



Thursday, May 7, 2020
Rocketship Public Schools Achievement Committee (2019-20 Q4)

Meeting Time: 1:00pm - 3:00pm

Webinar link: <https://rocketshipschools.zoom.us/j/93280073951>

Public Comment: Members of the public can make comment on off-agenda items at the start of the meeting, and on agenda items immediately preceding the board's discussion of each item. Please use the webinar's "raise hand" feature to indicate you would like to make a comment. You will be recognized once the public comment time begins, and will be unmuted by the host and permitted to make comment for a duration of up to 3 minutes.

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 February 6, 2020 Achievement Committee meeting

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

- A. 2019-20 Distance Learning Update (1:10pm-2:10pm)
- B. 2020-21 Scenario and Budget Planning (2:10pm-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 akatakaneni@rsed.org.

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

1. Opening Items

A. Call to Order

At 1:00pm, Ms. Stiglitz took roll call. With a quorum of committee members present, Ms. Stiglitz called the meeting to order.

Present: Debroah McGriff, Julia Stiglitz, Daniel Velasco

Advisors: Maya Martin Cadogan, Melissa Martin, Kate Coxon

B. Public Comment on off-agenda items

At 1:03pm, Ms. Stiglitz called for public comment on off-agenda items. No comment was made.

2. Consent Items

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

At 1:04pm, Ms. Stiglitz called for a motion to approve consent items. A motion was made by Ms. McGriff, seconded by Mr. Velasco, and carried unanimously by roll call vote.

Y: Deborah McGriff, Julia Stiglitz, Daniel Velasco

N: --

3. Agenda Items

A. Mid-year Achievement Update

At 1:06pm, the committee discussed agenda item 3(A). No action was taken.

B. 2021-22 New School Greenlighting

At 2:03pm, the committee discussed agenda item 3(B). No action was taken.

C. 2020-21 Compensation Planning

At 2:34pm, the committee discussed agenda item 3(C). At 2:55pm, Ms. Stiglitz called for a motion to make a recommendation to the Rocketship Board of Directors to approve the 2020-21 compensation structure as described in the materials, contingent on Business Committee recommendation. A motion was made by Mr. Velasco, seconded by Ms. McGriff, and carried unanimously by roll call vote.

Y: Deborah McGriff, Julia Stiglitz, Daniel Velasco

N: --

4. Adjourn

At 3:00 pm, Ms. Stiglitz called for motion to adjourn the meeting. A motion was made by Ms. McGriff, seconded by Mr. Velasco and carried unanimously by roll call vote.

Y: Deborah McGriff, Julia Stiglitz, Daniel Velasco

N: --

Respectfully Submitted

Apoorva Katikaneni
Senior Compliance Associate
Rocketship Public Schools

Board Achievement Committee - May 2020

Spring 2020

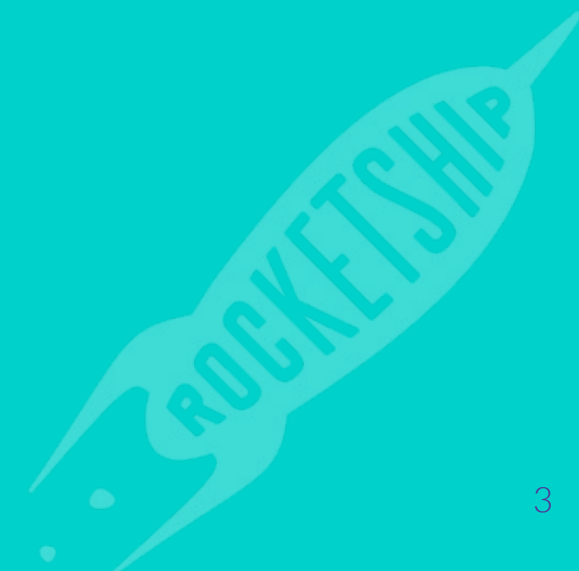


Agenda

- Distance Learning
- 2020-21 Scenario Planning
- 2020-21 Budget Planning
- Appendix: Glossary of terms



Distance Learning

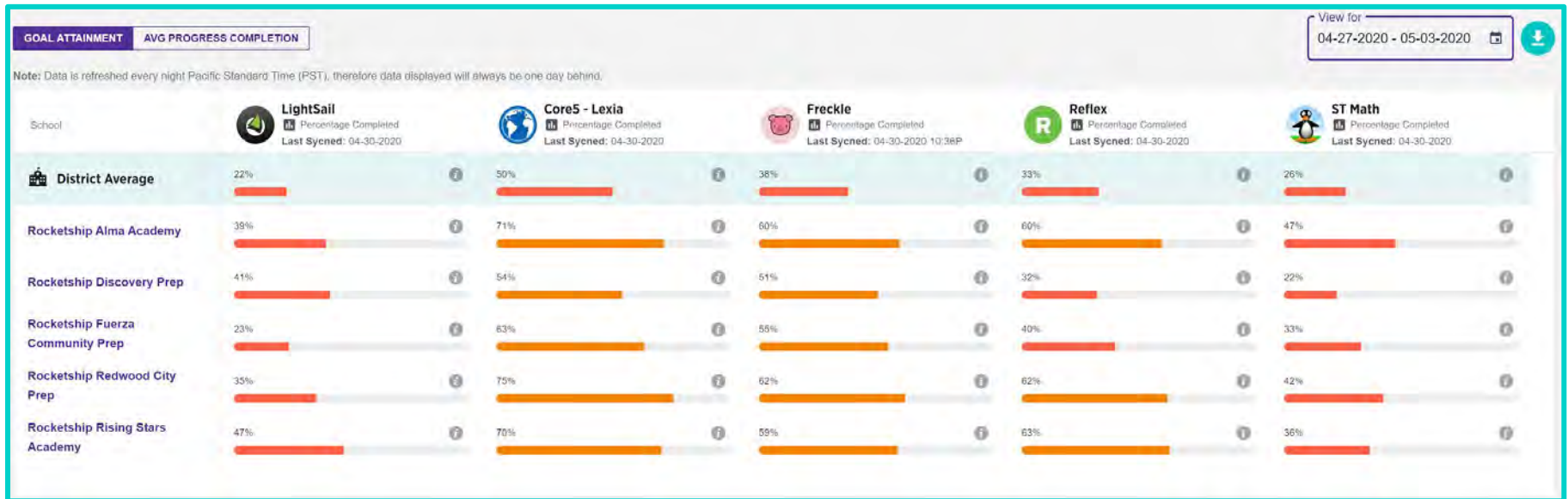


Distance Learning 1.0 to 3.0

- From day one of distance learning, launched with a platform that provided our Rocketeers and families with a daily routine--launch, lunch, landing--as well as instructional videos, assignments, and more.
- Simultaneously worked to rapidly distribute over 3,500 chromebooks. Now **90% of Rocketeers** have a device and are connected to wifi.
- Learned that we needed a daily way to engage families and assess needs (i.e. tech connection, tech literacy, food, shelter, safety, etc.). Launched a daily survey now realizing 85-90%+ daily completion.
- Integrated live teaching (e.g.. 4th graders are reading and discussing *The Giver* on a daily basis) and small group instruction/social emotional lessons into Distance Learning model 2.0.
 - This coupled with our personalized online learning programs has led to a strong academic program for our Rocketeers.
- Currently realizing **80%+ daily engagement** and interaction with our internal platform, materials, and lesson/assignment completion. On-track for highest OLP completion all year.



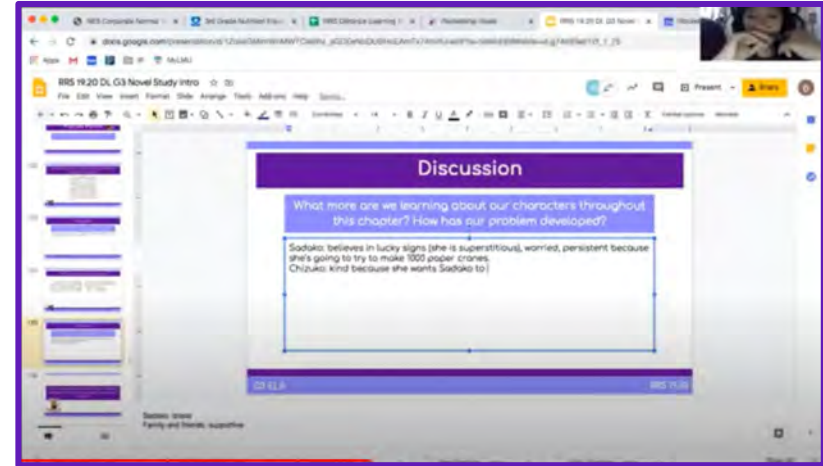
Rocketship Goals



- Week over week improvement on each campus, each program
- On track for highest OLP completion ever
- Teachers review a student's goal progress during 1:1 coaching calls (students look at their dashboard; teacher looks at student level view) → provide guidance around which program to continue working on
- OLP opt-in study hall sessions as well as goal check-ins during Live Teaching



Schools Update: Live Teaching



Live Teaching

- Pre-recorded videos (for kids to watch ahead of time)
- During live teaching, focus is on discussion, debate, shout outs
- Opportunity for teachers to check in w/ students
- 80-100% attendance on Live Teaching

Next Steps:

- Guided Reading and SGI implementation
- Capturing and institutionalizing best practices for TK-G1 Live Teaching

From **STUDENT 1** to **Everyone**:

To the people, this society seems normal, but in contrast it actually isn't

From **STUDENT 2** to **everyone**:

Jonas thought that he did something bad but instead got an important job and thinks the job is not for him

From **STUDENT 3** to **Everyone**:

Well because they want it to be perfect, it seemed utopian but when you see the unfair or unusual laws further in, or the "chills" people get from the society, it seemed dystopian

From **STUDENT 4** to **everyone**:

Jonas got a very important job and he doesn't think he has what it takes

From **STUDENT 5** to **Everyone**:

he can see color

Schools Update: Teacher and Student Schedules

1-2
8:00-8:10: I attend morning Launch (virtual assembly) with my friends, teachers and Principal! I get to dance and sing and say the Rocketship Creed!
8:10 - 8:30: I join my teacher and classmates to learn about our differences and appreciate those differences amongst us.
8:30 - 9:00: I take a snack break to nourish my body!
9:00 - 9:20: I watch the phonics lesson for today. I'm learning that "-dge" makes the sound "j." An example word is "bridge."
9:20 - 9:50: I log into Zoom to meet with my ELA teacher and classmates. We discuss the book we've been reading, "Lola Levine Is Not Mean!"
9:50-10:00: I take a stretch and self-care break.
10:00-10:20: I join my enrichment teacher to learn a cultural dance!
10:20 - 11:00: I work on my ELA online learning programs. I am trying to meet my goals in both Lexia and LightSail!
11:00 - 11:30: I eat my lunch and tell my family how my day is going!
11:30 - 11:50: I join my lunch teacher for live lunch! I get to learn how to make enchiladas today!
12:00-12:30: I join my science teacher to learn about the similarities and differences between the life cycles of different organisms.
12:30 - 1:00: I log into Zoom to meet with my math teacher and classmates. We work together to solve a word problem and discuss the different strategies we used!

HUM (2-5)
8:00-8:10: I join morning Launch with my Principal, colleagues and students. I'm looking at the comments to make sure my students are participating, and I am reminded that we are all Rocketship Rocketeers!
8:10 - 8:30: I lead a live Zoom social emotional lesson. Today's focus is on how we can all demonstrate responsibility during shelter-in-place. We'll start by reading an article, and sharing our key takeaways. I'll also create space for students to express their emotions.
8:30 - 8:45: I take a self care break and get ready for my live lesson.
8:45 - 9:30: I lead a live Zoom lesson. We are reading <i>The Giver</i> and students have read up to chapter 5 now. In breakout rooms, students have been practicing role playing a critical scene from the book. Today's group is going to perform the Ceremony of Loss scene. Students will give feedback to the group using the rubric posted on Google Classroom.
9:30 - 10:45: I take a self care break to workout.
10:45 - 11:30: I help co-lead the second live Zoom lesson of the day with my partner ELA teacher. We are reading <i>The Giver</i> and in breakout groups, students have been practicing acting out a scene (The Ceremony of Loss). One of the group's is going to present today and other students will give feedback. I will help moderate and support a small group.
11:30 - 12:30: I take my lunch break.
12:30 - 2:00: I connect with 9 of my students for an individual check-in via Zoom. I review their Rocketship goals dashboard and the work they have posted on Google Classroom. I also review the EdCite quiz and any data I have from the daily survey.

- Students have a variety of activities they are engaged in throughout the day, including movement and creativity breaks.
- Teacher schedules include live teaching, coaching calls, planning/preparation and self-care breaks
 - Includes ~4 hours or more daily for teachers prep/self-care
- Sample schedules are also provided on our Distance Learning Launchpad for external audience



Schools Update: Coaching Calls

Aggies	Joel	EA: Did RAZ phonics lesson 1 (Nan and Pap). After a warm up, Joel reads CVC words with 82% accuracy. Needed prompting for i sound, said e sound Skip counting by 5s and 10s. Will work on counting money tomorrow	EA: RAZ Phonics L4. Joel read a CVC word decodable book with 75% accuracy. Struggled with pap, pam, am. Phoneme substitution or deletion 1 more/less using a 100s chart, 40% accuracy.
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Coaching Calls:

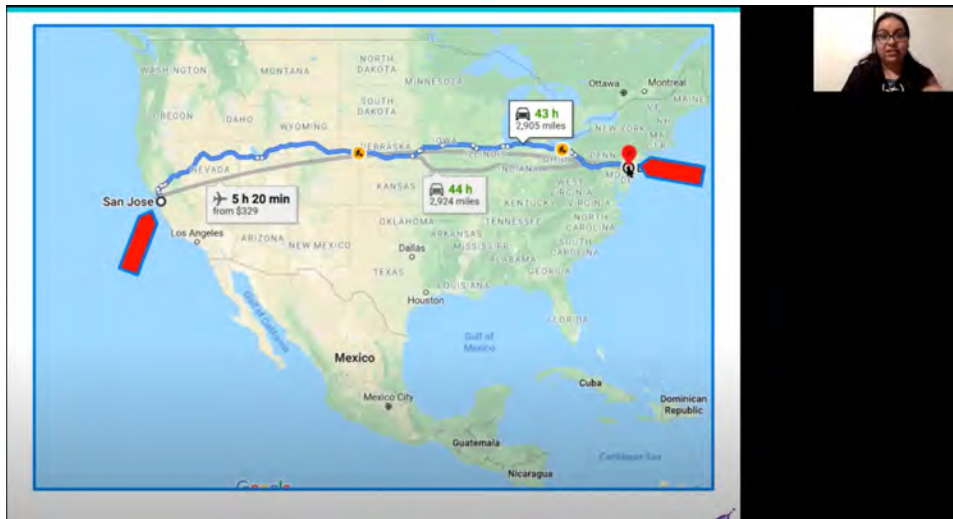
- Every student receives a coaching call from their STEM and Humanities teacher at least 3-4x week (this is in addition to the daily CareCorp calls)
- Teachers check in on general wellness of student/ needs of family, OLP progress, practice phonics/ fact fluency, read together and set goals for the week



Next Steps:

- Elevate coaching calls so that teachers can see student work
- Create additional opportunities for students to connect w/ each other in smaller clusters
- Provide coaching around effective DELD conversations with students

Schools Update: ELL Students



Access for All:

This unit sets the foundation for strong discourse throughout the year. In each lesson, students will have an opportunity to practice and demonstrate speaking and listening skills. Guidance on how to support students, based on their language needs, is included in each lesson plan.

While the thematic unit is a great place to practice speaking and listening habits, these skills are transferable to all content areas. By the end of this unit, students should be able to demonstrate the following actions (with appropriate supports) during discussions.



Speaking

- Using a proud hand to show that you want to speak
- Speak Audibly
- Answer in complete sentences
- Look at peers
- Use different voice levels/zones



Listening

- Hands Down
- Track the speaker
- Use body language (ex: nodding to agree)
- Use a proud hand to show that you want to speak

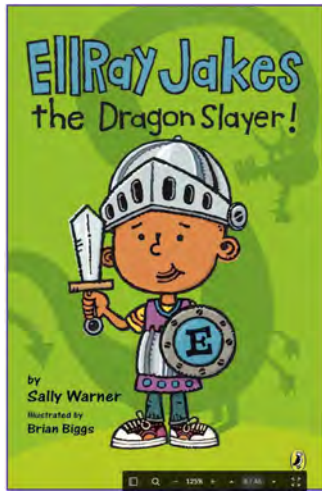
ELL Distance Learning:

- Continuing to utilize GLAD strategies during distance learning (GOIC, 10:2, CCDs)
- Access for All section now embedded in Unit 8
- Conducting DELD lessons in small groups

Next Steps:

- Provide feedback on implementation
- Coach DELD virtual teaching
- Coach DELD 1:1 coaching calls

Schools Update: Priorities



Humanities:

- Virtual Guided Reading implementation
- Diversify text offerings in thematic unit
- National Social Studies Standards now incorporated into Thematic Units
- Create PD and teaching models for 3 possible scenarios
- Adjust benchmarks and SSMs

STEM:

- Cover remaining standards in SSM via virtual teaching (upper grades) & daily video assignments (lower grades)
- Edit and publish math and science curriculum in advance of 20.21 school year
- Create PD and teaching models for 3 possible scenarios
- Adjust benchmarks and SSMs



Distance Learning: ISE



“..to the greatest extent possible.”

Wins

1. Distributed laptops to students with disabilities.
2. Began delivering 1:1 synchronous SAI and related services since our first week--including students with significant disabilities.

Next Steps

1. Moving to virtual group instruction for our students with disabilities.
2. Complete meaningful and feasible evaluations and IEP meetings.

Distance Learning: General Academic Resources

Distance Learning Launchpad

Just because schools are closed, doesn't mean learning should stop. Distance learning, especially for elementary students, introduces a wide range of challenges and opportunities our team has been working to solve. We have developed and curated resources, tools, and advice to support and advance student learning and character development from home. Our Distance Learning Launchpad is designed to help families and educators adapt to learning without schools by sharing what is working for us at Rocketship. We are innovating new approaches everyday and we will continue to expand this resource for as long as students are out of school.

Academic Resources for Elementary Students



Pre K-Kindergarten

Distance learning lessons on phonics, reading and math.

[GO TO PAGE](#)



Grades 1-2

English Language Arts and math lessons for early-grade learners.

[GO TO PAGE](#)



Grades 3-5

English Language Arts and math lessons for upper-grade elementary learners.

[GO TO PAGE](#)

Whole Child Learning

Although not our internal platform, we recognized a massive gap for parents, teachers, and school systems in need of guidance, materials, resources, and more so we created the Distance Learning Launchpad which we are updating and growing weekly.



A screenshot of a digital form titled 'Daily Wellness Check-in'. The header features the Rocketship Care Corps logo and the text 'We are Rocketship Rocketeers! At home, at school, and in our COMMUNITIES'. Below the title, there is a subtitle '(Registro Diario de el bienestar)' and a red asterisk indicating a required field. The form contains three main input sections: 1) 'Email address *' with a placeholder 'Your email'; 2) 'What is your name? Tu Nombre? *' with a placeholder 'Your answer'; 3) 'IF you have more than one student list all of their names. (First and Last Name) Si tiene más de un estudiante lista de todos sus nombres. (Nombre y Apellido)' followed by 'Student(s)/ Estudiantes: *' and a placeholder 'Your answer'.

The mission of the Rocketship CareCorp is to identify and support our most vulnerable families. Whether families are in need of food, shelter, technology or other resources, it is the CareCorp’s responsibility to connect families with internal and external resources.

The Care Corp is a school level team of individuals willing to do whatever it takes to connect with our most vulnerable families on a daily basis.



Rocketship Family Relief Fund

What is the Rocketship Family Relief Fund?

We're excited to announce the launch of the Rocketship Family Relief Fund! We are NOT using any public funds for this cause, but rather it is solely through philanthropic contributions and support. Through the fund, we are directly sending resources to our most financially vulnerable families to help alleviate the toxic stress they're facing due to the COVID-19 crisis, which derails student learning and child development.

How will families be selected for the Family Relief Fund?

CareCorps and School Leaders, who best understand our families' ongoing needs and situations nominate families that are experiencing extreme hardship after assisting these families in accessing local resources and navigating processes here (i.e. food shelter, housing assistance, unemployment, etc.). Based on our total fundraise amount, a committee of Regional and NeST leaders then selected families to receive assistance.

What is the timeline for the Family Relief Fund?

We launched a targeted fundraising campaign in early April. Board members, funders, staff, and some new supporters contributed to the relief fund. By the end of April we exceeded our reach goal and are on-track to support over 750 families directly beyond CareCorps! We have already begun to distribute relief to families in May.



Choose the Community That You Want To Support!

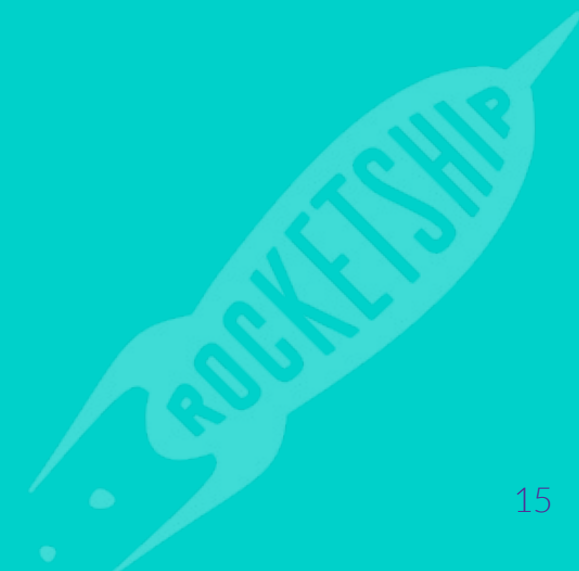
100% of your generous donation will support Rocketship families in need.

Support California families	Support Washington DC families	Support Milwaukee families	Support Nashville families
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To support a Rocketship family in any region across our national network donate here.



20-21 Scenario Planning



Estimated Learning Loss for Rocketeers

- Rocketeer student learning loss estimates under COVID school closures are calculated under two models following similar assumptions to NWEA's COVID learning loss model
 - **Model 1:** Summer slide begins in March
 - **Model 2:** Students maintain March learning and summer slide begins in June
- **Reading:** Rocketeers are estimated to **return with ~70-80% of typical Rocketship learning gains**
- **Math:** Rocketeers are estimated to **return with ~60-75% of typical Rocketship learning gains**



Guiding Principles for Scenario Planning

- Student and Staff's health and safety will be the first priority when deciding between scenarios at any given time throughout the year
- Adjust our school model to effectively meet the increased academic needs of our students
- Adjust our school model to effectively meet the increased social-emotional needs of our students, families and staff
- Remain true to our three core pillars--personalized learning, talent development, and parent power--in the development of any of our three operating scenarios.
- While adjusting for the revised needs and operating scenarios, minimize the amount of change from our current school model as well as maximize the similarity across the three scenarios.
- If we need to shift from one scenario to another during the school year, we will attempt to provide at least two weeks of notice--subject to the directions of the local health authorities.



Scenario planning for school next year will require a broad cross-functional effort

School year scenarios

Different Needs Next Year

- Meet the increased needs of students, families, and staff

Scenario 1: Typical In-Person Start and SY

- Return in July for PD and school year in Aug

Scenario 2: Distance Learning Start and/or Episodic

- Summer, SOY, and possibly other periods of the year are virtual

Scenario 3: A Social Distancing School

- Schools reopen with limitations on people interactions or density



Workstreams

Academics

Family Engagement

Operations

SEL

SL/T PD

Talent

Finance

Scenario Planning Working Groups

Group	Focus Areas
Academics	<ul style="list-style-type: none"> ● Curriculum and Instruction ● Instructional Block ● Learning Lab ● Assessments ● Sub-groups: ISE and ELs
Family Engagement (Recruitment, PPH, & Day 1-15)	<ul style="list-style-type: none"> ● Days 1-15 ● Home visits ● Staff connection to Families ● Parent Engagement and Support ● Attendance systems/structures ● Enrollment (new and returning)
Operations	<ul style="list-style-type: none"> ● Launch, Landing ● Arrival and Dismissal ● School Calendar, Daily Schedule ● Physical Space: Classroom, recess, lunch ● Health: <ul style="list-style-type: none"> ○ Temperature checks ○ Cleaning Process ○ Masks, gloves and other PPE ● Procurement <ul style="list-style-type: none"> ○ Devices? TK- 1? ○ Curriculum items

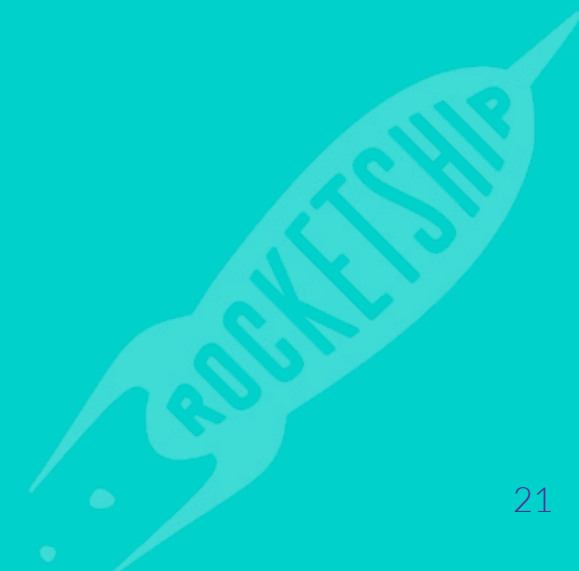


Scenario Planning Working Groups

Group	Focus Areas
MTSS	<ul style="list-style-type: none"> ● Tiered Interventions ● SEL Instruction ● SST
SL PD	<ul style="list-style-type: none"> ● PTM, BTM, OMTM PD, SLL, and ongoing ● Rising Leaders ● AP Orientation ● Includes BoMs and OMs
T PD	<ul style="list-style-type: none"> ● Summer and School Year
Talent/HR	<ul style="list-style-type: none"> ● Recruitment ● Onboarding ● Roles and responsibilities/Job Descriptions ● Hiring ● Support for staff ● Evaluations/Compensation
Finance	<ul style="list-style-type: none"> ● Regional and School-level scenario planning

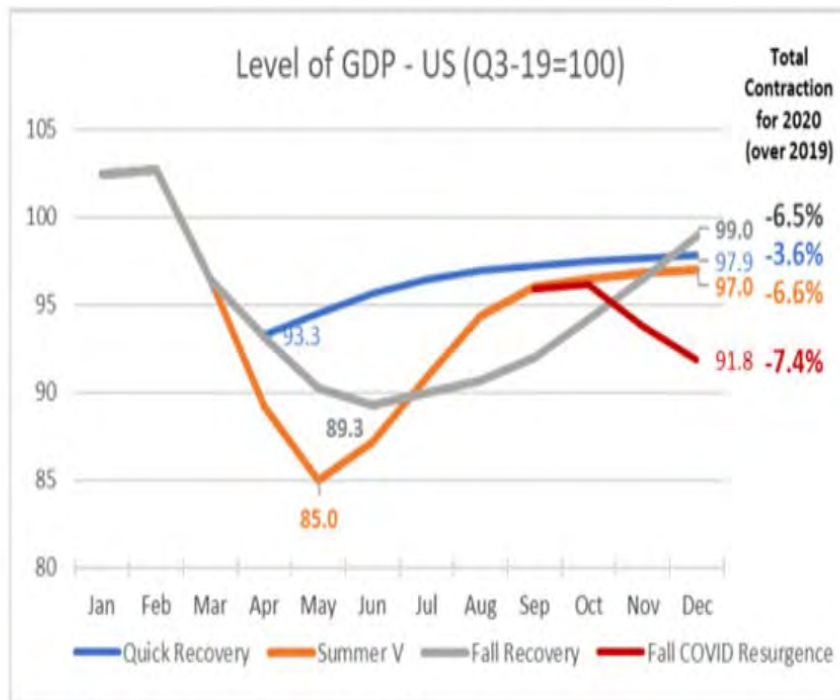


20-21 Budget Planning



US economy is significantly impacted and uncertain

- GDP: US economic activity projected to dramatically decline in 2020--more than any recession since the Great Depression
- Unemployment predicted to reach levels (20-25%) not seen since the Great Depression
- Stock market dramatically declined in March and remains highly volatile.



Source: The Conference Board, April 2020

Market Summary > S&P 500 Index INDEXSP: .INX

+ Follow

2,761.63 -28.19 (1.01%) ↓

Apr 13, 5:08 PM EDT · Disclaimer

1 day 5 days 1 month 6 months YTD 1 year 5 years Max



State Education Budgets

(Roza [Report](#))

Individual states will have very different responses and impacts based upon the states funding sources and reserves as well as how schools are funded in that state.

- **District funding sources:**

- % of revenue from local property taxes
 - Property taxes more stable
 - Wealthy districts rely more on local property taxes
- % of revenue from state
 - Low income districts more reliant on state (example LCFF in CA)

- **State funding sources:**

- % of revenue from sales tax
 - Revenue from sales tax immediately impacted then income and property taxes will follow



Current Regional Context & Economic Impacts

California:

- Recent conversations indicate that California is expecting dramatic decreases in revenue and in order to navigate this is expecting to utilize the following levers:
 - State Reserves
 - Federal Bailout
 - Deferrals
- Deferrals would have a dramatic impact on cash and our region/schools health, thus, forcing expense adjustments

Tennessee:

- As a state primarily supported through sales taxes, the budget impact for TN is devastating. The state has indicated at least a 10% cut in revenues as well as 'clawing back' in the fall ~6% of spring revenues.

Wisconsin:

- The state recently indicated a decline of 5% in revenues. It is still unclear how this will affect public education funding and if cuts will be equivalent or worse.

Washington DC:

- Washington DC has indicated that funding for public education is likely to remain flat, but may decline by 4%. It is unclear the overall economic impact as well as if the cities reserves will help mitigate the overall impact.



Rocketship's Budget Priorities

1. Prioritize our school level staff--We want to minimize severe impacts on those who directly educate our Rocketeers & support our families. Our first priority is our talent and to work hard to minimize the impact on our people as much as possible. We will do this by adjusting our budgets more aggressively at NeST than schools as well as focusing more aggressively on all non-compensation line items.
2. Budget conservatively--Prepare for the worst in order to maximize our ability to survive any outcome as well as minimize the number of times we may need to adjust the budget.
3. We are all in this together--If we all sacrifice a little, we can minimize impact to our team and schools.

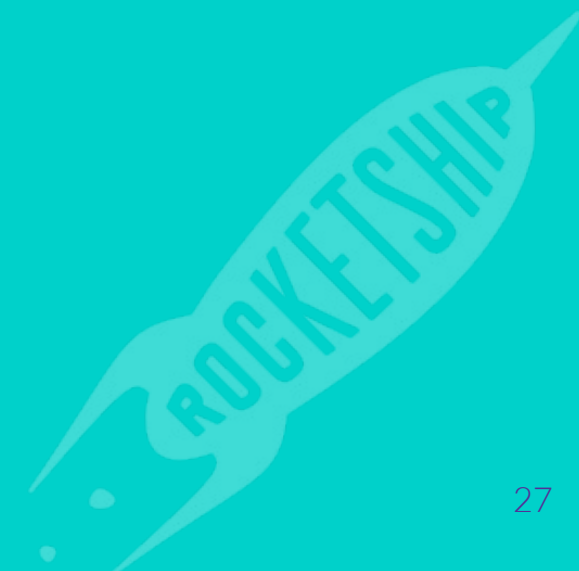


Next Steps

- Our current primary focus across the organization is to prepare for these financial realities in a way that allows us to **maintain our mission, protect our teams, and keep our schools financially sound.**
- We are planning currently for these lower revenue scenarios now and must be conservative now, especially as it seems like states will not have much clarity on revenue adjustments until late summer.
- There are tough choices ahead for us to navigate, but the sooner we plan and work to be austere in our planning, the better for all of us, our schools, families, and overall organization.



Appendix: Glossary of terms



Snapshot of Rocketship Schools by Region

SAN JOSE

VP of Schools: Maricela Guerrero
Directors of Schools (DOS): Eesir Kaur, Kylie Alsoform, Danny Etchverry
Regional Director (RD), South Bay: Janine Ramirez
Regional Director (RD), East Bay and Peninsula: Marie Alvarado-Gil

EAST BAY & PENINSULA

MILWAUKEE

DOS: James Robinson
RD: Brittany Kinser

NASHVILLE

DOS: James Robinson
RD: Brittany Kinser

DC

DOS: Joshua Pacos
RD: Joyanna Smith

Rocketship Mateo Sheedy Elementary (RMS)
 2007; TK-5th

Rocketship Si Se Puede Academy (RSSP)
 2009; TK-5th

Rocketship Futuro Academy (RFA)
 2016; TK-5th

Rocketship Southside Comm. Prep (RCSP)
 2013; K4-5th

Rocketship Nashville Northeast Elementary (RNNE)
 2014; K5-4th

Rocketship Legacy Prep (RLP)
 2016; PreK3-5th

Rocketship Los Suenos Academy (RLS)
 2010; TK-5th

Rocketship Mosaic Elementary (ROMO)
 2011; K-5th

Rocketship Delta Prep (RDL)
 2018; TK-5th

Rocketship Transformation Prep (RTP)
 2018; K4-4th

Rocketship United Academy (RUA)
 2015; K5-4th

Rocketship Rise Academy (RISE)
 2018; PreK3-4th

Rocketship Discovery Prep (RDP)
 2011; TK-5th

Rocketship Brilliant Minds (RBM)
 2012; TK-5th

Rocketship Redwood City Prep (RRWC)
 2015; TK-5th

Rocketship Alma Academy (RSA)
 2012; TK-5th

Rocketship Spark Academy (RSK)
 2013; TK-5th

Rocketship Fuerza Community Prep (RFZ)
 2014; TK-5th

Rocketship Rising Stars Academy (RRS)
 2016; TK-4th

Acronyms & Commonly used terms (Page 1)

AP	Assistant Principal
ARUSD	Alum Rock Union Elementary School District
AUSD	Antioch Unified School District (Authorizer for RDL)
BET	Budgeted Enrollment Target
BOM	Business Operations Manager
BOY	Beginning of Year
CAASPP	California Assessment of Student Performance and Progress
CALPADS	This is the California state student information system. We use this to get state student numbers for our student state demographic reporting.
CDE	California Department of Education
DOS	Director of Schools
ECC	Enrichment Center Coordinator
ELA	English Language
ELL	English Language Learner, a student who is still learning English and therefore guaranteed legally-mandated supports in the academic setting
ELPAC	English Language Proficiencies for California
EOY	End of Year

Acronyms & Commonly used terms (Page 2)

FMUSD	Franklin McKinley School District (Authorizer for ROMO and RSK)
HUM	Humanities Block
IEP	Individualized Education Program: A written plan created for a student with disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties.
ILS	Individualized Learning Specialist (tutors in our learning labs)
ISE	Integrated Special Education
LL	Learning Lab
LLI	Leveled Literacy Intervention (guided reading intervention curricula used by our ILS)
MAP (NWEA)	Measures of Academic Progress; The online, norm referenced assessment that measures student growth throughout the year made by Northwest Evaluation Association. An assessment with grade level content that measures students proficiency level within the grade level
MDUSD	Mt. Diablo Unified School District
MKE Forward	Wisconsin State Assessment

Acronyms & Commonly used terms (Page 3)

MNPS	Metro Nashville Public Schools (Rocketship School Nashville School's Authorizer)
MPS	Milwaukee Public Schools
MTSS	Multi-Tiered Systems of Support; the process by which academic and behavioral interventions for students in need of support are documented and implemented
NWEA (MAP)	Northwest Evaluation Association; The organization that creates MAP (an online, norm referenced assessment that measures student growth throughout the year)
OLP	Online Learning Program
OM	Office Manager
P	Principal
PARCC	DC State Assessment
PBIS	Positive Behavioural Interventions and Support
PBL	Project Based Learning
PCSB	DC Public School Charter Board
RCSD	Redwood City School District

Acronyms & Commonly used terms (Page 4)

RD	Regional Director
SBAC	Smart Balanced Assessment Consortium
SCCOE	Santa Clara County of Education
SED	Socioeconomically Disadvantaged
SEL	Social Emotional Learning Disadvantage
SJUSD	San Jose Unified School District
SL	School Leader
STEM	STEM Block
STEP	An assessment used to monitor student reading levels; stands for Strategic Teaching and Evaluation of Progress.
T	Teacher
TFA	Teach for America
TN Ready	Tennessee State Assessment
TVASS	Tennessee Value-Added Assessment System; This measures the student progress measures student growth year over year
UVW	University of Wisconsin Milwaukee (Rocketship Milwaukee Schools Authorizer)