Tuesday, November 21, 2023
Rocketship Public Schools Achievement Committee (2023-24 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

Teleconference locations:
683 Sylvandale Ave, San Jose, CA 95111
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 53216
1884 Pinecrest Dr, Altadena CA 91001
2066 Cowden Ave, Memphis TN 38104

1. Opening Items

A. Call to order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from August 8, 2023 Achievement Committee meeting

3. Agenda Items

A. Beginning of Year Achievement Update

B. Curricula and Professional Learning Update

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 (2023-24 Q1) (Tuesday, August 8, 2023)
Generated by Cristina Vasquez on Friday, August 11, 2023

1. Opening Items
    A. Call to order
At 1:02pm, Mr. Velasco took roll call. With a quorum of committee members present, Mr. Velasco called the meeting to order.
Present: Malka Borrego, Michelle Mercado, Daniel Velasco
Absent: Rajen Sheth, Deb McGriff

    B. Public comment on off-agenda items
At 1:02pm, Mr. Velasco called for public comment on off-agenda items. No members of the public provided comment.

2. Consent Items
    A. Approve minutes from November 8, 2022 Achievement Committee meeting
At 2:31pm, a motion to approve consent items was made by Ms. McGriff, seconded by Ms. Borrego, and carried unanimously by roll call vote.
Y: Malka Borrego, Michelle Mercado, Rajen Sheth, Deb McGriff, Daniel Velasco
N: --
Abstain: --

3. Agenda Items
    A. Mission Moment
At 1:05pm, the committee discussed agenda item 3(A). No action was taken.

At 1:05pm, Brooke Stafford Brizard (advisor) joined the meeting.

    B. 22-23 Achievement Data & Next Steps for 23-24
At 1:06pm, the committee discussed agenda item 3(B). No action was taken.

At 1:12pm, Rajen Sheth joined the meeting.
At 1:59pm, Deb McGriff joined the meeting.

    C. Day 0-30 Discussion
At 2:13pm, the committee discussed agenda item 3(C). No action was taken.

4. Adjourn
At 2:32pm, a motion to adjourn was made by Mr. Sheth, seconded by Ms. McGriff, and carried unanimously by roll call vote.
Y: Malka Borrego, Michelle Mercado, Rajen Sheth, Deb McGriff, Daniel Velasco
N: --
Abstain: --

ROCKETSHIP
PUBLIC SCHOOLS

Q2 Rocketship
Achievement Committee Meeting

November 21, 2023

Agenda

I. Administrative

II. Consent Items

III. Beginning of Year Achievement Update

IV. Curricula and Professional Learning Update

V. Adjourn

Outline

- BOY Achievement Data and Mid Year Projections (15)
  - State and NWEA Data
- Mid Year Projections (10)
  - Leading data indicators
  - Program team focus areas
- Curricula and Professional Learning Updates (55)
  - Differentiation of curricula
  - MFS results
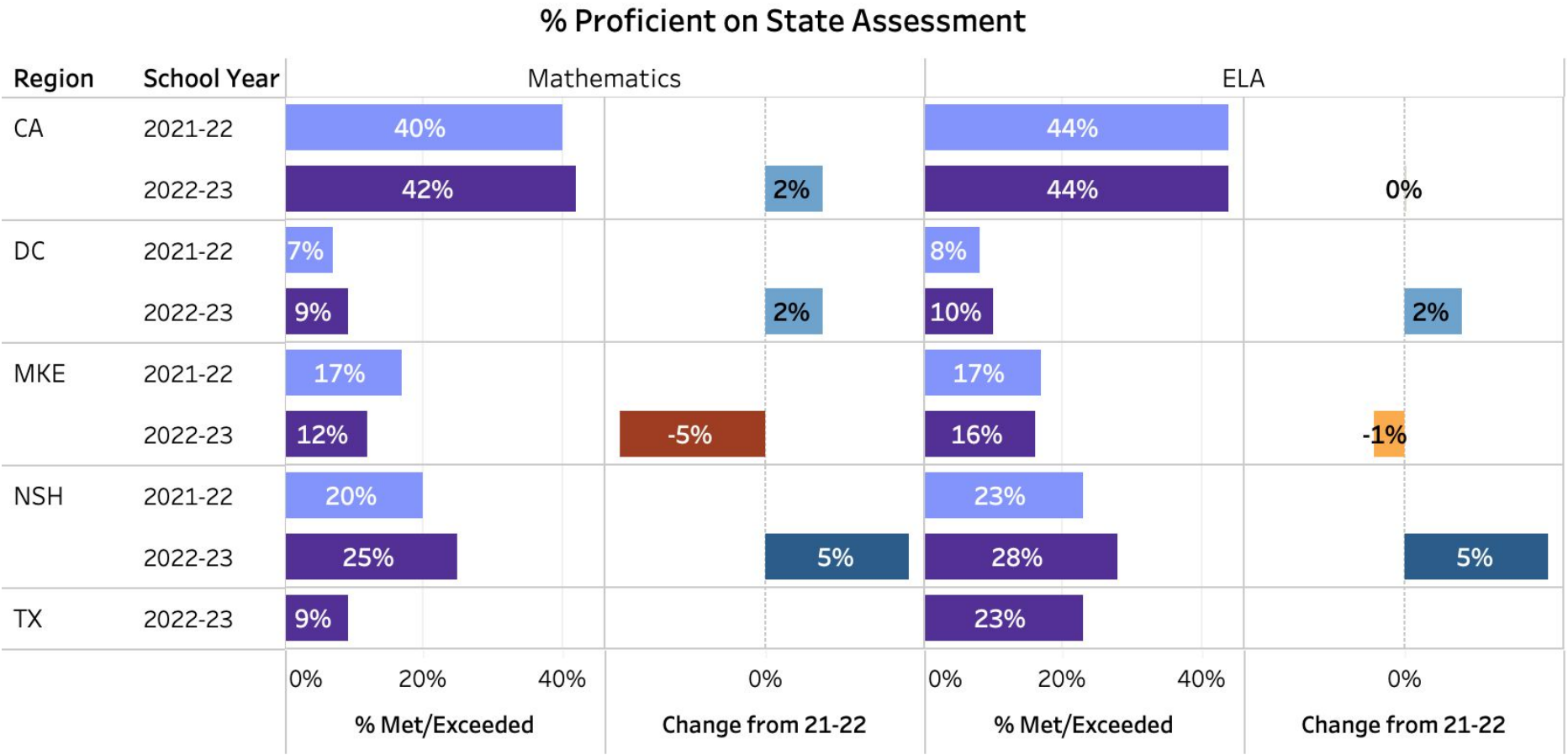
2022-23 State Assessment Results

2022-23 State Assessment Summary

- Regions are still recovering from the COVID pandemic learning disruptions
  - 3rd grade students were in the middle of Kindergarten when schools closed and spent large parts of 1st grade under remote learning ⇒ disruption during crucial reading and language development time

- After larger declines during the pandemic, RPS's Math proficiency rates had larger year-over-year gains than Reading in most regions

- **CA**: Similar ELA trajectory as CA state from 18-19 baseline. RPS Math experienced larger declines during the pandemic than the state but achieved the same proficiency gains as the state last year and continues to outperform state Math average

- **DC**: RPS made similar gains in ELA as all DC school average but did not make as much progress in Math

- **MKE**: RPS remain far below 18-19 baseline while WI state and local district are close to pre-pandemic proficiency levels in both subjects

- **NSH**: Strong first year at RDCP contributed to 5 percentage point increase of regional proficiency rate in both subjects. All schools earned the highest TVAAS Literacy & Numeracy level (Level 5)

- **TX**: Inaugural 3rd grade cohort started with large achievement gaps in Fall 2022

Most regions achieved similar gains as their statewide G3-G5 averages on state assessments last year

% Proficient on State Assessment

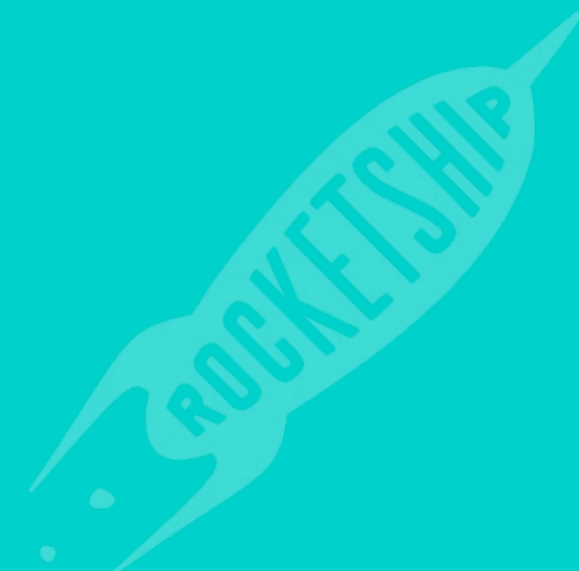| Region	School Year	Mathematics % Met/Exceeded	Change from 21-22	ELA % Met/Exceeded	Change from 21-22
CA	2021-22	40%		44%	
	2022-23	42%	2%	44%	0%
DC	2021-22	7%		8%	
	2022-23	9%	2%	10%	2%
MKE	2021-22	17%		17%	
	2022-23	12%	-5%	16%	-1%
NSH	2021-22	20%		23%	
	2022-23	25%	5%	28%	5%
TX	2022-23	9%		23%	

- NSH achieved the largest YoY increases in the network
- MKE proficiency lower than last year
- First year of TX STAAR with inaugural G3 cohort

Majority of RPS schools provide a better alternative than local school districts, especially for economically disadvantaged students

- 55% of RPS schools outperform their local district average for all students and **>75% of RPS schools outperform their local districts' economically disadvantaged subgroup average**
- >50% of RPS schools also outperform their state's economically disadvantaged results

|	All Students		Economically Disadvantaged	
Comparison	Mathematics	ELA	Mathematics	ELA
% of RPS Schools Outperforming Local District	55%	55%	77%	82%
% of RPS Schools Outperforming State	36%	27%	59%	50%

NWEA MAP

Executive Summary

- **Marginal progress on NWEA absolutes from last fall but 3 regions starting with >50% of students in bottom quartile**
  - Network-wide: 1 percentage pt increase in % At/Above 50th and % At/Above 67th from last fall
  - All regions except MKE starting with similar or higher absolutes to last fall
  - NSH increased by ≥3 % pts in each subject
  - Similar declines observed in % in bottom tier
  - Regions need 3-14 percentage point increase in Top Third to reach Spring 2024 goals
  - As seen in the spring data, DC/MKE/TX need more support with >50% of students in bottom quartile in most grades
  - DIBELS distribution closely mirrors NWEA Reading distribution

- **Fall-to-Fall Growth is not strong enough to meet <u>5 years goals</u> without achieving ~1.3 years of growth *and* minimizing summer slide**

  - Fall-to-Fall growth is higher in Reading than pre-pandemic growth but lower in Math
  - CA and NSH achieved ≥1 year of growth in each subject
  - TX was close to 1 year growth in each subject

- **Regions and Schools in greatest need for academic support also need support for new Principals, attendance and school culture**

  - Most schools with lower starting points also have new principals
  - Many of lowest starting schools have new principals without RPS experience

School Goals in comparison to Spring 2024 goals [based on Fall-to-Spring growth ~1.3 years]

2023 Fall NWEA MAP % At/Above 67th Percentile and Spring 2024 Goal
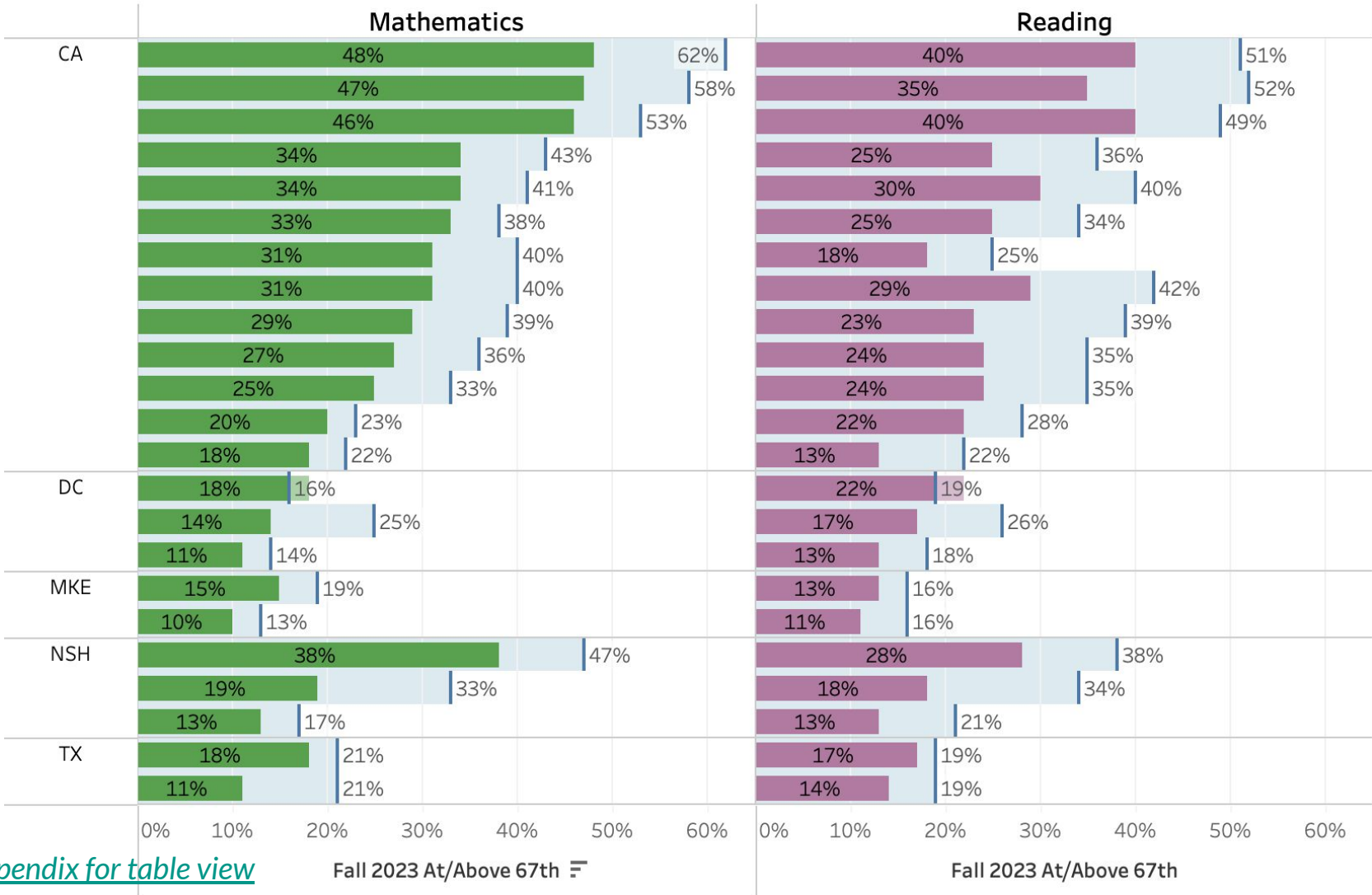
Gradual increase in absolutes but still far below pre-pandemic levels

RPS Network: Fall NWEA MAP % At/Above 50th Percentile
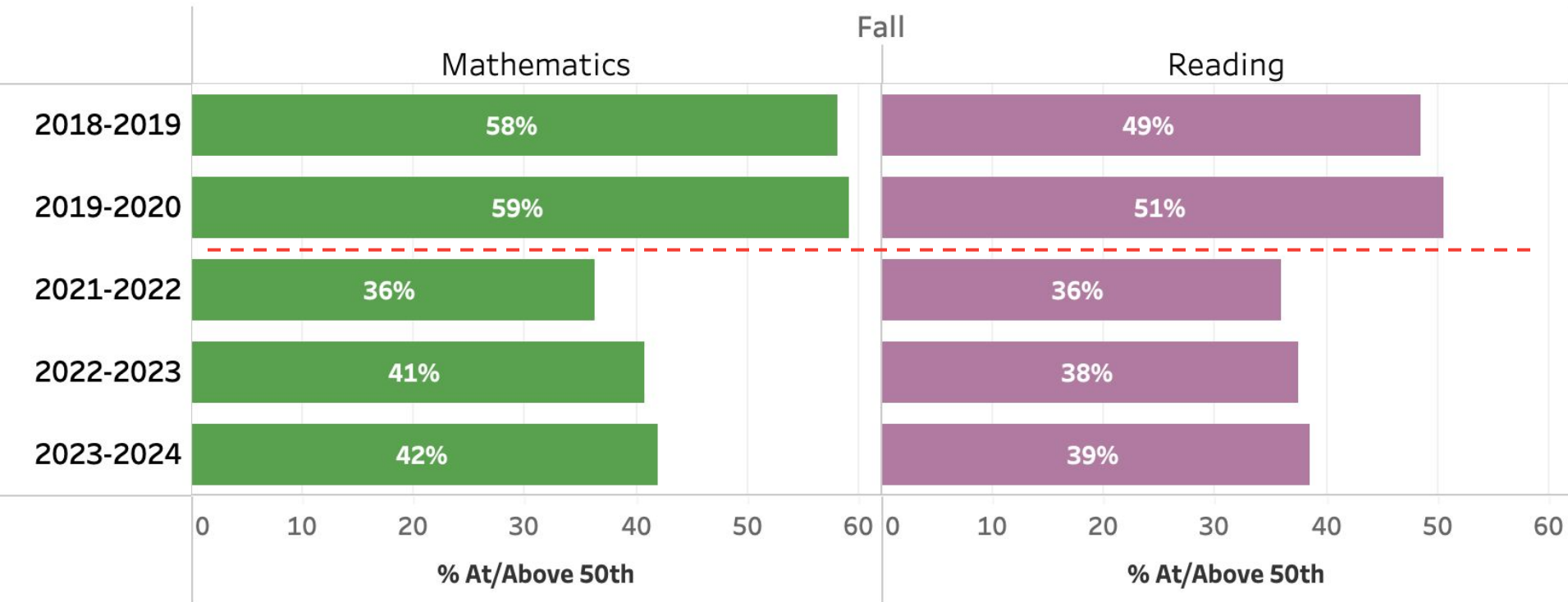
Dotted red line represents 2020-21 when Fall testing was administered remotely.

- Math and Reading each improved by 1 percentage point from last fall
- However, last fall was an overall low starting point

11

All Regions except MKE are starting with the same or higher percentages At/Above the 50th Percentile

2023-24 Fall NWEA MAP
% At/Above 50th Percentile and YoY Change

Fall
2023-2024

	Mathematics		Reading	
	% Above 50	YoY Change	% Above 50	YoY Change
CA	48%	1%	43%	0%
NSH	36%	3%	34%	4%
TX	29%	1%	26%	4%
DC	28%	2%	32%	6%
MKE	25%	-1%	23%	-3%
Grand Total	42%	1%	39%	1%
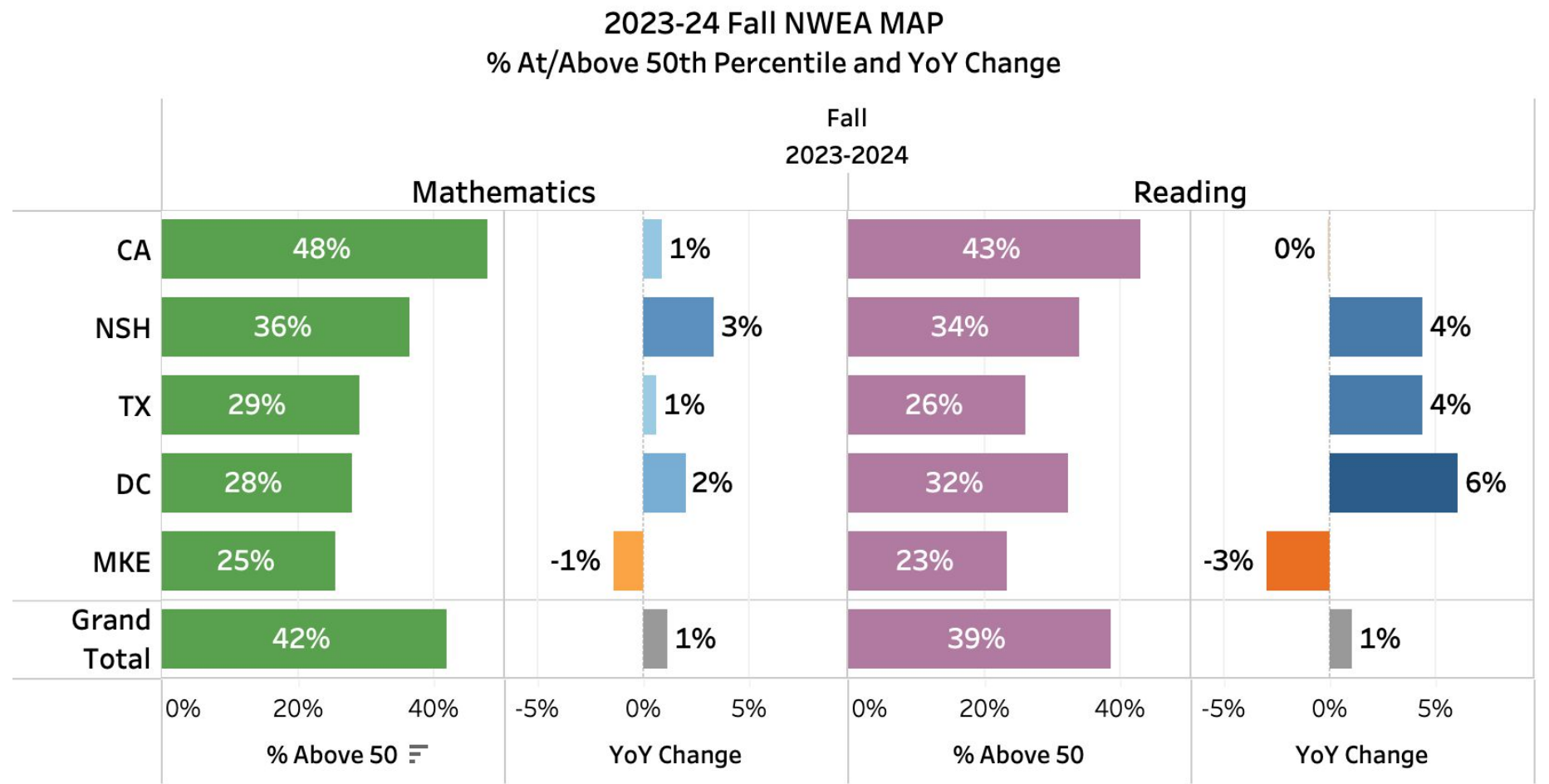
DC testing windows still open - data is not final

See appendix for % At/Above 67th YoY Change and % 50th YoY Change by Grade Level and YoY for Returning Rocketeers

12

Fall-to-Fall Growth Years ~1 year and is associated with marginal YoY absolute increases. To achieve 5 year goals, will need stronger sustained yearly growth

Avg Fall-to-Fall Growth Years
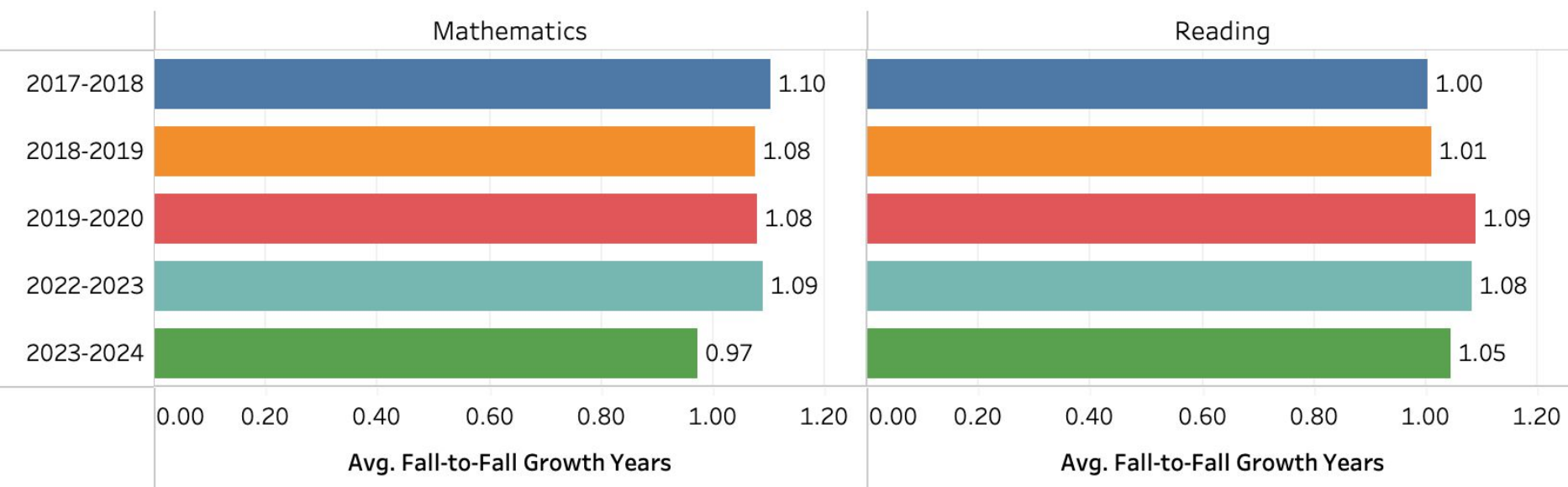
- Math: lower F-F growth years than historical
  - Observed across regions but largest declines in DC and MKE
- Reading: lower than last year but slightly higher than pre-pandemic observed growth
  - MKE is only region with lower growth than pre-pandemic
- Fall-to-Fall is lower than Fall-to-Spring due to summer slide
  - In addition to strong growth within school year, need to minimize loss during instructional breaks

See appendix for Region and Grade F-F Growth

13

Reflections and Path Forward

Data visualization, goal setting and progress monitoring

- *External curricula had limited capabilities to capture network wide data; worked to create internal data systems*
- *MClass Intervention launched at varying times across regions, with DC being last region to launch; progress monitoring every 2-4 weeks*
  - *MKE, DC trailing*
  - *NSH, CA, TX (REX) demonstrating growth*
- *Equip SGI launched after data days, with DC being last region to launch*

Differentiation of curricula to meet needs of all students

- *Differentiation of curricula is essential to realize greater growth; modeling lessons and capturing guidance around how to modify curricula*
  - *Sample Video*
- *Launched revised Education Advisory Board, to better understand how highest performs are adapting curricula; will use learnings to edit curricula coaching and supports*

Professional learning for New Principals, attendance and overall school culture

- *Launched New Principal PD, and Principal Mentor Program*
- *Combined regional and national professional development for school leaders*
- *Working in partnership with talent to further align evaluation and coaching rubrics*

Looking Ahead: Mid Year Data Projections
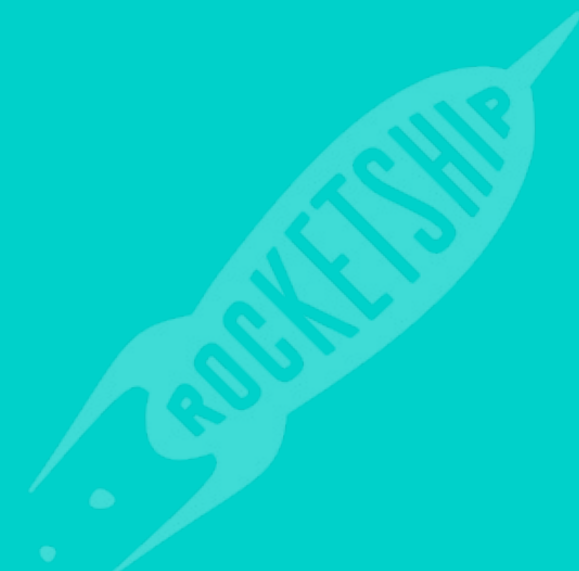
Pathway Forward: Leading Indicators in Reading and Math

Data visualization, goal setting and progress monitoring

- *DIBELS and mClass progress monitoring key leading indicators of performance on NWEA Reading*
- *End of Unit Eureka assessments key leading indicators of performance on NWEA Math*
- *External curricula had limited capabilities to capture network wide data; worked to create internal data systems*
- *MClass Intervention launched at varying times across regions, with DC being last region to launch; progress monitoring every 2-4 weeks*
  - *MKE, DC trailing*
  - *NSH, CA, TX (REX) demonstrating growth*
- *Equip SGI launched after data days, with DC being last region to launch*

Regions need to increase the percentage in the Top Third by 3-14 points to reach their Spring 2024 targets and be on track for the 2028 goals

2023 Fall NWEA MAP % At/Above 67th Percentile compared to Spring 2024 & 2028 Goal

2023-2024
Fall

Region	Fall	Spring 2024 goal	Spring 2028 goal
CA	30%	40%	60%
DC	16%	21%	40%
MKE	13%	17%	35%
NSH	20%	31%	50%
TX	16%	20%	35%
Grand Total	26%	34%	55%

% in Top Third
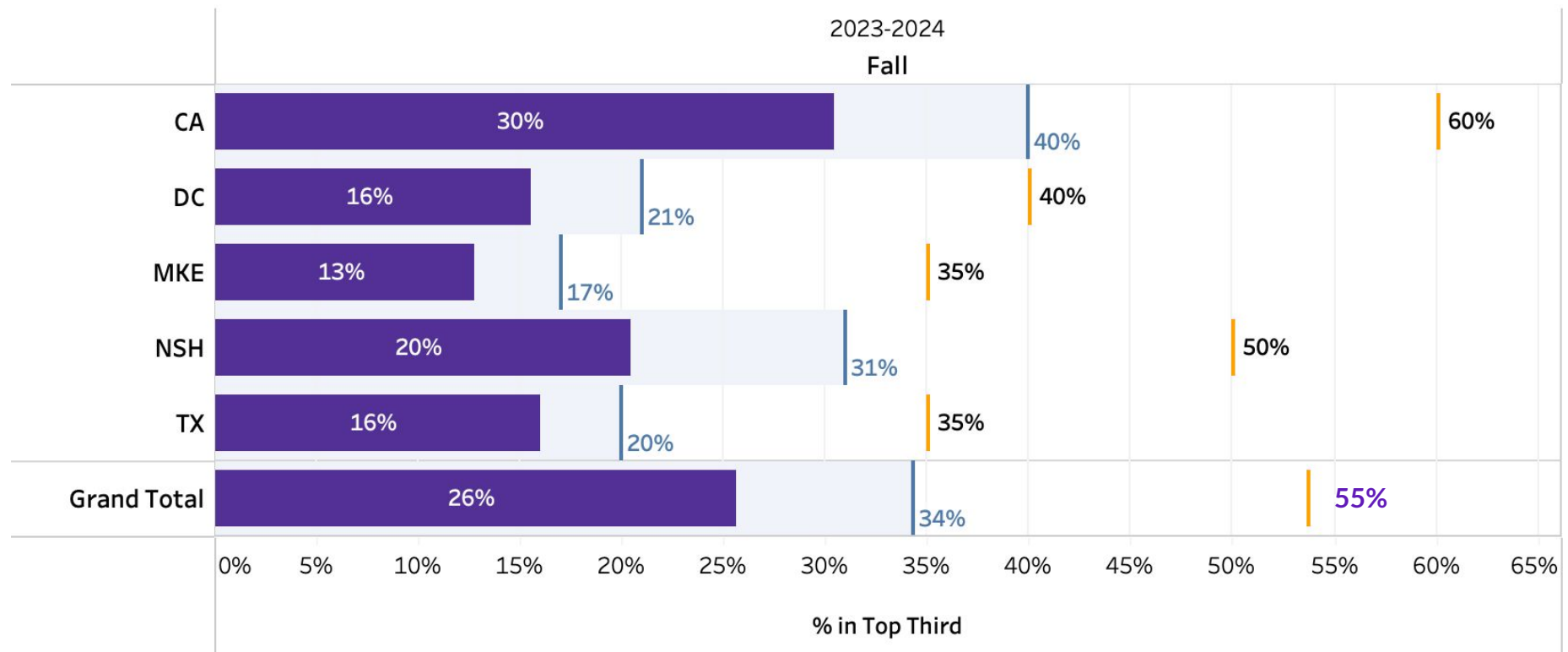
Blue line represents Spring 2024 goal and **Orange** line represents Spring 2028 goal

17

First national DIBELS round as part of new Literacy curriculum and closely follows NWEA Reading proficiency

MClass Composite Proficiency Distribution [K-G5]
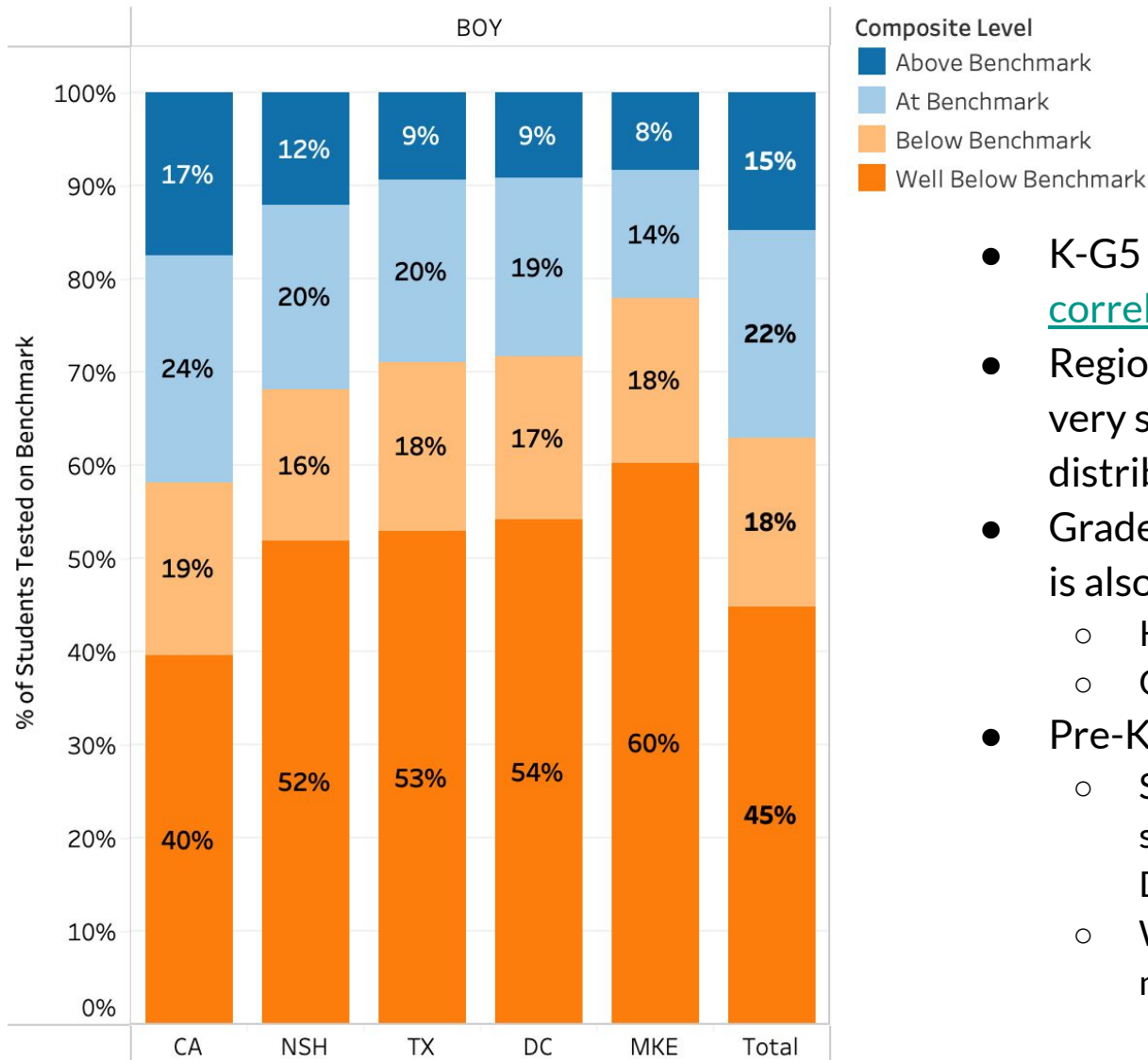
- K-G5 DIBELS is strongly correlated with NWEA Reading
- Regional DIBELS distribution is very similar to NWEA Reading distribution
- Grade level DIBELS distribution is also similar to NWEA Reading
  - Kinder DIBELS slightly lower
  - G2 DIBELS slightly higher
- Pre-K students (CA & MKE)
  - Similar to STEP, all PK students start "at/above" benchmark on DIBELS
  - Will see more PK differences at mid-year

DIBELS highly correlated with NWEA Reading

MClass Composite Proficiency Distribution by NWEA Reading Proficiency Tier
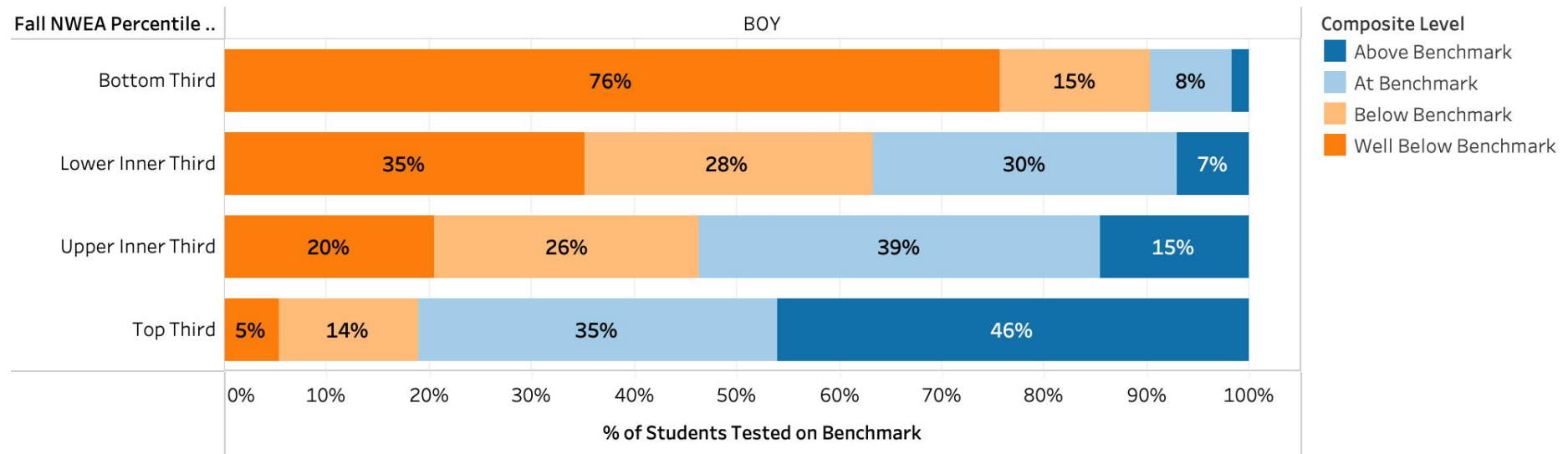
- Correlation between DIBELS and NWEA percentile ranks = 0.74
- Progress monitoring windows critical to gauge if on/off track towards MOY and EOY goals
- Reviewing this data w/ regional counterparts; identifying target students and goals for each round
  - Ideally, would want these goals to automate, so Ts and SLs can precisely target instruction

Although 97% DIBELS Completion in each region, most regions needed an extension to the original testing window for at least one school

- Even with extensions, a few cohorts did not reach 90% completion
- **Imperative to closely monitor progress monitoring data entry** ⇒ need strong regional and school management for intervention assessments to be administered every 2 weeks

		2023-24 BOY DIBELS Completion							
region	SchoolABBRs	PreK	K	1	2	3	4	5	Grand Total
CA	RBM	97%	97%	98%	96%	94%	99%	96%	97%
NSH	RDCP		98%	97%	97%	95%	98%		97%
TX	RDDE		98%	97%	98%	100%	100%		99%
CA	RDL	95%	100%	98%	97%	96%	98%	99%	98%
CA	RDP	100%	97%	96%	100%	97%	97%	100%	98%
TX	REX		100%	94%	93%	94%	87%		94%
CA	RFA	93%	99%	95%	97%	97%	93%	95%	96%
CA	RFZ	98%	99%	99%	100%	100%	100%	94%	99%
DC	RIC		100%	100%	94%	100%	100%	100%	99%
DC	RISE		98%	96%	96%	94%	81%	98%	94%
DC	RLP		100%	100%	97%	100%	98%	97%	99%
CA	RLS	100%	100%	100%	100%	100%	100%	97%	100%
CA	RMS	96%	100%	100%	99%	95%	94%	100%	98%
NSH	RNNE		93%	98%	94%	99%	97%	92%	96%
CA	ROMO		99%	98%	99%	100%	99%	97%	99%
CA	RRS	100%	100%	97%	100%	95%	100%		99%
CA	RRWC	100%	100%	100%	85%	98%	100%	98%	97%
CA	RSA	100%	100%	100%	100%	100%	100%	100%	100%
MKE	RSCP	88%	100%	98%	97%	97%	100%	100%	97%
CA	RSK	100%	96%	98%	97%	97%	100%	100%	98%
CA	RSSP	100%	100%	100%	100%	100%	98%	100%	100%
MKE	RTP	100%	84%	97%	97%	100%	100%	100%	97%
NSH	RUA		96%	96%	99%	100%	100%		98%

Lexia has been documented to strongly correlate with NWEA Reading by Lexia's external analysis and multiple RPS internal analyses

Lexia Core 5 Analysis from Spring 2019

Strong, Positive Associations for All Students on Both Tests

Correlational Analysis

BEGINNING OF YEAR — Sept Core5 Level AND BOY RIT Score → Pearson's *r* .859 p<.001 N=6,713

MIDDLE OF YEAR — Dec Core5 Level AND MOY RIT Score → Pearson's *r* .843 p<.001 N=7,455

Lexia Goal Achievement and Reading NWEA Proficiency Tiers: Greater use and achievement on Lexia corresponds to higher NWEA Reading score
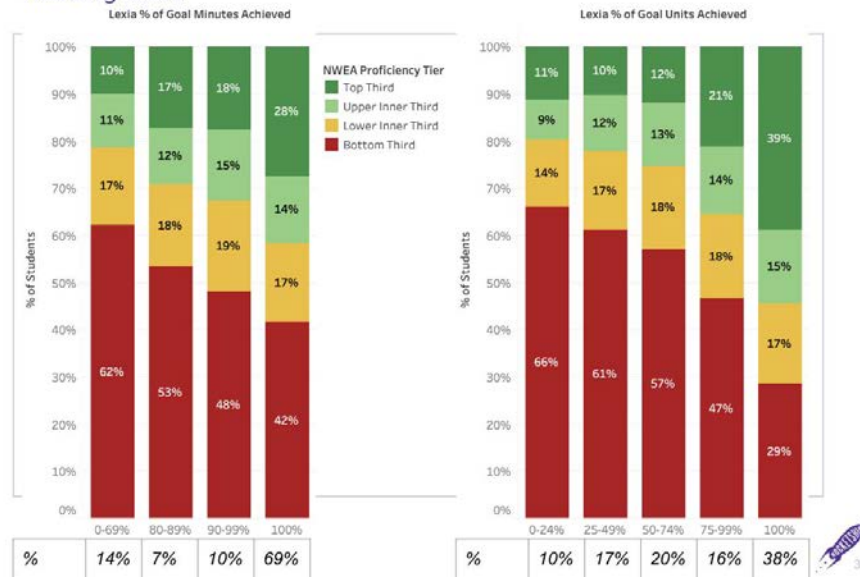
RPS Internal Analysis from Mid-Year 2021-22

21

Pathway Forward: Data Visualization - Reading

Percent At or Above Goal on Most Recent Probe, 2023-2024
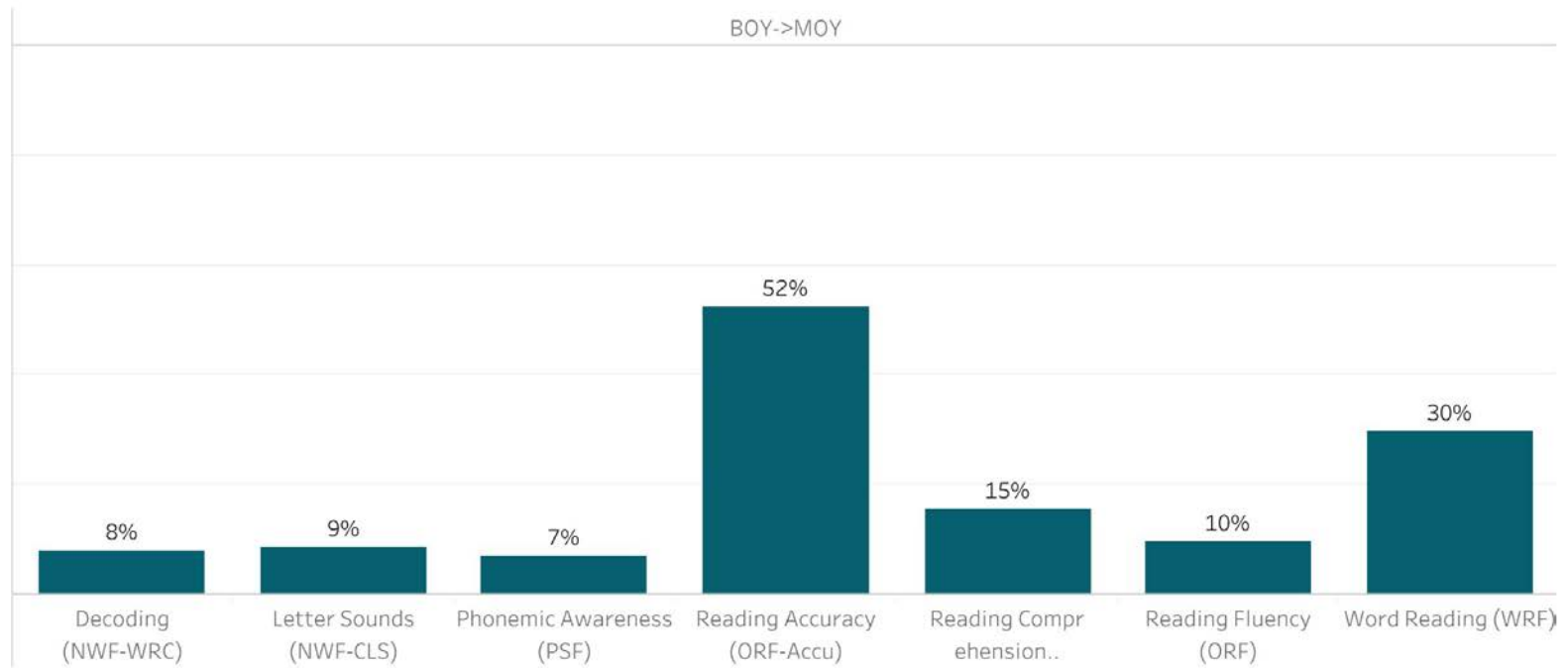
BOY->MOY

Decoding (NWF-WRC)	Letter Sounds (NWF-CLS)	Phonemic Awareness (PSF)	Reading Accuracy (ORF-Accu)	Reading Compr ehension..	Reading Fluency (ORF)	Word Reading (WRF)
8%	9%	7%	52%	15%	10%	30%

Data visualization, goal setting and progress monitoring

- *External curricula had limited capabilities to capture network wide data; worked to create internal data systems and partnered w/ CSGF for additional visualizations*
- *MClass Intervention launched at varying times across regions, with DC being last region to launch; progress monitoring every 2-4 weeks*
  - *MKE, DC trailing*
  - *NSH, CA, TX (REX) demonstrating growth*
- *Equip SGI launched after data days, with DC being last region to launch*

Pathway Forward: Data Visualization - Math

Fall % at 50th	Module 1 Add/Subtract to 10 39 Lessons			
	% Proficient	Average	% App.	Variance
	Oct. 23			
55%	65%	70%	28%	10%
31%	47%	56%	33%	16%
68%	73%	74%	13%	5%
64%	78%	71%	14%	14%
58%	64%	69%	21%	6%
46%	20%	27%	12%	-26%
43%	84%	81%	6%	41%
61%	43%	50%	17%	-18%
81%	81%	78%	13%	0%
41%	48%	44%	2%	7%
45%	73%	72%	14%	28%
29%	53%	57%	26%	24%
57%	60%	60%	21%	3%
	62%	58%	15%	10%

Data visualization, goal setting and progress monitoring

- *External curricula had limited capabilities to capture network wide data; worked to create internal data systems, which are labor intensive*
- *Performance on unit assessments have varied from unit to unit, with DC, MKE and TX further behind*
- *Corrective instruction essential to remediating gaps and eliminating wild variability across units*
- *Equip SGI launched after data days, with DC being last region to launch*

Curricula and Professional Learning Updates

Students who started in the Bottom Tier last fall achieved higher Fall-to-Fall Growth Rates, but more differentiation is needed to close achievement gap

Avg Fall-to-Fall Growth Years by Starting Tier

				2024			Grand Total
		CA	DC	MKE	NSH	TX	
Mathematics	Bottom Third	1.10	0.81	0.82	1.08	1.00	1.04
	Lower Inner Third	0.98	0.79	0.75	1.00	0.95	0.94
	Upper Inner Third	0.96	0.72	0.69	1.06	1.00	0.95
	Top Third	0.92	0.75	0.69	0.96	0.71	0.90
Grand Total		1.00	0.79	0.77	1.04	0.95	0.97

				2024			Grand Total
		CA	DC	MKE	NSH	TX	
Reading	Bottom Third	1.19	1.04	0.92	1.23	1.00	1.16
	Lower Inner Third	1.00	0.89	0.84	1.05	0.82	0.98
	Upper Inner Third	1.03	0.96	0.66	0.99	1.06	1.00
	Top Third	0.90	0.79	0.68	0.89	0.98	0.89
Grand Total		1.06	0.97	0.84	1.12	0.97	1.05

Pathway Forward: Differentiating Curricula and Modeling Lessons
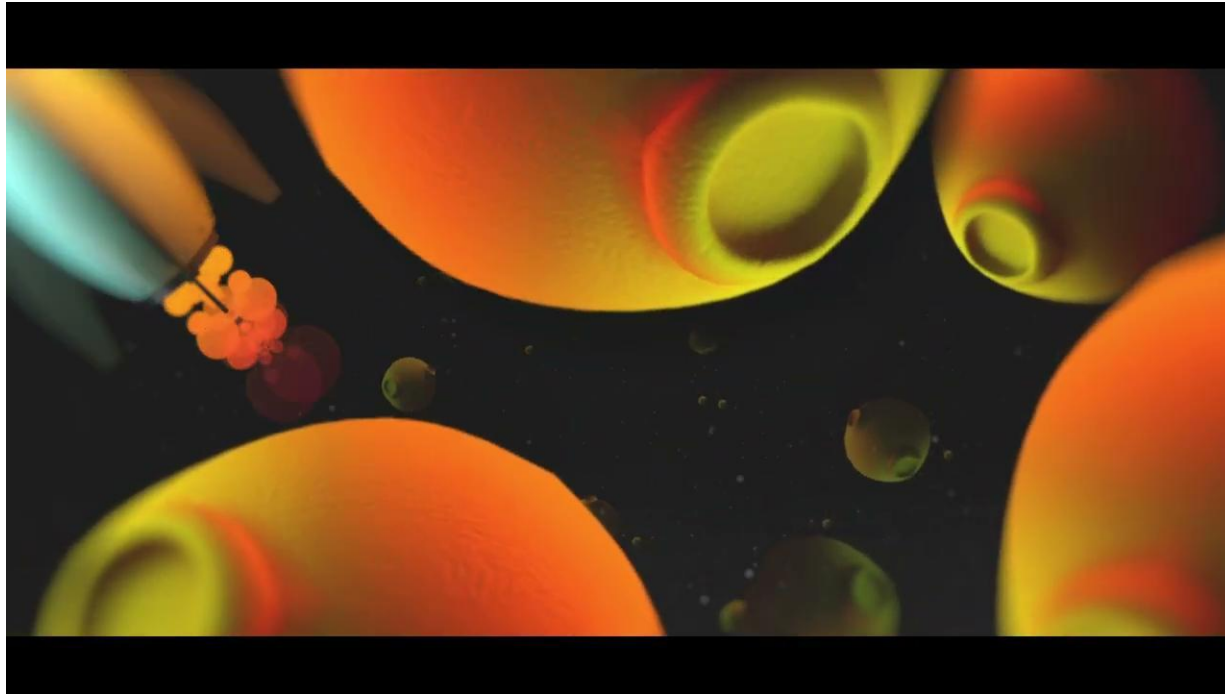
Differentiation of curricula to meet needs of all students

- *Differentiation of curricula is essential to realizing greater growth; modeling lessons and capturing guidance around how to modify curricula*
- *Working with Amplify to edit units and lessons and provide companion guides for 23.24 SY*
- *Launched revised Education Advisory Board, to better understand how highest performs are adapting curricula; will use learnings to edit curricula coaching and supports*

Most of the schools with lower absolutes have new principals without prior Rocketship experience

Fall 2023-24 NWEA: % At/Above 50th Percentile

Principal Status
- New P [External]
- New P [RPS Experience]
- Returning P

(Scatter plot: Mathematics vs. Reading, both axes ranging from ~10% to 65%)
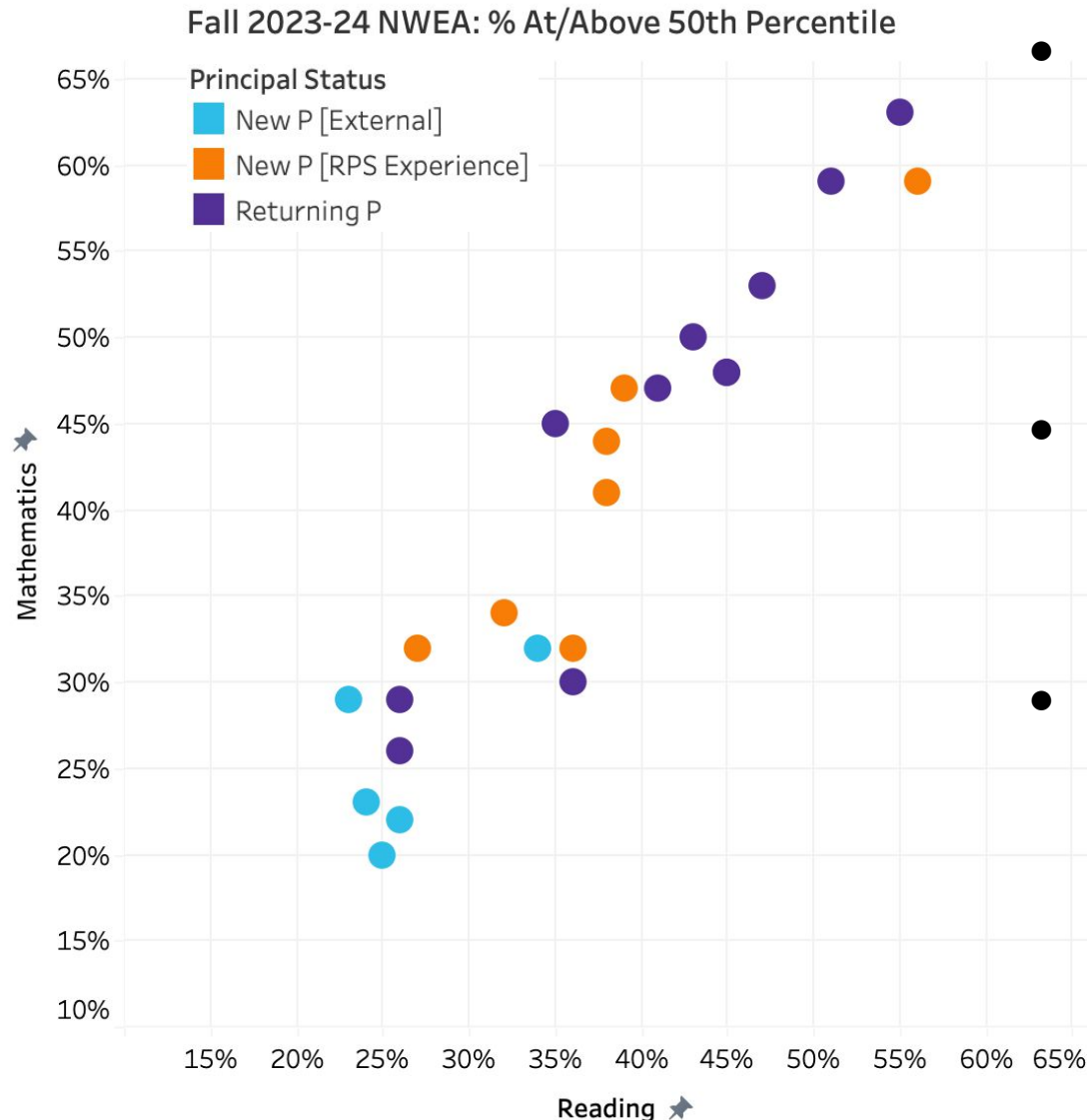
- Most of the schools starting with the highest absolute levels have returning principals ⇒ school leadership continuity

- Many of the mid-tier schools have new principals with RPS experience

- New principals without RPS experience are largely running lowest performing schools
  - *Previous data reviews provided evidence that external new Ps have lower growth in first year*

27

New Principal PD

1.5 days in September & 1.5 days in October

Attendance rate:

September - 73% (11 out of 15)

October - 79% (11 out of 14)

Topics Covered

- Adaptive Leadership Scenario Practice
- Identifying School Wide Focus Areas and Creating Monthly Action Plans
- Coaching Across Content Areas
- Planning & Executing Instructional Leadership Team Meetings
- Planning & Executing AP 1:1s
- Progressive Discipline Policies

New Principal PD Data

	The objectives of this session were clear.	The ideas discussed will positively impact my practice and student achievement at my campus.	I had enough time to process concepts in a valuable way.	Presenters explained concepts and materials clearly.
Average Response	5.6	5.6	5.5	5.7

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

New Principal Manager Feedback Survey Results

	2022	2023
Overall Principal Average	6.1	6.0
Returning Principal Average	6.2	6.1
New Principal Average	6.0	5.8

2023 New Principal Results by
New Principal PD Attendance

Attendance Rate	MFS Results
100%	6.1
50%	5.6
0%	5.2

*On 7 point scale

In addition to instructional support, MKE and DC also are below other regions in non-academic indicators that could be additional obstacles to achieving academic growth

Region	NWEA %At/Above 50th (Math and Reading Combined)	YTD Attendance	Student Retention from Spring 2023	% to BSP	Home Visits	Staff Retention (Oct 1-Aug 1)
CA	45%	95%	91%	100%	56%	77%
NSH	35%	94%	85%	105%	53%	75%
TX	28%	93%	79%	98%	0%	80%
DC	30%	90%	73%	90%	18%	64%
MKE	24%	89%	70%	84%	40%	68%

*TX had not entered any home visits into HelpCounter at time of data pull

- Higher student attendance and retention are necessary to drive academic growth
- Home Visits are important for fostering family relationships; working to get TX data in
- Staff and student retention are critical components of school culture

31

While still not at pre-pandemic levels, attendance rates have improved from last fall in most regions

August-November Attendance Metrics
2023-24 and Change from Prior Year

Region	ADA	YoY Change	Chronic Absenteeism	YoY Change
CA	93.6%	1.8%	19.9%	-9.4%
DC	85.1%	3.8%	50.9%	-13.9%
MKE	87.5%	-0.5%	41.1%	4.2%
NSH	93.2%	2.0%	23.4%	-8.1%
TX	92.4%	1.1%	23.9%	-8.3%
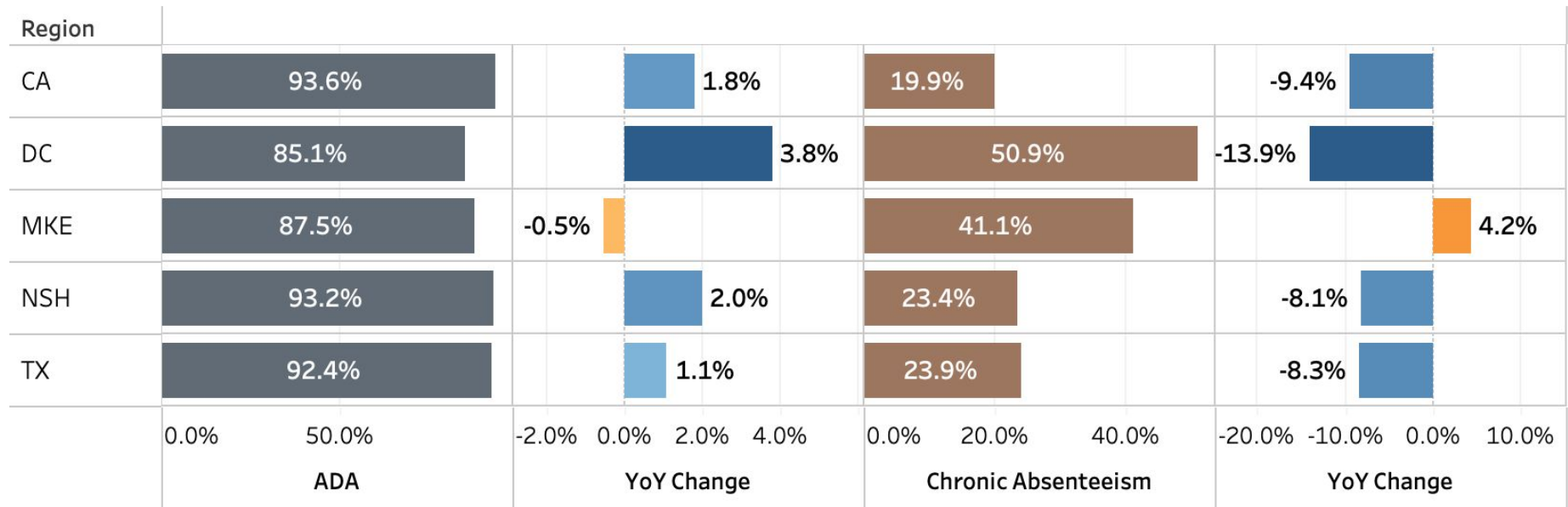
- Chronic absentee rates are still close to double pre-pandemic levels
- Focus on attendance policy has contributed to large declines in chronic absenteeism from last year

Pathway Forward: Professional Learning

Professional learning for New Principals, attendance and overall school culture

- *Launched New Principal PD, and Principal Mentor Program*
- *Combined regional and national professional development for school leaders*
- *Working in partnership with talent to further align evaluation and coaching rubrics*
- *New Leader Norming sessions to set standards and build team rapport early in the relationship*
- *Created 30 day onboarding survey to assess expectations vs. reality and make adjustments*

Manager Feedback Survey Results
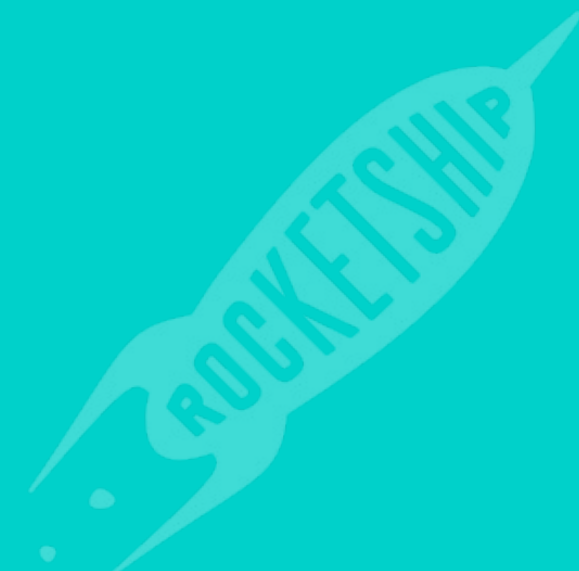
Core Manager Feedback Survey Questions

The questions below represent the core survey questions and focus areas. Talent engaged with regional and network leaders to gather feedback and identify any additional priority areas for feedback.

Super Competency	Competency	Questions
Manager Feedback (Individual MFS Score)	Interpersonal Skills	My manager respects and values my opinions.
		My manager cares about me as a person.
		My manager is open to receiving feedback.
		My manager follows through on his/her committments to me.
		I feel comfortable speaking with my manager about how to juggle priorities effectively.
	Coaching	My manager is good at helping me prioritize my responsibilities.
		My manager and I meet regularly at our scheduled check-in time.
		I have a one-on-one meeting with my manager:
		One-on-one meetings with my manager are valuable to me.
		My instructional practices/professional skills (as apropriate to your role) are improving as a result of my manager's coaching.
		Through the feedback I receive from my manager, I am clear on my strength and growth areas.
		My manager uses my time effectively in scheduled group settings such as staff meetings, team meetings, and/or off-sites (as apropriate to your role).
	Performance Management	I am clear on my role, responsibilities, and work objectives.
		My manager and I have a clear and effective routine for discussing and capturing progress toward goals.
		I know what my manager expects of me.
		My manager communicates his/her expectations in a timely manner.
		My manager's expectations are consistent over time.
		I am clear about the specific actions I need to take to improve my performance.
		Performance review conversations with my manager are valuable to me (Schools: Spring only)
	Inclusive Leadership	My manager creates an inclusive staff culture that respects individuals and values difference
		My manager talks about how identity markers (e.g., race, ethnicity, gender, class, sexual orientation) relate to our work.
		I feel comfortable tealking to my manager about issues related to race/ethnicity.
		My manager leads an inclusive environment where students and families' backgrounds are welcomed and valued
		My manager models culturally reponsive pedagogy (CRP) strategies and seeks exemplars and support for our team.
		My manager actively seeks diverse set of perspectives to inform direction and decision making
		My manager shows awareness of their own leadership style and its impact on our team.
		My manager seeks to understand my work style

The above items are rated on a scale from 1 (strongly disagree)-7 (strongly agree). Average scores are reported in the numerical form.

Manager Feedback Survey Timeline

Activity	Timeline - Schools
Data Overview w/ Talent HRLT + HRBPs	**10/26**
Data Overview Email to NET	**10/30**
School MFS Reports shared with DoSs	**10/30**
DoSs share school MFS reports with Principals	**11/6**
Principal Team Meeting (PTM) - MFS Session	**11/7**
Principals share reports with APs/BOMs/OMs	**11/17**
NeST Managers Receive Reports	**11/17**
Talent Backstop to share reports w/ Ps/APs/BoMs/OMs/NeST	**11/17**
Action Planning debrief w/ Teams and Action Plan Reports due (submitted to google folder)	**12/8**

Completion

- Goal for completion: 80%+
- **~84%** completion for schools overall, with 6 schools missing the goal

Manager Feedback Survey: % Complete by School

School	All Managers		School	All Managers
CA			**DC**	
RRWC	63%		RLP	81%
RFA	71%		RISE	82%
ROMO	88%		RIC	83%
RMS	76%			
RLS	91%		**NSH**	
RBM	87%		RUA	89%
RSK	92%		RNNE	84%
RDP	85%		RDCP	87%
RDL	79%			
RRS	88%		**TX**	
RFZ	98%		RDDE	73%
RSSP	88%		REX	77%
RSA	88%			
			MKE	
			RTP	96%
			RSCP	81%

Overall School Staff MFS Scores

Overall, scores for school-based managers remained stable from last year, and in-line with the past 5 years. 6.1 overall score out of 7 (no change overall from 22-23).

- APs saw an improvement from the last two years, up to 6.2 from 6.0.
- Greater variation by region this year compared to last, with a notable difference between DC/MKE/TX and CA/NSH.
- DC was the lowest-scoring region, while NSH continued to be the highest-scoring region.
- Of all roles, the APs and BOMs scored the highest overall. The "other managers" group (e.g., Rising Principals, Principal in Residence, Teacher on Special Assignment) scored the lowest.

Core MFS Averages by Role

Role1	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
APs	6.1	6.2	6.0	6.0	6.2
BOMs	6.2	6.2	6.1	6.1	6.1
OMs		6.1	6.1	6.3	6.2
Other Managers	6.3	6.4	6.4	6.7	5.8
Principals	5.8	6.2	6.0	6.1	6.0
Grand Total	6.0	6.2	6.0	6.1	6.1

Core MFS Averages by Region

Region	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
CA	6.0	6.2	6.1	6.1	6.2
DC	6.1	6.1	5.8	6.0	5.5
MKE	6.0	6.1	5.5	6.0	5.6
NSH	6.1	6.3	6.2	6.2	6.3
TX				5.7	5.7
Grand Total	6.0	6.2	6.0	6.1	6.1

MFS Category Summary Overview

- Across all roles, average scores for the four categories were similar, ranging from 6.0 (Coaching) to 6.2 (Interpersonal Skills).
- **Highlights:** Inclusive Leadership for OMs, Interpersonal Skills & Performance Management for APs and OMs
- **Areas for improvement:** Coaching for Other Managers and Principals, Performance Management for Other Managers.

Fall 2023 Category Averages

Role1	Fall 2023				Grand Total
	Coaching	Inclusive Leadership	Interpersonal Skills	Performance Management	
APs	6.2	6.2	6.3	6.3	**6.2**
BOMs	6.0	6.1	6.1	6.2	**6.1**
OMs	5.9	6.4	6.3	6.3	**6.2**
Other Managers	5.7	5.9	5.9	5.8	**5.8**
Principals	5.8	6.0	6.1	5.9	**6.0**
Grand Total	**6.0**	**6.1**	**6.2**	**6.1**	**6.1**

School Overall Breakdown

MFS Averages by School/Team

Region	School/Team	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	
CA	RBM	6.0	6.0	5.8	6.2	6.1	
	RDL	5.4	5.7	5.9	5.9	5.7	
	RDP	5.4	5.9	5.4	5.7	6.4	⬆
	RFA	5.8	5.7	5.7	5.7	6.1	
	RFZ	5.6	6.1	6.4	5.8	6.5	⬆
	RLS	6.1	6.5	6.0	6.3	6.6	
	RMS	6.1	6.1	6.0		6.3	
	ROMO	6.4	6.5	6.4	6.5	6.3	
	RRS	6.1	6.4	6.5	6.0	5.9	
	RRWC	6.1	5.7	6.5	6.2	5.6	⬇
	RSA	5.9	6.2	6.5	6.0	6.0	
	RSK	5.5	6.2	6.0	6.0	6.5	⬆
	RSSP	5.8	6.2	6.1	6.3	6.2	
	Total	**5.9**	**6.1**	**6.1**	**6.1**	**6.2**	
DC	RIC		6.7	6.2	6.3	5.9	
	RISE	5.9	6.0	5.7	5.6	5.3	
	RLP	5.8	6.0	5.8	6.1	5.4	⬇
	Total	**5.8**	**6.1**	**5.8**	**6.0**	**5.5**	
MKE	RSCP	5.9	6.0	5.3	6.0	5.7	
	RTP	5.9	6.0	5.9	6.1	5.6	
	Total	**5.9**	**6.0**	**5.5**	**6.0**	**5.6**	
NSH	RDCP				5.9	6.0	
	RNNE	6.1	6.4	6.3	6.3	6.5	
	RUA	6.0	6.1	6.1	6.3	6.2	
	Total	**6.1**	**6.2**	**6.2**	**6.2**	**6.3**	
TX	RDDE				5.7	6.1	
	REX					5.2	
	Total				**5.7**	**5.7**	
Grand Total		**5.9**	**6.1**	**6.0**	**6.1**	**6.1**	

Highest and Lowest Scoring Questions

Highest Rated Items (All Region)

Question	Category	Avg. Response
My manager cares about me as a person.	Interpersonal Skills	6.3
My manager respects and values my opinions.	Interpersonal Skills	6.3
My manager leads an inclusive environment where students and families' backgrounds are welcomed and valued.	Inclusive Leadership	6.3
I know what my manager expects of me.	Performance Management	6.2
I am clear on my role, responsibilities, and work objectives.	Performance Management	6.3

Lowest Rated Items (All Region)

Question	Category	Avg. Response
My manager and I have a clear and effective routine for discussing and capturing progress toward goals.	Performance Management	5.9
My manager talks about how identity markers (e.g., race, ethnicity, gender, class, sexual orientation) relate to our work.	Inclusive Leadership	5.8
My manager is good at helping me prioritize my responsibilities.	Coaching	5.9
My manager and I meet regularly at our scheduled check-in time.	Coaching	5.8
My instructional practices/professional skills (as apropriate to your role) are improving as a result of my manager's coaching.	Coaching	5.9

Question Averages by Role

Category	Question	APs	BOMs	OMs	Other Managers	Principals	Grand Total
Coaching	My instructional practices/professional skills (as apropriate to your role) are improving as a result of my manager's coaching.	6.1	6.0	5.4	5.4	5.7	5.9
	My manager and I meet regularly at our scheduled check-in time.	6.0	5.8	5.5	5.5	5.6	5.8
	My manager is good at helping me prioritize my responsibilities.	6.2	6.0	6.3	5.6	5.8	5.9
	My manager uses my time effectively in scheduled group settings such as staff meetings, team meetings, and/or off-sites (as..	6.2	6.1	5.8	5.7	5.8	6.0
	One-on-one meetings with my manager are valuable to me.	6.4	6.2	6.0	6.0	6.1	6.2
	Through the feedback I receive from my manager, I am clear on my strength and growth areas.	6.1	6.2	6.2	5.6	5.8	6.0
Inclusive Leadership	I feel comfortable talking to my manager about issues related to race/ethnicity.	6.1	6.1	6.5	5.8	6.1	6.0
	My manager actively seeks diverse set of perspectives to inform direction and decision making.	6.0	6.1	6.0	5.7	6.0	6.0
	My manager creates an inclusive staff culture that respects individuals and values difference.	6.3	6.1	6.5	6.0	6.1	6.2
	My manager leads an inclusive environment where students and families' backgrounds are welcomed and valued.	6.5	6.2	6.6	6.1	6.3	6.3
	My manager models culturally responsive pedagogy (CRP) strategies and seeks exemplars and support for our team.	6.2	6.2	6.4	5.8	5.9	6.0
	My manager seeks to understand my work style.	6.2	6.1	6.5	5.9	5.9	6.1
	My manager shows awareness of their own leadership style and its impact on our team.	6.1	6.1	5.9	5.9	5.9	6.0
	My manager talks about how identity markers (e.g., race, ethnicity, gender, class, sexual orientation) relate to our work.	5.8	5.9	6.4	5.4	6.0	5.8
Interpersonal Skills	I feel comfortable speaking with my manager about how to juggle priorities effectively.	6.2	6.1	6.2	5.7	5.9	6.1
	My manager cares about me as a person.	6.5	6.2	6.6	5.9	6.3	6.3
	My manager follows through on his/her committments to me.	6.2	6.0	6.0	5.5	5.9	6.0
	My manager is open to receiving feedback.	6.3	6.2	6.1	5.8	6.1	6.1
	My manager respects and values my opinions.	6.5	6.1	6.5	5.9	6.2	6.3
Performance Management	I am clear about the specific actions I need to take to improve my performance.	6.2	6.2	6.4	5.8	5.8	6.0
	I am clear on my role, responsibilities, and work objectives.	6.5	6.5	6.5	6.1	6.2	6.3
	I know what my manager expects of me.	6.4	6.3	6.5	5.9	6.1	6.2
	My manager and I have a clear and effective routine for discussing and capturing progress toward goals.	6.1	6.0	6.1	5.4	5.7	5.9
	My manager communicates his/her expectations in a timely manner.	6.2	6.1	6.1	5.6	5.8	6.0
	My manager's expectations are consistent over time.	6.2	6.1	6.4	5.7	5.9	6.0

Question Averages Year over Year

Category	Question	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Grand To..
Coaching	My instructional practices/professional skills (as apropriate to your role) are improving as a result of my manager's coaching.	5.9	6.0	5.8	5.8	5.9	5.9
	My manager and I meet regularly at our scheduled check-in time.	5.7	6.2	5.9	5.8	5.8	5.9
	My manager is good at helping me prioritize my responsibilities.	5.9	6.0	6.0	6.0	5.9	6.0
	My manager uses my time effectively in scheduled group settings such as staff meetings, team meetings, and/or off-sites (as..	5.9	6.1	5.9	5.9	6.0	6.0
	One-on-one meetings with my manager are valuable to me.	6.2	6.3	6.1	6.2	6.2	6.2
	Through the feedback I receive from my manager, I am clear on my strength and growth areas.	6.0	6.0	5.9	5.9	6.0	6.0
Inclusive Leadership	I feel comfortable talking to my manager about issues related to race/ethnicity.			5.9	6.0	6.0	6.0
	My manager actively seeks diverse set of perspectives to inform direction and decision making.		6.2	5.9	6.0	6.0	6.0
	My manager creates an inclusive staff culture that respects individuals and values difference.		6.4	6.1	6.1	6.2	6.2
	My manager leads an inclusive environment where students and families' backgrounds are welcomed and valued.		6.4	6.3	6.3	6.3	6.3
	My manager models culturally responsive pedagogy (CRP) strategies and seeks exemplars and support for our team.			6.0	6.0	6.0	6.0
	My manager seeks to understand my work style.			6.0	6.1	6.1	6.0
	My manager shows awareness of their own leadership style and its impact on our team.		6.2	5.9	6.0	6.0	6.0
	My manager talks about how identity markers (e.g., race, ethnicity, gender, class, sexual orientation) relate to our work.			5.7	5.8	5.8	5.8
Interpersonal Skills	I feel comfortable speaking with my manager about how to juggle priorities effectively.	6.0	6.2	6.0	6.0	6.1	6.1
	My manager cares about me as a person.	6.3	6.5	6.3	6.3	6.3	6.3
	My manager follows through on his/her committments to me.	5.9	6.2	6.0	6.0	6.0	6.0
	My manager is open to receiving feedback.	6.2	6.4	6.2	6.1	6.1	6.2
	My manager respects and values my opinions.	6.2	6.4	6.2	6.2	6.3	6.3
Performance Management	I am clear about the specific actions I need to take to improve my performance.	6.0	6.1	6.0	6.0	6.0	6.0
	I am clear on my role, responsibilities, and work objectives.	6.3	6.4	6.2	6.4	6.3	6.3
	I know what my manager expects of me.	6.2	6.3	6.2	6.2	6.2	6.2
	My manager and I have a clear and effective routine for discussing and capturing progress toward goals.	5.9	6.1	6.0	6.0	5.9	6.0
	My manager communicates his/her expectations in a timely manner.	5.9	6.1	6.0	6.1	6.0	6.0
	My manager's expectations are consistent over time.	6.0	6.2	6.0	6.1	6.0	6.1

Question Averages by Region

Category	Question	CA	DC	MKE	NSH	TX	Grand To..
Coaching	My instructional practices/professional skills (as apropriate to your role) are improving as a result of my manager's coaching.	6.1	5.3	5.4	6.1	5.3	5.9
	My manager and I meet regularly at our scheduled check-in time.	5.9	4.9	5.6	6.2	5.3	5.8
	My manager is good at helping me prioritize my responsibilities.	6.2	5.3	5.6	6.2	5.3	5.9
	My manager uses my time effectively in scheduled group settings such as staff meetings, team meetings, and/or off-sites (as..	6.1	5.4	5.6	6.3	5.6	6.0
	One-on-one meetings with my manager are valuable to me.	6.4	5.9	5.7	6.3	5.8	6.2
	Through the feedback I receive from my manager, I am clear on my strength and growth areas.	6.1	5.5	5.3	6.2	5.6	6.0
Inclusive Leadership	I feel comfortable talking to my manager about issues related to race/ethnicity.	6.2	5.8	5.5	6.1	5.8	6.0
	My manager actively seeks diverse set of perspectives to inform direction and decision making.	6.2	5.4	5.2	6.2	5.6	6.0
	My manager creates an inclusive staff culture that respects individuals and values difference.	6.3	5.8	5.6	6.3	5.7	6.2
	My manager leads an inclusive environment where students and families' backgrounds are welcomed and valued.	6.5	5.9	6.0	6.5	6.0	6.3
	My manager models culturally responsive pedagogy (CRP) strategies and seeks exemplars and support for our team.	6.2	5.4	5.3	6.3	5.7	6.0
	My manager seeks to understand my work style.	6.2	5.6	5.6	6.4	5.6	6.1
	My manager shows awareness of their own leadership style and its impact on our team.	6.2	5.6	5.2	6.2	5.9	6.0
	My manager talks about how identity markers (e.g., race, ethnicity, gender, class, sexual orientation) relate to our work.	6.0	5.4	4.8	6.0	5.7	5.8
Interpersonal Skills	I feel comfortable speaking with my manager about how to juggle priorities effectively.	6.2	5.4	5.8	6.3	5.9	6.1
	My manager cares about me as a person.	6.4	5.9	6.1	6.4	6.0	6.3
	My manager follows through on his/her committments to me.	6.2	5.4	5.6	6.3	5.5	6.0
	My manager is open to receiving feedback.	6.3	5.6	5.7	6.4	5.7	6.1
	My manager respects and values my opinions.	6.4	5.8	6.0	6.4	6.0	6.3
Performance Management	I am clear about the specific actions I need to take to improve my performance.	6.2	5.5	5.6	6.2	5.5	6.0
	I am clear on my role, responsibilities, and work objectives.	6.4	5.9	6.2	6.6	6.2	6.3
	I know what my manager expects of me.	6.4	5.7	5.8	6.4	5.8	6.2
	My manager and I have a clear and effective routine for discussing and capturing progress toward goals.	6.1	5.2	5.5	6.1	5.4	5.9
	My manager communicates his/her expectations in a timely manner.	6.1	5.3	5.7	6.2	5.6	6.0
	My manager's expectations are consistent over time.	6.2	5.4	5.6	6.3	5.6	6.0

Areas for further review and discussion

- Review of school and regional-level MFS data next to other talent health metrics from the beginning of the school year (e.g., retention, vacancies, etc.).

- Deeper dive into the 'other school managers' group, management structure, and coaching and development needs.

- For regions, are there any recommendations we want to make in terms of action planning on the theme of school staff sustainability?

Open Field Comments Summary (Preliminary)

Preliminary Themes: Manager Supports

What are 1 or 2 helpful ways that your manager supports your success at work?

Area	Number of Tags
Provides support/resources	51
Communication	37
Coaching	32
Feedback	31
Relationship Building	29
Collaboration	27
1:1s	20
Positive manager experience	19
Follow through	16
Listening	14
Goal setting	13
Inclusive	9
Time management	8
Provides praise/encouragement	6
Expectations consistent	5

What are 1 or 2 helpful ways that your manager supports your team's success?

Area	Number of Tags
Expectations consistent	5
Inclusive	7
Provides praise/encouragement	7
Provides support/resources	1
Positive manager experience	4
Listening	1
Goal setting	3
Relationship Building	2
Collaboration	12
Communication	6
Coaching	2

Next Steps and Action Planning

Manager Feedback Review Follow-Up Steps

Review & Reflect   **Individually and with your manager**

- Reflect and internalize your Manager Feedback results (see Slide 3 in this deck for guiding questions)
- Identify actionable areas to improve and strengths you can use to help you in your role
  - If you were surprised by any feedback, be sure you are regularly **asking for feedback in 1:1s**.
  - If you already are asking for feedback regularly, be sure you **practice Radical Candor in how you receive feedback**.
- Add any reflections and identified action steps to your Mid-Year Evaluation Self-Review

Communicate & Engage on Your Results   **With your direct report(s)**

- Discuss key areas of feedback that was shared by direct reports.
- Brainstorm next steps with your team (this is a great opportunity to demonstrate your openness to feedback)
- See pages 5-8 for step by step instructions for that conversation.

Stamp your next steps   **Review with your manager**

- Create a short action plan using the template on slide X to summarize your reflection and the next steps you brainstorm with your team.

Create an Action Plan

1 - 2 - 3 Plan: Stamp your next steps

1 **Select 1 opportunity to focus on.**

2 **Identify 2 things you can do about it.**

3 **Commit to 3 dates you'll discuss/review this area with your team.**

Examples:
Revisit in 1:1
Circle back on priorities in first PD after winter break
Post mid-year eval

1-2-3 Action Plan Template & Sample (Make a Copy)

Select one opportunity to focus on.
My manager is good at helping me prioritize my responsibilities. My instructional practices/professional skills (as appropriate to your role) are improving as a result of my manager's coaching.
Identify two things you can do about it.
Engage team in instructional calendaring during content team meetings and go into deeper planning coaching during 1:1s. Communicating events in upcoming month so that teachers have information several weeks out. Go back to having protected Content Team and 1:1 meetings so that these are effectively planned grounded in data analysis and instructional planning
Commit to three dates you'll discuss/review this area with your team.
1/27/2024, 2/24/2024, 3/31/2024

Let's see an **example** of an action plan

Action Plan Steps

1. Select 1 Opportunity to Focus On

- Rather than focusing on all opportunities, prioritize one!

- Consider top barriers that are impacting performance and engagement.

- Based upon feedback from the team debrief, select an opportunity that has the greatest impact for the team and is something relevant and realistic for you to act on.

- A good team debrief will generate the action plan for you.

- Only 1 opportunity is required to focus on. It is optional to do more than one.

Action Plan Steps

2. Identify 2 Things You Can Do About It

- Based on the opportunity area you selected (see previous slide), come up with two specific action steps you can take to improve the opportunity.

- It doesn't have to be re-inventing the wheel. It can be an initiative already in progress or new actions resulting from the team debrief.

- Assign owners and dates to improve accountability to accomplish the actions.

Interpersonal Skills Action Plan Examples

2. Identify 2 Things You Can Do About It (cont.)

- **Strengthen your communication skills by leveraging Linkedin Learning insights and put the into practice:**
  - Interpersonal Communication
  - Develop Interpersonal Skills for Inclusive Workplaces

- **In your 1x1s ask your direct report(s):**
  - What can I do as your manager to communicate more effectively?
  - How do you like to receive feedback? Do you prefer verbal or written feedback? Do you prefer positive feedback first and constructive feedback second?

Coaching Action Plan Examples

- **Strengthen your coaching skills by leveraging Linkedin Learning insights and put the into practice:**
  - Coaching for Leading & Managers
  - Coaching & Developing Employees

- **Reflect and evaluate the following for yourself:**
  - Are there things that I can do our 1x1s to make them more meaningful and successful? Ask your direct report(s) as well.
  - Assess the frequency at which you meet with your team individually to provide coaching. Is it consistent and regular?
  - If my team member comes to me about concerns, obstacles, or support, do I address and follow up with them timely?

Performance Management Action Plan Examples

2. Identify 2 Things You Can Do About It (cont.)

- **Strengthen your performance management skills by leveraging Linkedin Learning insights and put the into practice:**
    - [Foundations of Performance Management](#)
    - [Performance Management: Setting Goals and Managing Performance](#)

- **Reflect and evaluate the following for yourself:**
    - Do your direct report(s) understand their role and responsibilities? Have you reviewed their job description and priorities/goals with them?
    - Do I monitor and follow-up on feedback I have provided during coaching?

Inclusive Leadership Action Plan Examples

2. Identify 2 Things You Can Do About It (cont.)

- **Strengthen your inclusive leadership by leveraging Linkedin Learning insights and put the into practice:**
  - [Inclusive Leadership](#)
  - [Inclusive Mindset for Committed Allies](#)

- **Reflect and evaluate the following for yourself using these questions and [more](#) to consider your inclusive leadership:**
  - In what ways have I promoted inclusion and built awareness?
  - What are my highest areas of inclusion? Why do we think that?
  - What are your next steps to continue to build your self awareness and cultural responsiveness to ensure all staff, students, and families feel included and welcome?

Action Plan Steps

3. Commit To 3 Dates You'll Discuss/Review Area With Team

- To demonstrate employee feedback is valued, explicitly communicate at least 3 times how your actions are connected to survey results.

- By clearly linking feedback to action, employees can see how their ominous were used, and are more likely to provide future feedback.

- Constant communication closes the gap between feedback and action → helping employees feel more valued and improving engagement.

Feedback ⟷ **Action**

Activity: Analyze Your Results & Action Plan

Take the next 10 minutes to review your individual results.

Identify your top rated and bottom rated questions and themes.

Begin to think about what your potential action plan may entail.

Appendix: Achievement Results

% Outperforming Local District and State by Region

Comparison	Region	All Students		Economically Disadvantaged	
		Mathematics	ELA	Mathematics	ELA
% of RPS Schools Outperforming Local District	**NETWORK**	**55%**	**55%**	**77%**	**82%**
	CA	69%	62%	100%	100%
	DC	0%	33%	33%	33%
	MKE	50%	50%	50%	50%
	NSH	67%	67%	67%	100%
	TX	0%	0%	0%	0%
% of RPS Schools Outperforming State	**NETWORK**	**36%**	**27%**	**59%**	**50%**
	CA	54%	38%	77%	69%
	DC	0%	33%	33%	33%
	MKE	0%	0%	0%	0%
	NSH	33%	0%	67%	33%
	TX	0%	0%	0%	0%

RPS CA has followed a similar trajectory as the CA state average in ELA. In Math, RPS CA experienced larger declines after the pandemic but made similar gains to the state last year.

CAASPP % Met/Exceeded
All Students, 3rd-5th Grades

Legend
CA State
RPS CA
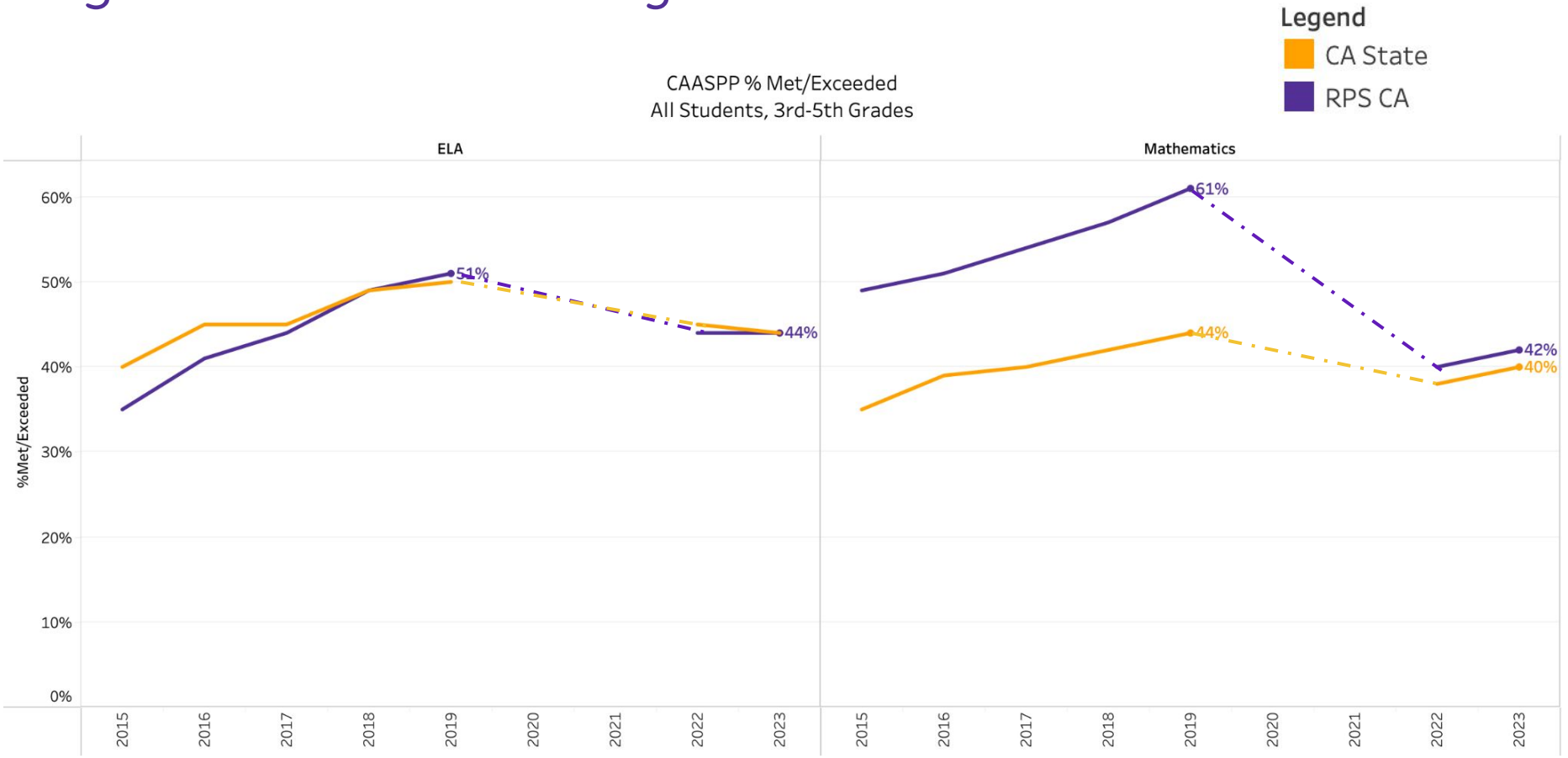
RPS DC made similar gains in ELA as All DC schools, but did not make as much progress in Math

PARCC % Met/Exceeded (Level 4 & 5)
All Students, 3rd-5th Grades
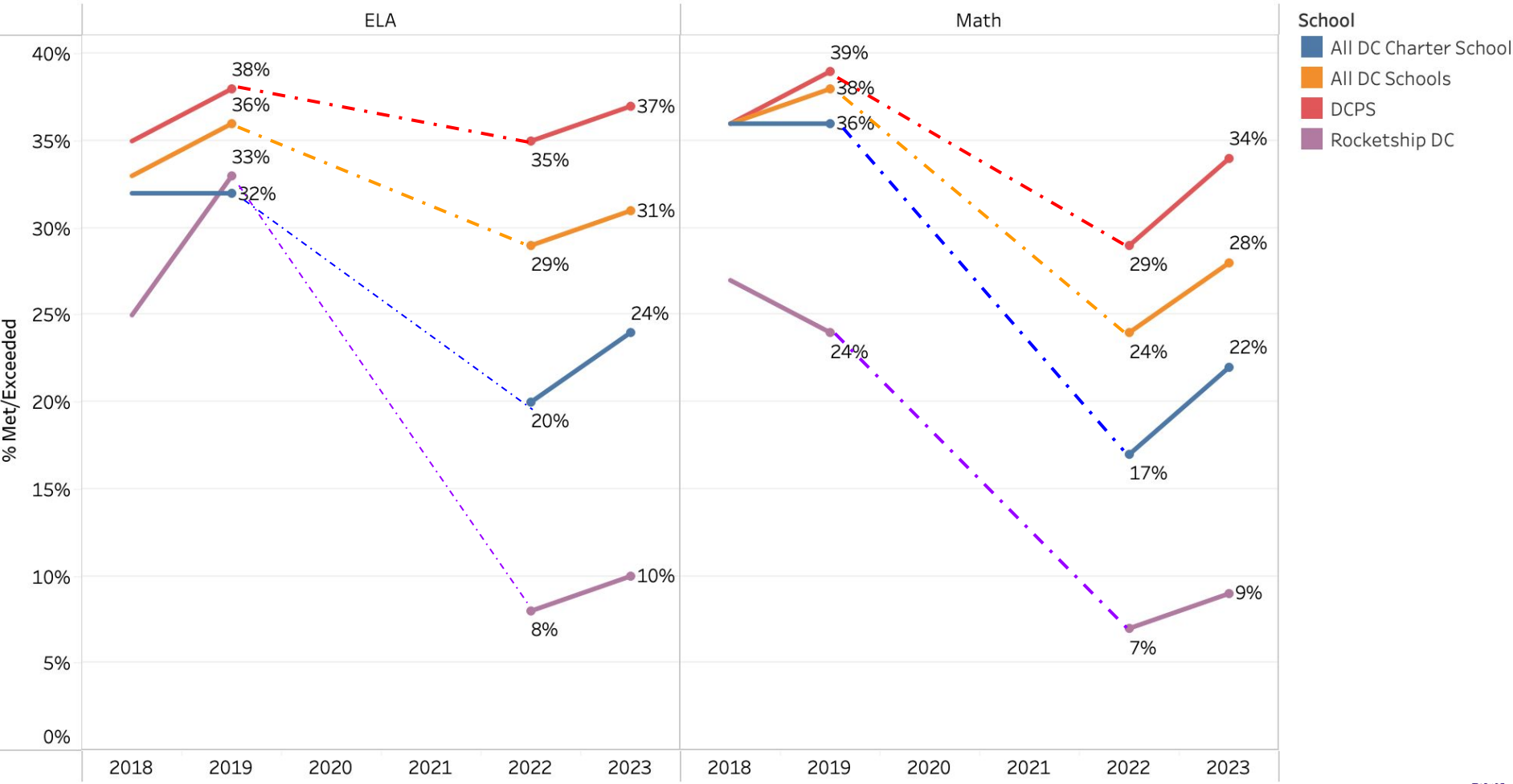
RPS NSH has surpassed SY18-19 baseline in ELA and is catching up in Math at a similar pace as the district and state

TNReady % Met/Exceeded
All Students, 3rd-5th Grades

Legend
- MNPS (Davidson County)
- Rocketship TN
- TN State
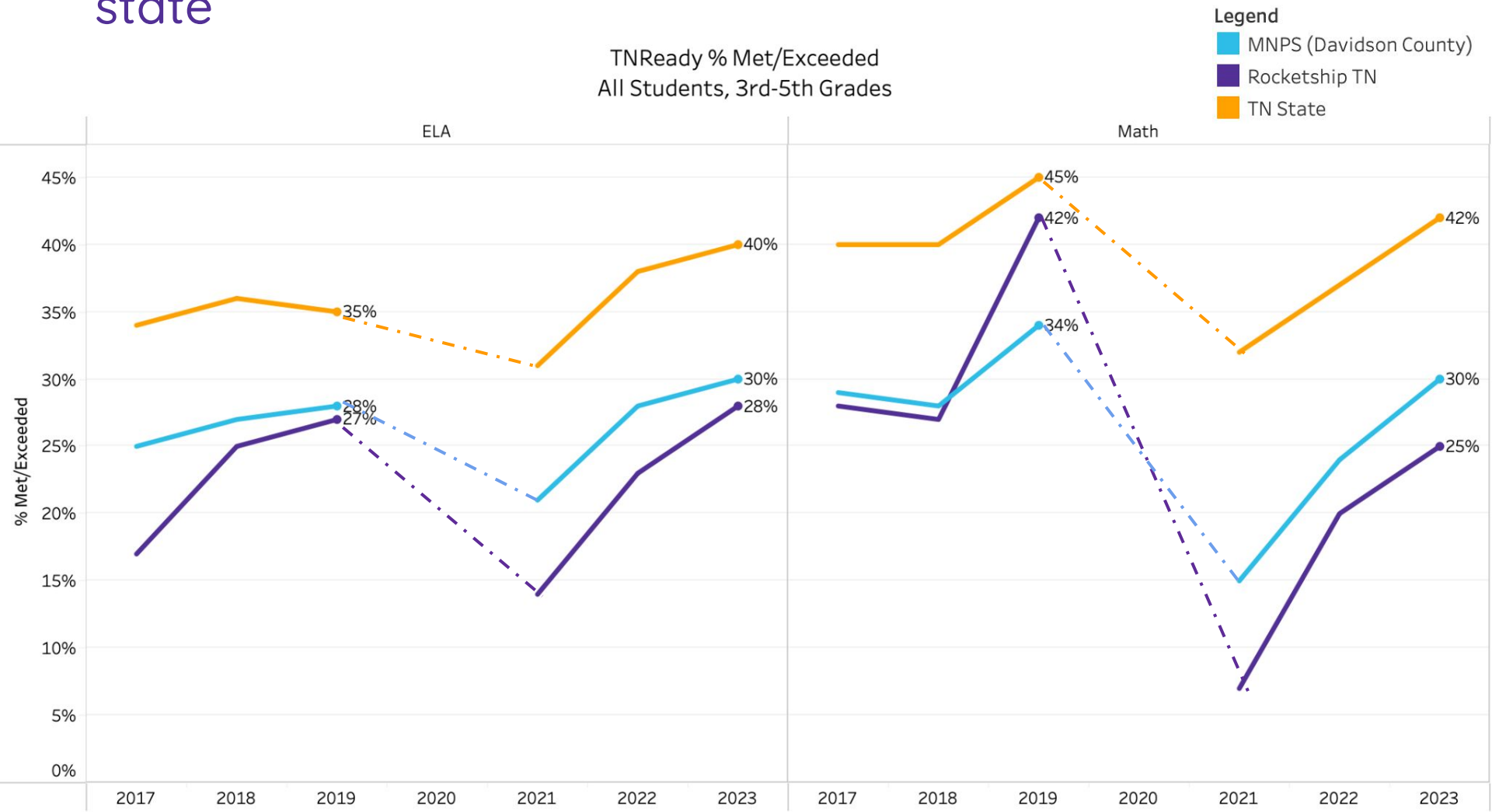
RPS MKE is further from SY18-19 baseline than last year while WI State and MPS district are within several points of their 18-19 baseline

WI Forward % Proficient/Advanced
All Students, 3rd-5th Grades
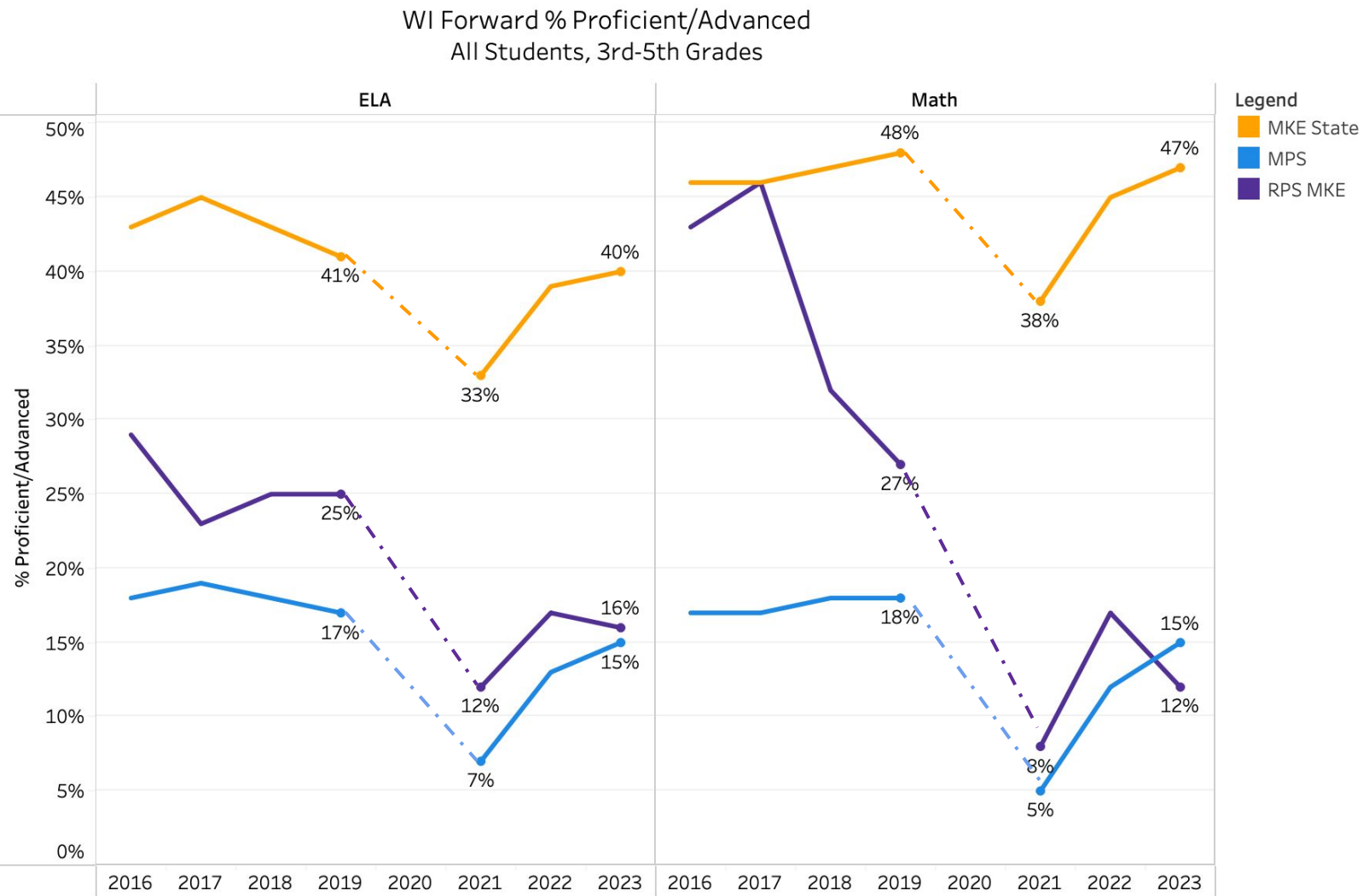
RPS TX Inaugural STAAR results

- Inaugural 3rd grade cohort started with large achievement gaps in Fall 2022 that will require multiple years to reduce

2023 STAAR Grade 3: % Meets/Masters			
Subject	Entity	All Students	Economically Disadvantaged
ELA	**RDDE**	**23%**	**19%**
ELA	Fort Worth ISD	32%	26%
ELA	Region 11	51%	37%
ELA	State	50%	39%
Math	**RDDE**	**9%**	**5%**
Math	Fort Worth ISD	27%	21%
Math	Region 11	44%	30%
Math	State	43%	33%

School Goals [School names redacted]

NWEA MAP % At/Above 67th Percentile and Spring 2024 Goals

School Region	Mathematics					Reading				
	Fall 2023 At/Above 67th	Y1 Target % At/Above 67th	Difference between Fall 2023 and Spring 2024 Goal	23-24 Avg. Growth Goal	23-24 % Met Tiered Growth Goal	Fall 2023 At/Above 67th	Y1 Target % At/Above 67th	Difference between Fall 2023 and Spring 2024 Goal	23-24 Avg. Growth Goal	23-24 % Met Tiered Growth Goal
CA	48%	62%	14%	1.26	56%	40%	51%	11%	1.34	50%
	47%	58%	11%	1.25	53%	35%	52%	17%	1.34	47%
	46%	53%	7%	1.24	53%	40%	49%	9%	1.34	47%
	34%	43%	9%	1.25	51%	25%	36%	11%	1.34	52%
	34%	41%	7%	1.25	51%	30%	40%	10%	1.35	49%
	33%	38%	5%	1.25	51%	25%	34%	9%	1.3	55%
	31%	40%	9%	1.24	51%	18%	25%	7%	1.33	50%
	31%	40%	9%	1.24	52%	29%	42%	13%	1.35	49%
	29%	39%	10%	1.24	50%	23%	39%	16%	1.36	56%
	27%	36%	9%	1.24	49%	24%	35%	11%	1.33	53%
	25%	33%	8%	1.25	46%	24%	35%	11%	1.35	46%
	20%	23%	3%	1.25	44%	22%	28%	6%	1.34	47%
	18%	22%	4%	1.24	43%	13%	22%	9%	1.35	47%
DC	18%	16%	-2%	1.25	45%	22%	19%	-3%	1.32	50%
	14%	25%	11%	1.24	46%	17%	26%	9%	1.32	52%
	11%	14%	3%	1.26	42%	13%	18%	5%	1.33	50%
MKE	15%	19%	4%	1.24	42%	13%	16%	3%	1.32	47%
	10%	13%	3%	1.27	42%	11%	16%	5%	1.34	48%
NSH	38%	47%	9%	1.27	53%	28%	38%	10%	1.29	55%
	19%	33%	14%	1.24	46%	18%	34%	16%	1.3	50%
	13%	17%	4%	1.25	43%	13%	21%	8%	1.3	48%
TX	18%	21%	3%	1.28	45%	17%	19%	2%	1.32	48%
	11%	21%	10%	1.28	45%	14%	19%	5%	1.32	48%

Top Third and YoY Change

2023-24 Fall NWEA MAP
% At/Above 67th Percentile and YoY Change
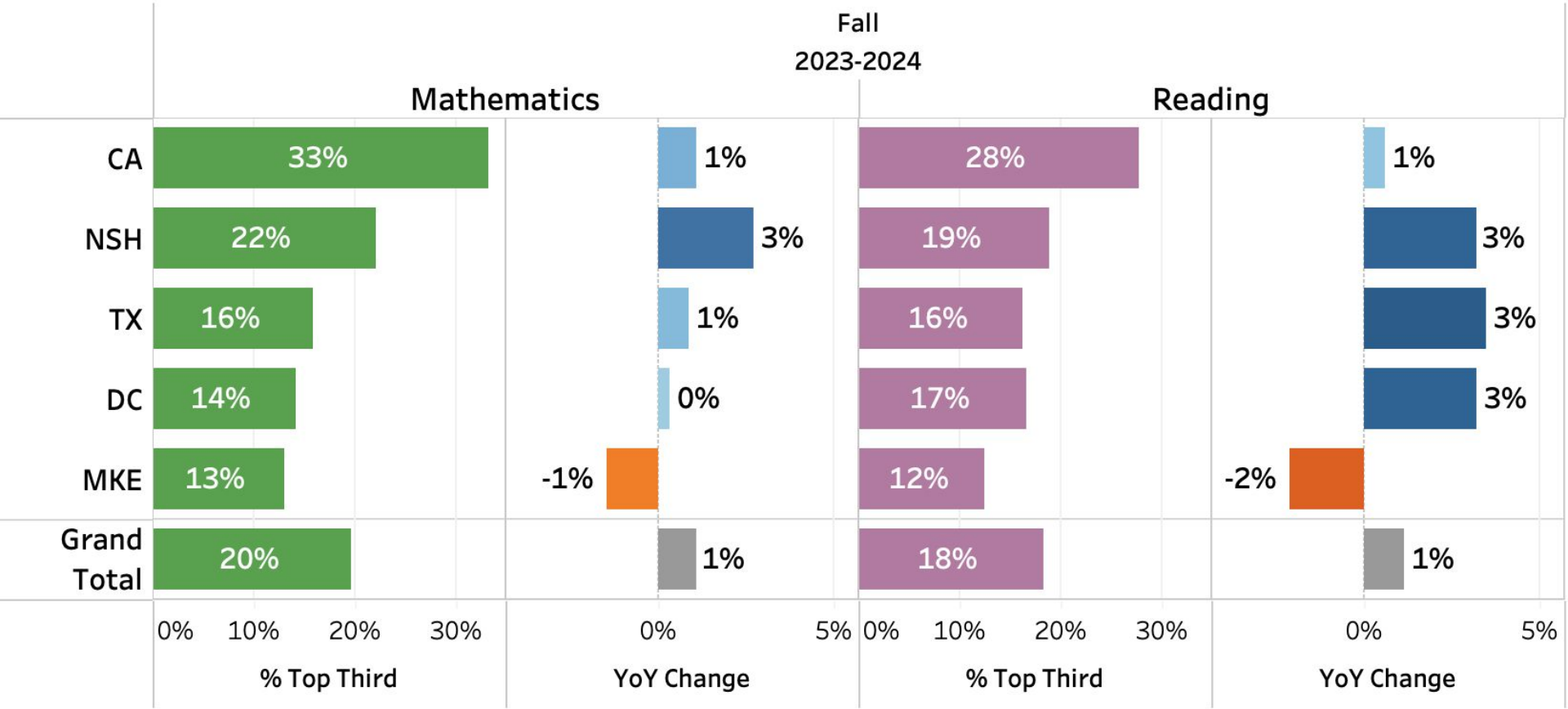
Fall
2023-2024

Mathematics | Reading

	Mathematics % Top Third	Mathematics YoY Change	Reading % Top Third	Reading YoY Change
CA	33%	1%	28%	1%
NSH	22%	3%	19%	3%
TX	16%	1%	16%	3%
DC	14%	0%	17%	3%
MKE	13%	-1%	12%	-2%
Grand Total	20%	1%	18%	1%

DC testing windows still open - data is not final

69

Absolutes for Returning Rocketeers show slightly greater Fall-to-Fall gains in CA, NSH and TX regions

Fall 2023 % At/Above 50th Percentile and YoY Change
Returning Rocketeers
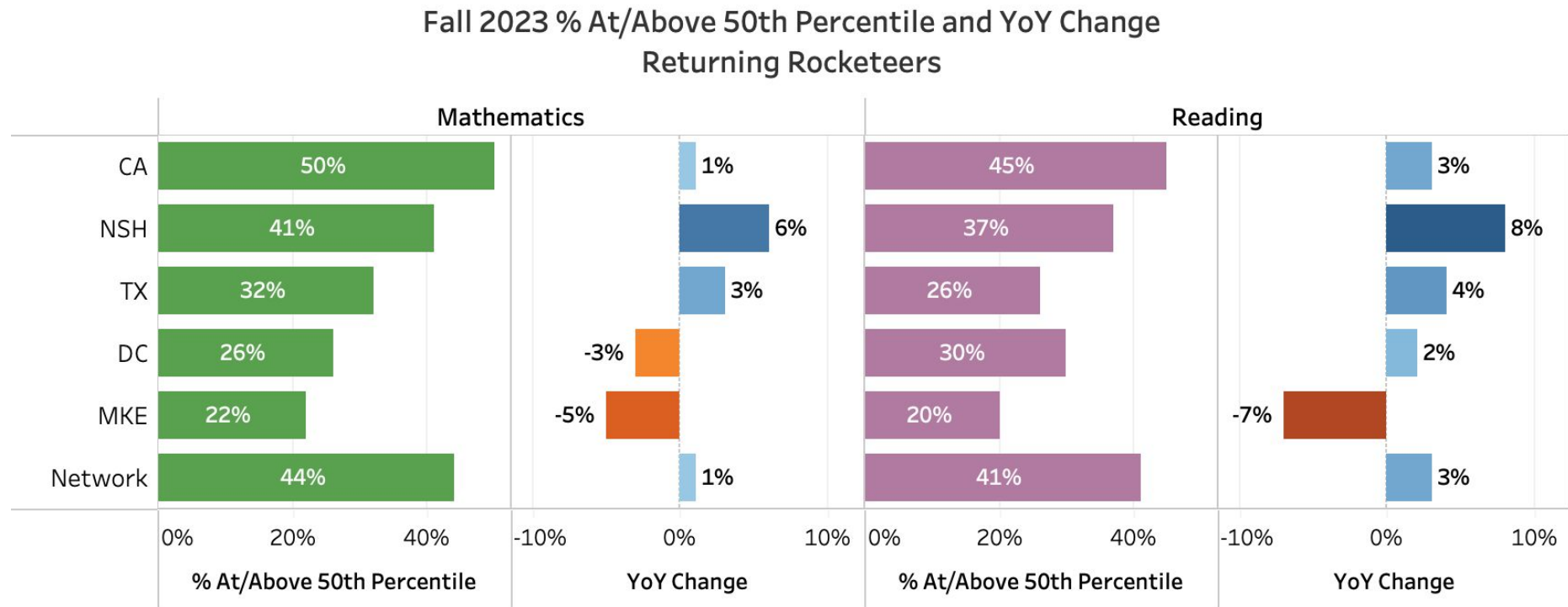
- When only viewing Fall-to-Fall results for returning students, DC Math and MKE Math & Reading proficiency declined from last year

70

Fall-to-Fall growth: CA & NSH growth ≥1 year

Avg Growth Years by Region & Grade

		2024					Grand Total
		1st	2nd	3rd	4th	5th	
Reading	CA	0.97	0.94	1.09	1.18	1.16	1.06
	DC	0.73	0.79	0.98	1.05	1.44	0.97
	MKE	0.52	0.79	0.85	1.18	0.81	0.84
	NSH	0.94	1.07	1.15	1.30	1.24	1.12
	TX	0.99	0.96	0.94	1.01		0.97
Grand Total		0.92	0.94	1.07	1.18	1.18	1.05

		2024					Grand Total
		1st	2nd	3rd	4th	5th	
Reading	CA	0.97	0.94	1.09	1.18	1.16	1.06
	DC	0.73	0.79	0.98	1.05	1.44	0.97
	MKE	0.52	0.79	0.85	1.18	0.81	0.84
	NSH	0.94	1.07	1.15	1.30	1.24	1.12
	TX	0.99	0.96	0.94	1.01		0.97
Grand Total		0.92	0.94	1.07	1.18	1.18	1.05

Grade and YoY change

2023-24 Fall NWEA MAP
% At/Above 50th Percentile and YoY Change

Fall
2023-2024

Mathematics | **Reading**

	% Above 50	YoY Change	% Above 50	YoY Change
K	47%	2%	43%	2%
1st	48%	-1%	41%	3%
2nd	41%	2%	32%	0%
3rd	41%	3%	37%	1%
4th	40%	2%	40%	0%
5th	28%	-2%	39%	1%
Grand Total	42%	1%	39%	1%

DC testing windows still open - data is not final

72

2023-24 Fall NWEA MAP Proficiency Distributions
Mathematics

	K	1st	2nd	3rd	4th	5th	Total
Total	47%	48%	41%	41%	40%	28%	42%
Top Third	29%	34%	29%	28%	24%	14%	28%
Upper Inner Third	18%	14%	11%	13%	16%	13%	14%
Lower Inner Third	17%	16%	15%	14%	14%	18%	15%
Bottom Third	36%	36%	44%	45%	46%	54%	43%
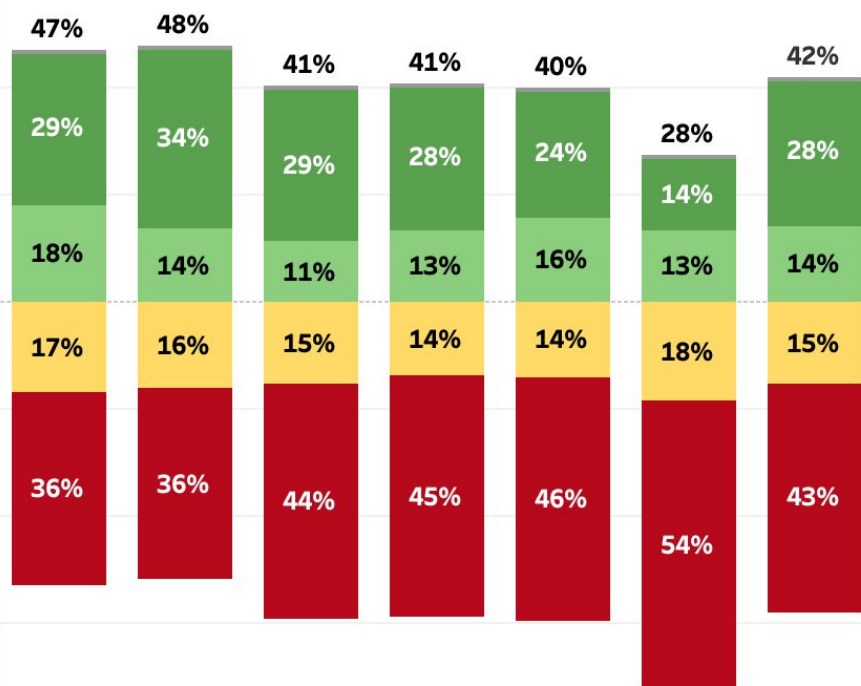
- K & G1 similar to last fall
- G2-G4 higher absolutes than last fall

2023-24 Fall NWEA MAP Proficiency Distributions
Reading

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

	K	1st	2nd	3rd	4th	5th	Total
Total	43%	41%	32%	37%	40%	39%	39%
Top Third	21%	27%	22%	23%	27%	21%	24%
Upper Inner Third	22%	13%	10%	14%	14%	18%	15%
Lower Inner Third	24%	16%	12%	12%	14%	17%	16%
Bottom Third	33%	44%	56%	51%	45%	45%	46%
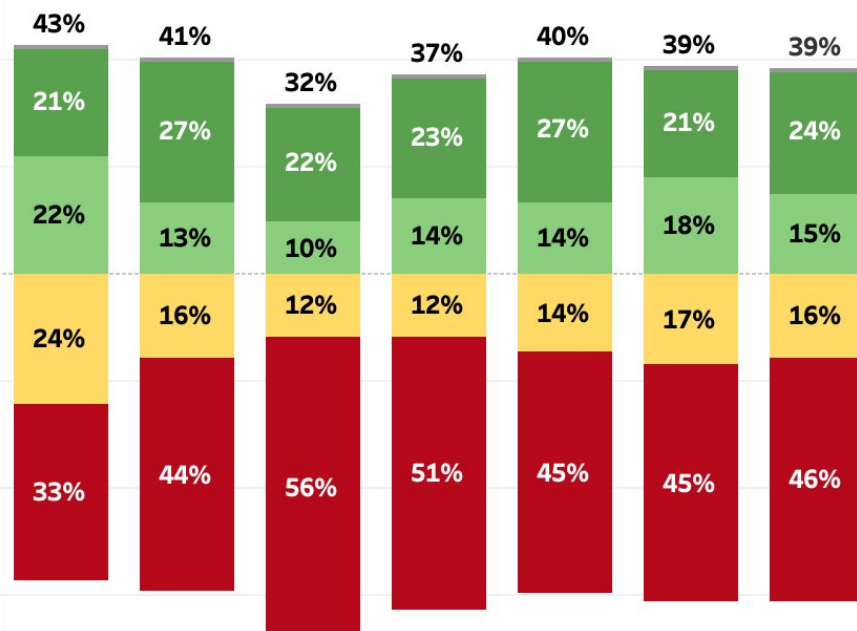
- K & G1 higher absolutes than last fall
- G2-G5 similar to last fall

Majority of students in DC, TX and MKE starting in the Bottom Third; EBP and NSH are close to 50%

2023-24 Fall NWEA MAP Proficiency Distributions

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

%At/Above 50th Percentile: Math

Top Tier
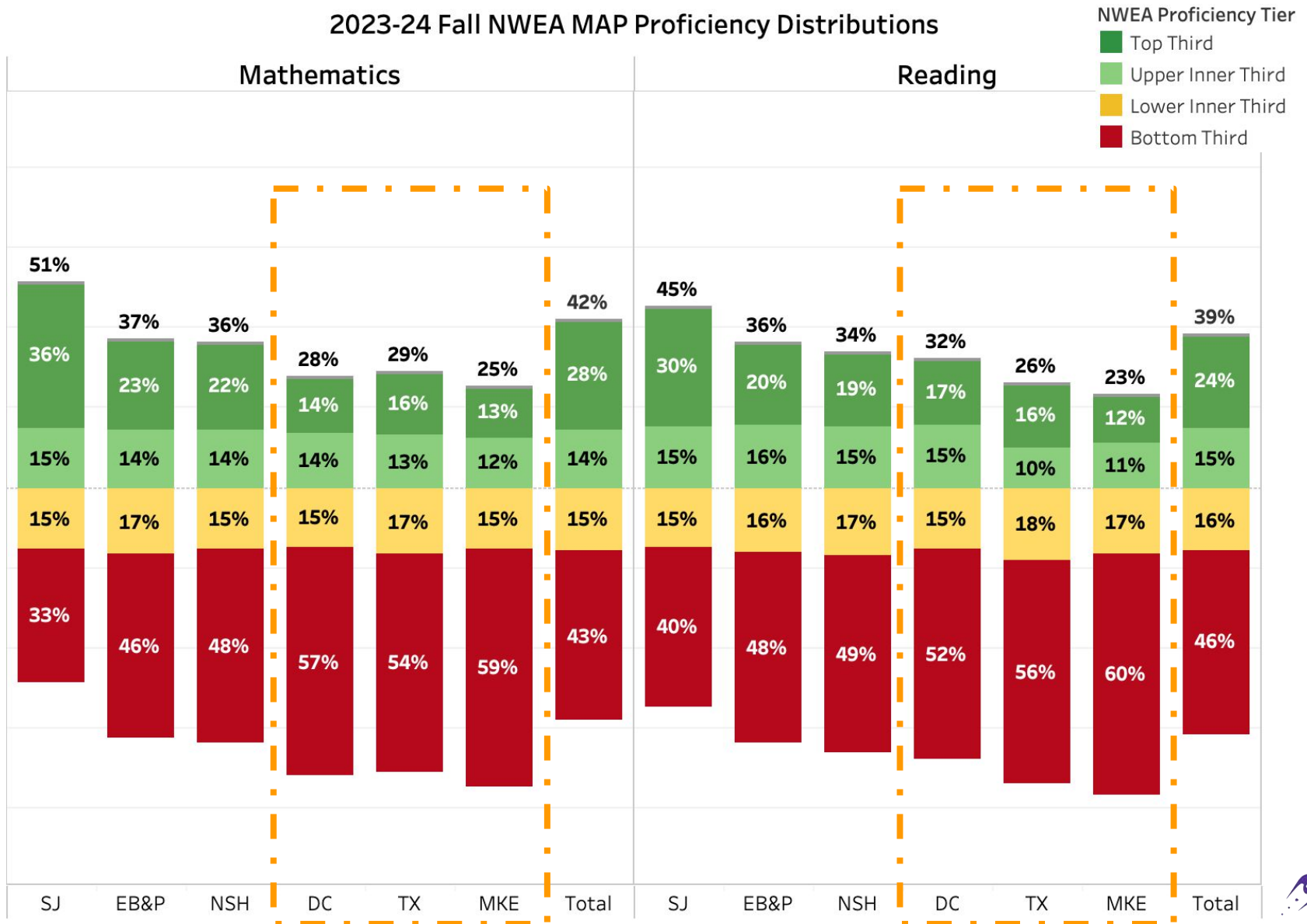
Upper Middle Tier

Lower Middle Tier
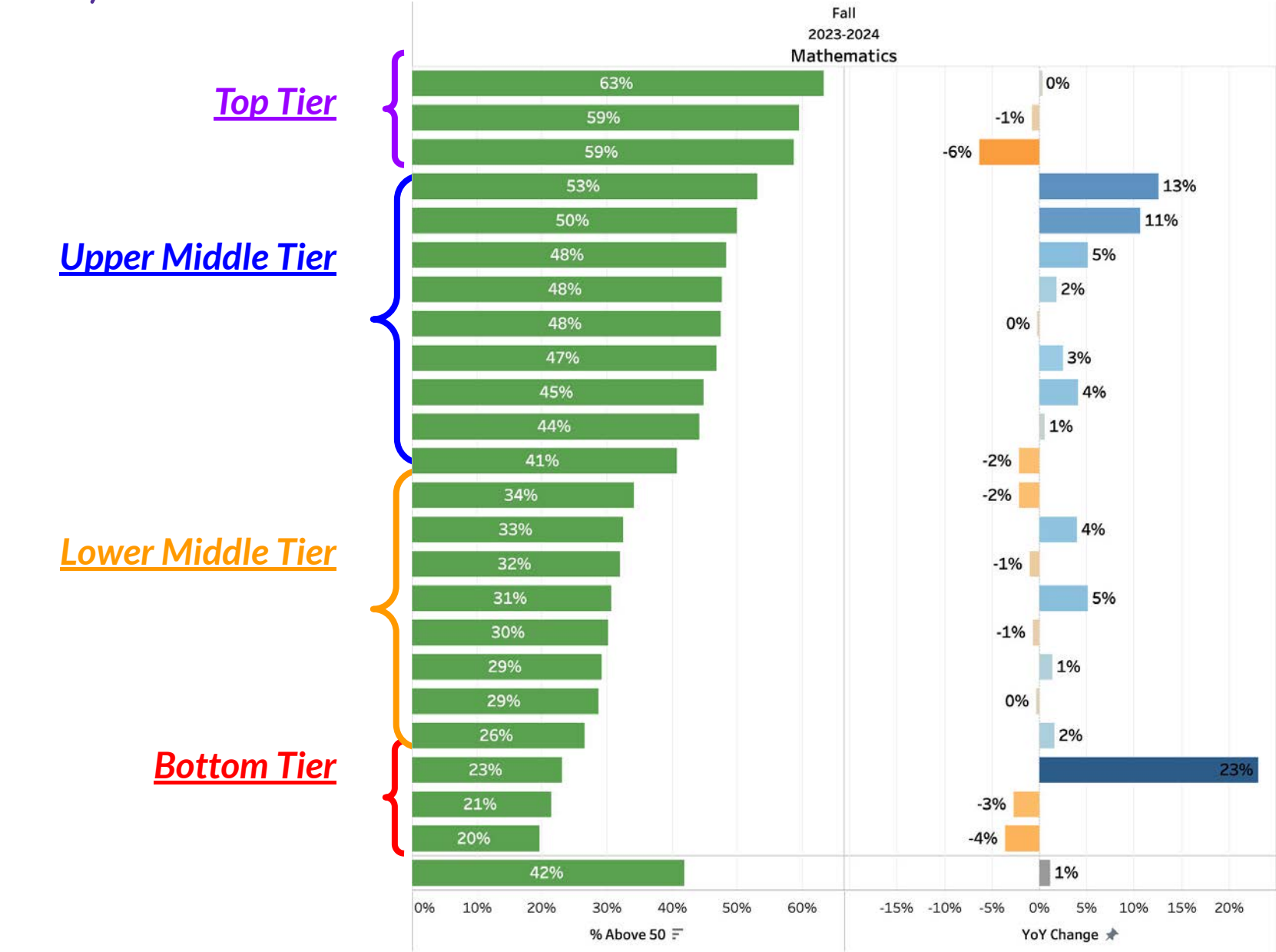
Bottom Tier

%At/Above 50th Percentile: Reading

Top Tier

Upper Middle Tier

Lower Middle Tier

Bottom Tier

Fall 2023-2024 Reading

% Above 50	YoY Change
56%	-3%
55%	-1%
51%	-5%
47%	15%
45%	-1%
45%	5%
43%	8%
41%	1%
39%	-4%
38%	-5%
38%	1%
36%	0%
35%	6%
35%	10%
34%	1%
32%	0%
27%	6%
26%	5%
26%	1%
26%	1%
25%	1%
25%	25%
23%	-5%
39%	1%
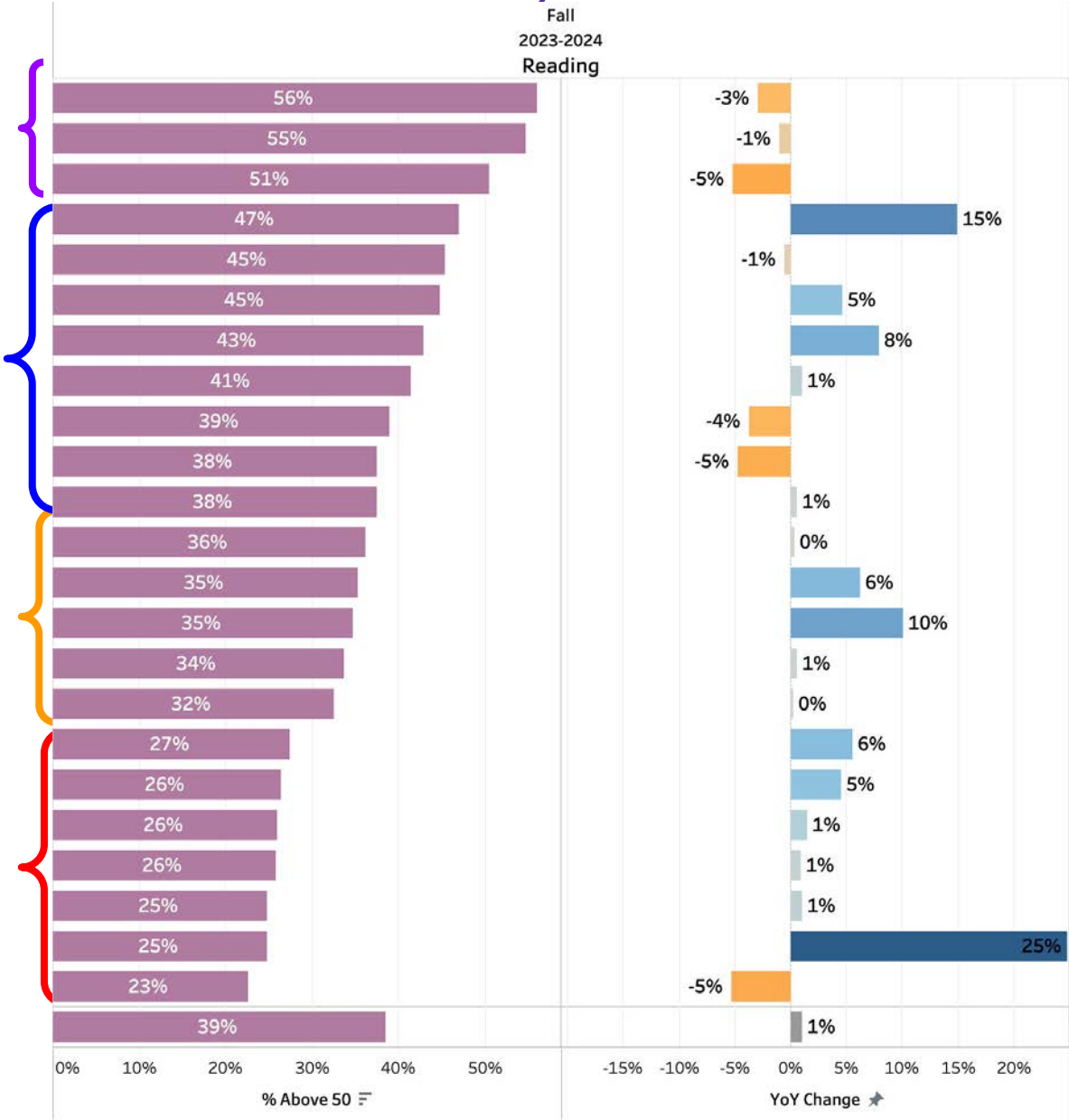
Math: Larger share of students in bottom Math quartile in upper grades and in non-SJ regions

NWEA MAP % Bottom Quartile

		2023-2024 Fall						Grand Total
		K	1st	2nd	3rd	4th	5th	
Mathematics	SJ	21%	21%	27%	28%	33%	38%	27%
	EB&P	23%	38%	47%	40%	39%	47%	39%
	DC	25%	38%	51%	56%	62%	65%	48%
	MKE	20%	46%	48%	68%	70%	55%	51%
	NSH	42%	30%	43%	42%	39%	66%	40%
	TX	24%	38%	60%	71%	55%		47%
Grand Total		26%	29%	38%	39%	40%	47%	36%

Reading: Larger share of students in bottom Math quartile in upper grades and in non-SJ regions

NWEA MAP % Bottom Quartile

		2023-2024 Fall						Grand Total
		K	1st	2nd	3rd	4th	5th	
Reading	SJ	23%	30%	40%	38%	34%	32%	33%
	EB&P	23%	42%	63%	46%	33%	36%	41%
	DC	15%	45%	63%	57%	51%	44%	45%
	MKE	19%	54%	65%	59%	58%	54%	52%
	NSH	33%	33%	56%	47%	35%	49%	41%
	TX	20%	53%	60%	57%	53%		46%
Grand Total		23%	36%	51%	44%	38%	38%	38%

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

NWEA MAP % Bottom Decile

		2023-2024 Fall						Grand Total
		K	1st	2nd	3rd	4th	5th	
Mathematics	SJ	5%	11%	13%	18%	19%	21%	14%
	EB&P	5%	19%	28%	23%	24%	29%	21%
	DC	8%	21%	29%	35%	39%	37%	27%
	MKE	2%	33%	26%	41%	50%	46%	33%
	NSH	9%	18%	28%	28%	23%	34%	21%
	TX	6%	16%	33%	47%	37%		26%
Grand Total		6%	16%	21%	24%	24%	28%	19%

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

NWEA MAP % Bottom Decile

		2023-2024 Fall						Grand Total
		K	1st	2nd	3rd	4th	5th	
Reading	SJ	3%	16%	20%	23%	23%	18%	17%
	EB&P	4%	21%	33%	31%	23%	22%	22%
	DC	2%	25%	33%	43%	35%	24%	26%
	MKE	5%	28%	36%	43%	39%	36%	32%
	NSH	11%	15%	25%	29%	21%	26%	20%
	TX	3%	24%	34%	43%	38%		26%
Grand Total		5%	18%	26%	29%	25%	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

80

ISE results improved from last fall

NWEA MAP Proficiency by ISE Group

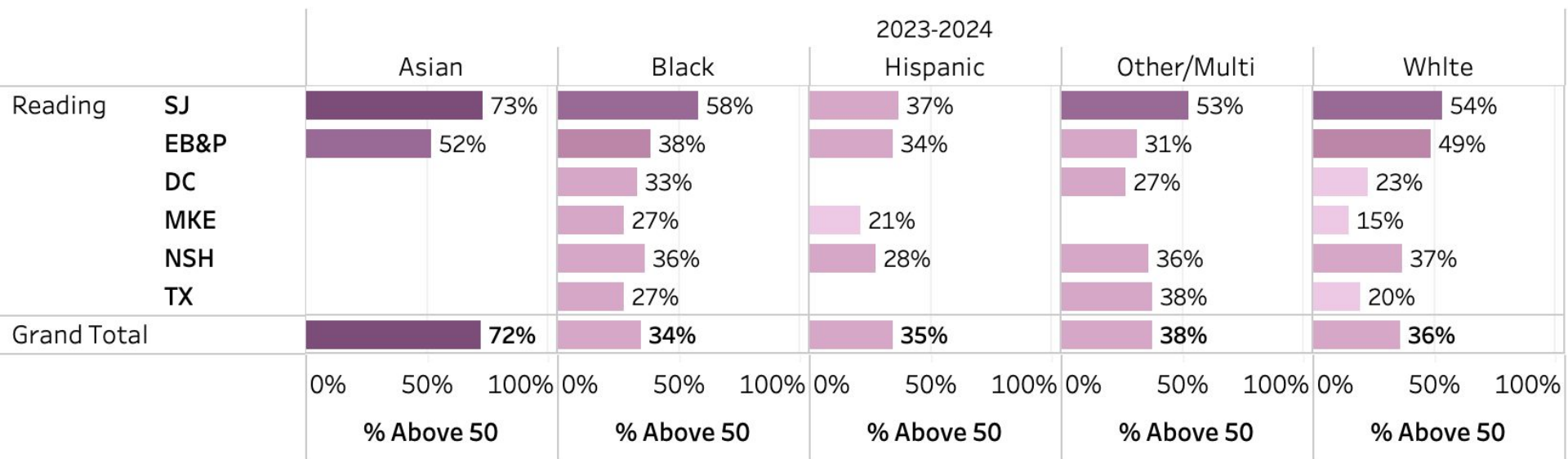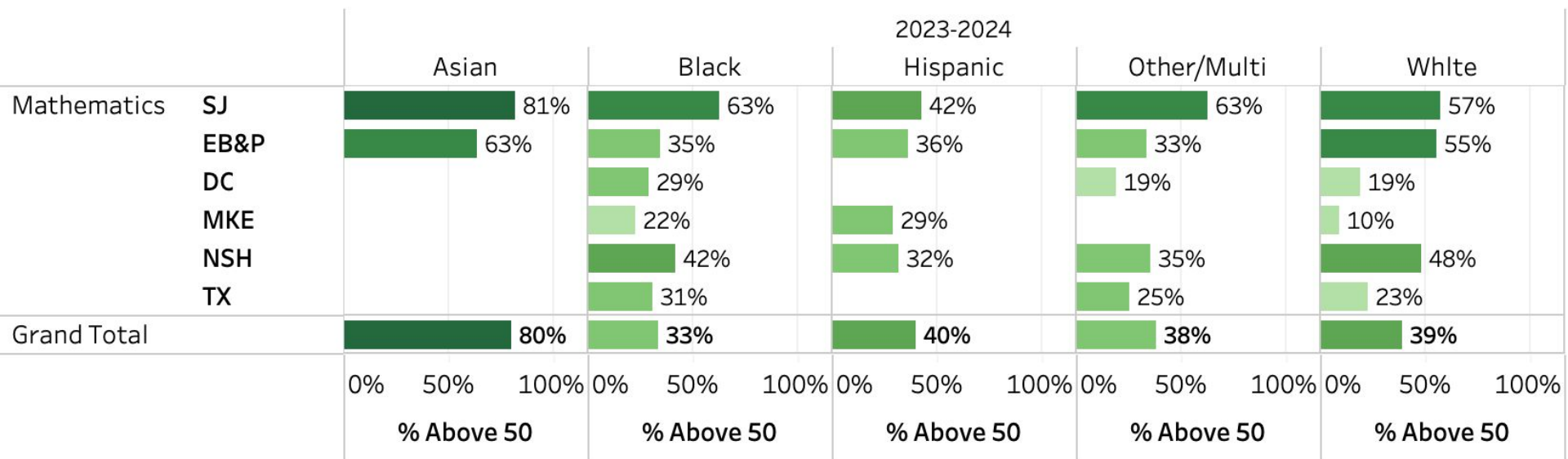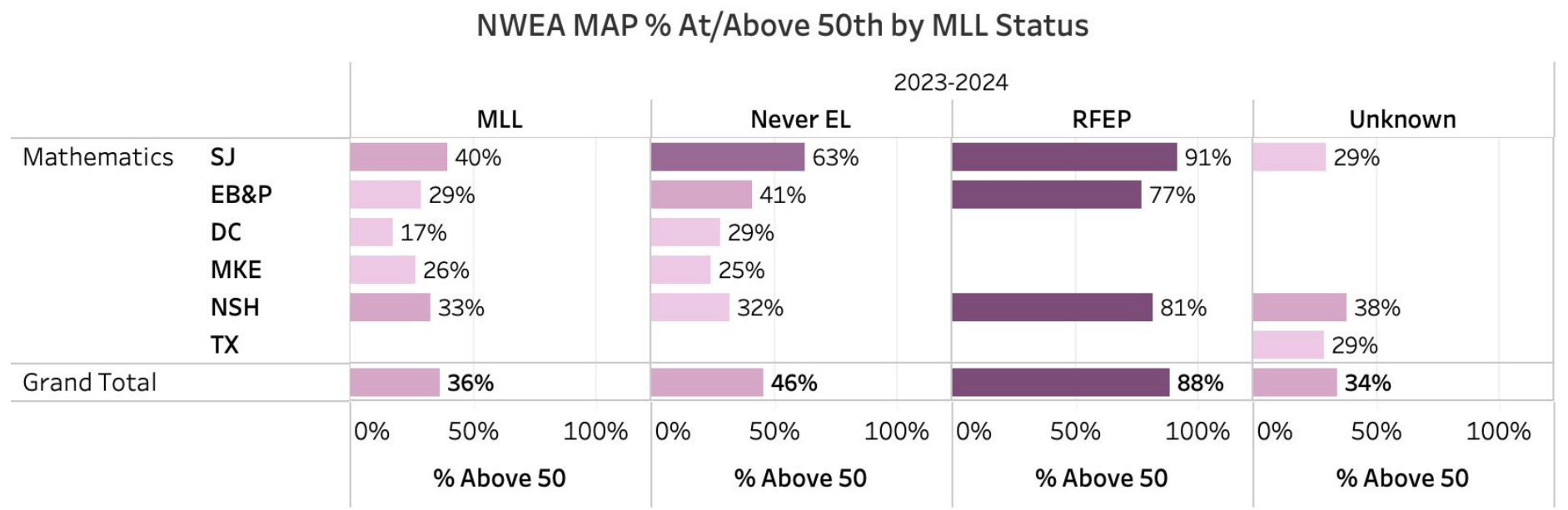|		Median Percentile Score	% Above 50	% Bottom Third	% Bottom Decile
Mathematics	moderate to severe	2	8%	84%	73%
	mild to moderate	8	14%	77%	53%
	speech only	38	37%	44%	18%
	Non-ISE	43	44%	40%	17%
Reading	moderate to severe	3	3%	89%	80%
	mild to moderate	12	11%	78%	46%
	speech only	27	26%	57%	22%
	Non-ISE	39	41%	43%	19%
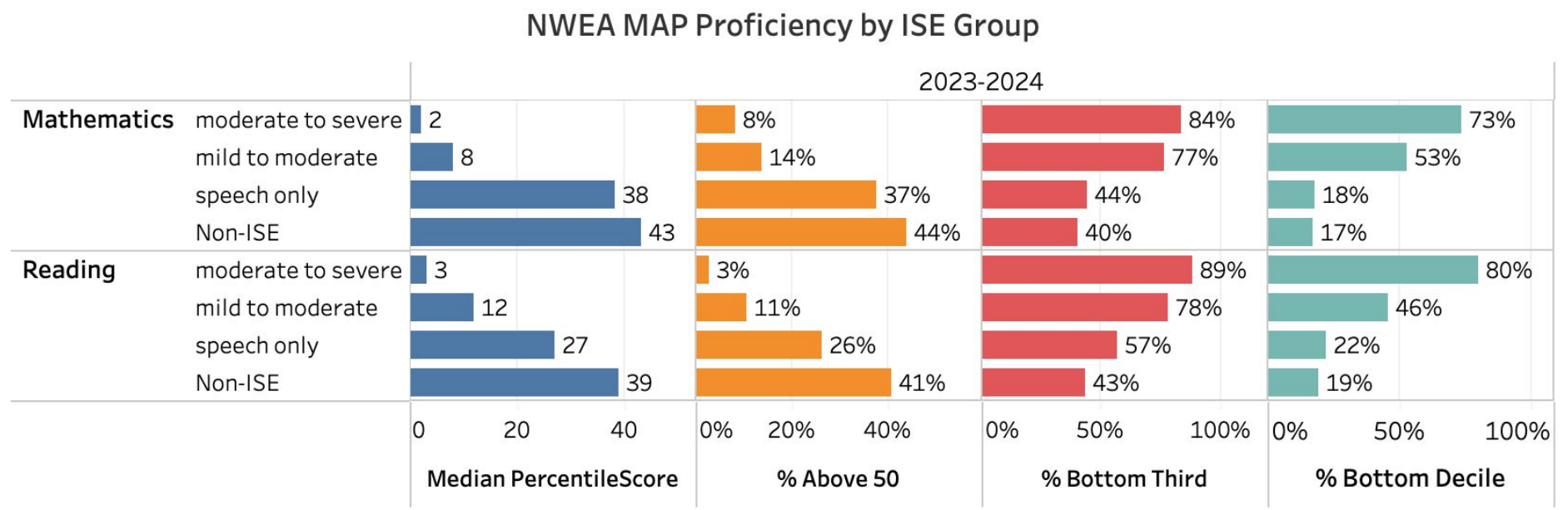
- Mild-to-moderate %At/Above 50th increased 3-5 % pts from last fall and decreased by greater amounts in bottom tiers (4-6 % pts decline in bottom third and 6-7 % pts decline in bottom decile)
- Speech only subgroup also made improvements, especially in Math
  - Similar Math results for Speech only and Non-ISE students

Race/ethnicity

NWEA MAP % At/Above 50th by Ethnicity

2023-2024

		Asian	Black	Hispanic	Other/Multi	White
Mathematics	SJ	81%	63%	42%	63%	57%
	EB&P	63%	35%	36%	33%	55%
	DC		29%		19%	19%
	MKE		22%	29%		10%
	NSH		42%	32%	35%	48%
	TX		31%		25%	23%
Grand Total		**80%**	**33%**	**40%**	**38%**	**39%**

% Above 50 (0% – 50% – 100% for each ethnicity)

2023-2024

		Asian	Black	Hispanic	Other/Multi	White
Reading	SJ	73%	58%	37%	53%	54%
	EB&P	52%	38%	34%	31%	49%
	DC		33%		27%	23%
	MKE		27%	21%		15%
	NSH		36%	28%	36%	37%
	TX		27%		38%	20%
Grand Total		**72%**	**34%**	**35%**	**38%**	**36%**

% Above 50 (0% – 50% – 100% for each ethnicity)

Multilingual Learners

NWEA MAP % At/Above 50th by MLL Status

2023-2024

		MLL	Never EL	RFEP	Unknown
Mathematics	SJ	40%	63%	91%	29%
	EB&P	29%	41%	77%	
	DC	17%	29%		
	MKE	26%	25%		
	NSH	33%	32%	81%	38%
	TX				29%
Grand Total		36%	46%	88%	34%

% Above 50 | % Above 50 | % Above 50 | % Above 50

Affirm Snapshot: 9/22/2023

		Math NWEA 67th	Math NWEA 50th	Math Topic Quizzes
CA East B..	RDL	20%	32%	13%
	RFA	29%	47%	20%
	RRWC	18%	29%	44%
CA San Jose	RBM	34%	48%	11%
	RDP	27%	41%	26%
	RFZ	25%	44%	20%
	RLS	33%	50%	32%
	RMS	31%	48%	43%
	ROMO	47%	59%	32%
	RRS	48%	63%	48%
	RSA	34%	47%	15%
	RSK	46%	59%	50%
	RSSP	31%	45%	60%
DC	RIC	17%	31%	
	RISE	11%	22%	
	RLP	14%	30%	
TN	RDCP	38%	53%	69%
	RNNE	13%	26%	54%
	RUA	19%	34%	61%
TX	RDDE	18%	32%	60%
	REX	11%	23%	94%
WI	RSCP	15%	29%	37%
	RTP	10%	20%	25%

Appendix: MFS
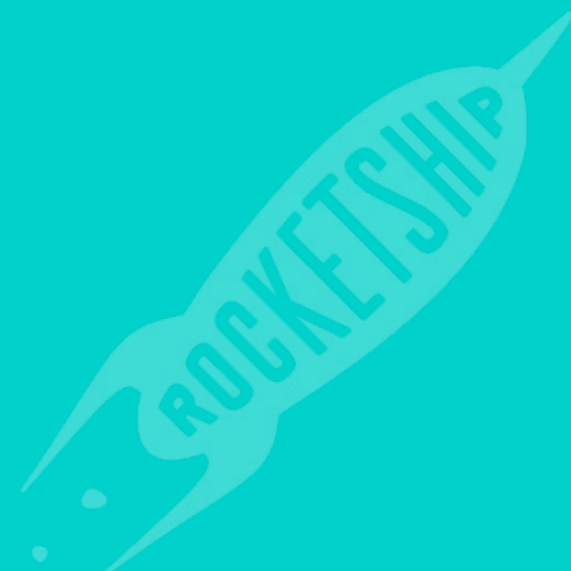
23-24 Survey Timeline

| Survey	Audience	Proposed Timeline
Onboarding survey	All new hires within 30 days (Schools and NeST)	September 13 - 29, 2023
BOY Family Survey	RPS Families	September 19 - 29
Manager Feedback Survey	All staff	NSH: October 2 - 20 *(9 - 13 fall break)* CA/MKE/TX/DC: October 10 - 20
Staff Survey (w/NeST performance)	All staff	January 2 - 12, 2024
Future Interests Survey	School staff only	January 2 - 12, 2024
Family Survey	RPS Families	Early March

Consent Items

BOY Achievement Update

BOY Update
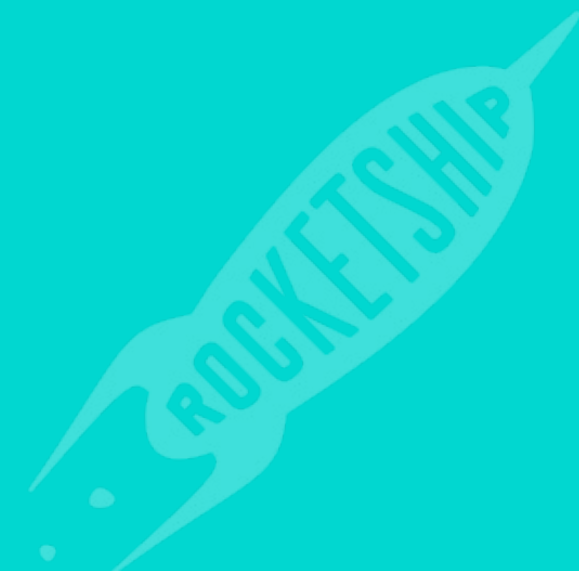
Board Meeting Glossary of Terms

Snapshot of Rocketship Schools by Region

SAN JOSE		EAST BAY & PENINSULA	WI
Executive Director (Bay Area): Maricela Guerrero **VP of Schools:** Juan Mateos **Directors of Schools (DOS)**: Chaka Hajji, Carly Reiss, Jason Colon, Danny Etcheverry			**Wisconsin Executive Director:** Kadeem Gill
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 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 Discovery Prep (RDP) 2011; TK-5th	Rocketship Brilliant Minds (RBM) 2012; TK-5th	Rocketship Delta Prep (RDL) 2018; TK-5th	
Rocketship Alma Academy (RSA) 2012; TK-5th	Rocketship Spark Academy (RSK) 2013; TK-5th		
Rocketship Fuerza Community Prep (RFZ) 2014; TK-5th	Rocketship Rising Stars Academy (RRS) 2016; TK-4th		

Snapshot of Rocketship Schools by Region

TN	DC	TX
Tennessee Executive Director: William Hill	**DC Executive Director:** Candice Bobo **DOS:** Ashlee Watson	**TX Executive Director:** SaJade Miller **DOS:** Charlotte Ford
Rocketship Nashville Northeast Elementary (RNNE) 2014; K5-4th	Rocketship Rise Academy (RISE) 2016; PreK3-5th	Dennis Dunkins Elementary (RDDE) 2022; PreK4-4th
Rocketship United Academy (RUA) 2015; K5-4th	Rocketship Legacy Prep (RLP) 2017; PreK3-5th	Rocketship Explore Elementary (REX) 2023; PreK4-3rd
	Rocketship Infinity Community Prep (RIC) 2020; PreK3-4th	

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
MMD	Multimetric Dashboard: a data tool used to review multiple metrics on an ongoing basis
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)