



Tuesday, February 14, 2023
Rocketship Public Schools Achievement Committee (2022-23 Q3)

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. You will be recognized once the public comment time begins, and be 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 Rd, Jacksonville, FL 32207

3290 N. 44th St., Milwaukee, WI

1884 Pinecrest Dr, Altadena, CA 91001

809 Pico Ln, Los Altos, CA 94022

1409 Market St, Chattanooga, TN 37402

1. Opening Items

A. Call to order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from November 8, 2022 Achievement Committee meeting

3. Agenda Items

A. Mission Moment

B. 22-23 Mid-Year NWEA Data and Response

C. National Curriculum Review Process

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.

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 (2022-23 Q2) (Tuesday, November 8, 2022)

Generated by Cristina Vasquez on Wednesday, November 9, 2022

1. Opening Items**A. Call to order**

At 1:08pm, Ms. McGriff took roll call. With a quorum of committee members present, Ms. McGriff called the meeting to order.

Present: Malka Borrego, Rajen Sheth, Deborah McGriff

Absent: Malka Borrego Daniel Velasco

B. Public comment on off-agenda items

At 1:09pm, Ms. McGriff called for public comment on off-agenda items. No members of the public were present, and no comment was made.

2. Consent Items**A. Approve minutes from August 15, 2022 Achievement Committee meeting**

At 1:12pm, Mr. Velasco joined the meeting.

At 1:12pm, a motion to approve consent items was made by Ms. McGriff, seconded by Mr. Sheth, and carried unanimously by roll call vote.

Y: Malka Borrego, Rajen Sheth, Deborah McGriff, Daniel Velasco

N: --

Abstain: -

3. Agenda Items**A. BOY Achievement Update**

At 1:14pm, the committee discussed agenda item 3(A).

B. 2022-23 Planning

At 2:18pm, the committee discussed agenda item 3(B).

4. Adjourn

At 3:00pm, a motion to adjourn was made by Ms. Borrego, seconded by Ms. McGriff, and carried unanimously by roll call vote.

Y: Malka Borrego, Rajen Sheth, Deborah McGriff, Daniel Velasco

N: --

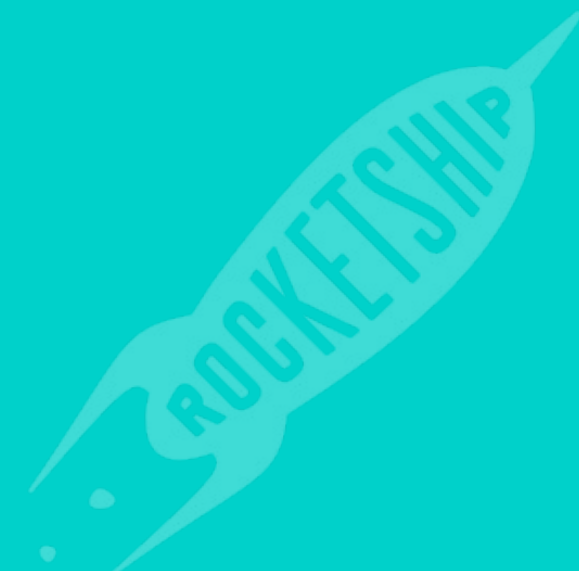
Abstain: --

Q3 Rocketship Public Schools Achievement Committee Meeting

February 14, 2023



Mission Moment



Mission Moment: Rocketship California Celebrates Quinceañera



Mission Moment: Rocketship California Celebrates Quinceañera



2022-23 Mid-Year NWEA Review

Winter 2022-23



Executive Summary

Wins

- Nashville reading growth significantly higher than last year
 - Particularly strong founding semester at Rocketship Dream
- Rocketship Legacy Prep significantly improved performance shows promise for D.C. region
- San Jose on similar trajectory to last year (where we saw significant winter-spring growth)

Challenges

- Winter growth remains lower than pre-pandemic averages
- 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.
- High proportion of new to Rocketship staff, insufficient onboarding and skill development to the Rocketship model, as well as new standards, curricula, and assessments (TX) led to academic challenges in Milwaukee and Texas
- Attendance across regions continues to be a significant challenge
- Proficiency on Spring State Assessments projected lower for the majority of schools than 21-22

Second Semester Program Team Priorities

- **Onboarding and Ongoing Skill Development Working Groups:** Cross-functional work to codify best practices/unique elements of Rocketship model in onboarding external instructional leaders
- **Instructional/Data Management Systems Codification**
- **Equitable Supports:** In partnership with DoSs and EDs, create more comprehensive support plans for priority schools and regions, including content agnostic supports w/ clear owners
- **Reinvest in Intellectual Prep:** Build tools for teachers and leaders to envision exemplar instruction and the intellectual preparation needed to drive towards this vision
- **National Curriculum Review:** Continue to review RPS curriculum against alternatives

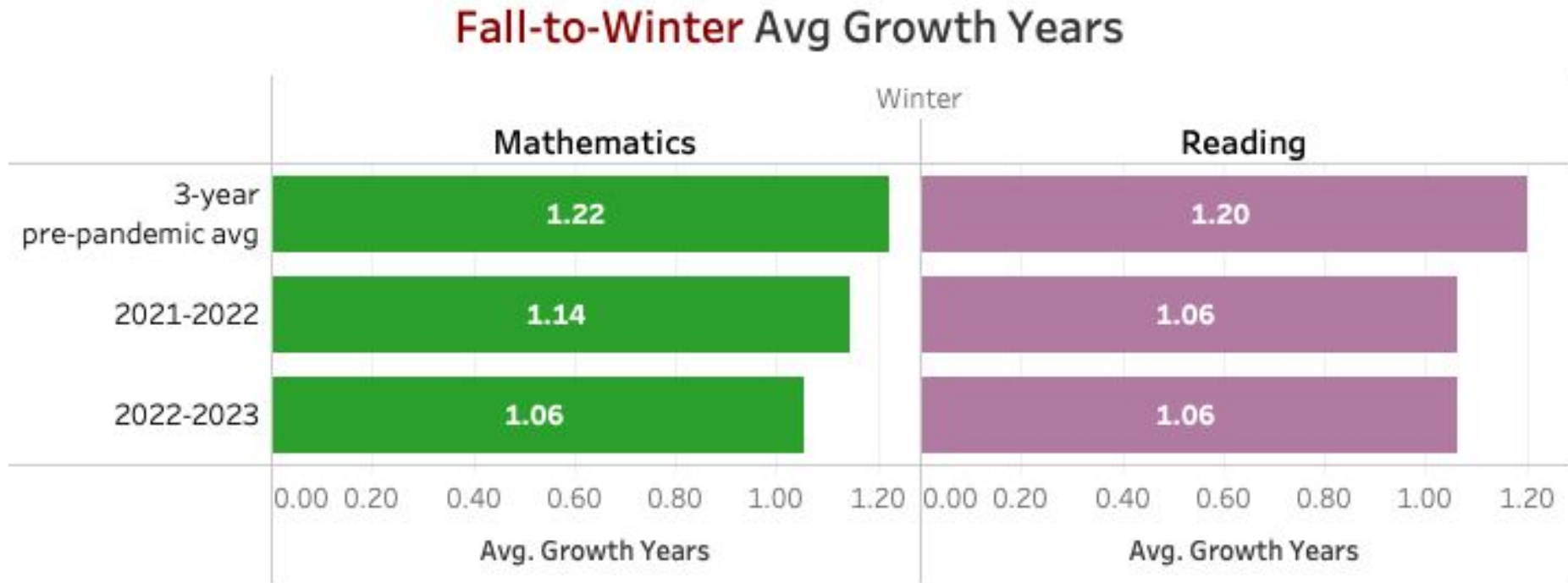


Guiding Questions

- What additional actions might we consider to accelerate student achievement in the second semester?
- What have you seen as best practices in multi-site, multi-state organizations in fostering strong partnership and supports between the center and 'on the ground' supports (in our case National and Regional)?



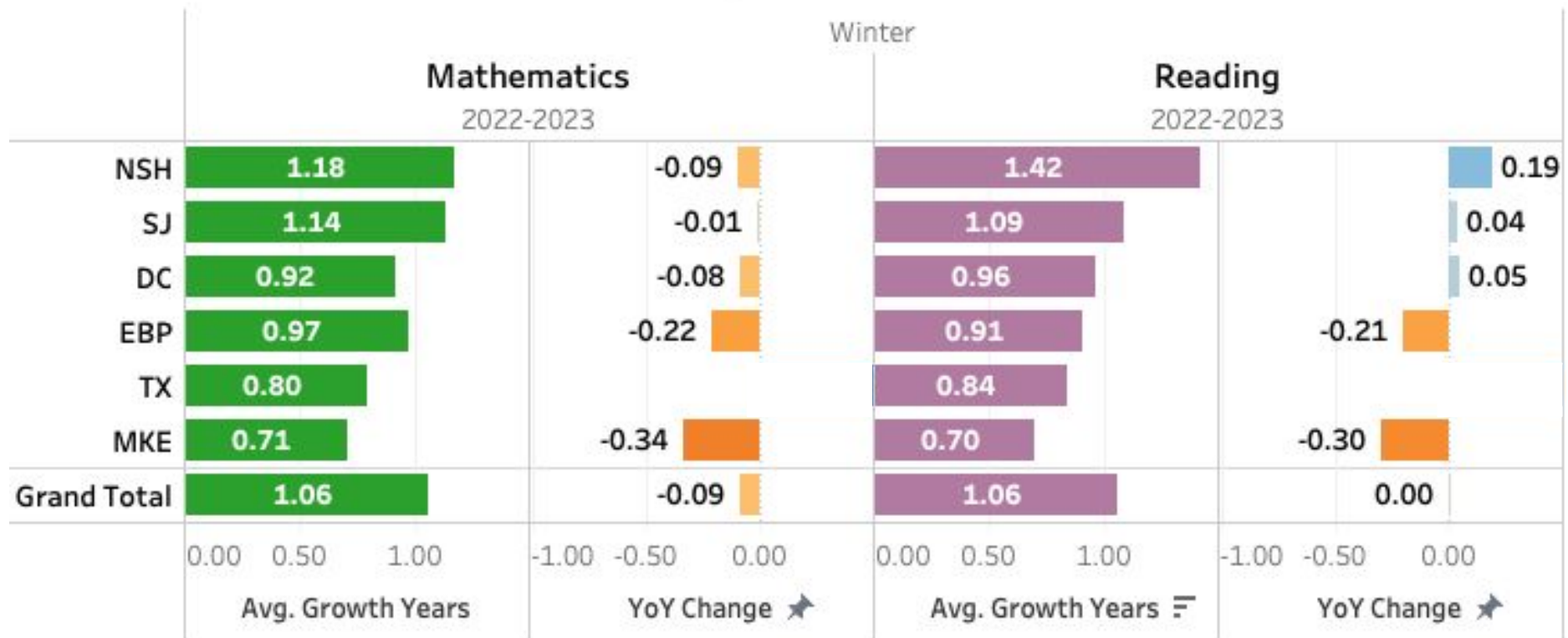
Like last year, Winter Growth is Trending Lower than Historical Averages



- Math: Lower growth rates in most grades and regions compared to last year
 - Working to understand the impact of Eureka pilots in mid-year STEM results
- Reading: Similar network average to last year but variance across regions
 - NSH achieved stronger growth, SJ and DC showed improvements

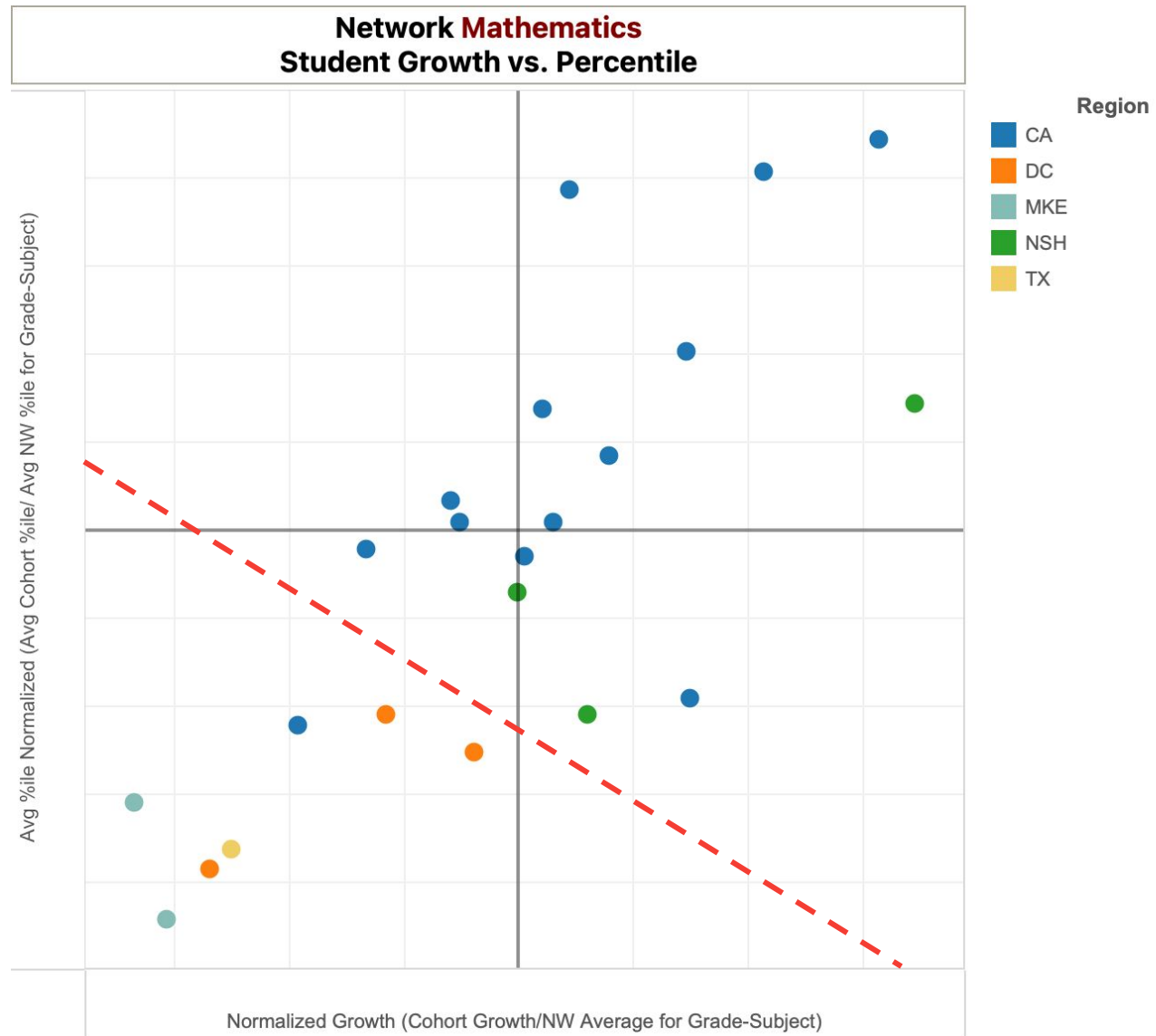
NSH Reading is the only Region with significant higher growth compared to last year

Fall-to-Winter Average Growth Years and Change from 2021-22

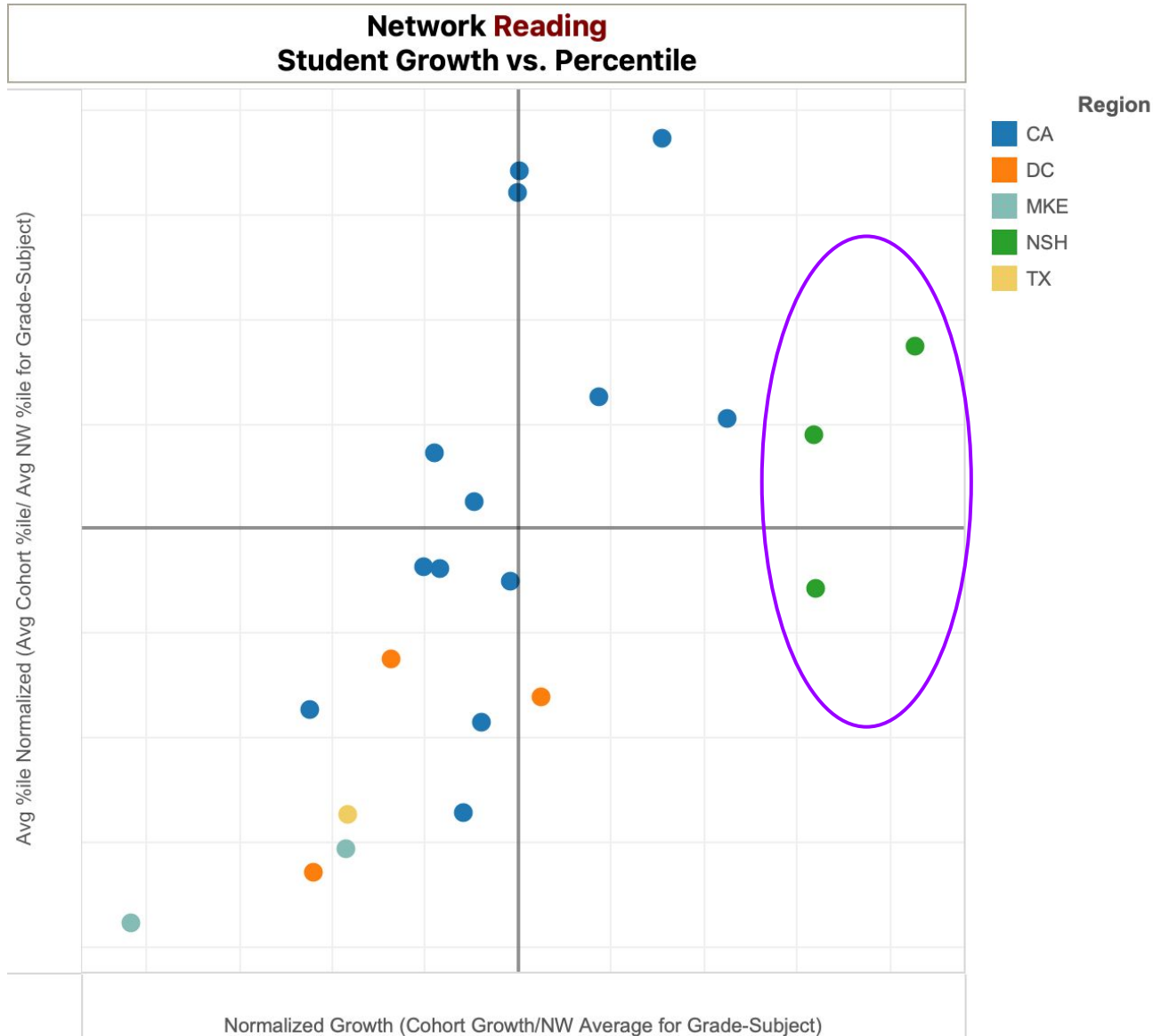


- SJ and DC also achieved slightly higher Reading growth rates than last year
 - Within DC: strong gains at RLP

Most CA and NSH schools outperform other regions in both Math growth and absolutes



The three NSH schools achieved the highest Reading growth rates in the network



Kinder achieved the highest growth rate in Math, but highest rates are still at or below historical averages

Avg Growth Years by Starting Tier

	Mathematics						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.27	1.20	1.04	1.12	1.10	1.05	1.13
Lower Inner Third	1.21	0.91	0.93	0.94	1.00	0.92	0.99
Upper Inner Third	1.15	0.92	0.93	1.06	0.97	0.98	1.01
Top Third	1.17	0.94	0.76	1.04	1.14	1.01	1.00
Grand Total	1.21	1.02	0.93	1.07	1.07	1.01	1.06

- G1 made progress with students who started in bottom quartile

Kinder and 4th Graders making greater gains across tiers

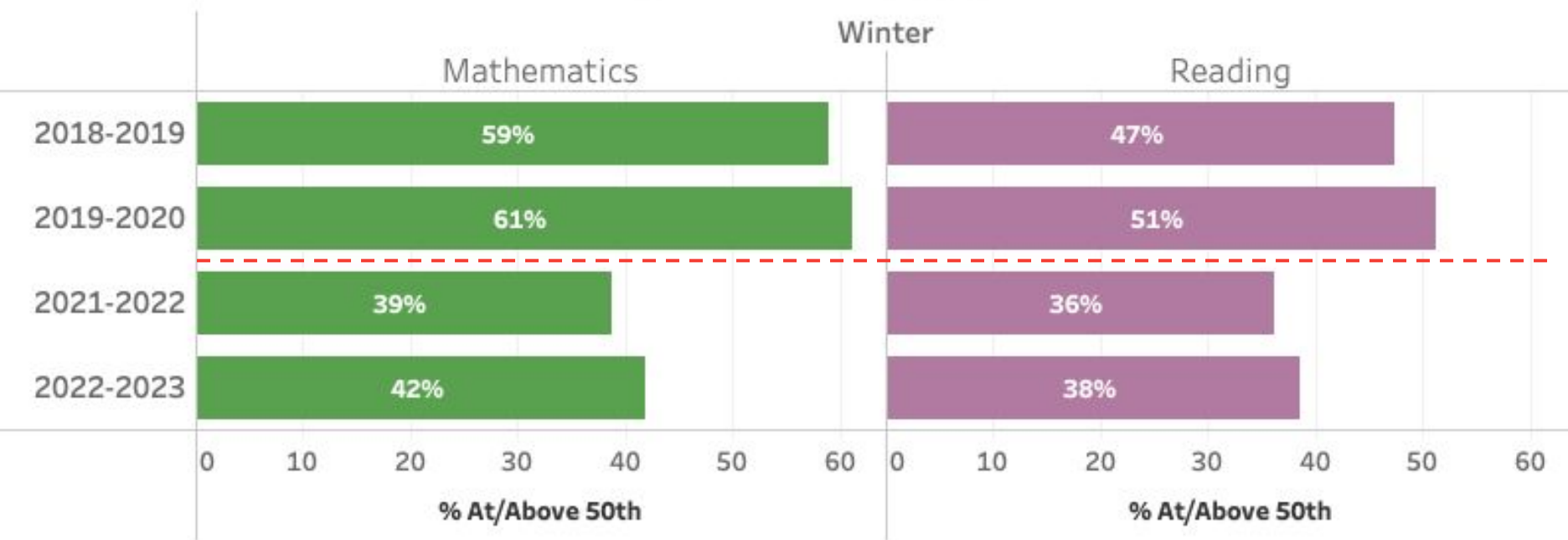
Avg Growth Years by Starting Tier

	Reading						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.20	0.98	0.92	1.04	1.28	1.25	1.08
Lower Inner Third	1.04	0.78	0.99	1.15	1.19	0.95	1.02
Upper Inner Third	1.16	0.83	1.20	1.20	1.20	0.97	1.10
Top Third	1.12	0.96	0.99	1.02	1.04	0.98	1.02
Grand Total	1.14	0.93	0.97	1.07	1.20	1.10	1.06

- Concerns about G2 and G3 cohorts for past several years as crucial years of foundational literacy spent disrupted due to pandemic (distance learning, COVID safety policies)
 - Potential implications for state testing starting this year

Slight gains in percent At/Above 50th from last year, similar to gains seen in fall

Winter NWEA MAP % Top 50

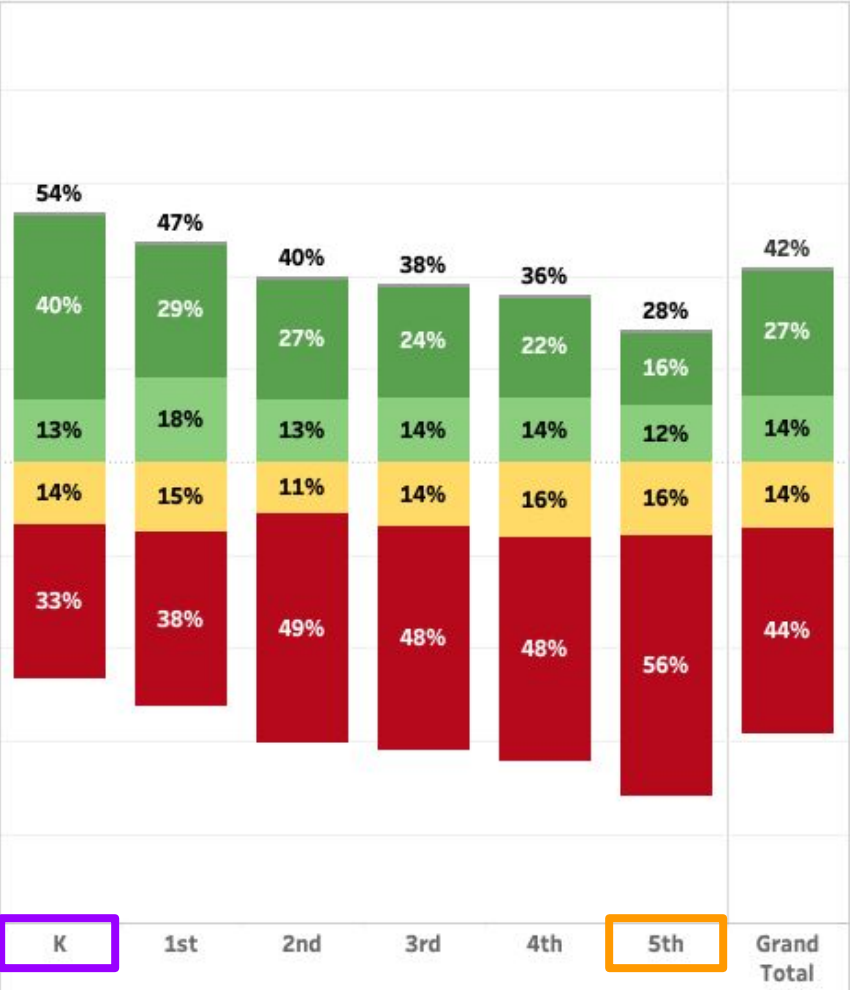


Note: 2020-21 Winter NWEA was not administered during distance learning.

- During the fall term, RPS typically doesn't see much movement on % above grade level and sees decline in the bottom tier
 - This year, most grades on-track for lower percentage on grade level compared to their fall starting points and an increase in the bottom tier

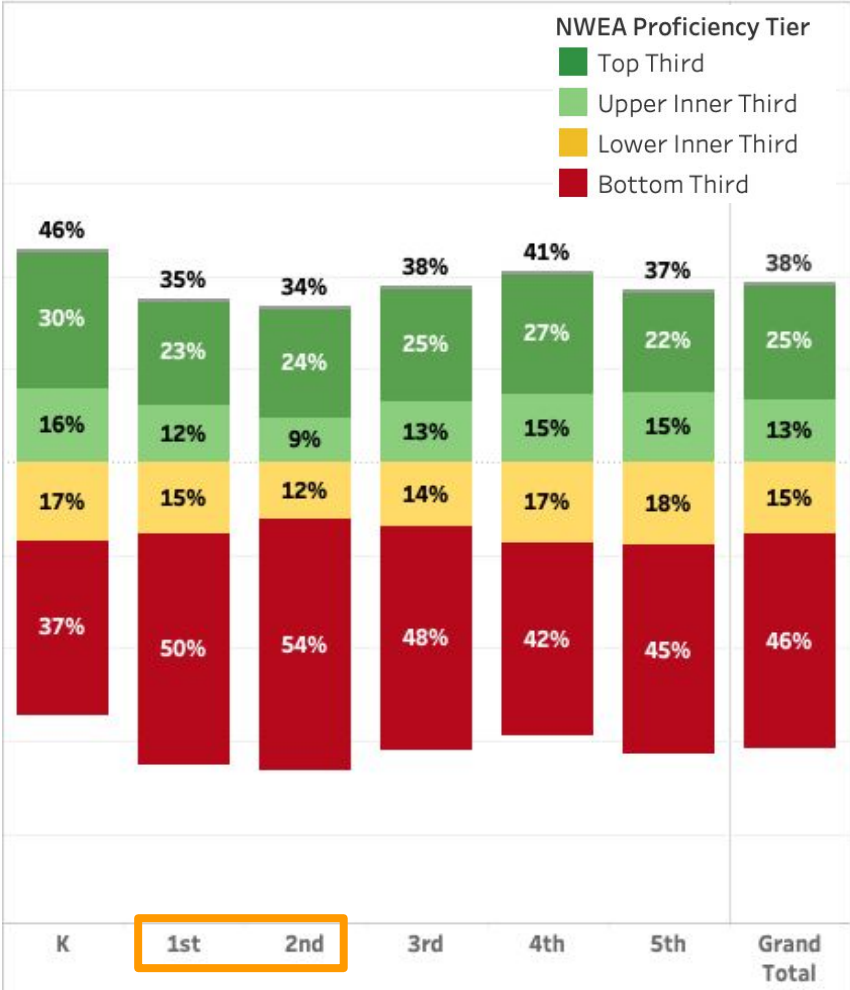
Grade Level distributions

2022-2023 Winter NWEA
Mathematics



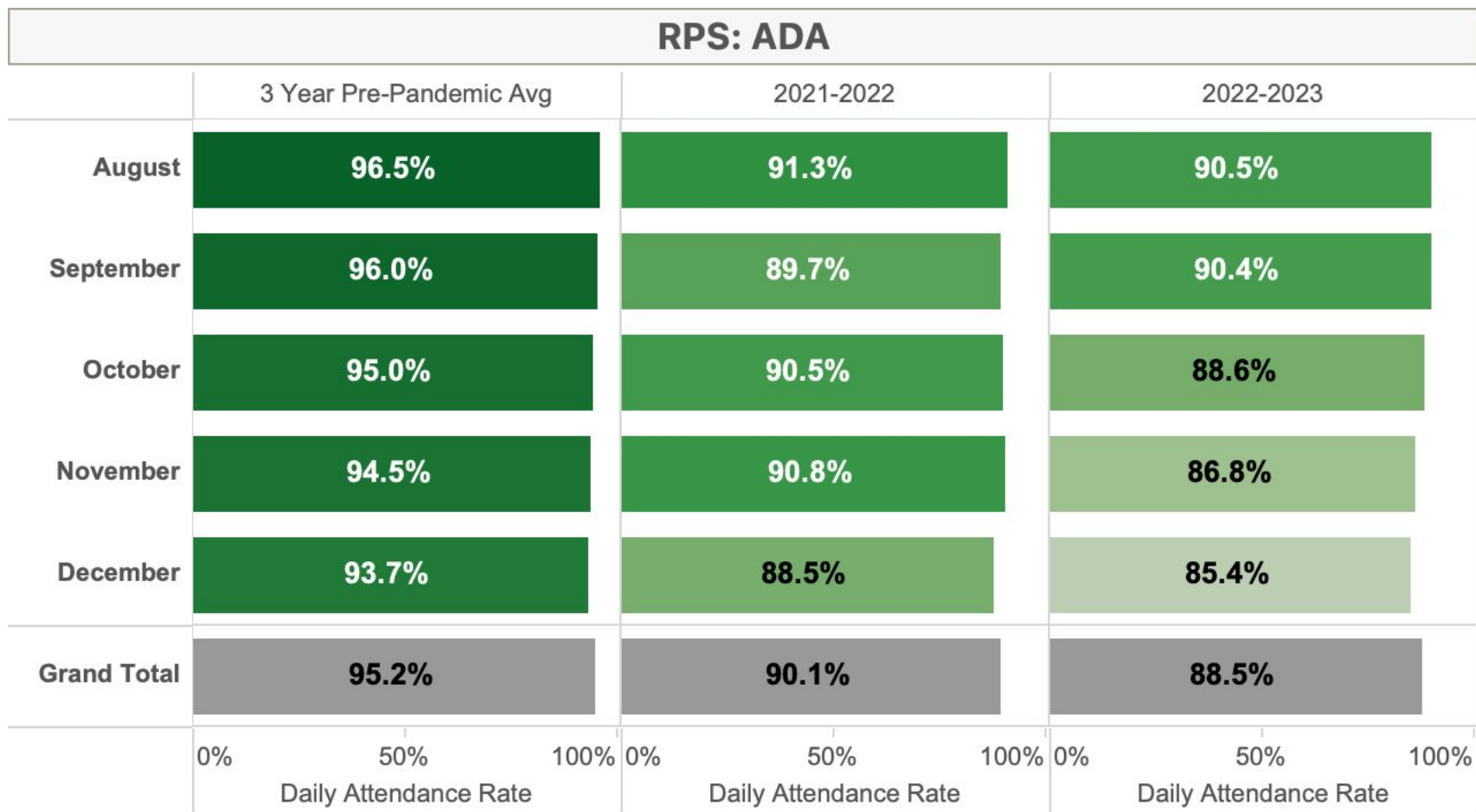
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2022-2023 Winter NWEA
Reading



• >50% of G1-2 students in bottom tier

Attendance remains a challenge this year



- Although still below pre-pandemic levels, the beginning of this year started with similar attendance rates to last year
- Attendance rates began to decline in October and November & December were lowest ADA for the months on record
 - Largely due to increase in unexcused absences and sickness (in CA where collected)

Overall Root Causes and 2nd Semester Priorities to achieve 1.25 years of growth on average

Root Cause	2nd Semester Actions	Intended Outcome
Significant gap in onboarding/developing external instructional leaders	<ul style="list-style-type: none">● Onboarding working group is now up and running to codify best practices to onboard external hires more effectively● Additional efforts to codify best practices for principal onboarding, given that this year we've welcomed 4 new external principals, our greatest number ever● Long-term we must elevate our onboarding as well as ongoing skill development of external instructional leaders/school leaders	<ul style="list-style-type: none">● External SLs, particularly external principals, in 23-24 will have clear metrics for success and ultimately be better prepared to navigate their first semesters at RPS● RPS will be ready to host external principal residents as soon as 23-24

Overall Root Causes and 2nd Semester Priorities to achieve 1.25 years of growth on average

Root Cause	2nd Semester Actions	Intended Outcome
Underdeveloped/ uncodified instructional and data management systems	<ul style="list-style-type: none">● Realignment on priority data to be consistently reviewed by regions● Instructional management systems working group focused on developing tools for coaches to support building and maintaining effective systems meeting biweekly● Emphasis on coaching or video analysis of ILTs and structures of similar importance	<ul style="list-style-type: none">● Regional leaders will have the tools they need to evaluate the effectiveness of key systems managed by SLs by June of 2023

Overall Root Causes and 2nd Semester Priorities to achieve 1.25 years of growth on average

Root Cause	2nd Semester Actions	Intended Outcome
Previous Program Team support allocation structure	<ul style="list-style-type: none">● Commitment to equitable, rather than equal supports (moving away from allocating a set number of days to each Director of School)● Significantly increased support/partnership with Milwaukee and Texas● Increased partnership with other priority schools, including RDP, RDL, RRWC	<ul style="list-style-type: none">● Regions that require more partnership or support will receive it, to accelerate achievement across regions to reach 1.25 goal (minimum of 1.1 in MKE and Texas)

Overall Root Causes and 2nd Semester Priorities to achieve 1.25 years of growth on average

Root Cause	2nd Semester Actions	Intended Outcome
Unclear regional vs. national roles and responsibilities and inadequate collaboration structures	<ul style="list-style-type: none">● Restructuring Director of Schools & Program Team Collaboration Meetings● Creation of support plan document to provide visibility into regional and national supports for schools● ED/Program Team Stepback in February	<ul style="list-style-type: none">● Schools will receive comprehensive supports, aligned to their needs. They will know what regional support is in place and what national support supplements the work of the region.

Overall Root Causes and 2nd Semester Priorities to achieve 1.25 years of growth on average

Root Cause	2nd Semester Actions	Intended Outcome
Continued attendance struggles	<ul style="list-style-type: none"> • Weekly collaboration calls with regional reps and weekly OM Huddles to address attendance data, response strategy, and focus on creation of and fidelity to attendance plans • Establishing partnership with regional wellness teams/CareCorps to address wrap around services to support families facing attendance barriers. • Launching internal SARB review process in California, w/ 4 school pilot and establishing attendance escalation protocol and process in each region (example SST in DC). <ul style="list-style-type: none"> ○ 3 tier approach 1. Attendance audits of basic structures (phone calls home, etc.) 2. Teacher phone calls for students missing multiple days per week 3. Attendance meetings for chronically absent and Truant students by SLs 	<ul style="list-style-type: none"> • Improved attendance in the second semester, ideally at least 93%,

Additional Academic Team Root Causes and Priorities

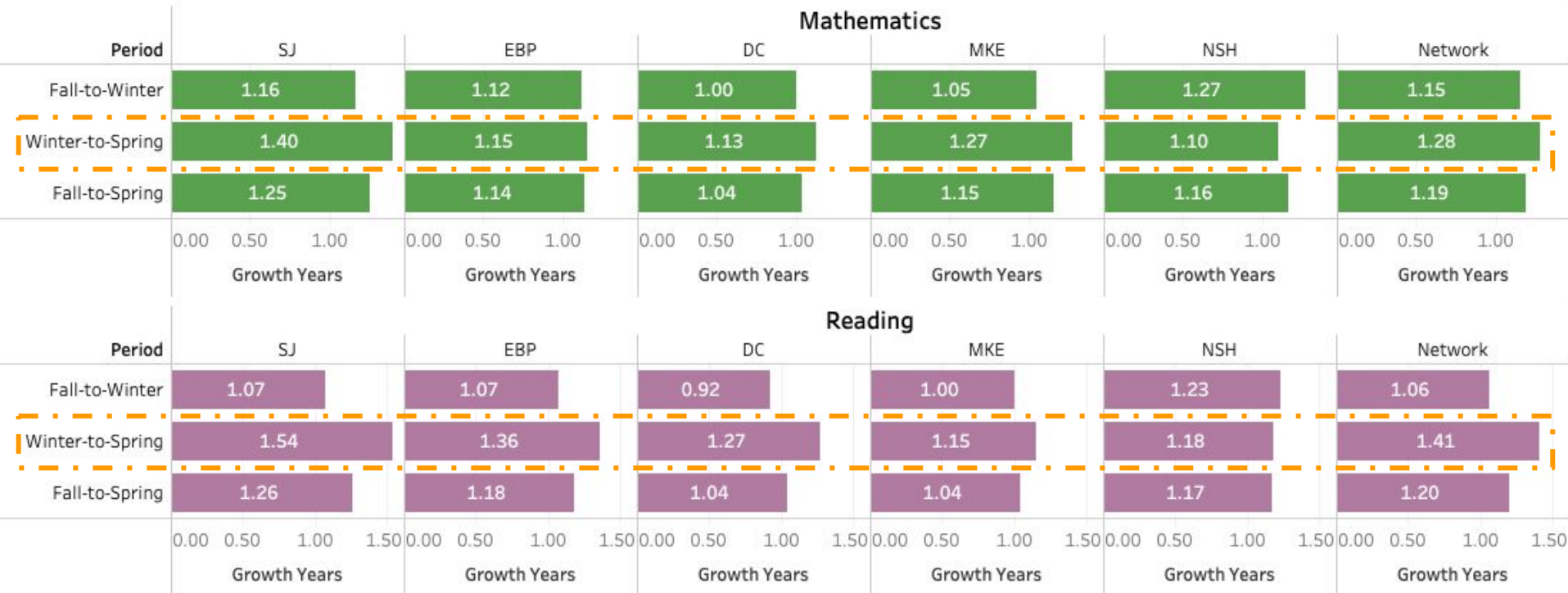
Root Causes	2nd Semester Actions	Intended Outcome
Lack of strong intellectual preparation structures	<ul style="list-style-type: none"> Supported schools in re-envisioning IP at Nashville retreat with principals Program team direct support of IP at priority schools, i.e. leading text study meetings for MKE Skill development of regional leaders focused on IP, i.e. reviewing lesson plans with regional achievement managers 	<ul style="list-style-type: none"> Teachers will know the criteria for strong lesson plans and submit accordingly after the first week in . There will be evidence of stronger internalization in the ways teachers execute the block to elevate student thinking.
Misalignment on exemplar vision of key instructional blocks, including Eureka pilots	<ul style="list-style-type: none"> Finalizing “Look For” tools that can be used in coaching across blocks and regions “Honing our eye” video analysis and video walkthroughs with regional instructional leaders Collecting exemplar videos to support coaching Reset with Eureka pilot sites on what fidelity looks like and using this to inform summer PD for new regions if adopting Eureka 	<ul style="list-style-type: none"> Regional leaders and teachers will be clear on what an instructional block looks like at it’s best and have coaching tools to develop teachers towards this vision.
Continued challenges with aspects of RPS curriculum (and subsequent impact to codified/aligned data systems and responses)	<ul style="list-style-type: none"> Continue National Curriculum review process to evaluate RPS against vetted alternatives At minimum, select new math and phonics curriculum Selecting new assessments, which will ideally create greater real-time data and clarity on school progress and status 	<ul style="list-style-type: none"> New curriculum chosen by February 20th Having new curricula will allow us to focus Program Team energies on implementation support rather than resource creation. New assessments should offer the opportunity to more easily gain insight into student progress.

With these adjustments, we intend to drive towards accelerated winter to spring achievement, as we did last year.



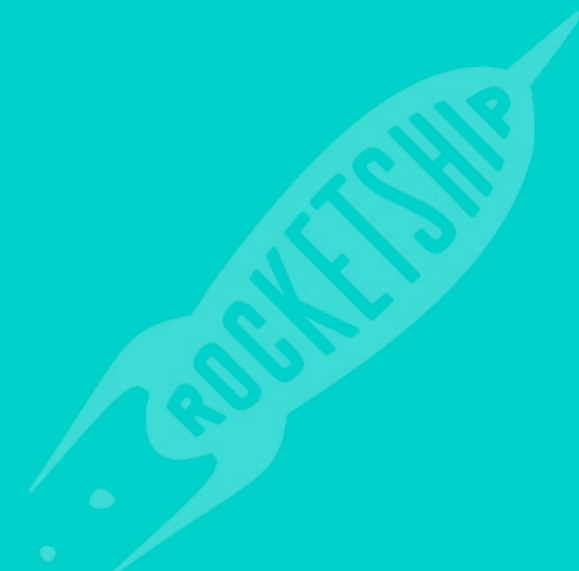
After a slower start than expected last year, most regions had accelerated growth in the 2nd semester

2021-22 Avg Growth Years by Term



- Stronger 2nd semester growth after Program and Regional teams made adjustments following fall semester reviews
- While this fall's growth was more similar to last year than expected, all regions still have opportunity to achieve strong growth in the second term,

To ensure accelerated achievement in future years, we are completing our National Curriculum Review



Rocketship's Math Curriculum History

2012 - 2014

Common Core Adoption

Rocketship pilots two CCSS aligned curricula (Envision and Singapore Math) but sees no significant difference in student results from strongest teachers who are writing their own lessons.

2014 - 2018

Curriculum Development

Strong Rocketship teachers identified & developed as "Common Planners" to create plans for their network grade level. Added CGI Number Stories & Counting Collections to math block.

2018 - 2020

Emerging Success

Network STEM Team modifies common plans to build own internally written Rocketship Math Curriculum with sample teacher scripting in lessons.

STEM team time allocation shifts more heavily towards curriculum and resource creation.

2020 - 2022

COVID Gaps & Elevating Impact

Rocketship launches TX with a need for TEKS-aligned curricula, and COVID means teachers are teaching content across grade levels.

Program Team reflects on balance of resource creation and implementation support.

Eureka Math piloted at eight campuses in 22-23.

Rocketship's Humanities Curriculum History

2012 - 2018

Internal Curriculum Created

Rocketship creates national internal curricula focused on systematic phonics instruction and guided reading; national conversation continues to focus on Balanced Literacy

2018 - 2020

Curriculum Development Continues

Rocketship adopts CR texts in G3-5 and continues creating national curricula, focusing on thematic unit, close reading, and integrated language instruction

2020 - 2022

TU SSM Revamped

Rocketship revamps TU SSM to include socio-political units, and diversify representation of characters in literary units; deepens emphasis on writing

Research disproves Lucy Calkins' "balanced literacy" approach. Science of Reading approach enters national discourse

G3-5 results improving YoY

2022 - Present

Emerging Opportunities

Rocketship launches TX, and deepens its understanding of SoR; TK-G2 falling further behind

Opportunities emerge to deepen understanding of SoR and further align entire humanities block

Why shift from RPS Curriculum?

- The quality of external curriculum has improved tremendously in the last decade
 - External humanities curricula now align with the science of reading
- We can now get a high-quality curriculum with significant wraparound resources at a more reasonable price point.
- Given the size of our STEM and Humanities teams, we can dedicate our time towards either creating curricular resources **or** supporting instruction and educator development.
 - By prioritizing instructional support and professional learning, this will lead to increased quality of development, stronger lesson execution, higher staff retention, and ultimately greater student achievement.



Curriculum Review Updates: Program Team Recommendation

Since our last meeting, after additional working group meetings, the Program Team has provided its official recommendation:

- **STEM:**
 - Implement Eureka across regions in 23-24
- **Humanities:**
 - Implement CKLA Skills in place of RPS phonics in 23-24
 - Add MClass intervention to support the efficacy of the small group reading block
- **Assessments:**
 - Replace STEP with DIBELS 8

STEM and assessments recommendations have been finalized with executive directors. We will be meeting with executive directors to finalize the plan for humanities in the coming weeks.

Curriculum Review Updates: Change Management

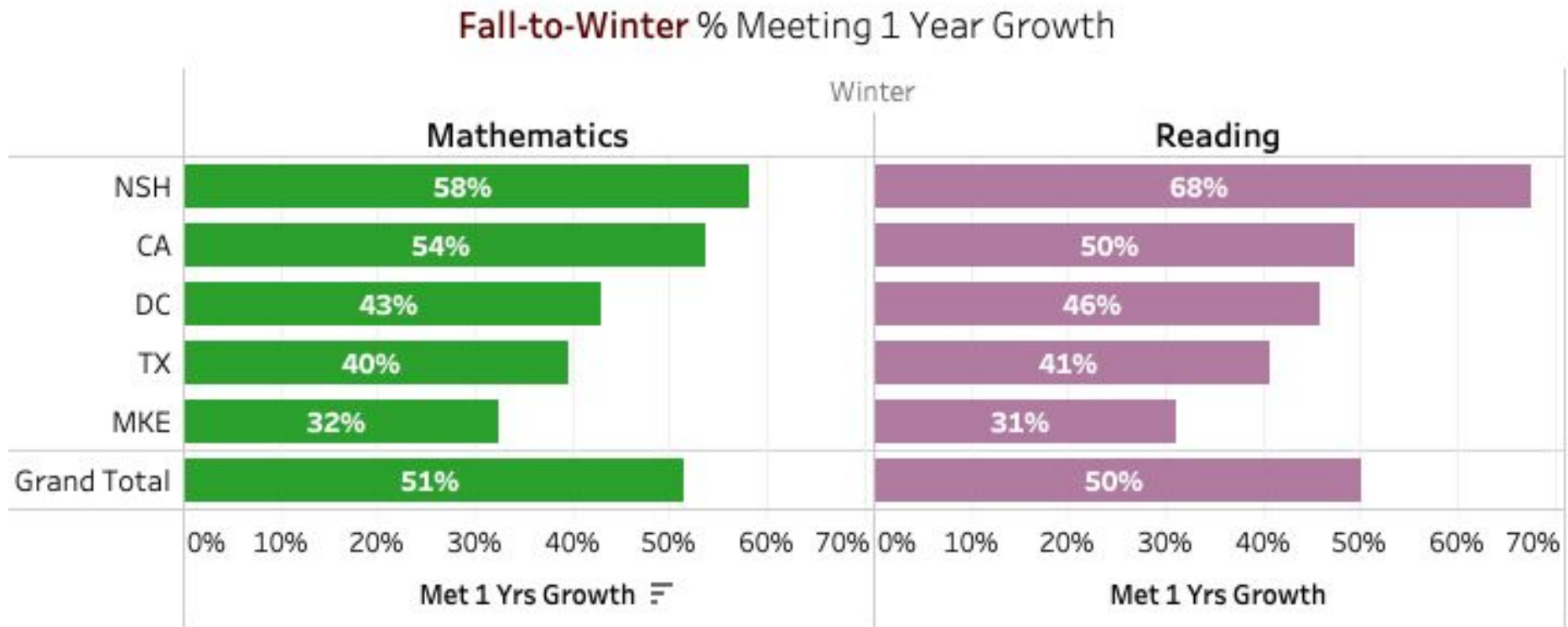


- Program Team engaged numerous stakeholders in consultancies around change management:
 - Principal consultancy in December
 - EAB consultancy in January
 - Working group feedback in January
- Weekly communications meeting has been established to ensure normed timeline and waterfall. Communications plan finalized week of February 13th
- Program Leadership Team will be meeting with EDs March 15th to generate and finalize development rollout plan

Appendix

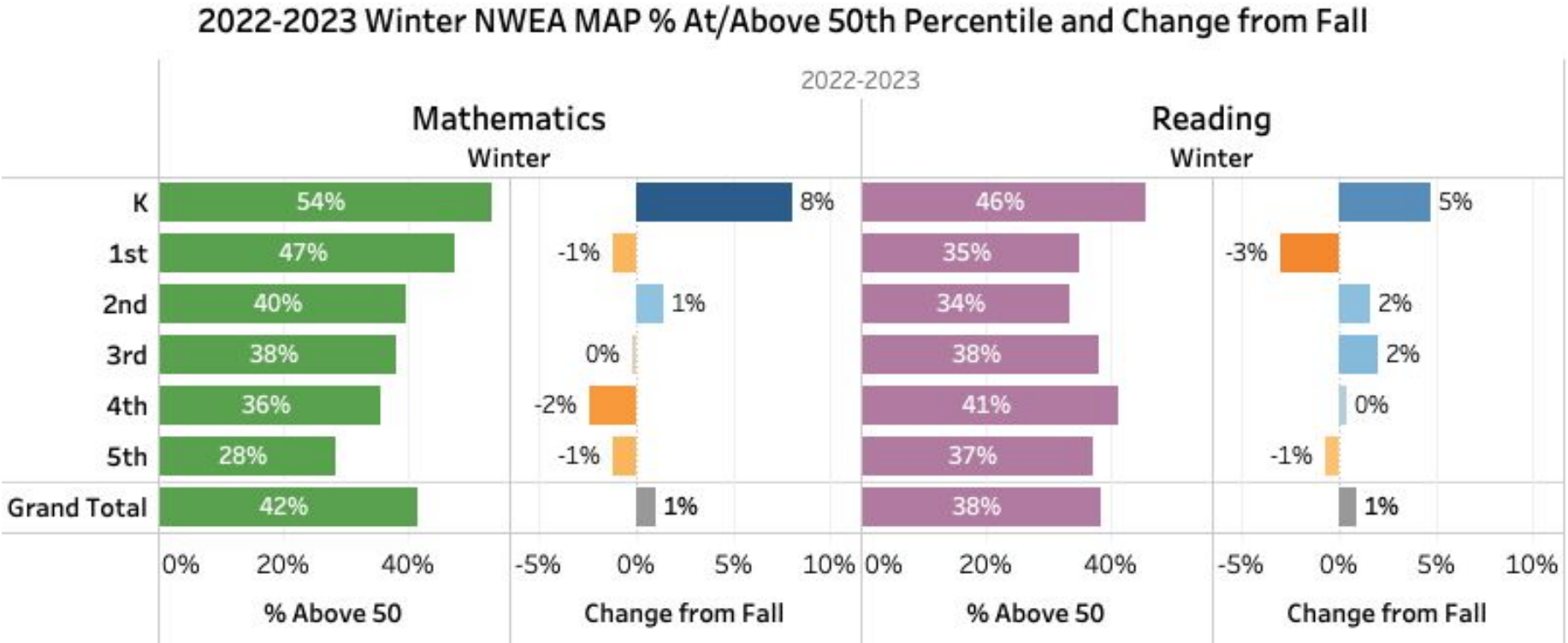


Only half of RPS students are on track to achieve one year of growth or more based on their fall starting score



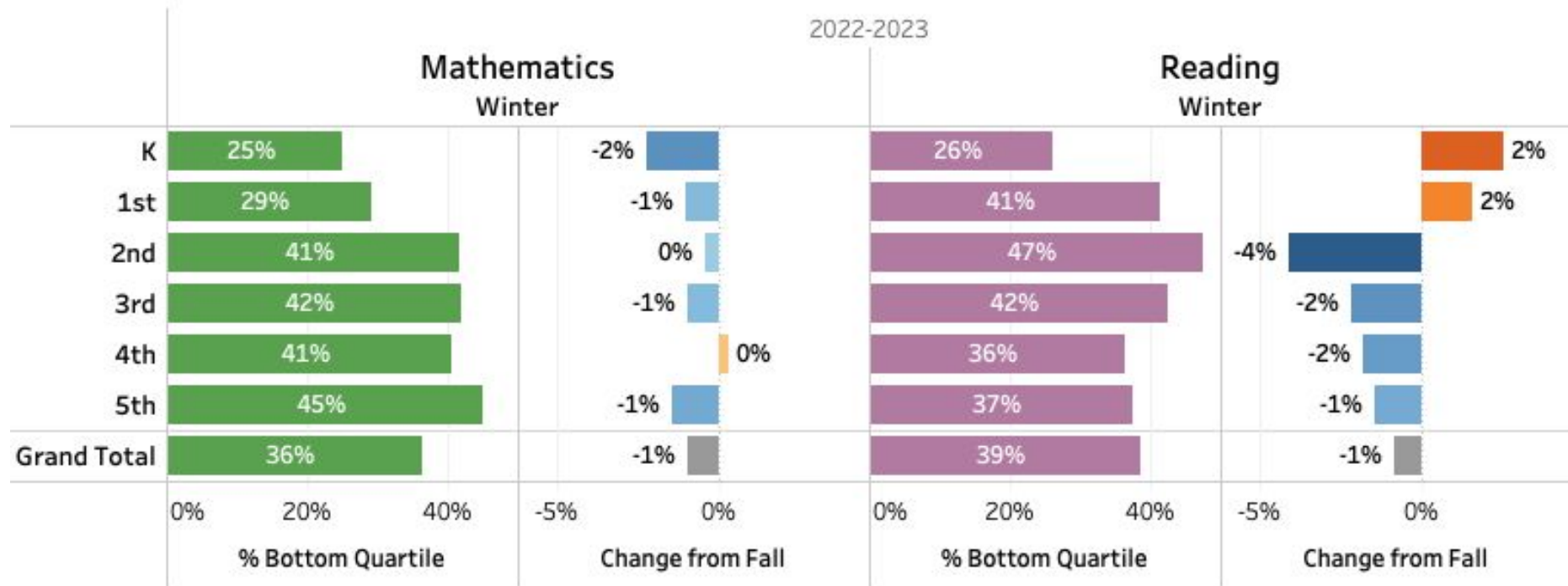
- 22-23 MY results are ~10 percentage points lower than historical RPS results
- Implications for meeting tiered growth goals set to close achievement gaps over several years

Change in % on Grade Level



Bottom Quartile

2022-2023 Winter NWEA MAP % Below 25th Percentile and Change from Fall



- During the fall term, RPS typically doesn't see much movement on % above grade level
- Typically see percentage in bottom tier decline during Fall term but uneven progress across grades and subjects this year

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

NWEA MAP % Bottom Decile

		2022-2023 Winter						Grand Total
		K	1st	2nd	3rd	4th	5th	
Mathematics	SJ	7%	9%	14%	18%	18%	18%	14%
	EB&P	16%	18%	28%	26%	26%	26%	23%
	DC	12%	24%	36%	33%	43%	44%	30%
	MKE	10%	27%	35%	43%	38%	43%	33%
	NSH	8%	22%	19%	25%	27%	19%	20%
	TX	19%	16%	62%	48%			36%
Grand Total		9%	16%	22%	24%	24%	26%	20%

- >30% of G2-G5 students are currently in bottom Math decile in DC, MKE, and TX

NWEA BOTTOM DECILE

Over 25% of 2nd and 3rd Graders are in bottom decile in Reading: students who spent most of K and G1 year in distance learning

NWEA MAP % Bottom Decile

		2022-2023 Winter						Grand Total
		K	1st	2nd	3rd	4th	5th	
Reading	SJ	7%	16%	27%	24%	18%	15%	18%
	EB&P	14%	33%	43%	30%	20%	23%	27%
	DC	7%	26%	52%	40%	31%	25%	30%
	MKE	10%	35%	46%	39%	32%	29%	33%
	NSH	8%	19%	12%	19%	15%	28%	15%
	TX	8%	29%	51%	41%			33%
Grand Total		9%	22%	32%	28%	20%	20%	22%

- DC/MKE/TX have largest share in bottom third and >30% of G2-5 students are in the bottom decile in those regions
- NSH reduced % in bottom decile from Fall for G1-4

ISE mild-to-moderate and Gen Ed peers have similar growth rates in many regions

Avg Growth Years by ISE Type

		mild to moderate	speech only	Non-ISE	Grand Total
Mathematics	DC	1.16	0.92	0.90	0.92
	EBP	0.97	0.80	0.98	0.97
	MKE	0.72	0.89	0.69	0.70
	NSH	1.68	1.09	1.14	1.17
	SJ	1.32	1.13	1.13	1.14
	TX	0.86	0.60	0.80	0.80
	Total	1.22	1.02	1.04	1.06
Reading	DC	1.00	0.88	0.97	0.97
	EBP	1.08	0.86	0.90	0.91
	MKE	0.71	0.46	0.71	0.70
	NSH	1.52	1.48	1.42	1.43
	SJ	1.16	0.97	1.09	1.09
	TX	0.81	0.49	0.85	0.84
	Total	1.11	0.96	1.06	1.06

Math

- DC, NSH and SJ ISE averaged high growth rates than Gen Ed peers

Reading

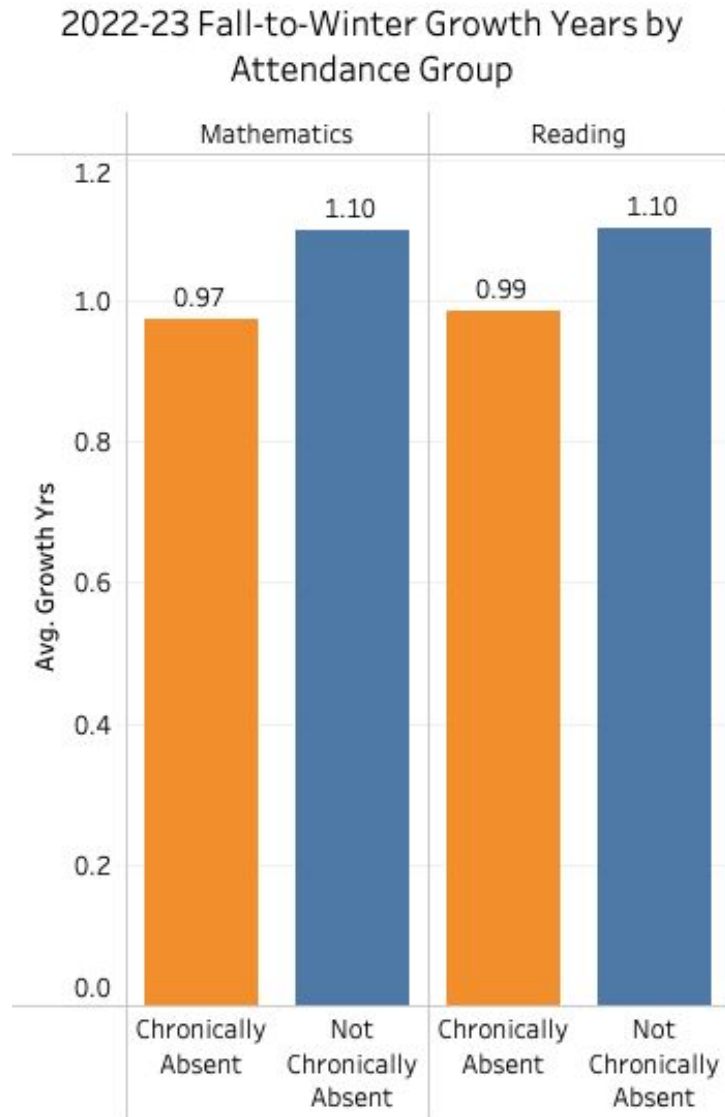
- EB and NSH ISE averaged high growth rates than Gen Ed peers

Subgroup: Race/Ethnicity

	Mathematics						Grand Total
	SJ	EBP	DC	MKE	NSH	TX	
Asian	1.29	1.02					1.27
Black	1.09	0.86	0.92	0.72	1.27	0.76	0.97
Hispanic	1.09	0.98		0.70	1.25		1.05
Other/Multiple			0.90		1.00		0.99
White	1.25	1.41			1.25	0.93	1.22
Grand Total	1.14	0.98	0.92	0.71	1.18	0.80	1.06

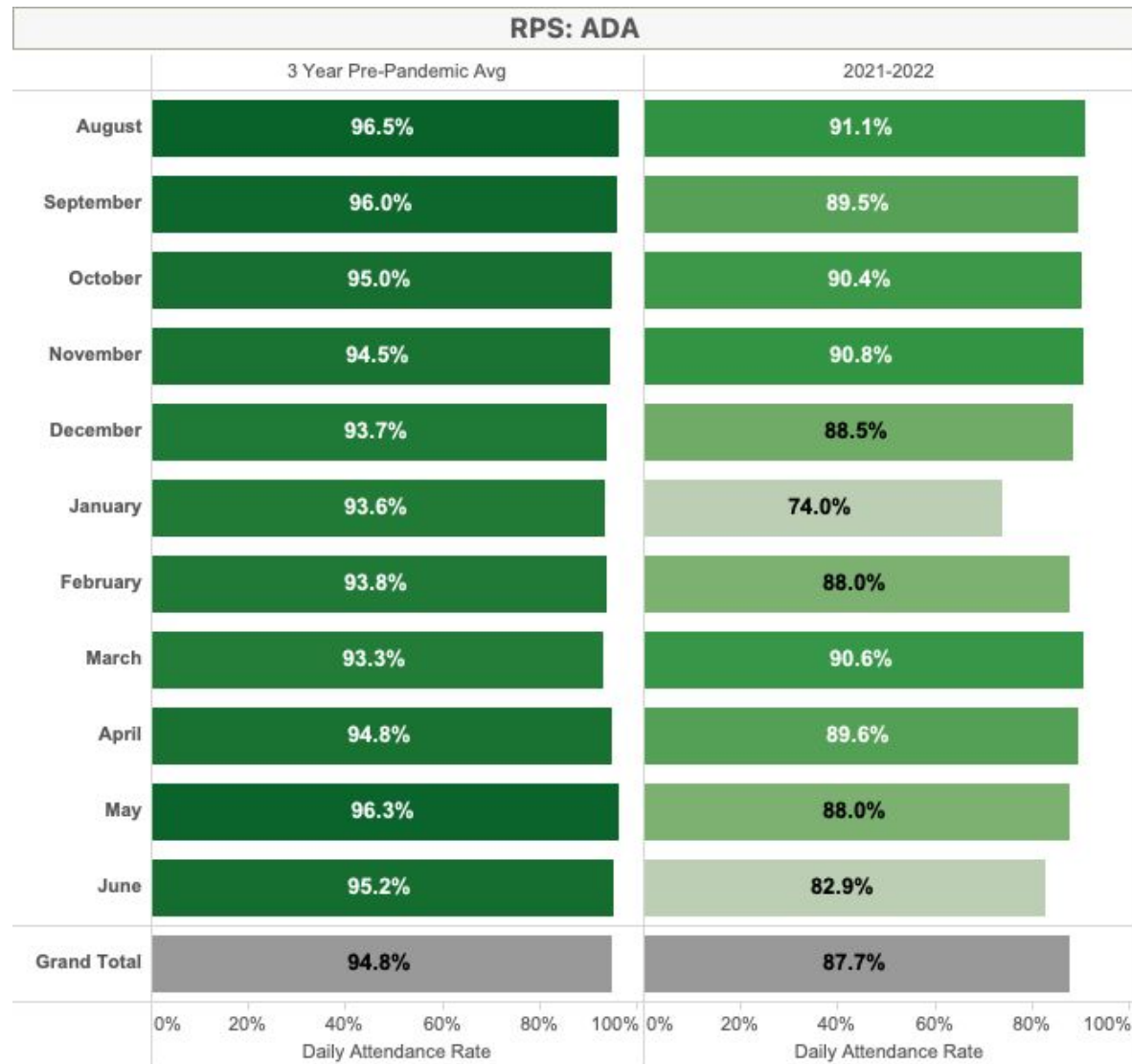
	Reading						Grand Total
	SJ	EBP	DC	MKE	NSH	TX	
Asian	1.19	1.01					1.18
Black	1.31	0.79	0.96	0.79	1.45	0.83	1.04
Hispanic	1.05	0.92		0.64	1.35		1.01
Other/Multiple			1.06		1.45		1.42
White	1.25	1.07			1.47	0.84	1.19
Grand Total	1.09	0.91	0.96	0.70	1.42	0.83	1.06

Similar to past years, students who regularly attend school earn higher growth rates than chronically absent peers



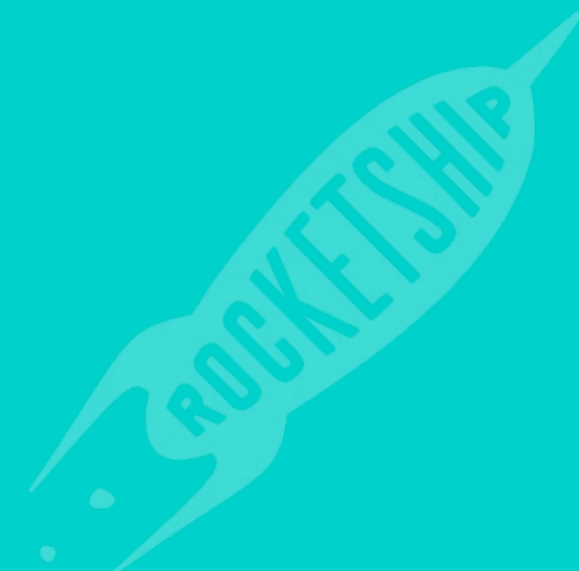
- Relationship highlights the importance of attendance action plans, family engagement and investments in wrap-around services
- With higher rates of chronic absenteeism, greater weight on group with lower average growth

Interestingly, we saw accelerated achievement in the second semester despite continued attendance challenges



* January 2021-22 lower attendance rates due to Omicron surge

Survey Overview and Action Planning Summary



Rocketship Staff Feedback Surveys

Rocketship administers annual surveys for school staff to provide the network with **direct and valuable feedback** on the employee experience, school culture, and career pathways. Your survey input helps Rocketship recognize strengths we can build on and identify the highest priority opportunities for improvement.



Manager Feedback Survey

Anonymous feedback for your direct manager on coaching, adult culture, interpersonal skills, and performance management.

Survey used to inform school and network **PD and coaching for managers**.

Anonymous



Staff Experience & DEI Survey (January)

Share thoughts on your **experience and satisfaction** in your school and within the Rocketship Network as a whole.

Feedback helps us recognize our strengths and identify priority opportunities to improve **climate and the employee experience**.

Anonymous



Staff Interests & Career Pathways (January)

Describe your **intentions** for the next school year and **interest in Rocketship career pathways**.

Opens conversations with school leaders on career and development goals. Facilitates network **talent pipelines** and internal transfers.



NeST Performance Survey (Winter)

School leaders share feedback on how NeST is delivering on support for schools across three factors (Quality of Work, Collaboration, and Reliability + Timeliness).

NeST teams use the information to **elevate their service levels** and guide annual planning and priorities.

*Anonymous
SLs and NeST only*

Staff Experience and DEI Survey Question Overview

Organizational Culture

*Passion and commitment to Rocketship's mission
Recommend Rocketship as a great place to work
Experience in career development, enablement,
and retention planning*

Team Culture

*Enjoyment of day-to-day work
Connection to work and team
Feelings of recognition and effectiveness of
communication systems*

DEI Strategy & Experience

*Awareness of and impact of Rocketship's DEI
strategy
Individual experiences with DEI, bias, and
microaggressions at Rocketship
Culture awareness*

Organizational Priority

*22-23 organizational priority asked for additional
feedback on Rocketship's compensation and
benefits to inform planning for 23-24 and beyond.*



Rocketship is engaging in team-level and org-wide action planning

Date	Action Steps
Org-wide Action Planning	
February 6th; 27th	NET Debrief: Identify big three; Staff Survey debrief and review of action plans
February 6 - 27th	Stakeholder consultation and recommendations for org-wide action planning; Program Team, DEI Council
Early March	National Board Meeting
March	Communications on Staff Survey next steps: Roundup, Thursday Reflection, etc.
School and NeST Team Debrief Process	
Feb 1-2	Individual NeST Team and school survey reports and action plan templates shared with NET/Principals
By February 9th	NET/Principals share report with team-level managers/school leadership team
By February 17th	School leadership team + DoS debrief survey results / NET lead and team-level managers debrief survey results
By March 3rd	School staff/Nest Teams debrief and action plan template due

NET ask: Please share any sub-team reports with team managers by February 9th. Support with team debriefs and submit a team-level action plan by March 3rd.

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)

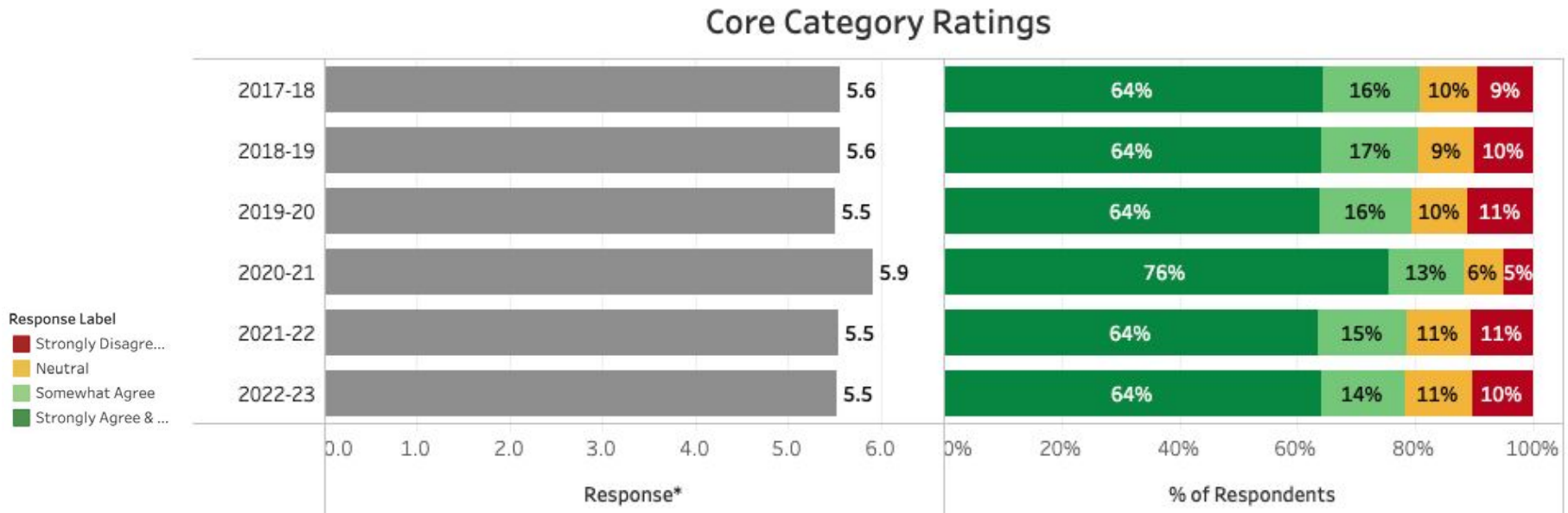
Participation Rate

- 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
- 22-23 Network Staff Experience and DEI Survey completion rates:
 - School Staff: 83%
 - School Leaders: 82%
 - Network Support Team (NeST): 79%



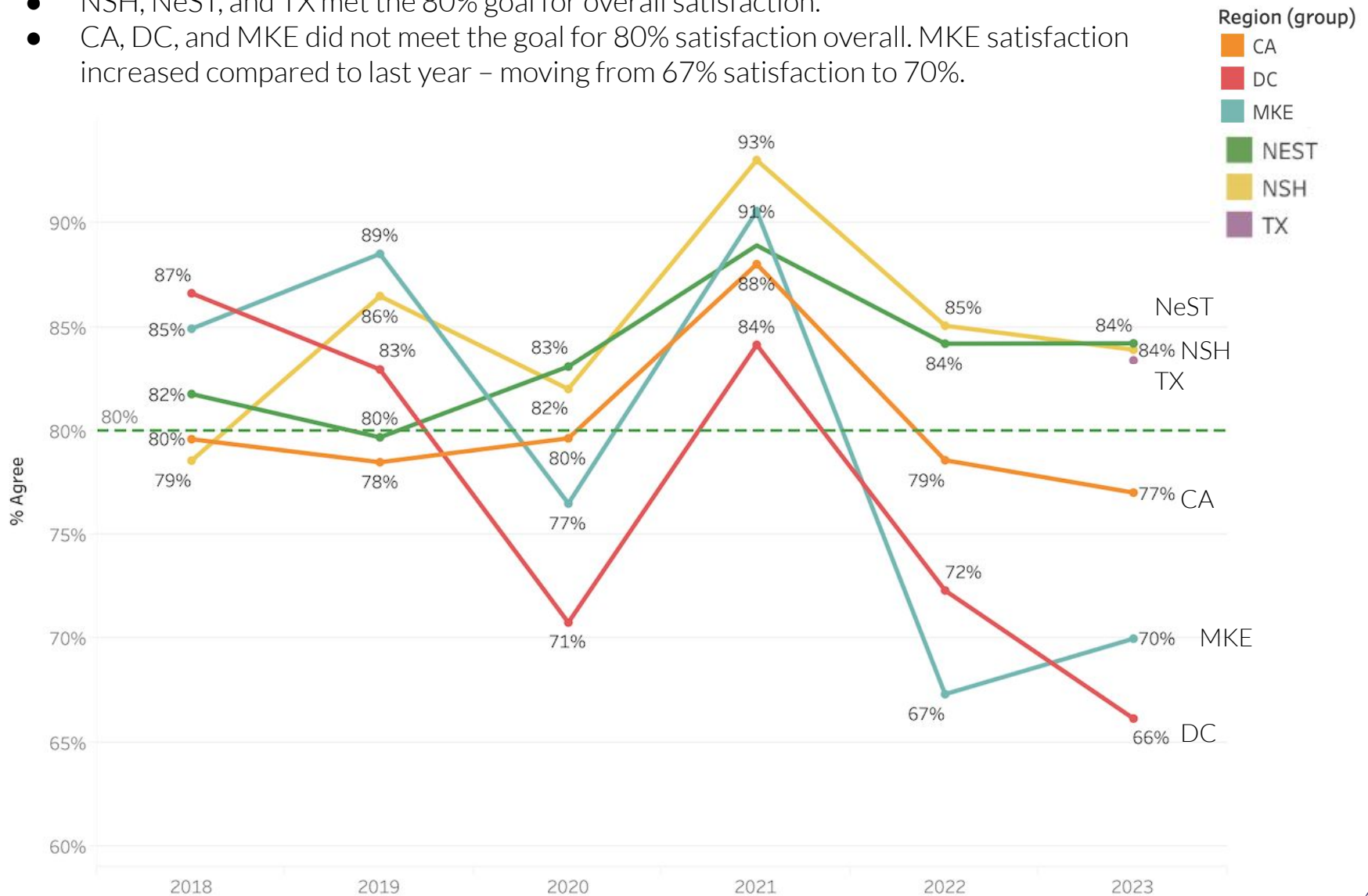
Network Overview: Staff Satisfaction January 2023

- **Rocketship maintained ground in staff satisfaction compared to last year.** We maintained a 5.5 average score rating out of 7 compared to 5.5 in 21-22.
- Keeping staff engagement and experiences strong is notable in a year where we opened two new schools, including a new region, and continued to navigate a COVID-19 pandemic. This feedback gives a strong foundation we can continue to build on moving forward..
- **78% of staff agree (goal is 80%)** in core survey category areas related to Organizational Culture, Team Culture, and DEI.



Satisfaction by Region: 2018 - 2023

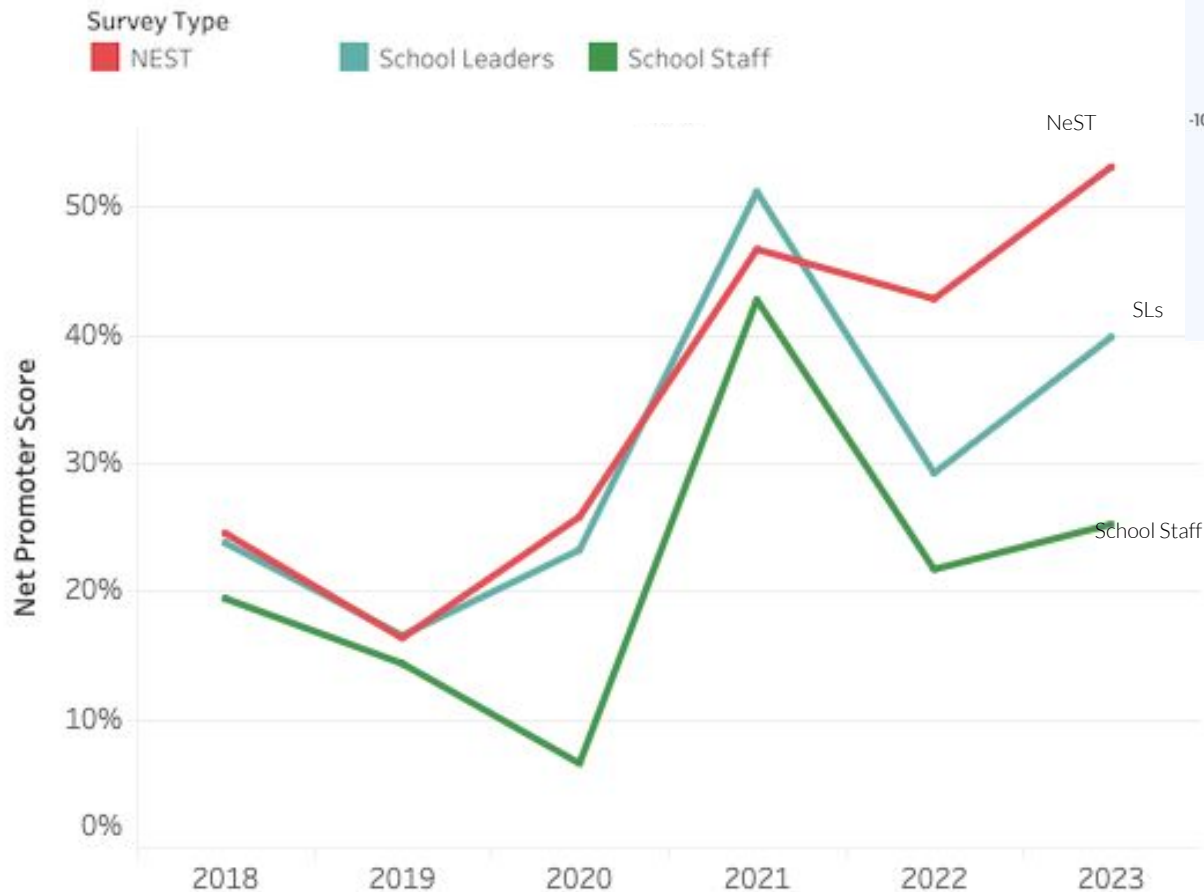
- NSH, NeST, and TX met the 80% goal for overall satisfaction.
- CA, DC, and MKE did not meet the goal for 80% satisfaction overall. MKE satisfaction increased compared to last year – moving from 67% satisfaction to 70%.



Net Promoter: YoY Changes

Rocketship's Net Promoter score increased by 5 points.

- Rocketship's net promoter score is 31.7% – up from 26% in 2022 – which places use in the “great” NPS range.
- Increase driven especially by an increase in promoters for NeST and School leaders.



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: Agreement and YoY Change

- Strong agreement (goal is 80%+) overall in organizational culture related to Rocketship's mission and that staff agree they make a difference. **85% of staff are proud to tell people that they work at Rocketship.**
- We did not meet the 80% goal in areas related to **sustainability/work-life balance, climate of trust, and network communication structures.**

Category	Question (group)	% Agree	YoY Change
Organizational Culture	At the end of the day, I feel fulfilled from the work I have done.	82%	
	I am advancing my career goals and plan at Rocketship.	80%	2%
	I am proud to tell people that I work at Rocketship Public Schools.	85%	3%
	I feel I make a difference here.	90%	3%
	I have confidence that Rocketship is making progress toward achieving our mission.	89%	1%
	I have the flexibility needed to balance my work and personal needs.	65%	5%
	I'm passionate about Rocketship's mission and values.	95%	0%
	I'd recommend Rocketship as a great place to work.	73%	0%
	My school/team honors scheduled wellness/rest days.	81%	
	My work schedule allows me to achieve a healthy work/life balance.	58%	
	Network communication structures and practices provide me with timely and relevant information.	71%	3%
	There is a climate of trust and teamwork across the network.	72%	1%
Team Culture	I enjoy my day-to-day work.	84%	0%
	I have established strong friendships at Rocketship.	89%	1%
	I have the tools and resources to do my job well.	83%	0%
	I receive recognition or praise for my accomplishments.	81%	2%
	My opinions are valued at work.	82%	2%
	School/NeST leadership and staff communicate effectively with each other	76%	4%
	The people around me are committed to doing excellent work.	91%	-1%

DEI Strategy and Experience: Agreement and YoY Change

- Strongest agreement for our culture **demonstrating respect for others**: “our culture respects individuals and values differences (87%) and “I am treated with respect and feel valued” (86%).
- We saw an increase in respondents sharing that they have been on the **receiving end of and personally witnessed** bias and/or microaggressions.

Category	Question (group)	% Agree	YoY Change
DEI Strategy and Progress	I am a better practitioner because of our DEI strategy.	72%	
	I am aware of our organization’s DEI goals.	83%	-2%
	I have started to reflect on how components of DEI impact my work.	85%	-2%
	I know my role in our DEI work/strategy.	78%	
	Our leaders prioritize DEI.	80%	-2%
	Our organization has a diversity, equity, and inclusion (DEI) strategy.	85%	-2%
	We have training that is connected to our DEI strategy and goals.	82%	-4%
Experiencing Diversity, Equity, and Inclusion	Career advancement is equally accessible for all.	74%	5%
	I am treated with respect and feel valued at Rocketship.	86%	2%
	I can show up to work as my full self.	83%	1%
	I feel like I belong at this organization.	82%	1%
	I have been on the receiving end of bias and/or microaggressions at this organization.	27%	7%
	I have interrupted acts of bias and/or microaggressions.	36%	
	I have personally witnessed bias and/or microaggressions at our organization.	42%	4%
	If I feel excluded, Rocketship has systems in place to address the exclusion and ensure it is not repeated.	63%	3%
	My colleagues invest time to get to know me as a person.	84%	0%
	Our culture respects individuals and values differences.	87%	3%
	Our organization recognizes and eliminates exclusion.	76%	0%
Cultural Awareness - Adult Focus	At my school/On my team, I am encouraged to think more deeply about race-related topics.	78%	0%
	I am able to participate in and initiate conversations about identity that result in me feeling valued.	80%	-2%
	I am comfortable discussing race-related topics with my colleagues.	83%	0%
	I have taken an action to increase inclusion as a result of greater cultural awareness.	80%	-2%

Summary Results by Role Group

- **Principal agreement is strong** – 80%+ for all core survey areas, with increases in team culture (+14%), org culture (5%), and experiencing DEI (+5%) compared to 21-22.
- Overall satisfaction in organizational culture is **lowest for General Education Teachers and BOMs (69%)**.

Role (group)	Organizational Culture 2022-23		Team Culture 2022-23		DEI Strategy and Progress 2022-23		Experiencing Diversity, Equity, and Inclusion 2022-23		Cultural Awareness - Adult Focus 2022-23		Cultural Awareness - Student Focus 2022-23	
	% Agree	YoY Change	% Agree	YoY Change	% Agree	YoY Change	% Agree	YoY Change	% Agree	YoY Change	% Agree	YoY Change
AP	78%	0%	92%	4%	76%	-11%	75%	8%	84%	-4%	90%	-1%
BOM	69%	-8%	77%	-7%	81%	-3%	71%	0%	79%	14%	85%	-5%
OM	74%	0%	84%	-5%	78%	-16%	74%	-1%	86%	11%	81%	-3%
Principal	83%	5%	98%	14%	86%	-7%	81%	5%	80%	-5%	91%	3%
General Education Teacher	69%	-1%	80%	2%	78%	-6%	66%	-1%	78%	-4%	87%	0%
Instructional Support	79%	-1%	82%	-1%	80%	-6%	67%	-3%	80%	3%	85%	4%
ISE School Staff	75%	3%	81%	2%	79%	3%	65%	-2%	77%	-2%	83%	1%
Ops Staff	88%	-1%	86%	0%	84%	-1%	75%	-1%	78%	0%	86%	3%
Wellness and Related Service	79%	0%	84%	-2%	80%	0%	68%	-4%	83%	4%	80%	4%



Summary Results by Race/Ethnicity

- **Strongest agreement for Latino/a/x, MENASA, and White staff (81%).**
- We did not meet our 80% satisfaction goal for **Multiple/other Race/Ethnicity (75%)** and **Black or African-American staff (76%)**. Driven especially by lower agreement in Experiencing DEI and Cultural Awareness - Adult Focus.
- Staff who did not opt to provide their Race/Ethnicity ("**Null**") represent 20% of all respondents and agreement is lowest of all subgroups at 72%. Additional review and/or follow up feedback would be helpful to gather additional context on experiences for this group

Race/Ethnicity (group)	2022-23										Grand Total	
	Organizational Culture		Team Culture		DEI Strategy and Progress		Experiencing Diversity, Equity, a..		Cultural Awareness - Adult Focus			
	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree
American Indian, Native American, or Alaska ..	5.9	83%	5.9	89%	6.0	93%	5.1	64%	5.1	67%	5.7	80%
Asian, Native Hawaiian, or Pacific Islander	5.3	75%	5.8	85%	5.6	80%	5.4	73%	5.6	79%	5.5	77%
Black or African-American	5.6	80%	5.7	82%	5.5	76%	5.3	68%	5.5	76%	5.5	76%
Hispanic or Latino	5.7	82%	5.8	86%	5.7	82%	5.4	73%	5.8	84%	5.7	81%
MENASA (Middle Eastern, North African, Sou..	5.5	84%	5.7	87%	5.8	89%	5.1	66%	5.5	81%	5.5	81%
Multiple Selected	5.4	78%	5.7	87%	5.4	77%	5.2	71%	5.7	80%	5.5	78%
Multiple/Other	5.4	74%	5.6	82%	5.6	85%	5.2	68%	5.1	69%	5.4	75%
Null	5.1	68%	5.4	78%	5.5	80%	5.1	66%	5.4	76%	5.2	72%
White	5.5	81%	5.8	88%	5.8	85%	5.3	70%	5.8	86%	5.6	81%
Grand Total	5.5	78%	5.7	84%	5.6	81%	5.3	70%	5.6	80%	5.5	78%



Open Field Comment Summary of Themes

- Top themes in open field comments include feedback that staff have a positive team/school culture, compensation, and sustainability/work-life balance.
- Talent is continuing to review and summarize the open field comments and will share exemplar comments in NET debrief on 2/27.

School Staff and School Leaders			
Type of Comment	% of Staff Comments	% of Leader Comments	% of Total Comments
Positive Team/Org Culture	33.7%	21.0%	32.1%
Compensation	12.1%	27.0%	13.9%
Sustainability	11.1%	18.0%	11.9%
Communication	8.2%	9.0%	8.3%
School Culture Challenges	6.9%	8.0%	7.0%
Student Concerns	7.5%	2.0%	6.9%
Leadership	7.1%	5.0%	6.9%
Benefits	5.5%	6.0%	5.6%
General	5.3%	4.0%	5.1%
DEI	3.8%	11.0%	4.6%
Support	4.0%	8.0%	4.5%
PD	4.0%	8.0%	4.5%
Equity	3.1%	8.0%	3.7%
ISE	3.2%	3.0%	3.2%
Feeling Heard/Valued	2.6%	1.0%	2.4%
Training	2.4%	1.0%	2.3%
Technology	2.6%	0.0%	2.3%



The network will engage in org-wide action planning in Feb/March with a focus on these three areas

Sustainability

- “I have the flexibility needed to balance my work and personal needs.”
- “My work schedule allows me to achieve a healthy work/life mix.”
- Open field comments: top area (bell schedule, structure of the school day)

Belonging

Focus on microbehaviors

- I have been on the **receiving end** of bias and/or microaggressions
- I have **personally witnessed**...
- I have **interrupted**...
- If I feel excluded, Rocketship has systems in place to address the exclusion and ensure it is not repeated.

Communication Structures

- Network communication structures and practices provide me with timely and relevant information.
- School/NeST leadership and staff communicate effectively with each other.