• **Charters:** Uplift, Harmony, IDEA • **Charter pen.:** 12 elementary charters rated B or higher

Opportunity to Elevate Academic Performance (1 of 2)

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. Disadvantaged	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%
Glencliff	RUA	4	4	3.8	87%	59%	40%	9%

Source: TN Department of Education, December 2018. TN Report Card data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/report-card.html).

Opportunity to Elevate Academic Performance (2 of 2)

Black, Hispanic, and Native American

2017-18 TN Report Card: Key Indicators of Success for Black, Hispanic, and Native American Student Group

| Cluster | School Name | TN Report Card | | Demo. |
		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%
Glencliff	RUA	4	4	87%

Econ. Dis.

2017-18 TNReport Card: Key Indicators of Success for Economically Disadvantaged Student Group

| 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%
Glencliff	RUA	4	4	59%

ELs

2017-18 TN Report Card: Key Indicators of Success for English Learner Student Group

| 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%
Glencliff	RUA	4	4	4	40%

Tarrant County Elementary Demographics & Performance

| | | Size | | Texas School Report Card Ratings | | | | | Grade 3 STAAR | | Elementary Demographics | | | | | |
		#Elem Schools	PK-5 Enroll	Avg. Score (Elem)	#D Elem Schools	#F Elem Schools	Enroll in D-F Elem Schools	% Elem Students in D-F Schools	ELA % Meets	Math % Meets	Econ. Disadv. (%)	ELs (%)	SPED (%)	At-Risk (%)	Af Am (%)	Hispan. (%)
Priority Districts / Primary Attendance Boundary	Lake Worth ISD	3	1,374	56	1	2	1,374	100%	23%	22%	85%	25%	10%	67%	19%	54%
	Crowley ISD	10	5,376	72	3	0	1,579	29%	38%	42%	71%	21%	9%	46%	40%	36%
	Everman ISD	6	2,593	73	1	1	840	32%	34%	39%	93%	40%	8%	83%	36%	56%
	Arlington ISD	56	27,676	75	13	3	8,186	30%	37%	39%	77%	36%	9%	71%	25%	48%
	Fort Worth ISD	84	40,390	75	14	9	11,136	28%	33%	33%	86%	41%	9%	65%	22%	62%
	Castleberry ISD	3	1,678	75	0	0	0	0%	37%	36%	85%	41%	10%	77%	1%	79%
	White Settlement ISD	5	2,609	77	2	0	1,080	41%	51%	51%	62%	17%	10%	42%	8%	39%
	Azle ISD	5	2,595	74	1	0	581	22%	46%	51%	53%	7%	11%	23%	0%	23%
	Eagle MT-Sagniaw ISD	16	7,938	78	0	0	0	0%	41%	43%	46%	14%	9%	40%	11%	39%
	Kennedale ISD	2	1,024	82	0	0	0	0%	52%	58%	50%	14%	8%	14%	14%	27%
	Keller ISD	25	12,675	83	2	0	950	7%	57%	62%	29%	11%	11%	25%	7%	19%
	Hurst-Euless-Bedford ISD	20	10,680	83	0	0	0	0%	49%	54%	59%	21%	10%	43%	20%	31%
	Birdville ISD	21	10,140	85	0	0	0	0%	45%	48%	61%	28%	10%	43%	9%	43%
	Mansfield ISD	23	11,906	86	0	0	0	0%	56%	60%	47%	20%	10%	32%	29%	27%
	Grapevine-Colleyville ISD	11	5,349	89	0	0	0	0%	60%	63%	29%	16%	10%	21%	6%	26%
	Carroll ISD	5	2,692	97	0	0	0	0%	87%	89%	2%	5%	9%	14%	2%	9%
	GRAND TOTAL	295	146,695	79	37	15	25,726	18%	49%	51%	65%	28%	10%	51%	20%	42%
	TOTAL PRIORITY DISTRICTS	167	81,696	75	34	15	24,195	30%	39%	40%	82%	37%	10%	66%	24%	55%

SE Campus - Demographics & Performance of Elementary Schools within 3 Miles

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

NW Campus - Demographics & Performance of Elementary Schools within 3 Miles

Dist. (mi)	Elementary School Name	Grades	District	Overall Rating		# Years Improvement 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	MARILYN MILLER EL	PK-4	LAKE WORTH ISD	F	58	2	F	50	F	57	D	61	85	51	7	84	5	85
1.5	DOLORES HUERTA EL	PK-5	FORT WORTH ISD	C	74	.	D	64	C	75	C	72	97	59	13	79	1	97
1.5	MARINE CREEK EL	PK-4	LAKE WORTH ISD	F	49	3	F	49	F	50	F	48	84	8	14	58	32	30
1.5	W J TURNER EL	PK-5	FORT WORTH ISD	C	74	.	D	64	C	77	D	68	97	61	9	79	1	96
1.7	JOY JAMES EL	EE-5	CASTLEBERRY ISD	C	74	.	D	67	C	74	C	74	89	43	19	78	1	85
1.9	KIRKPATRICK EL	PK-5	FORT WORTH ISD	C	73	.	D	64	C	72	C	74	98	75	8	85	14	76
2.2	WASHINGTON HEIGHTS EL	PK-5	FORT WORTH ISD	B	81	.	C	74	B	83	C	76	97	54	14	73	8	90
2.3	SAM ROSEN EL	EE-5	FORT WORTH ISD	C	78	.	D	62	C	79	C	76	94	63	7	81	1	97
2.6	HELBING EL	EE-5	FORT WORTH ISD	C	73	.	D	67	C	74	D	69	92	64	11	82	0	99
3	MOORE M H EL	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	REMINGTON POINT EL	K-5	EAGLE MT-SAGINAW	C	76	.	C	77	C	77	C	75	54	8	10	31	16	38
2	GREENFIELD EL	K-5	EAGLE MT-SAGINAW	B	89	.	B	89	B	85	B	89	43	5	6	27	7	35
2.3	PARKVIEW EL	K-5	KELLER ISD	D	67	.	C	71	D	69	F	59	61	18	16	40	14	41
2.6	SAGINAW EL	K-5	EAGLE MT-SAGINAW	B	82	.	C	76	B	82	B	81	61	4	14	42	4	46
3	DOZIER EL	K-5	EAGLE MT-SAGINAW	C	77	.	C	77	C	77	C	77	53	33	9	57	13	55
3	ILTEXAS SAGINAW EL	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%
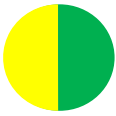
Scale of Impact:

Talent

Scale of Impact: Talent

Category		Date	Milestone	Status	Description
NSH3	(pie: yellow/green)	Winter '20	P selection	On-track	• 32 teachers interested in transferring • Interviewed 2 strong P candidates • Strong talent pipeline in NSH: 9 internal candidates interviewing for AP role for next year
		1/31/21	Office Manager hired	-	
		1/1/21	Principal released	-	
		1/31/21	BOM hired	-	
		4/30/21	80% of non-TFA instructional staff hired	-	
Fort Worth & Tarrant County	(pie: yellow/green)	Winter '20	P selection	On-track	• 41 teachers and 13 school leaders interested in transferring • Have an experienced P with exemplar parent leadership skills that has applied to be Founding P. Needs to interview with TX stakeholders. Have a successor selected for his BA school. • Have offer out to an external AP founding fellow and an offer accepted for an internal founding fellow (DC RPS teacher, will be AP at DC3 to get founding exp; grew up in Ft Worth originally) • Bilingual educators are critical and scarce; offering stipend to help recruit • Hiring qualified and diverse staff in FW is challenging, but promising partners are beginning to come to FW • Charter competition for talent is relatively low and career advancement for younger educators is lacking • Credential requirements for gen ed teachers are low and many intern programs exist
		7/1/20	DoS named	-	
		7/31/20	Instructional Recruiter hired	-	
		7/31/20	RDO hired	-	
		7/31/20	Achievement Manager hired	-	
		7/31/20	ISE Manager hired	-	
		20-21 SY	2 APs join the network	On-track	
		20-21 SY	6 teachers 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	-	

We are looking to hire 20 founding school leaders and 38 founding teachers for 21-22

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

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)

There is strong interest amongst teachers and school leaders in transferring to our new schools

TEACHER INTEREST IN 21-22 OPENINGS		
	NSH3	Fort Worth & Tarrant County
Bay Area	11	27
Nashville	17	6
Wisconsin	2	3
DC	2	5
Total	**32**	**41**

SCHOOL LEADER INTEREST IN 21-22 OPENINGS		
	NSH3	Fort Worth & Tarrant County
Principals		1
Assistant Principals	2	4
OMs	1	4
BOMs	1	4
Total	4	**13**

Principal Profile Options

Pathway A (more likely)	Pathway B (also possible)
Internal Hire • Current Rocketship principal or experienced AP • Relocates to TX sometime during 2020-21 school year (timeline still being discussed) • Application and interview process beginning Dec-Jan of this year	External Hire • Ideally from TX • Experienced principal • Joins network as "Principal Fellow" by summer 2020 within plan to open one of the first 2 schools • Spends fall 2020 in one of our regions to learn model before returning to FW in January 2021 • Advertising this pathway also opens the door to AP candidates • Posting starting November 2019

Takeaways regarding Fort Worth Talent Landscape

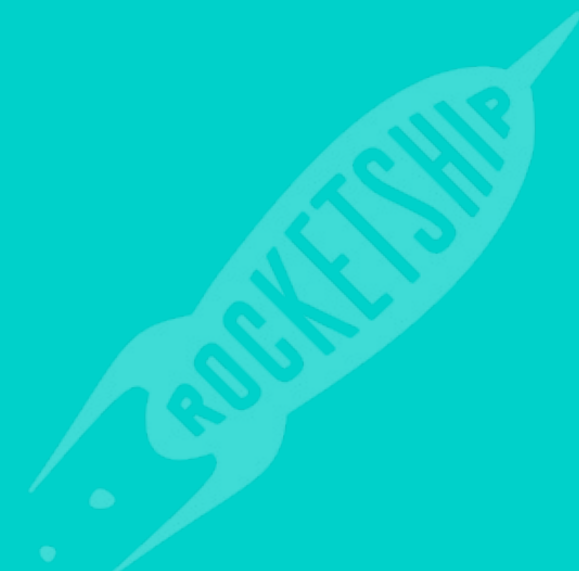| Bilingual Educators are critical and scarce	Hiring qualified and diverse staff in FW is challenging, but promising partners are beginning to come to FW	Charter competition for talent in FW is relatively low and career advancement for younger educators is lacking	Credential requirements for gen ed teachers are low and many intern programs exist
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)**	**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**	**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**	**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**

Note: Some language comes from the Rocketship Texas charter application

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

Reference:

TX Accountability Framework

Texas Accountability Model assigns each district and campus an overall letter grade (A-F)

- Three main categories
  - Four domains within the categories
- Complex model
  - Many factors
  - Each domain earns an individual letter grade
  - Several conversion calculations before final subscores produced

Better of Achievement or Progress 70%		30%
Student Achievement	School Progress	Closing The Gaps
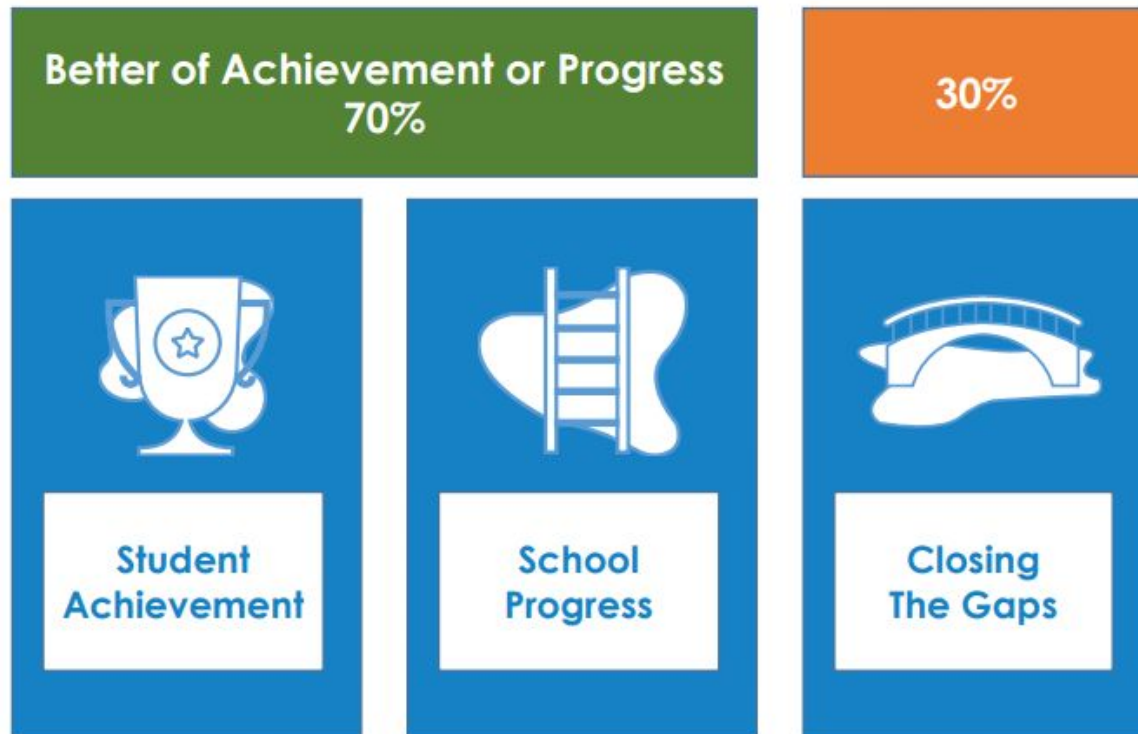
70%: Highest Score of Achievement or Progress

Achievement

Student Achievement

- Add up following metrics across all subjects and divide by 3
  - % Approaches or Above on STAAR
  - % Meets or Above
  - % Exceeds
- Higher scores with greater percentages of Meets or Exceeds
- Subjects: Math, ELA, Writing (4th), Science (5th)

OR

Progress

Academic Growth

- Student STAAR scale growth categorized as *Limited*, *Expected or Accelerated*
- Summation of points from students who grew at least one year academically (Expected or Accelerated) or maintained performance level divided by total number of students
- Only applies to 4th and 5th grades

OR

Relative Performance

- Evaluates overall student performance on STAAR compared to districts or campuses with similar percentages of socioeconomically disadvantaged students
- Domain grade determined through lookup table using % SED and Student Achievement score (methodology above)

30% Closing Gaps

- Evaluates performance of **14 student groups** compared to state targets
- Overall Weighted Gaps score: weighted average of four components
  - **Academic Achievement**: % Meets or Exceeds on STAAR (ELA and Math)
  - **Academic Growth** (ELA and Math)
  - **English Language Proficiency**: % Moving one or more levels on EL Proficiency assessment (only EL subgroup)
  - **Student Achievement** (all tested subjects)
- Each group has its own set target for each component and subject
- Raw component score: Number of groups meeting targets *divided* by total number of groups

Closing the Gaps Component Weights		
Campus Types	**Closing the Gaps Domain Component**	**Weight**
Elementary and Middle Schools	Academic Achievement	30%
	Academic Growth Status	50%
	English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%

Steps to produce final overall score and grade

- Each domain earns a grade
  - Different rating scales for each domain
  - Campus rating scales slightly more aggressive compared to district's
- Domain scaled scores calculated through conversion calculation using domain raw score and domain grade
- Weighted domain scaled scores produce final overall score and grade
  - Grade rating follows general convention (A:90-100, B: 80-89, etc.)

Example

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		89	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
Closing the Gaps	81			30%	24.3
				Overall Score	87
				2019 Overall Rating	B

Implications for Rocketship

- Achievement or Progress (70%)
  - Rocketship's strongest category will likely be **relative performance** for first several years
  - Growth could also be strong but more uncertainty
- Closing the Gaps
  - Past performance suggests Rocketship would do better on Math comparisons
  - **Growth in all subgroups will be critical**
  - **% Meets or Exceeds** with subgroups will also be important to track
  - Need to understand which groups will likely serve to focus on appropriate targets
- Implications of opening with 3rd grade as highest level:
  - Removes growth metric option for Progress domain
  - 50% weight for growth in Closing Gaps domain will be distributed proportionally among remaining components
    - 60% weight for Academic Achievement (% Meets/Exceeds)