



**Tuesday, November 8, 2022**  
**Rocketship Public Schools Achievement Committee (2022-23 Q2)**

**Meeting Time: 1:00pm**

**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**

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**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**

**1884 Pinecrest Dr, Altadena, CA 91001**

**809 Pico Lane, Los Altos CA 94022**

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**1. Opening Items**

A. Call to order

B. Public comment on off-agenda items

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**2. Consent Items**

A. Approve minutes from August 15, 2022 Achievement Committee meeting

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**3. Agenda Items**

A. BOY Achievement Update

B. 2022-23 Planning

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**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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# Q2 Rocketship Public Schools Achievement Committee Meeting

November 8, 2022



# Agenda

1. Mission Moment
2. BOY Achievement Update:
  - a. SY21-22 State Assessment Results
  - b. BOY 22-23 Achievement Data
3. 2022-23 Planning
  - a. Change Management



Mission Moment



# Mission Moment



# BOY Achievement Update



# SY2021-22 State Assessment Results



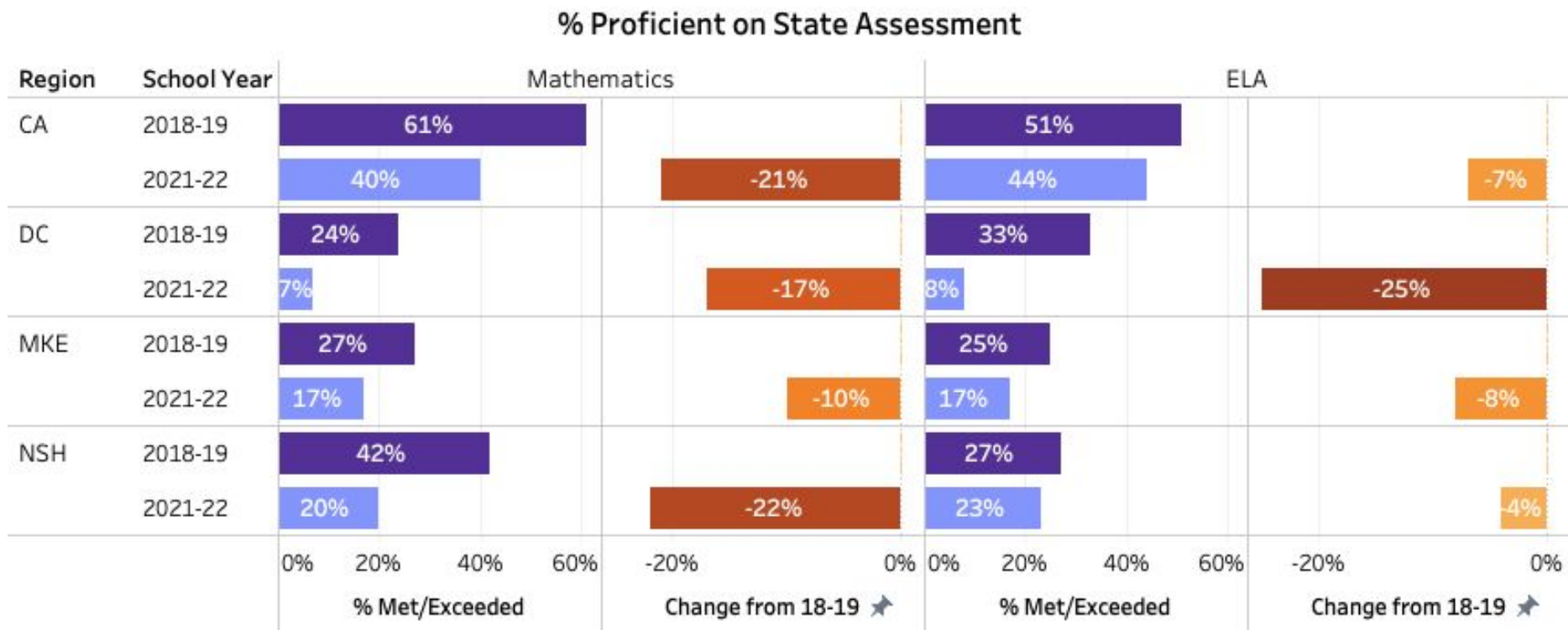
# 2021-22 State Assessments Summary

- First year that every region has state assessment results since 2018-19
- Math proficiency experienced a larger proficiency rate decline than Reading
  - Aligns with national studies that found larger impacts on Math proficiency during the pandemic
  - Math had been Rocketship's stronger subject pre-pandemic and had further to fall
- Anticipate seeing the full impact from instruction disruptions on ELA over the next two years
  - NWEA Reading scores for current G2 and G3 cohorts indicate that pandemic impact on ELA state assessment results may just be delayed without significant growth within those grades
- **CA:** Maintained ELA state ranking (-2 percentile pts from 18-19). Saw greater declines in Math, but overall state ranking is still relatively strong (above 60th percentile for all students and within top quartile for SED subgroup).
- **DC:** Substantial decline in ELA proficiency and state ranking (10th percentile for all students).
- **MKE:** While low state rankings in both subjects, RPS MKE maintained strong rankings among its local district (MPS) schools.
- **NSH:** Large decline in Math proficiency and state ranking. However, both RPS NSH schools are top performers within their cluster and earned the highest level on growth metric (TVAAS). RUA designated a Reward School by TN DOE.





# The pandemic interrupted state assessment administration and disrupted student learning

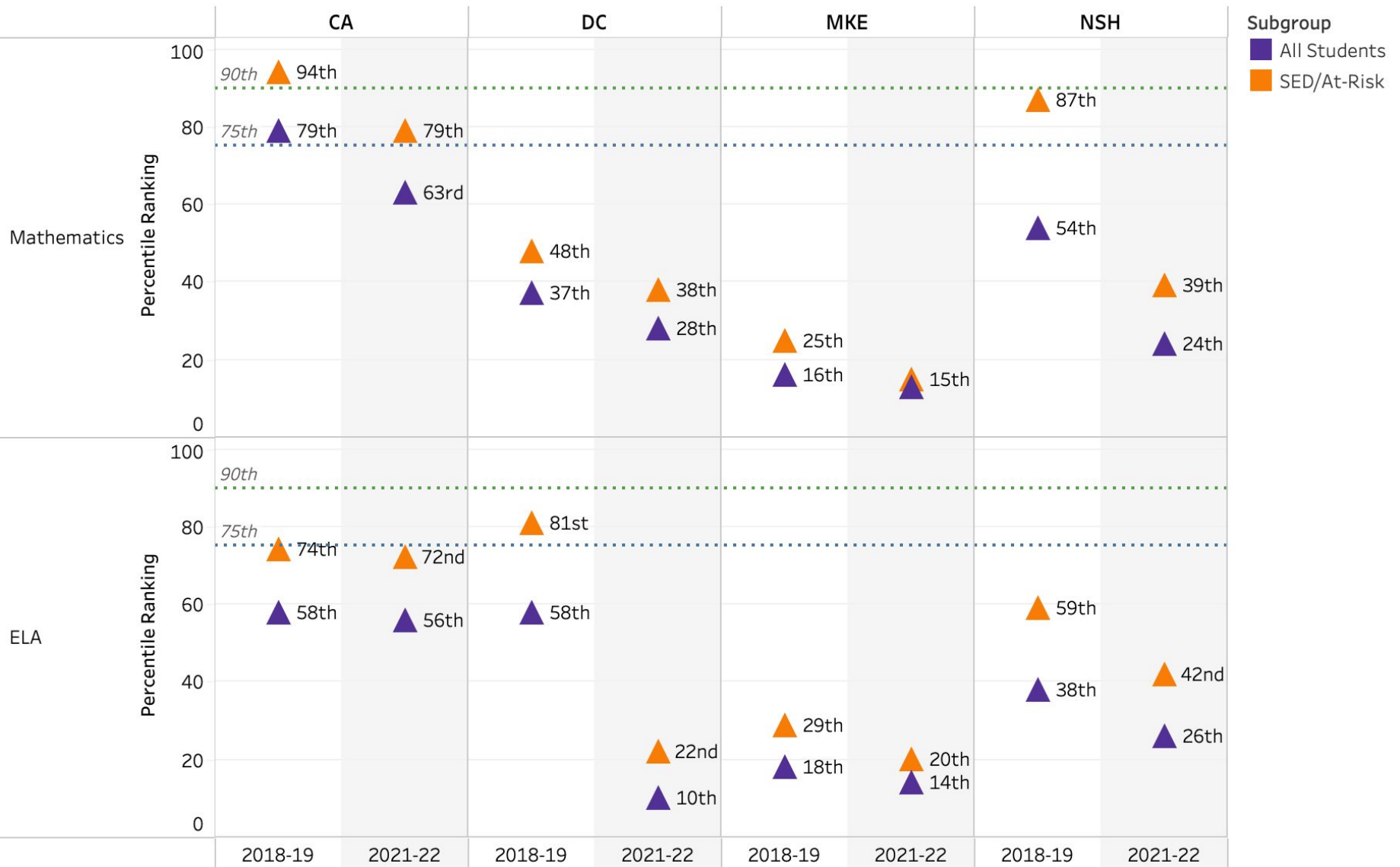


- 2021-22 is the first year since 2018-19 with all states assessments administered
- Math: The strongest pre-pandemic subject in most regions often experienced the largest proficiency changes
- While Rocketship’s proficiency levels declined from 2018-19, NWEA results show that we’re on a recovery pathway from the 2020-21 nadir

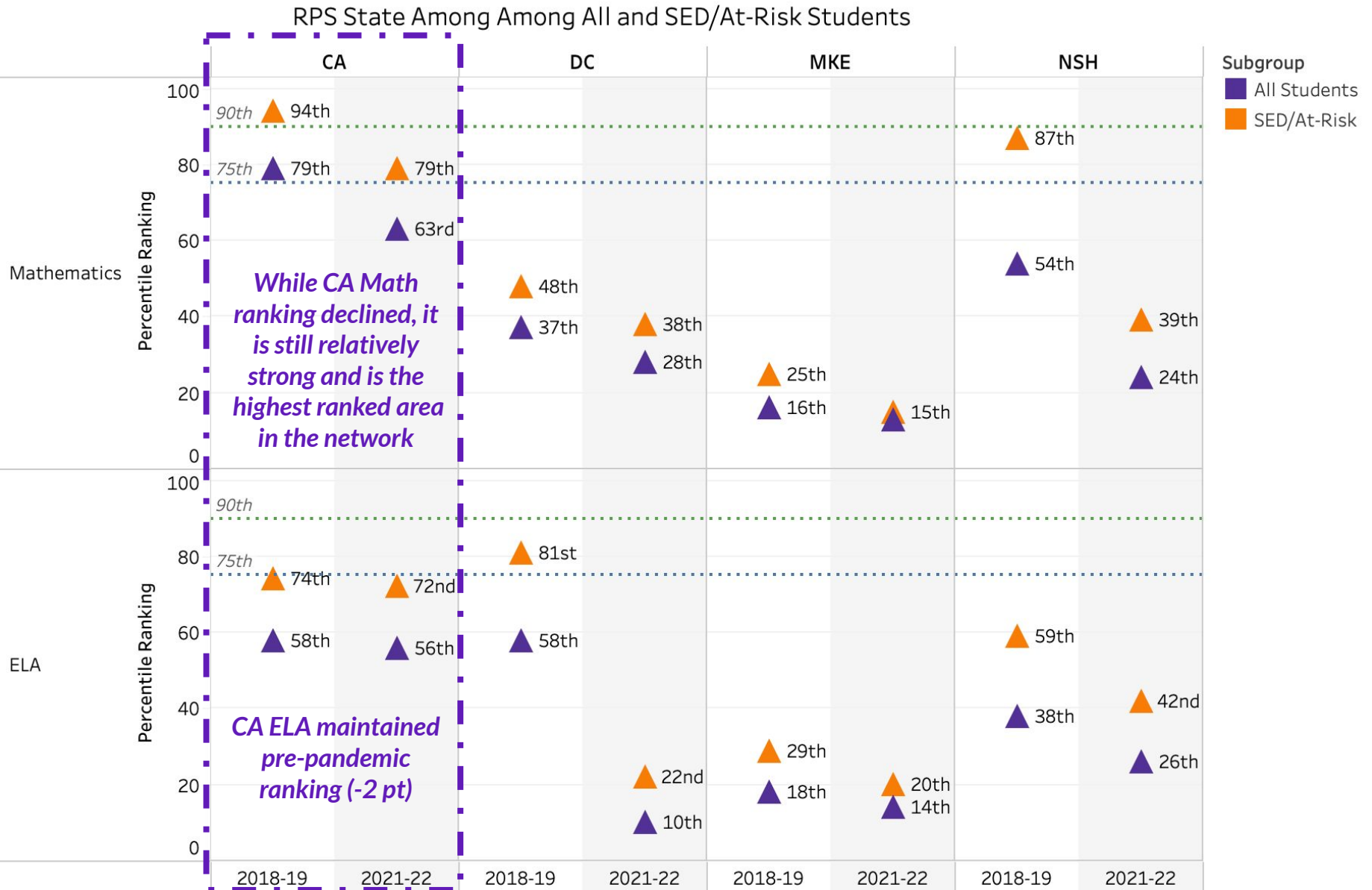


# RPS state assessment rankings declined from 2018-19

RPS State Among Among All and SED/At-Risk Students

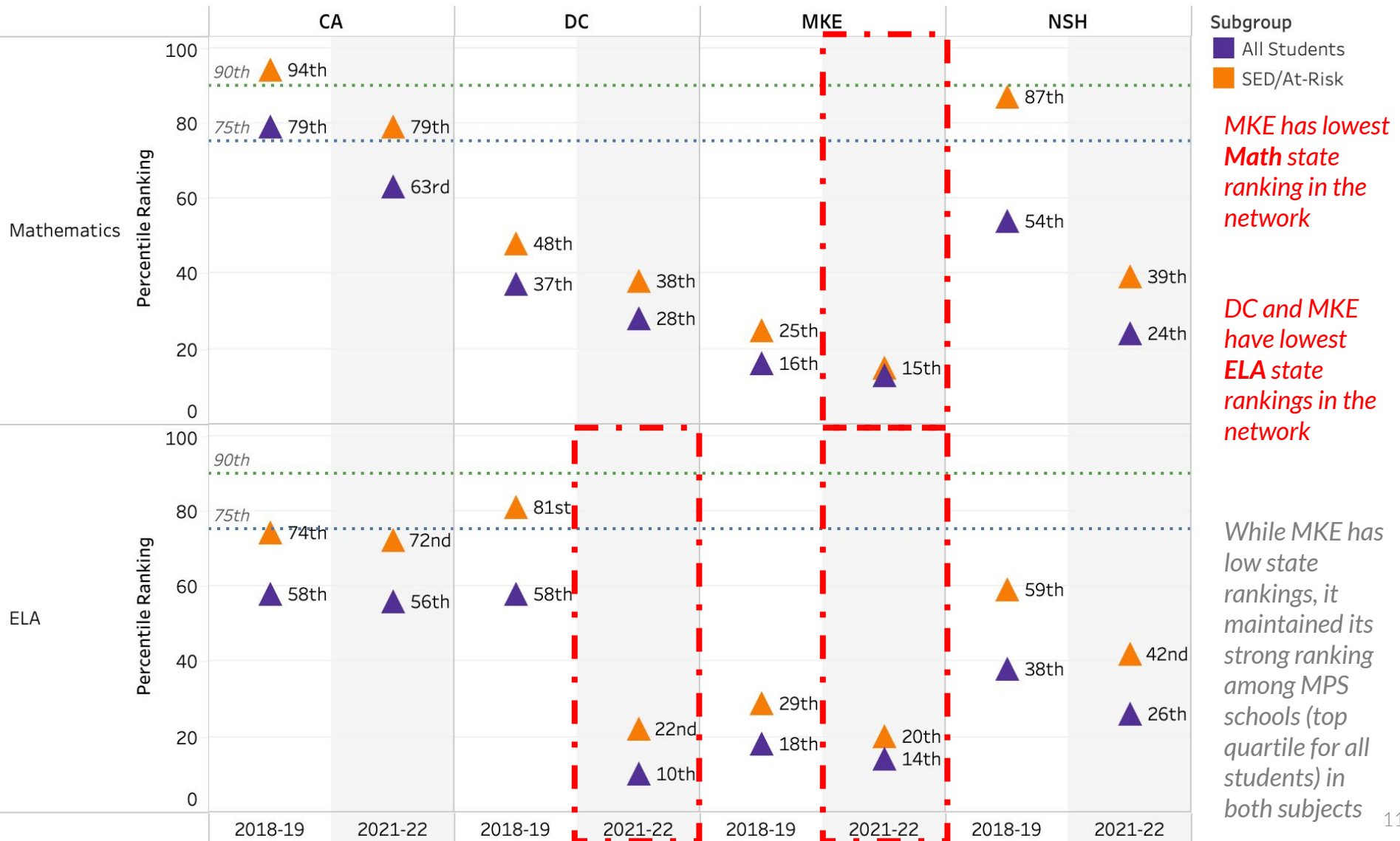


# RPS state assessment rankings declined from 2018-19



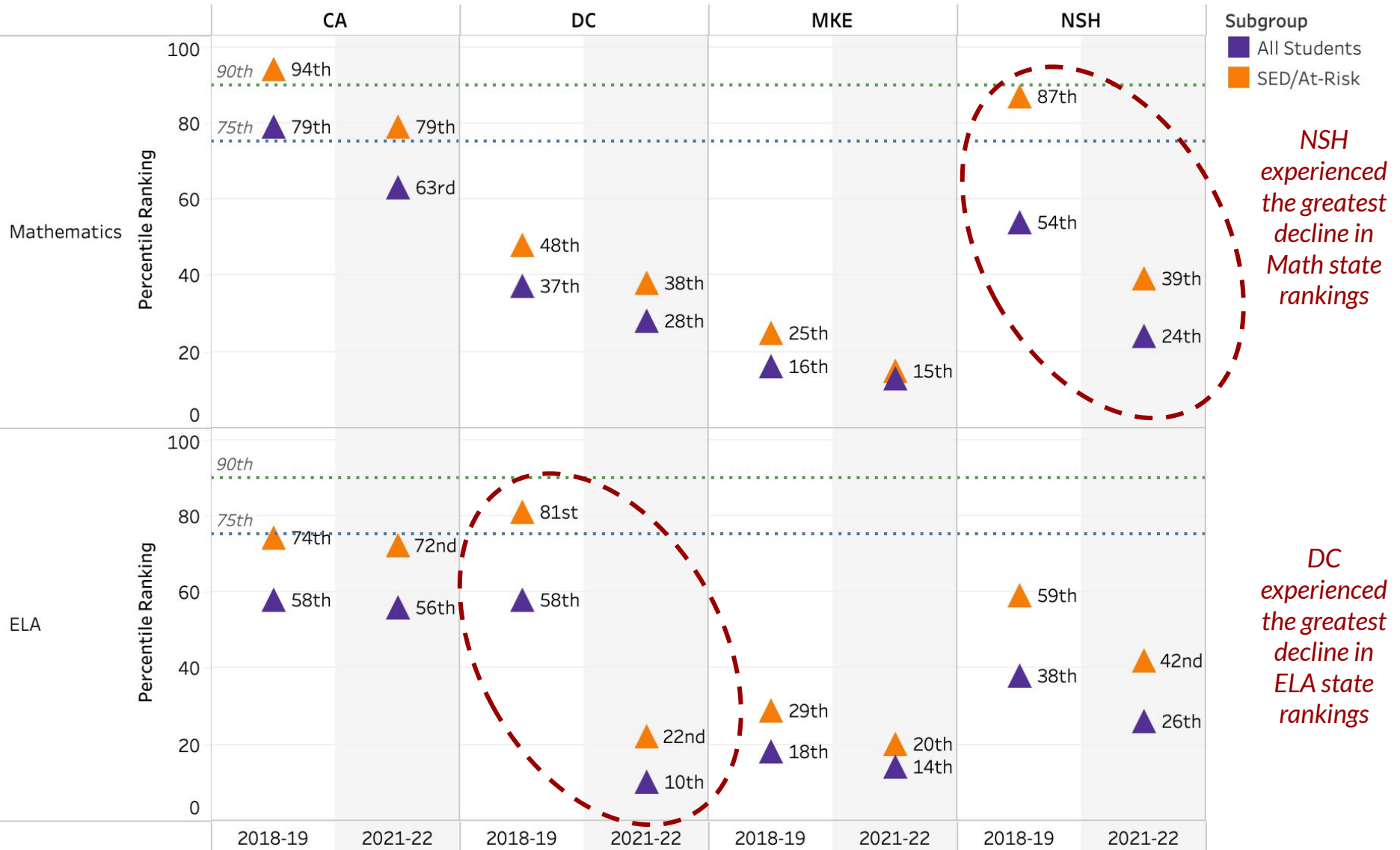
# RPS state assessment rankings declined from 2018-19

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# RPS state assessment rankings declined from 2018-19

RPS State Among Among All and SED/At-Risk Students



# BOY 22-23 Student Achievement

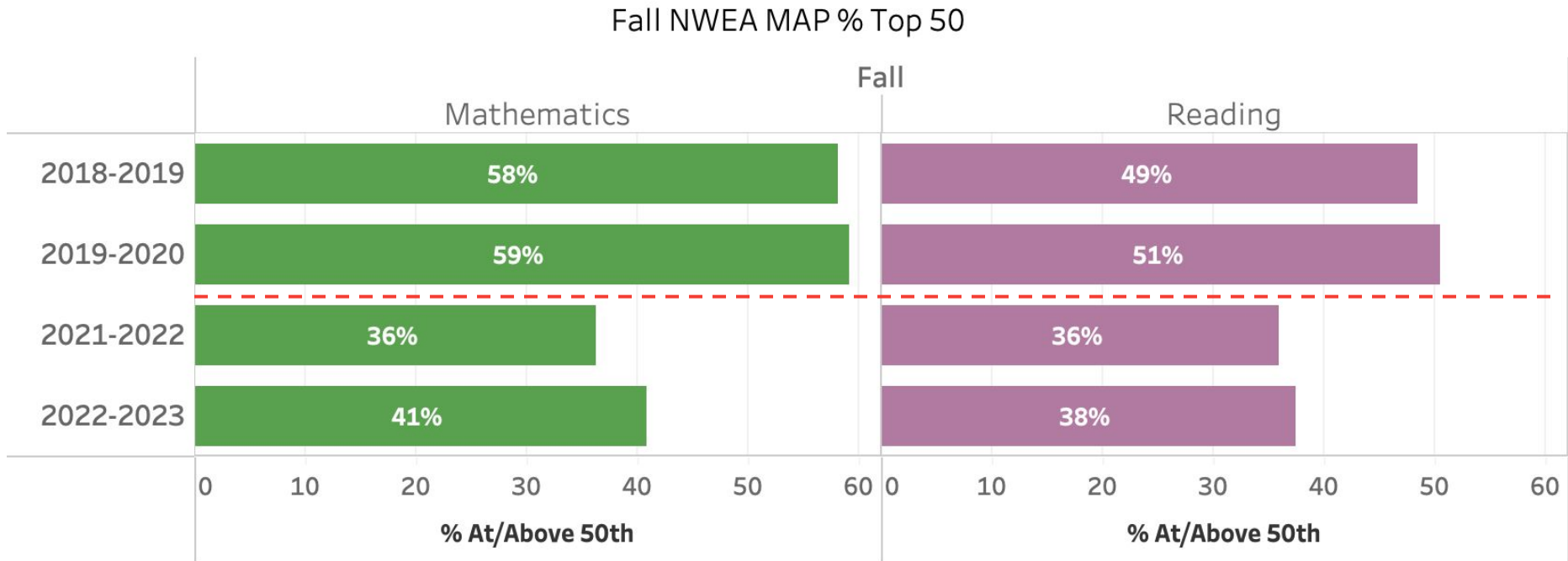


# Executive Summary

- Progress in absolutes from last year but still far below pre-pandemic levels
  - Math +4 % pts, Reading +2 % pts in % on grade level from Fall 2021
  - Further evidence of student progress seen in higher Fall-to-Fall growth rates for most grades-subjects compared to pre-pandemic historicals
- As seen in the Spring data, incoming G2 and G3 Reading is low
  - 30% of G3 students in bottom decile => issue across all regions
  - ***Lower literacy is a priority across schools in Program team strategy***
- Continue to have **~20% of students in bottom decile**, twice the pre-pandemic rate
  - Less progress made in bottom decile than at/above 50th
  - DC/MKE/TX starting with >25% of students in bottom decile and some grades have >40%
  - ***SGL is a priority across schools in Program team strategy***
- While an improvement from last year at this time, attendance continues to be an issue this fall
  - DC region faces the most challenges



# Across the network, absolute gains from last fall's low but still far below pre-pandemic levels



Note: Fall 2020-21 results not reported due to data validity concerns with remote testing administration

- Math improved by 4 percentage points from last fall
- Reading improved by 2 percentage points
- **Higher Fall-to-Fall growth in many grades (*appendix*) provide supporting evidence that students achieved real learning gains in the last year**



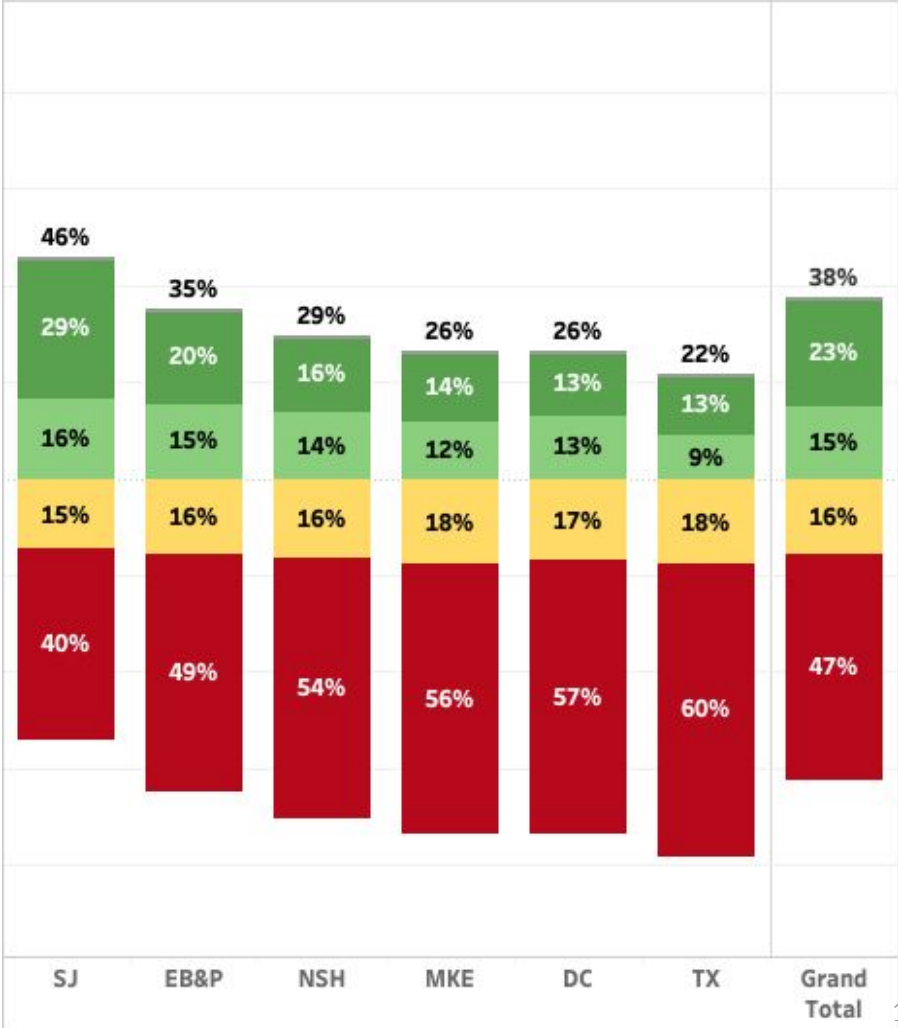
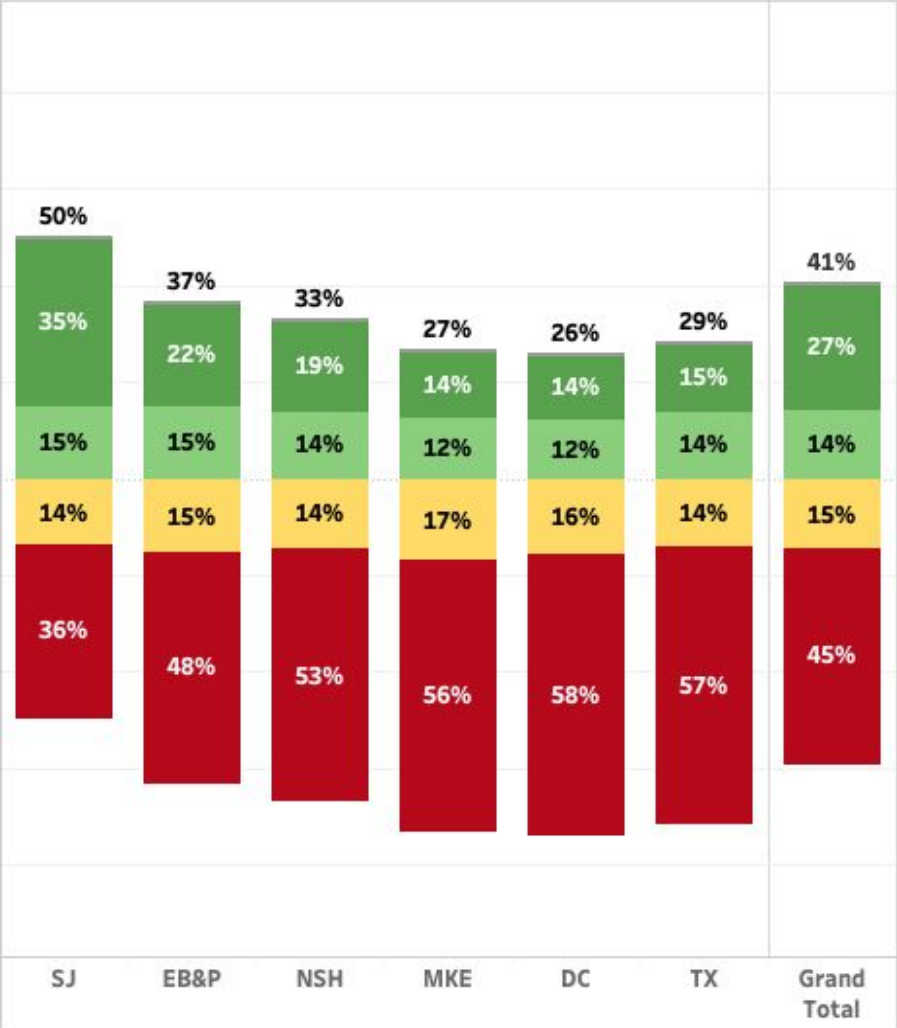
REGIONAL ABSOLUTES

Proficiency rates vary by region and TX is starting with a similar distribution as MKE and DC

- NWEA Proficiency Tier
- Top Third
  - Upper Inner Third
  - Lower Inner Third
  - Bottom Third

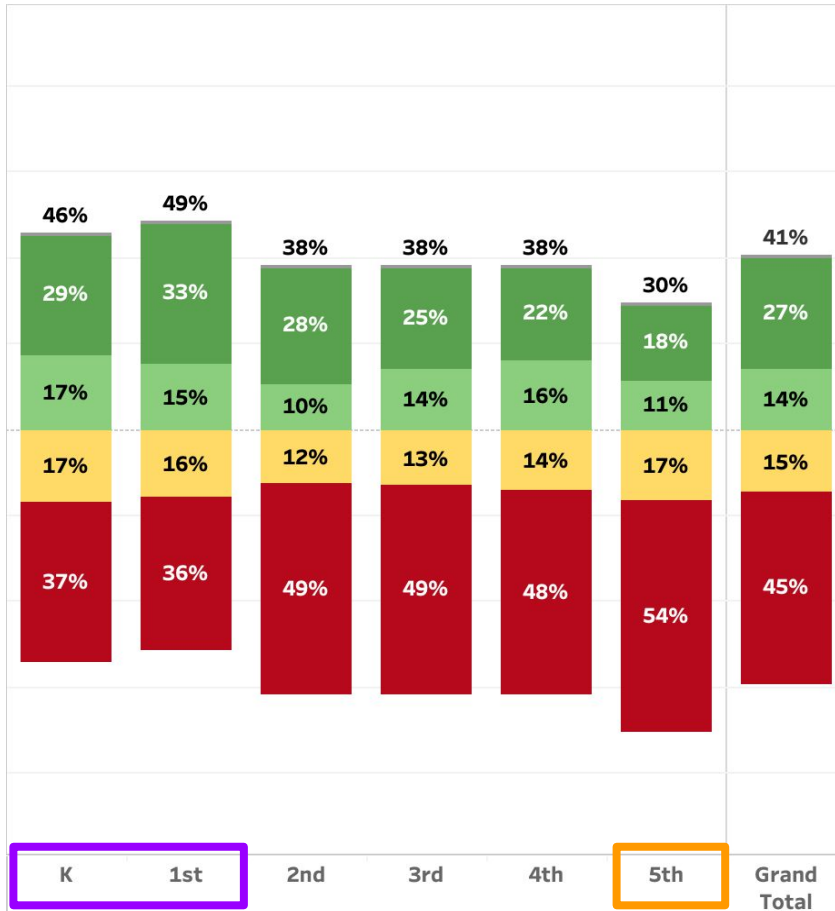
2022-2023 Fall NWEA  
Mathematics

2022-2023 Fall NWEA  
Reading



# Grade level trends largely track Spring 2022 results

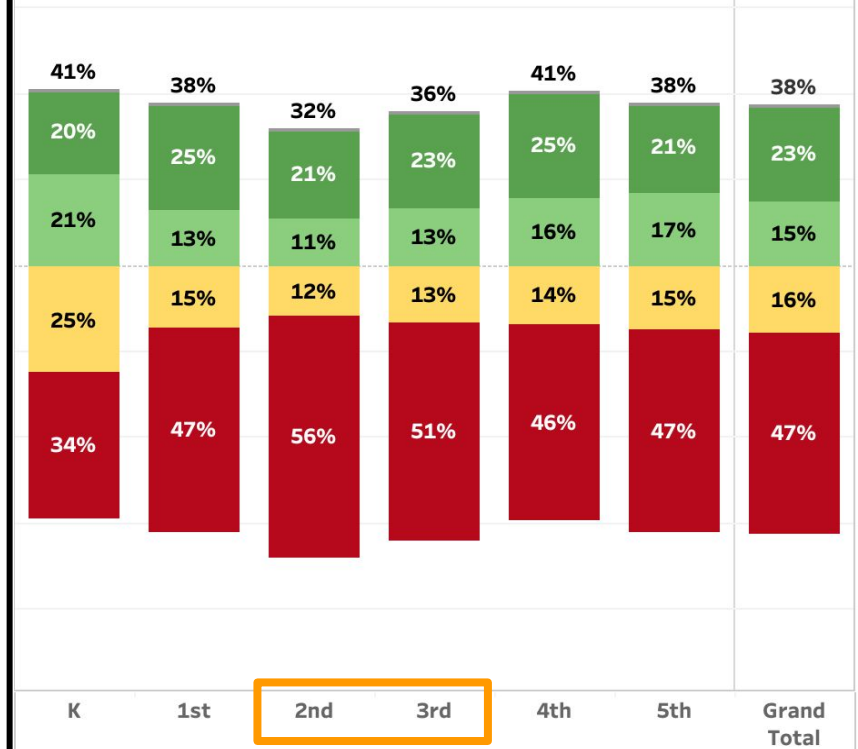
2022-2023 Fall NWEA  
Mathematics



2022-2023 Fall NWEA  
Reading

NWEA Proficiency Tier

- Top Third
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- Bottom Third

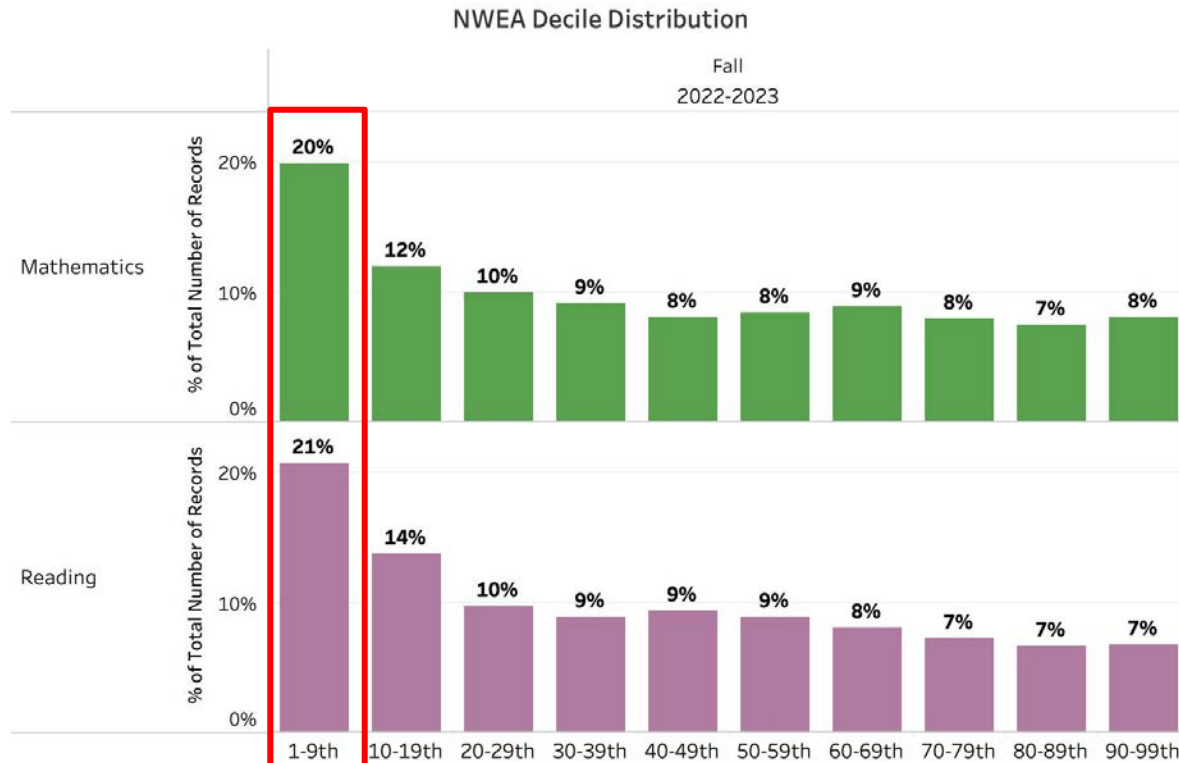


- Tracking Spring 2022 results incoming G1 Math has strongest proficiency rates
- G5 Math lower than expected, likely due to middle school transfers

- As seen in Spring 2022 results, incoming G2 and G3 Reading proficiency are below other grades and require extra support



While gains were made in percent on grade level, ~20% of students score in the bottom decile in each subject, about 2x what we usually see



- Prior to the pandemic, 10-11% of students scored in the bottom decile at the beginning of the year (see [appendix](#) for historicals)
- Math bottom decile decreased by 2 % pts from last fall and Reading stayed the same
- **Fall-to-Fall growth years for bottom decile lower than historical ⇒ not reaching lowest students as needed** (see [appendix](#))



Larger share of students in bottom Math decile in upper grades and in non-SJ regions

NWEA MAP % Bottom Decile

		2022-2023						Grand Total
		Fall						
		K	1st	2nd	3rd	4th	5th	
Mathematics	SJ	6%	11%	14%	22%	19%	18%	15%
	EB&P	6%	21%	33%	26%	24%	24%	22%
	DC	6%	23%	38%	36%	35%	44%	29%
	MKE	5%	24%	24%	44%	31%	41%	28%
	NSH	10%	20%	24%	31%	27%	42%	22%
	TX	10%	19%	49%	38%			29%
Grand Total		7%	16%	23%	27%	23%	26%	20%

- >40% of G5 in DC/MKE/NSH in bottom decile
- DC/MKE/TX are starting the year with close to 30% of students in bottom Math decile



## NWEA BOTTOM DECILE

Across the network, 30% of 3rd grades are starting in the bottom Reading decile

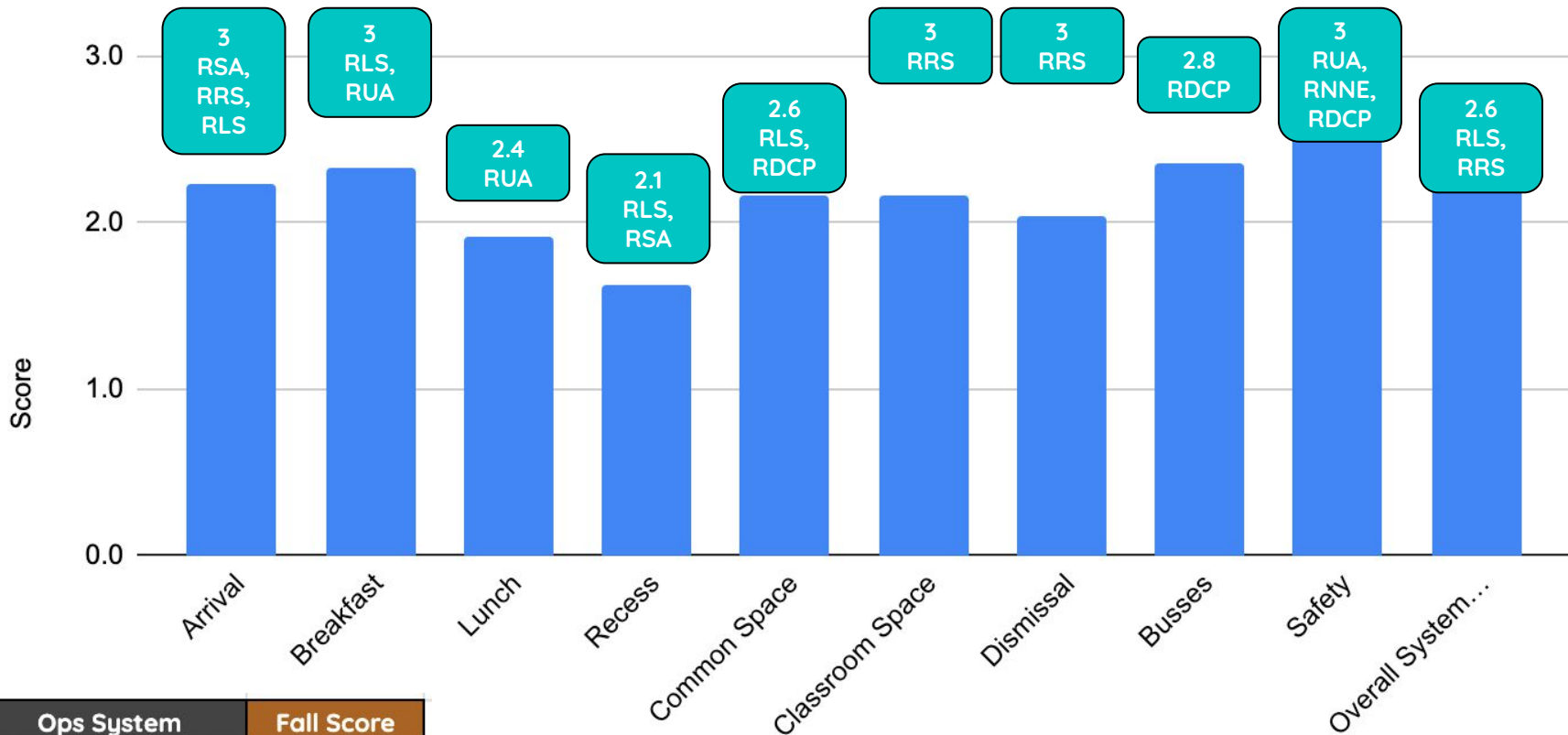
### NWEA MAP % Bottom Decile

		2022-2023						Grand Total
		Fall						
		K	1st	2nd	3rd	4th	5th	
Reading	SJ	4%	14%	20%	26%	21%	17%	17%
	EB&P	5%	24%	36%	30%	19%	21%	23%
	DC	7%	23%	34%	38%	35%	37%	27%
	MKE	4%	29%	28%	42%	30%	27%	27%
	NSH	6%	23%	23%	30%	28%	29%	21%
	TX	6%	29%	38%	38%			28%
Grand Total		5%	20%	25%	30%	24%	22%	21%

- DC/MKE/TX have largest share in bottom third and >30% of G2-5 students are in the bottom decile in those regions



# School Ops Fall Feedback Visits so far



Ops System	Fall Score
Arrival	2.2
Breakfast	2.3
Lunch	1.9
Recess	1.6
Common Space	2.2
Classroom Space	2.2
Dismissal	2.0
Busses	2.4
Safety	3.0
Overall System Score	2.2

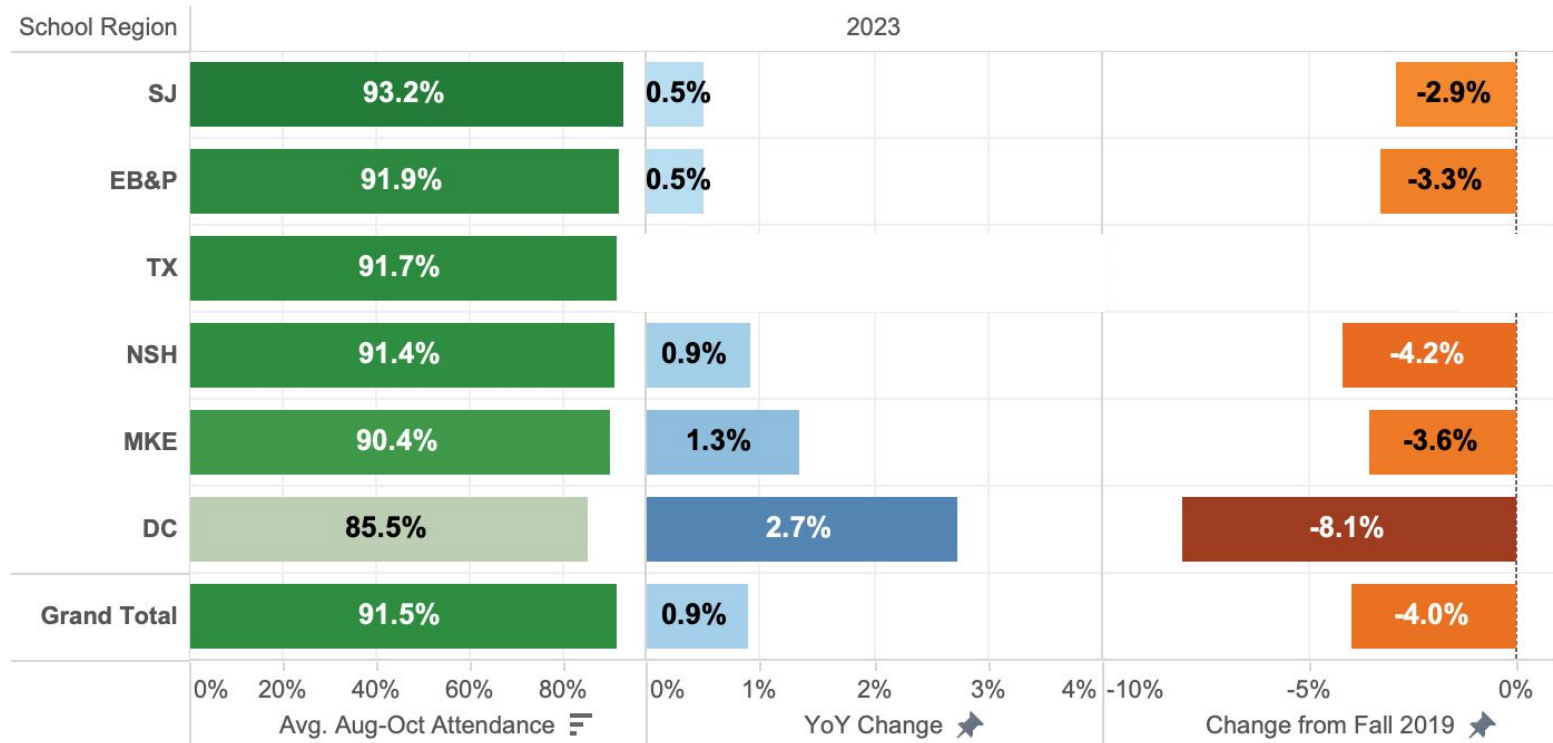
Ops System

- ❖ Highs in arrival, dismissal, bussing, and safety
- ❖ Areas of growth focused on recess and lunch
- ❖ Collaboration leads to strongest system results
- ❖ Post Walkthrough Action Planning is underway to address campus gaps and elevate systems



# Attendance is better than last fall but still 3-4 % pts below pre-pandemic Fall rates in most regions

Avg ADA and Change from Fall 2021 and 2019  
Aug-Oct



- DC has the greatest attendance challenges with 51% of students currently chronically absent (see [appendix](#) for chronic absentee rates)

# EoY Regional Goals

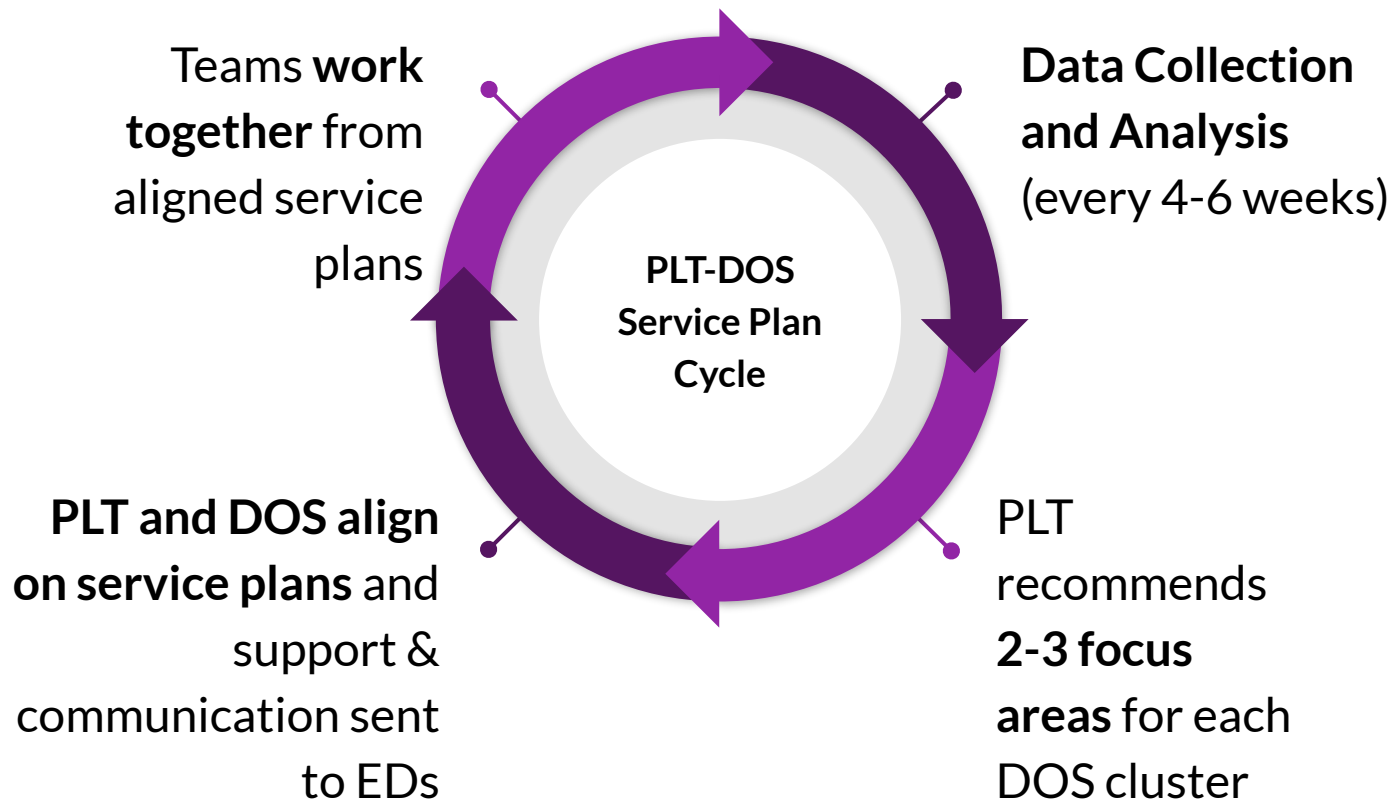
Region	NWEA Absolutes	NWEA Tiered Growth	State Assessment Proficiency (+5 %)
CA	<b>% Above 50th Percentile</b> Math and Reading: 60% <b>% Below 25th Percentile</b> Math and Reading: 20%	60%	Math: 45% ELA: 49%
DC	<b>% Above 50th Percentile</b> Math: 37%, Reading: 39%		Math: 12% ELA: 13%
MKE	<b>% Above 50th Percentile</b> Math: 38%, Reading: 33% <b>% Below 33rd Percentile</b> Math: 46%, Reading: 52%		Math: 22% ELA: 22%
NSH	<b>% Above 50th Percentile</b> Math: 45%, Reading: 43%		Math: 25% ELA: 28%
TX	<b>% Above 50th Percentile</b> Math: 40%, Reading: 40%		Math: 40% ELA: 40%



# Program and Regional Strategy



After BOY data collection, Program and DOS teams meet to determine service plans for the next 4-6 weeks



# Overview

## ❖ Strengths:

- Foundational Skills Data trending positively
- Elevating vision for guided reading instruction via development, coaching, videos
- Students making progress on mastery of units in OLPs
- SGI rolled out in STEM

## ❖ Areas of Growth:

- Consistency in progress monitoring
- Regional and national data visibility
- Creating weekly action plans based on data and real time coaching based on those plans

## ❖ Next Steps:

- Ongoing coaching and development of regional achievement teams, including DoSs, AMs, in addition to SLs
- Differentiated development for principals, APs
- National strategy shared on OLPs, attendance and data entry, with related professional learning opportunities

# Service Plan Themes: Academics

Program Sub-team	Priority Items
HUM	<ul style="list-style-type: none"> <li>• Most schools need to focus lower literacy instruction with an emphasis on phonics - step 1 is data entry, step 2 is action planning</li> <li>• Data collection and analysis systems need to be elevated (RSA, RFA, RBM are exemplars to learn from)</li> <li>• <b><i>New phonics curricula adopted in 23.24 SY and related SGI</i></b></li> <li>• <b><i>Revise reading assessment suite</i></b></li> </ul>
STEM	<ul style="list-style-type: none"> <li>• Flagged schools with new or no STEM coaches (ex. RDP) for STEM team support</li> <li>• <b><i>Exploring STEM curricula and related SGI</i></b></li> </ul>
Science	<ul style="list-style-type: none"> <li>• Increasing science instruction in NSH</li> <li>• <b><i>Re-integrating science into thematic units [multiyear]</i></b></li> </ul>
ISE	<ul style="list-style-type: none"> <li>• Co-teaching and co-planning for some DoS clusters</li> <li>• <b><i>Deeper inclusion, esp for Mod/Severe</i></b></li> </ul>
MLL	<ul style="list-style-type: none"> <li>• Build ML Lead capacity to focus on integrated and designated ELD instruction</li> <li>• Prioritize movement of L1 and L2 students</li> <li>• <b><i>Continue to build dELD into the thematic unit</i></b></li> </ul>
PLI	<ul style="list-style-type: none"> <li>• Centers have been rolled out in Learning Lab spaces ⇒ monitor over next cycle</li> <li>• JetPackED - teach students how to use the dashboard to set intention for OLP usage and goals</li> <li>• <b><i>Audit LightSail and adopt higher impact program</i></b></li> </ul>



## Service Plan Themes: Operations and School Culture

Program Sub-team	Priority Items
Operations	<ul style="list-style-type: none"> <li>● Flagged schools with new BOMs for monitoring</li> <li>● Increased focus on TLAC coaching from RDOs → BOMs → Ops Specialists</li> <li>● All schools in the process of conducting Fall walkthroughs, data to be entered into iAuditor</li> <li>● <b><i>Creating pipeline of talent and more comprehensive development for each ops role</i></b></li> </ul>
School Communities	<ul style="list-style-type: none"> <li>● Flagged school clusters with low attendance and co-created attendance support plans</li> <li>● Continuing to focus on OM development (monthly)</li> <li>● <b><i>OM and OA differentiated development</i></b></li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>● Support schools that need to elevate general management and leadership systems or adult culture</li> <li>● <b><i>Organize internal learning modules/ materials to provide greater access, visibility and agency (right learning at the right time for the right individual)</i></b></li> </ul>

# 2022-23 Planning



# Change Management



# Program Team Priorities: Looking Ahead

TEAM OBJECTIVES	INITIATIVES
<b>Strengthen Current Core Practices</b>	<ul style="list-style-type: none"> <li>● Connecting w/ DoSs to strengthen data management systems and practices</li> <li>● Revise national data dashboard, which would enable regional and national teams to more quickly identify trends, next steps</li> </ul>
<b>National Curriculum Review and Pilots</b>	<ul style="list-style-type: none"> <li>● Adopt new phonics curricula in 23.24 (and related intervention suite)               <ul style="list-style-type: none"> <li>○ Amplify CKLA, Grove, Wilson</li> </ul> </li> <li>● Adopt new reading assessment in 23.24               <ul style="list-style-type: none"> <li>○ mClass DIBELS</li> </ul> </li> <li>● Adopt new STEM curricula in 23.24               <ul style="list-style-type: none"> <li>○ Likely Eureka</li> </ul> </li> </ul>
<b>Elevate Professional Learning</b>	<ul style="list-style-type: none"> <li>● Revise P, AP, OM and BOM evals to align to regional outcomes; differentiated by tenure</li> <li>● Align competencies and development to evaluations</li> <li>● Optimize use of Mission Control to organize and manage learning</li> </ul>
<b>Communication &amp; Connection</b>	<ul style="list-style-type: none"> <li>● Connecting w/ EDs every week</li> <li>● Developing regional achievement leaders</li> <li>● Connecting walkthroughs and development (i.e., mini skills labs, content huddles) to personalize learning in each region</li> </ul>





# Timeline and Partners

- Engaging a variety of individuals to audit our curriculum, launch pilots and study what is effective
  - Teachers, SLs, Educator Advisory Board, consultants
- Key decisions made in mid-late January, so that we can operationalize for 23.24 SY



# Benefits, Risks and Mitigation Approach

PROS	RISKS	MITIGATION STRATEGIES
<ul style="list-style-type: none"> <li>• Lower literacy phonics aligned with science of reading and thematically connected</li> <li>• Reading assessment less time intensive, aligned w/ science of reading</li> <li>• STEM curriculum enables stronger small group instruction and interventions</li> <li>• Less build and maintenance of curriculum, enabling teams to focus on stronger execution and depth of knowledge</li> <li>• Connected intervention suite (Tier II and III) addresses need on small group intervention and staggering number of students who are in bottom quartile</li> </ul>	<ul style="list-style-type: none"> <li>• Change fatigue</li> <li>• Deep institutional knowledge/ DNA around certain curriculum/ assessments (i.e., STEP - GR is built from and around STEP)</li> <li>• Curriculum not a magic solution - still will need to consider our own population, needs, etc</li> <li>• Degree and scale of change significant (assessment suite, interventions, core curricula)</li> <li>• Not all of program team experts on the curriculum being piloted</li> <li>• Regional variation (certain curricula not allowed in certain regions)</li> </ul>	<ul style="list-style-type: none"> <li>• Working cross functionally to establish benchmarks, communication plan</li> <li>• Engaged variety of stakeholders via working groups, advisory committees, etc</li> <li>• Likely considering training through the curriculum vs. creating our own in the first year</li> <li>• Call back the feedback - folks have been asking for these changes for the last few years</li> <li>• Launching standard bearers in each region so there is groundswell support on the changes</li> <li>• Building upon regional relationships now</li> </ul>

# Sample Plan: Reading Assessment Change

For each large change, we have scoped out key benchmarks, owners, deadlines and related resources.

## STEP Ex:

- Working group audit current assessment, gaps and needs
- ID top 2-3 assessments
- Engage key groups for additional feedback (EDs, EAB, DoSs, SLs)
- Based on 4 criteria, make recommendation on reading assessment
- Align on national reading assessment
- Work in partnership with analytics to establish the data tools, assessment cycles
- Work in partnership with operations to procure materials
- Launch standard bearers in each region
- Provide development SSM
- Launch communication plan, including rationale, training, supports in early March

Key Benchmarks	Owner(s)	Deadline	Status
Identify Assessment and required components	Krista	Nov 13	On track
Coordinate with assessment system to create plan for rollout and implementation	Krista	Nov 13	On track
Identify curricular replacements for Phonics block and update curriculum guidance for the hum block	Krista/ L&L Team	Nov 13	On track
Share with PT for feedback and pressure testing	Krista	Nov 13	
Share with EDs for feedback and input	Krista	Nov 20	
Align with DoS and key content stakeholders on messaging and headlines and get feedback on plan to for engaging stakeholders (message upcoming round change)	Krista/ L&L Team	Dec 9	
Engage EAB through a survey and ask them to gather input from their regions	Krista	December 9	
Work with Analytics and Procurement to set up plan for ordering and assessment system set up	Krista	December 9	
Create the data management system tool in partnership w/ VP, Academics and CSO (should ALSO be embedded into our own dashboards, whatever those dashboards end up being)	Krista	December 9	
Begin scheduling external PD on curriculum and assessment suites for L&L team and key stakeholders (aim for Feb./ March)	Krista	December 16	
Identify standard bearers in each region (i.e., 1-2 schools or handful of teachers on a few campuses who are engaging with the assessment in the spring)	Krista/ L&L team	December 16	On track
Connect and TRAIN DoSs to ensure alignment of proposed shift towards new reading assessment	Krista/ L&L team	January 2023	
Connect w/ and train AMs to ensure alignment of proposed shift towards new reading assessment	Krista/ L&L team	January 2023	
Launch Content Series on Science of Reading and Foundational Skills Development (2nd module of AM series)	L&L team/ PL	January 2nd	
Work w/ Meghan Pierce to get time to train SLs during the Spring (avenues to consider are PTM, AP PD, SL Spring Planning)	Krista	January 2nd	
Communicate replacement assessment suite, rationale, training timelines. Work w/ MarComm to determine audience, timeline, messaging EDs --> DoSs --> Regional ach team --> Ps --> APs --> Ts (include ISE specialists) --> Hourly staff (ILSs, Paras, etc)	Krista	January 20th	
Finalize ordering needs for all regions	L&L team/ Ops	January 2nd	
Launch standard bearers in each region (i.e., 1-2 schools or handful of teachers on a few campuses who are engaging with the assessment and the curriculum in the spring)	Krista	February 2023	
Begin scheduling any external summer PD / Define priority sessions for summer PD	Krista/ L&L team	Feb./ March	
L&L team begins PD planning and curriculum curation process	L&L team/ PL	Feb./ March	
Collect best practices from standard bearers pilots to share out in anticipation for full launch	L&L team/ PL	April/ May	
Sign all agreements w/ legal re: assessment and data sharing			

## Discussion

- Significant moment for our organization
- Have we identified all/ most of the significant risks?
- Which mitigation strategies have we not considered?
- How have you seen this play out in other organizations/ networks?
- Advice/ feedback?

