Monday, August 15, 2022
Rocketship Public Schools Achievement Committee (2022-23 Q1)

Meeting Time: 9:00am
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.
Meeting Location: 2001 Gateway Place, Suite 230E San Jose, CA 95110

Teleconference locations:
950 Owsley Ave, San Jose, CA 95122
1700 Cavallo Rd, Antioch, CA 94509
2351 Olivera Rd, Concord, CA 94520
909 Roosevelt Ave, Redwood City, CA 94061
311 Plus Park Blvd Suite 130, Nashville, TN 37217
1221 Oriental Gardens Road, Jacksonville, FL 32207
3290 N. 44th St., Milwaukee, WI

1. Opening Items

A. Call to order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from May 10, 2022 Achievement Committee meeting

3. Agenda Items

A. Mission Moment

B. 21-22 School achievement data & next steps for 22-23

C. Day 0-30 discussion

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.

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 us at compliance@rsed.org.

SPANISH & VIETNAMESE TRANSLATION: If you need Spanish or Vietnamese audio translation in order to access the Rocketship Board meeting, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting.
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.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Rocketship, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.
Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.

Rocketship Public Schools Achievement Committee (2021-22 Q4) (Tuesday, May 10, 2022)

1. Opening Items
    A. Call to order
At 1:03pm, Ms. McGriff took roll call. Without a quorum of committee members present, Ms. McGriff called the meeting to order.
Present: Daniel Velasco, Deborah McGriff
Absent: Julia Stiglitz, Malka Borrego, Jean-Claude Brizard

    B. Public comment on off-agenda items
At 1:04pm, Ms. McGriff called for public comment on off-agenda items. Members of the public were present via Zoom, and no comment was made.

2. Consent Items
    A. Approve minutes from February 8, 2022 Achievement Committee meeting
At 1:05pm, Ms. McGriff noted that without quorum the committee was unable to take action to approve the consent items.

3. Agenda Items
    A. Mission Moment
At 1:06pm, the committee discussed agenda item 3(B).

    B. 2022-23 Annual Planning
At 1:11pm, the committee discussed agenda item 3(B).

At 1:13pm, Julia Stiglitz joined the meeting.

At 2:09pm, given that a quorum of the committee was present, a motion to approve the consent items was made by Ms. Stiglitz, seconded by Mr. Velasco, and carried unanimously by roll call vote.
Y: Daniel Velasco, Julia Stiglitz, Deborah McGriff
N: --
Abstain: --

    C. Professional Learning
At 2:11pm, the committee discussed agenda item 3(C).

4. Adjourn
At 2:48pm, a motion to adjourn was made by Ms. Stiglitz, seconded by Mr. Velasco, and carried unanimously by roll call vote.
Y: Daniel Velasco, Julia Stiglitz, Deborah McGriff
N: --
Abstain: --

Consent Items

Agenda

1. Mission Moment

2. 2021-22 School Achievement Data

3. Next Steps for 22-23

4. Day 0-30

Mission Moment

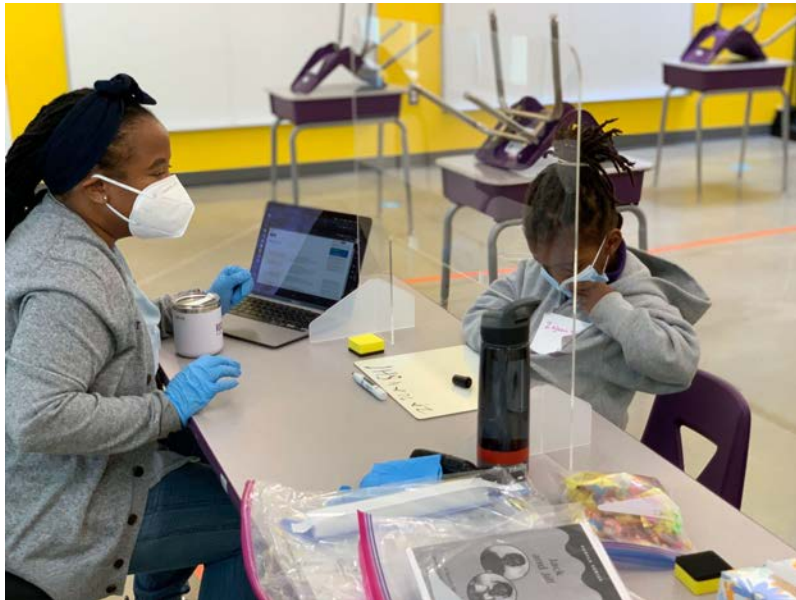# Mission Moment: The Rocketship Experience

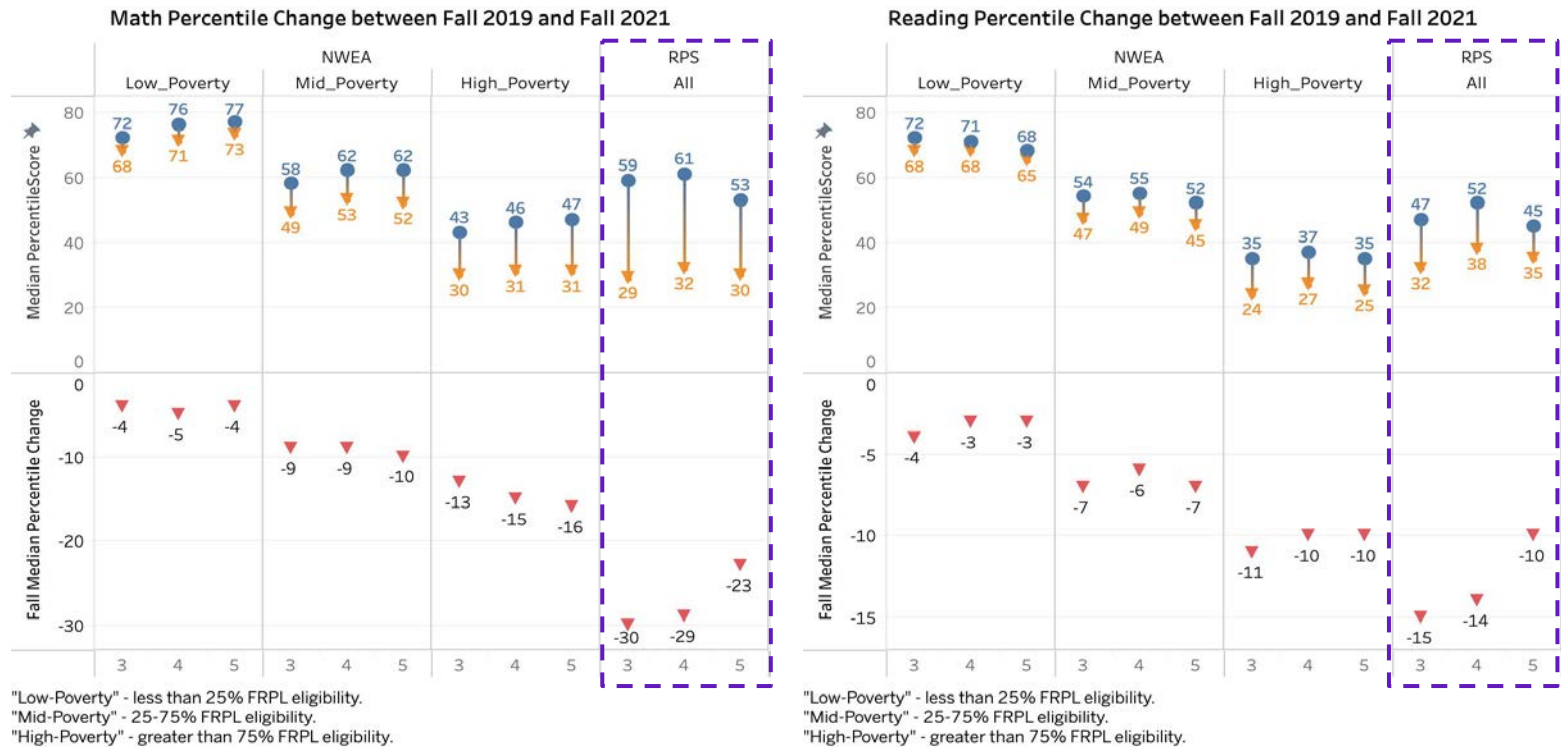# 2021-22 School Achievement Data & Next Steps for 22-23

The Rocketship Experience

Executive Summary

- **NWEA Comparisons**
  - 21-22 **first** year in recovery stage; recovery process is multi-year
  - CSGF comparison: RPS growth in 21-22 is above 80th percentile in both subjects
    - Tool shows RPS success prior to the pandemic
    - RPS had further to fall and ranking significantly dropped during distance learning
  - RPS ranking among the CSGF portfolio improved during the school year
    - RPS is the second largest elementary-serving organization in the CSGF portfolio and outperformed 74% of organizations in Math and 66% in Reading in Spring 2022
- **State tests**
  - Similar to performance on NWEA
    - CA and NSH's current proficiency rates are more than 20 percentage points lower than 18-19
    - MKE is closer to pre-pandemic but underscores lower proficiency in region prior to the pandemic
  - Anticipate seeing the full impact on ELA reflected in state results over the next two years
    - G1 and G2 NWEA Reading scores indicate that pandemic impact on ELA state assessment results may just be delayed without significant growth for incoming 2nd and 3rd graders

While Rocketship historically performed in line with "mid-poverty" schools, performance fell to the level of "high poverty" schools after 1.5 years of pandemic instructional disruptions

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.

School Year
■ 2019-20
■ 2021-22

- In Fall 2021, lower achievement outcomes nationwide with historically disadvantaged subgroups experiencing greater negative impacts
  - RPS experienced larger declines than the national average
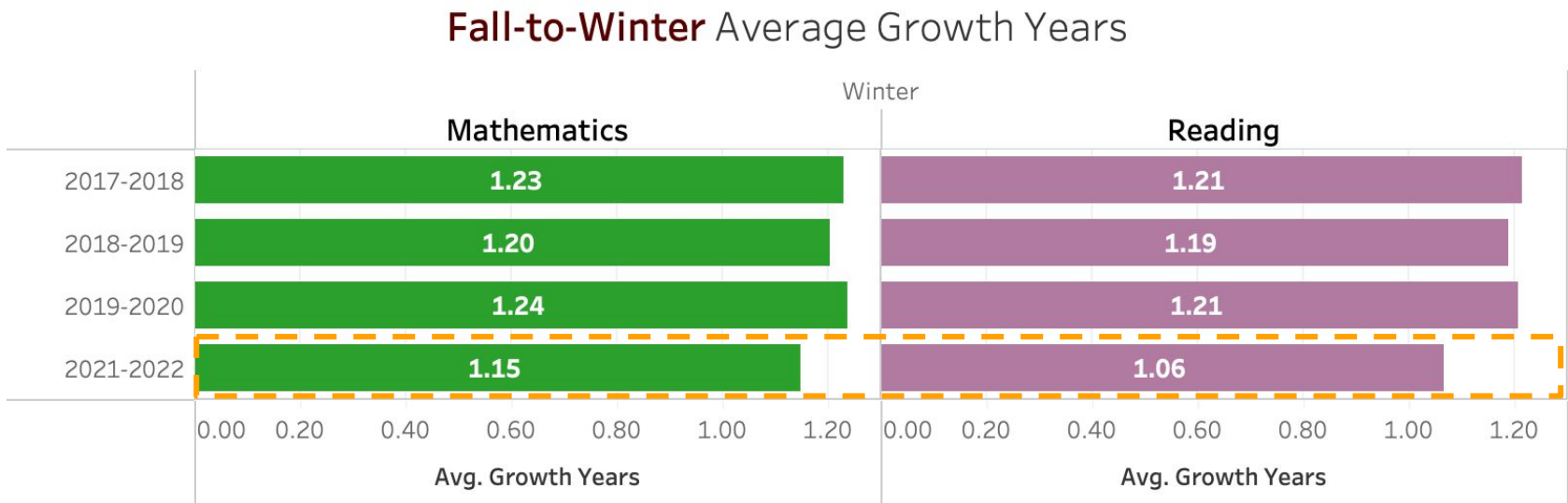- Larger impacts observed in Math at RPS and nationwide

Challenges in the first semester

- Rocketship model depends on human interactions (launch, community engagement, small group instruction, rotations); in 1st semester, were unable to fully implement our model often
- Vaccination, quarantining mandates created large staffing and student disruptions
- Because of staffing disruptions, consistent, strategic coaching suffered
- Systemic challenges around weekly and monthly Director of School analysis and corresponding action plans
- Development of key blocks took place virtually (summer leader and teacher PD was primarily virtual and/or hybrid)
- Made 1+ yr of growth, but lower than anticipated in 1st semester

Returning to in-person instruction was more challenging than anticipated and mid-year growth rates were below our internal high expectations

Fall-to-Winter Average Growth Years

Winter

	Mathematics	Reading
2017-2018	1.23	1.21
2018-2019	1.20	1.19
2019-2020	1.24	1.21
2021-2022	1.15	1.06

Avg. Growth Years · Avg. Growth Years

- 360 approach was inconsistent at best
- Delta and the start of the Omicron surge contributed to lower student and staff attendance due to sickness and quarantines
  - Hindered consistent execution of instructional routines (IP, obs/feedback, coaching, DDI)

Mid-year results led to re-evaluation of practices and sparked even deeper commitment to instructional excellence

2nd Semester Priorities	What it looked like
Strategic Coaching	- Reset on principal and AP coaching calendars (and related development) - Coaching priority blocks 2-3x/ week - Coaching on classroom management - Coverage plans identified, to protect time to coach
Data Analysis	- Weekly data analysis and action planning meetings with Directors of Schools - DoS → P weekly data analysis meetings - Monthly principal meetings focused on data analysis and action planning
Instructional Excellence	Relaunched key development structures (i.e., skills labs, NW PD) to develop expertise in content and instructional excellence
Re-humanized the Rocketship Experience	- Re-engaged families via launch, community meetings, Los Dichos - Prioritized small group instruction, enrichment experiences, rotations, etc - Reduced student and staff absenteeism

360 Experience: Personalized Learning, Talent Development and Parent Power

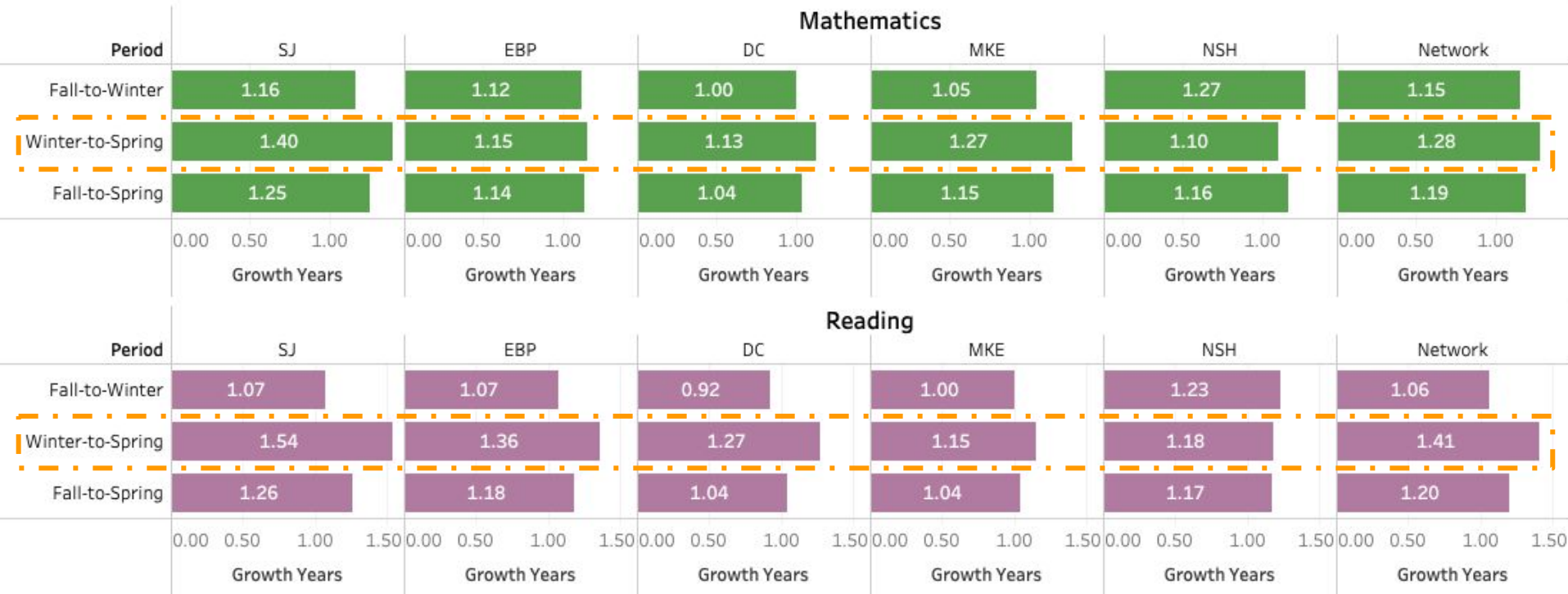**Personalized Learning**

Talent Development

Parent Power

# **Our Revised Strategies Worked**: 2nd semester growth elevated and returned to our high expectations

2021-22 Avg Growth Years by Term

Mathematics

Period	SJ	EBP	DC	MKE	NSH	Network
Fall-to-Winter	1.16	1.12	1.00	1.05	1.27	1.15
Winter-to-Spring	1.40	1.15	1.13	1.27	1.10	1.28
Fall-to-Spring	1.25	1.14	1.04	1.15	1.16	1.19

Reading

Period	SJ	EBP	DC	MKE	NSH	Network
Fall-to-Winter	1.07	1.07	0.92	1.00	1.23	1.06
Winter-to-Spring	1.54	1.36	1.27	1.15	1.18	1.41
Fall-to-Spring	1.26	1.18	1.04	1.04	1.17	1.20

- Accelerated growth in 2nd semester; b/c of lower growth in 1st semester, F-S avg lower than desired
- 2nd semester pivots included weekly DoS data analysis and action planning meetings, resets on coaching calendars, prioritization of key blocks, and improved attendance for staff and students

2021-22 was the **START** of Rocketship's Recovery Stage

Fall to Spring Period NWEA Absolute Changes - *% Top 50*
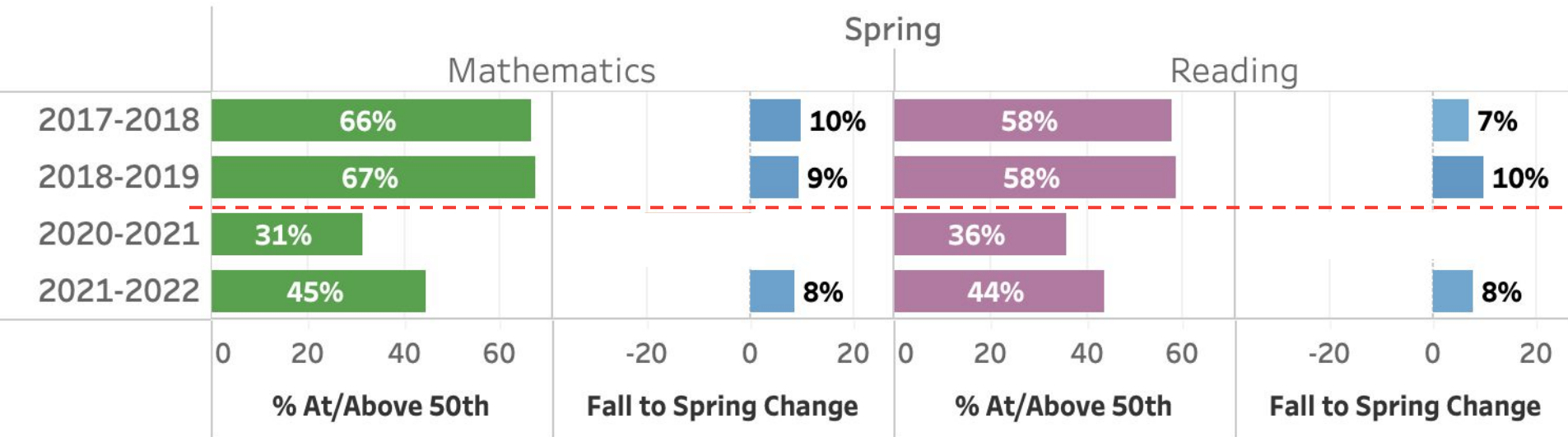
Notes:
RPS did not take Spring NWEA during SY 2019-20
Lower participation rates in Spring 2020-21 (~80%)

- We're still only at the beginning of the recovery process and full recovery may take several years
- NWEA Spring 2022 report estimates that most grades will take 3-5 years to recover based on growth trajectories from 21-22

# RPS growth ranks above the 80th Percentile among CSGF portfolio members

- We currently do not have many comparison data points to place RPS SY21-22 performance in larger context

- Through a Charter School Growth Fund (CSGF) data tool, we have evidence that our NWEA growth performance was higher than the portfolio average for elementary grades
  - RPS is the 2nd largest elementary organization in the CSGF portfolio
  - RPS ranked above the 80th percentile for All students and for Black & Hispanic students
- Given the high growth ranking for RPS, we hope to experience a faster recovery for our students

% of Charter School Growth Fund Portfolio Growth Ranking

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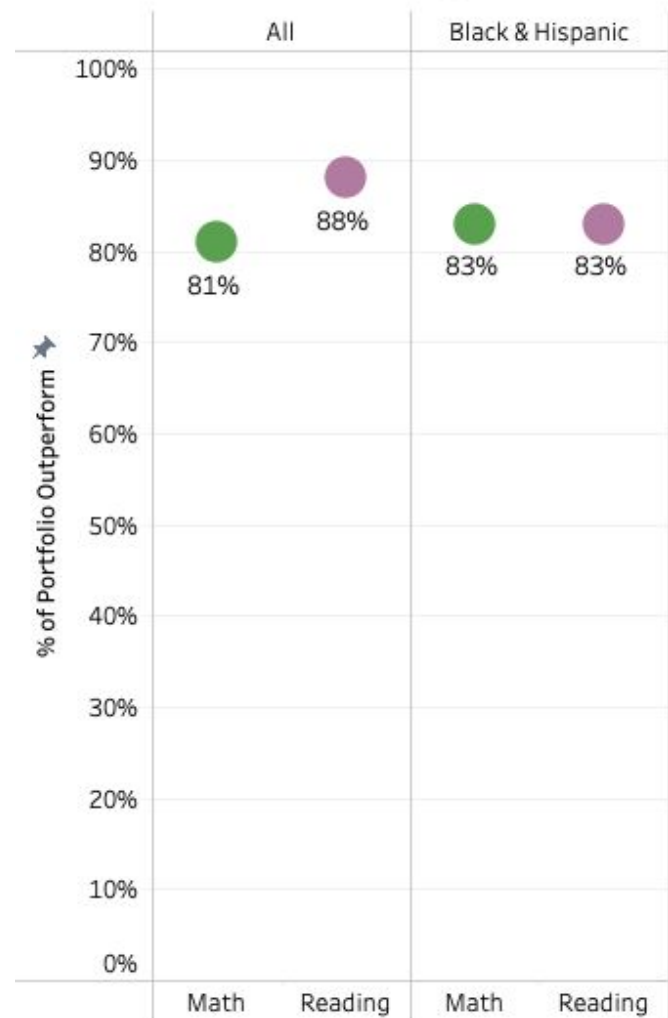
Pandemic effects varied by subject and grade levels

Spring 2021-22 NWEA MAP
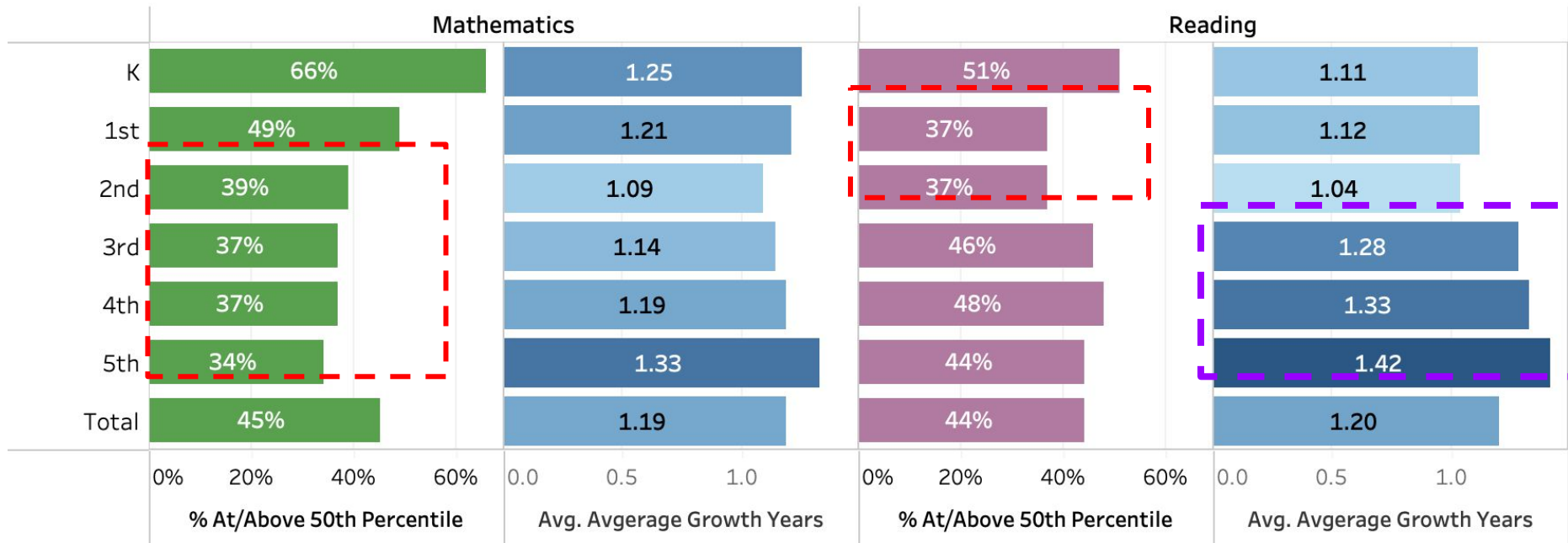
- Instructional disruptions impacted Math across grade levels
  - 2nd-5th grades most impacted by math instructional disruptions and current percentage on grade level are ~55% of typical amount
- Upper grade HUM in stronger position than lower grade students whose early literacy was disrupted
  - High growth in upper grades

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Regions are in different stages of the recovery process

2021-2022 Spring NWEA - Subject: *Mathematics*
Regional Proficiency Tier Distributions
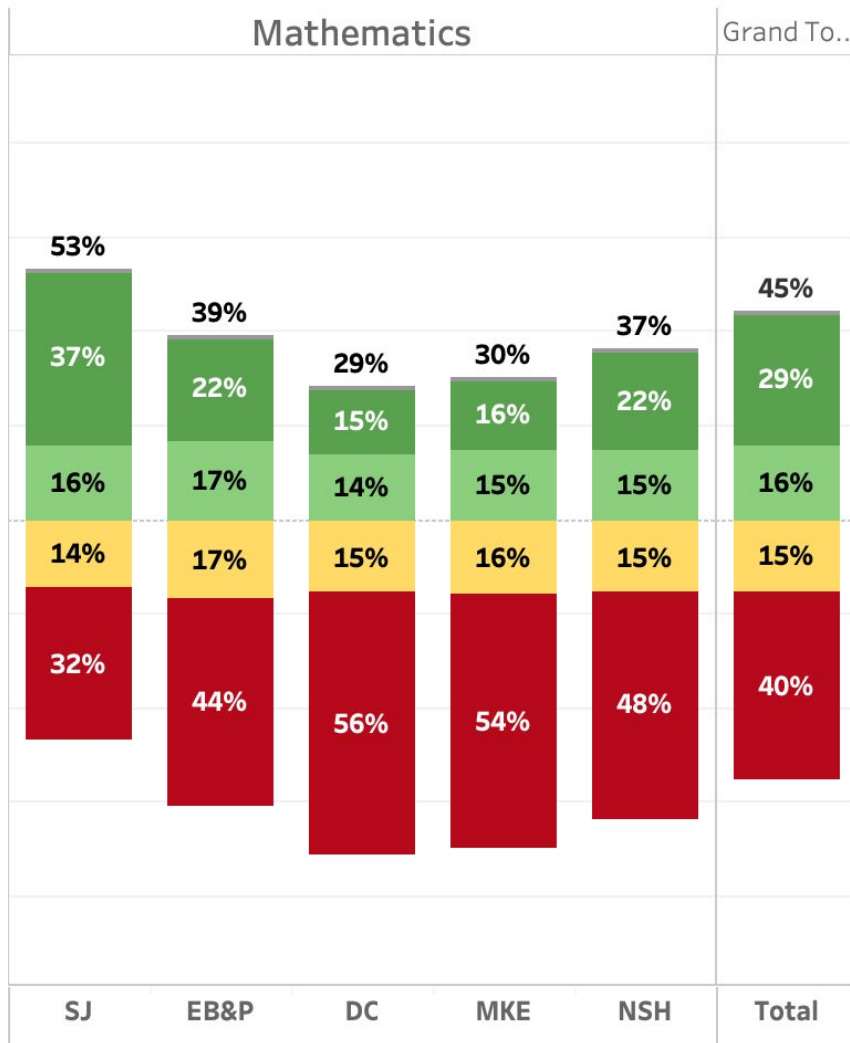
2021-2022 Spring NWEA - Subject: *Reading*
Regional Proficiency Tier Distributions

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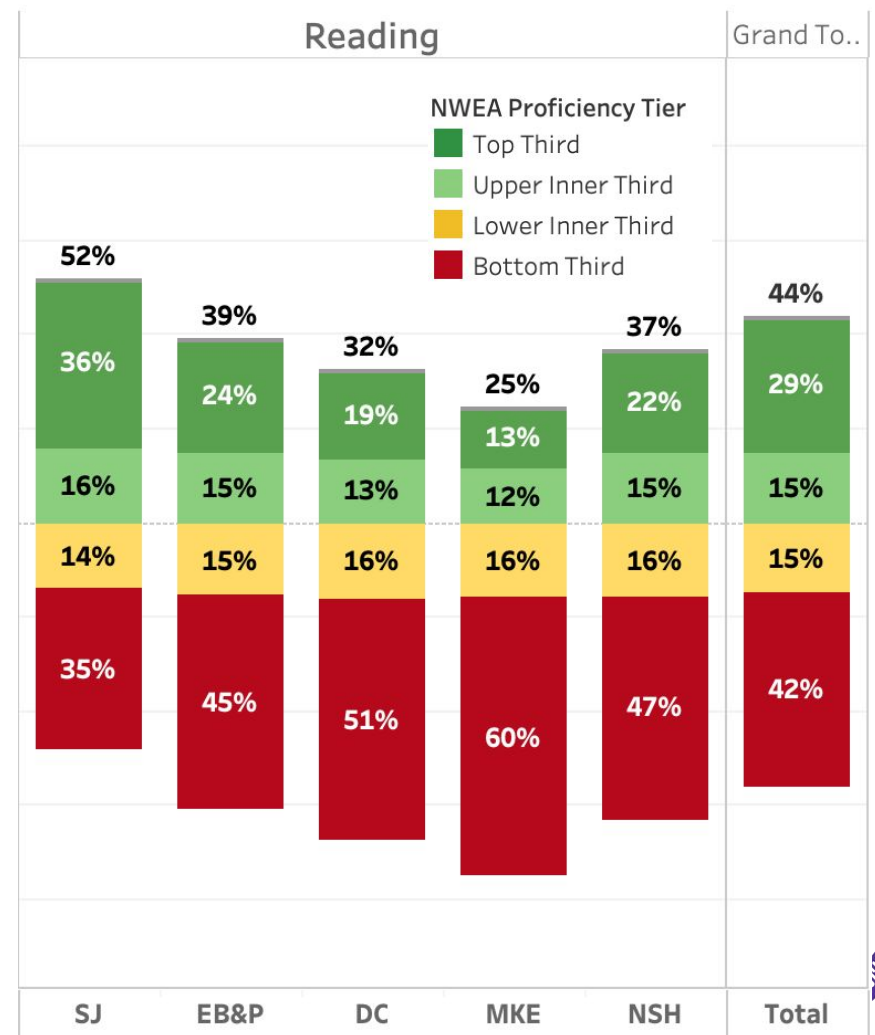# Special Education students achieved similar growth rates as Gen Ed peers

2021-22 Avg NWEA MAP Growth Years

	Mathematics	Reading
ISE	1.21	1.18
Non-ISE	1.19	1.20

Avg. Growth Yrs (0.00 – 1.20)
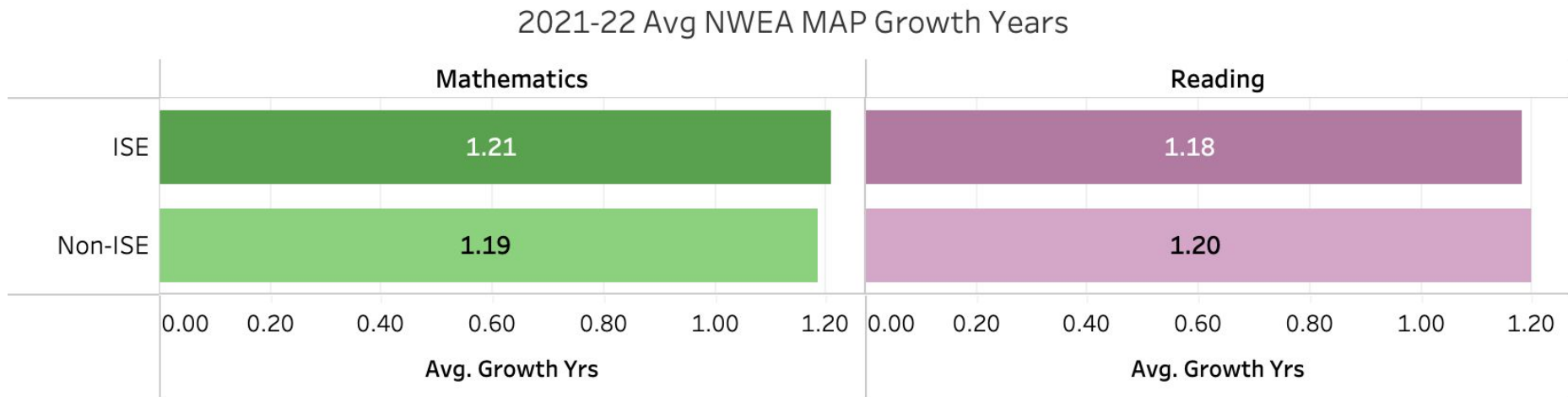
- Special Education students typically achieve greater Fall-to-Spring growth than Gen Ed students
  - With two-thirds of ISE students in the bottom third on NWEA, special education students need higher growth than Gen Ed to close achievement gaps
- Special Education students substantially outpaced their Gen Ed peers in two regions
  - NSH: Special Education students grew by >1.3 years in Math and Reading
  - MKE: Special Education students achieved 1.3 years of growth in Math

Multilingual Learners (ML) with lower English proficiency tend to have a greater challenge achieving NWEA Reading growth expectations

Spring 2021-22 NWEA MAP by Multilanguage Learner (ML) Status
Reading

ML Status	Avg. Growth Years
ML - Level 1	0.98
ML - Level 2	1.17
ML - Level 3	1.31
ML - Level 4+	1.36
Reclassified	1.50
ML - Kinder or without prior score	1.05
Never ML	1.17
Grand Total	1.19
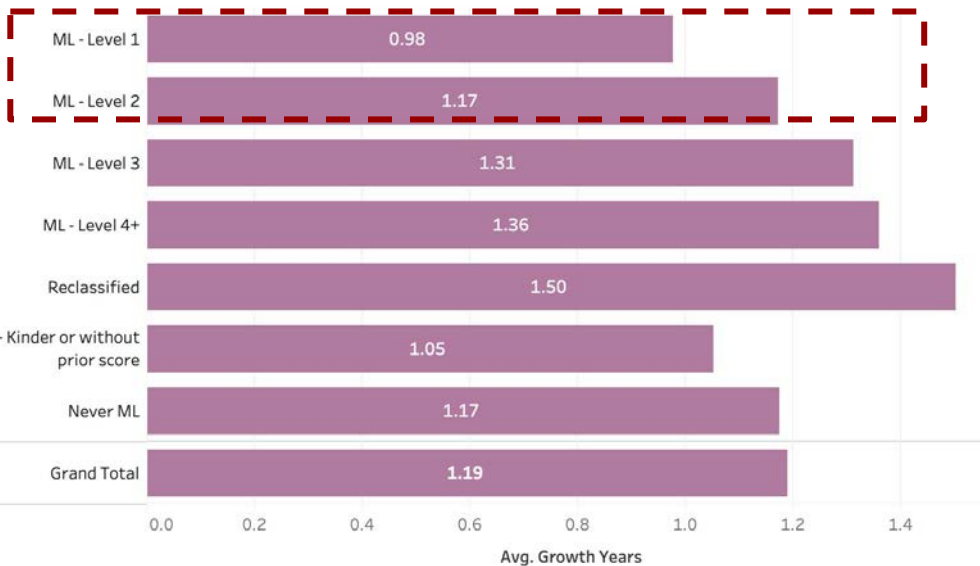
	ELPAC Level Movement in 21-22		
Prior Year ELPAC Level	Decreased	Steady	Increased
LEVEL 1	-	55%	45%
LEVEL 2 Low	23%	27%	50%
LEVEL 2 High	29%	30%	41%
LEVEL 3 Low	33%	27%	41%
LEVEL 3 High	39%	27%	33%
Level 4	63%	37%	-
Overall	*28%*	*33%*	*39%*

- 41% of ML students met their EL Proficiency growth goals on ACCESS/ELPAC
- Largest declines in language proficiency levels were in 1st grade, indicating need for stronger interventions and foundational literacy development

Pandemic had varying effects on subgroups within our regions

Spring 2021-22 NWEA MAP by Race/Ethnicity

	Mathematics		Reading	
	% Above 50	Avg. Growth Years	% Above 50	Avg. Growth Years
Asian	83%	1.36	78%	1.38
White	57%	1.28	55%	1.29
Hispanic	42%	1.20	41%	1.20
Other/Multiple	37%	1.20	37%	1.16
Black	32%	1.05	36%	1.07

- Subgroup data varied across regions
- Black student performance varied by campus, with some campuses achieving nearly 1.5+ yrs of growth
- Priorities in this year are more regionalized and focused on responding to specific needs

NWEA provides important guidance as scores are correlated with state assessment scores

NWEA Spring Percentile and Standardized State Score
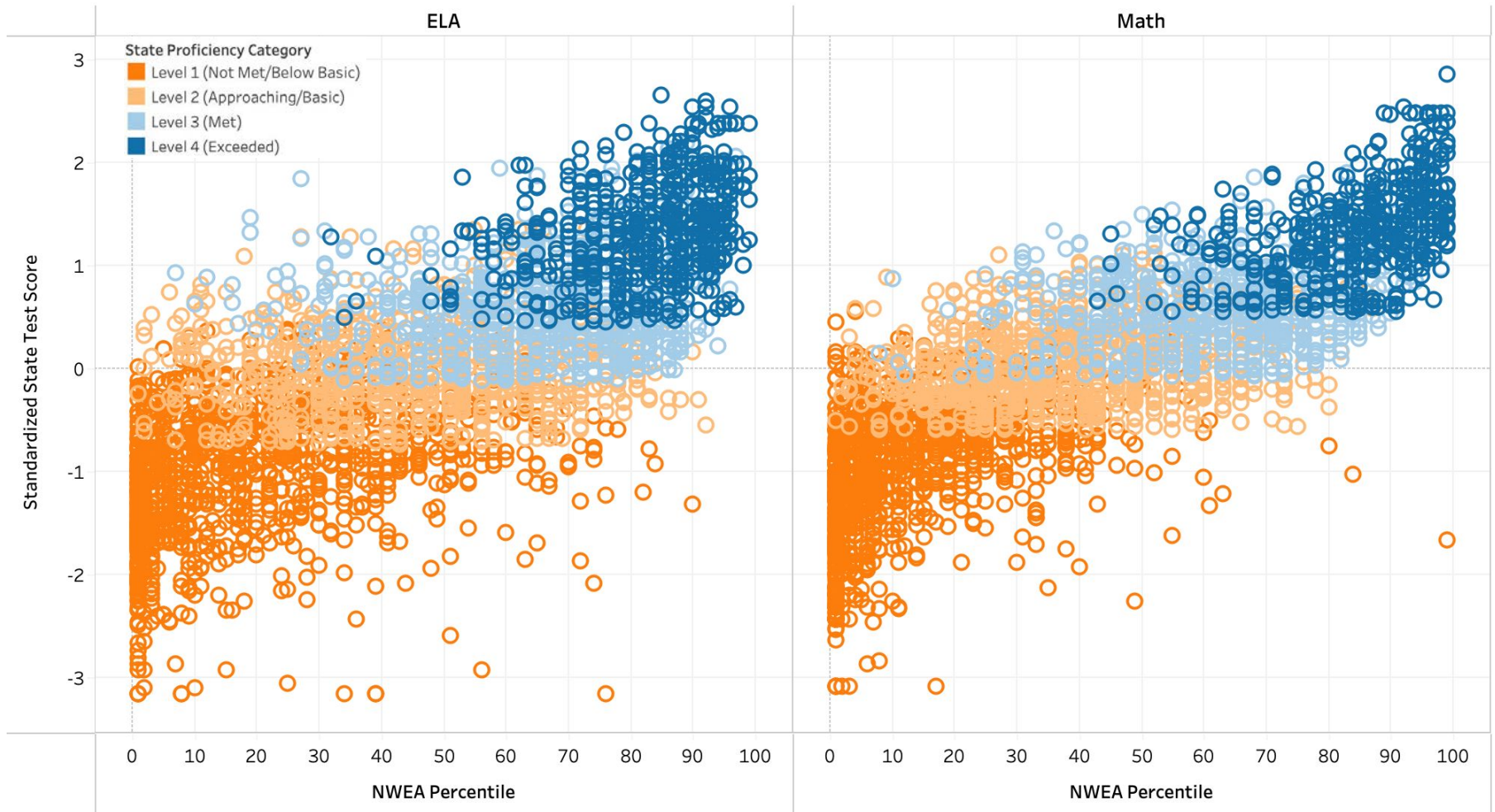
Program Team 22-23 Priorities

TEAM OBJECTIVES	INITIATIVES
Strengthen Current Core Practices	- Focus on DDI, content coaching, block prioritization - Investment in interventions and decodables 360 model implementation
National Curriculum Review and Pilots	- Amplify launch in TX - Working group launched and comprised of SLs and Ts from every region - Will make determination in January (post mid-year NWEA results)
Elevate Professional Learning	- Regional SLL and T PD - Year long professional learning scope and sequence map - OM and BOM professional learning now also included
Communication & Connection	- Engaging in direct service model (PT visiting each region, leading PD directly, etc) - Investing in development of AMs - Cascading communication (ex: launching T Advisory Group)

Program Team 22-23 Priorities by Region

REGION	INITIATIVES	REGION	INITIATIVES
CA	• DoS Development • Weekly Data Analysis • 360 Model Implementation	**DC**	• Back on Model • Weekly Data Meetings • Family Re-engagement
MKE	• Leader Development • Back on Model • Interventions	**NSH**	• Culture and Classroom Management Practices • Content Expertise • Science
TX	• Launch the Region		

Day 0-30

- Re-engaging our communities and families is a key initiative in our Day 0-30 plans.
- Day 0-30 began pre-pandemic, and have since elevated our practices
- Deeper regional partnerships and focused on the entirety of the Rocketship experience

Day 0-30 Discussion
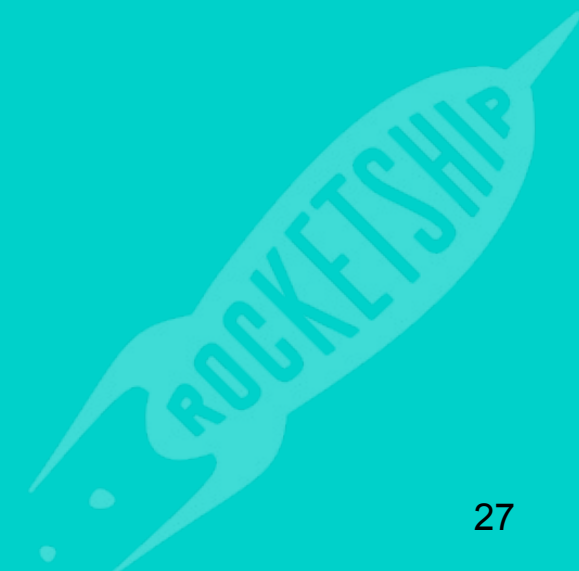
Family engagement at the root of everything.

Family engagement at the root of everything.

Top 5 schools					
School	ADA	PPH	HV	Student Retention	Avg. Years of Growth
RSA	90.7%	100%	100%	96%	1.43
ROMO	91.5%	98%	100%	95%	1.40
RRS	90.9%	98%	100%	96%	1.34
RIC	83.1%	93%	100%	90%	1.42
RRWC	88.9%	92%	100%	92%	1.41

Our time together

Item	Guiding Questions
Introduction to the Day 1-30 Initiative	What is Day 1-30? Who is involved? Why do we focus on this initiative?
Metrics and Progress	What are the components of the Day 1-30 Initiative? What goals are associated with each component?
What comes next	What does this work look like in the weeks ahead? In future years?

"What is the Day 0 - 30 Initiative?"

Launched in the 18-19 school year, the Day 1-30 Initiative is a cross-functional *(Schools, Family Recruitment, MarComm, Ops)* effort to proactively engage new and returning families in the new school year in efforts to reach and maintain attendance at 100%+ to BSP through the first month of school. The Day 1-30 Initiative exists to help schools meaningfully engage their families so we can start strong & stay strong.

Healthy beginning of year enrollment & school culture are key to achieving our goals throughout the year!

4 Phases with key activities and focus in each phase.

Pre-Summer	Summer	First Day of School	First 30 Days
Offer-Making Call Day	Grade-Level Warm-Up Camps	Day 1 Show Rate (Attendance)	Daily Student Counts
Monthly New Family Engagement Events	Home Visits	Daily Student Counts	New Parent Coffee
	Pre-Day 1 Ops Walkthroughs	No-Show Phone Calls	Back-to-School Night
	Pre-Day 1 Phone Calls	No-Show Phone Calls	OM/Principal Enrollment Debriefs
	Community Event		Home Visits
	Digital Playbook		
	Postcards		
	Orientation		

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National and Regional Collaboration: Elevating the Rocketship Experience

Pre Pandemic
Centralized at the national level w/ next steps

- High HV completion
- Low family satisfaction rating
- Emails with tasks and trackers

2022
Regional lead partnering w/ national; customized experience for region

- National SL PD
- National & Regional partnership TPD
- Regional lead working closely with National team

Since implementation of the initiative, we've seen marked improvement across key enrollment metrics throughout the network:

Area	Average Network-Wide Growth 2018 to 2021
Day 1 Show Rate	+2%
Offer-to-Enrollment Conversion Rate	+20% *(some schools saw as much as +48%)*
Home Visit Completion	+39%
End-of-Year to Start-of-Year Student Retention	+5%

Ways we've continued to elevate our practices and deepen family connections.

Period	Component	Recommended Goal	22.23 Approach
Summer	Orientation	90% attendance	• Affirming, welcoming orientations • Part of a movement; our theory of change • Balanced w/ distribution of key materials

FDOS	Day 1 Enrollment & Attendance	**Attendance**: 100% to Budgeted Staffing Projection
		Enrollment: 105% to Budgeted Staffing Projection by Day 30
			• Fun, energetic, and welcoming environment
			• Family coffee
			• Family communication
			  ○ Establishing Routines
			  ○ Questions to ask your Rocketeer

First 30 Days	Back to School Night	75% attendance to event	• Showcase student work • Asset-based engagement - educators and families collaborate and discuss setting up Rocketeers for success • Introduce families to assessments, grading, etc.

22.23 Day 1-30
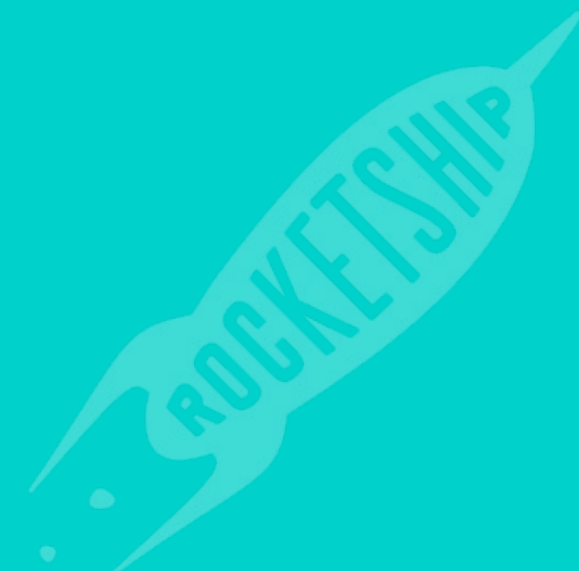
Our network-wide show rate peaked in 2019-20 and is beginning to rebound after significant challenges throughout COVID-19.

RPS Day 1 % to Enrollment Target							
Year	San Jose	EB & P	Milwaukee	Nashville	DC	Texas	Network
18-19	96.3%	94.2%	86.2%	86.2%	89.1%	N/A	90.4%
19-20	95.8%	95.8%	95.1%	95.8%	89.7%	N/A	94.4%
20-21	92.3%	96.2%	86.1%	84.2%	79.0%	N/A	84.1%
21-22	86.3%	94.3%	83.8%	84.1%	82.2%	N/A	86.6%
22-23	?	?	?	?	?	?	?

Strategies to rebound

SY 22-23 Day 1-30 Metrics: San Jose

2022-23 First 30 Performance Metrics: San Jose									
RMS	**RSSP**	**RLS**	**ROMO**	**RDP**	**RBM**	**RSA**	**RSK**	**RFZ**	**RRS**
Day 1 Show Rate: % to BET									
Planned									
38%	63%	27%	22%	26%	54%	36%	42%	10%	13%
Planned									
98%	99%	100%	78%	96%	81%	97%	87%	77%	84%

Row labels (left column):
- Day 1 Show Rate: % to BET
- Orientation Turnout
- HVs (% by Day 1)
- Pre-Day 1 Roster Calls
- Conversion Rate #1 TK/K Apps (CA)

SY 22-23 Day 1-30 Metrics: EB&P, MKE, DC, NSH

2022-23 Day 1-15 Performance Metrics: All Other Regions															
East Bay / Peninsula				Nashville				Milwaukee			DC				TX
RRWC	RFA	RDL		RUA	RNNE	RDCP		RSCP	RTP		RISE	RLP	RIC		RDDE
Day 1 Show Rate: % to BET				91.5%	89.0%	79.0%									64.9%
Orientation Turnout	Planned							82%	70%		32%	45%	45%		76%
Home Visits (% Complete by Day 1)	59%	25%	4%		59%	33%	51%		18%			33%	25%	35%		36%
Pre-Day 1 Roster Calls	Planned				Y	Y	Y		Planned			Planned				Y
Conversion Rate	94%	93%	80%		89%	80%	84%		84%	68%		56%	58%	62%		63%

- DC has highest HV completed before FDOS in the last 4 years.
- Schools still holding makeup orientations and pushing Home Visits

Network wide, 10,556 students are enrolled; -111 short of our Budget Staffing Projection. However, we're continuing to enroll students. We have enough pending enrollments to be +5463 to BSP

Enrollment as of August 10, 2022

Region	Enrolled	Budget/Staffing Projection	% to Budget/Staffing Projection	Distance to Budget/Staffing Projection	% to Budget/Staffing Projection (incl. Pending Enrollments)	Distance to Budget/Staffing Projection (incl. Pending Enrollments)
San Jose	**4,947**	4,910	100.8%	37	104.4%	218
East Bay & Peninsula	**1,612**	1,551	103.9%	61	106.5%	101
Wisconsin	**697**	724	96.3%	-27	101.8%	13
Tennessee	**1,350**	1,406	96.0%	-56	100.6%	8
Washington DC	**1,539**	1,552	99.2%	-38	103.7%	52
Texas	**325**	413	78.7%	-88	117.2%	71
Network	**10,470**	**10,556**	**99.2%**	**-111**	**104.1%**	**463**

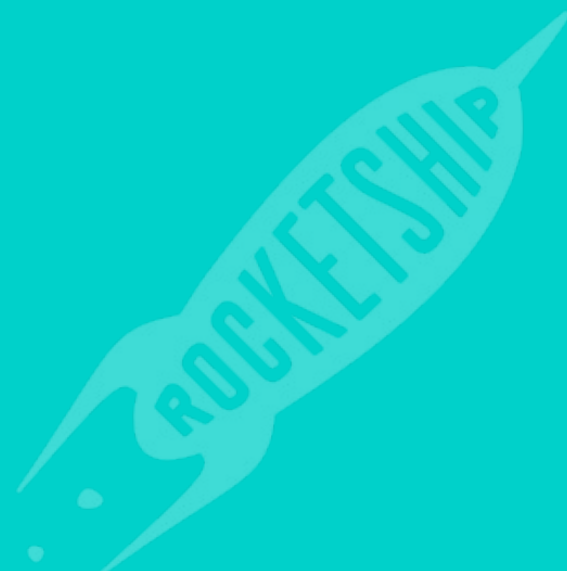# Congratulations RUA, RNNE, and RDCP!
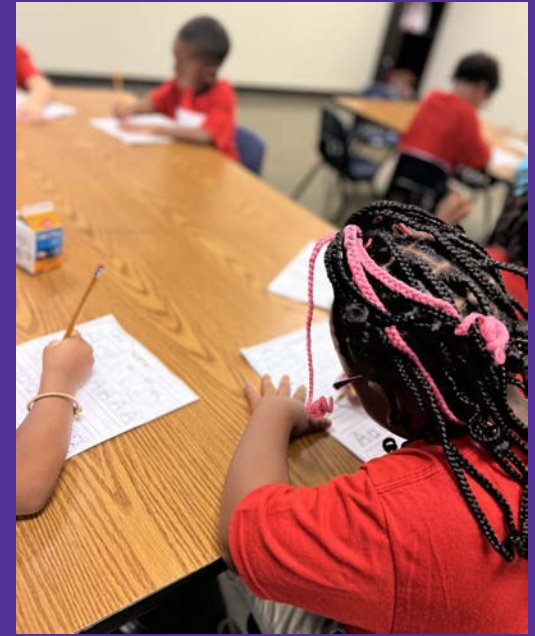
Congratulations RDDE!

What's coming up

- First Day of School for DC, CA, and MKE
- Makeup Orientations
- Family Reunions/BoY BBQs
- Grade Level warm-ups
- Daily Student Counts & Enrollment monitoring

APPENDIX

The Day 1-30 initiative is a national effort that wouldn't be possible without close collaboration between our national and regional teams:

National Team

Sara Escamilla Guerra
(Director, School Communities)

Taylor Nyman
(Director, Engagement Strategy)

Dariela Heredia
(Senior Associate, Digital Media)

Eric Neumann
(Senior Director, Operations)

Regional Day 1-30 Leads

California: Bianca Vasquez & Aned Sanchez

Wisconsin: Nelly Hernandez

Tennessee: Jermaine Gassaway

Washington DC: Khadijah Williams & Ashlee Watson

Texas: Nadia Thompson & Chasiti Mckissic

2022-23 Goals: Ongoing and Pre-Summer
Lottery conversion & early engagement

Period	Component	Recommended Goal	Regional Adoption
Ongoing	Regional Day 1-30 Lead	1 Regional Team Member identified to liaise with National team and implement Day 1-30 in their region	*All regions adopted recommended goal*
	Offer-to-Enroll Conversion	CA/MKE/NSH/TX: 80% conversion DC: 65% conversion	*All regions adopted recommended goal*
	End-of-year to Start-of-year Retention	≥ 88%	*All regions adopted recommended goal*
Pre- Summer	Offer Making Call Day	100% of offered families receive personal phone call when lottery results are made public	*All regions adopted recommended goal*
	Re-engagement Plans	Established regions execute re-engagement plans, prioritizing bringing families back on campus	*All regions adopted recommended goal*
	New Family Engagement Events	New Schools: 1 event/month thru First Day of School Existing Schools: 2 events before Last Day of School	*All regions adopted recommended goal*

2022-23 Goals: Summer and First Day of School
Keep warm & Strong start

Period	Component	Recommended Goal	Regional Adoption
Summer	Orientation	90% attendance	*All regions adopted recommended goal*
	Kinder Camp	90% attendance	*All regions adopted recommended goal*
	Home Visits	25% of ALL families by FDOS 80% NEW Families by FDOS	CA: 80% of new families WI: 50% of all families, 80% of new families *All other regions adopted recommended goal*
	Day 1 Walkthroughs	All schools complete Day 1 Ops Walkthrough	*All regions adopted recommended goal*
	Pre-Day 1 Roster Calls	100% of Teachers make personal phone call to all families on roster reminding about FDOS	*All regions adopted recommended goal*
	1 Community-Building Event for New & Returning Families	75% Attendance	*All regions adopted recommended goal*
First Day of School	Day 1 Enrollment & Attendance	Attendance: 100% to Budgeted Staffing Projection Enrollment: 105% to Budgeted Staffing Projection by Day 30	*All regions adopted recommended goal*
	Day 1 No-Show Outreach	Established regions execute re-engagement plans, prioritizing bringing familes back on campus	*All regions adopted recommended goal*

2022-23 Goals: First 30 Days of School
Retention & Engagement

Period	Component	Recommended Goal	Regional Adoption
First 30 Days	1st Family Coffee (all families)	All families within first 2 weeks of school	*All regions adopted recommended goal*
	New Family Coffee	New families within first month of school	*All regions adopted recommended goal*
	Back to School Night	75% attendance to event	*All regions adopted recommended goal*
	Home Visits	60% competition by Day 30	*All regions adopted recommended goal*
	Daily Student Counts	Total # of students in the building submitted for Day 1-30	*All regions adopted recommended goal*
	OM/P Enrollment Debrief	Held at least 2x/week for W1-Q4	*All regions adopted recommended goal*
	Day 30 Enrollment	100% to Budgeted Staffing Projection	*All regions adopted recommended goal*

ROCKETSHIP
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Appendix:
Talent Recruitment/Enrollment

August 15, 2022

Talent Recruitment:
Summary of Teacher, AP and Principal Hiring Progress as of 8/10

Wins:
- Fully hired for all principals
- Fully hired for APs in MKE, NSH, TX, and DC
- 94% of all teacher positions filled across network

Focus Areas:
- Special Education: Education specialist (MKE, NSH, CA) and paraprofessional (CA, DC) vacancies
- 4 campuses with 3-4 teacher vacancies (all had high July/August resignations)
- CA AP Hires: 3 needed (all supplemental ESSER-funded APs)

Actions to Address Focus Areas:
- ISE Specialists (MKE, NSH): Implemented signing and retention bonuses
- Paraprofessionals (CA): Increased hourly rate in response to benchmarking
- Substitute and backfill planning (in anticipation of fall absences)
  - Added additional external substitute agency partnerships where possible
  - Continuing supplemental "Associate Teacher" role in all CA schools and overhires where budgets allow in other regions
  - Ensuring internal staff who are able to substitute teach meet regional compliance requirements to step in as needed

Talent Recruitment:
Percent of All School Staff Positions Filled by School

Region	Campus	All Roles			Teachers (Gen Ed and ISE)		
		# of Positions	# of Staff	% filled	# of Positions	# of Staff	% filled
EB	RDL	49	49	100%	22	22	100%
EB	RFA	63	57	90%	22	22	100%
SB	RBM	47	46	98%	22	22	100%
SB	RDP	42	35	83%	20	17	85%
SB	RFZ	50	44	88%	19	19	100%
SB	RLS	35	35	100%	16	16	100%
SB	RMS	46	34	74%	20	16	80%
SB	ROMO	56	54	96%	19	19	100%
SB	RRS	49	41	84%	20	20	100%
SB	RRWC	32	28	88%	13	12	92%
SB	RSA	48	45	94%	19	17	89%
SB	RSK	51	49	96%	19	18	95%
SB	RSSP	30	30	100%	13	13	100%
MKE	RSCP	44	40	91%	18	15	83%
MKE	RTP	28	25	89%	12	9	75%
NSH	RNNE	51	50	98%	22	21	95%
NSH	RUA	57	53	93%	18	17	94%
NSH	NSH3	31	30	97%	16	15	94%
DC	RISE	51	43	84%	24	22	92%
DC	RLP	61	53	87%	26	26	100%
DC	RIC	29	26	90%	12	12	100%
TX	FW1	37	36	97%	15	14	93%
Total		**987**	**903**	**91%**	**407**	**384**	**94%**

ROCKETSHIP
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Board meeting glossary of terms

Snapshot of Rocketship Schools by Region

SAN JOSE		EAST BAY & PENINSULA	MILWAUKEE	NASHVILLE	DC
Executive Director (Bay Area): Maricela Guerrero **Directors of Schools (DOS):** Danny Etchverry, Sam Turner, Juan Mateos **Regional Director (RD), South Bay:** Janine Ramirez **Regional Director (RD), East Bay and Peninsula:** Marie Alvarado-Gil			**Milwaukee Executive Director:** Brittany Kinser	**Nashville Executive Director of Schools:** James Robinson	**DC Executive Director:** Candice Bobo **DOS:** Joshua Pacos **RD:** Joyanna Smith
Rocketship Mateo Sheedy Elementary (RMS) 2007; TK-5th	Rocketship Si Se Puede Academy (RSSP) 2009; TK-5th	Rocketship Redwood City Prep (RRWC) 2015; TK-5th	Rocketship Southside Comm. Prep (RCSP) 2013; K4-5th	Rocketship Nashville Northeast Elementary (RNNE) 2014; K5-4th	Rocketship Rise Academy (RISE) 2016; PreK3-5th
Rocketship Los Suenos Academy (RLS) 2010; TK-5th	Rocketship Mosaic Elementary (ROMO) 2011; K-5th	Rocketship Futuro Academy (RFA) 2016; TK-5th	Rocketship Transformation Prep (RTP) 2018; K4-5th	Rocketship United Academy (RUA) 2015; K5-4th	Rocketship Legacy Prep (RLP) 2017; PreK3-5th
Rocketship Discovery Prep (RDP) 2011; TK-5th	Rocketship Brilliant Minds (RBM) 2012; TK-5th	Rocketship Delta Prep (RDL) 2018; TK-5th			Rocketship Infinity Community Prep (RIC) 2020; PreK3-2nd
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)

FMSD	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)

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