



Tuesday, February 8, 2022
Rocketship Public Schools Achievement Committee (2021-22 Q3)

Meeting Time: 1:00pm

Webinar link: <https://rocketshipschools.zoom.us/j/85801176994>

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

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

2. Consent Items

- A. Approve minutes from November 9, 2021 Achievement Committee meeting

3. Agenda Items

- A. Mission Moment: Mental Health Providers
- B. 21.22 Mid-Year NWEA data and response
- C. National Curriculum Review Process
- D. Staff Satisfaction/DEI Survey update and next steps

4. Adjourn

THE ORDER OF BUSINESS AND TIMINGS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice, provided that the Board takes action to effectuate such change.

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If you would like to make a public comment in Spanish or Vietnamese and would like us to translate to English for the Board, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting.

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Mission Moment



Mission Moment SEL/MHP

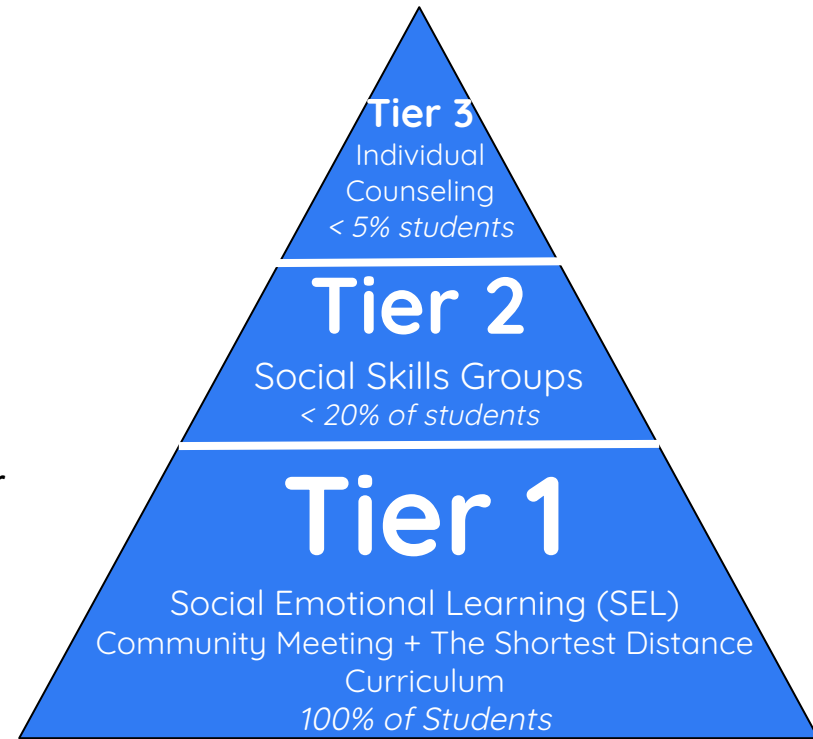
Introduction:

Meet Sara Tadevich, Mental Health Provider (MHP) at Rocketship Spark Academy

Sara is meeting the needs of all students by supporting Tier 1-Community Meetings, in addition to providing Tier 2 and Tier 3 Social skills/Mental Health

The “Why” for MHPs Leaning-in to Support Tier 1

- Students thrive when they are given:
 - Space/time to feel comfortable with who they are (daily Community Meetings)
 - skills to help manage their individual and class challenges (The Shortest Distance Lessons)
 - opportunity to connect with others (CM + SDC Lesson discussions)
- Having a strong Tier 1 SEL program (CM + SDC) forms the foundation for Tier 2/3 mental health (and reduces the percentage of students who may need Tier 2 and 3 supports)



Mission Moment SEL/MHP

The “How” at Spark Academy

- MHP, SLs and teachers work together to foster a positive Tier 1 culture
- Sara coaches and observes classrooms on a daily basis to support strong Community Meetings



The “Outcomes”

- Increased connections between teachers and students, and peer to peer
- Social Skill improvements and increased student self-awareness: students are learning to express their unique needs, in healthy ways



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2021-22 Mid-Year NWEA Review



Executive Summary



Wins

- Persistence and dedication of school staff in most difficult semester ever
- Ability to hire additional staff as well as retain them at same rate as prior years
- Bright Spots:
 - Fall growth rates for upper grade students (5th grade: 1.3 years in Math and Reading)
 - NSH regional growth (1.3 years in Math and 1.2 in Reading)
 - Students with Disability STEP growth (75% 1 level +, 32% 2 levels +)
 - Kinder Math, 5th grade, NSH, RRWC

Executive Summary

Challenges

- By and large, mid-year absolutes remained unchanged from Fall levels. We had hoped to see an acceleration in growth; however, this has not borne out.
- Low Beginning of Year absolutes--nationally low income elementary students most impacted
 - Network-wide 39% of students are on GL for Math and 36% for Reading, comparable to Fall levels (36% in both subjects)
- School disrupted this past fall
 - Student chronic absenteeism tripled from 10% to 30% of students
 - Staff quarantines lead to increased daily staff absences
 - Hindered consistent execution of instructional routines (IP, obs/feedback, coaching, DDI)
- Fall growth below target and prior years--1.15 years in Math and 1.06 in Reading (3-year average: Math 1.23, Reading 1.20)
 - Reading in lower grades particularly impacted
 - Lower growth negatively impacted level of increase in midyear proficiency results and thereby projections for EoY state assessment results
 - Significantly missed network tiered growth target of 80%
- Proficiency on Spring State Assessments projected to decline below prior levels



Executive Summary

Second Semester Priorities

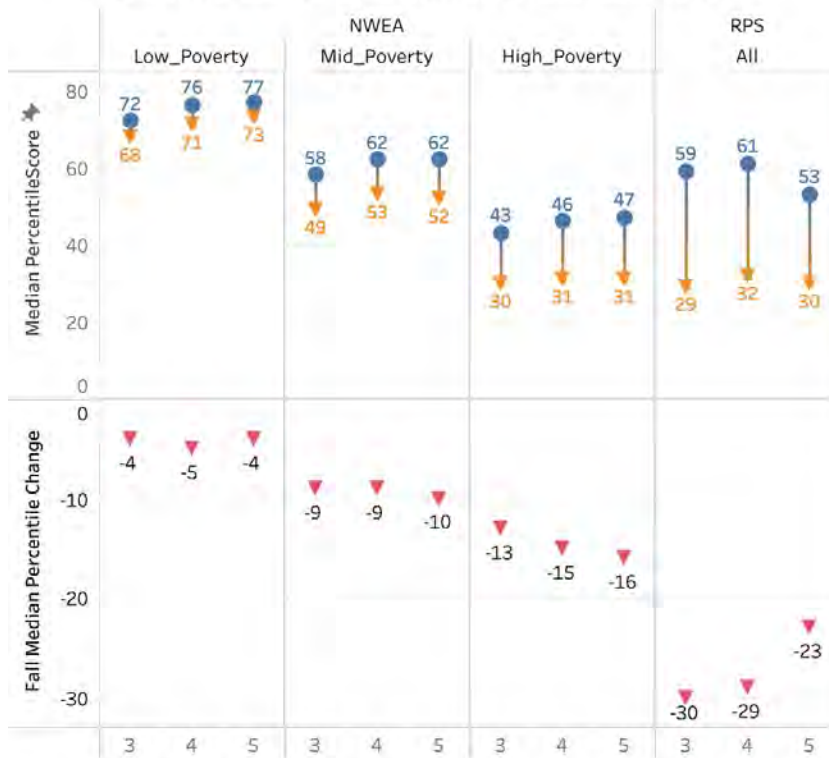
- Persist through January's Omicron surge...
 - then maximize return to regular instructional routines
- Focus areas:
 - 2nd grade, 1st grade Reading,
 - DC, MKE, schools with <1 year of growth
- Focus on improving lower literacy instruction
 - Short-term: Decodables in TK-G2 for GR and Phonics, adjusted G2 SSMs for phonics
 - Long-term: National Curriculum Review



Pre-pandemic, RPS more similar to Mid-Poverty Schools in Fall of 2019 and now more similar to High Poverty Schools in Fall of 2021

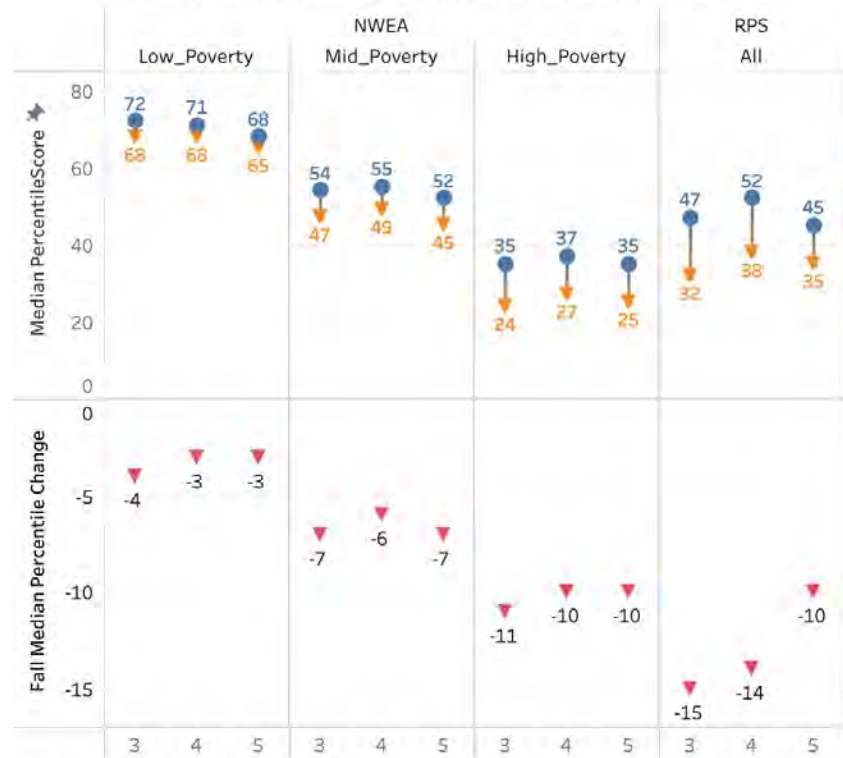
School Year
 ■ 2019-20
 ■ 2021-22

Math Percentile Change between Fall 2019 and Fall 2021



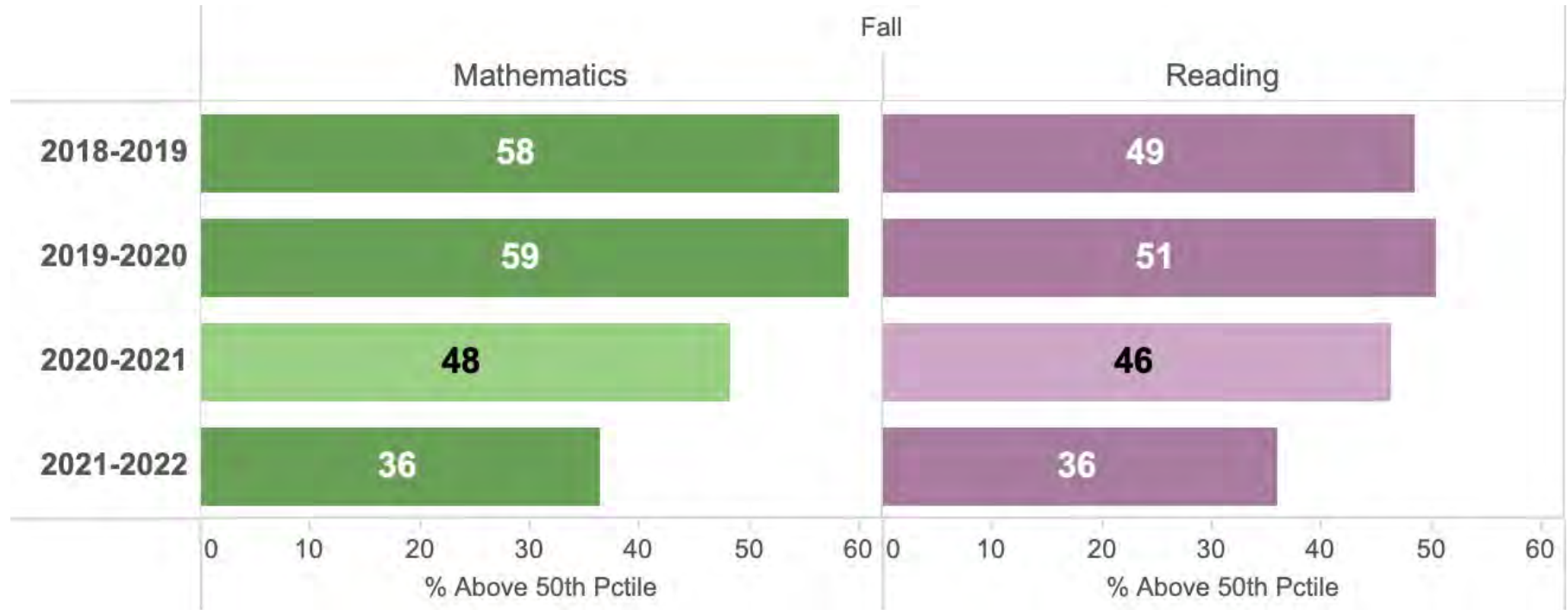
"Low-Poverty" - less than 25% FRPL eligibility.
 "Mid-Poverty" - 25-75% FRPL eligibility.
 "High-Poverty" - greater than 75% FRPL eligibility.

Reading Percentile Change between Fall 2019 and Fall 2021



"Low-Poverty" - less than 25% FRPL eligibility.
 "Mid-Poverty" - 25-75% FRPL eligibility.
 "High-Poverty" - greater than 75% FRPL eligibility.

As expected, lower percent of students on Grade Level in Fall 2021 compared to historical Fall starting points



Note: 2020-2021 results only include 2nd-5th grades due to Fall 2020 remote testing administration

- Just over one-third of all RPS students starting At/Above 50th Percentile on NWEA
- Math ~60% of typical Fall performance and Reading ~70% of typical result

Increased % of Students with <90% Attendance

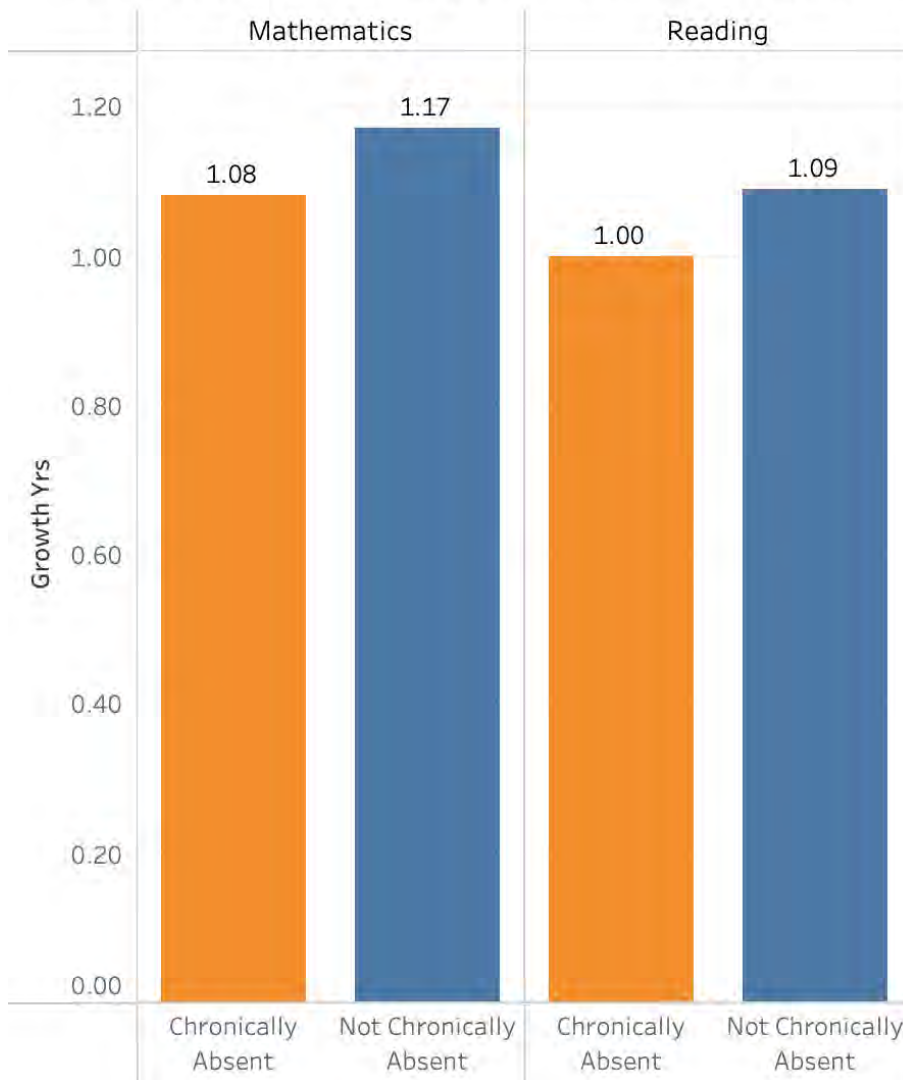
Percentage of students below 90%:

- 10% pre-pandemic average (17-18 SY - 19-20 SY)
- 31% in 21-22 SY

Fall ADA Distribution for students with NWEA scores						
School Year	<80%	80-84%	85-89%	90-94%	95-99%	100%
2017-18	1%	2%	6%	19%	50%	21%
2018-19	1%	2%	6%	17%	52%	21%
2019-20	2%	3%	8%	23%	49%	16%
2021-22	9%	8%	14%	21%	34%	14%

Chronically Absent Students earned an average of ~0.1 years lower growth than peers

Average Growth Years by Chronic Absentee Status



- Similar gap (~0.1) in growth rates between chronically absent and non-chronically absent students in pre-pandemic years, but share of students who are chronically absent is much higher this year
 - Growth rates for both subgroups lower than normal
- Trend holds in across grades with exception of G5 Reading

Average Growth Years by Chronic Absentee Status

Test Grade Level	Mathematics		Reading	
	Chronically Absent	Not Chronically Absent	Chronically Absent	Not Chronically Absent
K	1.22	1.33	1.08	1.20
1st	1.05	1.16	0.87	1.04
2nd	0.92	1.03	0.79	0.87
3rd	1.03	1.06	1.03	1.09
4th	1.09	1.22	1.09	1.17
5th	1.28	1.32	1.33	1.28
Grand Total	1.08	1.17	1.00	1.09

Teacher Staffing: Open Positions

No significant increase in open positions

- Talent recruitment was very successful in recruiting the additional teachers and other school staff positions needed for the 21-22 SY.
- School Leaders did an impressive job of retaining staff such that RPS maintained historical retention rates in the fall of 21-22 SY and there was no “Great Resignation” at RPS this past fall.



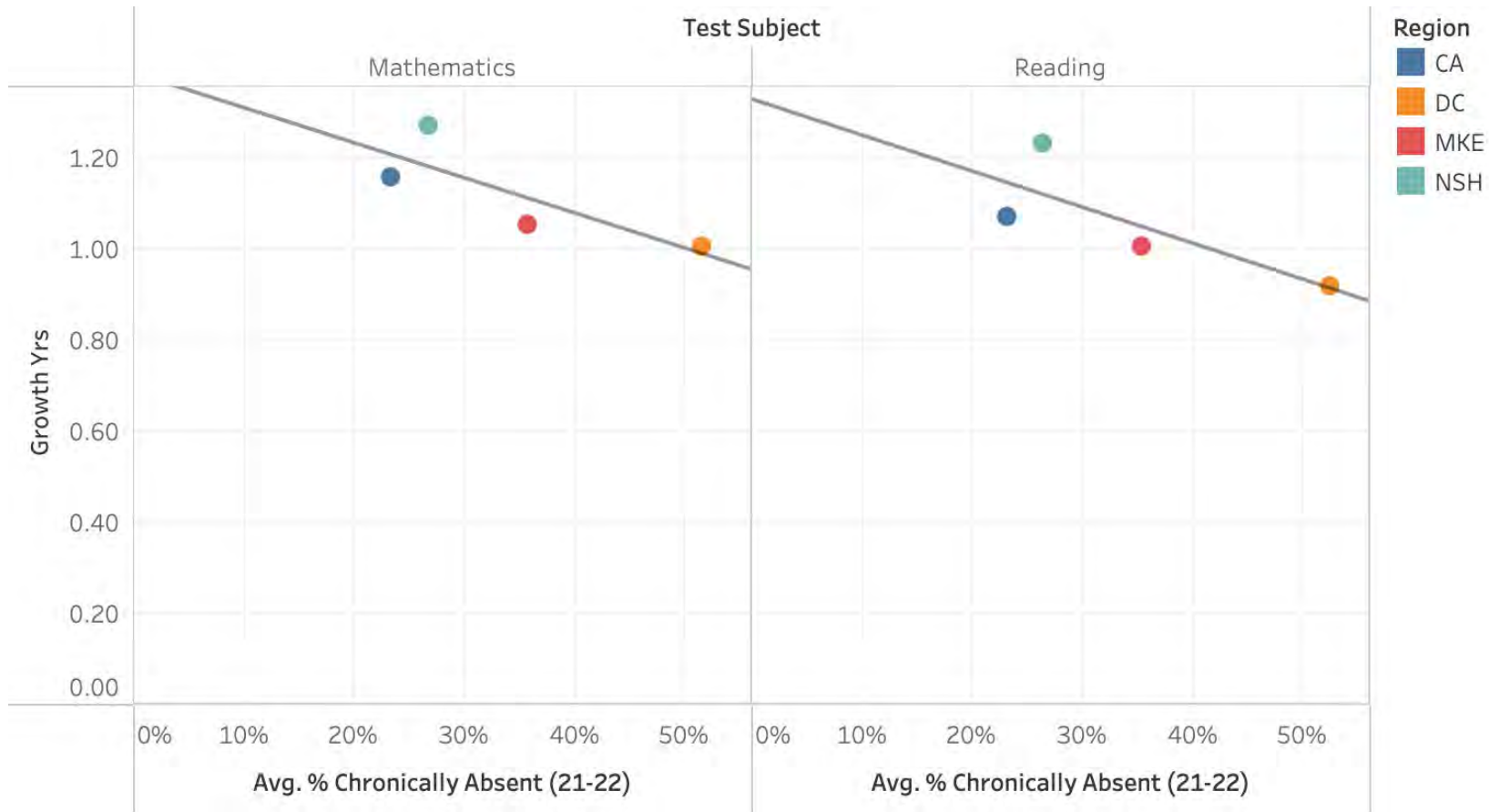
Teacher Staffing: Quarantines and Daily Absences



Significant increase in daily teacher absences and quarantine days

The challenge this past fall was the increase in the amount of time students weren't in their physical classroom with their teacher. This past fall daily staff absences from the classroom increased due to COVID and quarantines. Of the 316 teachers who took PTO, we saw an average of **3.6 days** out this past fall. **As a result, due to PTO this past fall we lost a total of 1,142 days of teacher instruction in the classroom--this is 4.3x the prior fall's total of 265 PTO days.** This number is even higher once we include the days when full cohorts quarantined and teachers were working from home.

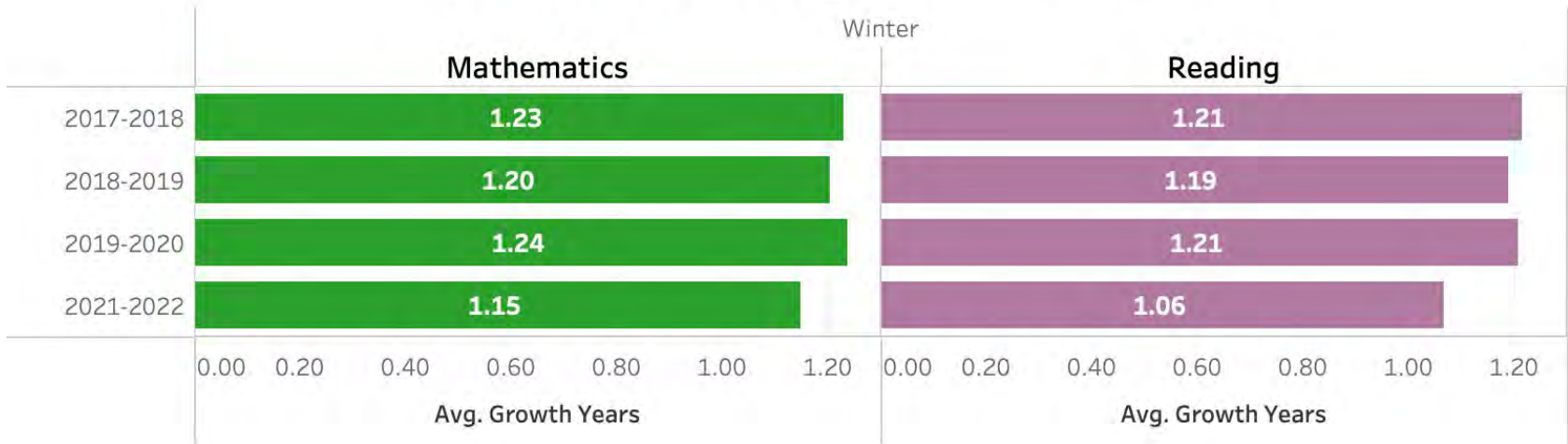
Impact of chronic absentee rates on NWEA Growth



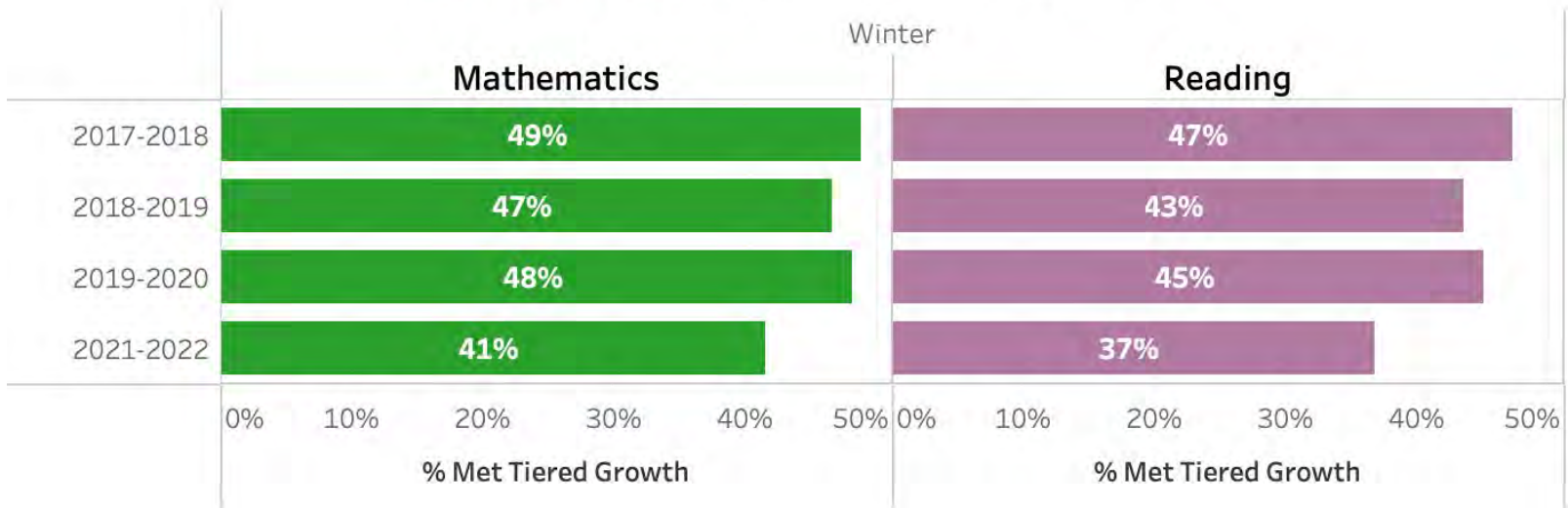
- Regions with higher chronic absenteeism averaged lower growth
- NSH growth rates above the trend line => NSH achieved higher growth than expected given chronic absentee rates

Lower Fall-to-Winter growth metrics than prior years

Fall-to-Winter Average Growth Years

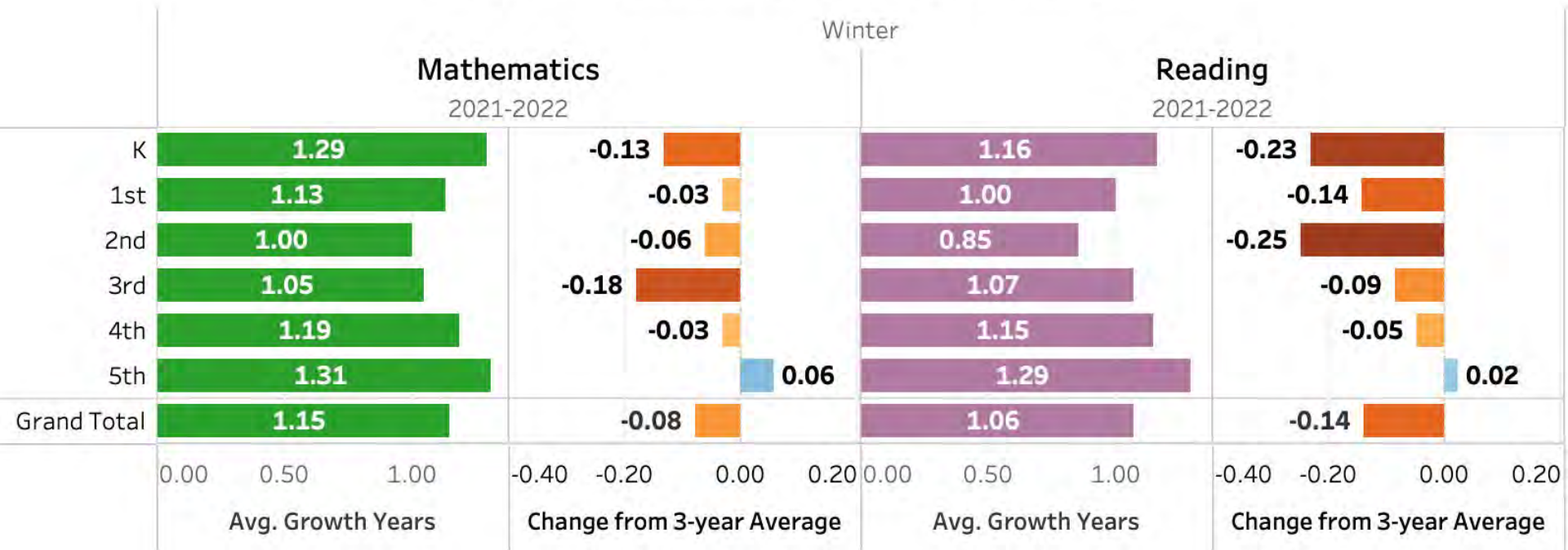


Fall-to-Winter % Met Tiered Growth



NWEA Growth by Grade Level

Fall-to-Winter Average Growth Years
and Change from Prior 3-Year Average

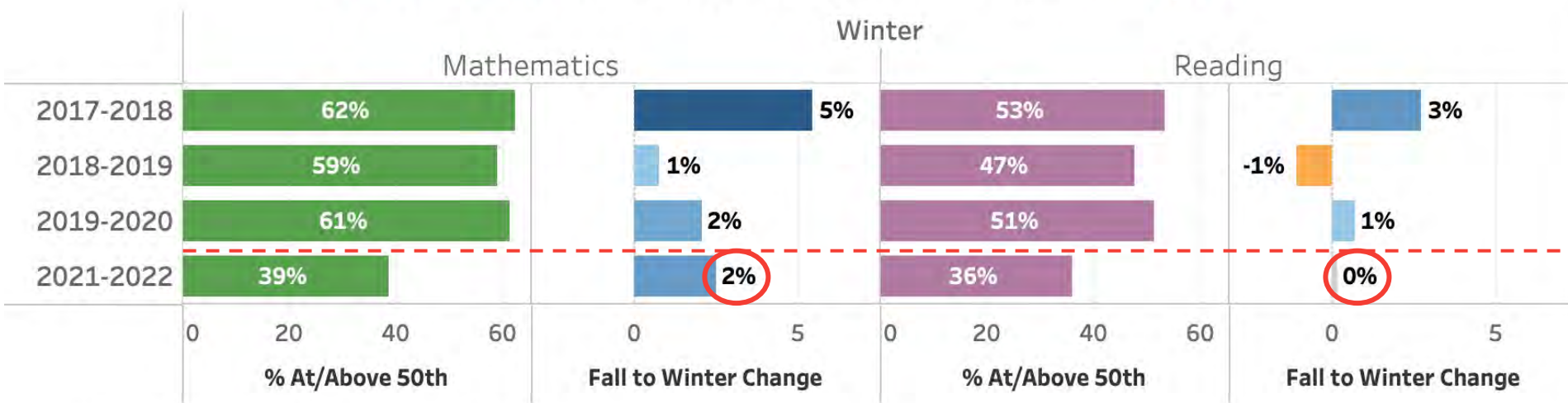


Lower growth rates at lower grades with stronger performance at upper grades

- K-2 literacy and 3rd grade math particularly impacted
- Relatively strong performance at upper grades--in particular 5th grade for both subjects

Impact of lower growth on Winter absolutes

Fall to Winter Period NWEA Absolute Changes - % *Top 50*



Note: RPS did not administer Winter NWEA during SY 2020-21.

- Math experienced similar increase in the % on Grade Level from Fall to Winter as 2019-20
- No change in the % on Grade Level in Reading since Fall testing => absolute change below historical expectations
- Typically see greater absolute movement in Winter-to-Spring

Root Causes and 2nd Semester Priorities

Root Causes	2nd Semester Priorities
Guided reading execution in lower grades: Use of predictables instead of decodables and lack of alignment with phonics instruction.	<ul style="list-style-type: none"> Professional development on the science of reading and effectively implementing systematic phonics instruction and decodables Refresh library systems (i.e., students take decodables home, celebration systems) Continue with Lexia and Lexia English goal attainment Daily data debriefs for phonics (coaching, modeling) w/ follow up in class co-coaching GR co-coaching
Data driven focus by DoS and Program Team, both visibility and action planning, coupled with inconsistent data and instructional management practices at specific school sites.	<ul style="list-style-type: none"> Weekly data review process with DoSs and consultancies to reflect upon progress to date and action plan. <ul style="list-style-type: none"> School specific action plans co-created in Jan Increase program team time on cluster and school-level support by minimizing time spent on curriculum creation. <ul style="list-style-type: none"> Increased focus on direct school level support and SL coaching. Building content knowledge via skill labs, cluster support, and 1:1s
Professional Development: Opportunity for further differentiation and better onboarding practices	<ul style="list-style-type: none"> Refocus NW PD on data analysis, launching decodables + daily debriefs <ul style="list-style-type: none"> GR coaching on decodables + leading daily data debriefs Onboarding: <ul style="list-style-type: none"> Currently creating competency maps by role, organizing content specific materials for mid-year hires and determine roles/ responsibilities across DoSs, program team and SLs DoS Development: <ul style="list-style-type: none"> Re-launching revised data reviews with DoSs (focused on priority schools) and jointly progress monitoring <i>weekly</i> data w/ program team

Root Causes and 2nd Semester Priorities

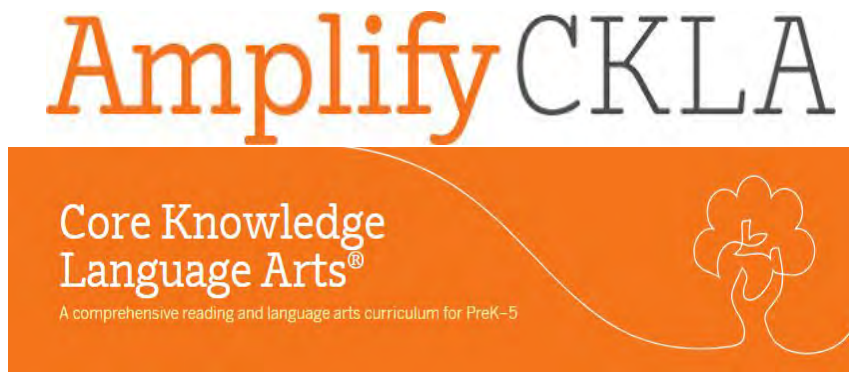
Root Causes	2nd Semester Priorities
Student absenteeism	<ul style="list-style-type: none">• Support schools to implement more specific action steps to address student absences similar to new CA CareCorp plan including:<ul style="list-style-type: none">○ School-wide incentive systems for attendance○ Differentiate student action plan based on number of absences○ For students with a higher amount of absences, proactively scheduled connections with families to help problem-solve root causes, implement incentive systems for students and families for attendance, immediate outreach for students absent from school that day
Daily staff absences	<ul style="list-style-type: none">• Immediate help in the 2nd semester from quarantine protocol shortening from 10 days to 5 days• Through learning from NSH schools best practices, support schools to build quality contingency plans for staff absences so that schools have a ready-made plan in place when specific staff are out.



National Curriculum Review Process



Texas Curriculum



Scarborough's Reading Rope & Rocketship's K-2 Curriculum

RPS thematic units

- Background knowledge
- Comprehension skills

Language boards

- Language standards

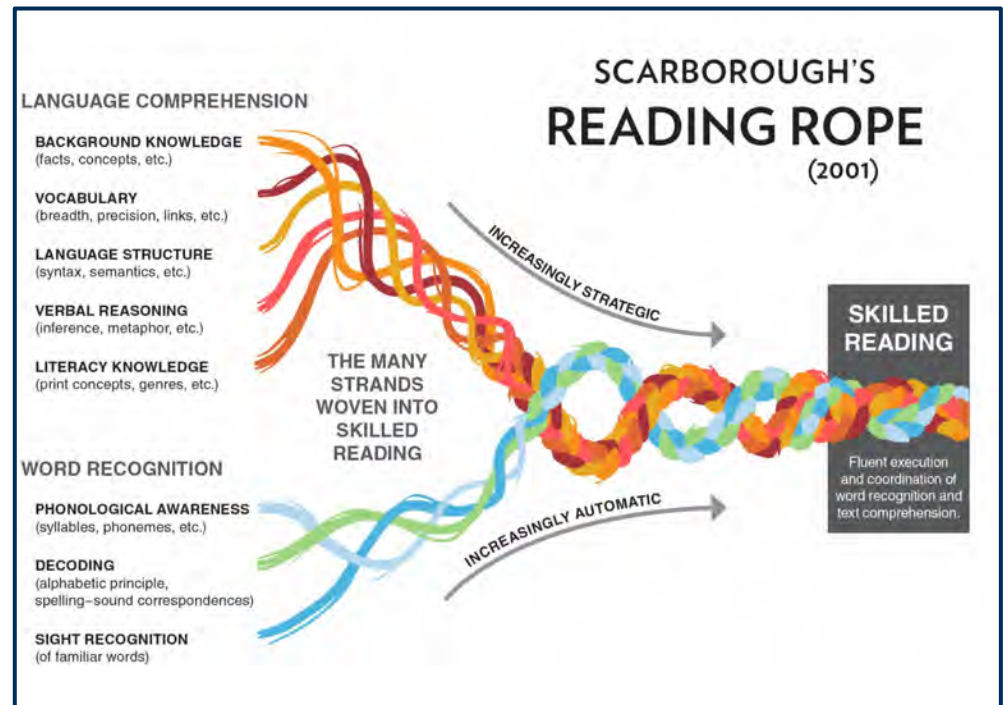
Guided reading

- Mix of leveled and decodable texts

RPS phonics lessons

- Addresses PA, phonics, sight recognition
- Includes resources, texts, and activities from a variety of sources

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Scarborough's Reading Rope & Rocketship's 3-5 Curriculum

RPS thematic units

- Background knowledge
- Comprehension skills

Close reading

- Complex texts
- Comprehension
- Written response to text

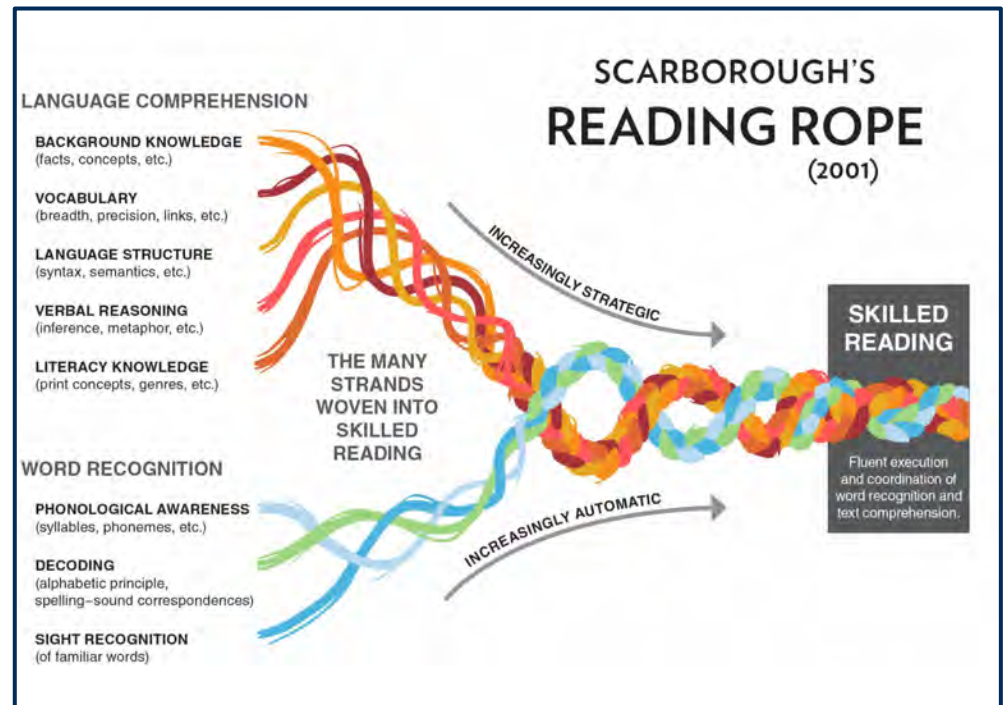
Language boards

- Language standards

Guided reading

- Leveled texts

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National Curriculum Review Process

The goals of the **first stage of this process** is to create alignment across our regions and program team leaders on:

- 1) Alignment on focusing the Program Team's time and resources on coaching and professional development support more than curricula development,
- 2) The strengths and gaps of RPS curricula grounded in a shared understanding of the Science of Reading and a review of high-quality instructional materials,
- 2) Potential pilot sites for the 22-23 SY, as well as
- 3) Setting the foundation for future national curriculum and assessment shifts and associated timelines.

The **second stage of this process** will begin this March with a year-long national process involving a broader set of stakeholders (both school leaders and teachers) as we determine the choices and timeline across all of our schools and regions as well as learn from our 22-23 SY pilot sites.

Ask for Achievement Committee members: Participate in a sub-committee to help us with our curriculum adoption process.



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Staff Experience and DEI Survey



Staff Experience and DEI Survey Overview

Questions

- Staff experience survey administered annually at mid-year.
- All Rocketship staff complete and share feedback on three sections:
 - “Core Questions” on team and org culture based on Gallup’s survey on employee engagement
 - Employee experience in diversity, equity, and inclusion; feedback on Rocketship’s DEI strategy and progress
 - For NeST staff, feedback on virtual work and team connectedness.
- Survey is on a scale of 1 (strongly disagree) to 7 (strongly agree)

Participation Rate

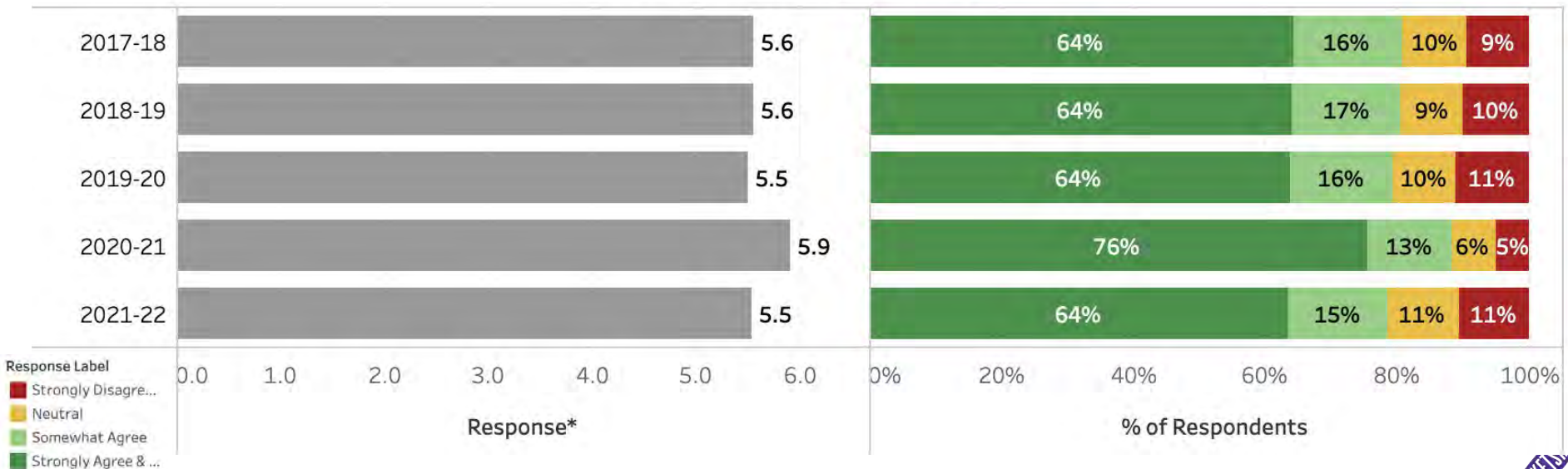
- We strive annually for participation to be above 80% to ensure that results are representative of staff sentiment and expect principals and team managers to share back results with staff and network leaders to identify areas of improvement
- 21-22 Staff Experience and DEI Survey completion rates:
 - School Staff: 82%
 - School Leaders: 70%
 - Network Support Team (NeST): 74%



Overview: Staff Satisfaction January 2022

- **Rocketship maintained ground in staff satisfaction compared to pre-pandemic.** 79% of staff agree with some areas of notable improvement on organizational and team culture.
- In a year of reopening schools and continued navigation of the COVID-19 pandemic, we're honored that **82% of staff are proud to say they work at Rocketship.**
- Compared to 20-21, staff satisfaction decreased to 5.5 out 7.0 (-0.4). The 20-21 survey results reflected a historic peak. Schools operated in the distance learning context and a strong feeling of connectedness to our collective mission.

Core Category Ratings



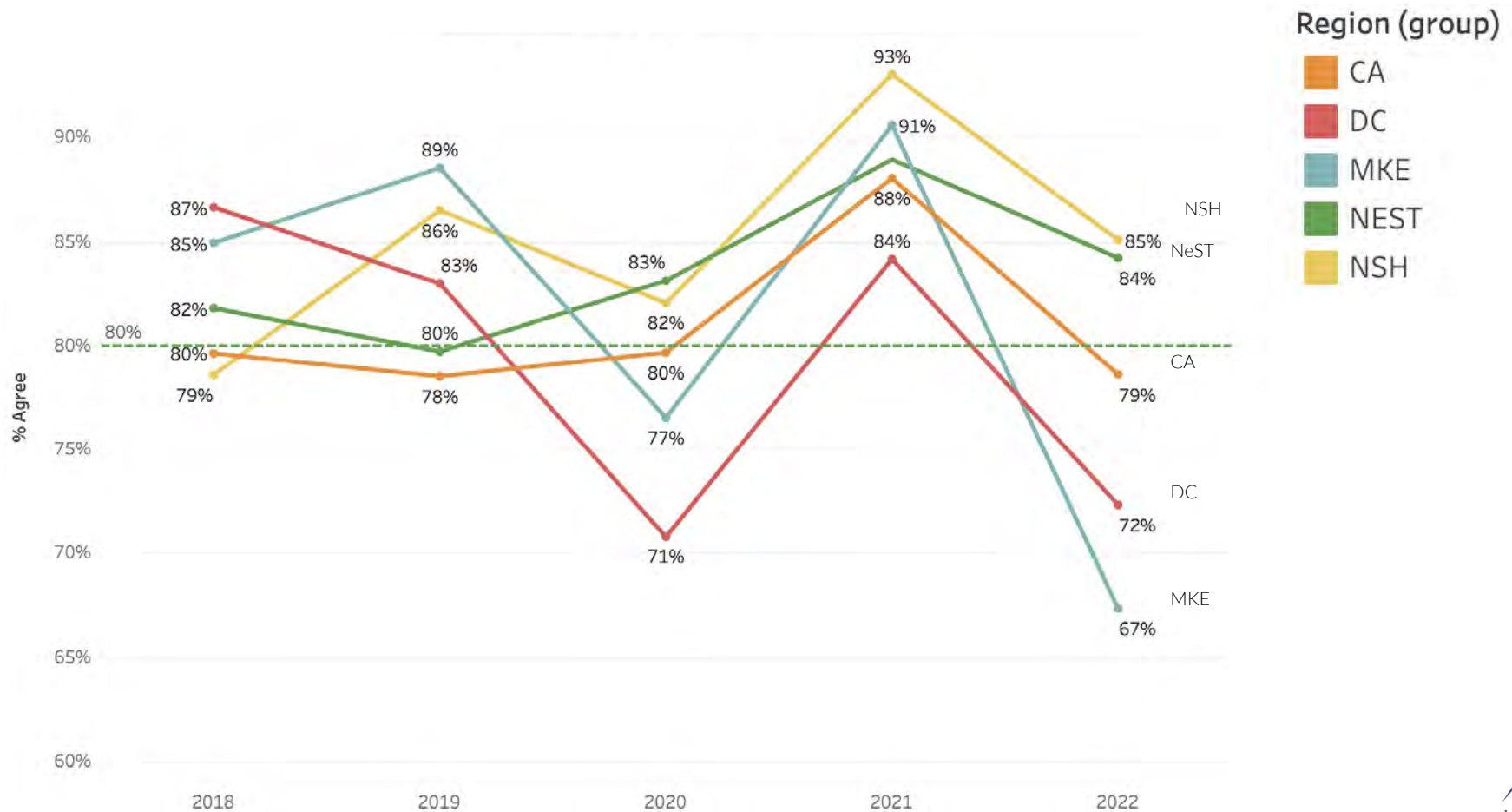
Core Survey: YoY and two-year changes by question

- Continued strength related to our mission and impact: 94% “passionate about RPS mission and values” and 88% have “confidence that RPS is making progress toward achieving our mission.”
- Sustained growth from pre-pandemic in areas that help staff feel valued and recognized: “my opinions are valued”, “receive recognition or praise”, and “climate of trust” (+6% to +7% from 19-20). These should remain priority areas of investment based on open field comments.
- Significant YoY decrease (-14% to -15%) in areas related to communication.

Category	Question (group)	21-22	21-22 vs. 20-21	21-22 vs. 19-20
Organizational Culture	I am advancing my career goals and plan at Rocketship.	78%		
	I am proud to tell people that I work at Rocketship Public Schools.	82%		
	I feel I make a difference here.	87%	-5%	1%
	I have confidence that Rocketship is making progress toward achieving our mission.	88%	-7%	-1%
	I have the flexibility needed to balance my work and personal needs.	60%		
	I'm passionate about Rocketship's mission and values.	94%	-3%	1%
	I'd recommend Rocketship as a great place to work.	73%	-7%	7%
	Network communication structures and practices provide me with timely and relevant	68%	-14%	0%
Team Culture	There is a climate of trust and teamwork across the network.	71%	-11%	6%
	I enjoy my day-to-day work.	84%	-7%	-1%
	I have established strong friendships at Rocketship.	88%	-1%	-1%
	I have the tools and resources to do my job well.	83%	-8%	0%
	I receive recognition or praise for my accomplishments.	80%	-2%	7%
	My opinions are valued at work.	81%	-10%	6%
	School/NeST leadership and staff communicate effectively with each other	72%	-15%	2%
	The people around me are committed to doing excellent work.	91%	-6%	0%

Satisfaction by Region: 2018 to 2022

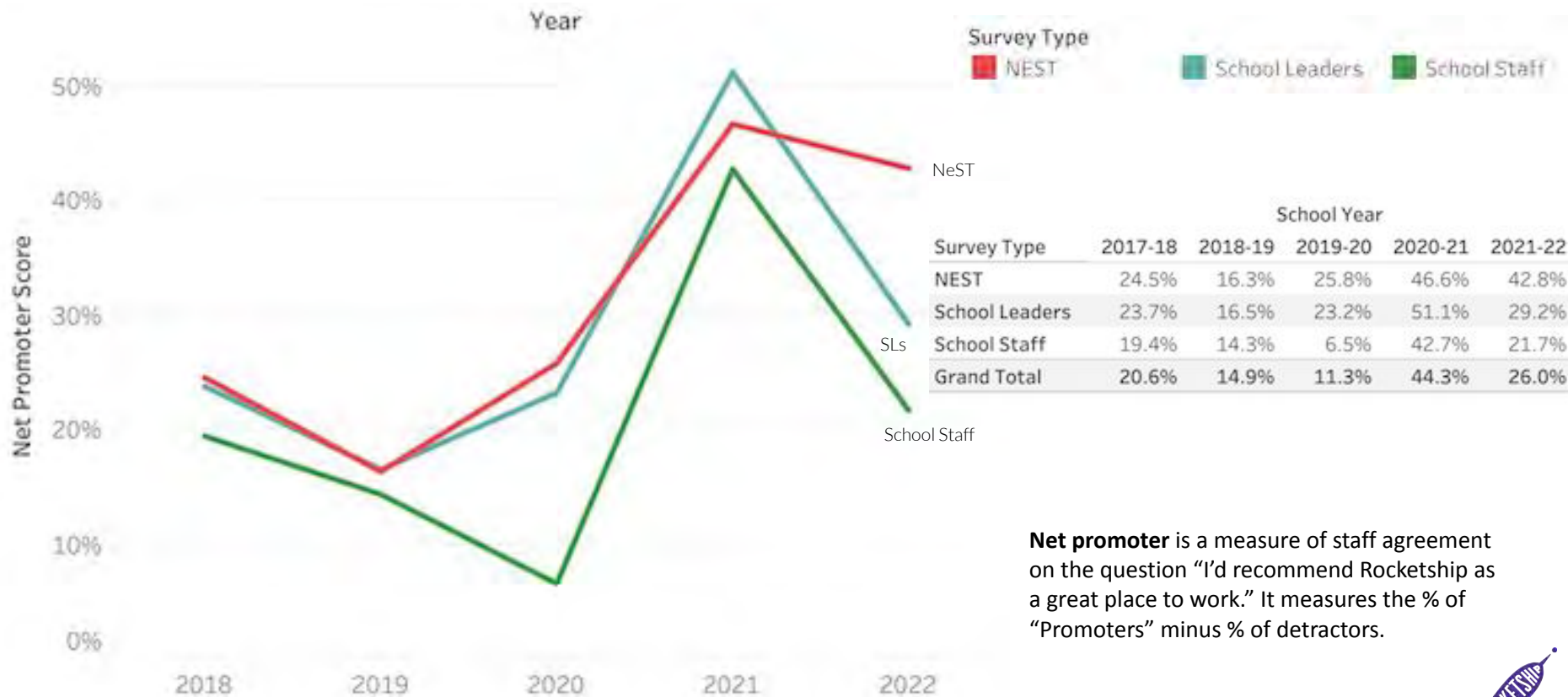
- Nashville and NeST above 80% satisfaction (network goal) but DC and MKE did not meet the goal
 - CA maintained ground in pre-pandemic levels (79% agree)
- Satisfaction for most regions is similar to pre-pandemic levels with the exception of MKE (-10% between 19-20 and 21-22).



Net Promoter: YoY Changes

Significant increase in net promoter scores compared to pre-pandemic.

- Rocketship's net promoter score is 26%.
- While this is a decrease from 2020-21 (44.3% in 20-21), we are significantly higher than pre-pandemic levels (+14.7%)

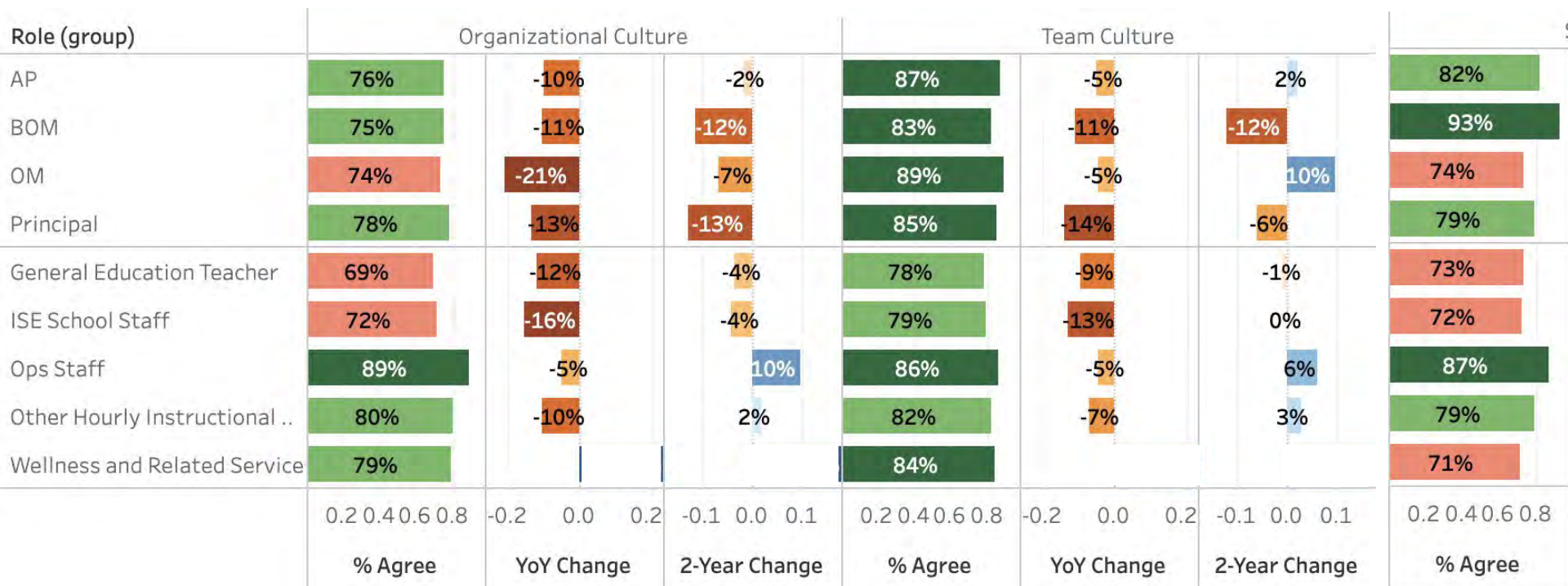


Net promoter is a measure of staff agreement on the question “I’d recommend Rocketship as a great place to work.” It measures the % of “Promoters” minus % of detractors.



Core Survey: YoY and two-year changes by role

- While gen ed teacher satisfaction over the last two years has remained stable and is up in some areas, overall satisfaction is under our 80% goal (69% agree).
- Principal satisfaction has decreased over the last two years (-13% org culture; -6% in team culture). Notable given leadership role in setting school and team culture.
 - Significant decrease in satisfaction with network communication structures, schools/NeST communications, and recognition/praise for accomplishments (-20%+)



Core Survey: YoY Questions by Race/Ethnicity

- Latinx and Asian, Native Hawaiian, or Pacific Islander, and MENASA subgroups met the 80%+ goal for satisfaction.
 - Less than 80% agreement on organizational culture questions for Black or African-American and Multiple/Other subgroups.

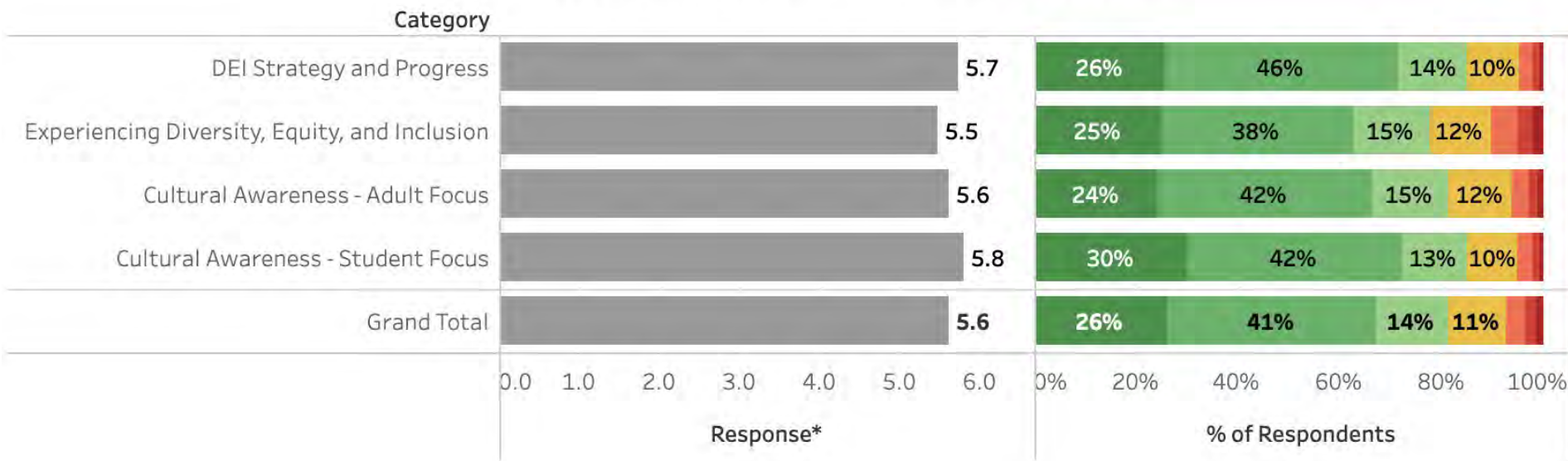
2021-22 Averages and YoY Change

Race/Ethnicity (group)	Organizational Culture 2021-22				Team Culture 2021-22			
	Response*	YoY Change in Avg Rating*	% Agree	YoY Change	Response*	YoY Change in Avg Rating*	% Agree	YoY Change
Asian, Native Hawaiian, or Pacific Islander	5.4	-0.4	80%	-7%	5.7	-0.3	88%	-3%
Black or African-American	5.5	-0.4	79%	-7%	5.5	-0.4	80%	-8%
Hispanic or Latino	5.7	-0.4	82%	-11%	5.8	-0.3	87%	-5%
MENASA (Middle Eastern, North African, South Asian)	5.8	-0.3	83%	-7%	6.1	-0.1	93%	-3%
Multiple/Other	5.1	-0.5	68%	-11%	5.4	-0.3	77%	-5%
Null	5.2	-0.4	72%	-10%	5.4	-0.3	78%	-7%
White	5.3	-0.5	77%	-9%	5.5	-0.5	83%	-9%
Grand Total	5.4	-0.4	78%	-9%	5.6	-0.4	83%	-7%

DEI Survey Categories

- All DEI survey categories at a 5.5 or higher. Strong agreement for DEI Strategy and Progress which highlights staff feeling that DEI is a priority for RPS.
- Similar to 20-21, “Experiencing DEI” had the lowest level of agreement of the DEI question categories, driven primarily by questions related to bias, equal access to career advancement, and exclusion ([results by question](#)).

2021-22 Avg Score Ratings and Distributions



* For two questions within the Experiencing DEI Category (Qs: "I have experienced bias" and "I have witnessed bias"), response ratings flipped to allow higher ratings to indicate more favorable outcomes to match other questions.

DEI YoY

2021-22 Averages and YoY Change

Category	Question (group)	2021-22	
		% Agree	YoY Change
DEI Strategy and Progress	I am aware of our organization's DEI goals.	85%	-10%
	I have started to reflect on how components of DEI impact my work.	87%	-7%
	Our leaders prioritize DEI.	82%	-9%
	Our organization has a diversity, equity, and inclusion (DEI) strategy.	86%	-6%
	We have training that is connected to our DEI strategy and goals.	86%	-6%
Experiencing Diversity, Equity, and Inclusion	Career advancement is equally accessible for all.	69%	0%
	I am treated with respect and feel valued at Rocketship.	84%	-9%
	I feel like I belong at this organization.	81%	-9%
	I have been on the receiving end of bias at this organization.	20%	-16%
	I have personally witnessed bias at our organization.	38%	-12%
	My colleagues invest time to get to know me as a person.	83%	-5%
	Our culture respects individuals and values differences.	84%	-8%
	Our organization recognizes and eliminates exclusion.	76%	-7%
Cultural Awareness - Adult Focus	At my school/On my team, I am encouraged to think more deeply about race-related topics.	78%	-10%
	I am able to participate in and initiate conversations about identity that result in me feeling valued.	81%	-2%
	I am comfortable discussing race-related topics with my colleagues.	83%	-3%
	I have taken an action to increase inclusion as a result of greater cultural awareness.	81%	-7%
Cultural Awareness - Student Focus	I am comfortable discussing race-related topics with students at my school.	87%	-2%
	I often think about what students of different races, ethnicities, or cultures experience.	90%	-6%
	Rocketship provides opportunities for students to learn about different races, ethnicities, or cultures during th..	83%	0%
	When there are major new events related to race, adults at my school talk about them with students.	80%	-11%

DEI Categories by Region

- NeST and Nashville met 80% satisfaction goal. CA and DC are slightly below.
- MKE has lower agreement in most DEI question categories compared to other regions.

2021-22 Avg Score Ratings: Regions

Region (group)	DEI Strategy and Progress		Experiencing Diversity, Equity, and Inclusion		Cultural Awareness - Adult Focus		Cultural Awareness - Student Focus		Grand Total	
	Response*	% Agree	Response*	% Agree	Response*	% Agree	Response*	% Agree	Response*	% Agree
CA	5.8	86%	5.4	70%	5.7	82%	5.8	86%	5.6	79%
DC	5.5	76%	5.2	63%	5.4	74%	5.5	78%	5.4	70%
MKE	5.1	67%	4.7	61%	5.1	67%	5.6	79%	5.0	66%
NEST	6.0	92%	5.3	73%	5.7	85%			5.6	81%
NSH	5.9	89%	5.7	76%	5.7	84%	5.9	88%	5.8	82%
Grand Total	5.7	85%	5.4	70%	5.6	81%	5.8	85%	5.6	78%

DEI Survey Categories by Race/Ethnicity

- Experiencing DEI - lowest rated category for all race/ethnicity groups
- Black/African-American respondents had lowest agreement across DEI questions, followed by Multiple/Other and unassociated responses
- White and Asian/Native Hawaiian/Pacific Islander respondents had the highest agreement on DEI questions
- Gap in agreement between White respondents and all other race/ethnicity groups in Cultural Awareness - Adult Focus category (6%+)

Race/Ethnicity (group)	2021-22								Grand Total	
	DEI Strategy and Progress		Experiencing Diversity, Equity, a..		Cultural Awareness - Adult Focus		Cultural Awareness - Student Focus			
	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree
Asian, Native Hawaiian, or Pacific Islander	5.7	90%	5.4	74%	5.6	81%	5.8	87%	5.6	81%
Black or African-American	5.7	82%	5.3	67%	5.5	78%	5.6	81%	5.4	74%
Hispanic or Latino	5.8	83%	5.6	74%	5.6	80%	5.9	85%	5.7	79%
MENASA (Middle Eastern, North African, Sou..	5.9	90%	5.9	78%	5.5	75%	5.6	64%	5.8	79%
Multiple/Other	5.8	84%	5.0	64%	5.7	79%	5.9	85%	5.5	75%
Null	5.5	81%	5.2	66%	5.6	81%	5.7	82%	5.4	75%
White	6.0	92%	5.3	70%	5.7	87%	5.9	92%	5.6	81%
Grand Total	5.7	85%	5.4	70%	5.6	81%	5.8	85%	5.6	78%

Focus Area: Experiencing DEI

- Lower agreement among school staff and school leaders compared to NEST staff
 - But - NEST respondents in the Multiple/Other category had the lowest agreement to Experiencing DEI of all race/ethnicity group and role combinations
- Generally high agreement among Hispanic/Latino respondents (>70% for NEST, School Leaders, and School Staff)

2021-22 Avg Experiencing Diversity, Equity, and Inclusion Rating by Survey Type

Race/Ethnicity (group)	2021-22						Grand Total	
	Experiencing Diversity, Equity, and Inclusion							
	NEST		School Leaders		School Staff		Response*	% Agree
	Response*	% Agree	Response*	% Agree	Response*	% Agree		
Asian, Native Hawaiian, or Pacific Islander	5.5	78%	4.4	65%	5.5	72%	5.4	74%
Black or African-American	5.0	67%	4.3	68%	5.4	67%	5.3	67%
Hispanic or Latino	5.6	79%	5.2	71%	5.7	74%	5.6	74%
MENASA (Middle Eastern, North African, S..	5.7	83%					5.7	83%
Multiple/Other	4.6	60%	5.1	70%	5.1	64%	5.0	64%
Null	5.6	79%	5.0	65%	5.1	65%	5.2	66%
White	5.2	72%	5.3	74%	5.3	68%	5.3	70%
Grand Total	5.3	73%	5.0	70%	5.4	69%	5.4	70%

* For two questions within the Experiencing DEI Category (Qs: "I have experienced bias" and "I have witnessed bias"), response ratings flipped to indicate more favorable outcomes to match other questions.

Survey Open Field Comments

Staff had the opportunity to share additional context on their experience through open field questions related to organizational culture, team culture, and DEI. Additionally, NeST staff had the opportunity to share feedback on their remote work experience. These are the top themes that emerged from the open field responses.

School Staff and School Leaders			
Type of Comment	% of Staff Comments	% of Leader Comments	% of Total Comments
Sustainability	15.8%	21.0%	16.4%
Positive Culture	11.5%	7.4%	11.0%
Training	9.0%	6.2%	8.7%
Operations	8.7%	8.6%	8.7%
Communication	8.2%	8.6%	8.3%
DEI	7.7%	14.8%	8.6%
Feeling Heard/Valued	6.2%	12.3%	7.0%
Student Concerns	4.9%	1.2%	4.5%
ISE	4.8%	3.7%	4.6%
Support	4.6%	3.7%	4.5%
Pandemic	3.6%	6.2%	3.9%
General	3.4%	4.9%	3.6%
Leadership	3.3%	1.2%	3.0%
NeST Feedback	3.0%	7.4%	3.5%
Resources	3.0%	1.2%	2.8%

NeST Staff Feedback	
Type of Comment	% of comments
Positive Culture	13.8%
DEI	13.4%
Virtual Work - Doing Well	11.0%
Collaboration	8.9%
Virtual Work - Could be Better	8.9%
Meetings	8.5%
Communication	7.7%

Schools: Org Culture Open Field Comments

Positive Culture

Comment Summary:

- Several staff members commented that they love working at Rocketship.
- Many named their specific school or team culture as being an overwhelmingly positive one.

Sample Comments:

"Culture remains strong even through difficult times. I appreciate that this is important for our school leaders and they show that regularly." (Gen Ed Teacher)

"I am proud to be a part of Rocketship, I have been here for 5 years and I want to continue serving students at Rocketship." (Gen Ed Teacher)

"I LOVE the school's culture, everything is very inclusive. The environment is very positive and pleasant, the kids and the staff give off a loving atmosphere." (Other Instructional Staff)

Sustainability

Comment Summary:

- Workload and demands on staff are leading to burnout and concerns about attrition.
- Belief that expectations and goals should be adjusted to account for the current reality of the pandemic
- Lack of work/life balance; many comments mention being at school 12-13 hours and taking work home every evening/weekend.
- Desire to see more planning time and for current planning time to be held sacred

Sample Comments:

"The work asked outside of work hours are overwhelming. There needs to be more time provided in day for teachers to focus on teacher tasks." (Gen Ed Teacher)

"I do not see what exactly we have compromised in order to allow SLs to respond diligently and accordingly to COVID issues ... I would like to see us make deeply intentional shifts that allow us to operate with what is necessary vs with what is "nice to have." (Principal)



Schools: Org Culture Open Field Comments

Communication

Comment Summary:

- Communication needs to be more proactive, transparent, and clear.
- Systems are a pain point, with confusion on when each system should be used.
- Communication feels top-down with little to no staff/teacher input.

Sample Comments:

“Communication is a real problem here. Things are not timely or clear, and often messages are mixed.” (Gen Ed Teacher)

“I think the top down structure makes it really hard for full transparency, especially when it comes to understanding the “why” behind decisions for teachers to do specific things.” (Gen Ed Teacher)

“Even as a school leader, it feels like we have very little power or voice in making decisions for our school. Especially during the pandemic, it feels very frustrating that the people making the decisions are likely working from home.” (AP)

Feeling Valued/Recognition

Comment Summary:

- Staff expressed they don’t feel like valued members of their teams or that their opinions are considered.
- Staff would like more recognition and praise.
- Experienced teachers (or schools) who are not struggling feel they are given less support, feedback, or observations compared to newer teachers or those who are struggling.

Sample Comments:

“I don’t always feel recognized for accomplishments.” (ISE School Staff)

“I feel like I am doing more work with much less support or appreciation than I have ever received before . . . I do not feel like I am viewed as an expert in my classroom, in curriculum implementation and instruction, or even about my students.” (Gen Ed Teacher with more than 8 years at RPS)

“There are still some decisions that are made that do not take into account the opinions of team members on the front line.” (AP)

I appreciate that feedback is considered and implemented often. It is exciting to be in an environment where my opinions are valued and heard. I also enjoy that I get feedback on my lessons as well as my teaching and that my coach is open to hearing my suggestions about how I want something to run in my classroom. (Gen Ed Teacher)

DEI: Open Field Comments

Comment Summary:

- Concerns that the “Rocketship Way” is rooted in white-dominant culture (specific examples named included student and staff dress code, professionalism norms and behavior management techniques)
- Appreciation for DEI PDs this year, but a desire for even more and differentiated PD/affinity groups/breakout groups in DEI sessions
- Disconnect between the DEI PDs and applying practices in reality. Staff named several barriers to why: not enough time to plan how to implement learnings, lack of practical application and strategies in trainings, and little to no accountability from school leaders in checking for application of strategies.
- Several individuals shared personal experiences of discrimination, bias, and exclusion at Rocketship. These examples ranged from race to sexual orientation to disability. When staff shared personal experience, some did not feel comfortable escalating to school leaders or HR/Talent.
- Concerns about the lack of focus on other marginalized identities (e.g. Asian-American/Pacific Islander) in training and representation

Sample Comments:

“I hope Rocketship can be especially willing to challenge the cultural norms that are often considered “scholarly” or “professional” for student behavior, dress, language, etc., but may actually just be promoting one culture’s perspective on those ideas over another’s.” (Gen Ed Teacher)

“I would love more opportunities to discuss more of what it (DEI) looks like in my daily work with students at a primary level.” (Gen Ed Teacher)

“There is a disconnect between the DEI training we receive and actually putting it into practice . . . There needs to be more concrete next steps and follow through for accountability; it is always unclear what the end goal is.” (Gen Ed Teacher)

“The faces that make up the whole organization or network aren’t equally addressed, given positive exposure, or offered the same amount of support on the ground . . . For example, in San Jose holds the HIGHEST population of Vietnamese people outside of the country itself and the faces of these Rocketeers are RARELY or NEVER appear in our media outlets (e.g. Year in Review, RPS IG posts, alumni stories).” (BOM)

“Rocketship does an AMAZING job explaining, pushing, and enforcing DEI as a part of our school culture!” (Gen Ed Teacher)

