Tuesday, February 13, 2024
Rocketship Public Schools Achievement Committee (2023-24 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:
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
3290 N. 44th St., Milwaukee. WI 53216
1884 Pinecrest Dr, Altadena CA 91001
809 Pico Ln, Los Altos, CA 94022
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 November 21, 2023 Achievement Committee meeting

3. Agenda Items

A. Mission Moment

B. 23-24 Mid-Year NWEA Data and Response

C. Staff Satisfaction & DEI Survey Update and Next Steps

4. Adjourn

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

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.

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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 (2023-24 Q2) (Tuesday, November 21, 2023)
Generated by Cristina Vasquez on Thursday, November 23, 2023

1. Opening Items
    A. Call to order
At 1:04pm, Mr. Velasco took roll call. With a quorum of committee members present, Mr. Velasco called the meeting to order.
Present: Deborah McGriff, Malka Borrego, Daniel Velasco
Absent: Rajen Sheth, Michelle Mercado

    B. Public comment on off-agenda items
At 1:05pm, Mr. Velasco called for public comment on off-agenda items. No members of the public provided comment.

2. Consent Items
    A. Approve minutes from August 8, 2023 Achievement Committee meeting
At 1:05pm, a motion to approve consent items was made by Ms. McGriff, seconded by Ms. Borrego, and carried unanimously by roll call vote.
Y: Deborah McGriff, Malka Borrego, Daniel Velasco
N: --
Abstain: -

3. Agenda Items
    A. Beginning of Year Achievement Update
At 1:06pm, the committee discussed agenda item 3(A). No action was taken.

    B. Curricula and Professional Learning Update
At 1:34pm, the committee discussed agenda item 3(B). No action was taken.

At 1:53pm, Ms. McGriff left the meeting.
At 1:55pm, Ms. Borrego left the meeting.

4. Adjourn
    At 2:05pm, Mr. Velasco adjourned the meeting.

ROCKETSHIP
PUBLIC SCHOOLS

Q3 Rocketship Public Schools Achievement Committee Meeting

February 13, 2024

Agenda

1. Opening Items

A. Call to order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from November 21, 2023 Achievement Committee meeting
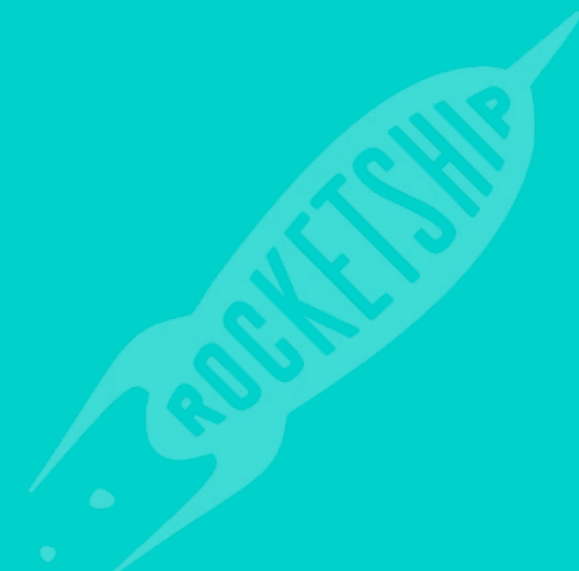
3. Agenda Items

A. Mission Moment

B. 23-24 Mid-Year NWEA Data and Response

C. Staff Satisfaction & DEI Survey Update and Next Steps

4. Adjourn

Public Comment

Consent Items

Mission Moment

Mid Year Achievement Summit

- Mid year achievement summit brought together principals across all regions. School leaders built community, shared best practices, and coalesced around top 2-5 priorities for their campus.

23-24 Mid-Year NWEA Data and Response

Executive Summary

- **Given degree of change, growth similar to last year; encouraging sign**
  - TN reading % at/above 50th on track for notable increase from fall
  - MKE realized highest growth since fully enrolled
  - TX math and reading growth slightly stronger than previous year
  - G5 higher growth in both subjects across most regions
  - New CA principals driving stronger growth than previous years

- **Specific regions continue to be of concern**
  - DC campus' growth and % of students meeting tiered growth goals lower than previous year
  - MKE growth driven by single campus

- **Math overall growth rate is similar to last year, but trends vary by grade**
  - Increase in G1 and G5
  - Kinder and G3: Lower growth rate than last year
  - G2: <1 year average growth

- **Reading growth trending slightly lower than last year in all regions**
  - Most grades have lower growth than last year, most notably G3 and G4
  - G5 on track to have higher growth rates
  - Lowest growth generally being driven by upper tiers

National Priorities in the Second Semester

- **Small Group Instruction**
  - All students, across all tiers, receiving small group instruction weekly (both math and reading)
  - Reduced mCLASS groups and replaced with comprehension-focused SGR
  - Paired decodables w/ mClass lessons for applied practice both in school and at home
  - On some campuses with larger share of students in bottom decline, moved to A/B schedule to prioritize small group reading (TX/DC/MKE)

- **Professional Learning**
  - Real time coaching, with program team directly leaning into select campuses
  - Building adult content knowledge in math and reading via skills labs
  - Continuing new principal cohort professional development

- **Data Informed Practices**
  - Adding in mClass visualization to JetPackED and Tableau
  - Prioritizing unit launch and end of unit data meetings (DAMs); some led by program team
  - Reinvesting in student work analysis protocols, identifying the misconceptions and targeting specific students and their holdbacks

Looking Ahead to the 24.25 School Year

- **Even more Deeply Aligning on Rocketship Core Model**
  - Rotational model with deep interventions is a key driver of strong student growth and absolute performance; working with EDs to further enable these practices for their regions, personalization and differentiation during spring planning

- **National Curriculum**
  - Key lessons learned around capabilities and limitations of an external curricula
  - Lack of differentiation and limited data visibility created significant barriers to timely instructional response
    - Working with Amplify to Rocketize curricula (specifically differentiate skills instruction) *and*
    - Exploring an a la carte approach (similar to other organizations) for phonics and reading comprehension curricula

- **Data**
  - Tableau phasing out in next 18 months
  - Currently mapping out future data needs, architecture and design
  - Standardized reports, data integration, curriculum ingestion and customization all key elements for future selection of data warehouse/ tool

Degree of Change Significant

Reading:

- Changed reading assessment from STEP to DIBELS
- Changed reading intervention from LLI to mClass
- Changed data systems (STEP to TRC, Progress Monitoring)
- Changed phonics curricula from internal curricula to Amplify Skills
- Changed phonics tracking from LNS to Amplify Skills Unit Assessments
- 3/5 regions changed from internal thematic units to Amplify Knowledge and Integrated units
- Changed from LLI to Really Great Reading for Tier III reading instruction

Math:

- Changed from internal curricula to Eureka
- Changed from Freckle to Zearn
- Changed from internal intervention to EM2 and Equip

Coaching, Intellectual Prep and Data Management:

- Curriculum and data changes necessitated changes to intellectual prep, data analysis and coaching structures.
- Other organizations led Year 0 to prepare network, regional and school leaders; RPS change felt throughout organization (network, region, school leaders, teachers, paras) in Y0.

EUREKA MATH®

AmplifyCKLA

ZEARN

mCLASS®

mCLASS with DIBELS® 8th Edition
Reporting guide
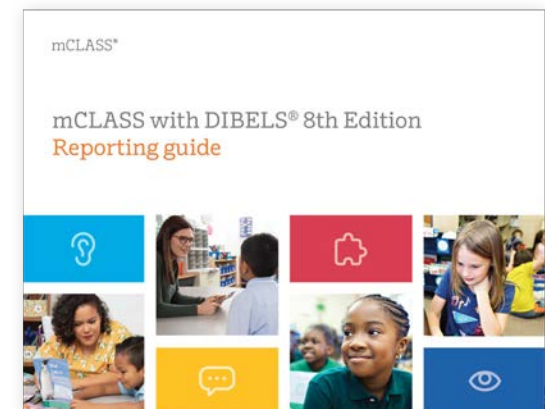
NW Goal: Winter 2023 vs Spring 2024 (1 year) and Spring 2028 (5 year) goalsN

2023 Winter NWEA MAP % At/Above 67th Percentile compared to Spring 2024 & 2028 Goal
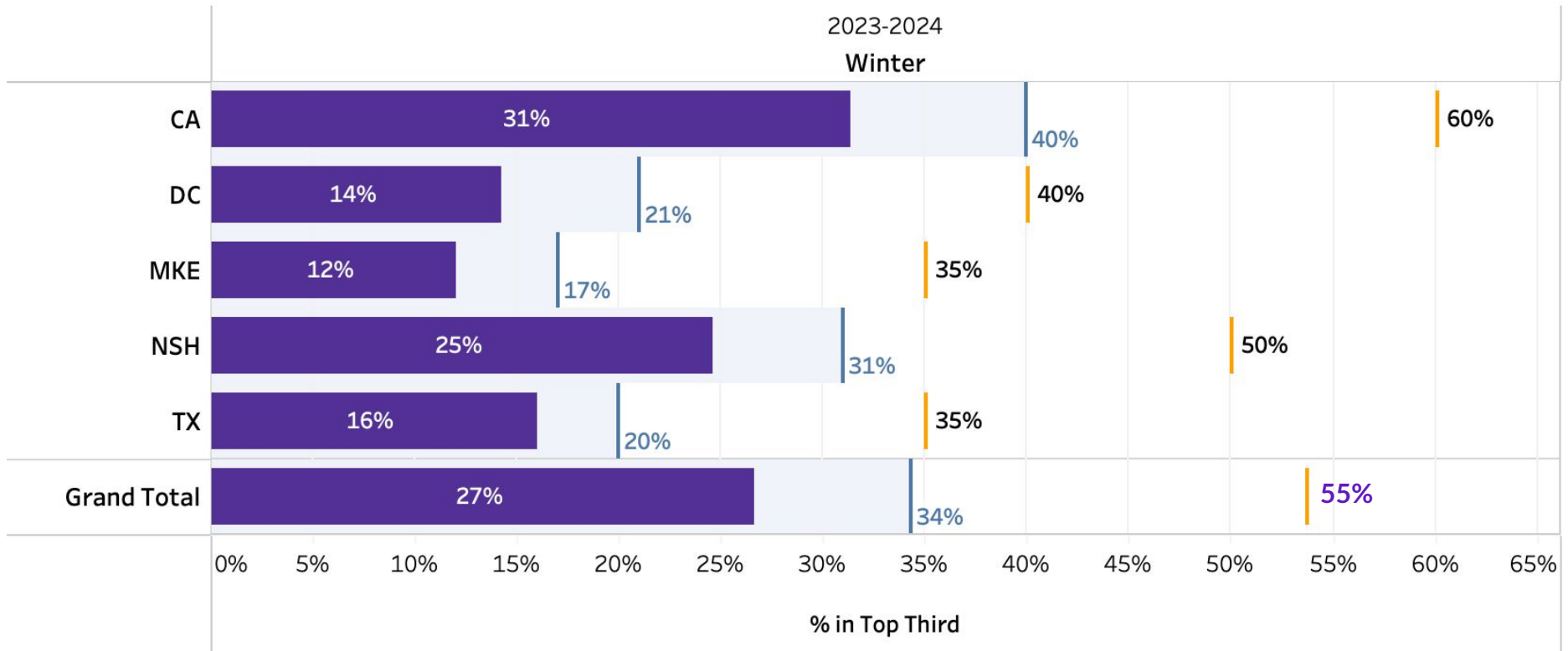
Blue line represents Spring 2024 goal and Orange line represents Spring 2028 goal

- Typically observe greater change in Top Third between Winter and Spring
- NSH increased Top Third by 5 percentage points from Fall to Winter
  - Other regions within +/-2 from Fall (DC, MKE -2/-1; CA +1; 0 TX)

Overall growth is on-track to be similar to last year

Fall-to-Winter Avg Growth Years

Winter

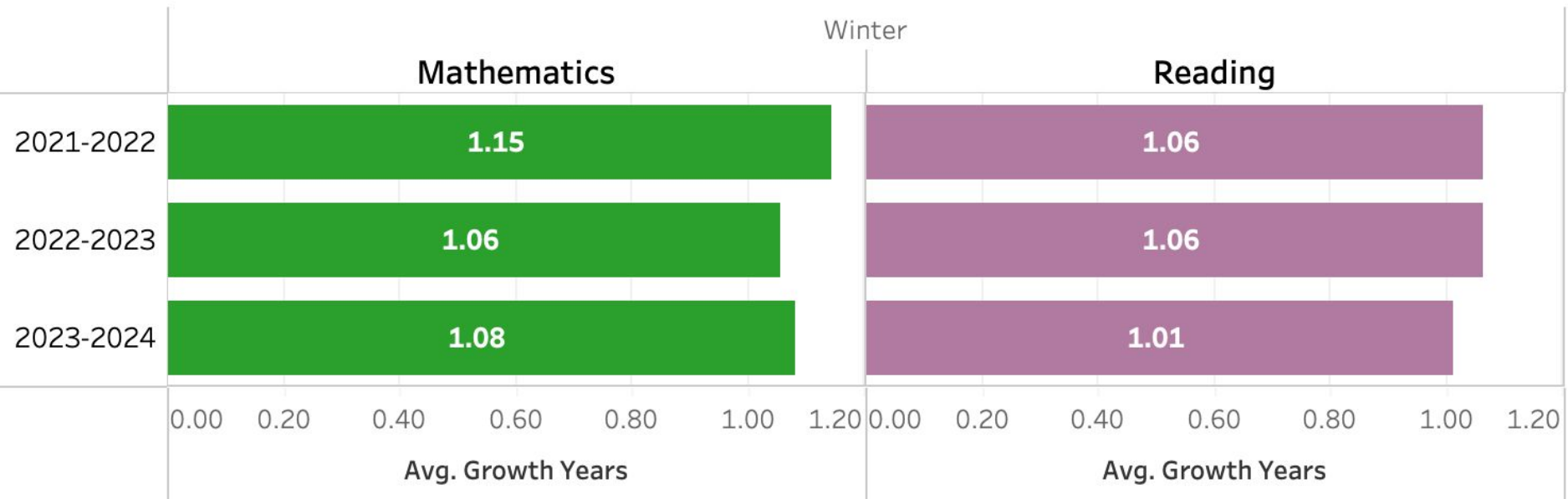|	Mathematics	Reading
2021-2022	1.15	1.06
2022-2023	1.06	1.06
2023-2024	1.08	1.01

Avg. Growth Years — Avg. Growth Years

- Math: Overall growth rate is similar to last year but trends vary by grade
  - Increase in G1 and G5; similar growth rates in rest of grades
- Reading: Most grades trending toward lower rates than last year in all regions
  - Most notable declines in G3 and G4
  - G5 on-track to have higher growth rates
  - Lowest growth generally being driven by upper tiers

Regional Absolute Distribution

2023-24 Winter NWEA MAP Proficiency Distributions
Mathematics

2023-24 Winter NWEA MAP Proficiency Distributions
Reading

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

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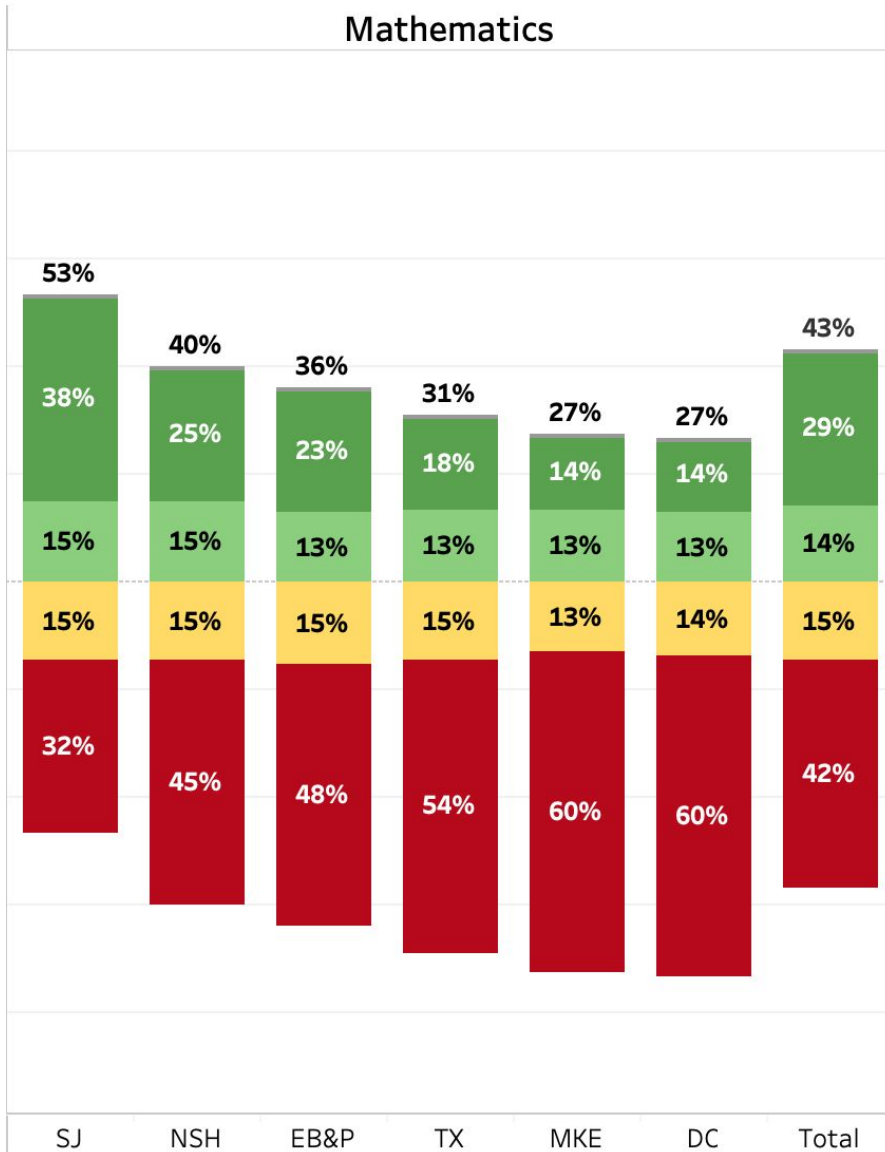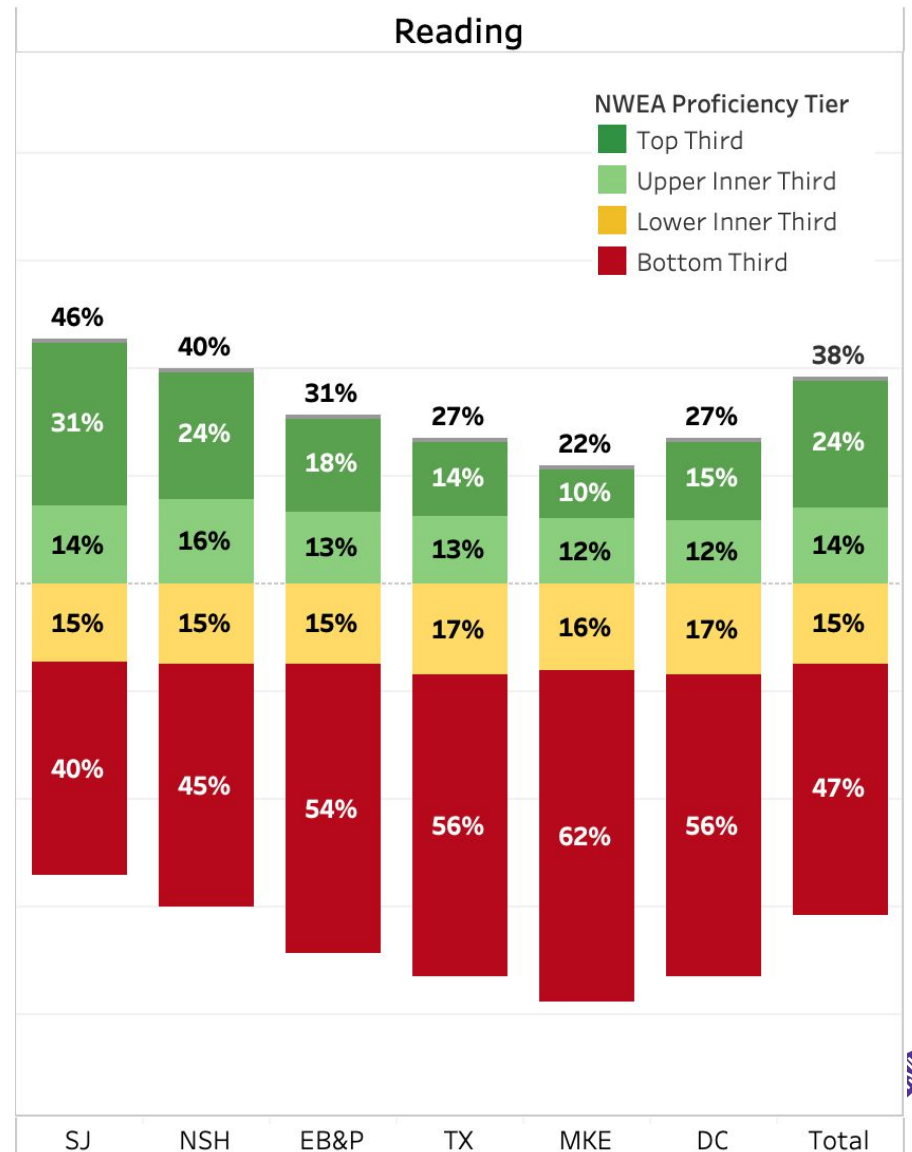
Regional Growth: Fall to Winter Average Growth Years

Fall-to-Winter Average Growth Years
and Change from 2022-23

Winter

	Mathematics 2024		Reading 2024	
	Avg. Growth Years	YoY Change	Avg. Growth Years	YoY Change
MKE	1.16	0.46	1.08	0.38
SJ	1.15	0.01	1.06	-0.03
NSH	1.11	-0.07	1.24	-0.18
TX	1.02	0.23	0.92	0.08
EBP	0.96	-0.01	0.79	-0.12
DC	0.89	-0.03	0.79	-0.18
Grand Total	1.08	0.03	1.01	-0.05
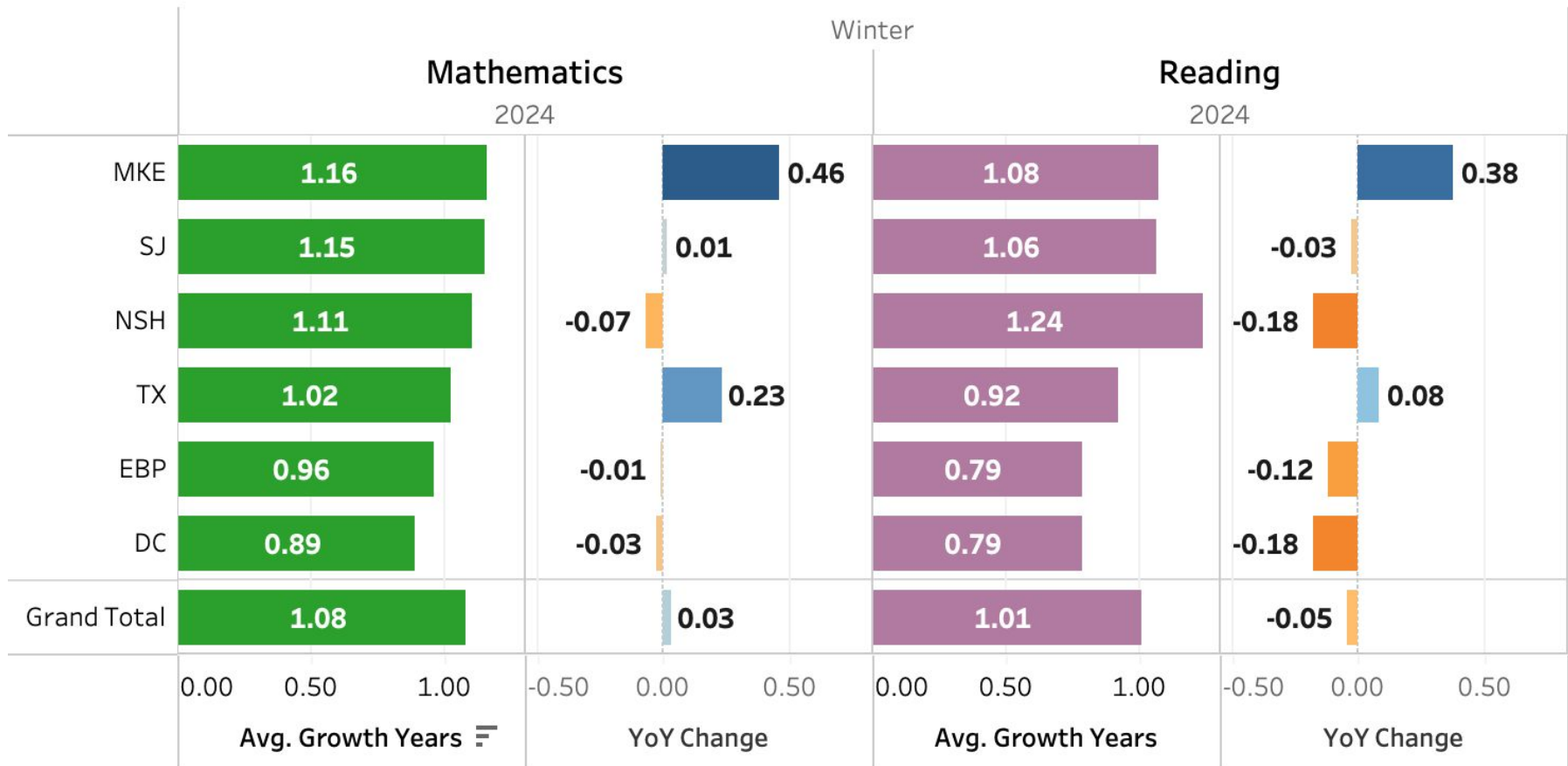
- NSH decline is partially due to RDCP reduced growth rate from high Y1 rates
- MKE change driven by RSCP
- Deeper program investments in both MKE and TX

Approximately 50% of RPS students are on track to achieve their expected growth based on their fall starting score, but differences across regions

Fall-to-Winter % Meeting 1 Year Growth & Tiered Growth Targets

Winter

	Mathematics		Reading	
	Met 1 Yrs Growth	% Met Tiered Growth	Met 1 Yrs Growth	% Met Tiered Growth
NSH	54%	38%	57%	44%
MKE	54%	41%	50%	34%
SJ	56%	44%	50%	38%
EBP	48%	34%	37%	25%
DC	44%	28%	35%	24%
Grand Total	53%	39%	47%	35%
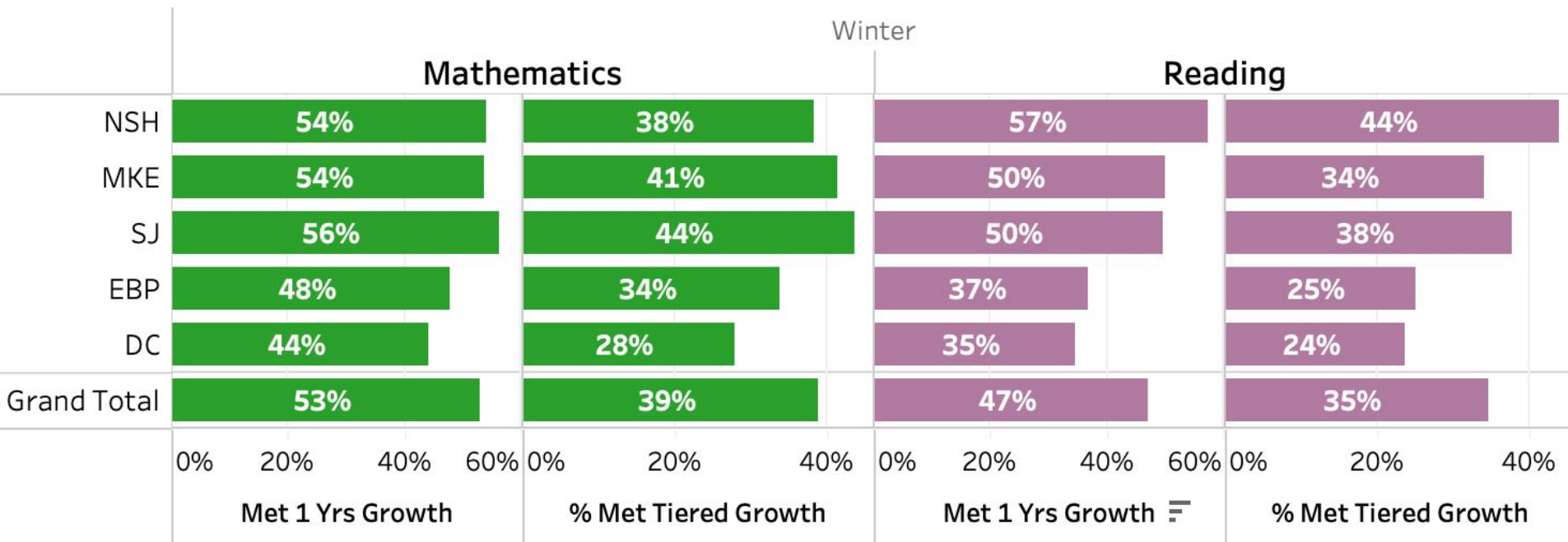
- DC requires further planning and realignment towards core model
- EBP: DoS now serving as interim principal

MKE, SJ and NSH Math achieving higher growth for bottom tier students

Avg Growth Years by Starting Tier

	Mathematics						Grand Total
	SJ	EBP	DC	MKE	NSH	TX	
Bottom Third	1.27	1.02	0.90	1.25	1.23	1.06	1.15
Lower Inner Third	1.12	0.88	0.89	1.04	1.05	1.03	1.04
Upper Inner Third	1.17	1.02	0.90	0.98	1.00	0.79	1.07
Top Third	1.06	0.88	0.81	1.08	0.95	1.08	1.01
Grand Total	1.15	0.96	0.89	1.16	1.11	1.02	1.08

- Upper and top third quartiles growing the least across regions; investing in consistent small group instruction (both remediation and acceleration) for all students
- DC requires further planning and realignment towards core model

NSH reading achieving strong growth across tiers; Upper tiers require more consistent differentiated guided reading instruction

Avg Growth Years by Starting Tier

	Reading						Grand Total
	SJ	EBP	DC	MKE	NSH	TX	
Bottom Third	1.10	0.81	0.79	1.16	1.28	0.97	1.04
Lower Inner Third	1.10	0.87	0.87	1.04	1.27	0.78	1.05
Upper Inner Third	1.13	0.83	0.85	0.79	1.21	0.96	1.04
Top Third	0.96	0.67	0.65	0.93	1.15	0.88	0.92
Grand Total	1.06	0.79	0.79	1.08	1.24	0.92	1.01

- Similar to math, reading instruction in upper inner and top third the lowest; overcorrected w/ mClass intervention (only provided to students in lower and bottom third)
- Reinstituted guided reading instruction for all students (min 2-3x/ week) in 2nd semester
- NSH launched SGR instruction at the onset of the year; embedding into spring planning
- DC requires more planning and realignment towards core model

Kinder, 1st and 5th grade achieved the highest growth rate in Math for bottom tier

Avg Growth Years by Starting Tier

	Mathematics						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.28	1.23	1.04	1.08	1.14	1.20	1.15
Lower Inner Third	1.19	1.08	0.91	1.02	1.00	0.99	1.04
Upper Inner Third	1.11	1.08	0.89	1.19	1.01	1.12	1.07
Top Third	1.13	1.03	0.84	1.01	1.06	0.99	1.01
Grand Total	1.19	1.11	0.94	1.07	1.08	1.12	1.08

- Using Equip as math intervention tool
- Adjusting SSM and deepening interventions on select campuses for select grade levels

# <1 year of growth for G2-G3 for bottom tier and entire grades

Avg Growth Years by Starting Tier

	Reading						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.22	1.02	0.87	0.96	1.14	1.25	1.04
Lower Inner Third	1.01	0.79	1.11	1.12	1.14	1.27	1.05
Upper Inner Third	1.11	0.84	1.05	1.07	1.06	1.09	1.04
Top Third	1.17	0.86	0.90	0.92	0.80	0.89	0.92
Grand Total	1.13	0.91	0.92	0.99	1.04	1.15	1.01

- Largest percentile of students below the 25th percentile in 2nd and 3rd grade; require daily reading intervention and phonics remediation (not accounted for in the curriculum)
- Differentiating phonics instruction in G1
- Reinstating guided reading in 2nd semester for *all* students

NWEA and DIBELS are largely aligned: Majority of Bottom Third NWEA students Well Below On DIBELS BM and Top Third NWEA students largely At/Above DIBELS BM

MOY MClass Composite Proficiency Distribution by NWEA Winter Reading Proficiency Tier
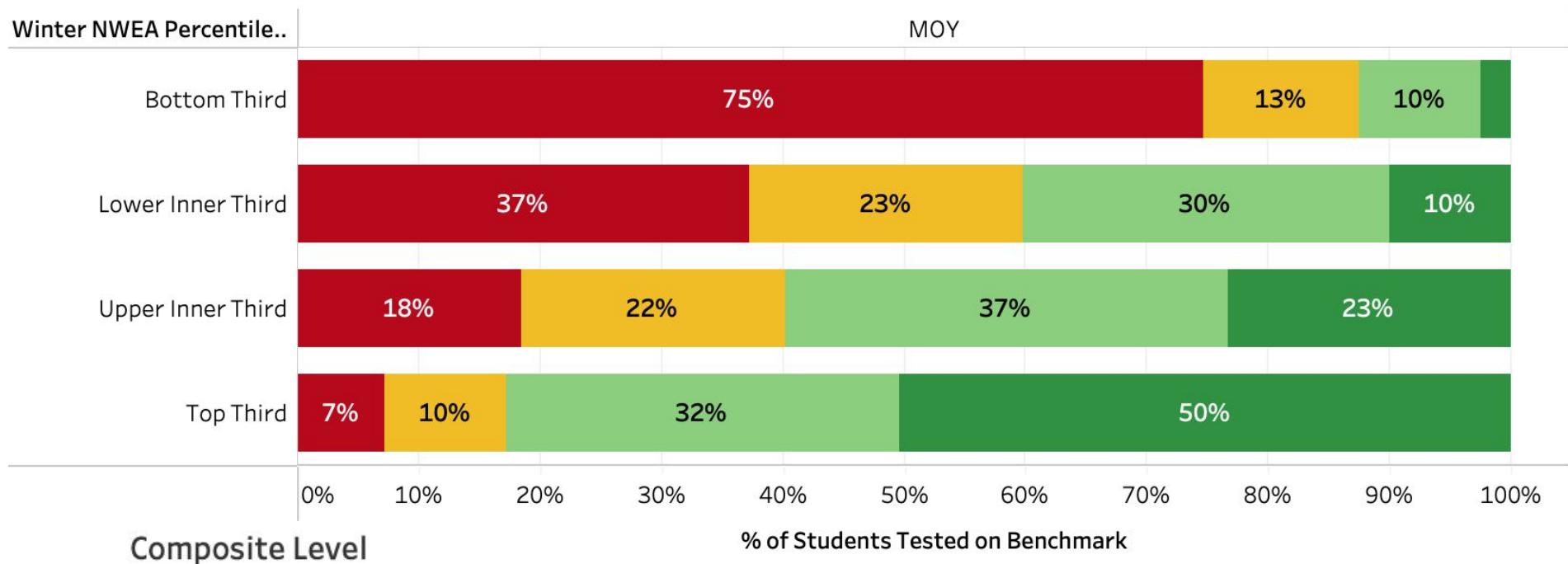
% At/Above BM increased from 37% to 40% from BOY to MOY DIBELS

MOY DIBELS: %At/Above Benchmark
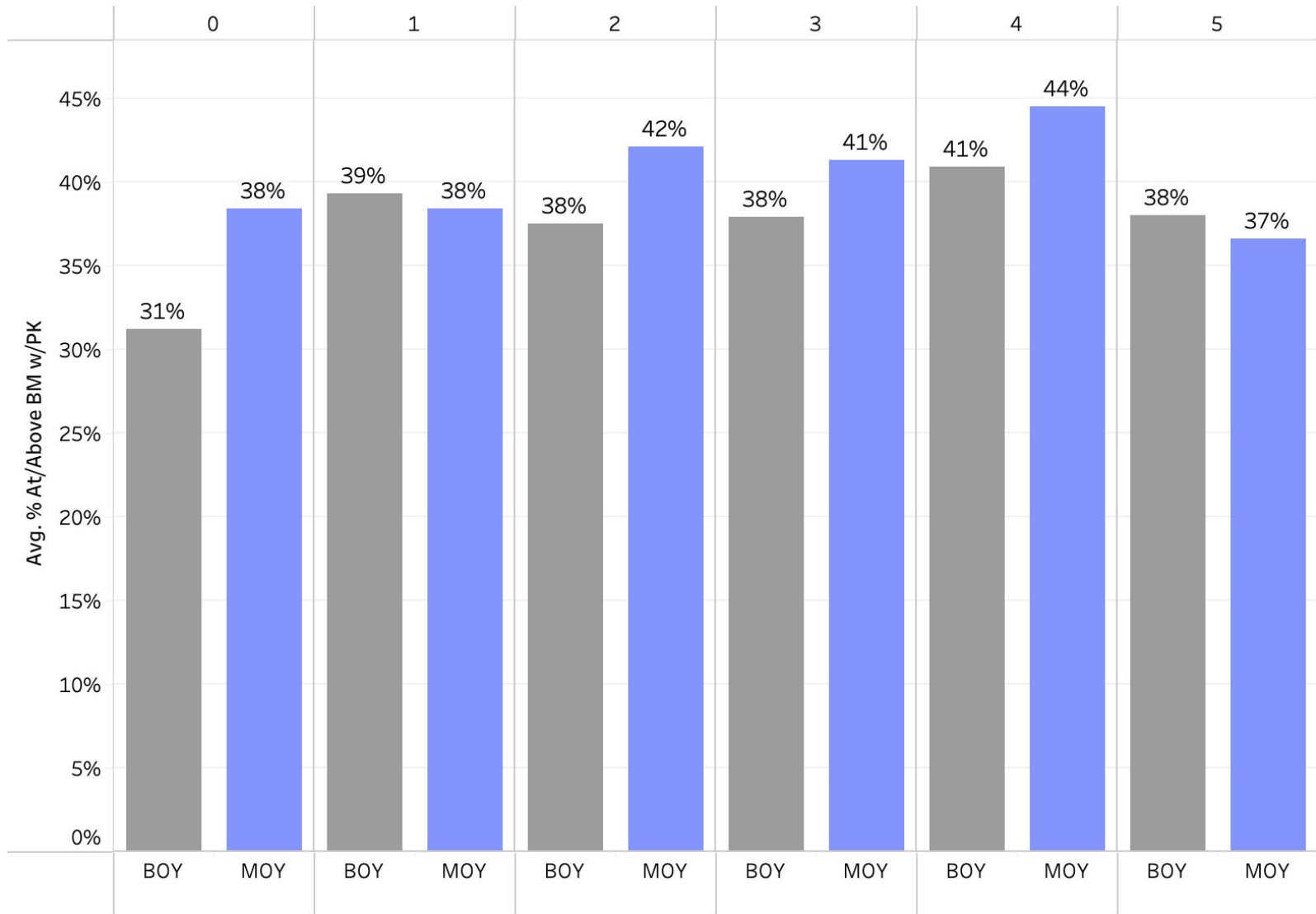
MOY DIBELS proficiency distribution by grade

MOY MClass Composite Proficiency Distribution [K-5]
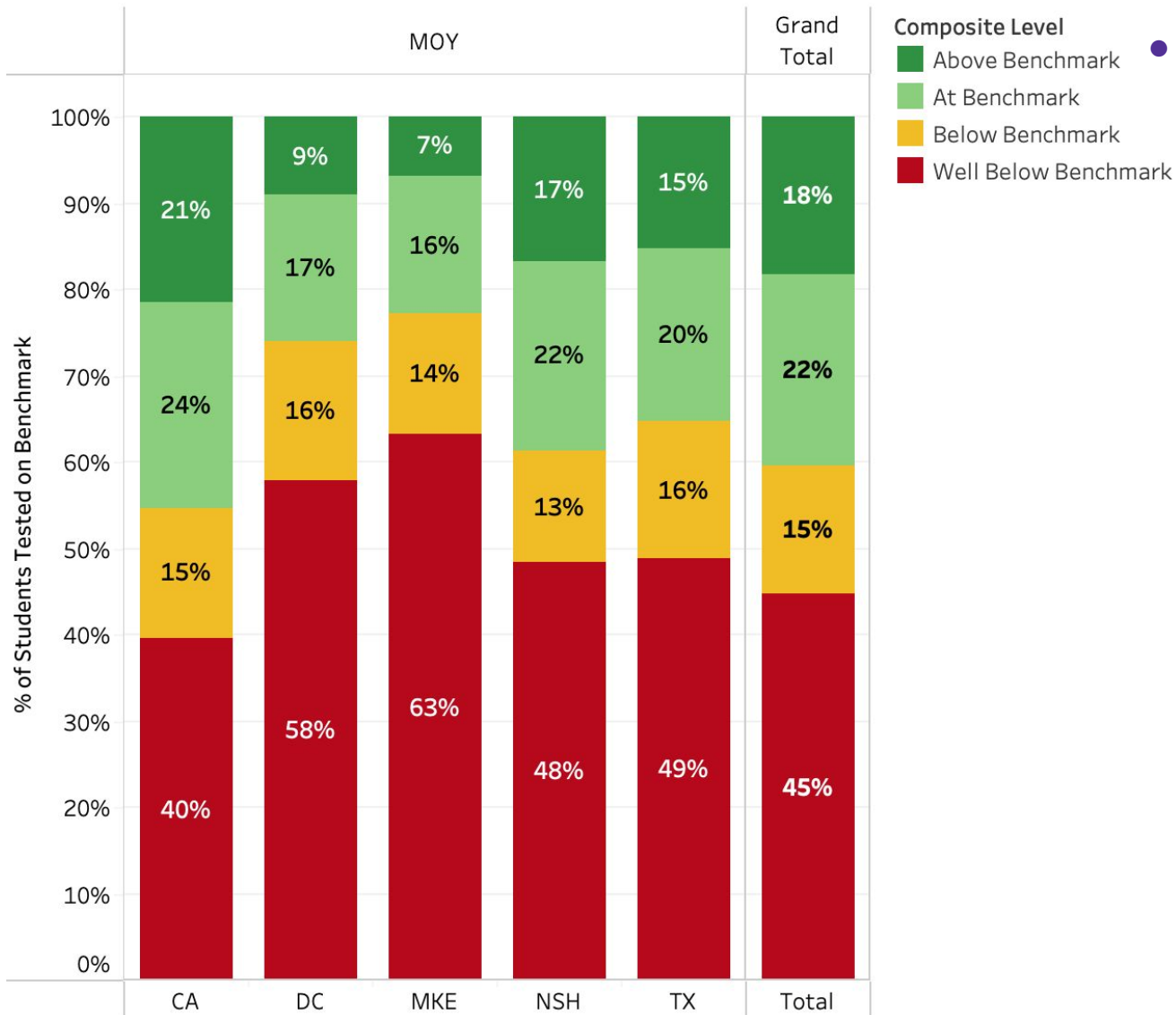
- mClass progress monitoring is the reading remediation tool to gauge progress towards MOY and EOY DIBELS growth; limited data visibility has made coaching and instructional planning challenging

23-24 Mid-Year NWEA Data and Response: NWEA Grade Distributions
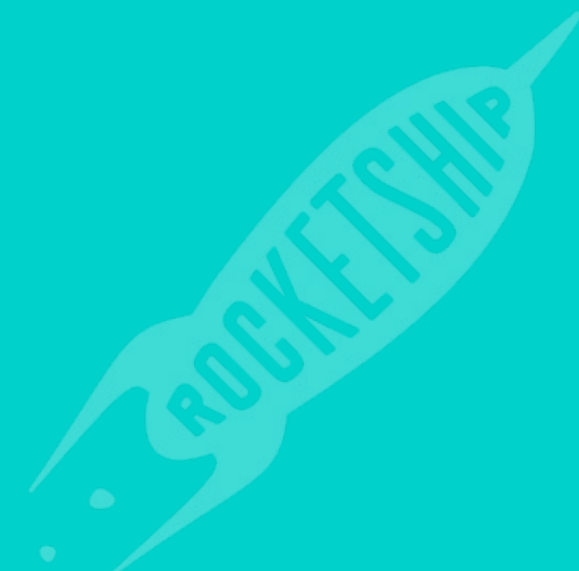
Grade Level Absolute Distributions

2023-24 Winter NWEA MAP Proficiency Distributions — Mathematics
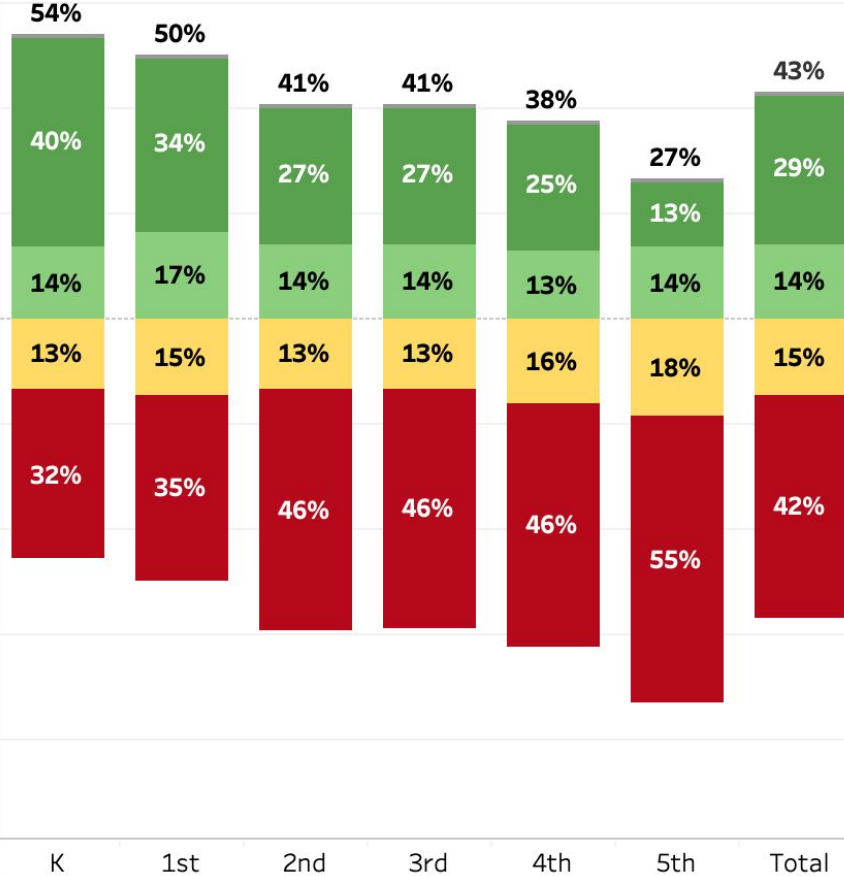
2023-24 Winter NWEA MAP Proficiency Distributions — Reading

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

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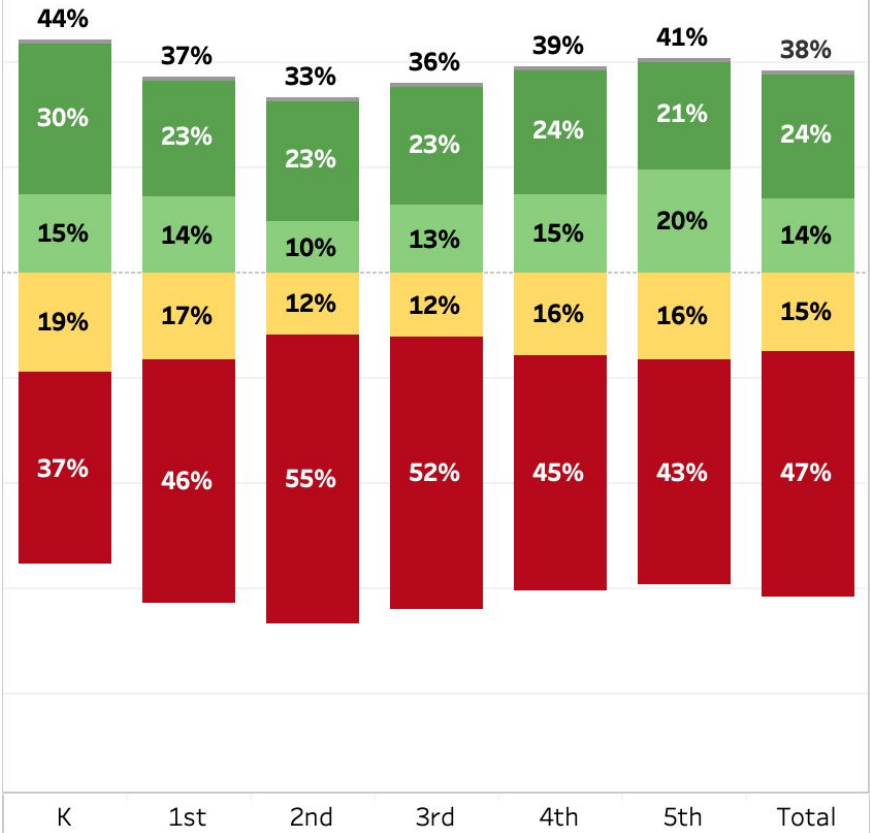
Grade Level Growth Distribution *G5 is the only Grade with higher growth in both subjects compared to last year*

Fall-to-Winter Average Growth Years and Change from 2022-23

Winter

	Mathematics 2024	YoY Change	Reading 2024	YoY Change
K	1.19	-0.02	1.13	-0.01
1st	1.11	0.09	0.91	-0.01
2nd	0.94	0.01	0.92	-0.05
3rd	1.07	0.00	0.99	-0.08
4th	1.08	0.01	1.04	-0.16
5th	1.13	0.11	1.15	0.05
Grand Total	1.08	0.03	1.01	-0.05

Avg. Growth Years | YoY Change | Avg. Growth Years | YoY Change
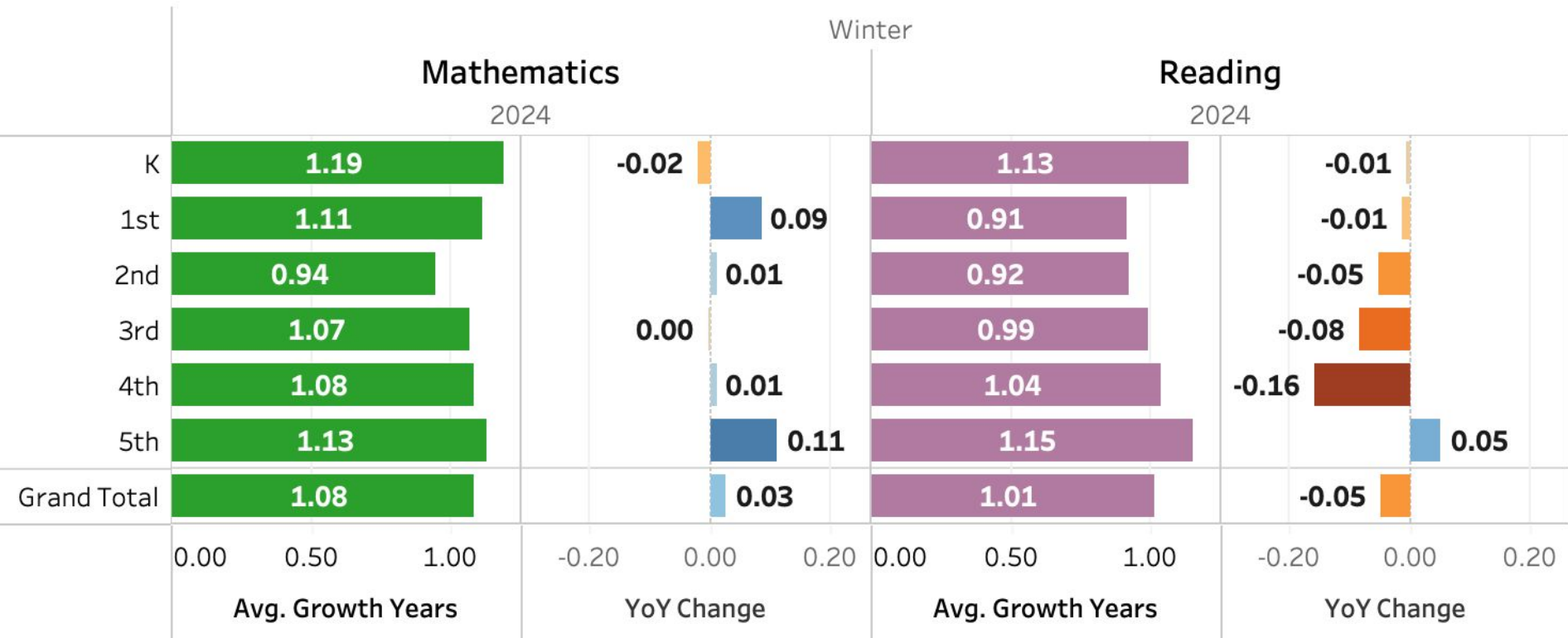
Bottom Quartile: Decline from fall in Reading G2 but increase in Kinder and G1

2024 Winter NWEA MAP % Below 25th Percentile and Change from Fall

2024

	Mathematics Winter		Reading Winter	
	% Bottom Quartile	Change from Fall	% Bottom Quartile	Change from Fall
K	25%	0%	26%	3%
1st	28%	-1%	38%	2%
2nd	37%	0%	48%	-3%
3rd	40%	1%	44%	0%
4th	40%	0%	39%	1%
5th	46%	-2%	37%	0%
Grand Total	35%	0%	39%	0%
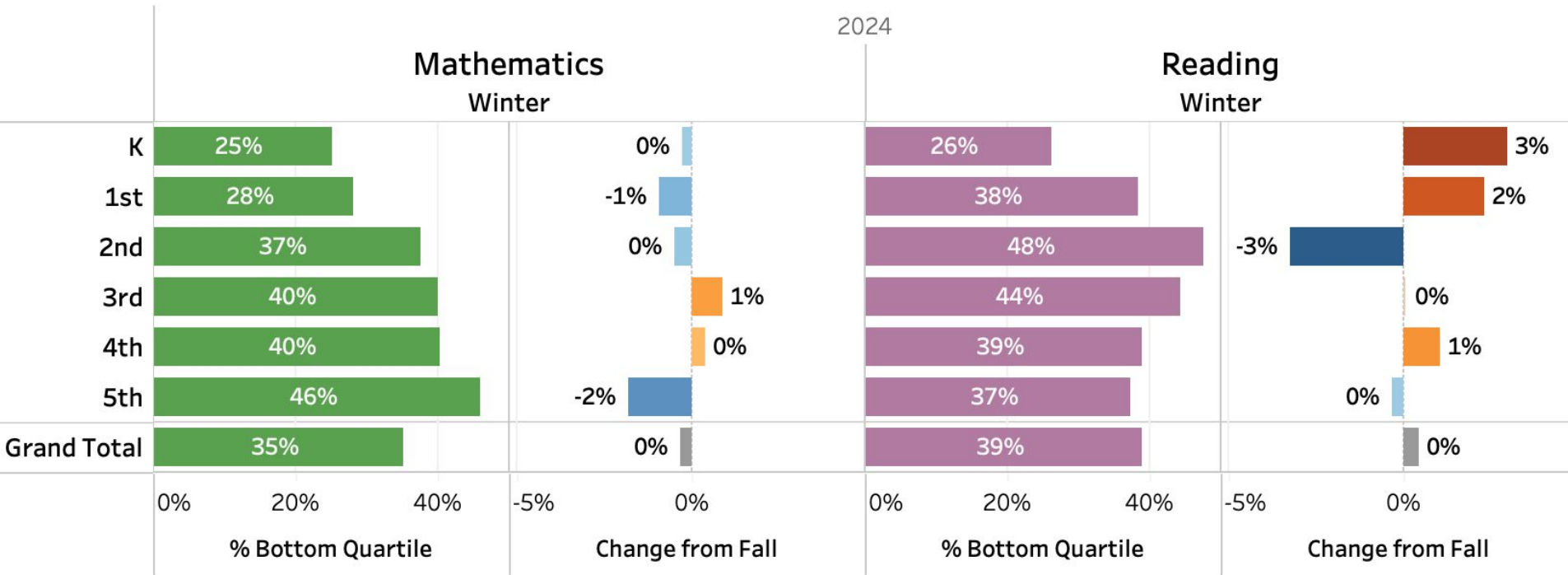
- Relaunching guided reading instruction in all grades for all students
  - Pairing decodables w/ mClass intervention lessons (Rocketization of curriculum) and reading to mastery
- Reading: Adjusting Amplify Skills SSM to differentiate phonics instruction
- Math: Adjusting Eureka SSM to address foundational needs; deleting some units

DC, MKE and TX all have grades where >40% of students are within the bottom decile in Math

NWEA MAP % Bottom Decile

		2023-2024 Winter						Grand Total
		K	1st	2nd	3rd	4th	5th	
Mathematics	SJ	7%	9%	13%	16%	18%	20%	13%
	EB&P	9%	18%	29%	26%	27%	24%	22%
	DC	9%	22%	32%	43%	46%	36%	30%
	MKE	9%	33%	27%	37%	46%	46%	32%
	NSH	15%	17%	24%	27%	23%	26%	21%
	TX	10%	13%	32%	47%	39%		27%
Grand Total		9%	14%	21%	25%	25%	26%	19%

- Kinder in desired range
- Start to see differences in G1
- Pronounced gaps in G3, G4, G5 where differentiation alone will not support remediation; adjusting SSM and prioritizing foundational understanding units

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EB&P, DC, MKE and TX all have grades where >40% of students are within the bottom decile in Reading

NWEA MAP % Bottom Decile

		2023-2024 Winter						Grand Total
		K	1st	2nd	3rd	4th	5th	
Reading	SJ	7%	17%	26%	23%	19%	18%	18%
	EB&P	12%	28%	49%	35%	23%	20%	28%
	DC	8%	31%	42%	49%	37%	27%	32%
	MKE	11%	35%	42%	36%	33%	32%	32%
	NSH	13%	17%	28%	27%	17%	16%	20%
	TX	6%	22%	42%	46%	36%		28%
Grand Total		9%	21%	33%	30%	22%	20%	23%

- Some regions with large share of students in bottom decile in G2, G3
- Prioritizing differentiated phonics instruction with applied practice during small group reading
- Core model enables dosage of small group reading instruction; working in partnership with regions to build out future schedules that enable this model

While still not at pre-pandemic levels, attendance metrics 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%	22.2%	-7.1%
DC	85.2%	3.9%	51.6%	-13.2%
MKE	87.4%	-0.6%	46.7%	9.8%
NSH	93.1%	1.9%	22.3%	-9.2%
TX	92.4%	1.1%	22.7%	-9.5%
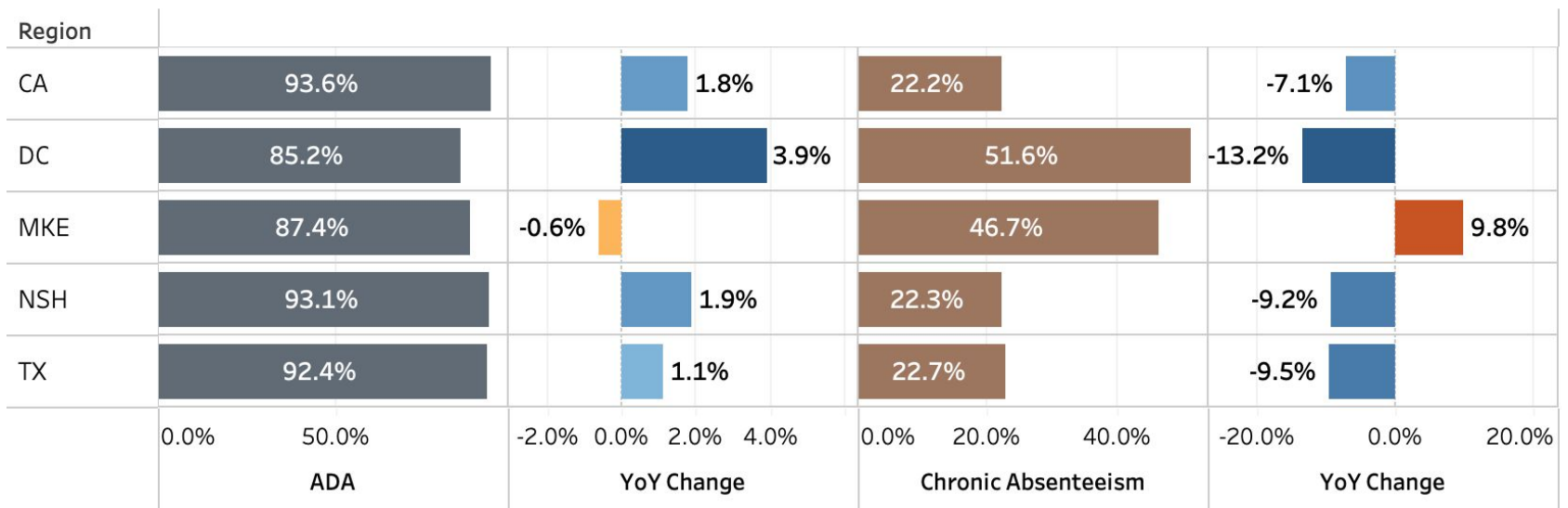
- Chronic absentee rates are still close to double pre-pandemic levels

ADA Distributions

ADA Distribution at End of November 2023
% of Students in Each Attendance Category

Region	Avg. ADA 95%+	Avg. ADA 90-94.9%	Avg. ADA 85-89.5%	Avg. ADA 80-84.9%	Avg. ADA 70-79.9%	Avg. ADA <70%
CA	55.3%	22.3%	13.3%	4.1%	3.5%	1.6%
DC	26.2%	19.0%	15.5%	13.1%	13.6%	12.5%
MKE	30.0%	24.2%	15.7%	9.9%	10.9%	9.3%
NSH	49.0%	28.8%	10.0%	5.3%	4.7%	2.2%
TX	47.0%	22.1%	10.4%	5.5%	5.0%	10.1%
Grand Total	48.2%	22.8%	13.1%	6.0%	5.6%	4.3%

Students with <70% ADA at end of November have already met threshold to be chronically absent for entire year

23-24 Mid-Year NWEA Data and Response: NWEA Subgroup Data
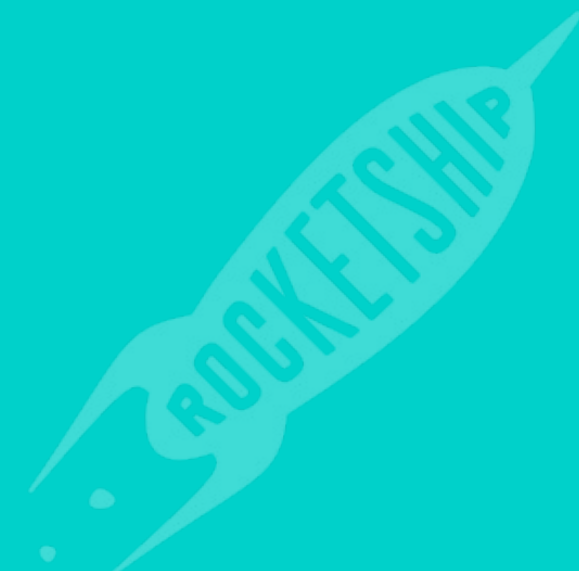
EL Subgroup: EL students achieved similar growth rates as EO/IFEP peers in most regions

Avg Growth Years by EL Status

		EL	EO/IFEP	N/A	RFEP	Grand To..
Mathematics	DC	0.85	0.90	0.66		0.89
	EBP	0.96	0.95		1.10	0.96
	MKE	1.40	1.00		1.31	1.16
	NSH	1.06	1.16	1.11	0.93	1.11
	SJ	1.15	1.14		1.21	1.15
	TX		1.02			1.02
	Total	1.11	1.05	1.00	1.17	1.08
Reading	DC	0.75	0.77	1.02		0.79
	EBP	0.80	0.78		0.81	0.79
	MKE	1.28	0.92		1.97	1.08
	NSH	1.13	1.34	1.16	1.61	1.24
	SJ	1.03	1.11		1.09	1.06
	TX		0.92			0.92
	Total	1.02	1.00	1.12	1.08	1.01
Total		1.06	1.02	1.06	1.13	1.05

MKE

- *EL subgroup has higher growth rates than non-EL peers*
- *Partly due to difference in growth between RSCP and RTP*
- *RSCP: ELs slightly higher growth than non-EL peers*

ISE: Mild-to-Moderate ISE student growth is lower than non-ISE peers, especially in Reading

Avg Growth Years by ISE Type

		mild to moderate	speech only	Non-ISE	Grand Total
Mathematics	DC	0.80	0.65	0.91	0.89
	EBP	0.92	0.76	0.97	0.96
	MKE	0.83	1.36	1.22	1.17
	NSH	1.16	0.96	1.11	1.11
	SJ	1.18	1.06	1.15	1.15
	TX	0.76	0.96	1.05	1.03
	Total	1.03	0.98	1.09	1.08
Reading	DC	0.59	0.60	0.82	0.79
	EBP	0.68	0.72	0.80	0.79
	MKE	0.62	1.16	1.16	1.08
	NSH	1.06	0.83	1.26	1.24
	SJ	0.90	0.87	1.08	1.06
	TX	0.68	0.58	0.94	0.91
	Total	0.81	0.83	1.03	1.01
Total		0.92	0.90	1.06	1.05

Math

- *Similar ISE and non-ISE growth rates in CA and NSH*
- *DC, MKE, and TX non-ISE ≥ 0.1 growth years higher*

Reading

- *ISE trails non-ISE growth in all regions by 0.1-0.5 years*
- *ISE average growth <1 year in all regions but NSH*

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Subgroup: Race/Ethnicity

Avg Growth Years by Race/Ethnicity

	Mathematics						Grand Total
	SJ	EBP	DC	MKE	NSH	TX	
Asian	1.32	0.93					1.29
Black	1.05	0.96	0.88	0.94	1.13	1.01	0.99
Hispanic	1.11	0.95		1.35	1.03		1.08
Other/Multiple					1.24		1.24
White	1.32	1.30	1.07		1.28	1.05	1.22
Grand Total	1.15	0.96	0.89	1.17	1.11	1.02	1.09

Avg Growth Years by Race/Ethnicity

	Reading						Grand Total
	SJ	EBP	DC	MKE	NSH	TX	
Asian	1.19	0.92					1.18
Black	1.09	0.77	0.78	0.87	1.30	0.95	0.98
Hispanic	1.02	0.77		1.24	1.16		1.00
Other/Multiple					1.46		1.46
White	1.29	1.11	0.89		1.13	0.82	1.07
Grand Total	1.07	0.79	0.79	1.08	1.24	0.92	1.01

% Met Tiered Growth (all students) vs. % Economically Disadvantaged

Winter 2023-24 NWEA: Avg. Growth Years (All)
vs Percentage of Economically Disadvantaged Students
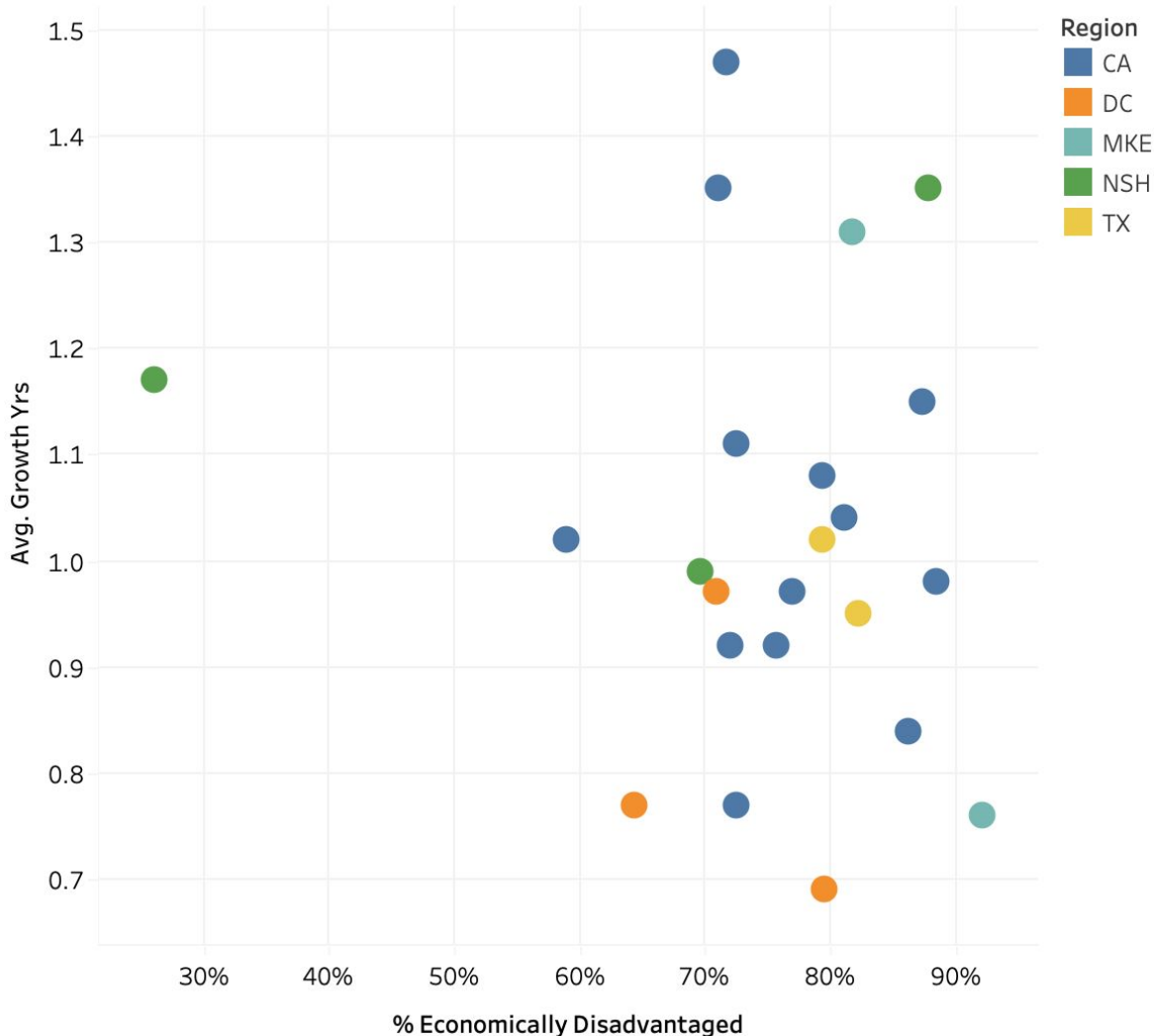
- No clear relationship between % of economically disadvantaged students served and growth rates within the network

Avg Growth for Economically Disadvantaged Subgroup

Winter 2023-24 NWEA MAP Growth Metrics
Economically Disadvantaged
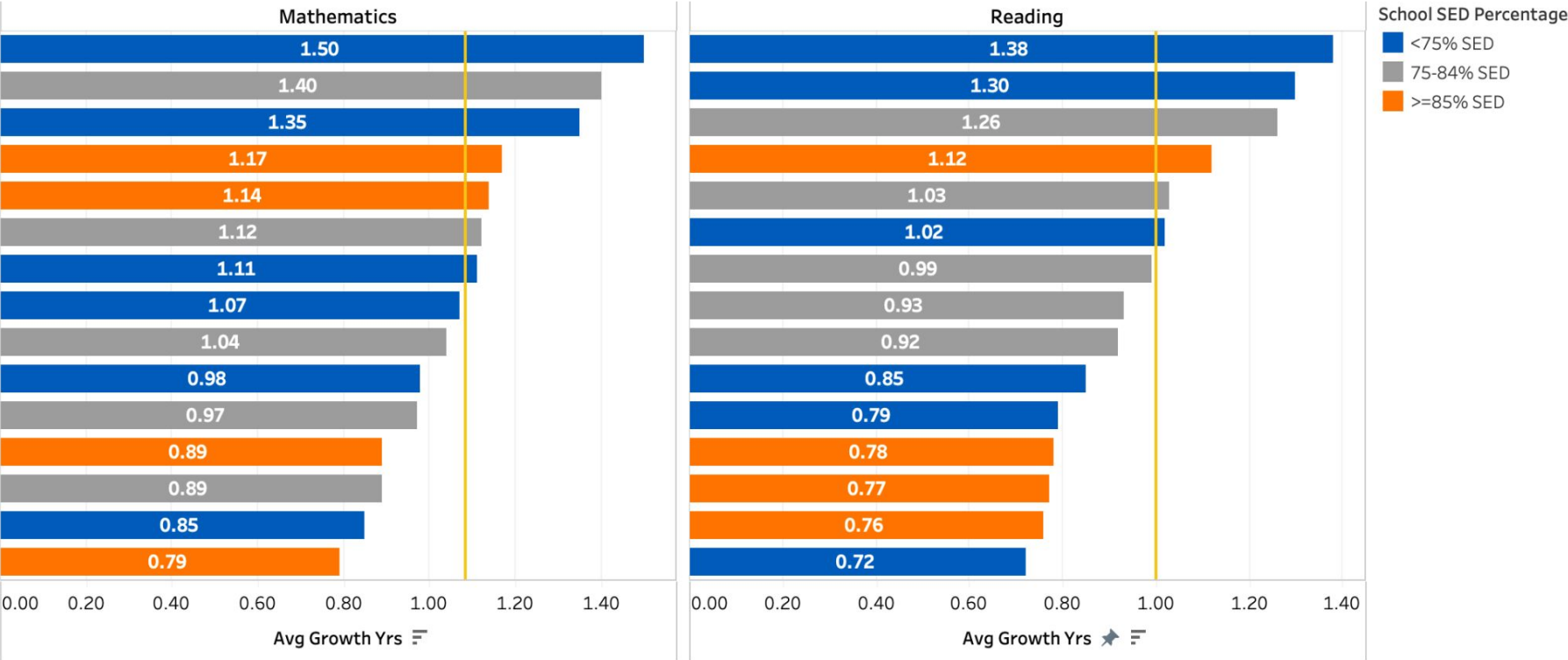
Avg Growth Years for Black/African-American subgroup and % of student population

Winter 2023-24 NWEA: Avg. Growth Years
Black/African-American

Region
- CA
- DC
- MKE
- NSH
- TX
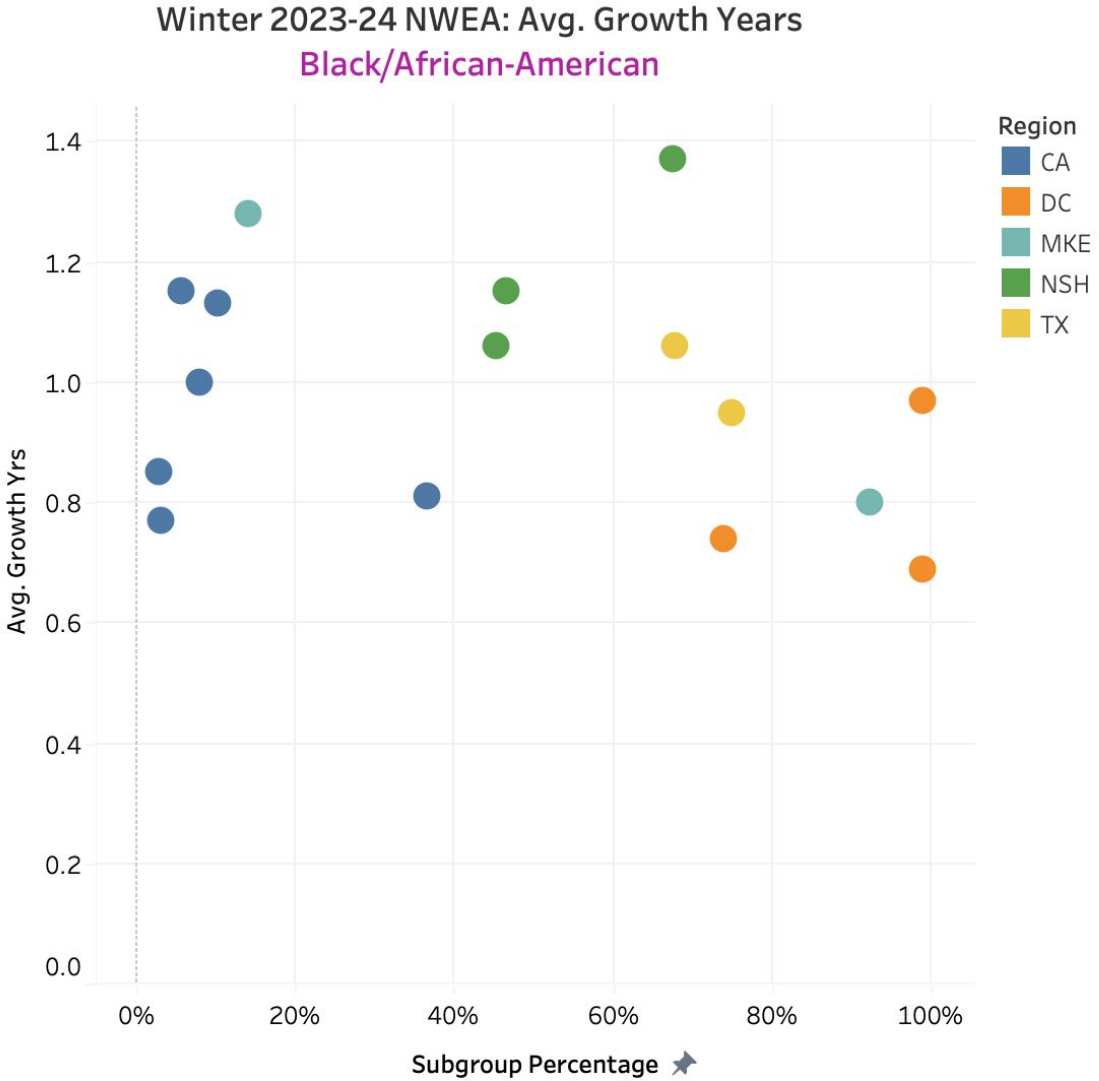
Schools with high subgroup percentage and high avg growth years prioritizing small group instruction from the beginning of the year; opportunity to launch this across regions

School results not reported if <10 students tested

Avg Growth Years for Hispanic subgroup and % of student population

Winter 2023-24 NWEA: Avg. Growth Years

Hispanic

Region
- CA
- DC
- MKE
- NSH
- TX
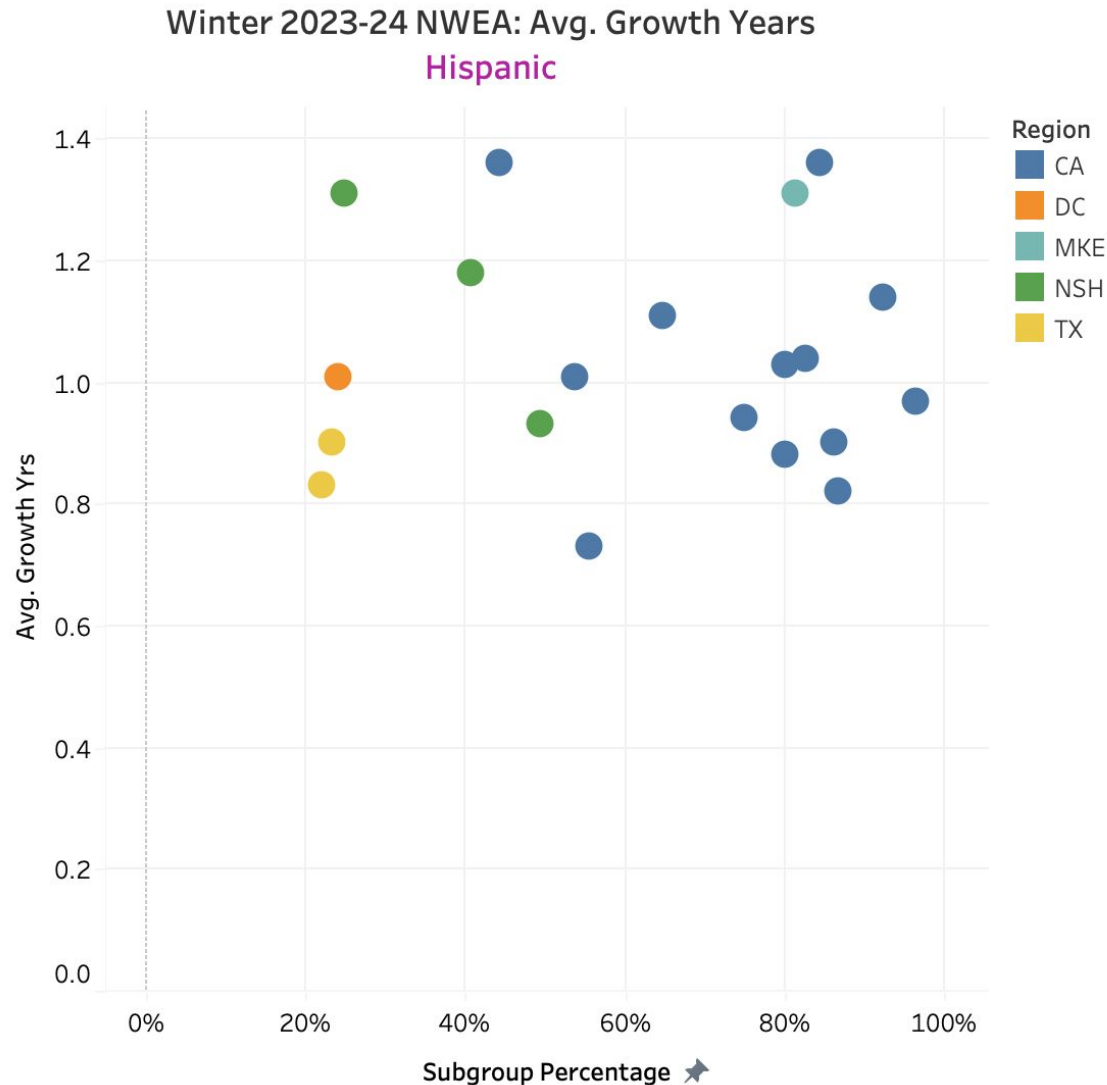
- Hispanic student subgroup performance stronger than Black/ African American student performance, but still lower than White and Asian student performance
- Small group reading instruction a key driver towards enabling stronger growth

School results not reported if <10 students tested

Avg Growth Years for MLL subgroup (current and reclassified) and % of student population

Winter 2023-24 NWEA: Avg. Growth Years
Multi-Language Learners
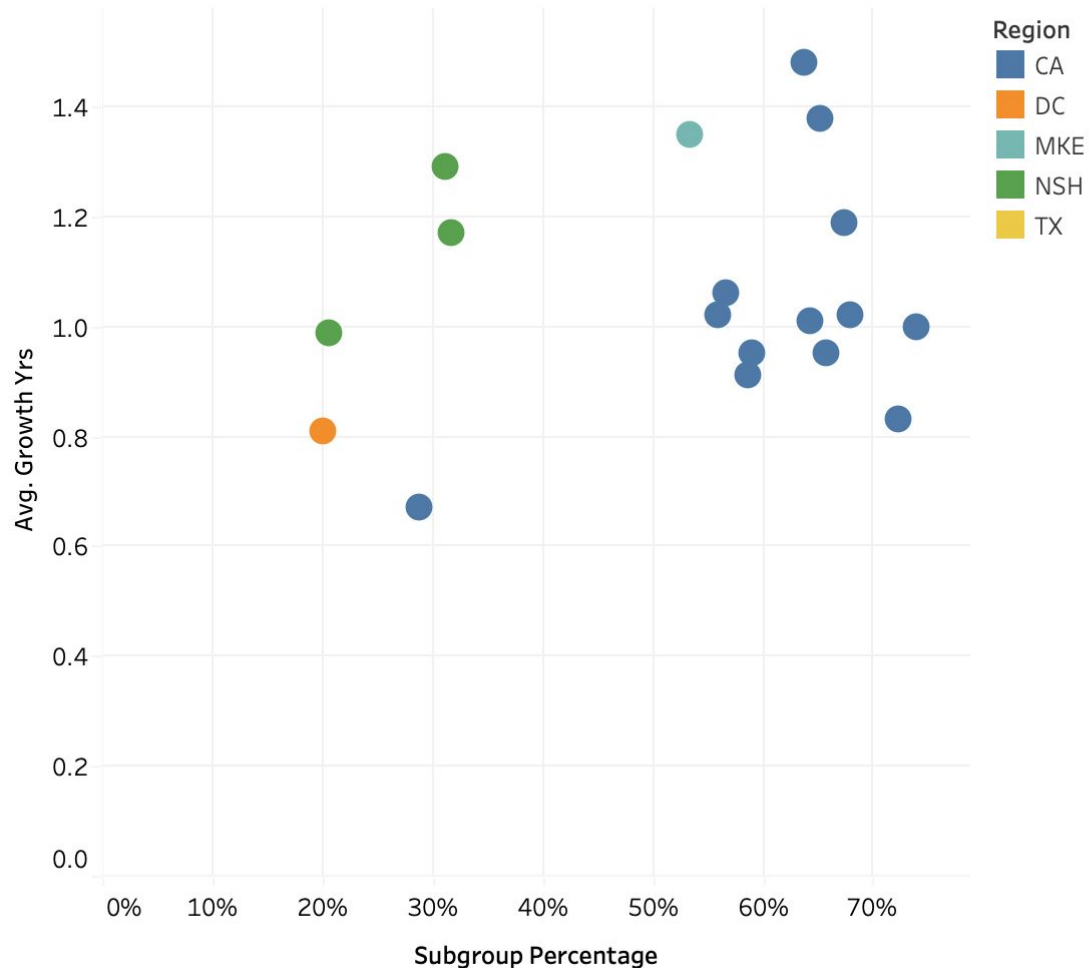
- ML students generally outperforming EO students only and exponential growth seen when ML student moves past certain language proficiency level
- Integrated and designated supports, especially around guided reading, further enable this

School results not reported if <10 students tested

23-24 Mid-Year NWEA Data and Response: NWEA and Staff Tenure
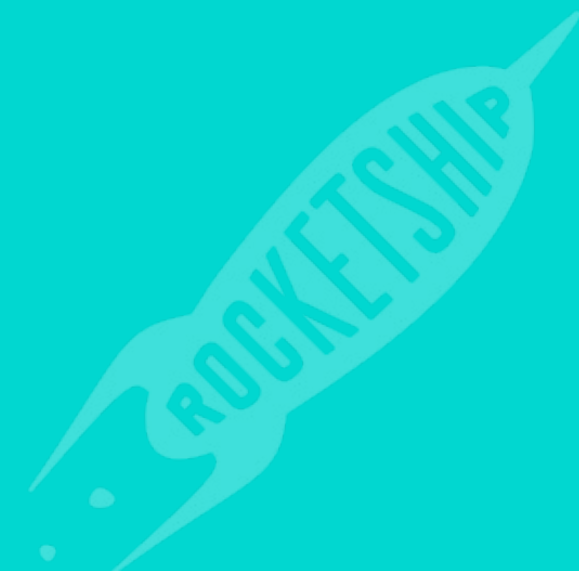
Stronger growth for new principals with and without RPS experience than last year

RPS Fall-to-Winter Avg Growth Years by Principal Tenure

2023-2024
Winter
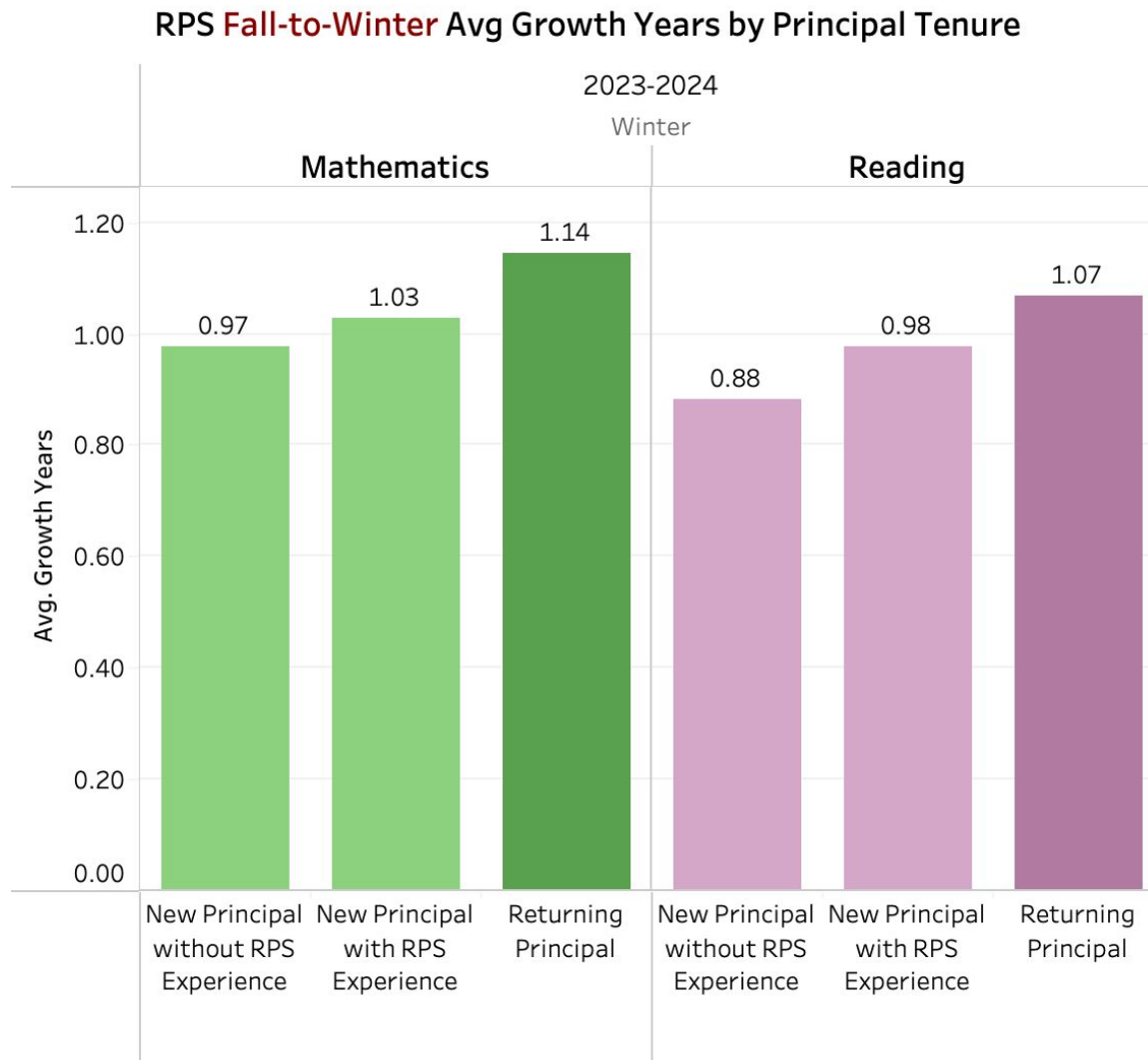
- Returning principals continue to drive strongest performance
- Principals participating in New Principal Cohort, launched in 23.24 SY, experiencing stronger gains than non-participants
- Launched principal mentor | mentee program in 2nd semester
- Working w/ talent to identify opportunities for retention

Returning principals include all principals who were in the role on the same campus for the full year of SY22-23

Returning Principal, New Principal (RPS), New Principal (External) and % Meeting Tiered Growth

Winter 2023-24 NWEA: % Met Tiered Growth Targets

Principal Status
- New P [External]
- New P [RPS Experience]
- Returning P
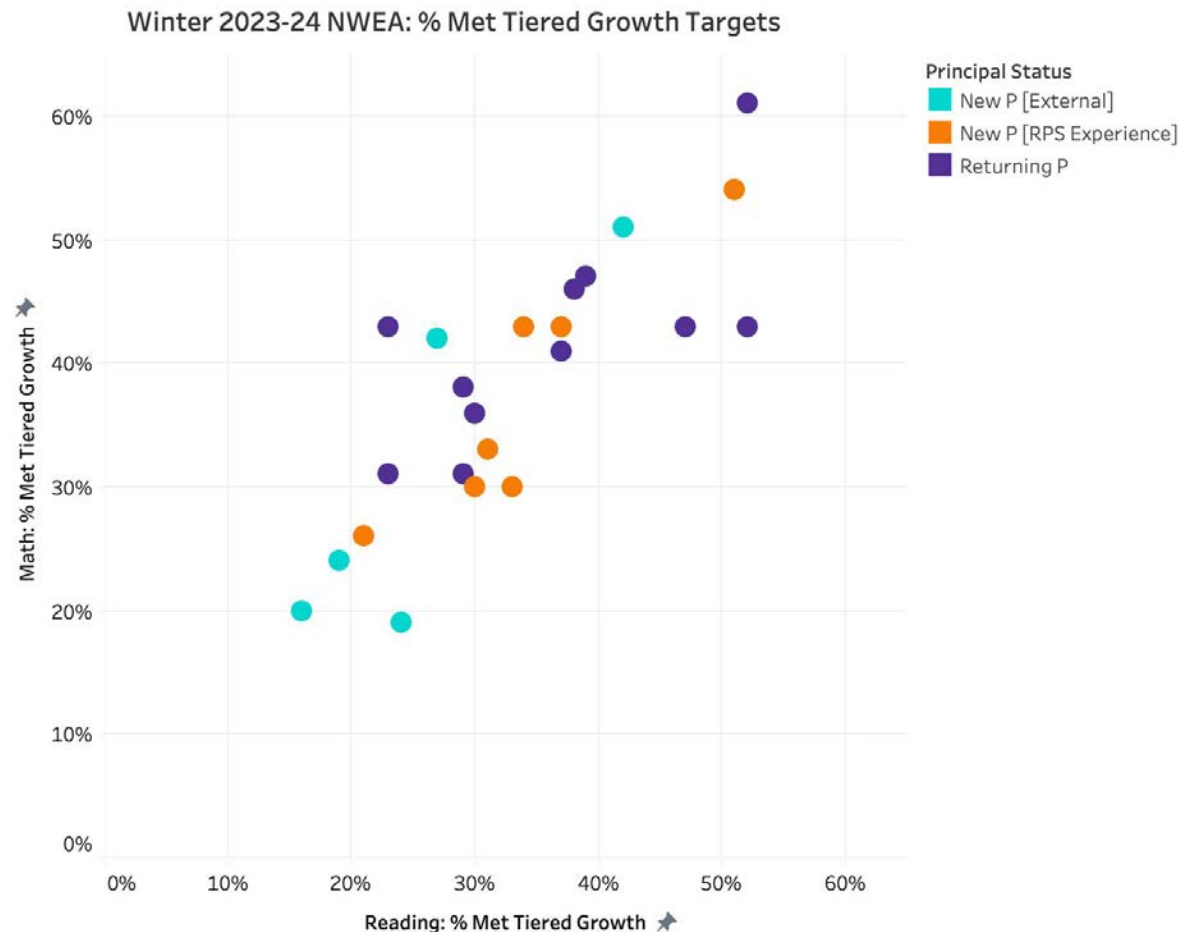
- Returning principals generally driving stronger tiered growth performance on
- New external principals have lowest growth
  - RSCP growth driven by regional and national partnership (P vacancy)
- Partnering with talent to improve longer term retention *and* further differentiate new principal development (+ encourage participation)

% Returning Teachers vs Avg Growth: Teacher tenure matters

Winter 2023-24 NWEA: % Met Tiered Growth
By Share of Teachers who Returned from Prior Year
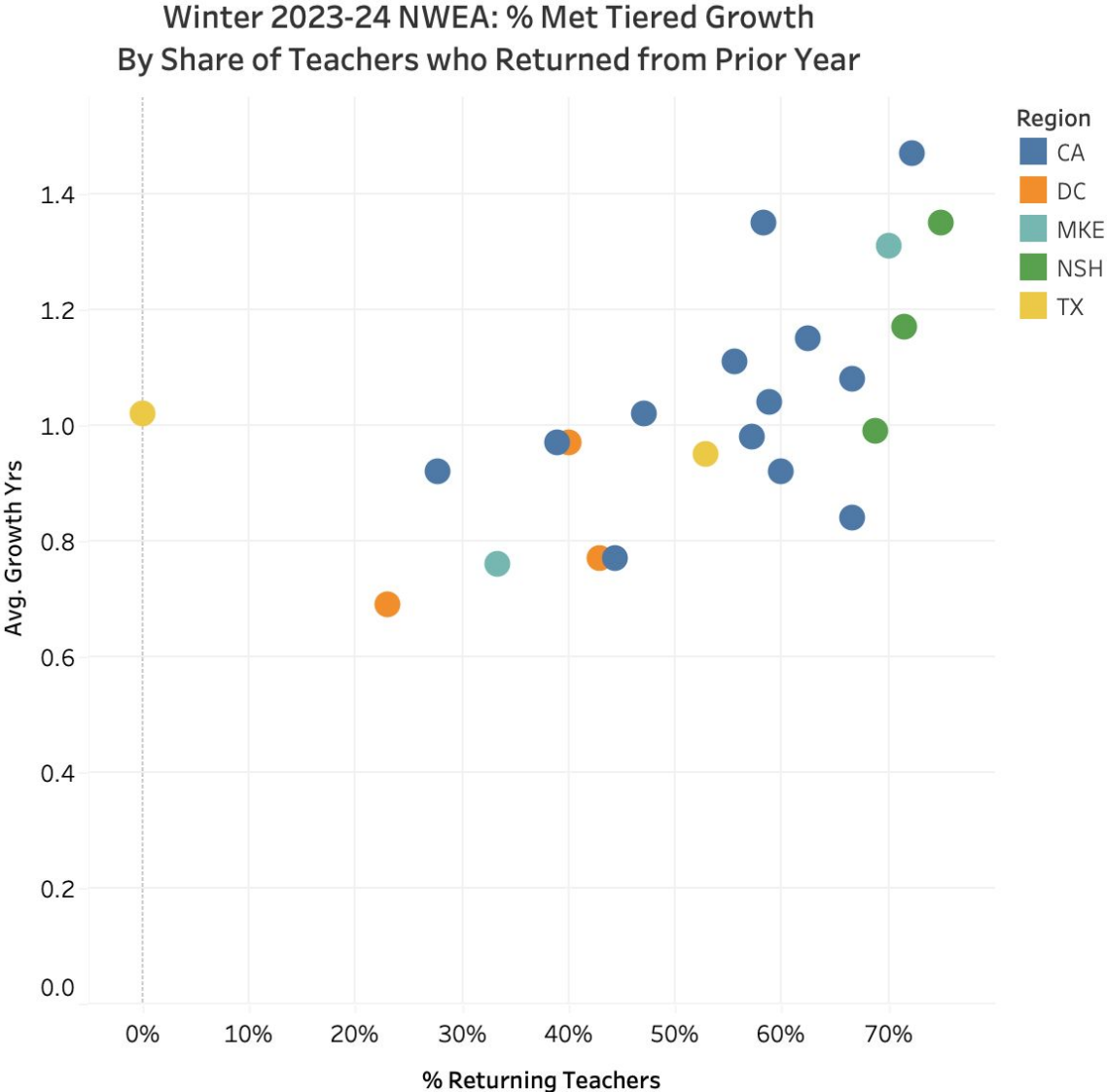
More years in role enable stronger academic results

- **Principal Tenure Strategies**
  - Continuing new principal cohort professional learning
  - Launching principal in residence onboarding (DC) this spring, with 2 week residencies in high performing schools
  - Principal mentor | mentee program underway
  - New Leader Norming Sessions
  - Core Strengths Training (SDI)
  - Leadership Development & DEI Training

- **Teacher Tenure Strategies**
  - Performance Pay & Retention Bonuses
  - Rising Leaders & Rising Specialist Programs
  - Teacher Professional Development Fund
  - Latinos for Education Fellowship
  - Career Pathways & Partnerships with Reach, Rivet, Alverno & WGU
  - Credentialing Support including Paid Time Off & Test Reimbursement
  - LinkedIn Learning & DEI Training
  - Teacher Residency Program
    - Pending with National Center of Teacher Residency & Loyola Marymount University
    - Develop career pathways (Mentor & Master Teachers)

Staff Satisfaction & DEI Survey Update and Next Steps

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.

Not Anonymous

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.

Staff Experience and DEI Survey Overview (Jan 2024)

Questions

- Staff experience survey administered annually at mid-year.
- <u>All Rocketship staff</u> 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 and school leaders, opportunity to share feedback on NeST team performance.

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
- 23-24 Network Staff Experience and DEI Survey completion rates:
    - School Staff: 80%
    - School Leaders: 76%
    - Network Support Team (NeST): 79%

Staff Survey Updates for 23-24

Nest team performance integration: Integrated feedback for NeST teams to support organizational feedback loops and team effectiveness.
- NeST and SLs share feedback on 1) quality of work, 2) collaborative spirit, 3) reliability and timeliness, 4) overall net promoter

Rating scale update: We moved from a 1-7 rating scale to a 0-10 rating scale.
- Aligns to our organizational focus on measuring a net promoter score for staff engagement.
- Opportunity to measure Rocketship feedback toward industry benchmarks

Organizational priority questions:
- Continued focus on feedback on total rewards approach and benefits (added in 22-23)
- Bolstered questions related to talent development, career pathways, and skill building in alignment with 5-year plan focus.
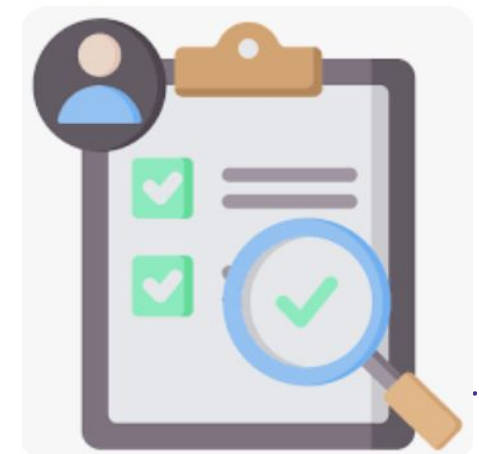
Staff Survey Rating Scale Adjustment

Previous Rating Scale

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

Strongly Disagree				Neutral						Strongly Agree
0	1	2	3	4	5	6	7	8	9	10
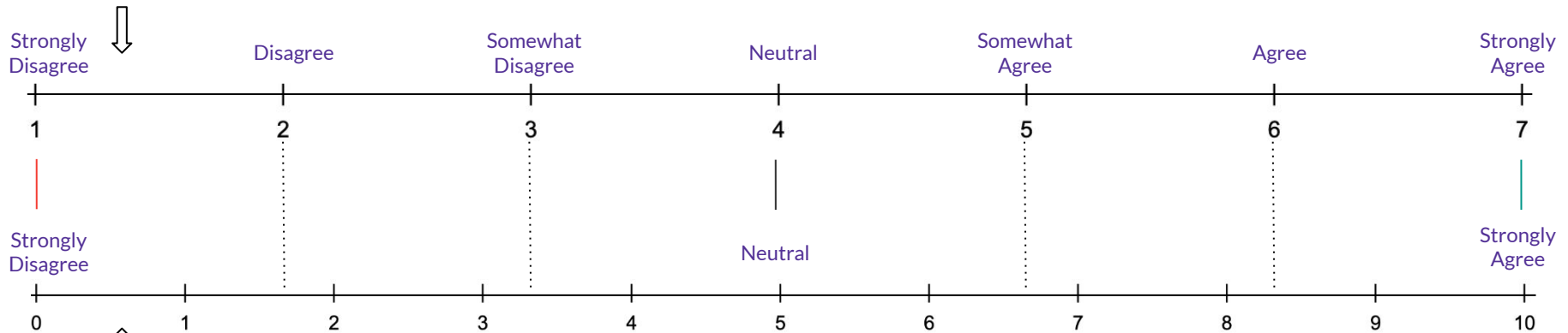
New Rating Scale

Want to estimate a former score with our new scale?

Use the following formula: *(former score -1) x 1.67*

Example: My team's average score on the core questions last year was 5.4. Where would that land on our new 11-point scale?
*(5.4-1) x 1.67 = **7.348***

Talent will provide schools with Tableau visuals to see historical data with rating scale translations

Timeline and Action Planning Approach

School and NeST Team Staff Survey Debrief Process	
Jan 4 - 22nd	Survey open
Monday, Feb 5th - Tuesday, February 6th	Summary of **Staff Survey Results and Future Interest Survey (FIS) Results** **to NET**. Individual NeST Team and school survey reports and action plan templates shared with NET
February 9th	Talent shares **Staff Survey and FIS school reports and Future Interests Survey results** with Principals NET cascades **Staff Survey and FIS NeST report**s to NeST team leads
Week of February 12th	Share **NeST Team Feedback** reports shared with NET.
By February 23rd	School leadership team + DoS debrief survey results / NET lead and team-level managers debrief survey results
February 26th	NET / Talent debrief on the Staff Survey and Future Interests Survey
By March 1st	School staff/Nest Teams debrief and action plan template due

Staff Experience & DEI Survey Overview
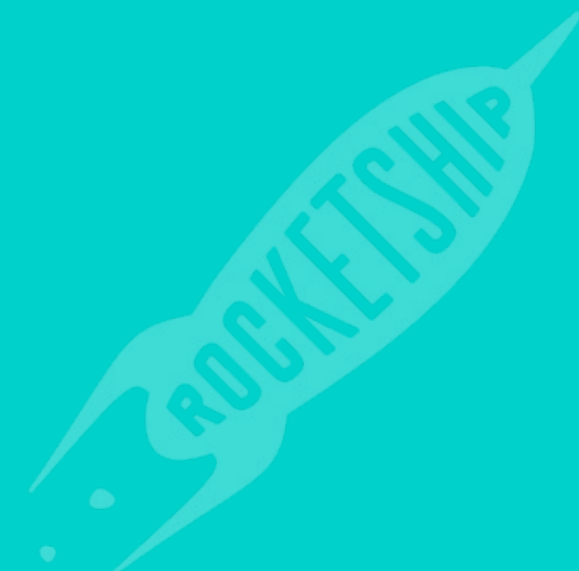
Preliminary Headlines

- **Overall Satisfaction**: Overall, RPS saw a slight dip in staff satisfaction from 23-24 (7.5 from 7.6). High agreement in team culture (82% - *strong relationships, commitment to excellent work*) while we saw a dip in multiple DEI categories.
- **Net Promoter**: Rocketship shifted to a 0-10 rating scale to support the calculation of a true employee Net Promoter Score.
- **DEI Strategy and Experience:** Data shows the need for cross collaborative planning and differentiated support for our BIPOC school level leaders.
- **Future Interests Survey:** 75% of respondents said that they intend to return to Rocketship next school year, up slightly from last year (73%); results vary by region and campus.

Network Overview: Staff Satisfaction January 2024

- **Rocketship overall staff satisfaction decreased slightly from 2023 to 2024** – down by 0.1 overall in our core survey areas of team and organizational culture, DEI Strategy and Experience.

- The percentage of staff who expressed Strongly Agree and Agree declined from 66% in 22-23 to 60% in 23-24.

Response Label
- ■ Strongly Disagre...
- ■ Neutral
- ■ Somewhat Agree
- ■ Strongly Agree & ...
  Agree

Core Category Ratings

Year	Response [0-10 scale]	Strongly Agree & Agree	Somewhat Agree	Neutral	Strongly Disagree
2018-19	7.6	64%	17%	9%	10%
2019-20	7.5	64%	16%	10%	11%
2020-21	8.2	76%	13%	6%	5%
2021-22	7.6	66%	15%	11%	9%
2022-23	7.6	66%	14%	11%	9%
2023-24	7.5	60%	17%	13%	10%

Response [with 0-10 scale]

% of Respondents
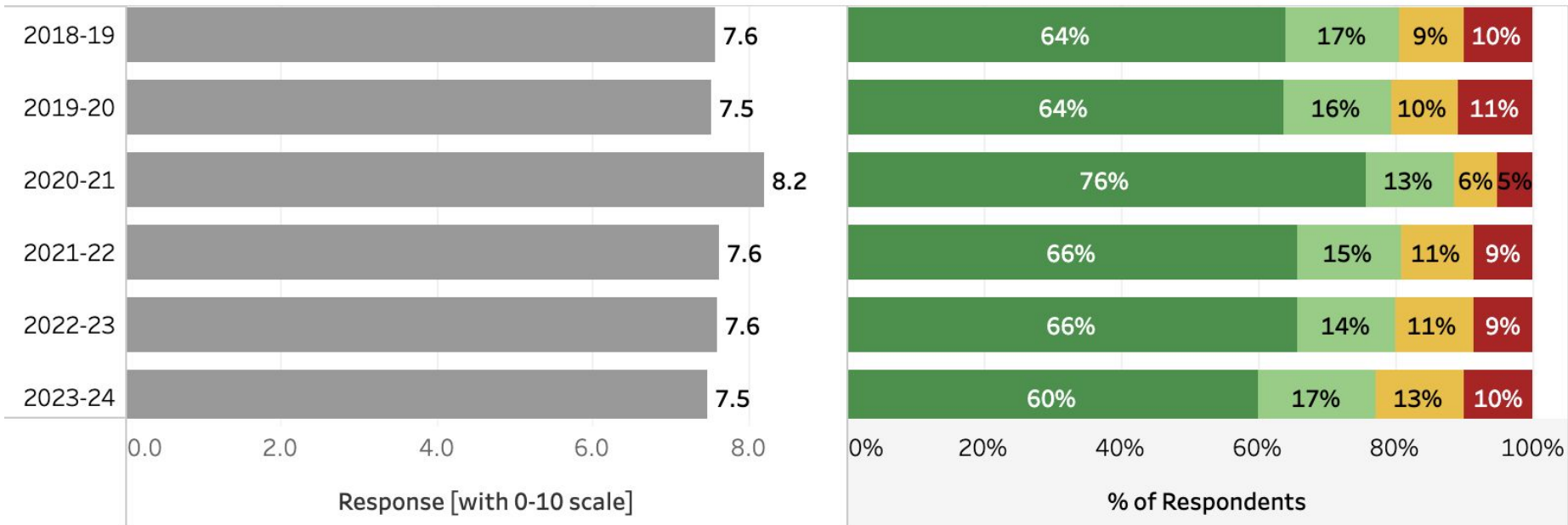
Satisfaction by Region

- Satisfaction decreased in all regions from 2023 to 2024. No region met our goal of 80% staff satisfaction overall.
- **NeST (79%), CA (79%), and NSH (78%)** demonstrated the highest agreement of all regions. **MKE** continued a two-year trend of increasing satisfaction.
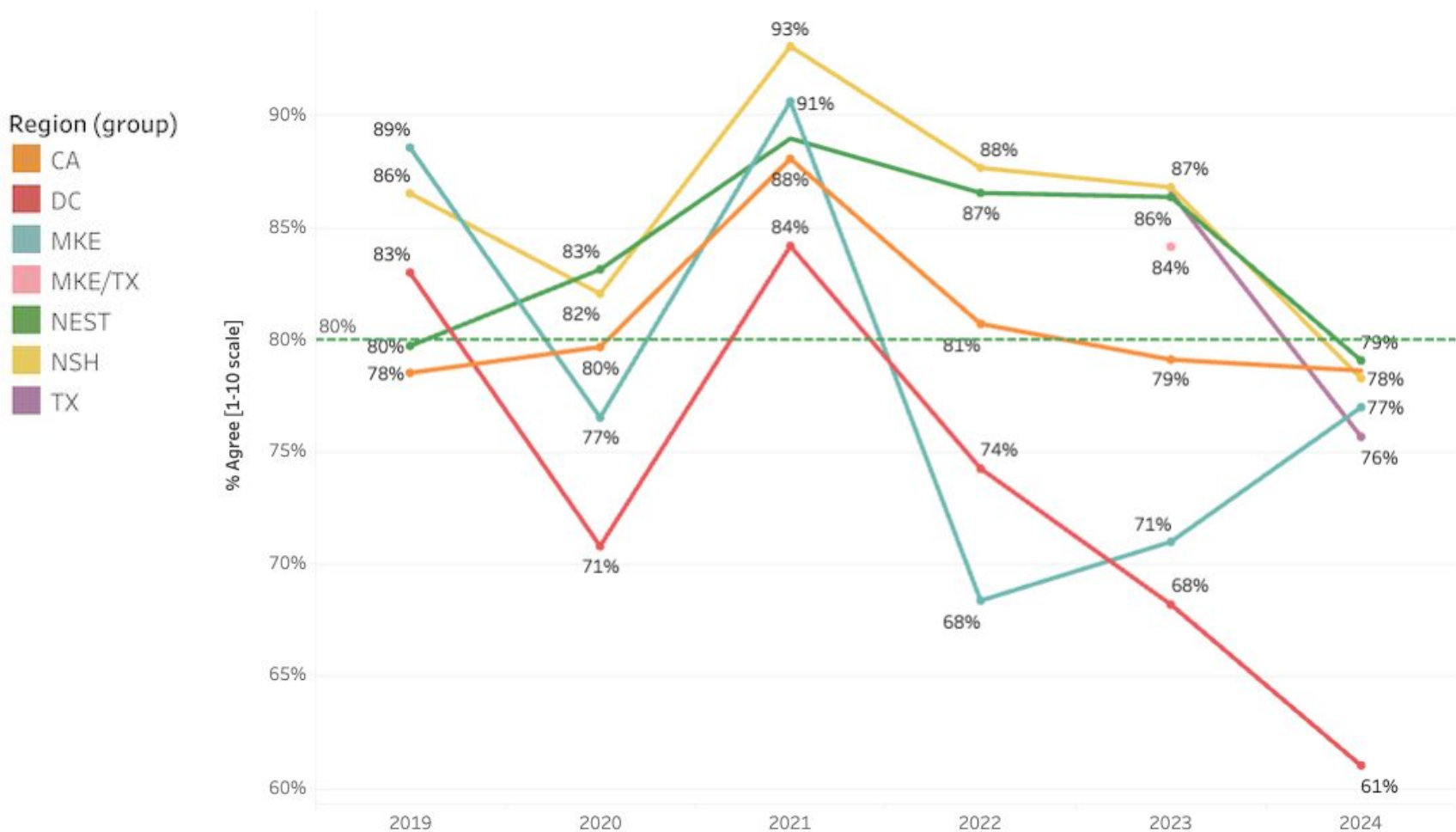
Net Promoter Score: Moving to a 0-10 True NPS Calculation

- Net Promoter Score became the gold standard of customer loyalty through its ability to predict real-world behaviours.
- The strength of eNPS (employee NPS) is its strong prediction of behaviors (e.g. performance and retention).
- **% of promoters (9 and 10 score) - % of detractors (0-6 score) = NPS score**

-100

				+100
Needs Improvement (-100 - 0)		**Good** (0-30)	**Great** (30-70)	**Excellent** (70-100)

Why Target Promoters (9 and 10 score)?

Promoters (9-10)	Promoters are highly engaged with the organisation and their role. They approach work with energy, enthusiasm, and resilience. They take it upon themselves to go beyond expectations and to continuously improve how things are done. Internal ambassadors for the business's goals, they boost morale of those around them, while also spreading a positive message to those outside the business. Peakon data has shown that promoters are 3 times more likely to stay with a business over the next three months than detractors. *Source: PeakOn*

Rating Scale Adjustment - Employee NPS (eNPS)
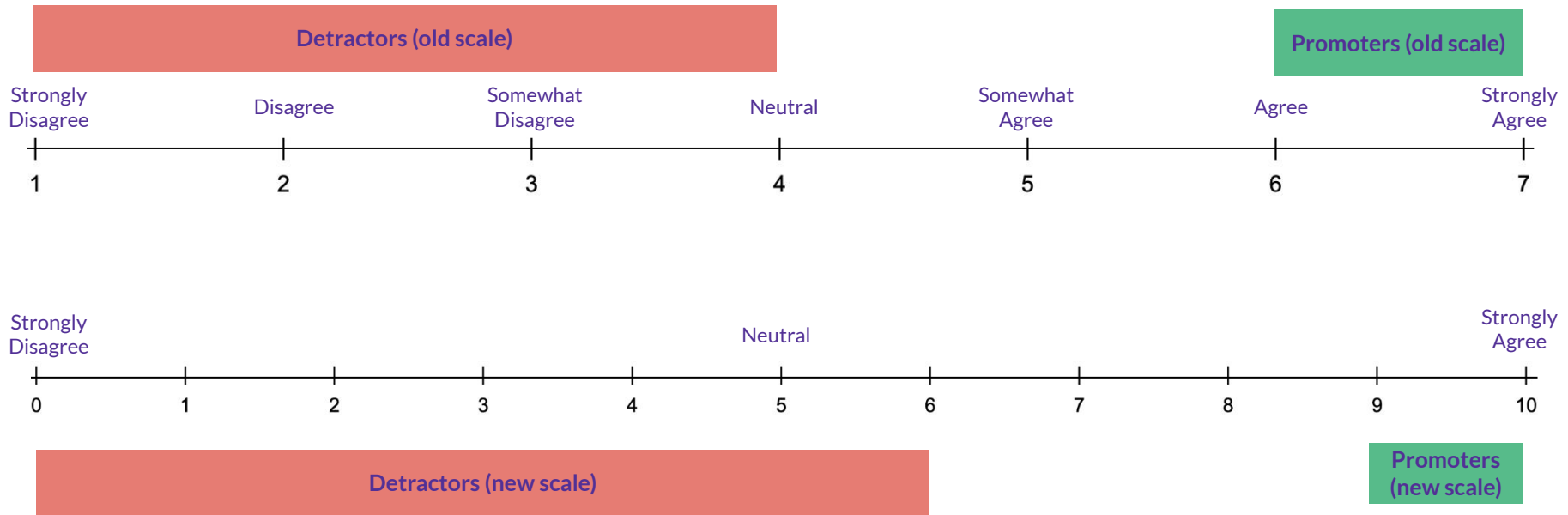
- Because our surveys ran on a 7-point scale prior to 2024, we used an **approximation** of eNPS that was not comparable to industry benchmark data.
- Upon transitioning to the **industry standard** scale of 0-10, employees have proportionally **fewer opportunities to be "promoters" and more opportunities to be "detractors."**
- eNPS scores pre-2024 are not directly comparable to those in 2024. Any comparisons presented between the two periods are further approximations.

Net Promoter - 2024 True NPS Calculation Baseline

- Rocketship shifted to a 0-10 rating scale this year (from 1-7) to calculate the industry-standard Net Promoter Score (NSP).
- **Rocketship's NPS is -0.1** out of a scale of - 100 to 100.

School Year	0-7 Scale	0-10 NPS
2017-18	20.56	-10.20
2018-19	14.86	-14.51
2019-20	11.32	-16.97
2020-21	44.33	8.84
2021-22	26.00	-6.92
2022-23	31.68	-3.95
2023-24		-0.10

Network Core Survey Staff Satisfaction by Role Group

- Rocketship **met our goal of 80% agreement overall in team culture (82%)**, especially school leaders.
- Notable decrease in agreement in multiple DEI categories – DEI Strategy (-7%) and areas related to Cultural Awareness (-7%), especially for NeST and school staff.

Survey Type	Organizational Culture 2023-24		Team Culture 2023-24	
	% Agree	YoY Change in % Agree	% Agree	YoY Change in % Agree
NEST	82%	-7%	84%	-6%
School Leaders	80%	3%	89%	0%
School Staff	76%	1%	80%	-1%
Grand Total	78%	0%	82%	-2%

Survey Type	DEI Strategy and Progress 2023-24		Experiencing Diversity, Equity, and Inclusion 2023-24		Cultural Awareness - Adult Focus 2023-24		Cultural Awareness - Student Focus 2023-24	
	% Agree	YoY Change in % Agree	% Agree	YoY Change in % Agree	% Agree	YoY Change in % Agree	% Agree	YoY Change in % Agree
NEST	73%	-11%	76%	-6%	76%	-9%		
School Leaders	67%	-12%	81%	1%	88%	5%	90%	2%
School Staff	74%	-6%	74%	-1%	71%	-8%	78%	-8%
Grand Total	73%	-7%	75%	-1%	73%	-7%	79%	-7%

Core Survey - Agreement and YoY Change

- 9 out of 16 organizational culture questions were at our above 80% (strong agreement).
- **Highest agreement questions connect to Rocketship's mission and commitment to excellence -** 92% passionate about our mission and vision, 89% established strong relationships, 88% agree colleagues are committed to excellent work
- Greatest YoY declines in team culture - receive recognition or praise (-5%), opinions are taken into account (-4%_)

Category	Question (group)	% Agree 23-24	Difference 1-year	Difference 2-year
Organizational Culture	Either my manager or a mentor encourages and supports my development.	83%		
	I am confident that our leaders make the right decisions so that organizational transformation an..	77%		
	I am proud to tell people that I work at Rocketship Public Schools.	83%	-2%	1%
	I feel I make a difference here.	87%	-3%	0%
	I feel that I'm growing professionally.	83%		
	I have confidence that Rocketship is making progress toward achieving our mission.	85%	-4%	-3%
	I have the flexibility needed to balance my work and personal needs.	66%	1%	5%
	I have the opportunity to grow and elevate my skills at Rocketship.	81%		
	I regularly feel a sense of accomplishment from what I do.	83%	1%	
	I see a path for me to advance my career in our organization.	70%		
★	I'm passionate about Rocketship's mission and values.	92%	-2%	-2%
	I'd recommend Rocketship as a great place to work.	75%	2%	2%
	My school/team honors scheduled wellness/rest days.	80%	0%	
	My work schedule allows me to achieve a healthy work/life balance.	62%	4%	
	Network communication structures and practices provide me with timely and relevant information...	69%	-2%	1%
	There is a climate of trust and teamwork across the network.	69%	-3%	-2%
Team Culture	I enjoy my day-to-day work.	82%	-2%	-2%
	I feel that my opinions are taken into account at work.	78%	-4%	-2%
★	I have established strong relationships at Rocketship.	89%	0%	1%
	I have the right materials and tools to complete my work.	84%	1%	1%
	I receive recognition or praise for my accomplishments.	76%	-5%	-4%
	School/NeST leadership and staff communicate effectively with each other	74%	-2%	2%
★	The people around me are committed to doing excellent work.	88%	-2%	-3%

DEI Survey: Agreement by Survey Category

- All DEI survey categories are at 70% agreement or higher. This is a decrease from the 22-23 year which DEI survey categories were at 80% except for the Experiencing DEI category. Cultural Awareness-Student Focus category has the highest number of agreement at 78.92%.
- Similar to the past 2 years of survey data, the Experiencing DEI category was one of the lowest levels of agreement (74.69%). However, the current survey shows DEI Strategies and Progress to have the lowest level of agreement (73.30%) based on questions regarding training and self reflection.

DEI Categories

2023-24 Avg Score Ratings and Distributions

Category	Response*		% of Respondents				
DEI Strategy and Progress	8.2		22%	16%	17%	12%	16%
Experiencing Diversity, Equity, and Inclusion	8.4		28%	15%	17%	10%	14%
Cultural Awareness - Adult Focus	8.5		27%	15%	17%	9%	19%
Cultural Awareness - Student Focus	8.8		33%	15%	17%	9%	15%
Grand Total	8.4		27%	15%	17%	10%	16%
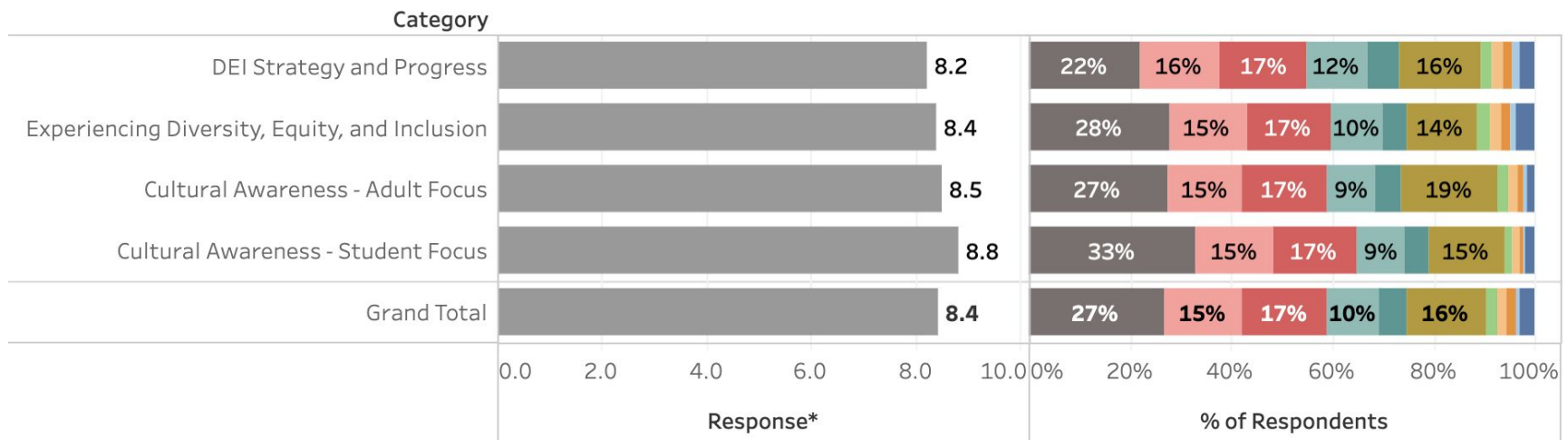
DEI Strategy and Experience: Agreement and YoY Change

- Highest agreement questions are centered in two areas:1) demonstrating respect for others ["our culture respects individuals and values differences" (**84%)** and "I am treated with respect and feel valued" (**84%**).] 2) inclusivity [I can show up to work as my authentic self (**84% -** this is an increase from last year of 2%)]
- It is notable to mention that we have decreased by 5% around staff reporting they have had to interrupt acts of bias and/or microaggression.
- There are significant decreases the questions "we have training that is connected to our DEI strategy and goals" (-12%) and "I am encouraged to think deeply about race-related topics" -13%.

Category	Question (group)	2023-24 % Agree [1-10 scale]	Difference in % Agree..
DEI Strategy and Progress	I am a better practitioner because of our DEI strategy.	68%	-4%
	I am aware of our organization's DEI strategy and goals.	75%	-8%
	I have started to reflect on how components of DEI impact my work.	77%	-7%
	I know how my role connects to our DEI strategy and goals.	74%	-4%
	Our leaders prioritize DEI.	75%	-4%
	We have training that is connected to our DEI strategy and goals.	70%	-12%
Experiencing Diversity, Equity, and Inclusion	Career advancement is equally accessible for all.	71%	-4%
	I am treated with respect and feel valued at Rocketship.	84%	-2%
	I can show up to work as my authentic self.	84%	2%
	I feel like I belong at this organization.	80%	-2%
	If I feel excluded, Rocketship has systems in place to address the exclusion and ensure it is not repeated.	65%	1%
	In the last year, I have interrupted acts of bias and/or microaggressions.	31%	-5%
	My colleagues invest time to get to know me as a person.	83%	-1%
	Our culture respects individuals and values differences.	84%	-3%
	Our organization recognizes and eliminates exclusion.	75%	-1%
Cultural Awareness - Adult Focus	At my school/On my team, I am encouraged to think more deeply about race-related topics.	66%	-13%
	I am able to participate in and initiate conversations about identity that result in me feeling valued.	73%	-6%
	I am comfortable discussing race-related topics with my colleagues.	78%	-5%
	I am comfortable discussing topics about additional identity markers with my colleagues (e.g., gender, sexual o..	77%	77%
	I have taken an action to increase inclusion as a result of greater cultural awareness.	73%	-7%

Summary Results by Role Group

- **School Leaders agreement is strong** around team culture and cultural awareness for adults and students.
- Notable increases with strong agreement within the two group around organizational structure (BOM +14%, OM+12%).
- **Principals** had the lowest score overall in DEI Strategy and Progress at **48%** .
- **General Education Teachers** had the least movement from the previous year survey.

Role (group)	Organizational Culture 2023-24		Team Culture 2023-24		DEI Strategy and Progress 2023-24		Experiencing Diversity, Equity, and Inclusion 2023-24		Cultural Awareness - Adult Focus 2023-24		Cultural Awareness - Student Focus 2023-24	
	% Agree [1-10 scale]	Difference in % Agree..	% Agree [1-10 scale]	Difference in % Agree..	% Agree [1-10 scale]	Difference in % Agree..	% Agree [1-10 scale]	Difference in % Agree..	% Agree [1-10 scale]	Difference in % Agree..	% Agree [1-10 scale]	Difference in % Agree..
AP	79%	1%	88%	-4%	66%	-10%	81%	1%	92%	9%	93%	3%
BOM	83%	14%	89%	12%	72%	-10%	77%	2%	86%	7%	91%	6%
OM	86%	12%	91%	7%	86%	8%	84%	3%	79%	-7%	85%	4%
Principal	72%	-11%	90%	-8%	48%	-38%	82%	-3%	88%	8%	85%	-5%
General Education Teacher	71%	2%	78%	-2%	72%	-6%	72%	0%	74%	-4%	81%	-7%
Instructional Support	78%	-1%	81%	-1%	76%	-4%	73%	0%	68%	-12%	78%	-8%
ISE School Staff	82%	8%	83%	3%	79%	0%	79%	8%	76%	-1%	80%	-3%
Ops Staff	79%	-9%	80%	-6%	70%	-14%	71%	-11%	61%	-18%	67%	-19%

Staff Survey Results by Region and Category

Region (group)	2023-24								Grand Total
	Organizational Culture	Team Culture	DEI Strategy and Progress	Experiencing Diversity, Equity, and In..	Cultural Awareness - Adult Focus	Cultural Awareness - Student Focus	School Operations	23-24 Organizational Priority	
CA	7.5	7.8	7.7	7.6	7.7	7.9	7.9	7.3	7.6
DC	6.7	6.8	6.4	6.4	7.1	6.9	6.8	6.9	6.7
MKE	7.6	7.6	6.7	7.4	7.0	7.2	7.2	7.8	7.4
NSH	7.7	7.9	7.6	7.4	7.6	8.2	8.3	8.0	7.8
TX	7.5	7.6	6.9	7.6	7.8	7.8	7.8	7.8	7.6
Grand Total	7.5	7.7	7.4	7.4	7.6	7.8	7.8	7.5	7.6

Heat Map: Survey feedback and projected retention

Region	Staff Survey Average Score (0-10)	Projected Retention (FIS) - All Staff	Manager Feedback Average Score (1-7)
CA	7.6	71%	6.2
DC	6.7	74%	5.5
MKE	7.4	76%	5.6
NSH	7.8	73%	6.3
TX	7.6	68%	5.7

Team Action Planning: We ask school and NeST teams complete and submit an action plan by 3/1

- **Team action planning:** Schools and NeST team leads will review the survey feedback, debrief with staff, and engage in an action planning process by March 1st. Where to submit:
  - NeST and Regional Team Debrief Guide and Action Plan Submission Form
  - Schools Debrief Guide and Action Plan Submission Form

- **1-2-3 Action Plan Template**
  - *One opportunity to focus on*
  - *Two things you can do about it*
  - *Commit to 3 dates you will discuss/review this area with stakeholders*

Appendices
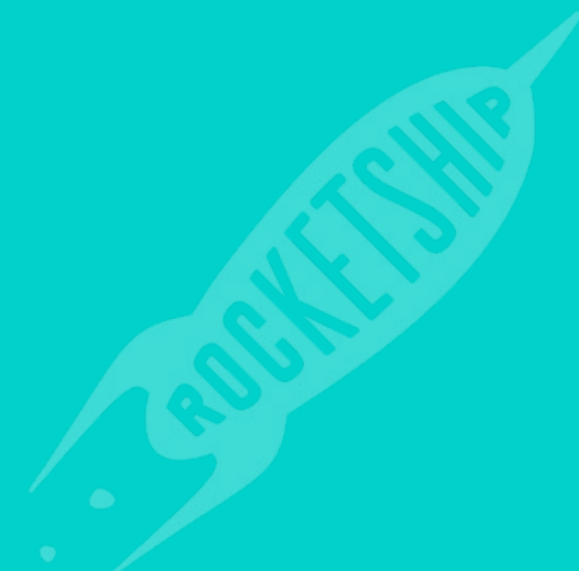
23-24 Mid-Year NWEA Data and Response
NWEA Appendix

% At/Above 50th similar to last year's Winter results

Winter NWEA MAP % Top 50

Winter

	Mathematics	Reading
2019-2020	61%	51%
2021-2022	39%	36%
2022-2023	42%	38%
2023-2024	43%	38%

% At/Above 50th

% At/Above 50th

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

70

% At/Above 67th similar to last year's Winter results

Winter NWEA MAP % Top Third

Winter

Mathematics | Reading

	Mathematics	Reading
2019-2020	44%	34%
2021-2022	24%	23%
2022-2023	27%	25%
2023-2024	29%	24%

% Top Third — % Top Third
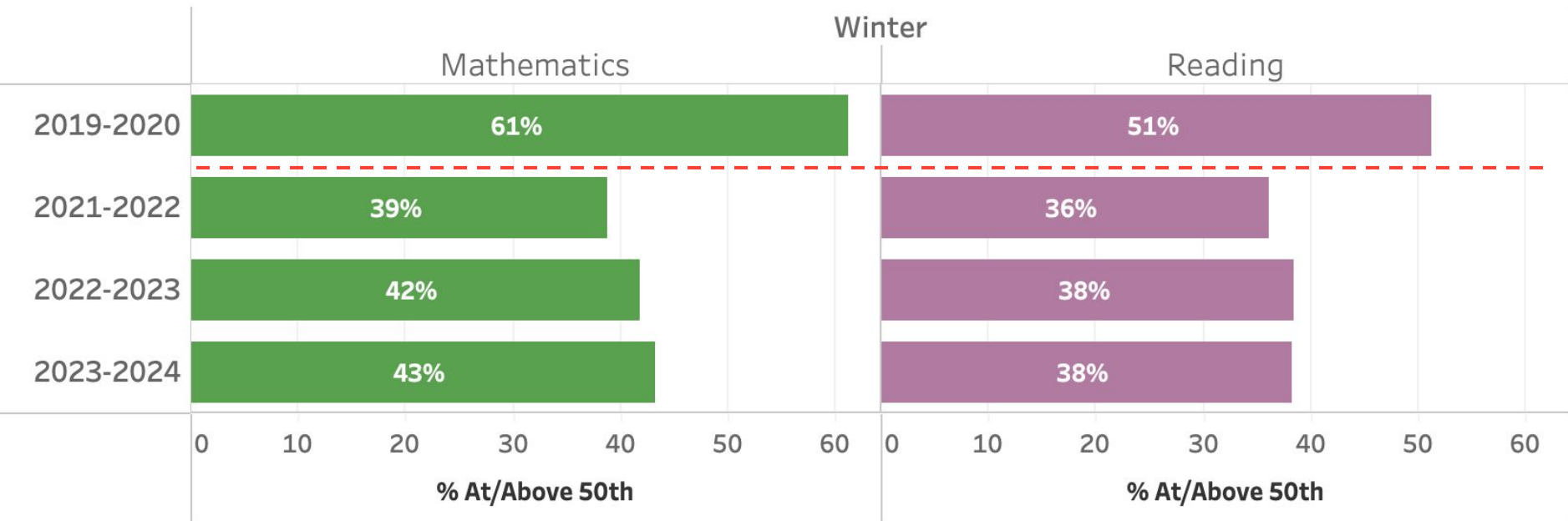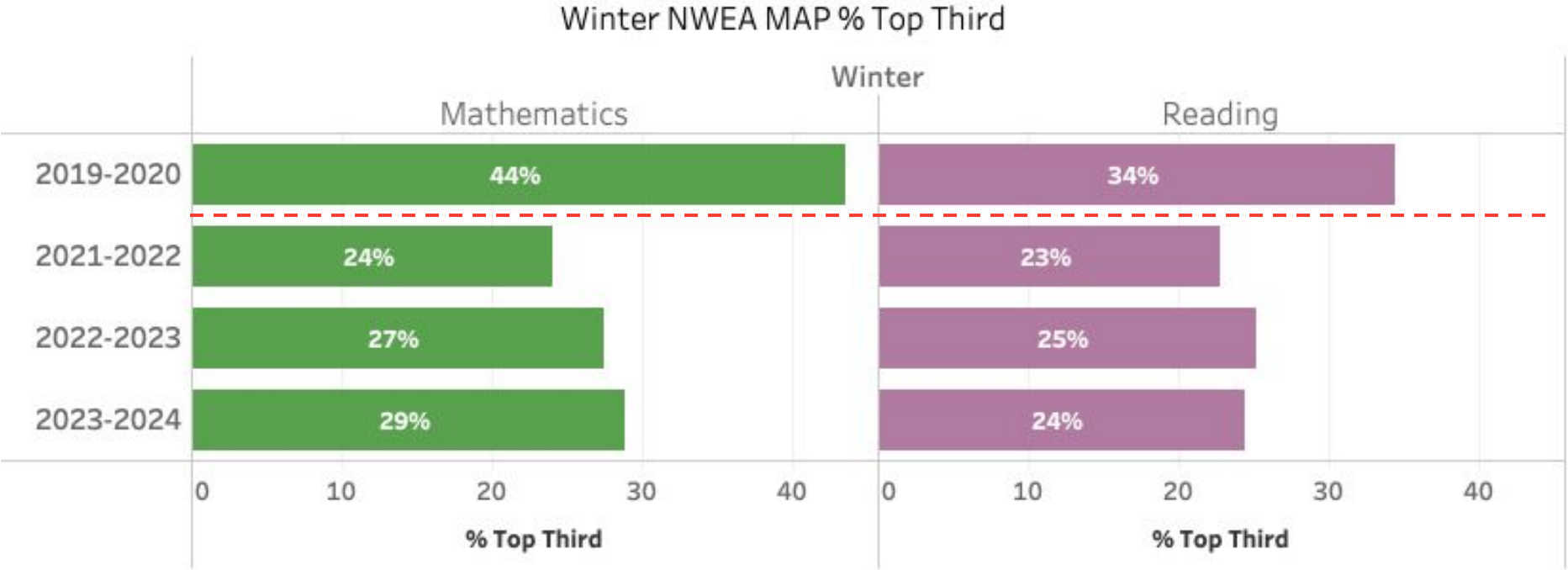
Note: 2020-21 Winter NWEA was not administed during distance learning.

% At/Above 67th by Region

Winter NWEA MAP % Top Third
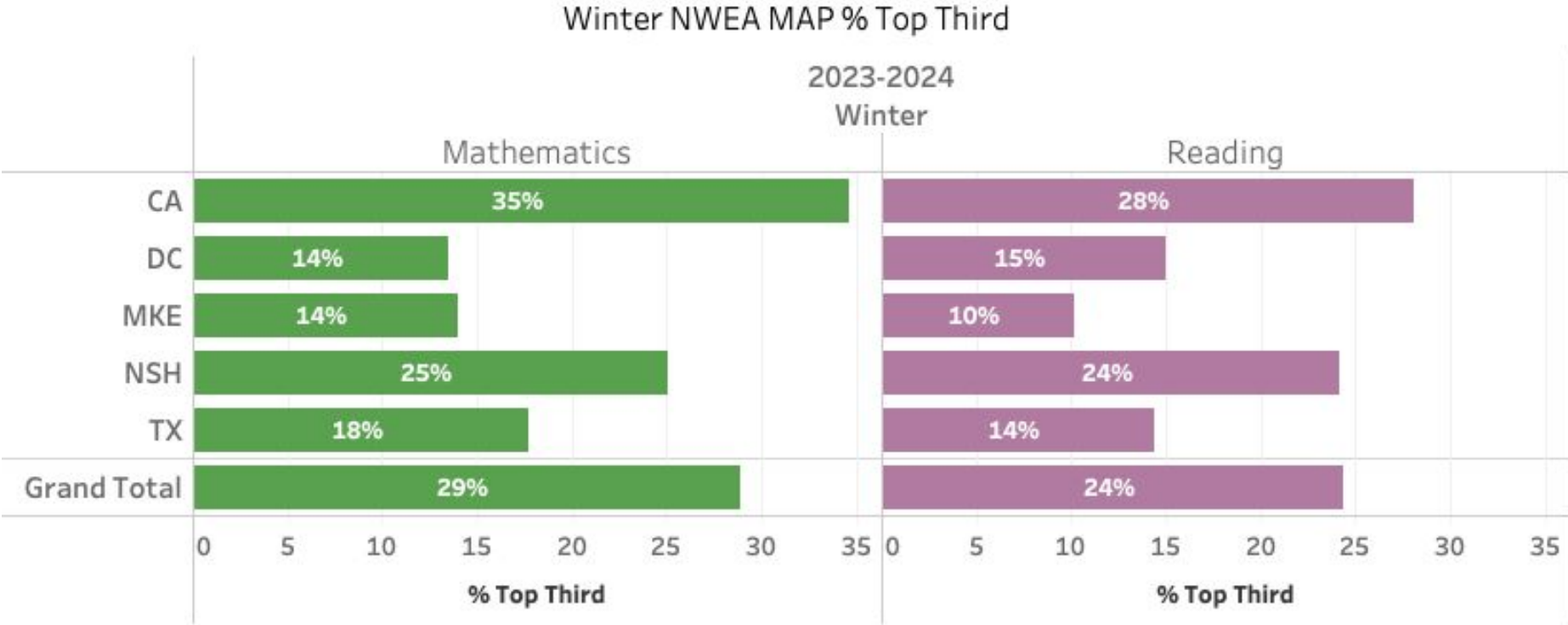
2023-2024 Winter

Grade Change from Fall

2024 Winter NWEA MAP % At/Above 50th Percentile and Change from Fall
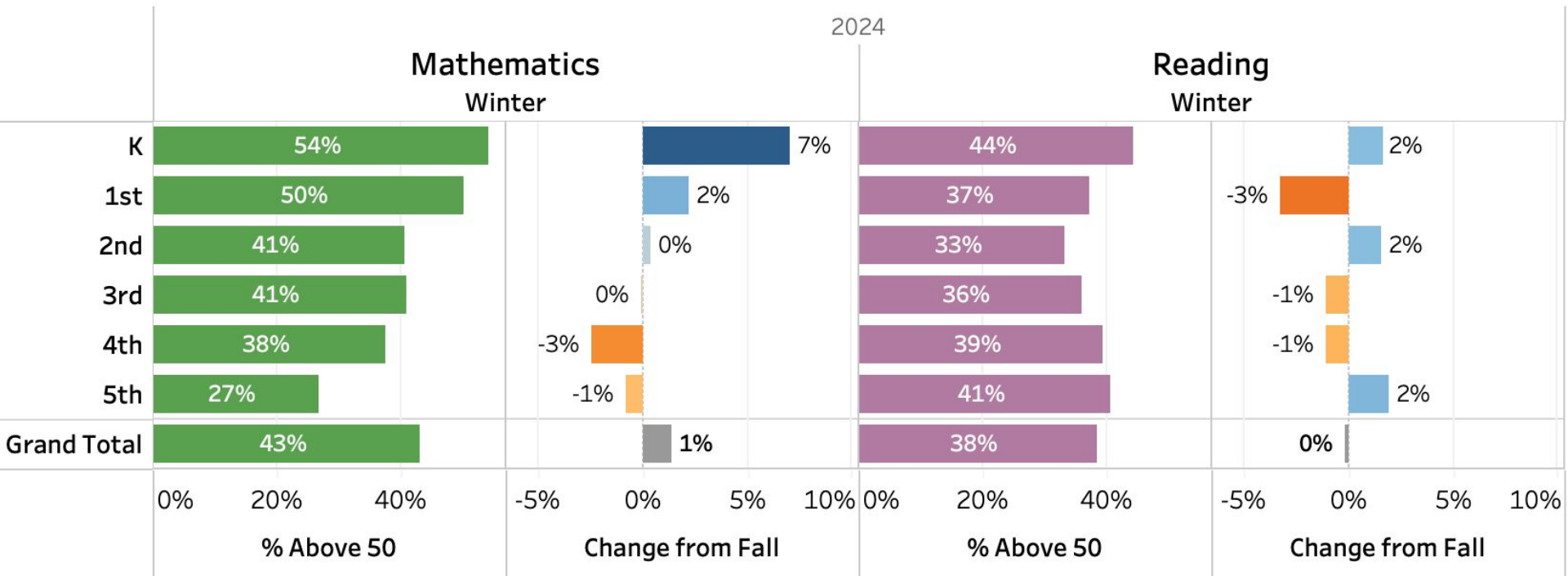
Flag: Reading G1, Math G4

Bright spot: Math K

Regional Change from Fall

2023-2024 Winter NWEA MAP % At/Above 50th Percentile and Change from Fall
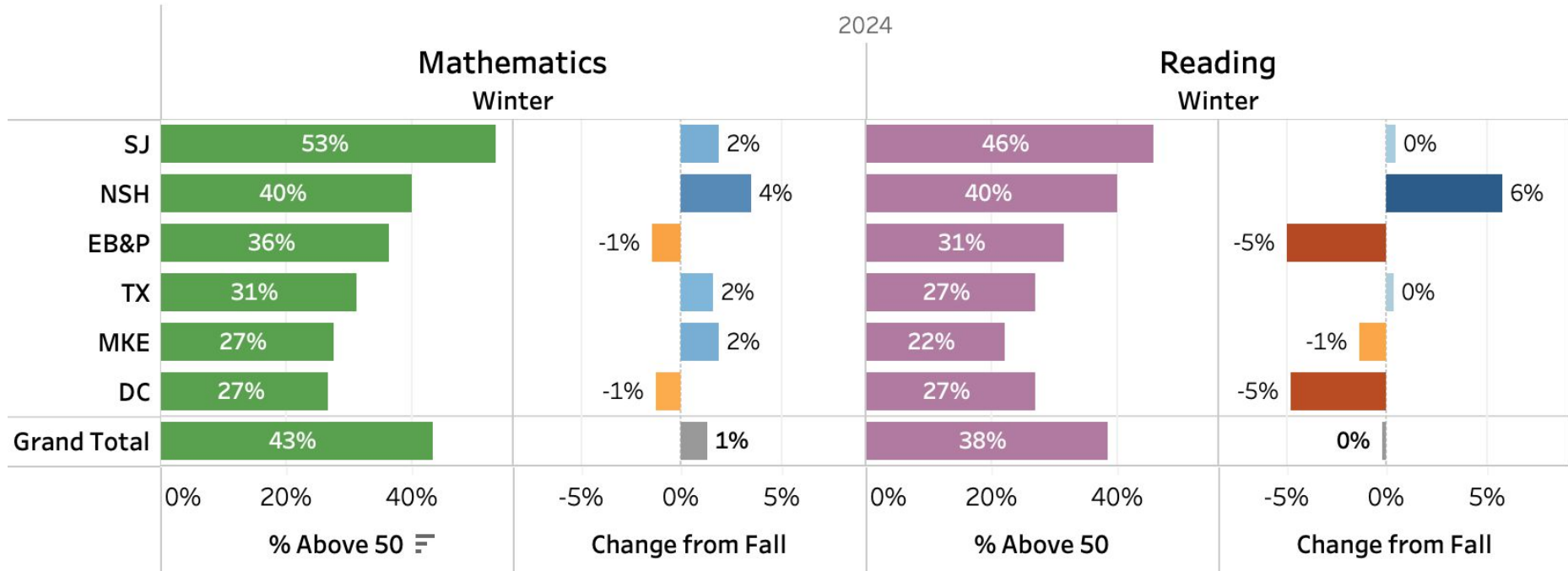
Flag: East Bay, DC Reading

Bright spot: NSH Reading and Math

Continued high percent in bottom decile

NWEA % Bottom Decile

Math Growth Metrics by School

Fall-to-Winter Growth Metrics

2024
Winter
Mathematics

SchoolRegions
- DC
- EBP
- MKE
- NSH
- SJ
- TX

Avg. Growth Years	Met 1 Yrs Growth	% Met Tiered Growth
1.56	72%	61%
1.38	65%	51%
1.37	67%	54%
1.25	59%	43%
1.19	58%	46%
1.16	59%	42%
1.16	59%	43%
1.15	58%	47%
1.12	57%	43%
1.11	55%	43%
1.10	55%	43%
1.05	56%	38%
1.05	53%	41%
1.01	50%	31%
0.98	49%	36%
0.96	45%	30%
0.95	46%	30%
0.93	44%	33%
0.92	47%	31%
0.84	42%	26%
0.77	33%	20%
0.77	33%	24%
0.74	35%	19%

Gold line refers to Network Average

76
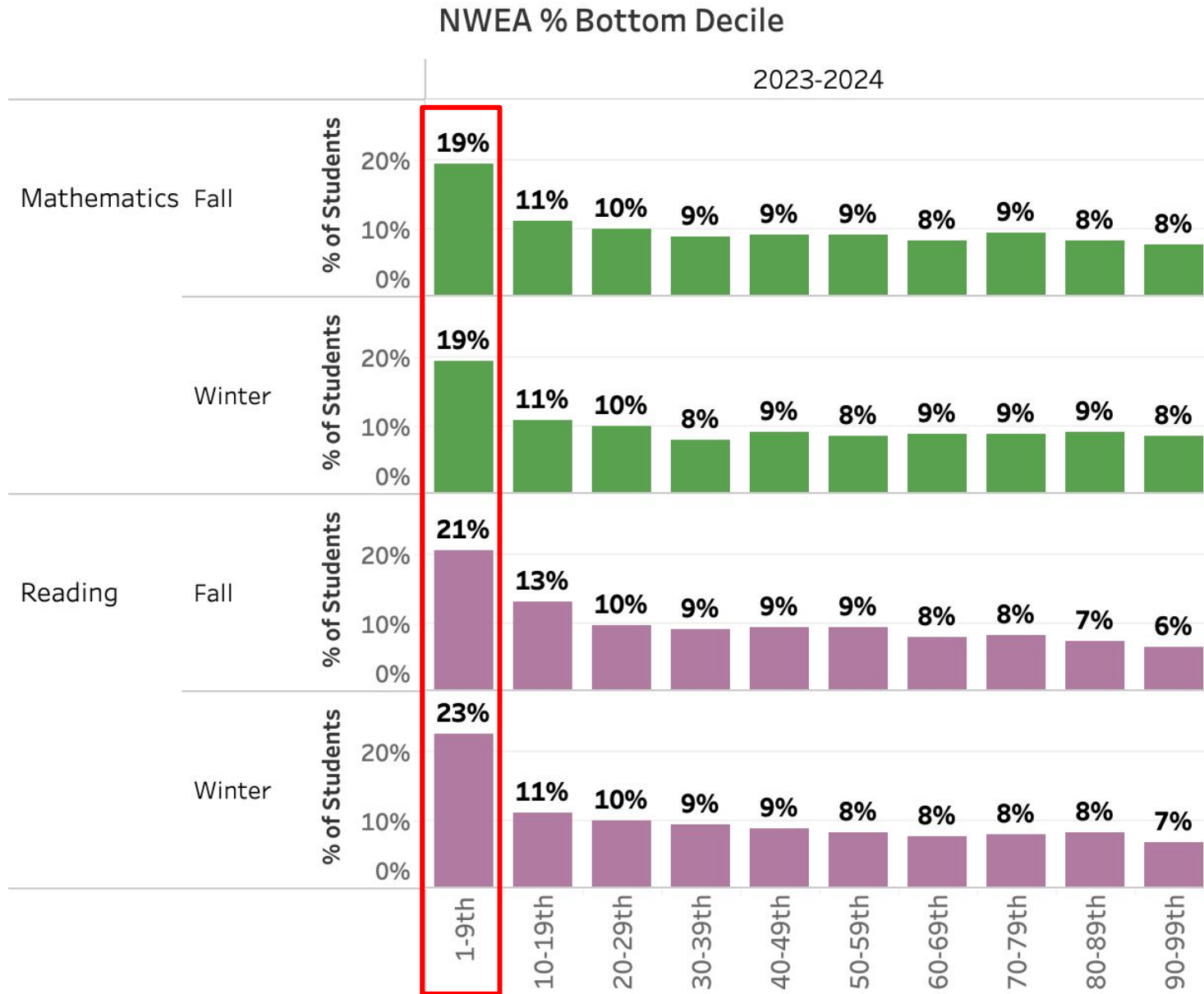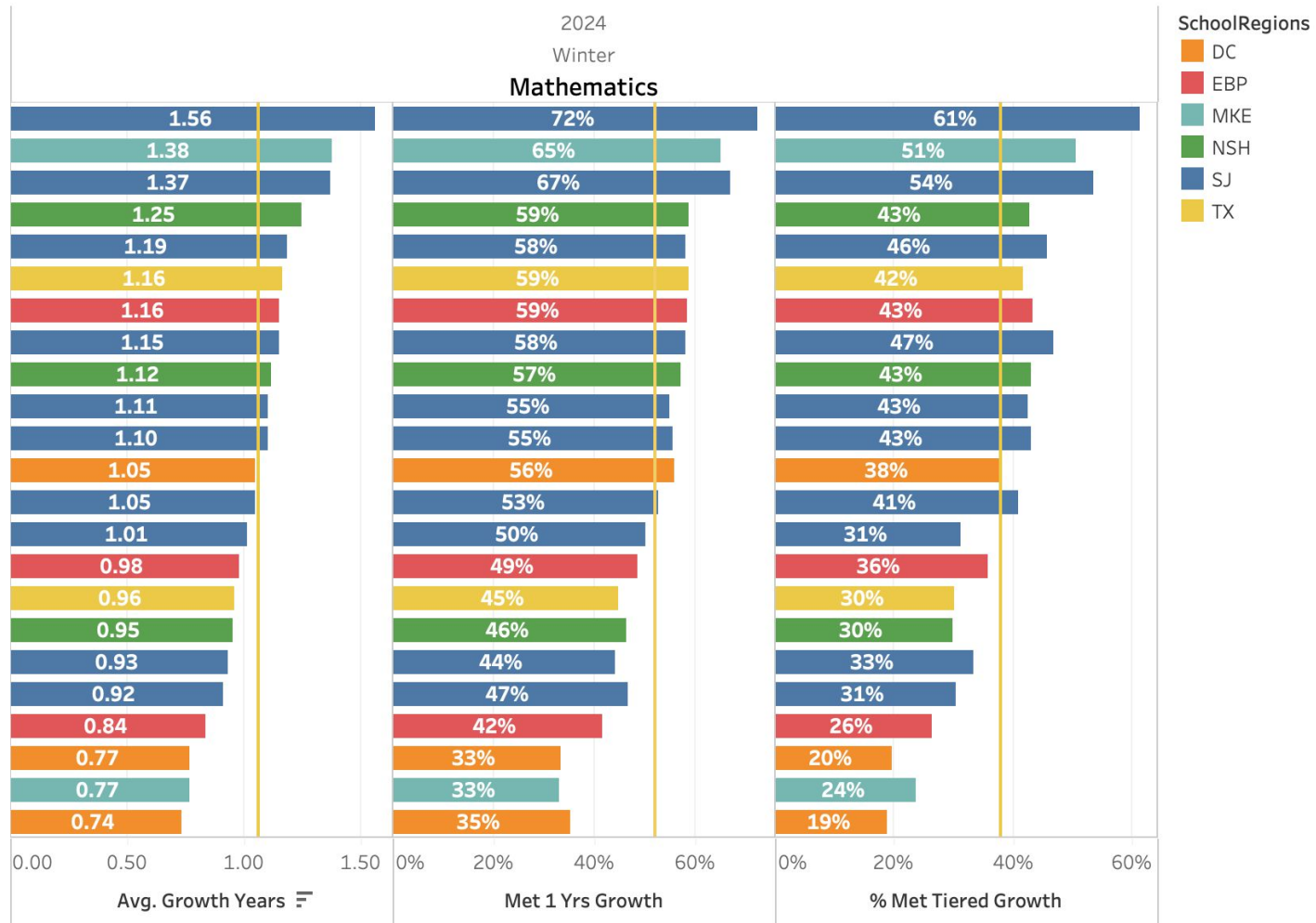
Reading Growth Metrics by School

Fall-to-Winter Growth Metrics

2024

Winter

Reading

SchoolRegions
- DC (orange)
- EBP (red)
- MKE (teal)
- NSH (green)
- SJ (blue)
- TX (yellow)

Avg. Growth Years	Met 1 Yrs Growth	% Met Tiered Growth
1.46	66%	52%
1.38	61%	52%
1.33	62%	51%
1.24	58%	42%
1.22	59%	47%
1.14	55%	39%
1.05	50%	37%
1.04	50%	38%
1.03	48%	33%
1.03	49%	37%
0.95	44%	34%
0.94	46%	30%
0.93	44%	29%
0.92	42%	31%
0.88	39%	29%
0.88	40%	27%
0.87	41%	30%
0.81	34%	24%
0.80	36%	23%
0.77	38%	23%
0.75	35%	19%
0.70	33%	21%
0.62	29%	16%

Gold line refers to Network Average

77
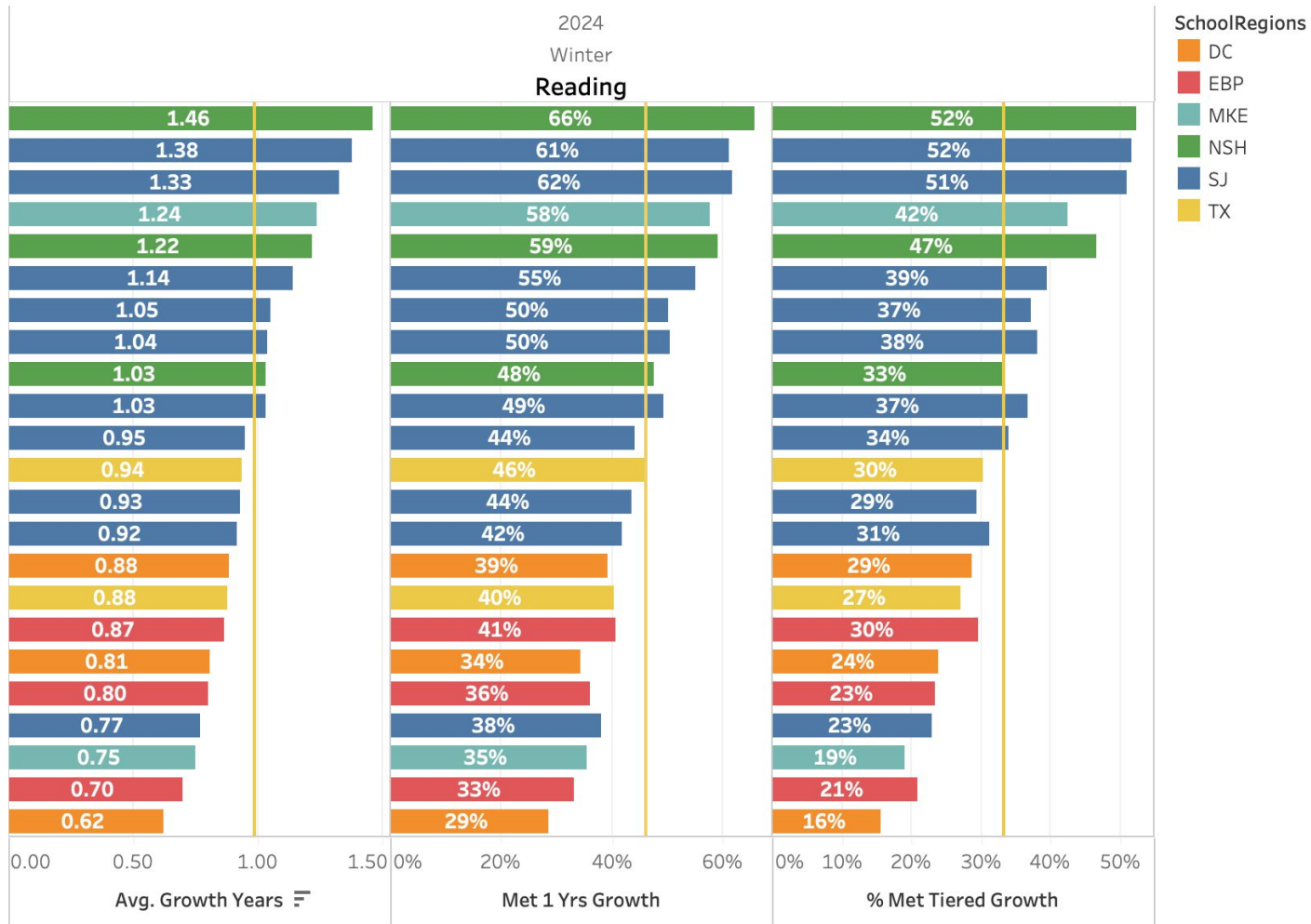
Subgroup: EL (% by proficiency)

NWEA MAP % At/Above 50th by English Language Status

		EL	Never EL	RFEP	Grand Total
Mathematics	SJ	36%	63%	94%	51%
	EB&P	27%	42%	82%	38%
	DC	15%	29%	27%	28%
	MKE	26%	24%		25%
	NSH	32%	37%	80%	36%
	TX	19%	30%		29%
	Total	33%	43%	88%	42%
Reading	SJ	27%	60%	93%	45%
	EB&P	20%	45%	85%	36%
	DC	26%	32%	21%	32%
	MKE	18%	26%		23%
	NSH	27%	37%	76%	34%
	TX	23%	27%		27%
	Total	25%	43%	87%	39%
Grand Total		29%	43%	87%	40%

Subgroup: Race/Ethnicity (% by proficiency)

NWEA MAP % At/Above 50th by Ethnicity

	2023-2024 Mathematics						Grand Total
	SJ	EB&P	DC	MKE	NSH	TX	
Asian	83%	56%					82%
Black	62%	31%	27%	23%	44%	31%	34%
Hispanic	44%	35%		32%	32%		40%
Other/Multiple					65%		65%
White	66%	58%	19%		43%	29%	45%
Grand Total	53%	36%	27%	28%	40%	31%	43%

	2023-2024 Reading						Grand Total
	SJ	EB&P	DC	MKE	NSH	TX	
Asian	73%	46%					72%
Black	58%	30%	27%	21%	46%	28%	34%
Hispanic	37%	30%		24%	31%		34%
Other/Multiple					55%		55%
White	55%	50%	20%		38%	23%	39%
Grand Total	46%	31%	27%	23%	40%	27%	38%

% Economically Disadvantaged and Avg. Growth Years
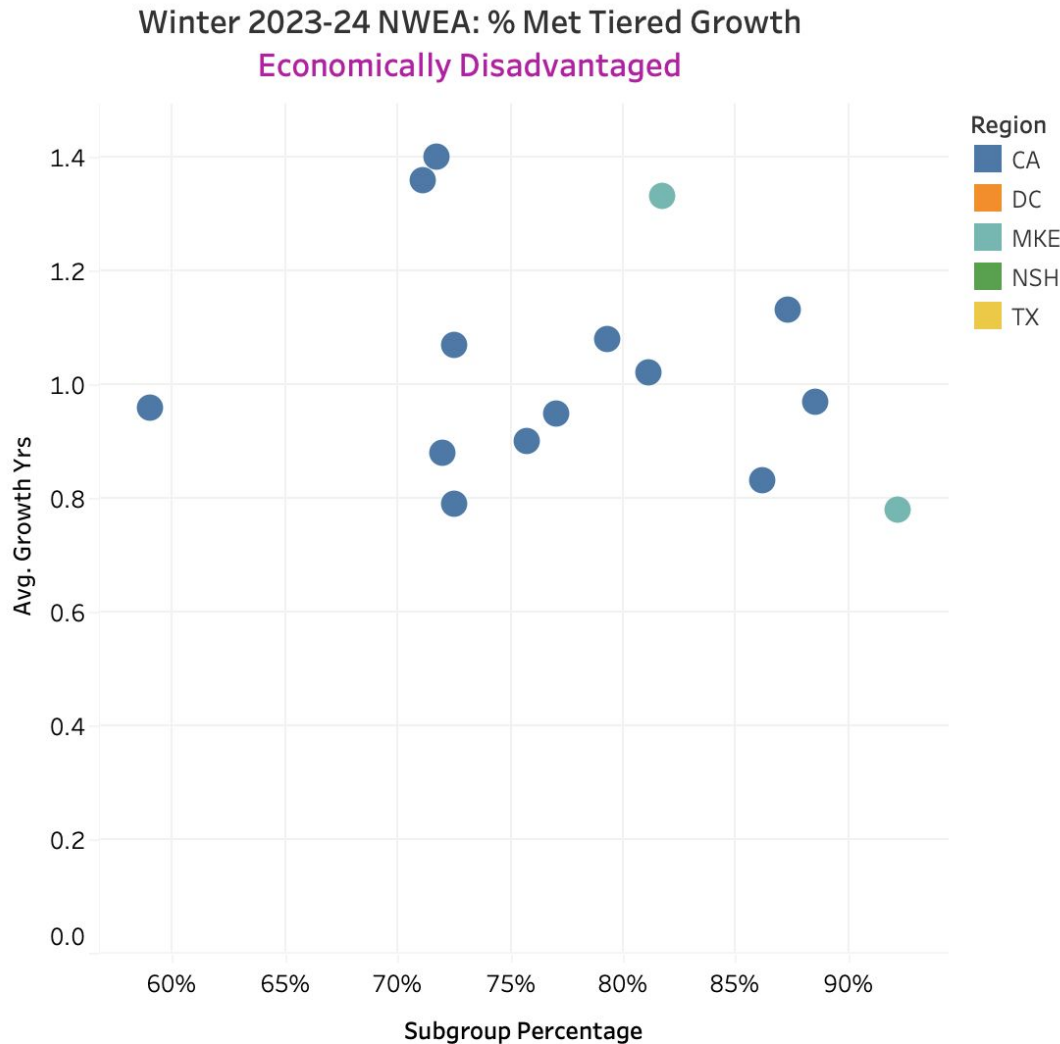
Winter 2023-24 NWEA: % Met Tiered Growth
Economically Disadvantaged

Avg. Growth Yrs (y-axis): 0.0 to 1.4

Subgroup Percentage (x-axis): 60% to 90%

Region:
- CA
- DC
- MKE
- NSH
- TX

- No clear relationship between % of economically disadvantaged students served and growth rates within the network
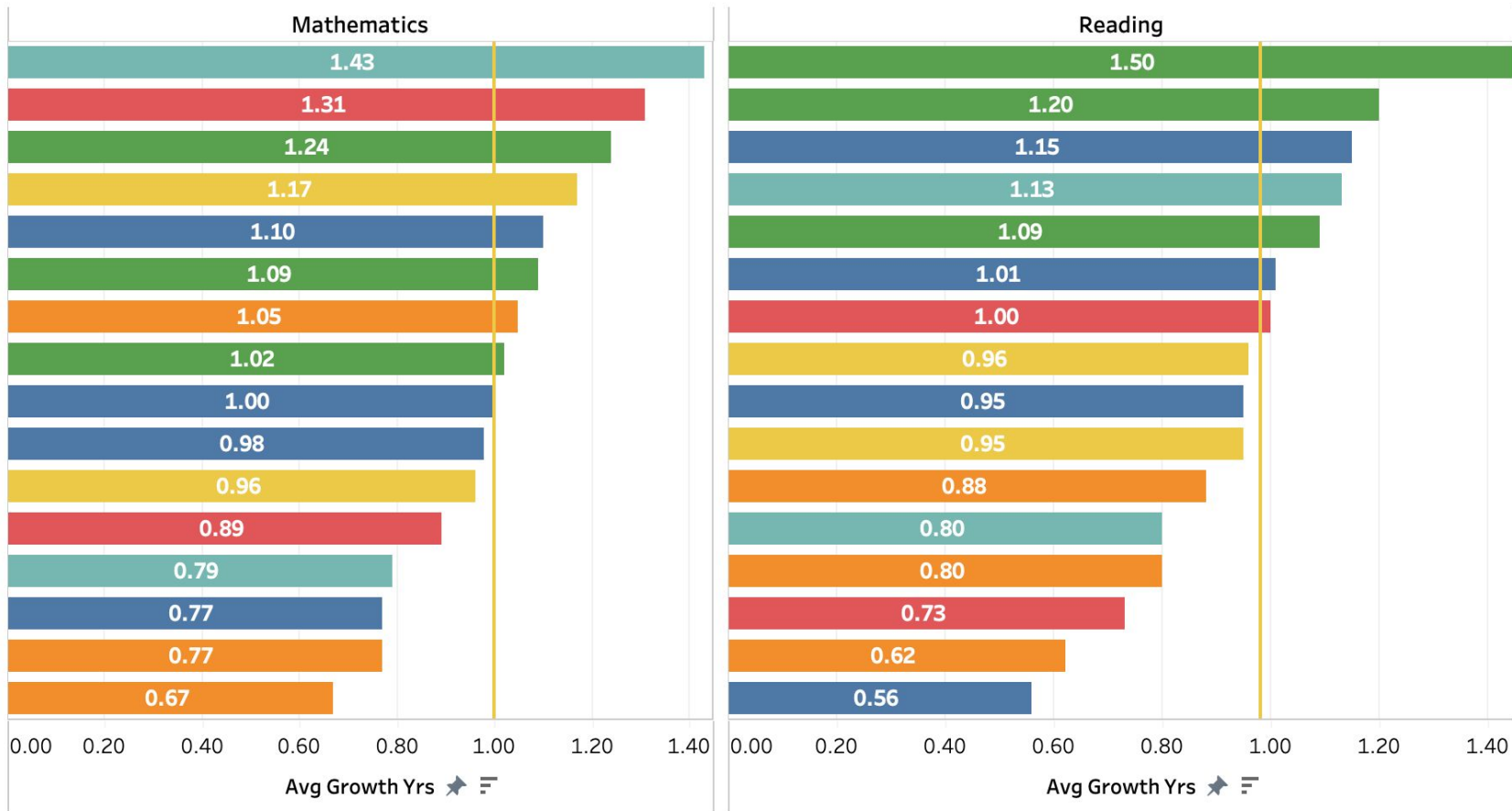
DC, NSH and TX schools aren't shown due to inconsistent or unavailable student-level lunch status designations.

Avg Growth for Black/African-American Subgroup

Winter 2023-24 NWEA MAP Growth Metrics
Black/African-American

Mathematics

Region	Avg Growth Yrs
MKE	1.43
EBP	1.31
NSH	1.24
TX	1.17
SJ	1.10
NSH	1.09
DC	1.05
NSH	1.02
SJ	1.00
SJ	0.98
TX	0.96
EBP	0.89
MKE	0.79
SJ	0.77
DC	0.77
DC	0.67

Reading

Region	Avg Growth Yrs
NSH	1.50
NSH	1.20
SJ	1.15
MKE	1.13
NSH	1.09
SJ	1.01
EBP	1.00
TX	0.96
SJ	0.95
TX	0.95
DC	0.88
MKE	0.80
DC	0.80
EBP	0.73
DC	0.62
SJ	0.56

Region
- DC
- EBP
- MKE
- NSH
- SJ
- TX

School results not reported if <10 students tested
Gold Line = Network Average

81

Avg Growth for Hispanic Subgroup
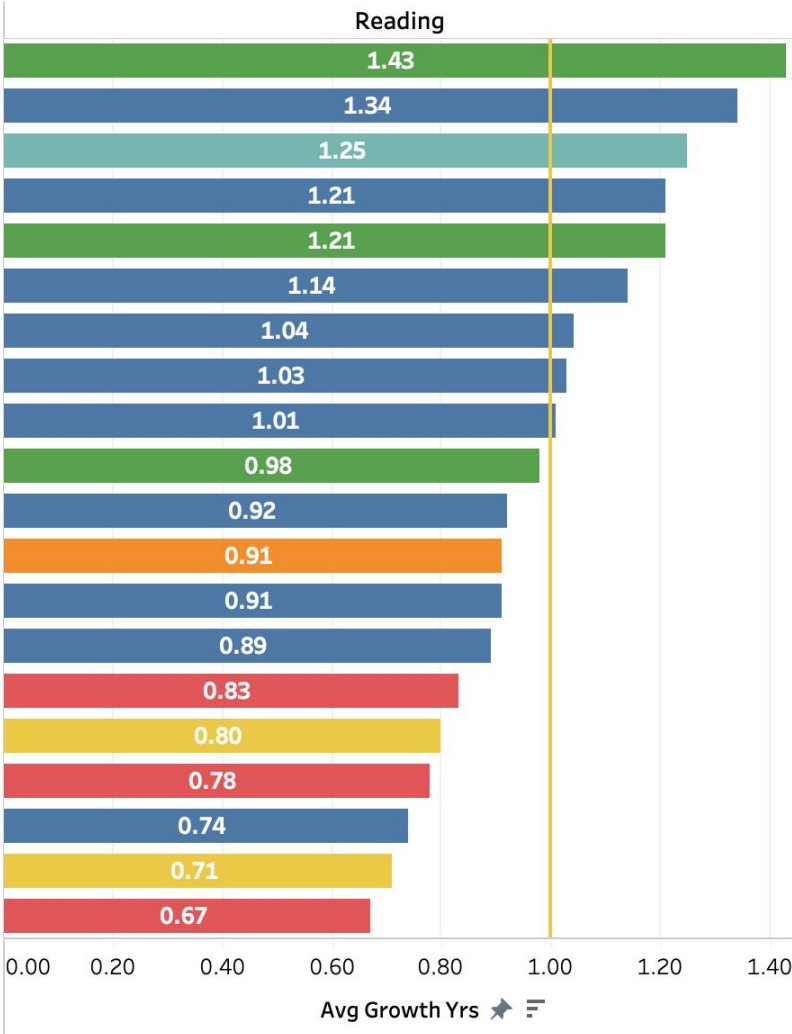

Winter 2023-24 NWEA MAP Growth Metrics
Hispanic

Region
- DC (orange)
- EBP (red)
- MKE (teal)
- NSH (green)
- SJ (blue)
- TX (yellow)

Mathematics

Value	Region
1.50	SJ
1.37	MKE
1.37	SJ
1.19	NSH
1.18	SJ
1.15	EBP
1.14	SJ
1.14	NSH
1.12	DC
1.11	SJ
1.06	SJ
1.05	SJ
1.00	TX
0.98	SJ
0.97	TX
0.94	EBP
0.90	SJ
0.90	SJ
0.88	NSH
0.79	EBP

Reading

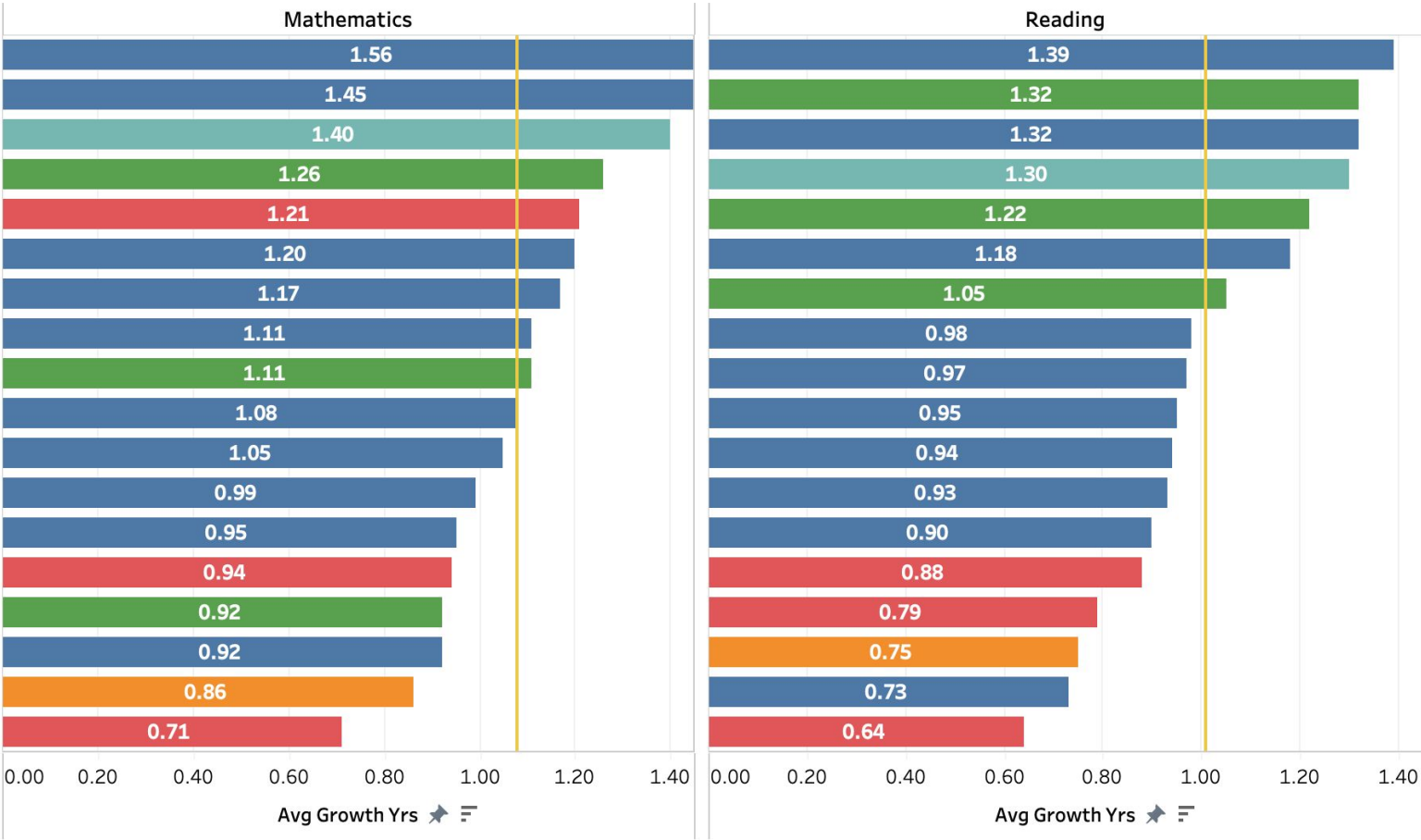| Value	Region
1.43	NSH
1.34	SJ
1.25	MKE
1.21	SJ
1.21	NSH
1.14	SJ
1.04	SJ
1.03	SJ
1.01	SJ
0.98	NSH
0.92	SJ
0.91	DC
0.91	SJ
0.89	SJ
0.83	EBP
0.80	TX
0.78	EBP
0.74	SJ
0.71	TX
0.67	EBP

Avg Growth Yrs

School results not reported if <10 students tested
Gold Line = Network Average

82

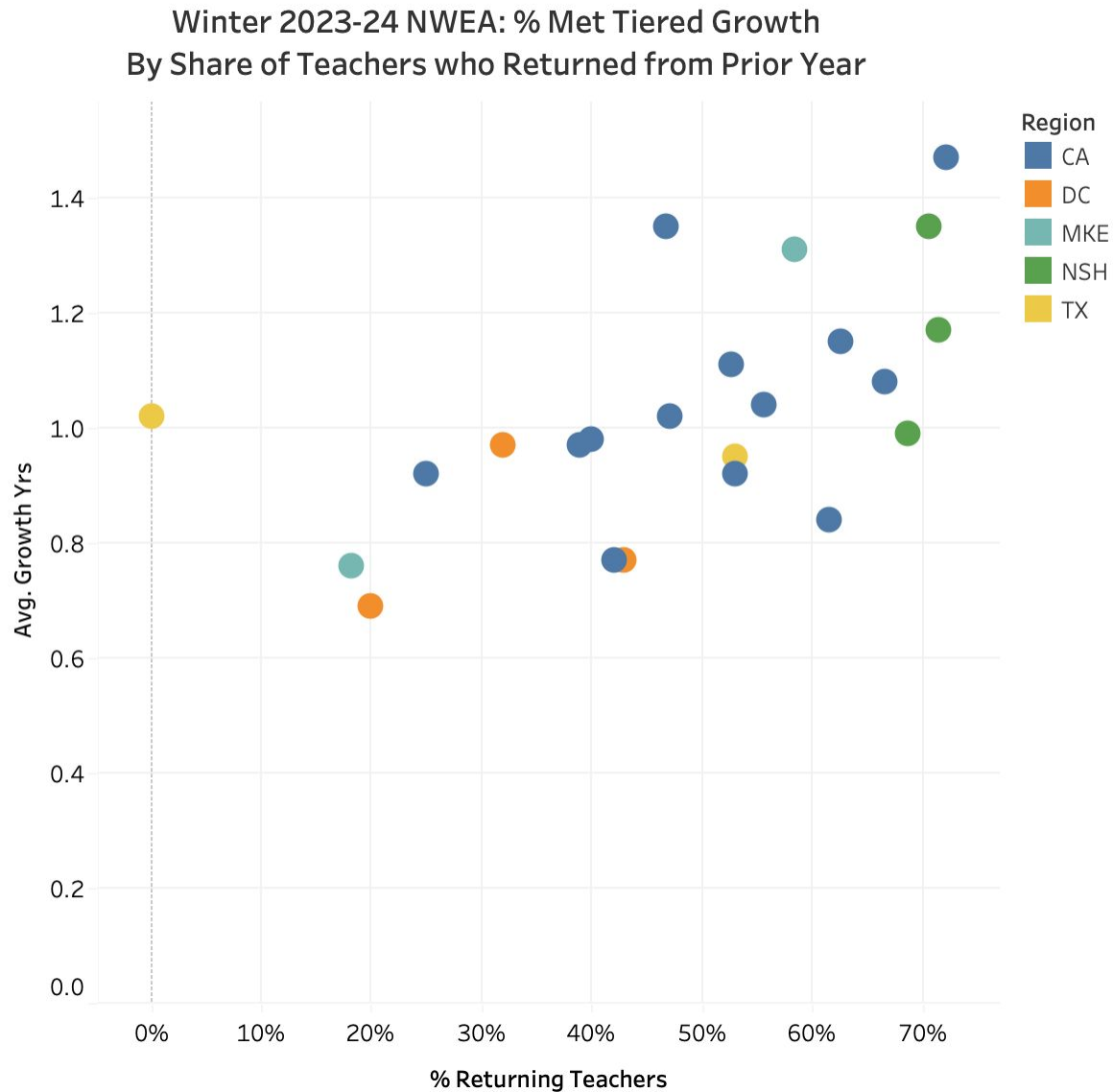# Avg Growth for MLL Subgroup (current EL and reclassified)

Winter 2023-24 NWEA MAP Growth Metrics
**Multi-Language Learner**

Region
- DC (orange)
- EBP (red)
- MKE (teal)
- NSH (green)
- SJ (blue)

Mathematics

Region	Avg Growth Yrs
SJ	1.56
SJ	1.45
MKE	1.40
NSH	1.26
EBP	1.21
SJ	1.20
SJ	1.17
SJ	1.11
NSH	1.11
SJ	1.08
SJ	1.05
SJ	0.99
SJ	0.95
EBP	0.94
NSH	0.92
SJ	0.92
DC	0.86
EBP	0.71

Reading

Region	Avg Growth Yrs
SJ	1.39
NSH	1.32
SJ	1.32
MKE	1.30
NSH	1.22
SJ	1.18
NSH	1.05
SJ	0.98
SJ	0.97
SJ	0.95
SJ	0.94
SJ	0.93
SJ	0.90
EBP	0.88
EBP	0.79
DC	0.75
SJ	0.73
EBP	0.64

School results not reported if <10 students tested
Gold Line = Network Average

83

% Returning Teachers vs Avg. Growth Years [vacancies taken into account]

Winter 2023-24 NWEA: % Met Tiered Growth
By Share of Teachers who Returned from Prior Year

Region: CA, DC, MKE, NSH, TX

Avg. Growth Yrs

% Returning Teachers

% Returning Teachers vs % Met Tiered Growth vacancies taken into account]

Winter 2023-24 NWEA: % Met Tiered Growth
By Share of Teachers who Returned from Prior Year
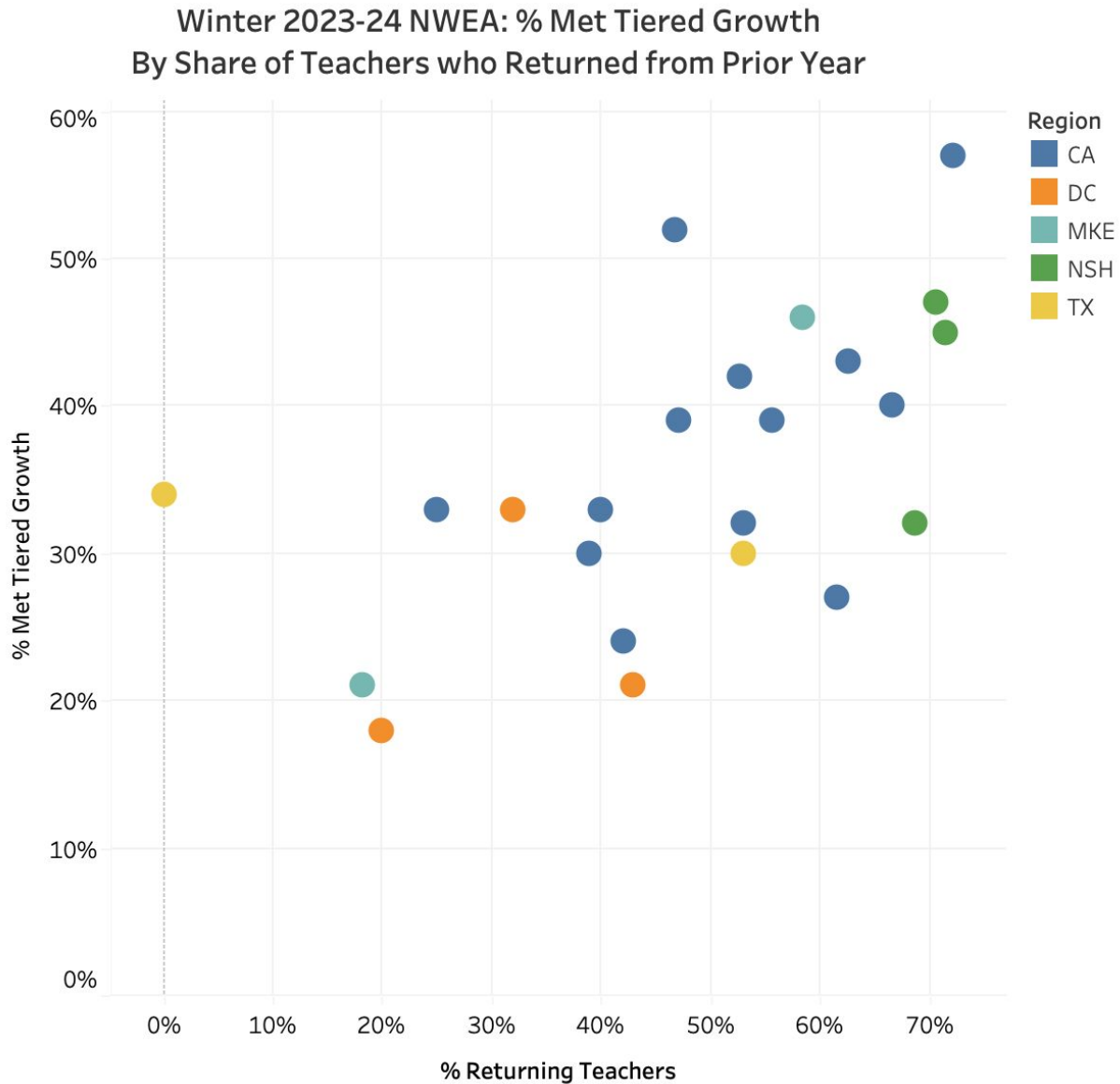
Principal Tenure and Avg. Growth Years

Winter 2023-24 NWEA: Avg. Growth Years
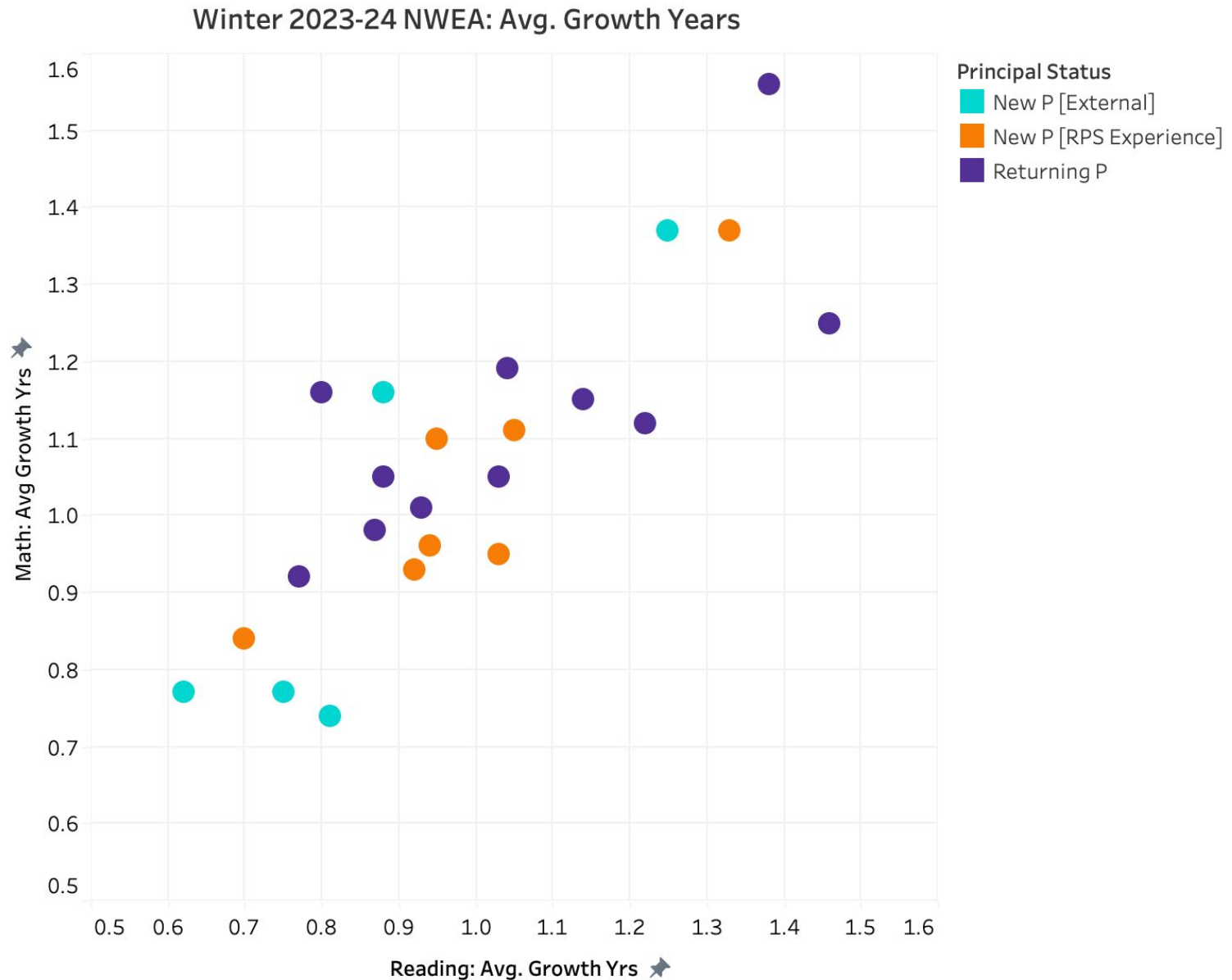
Principal Tenure and % At/Above 50th Percentile

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

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

Mathematics: 50th (y-axis)
Reading: 50th (x-axis)
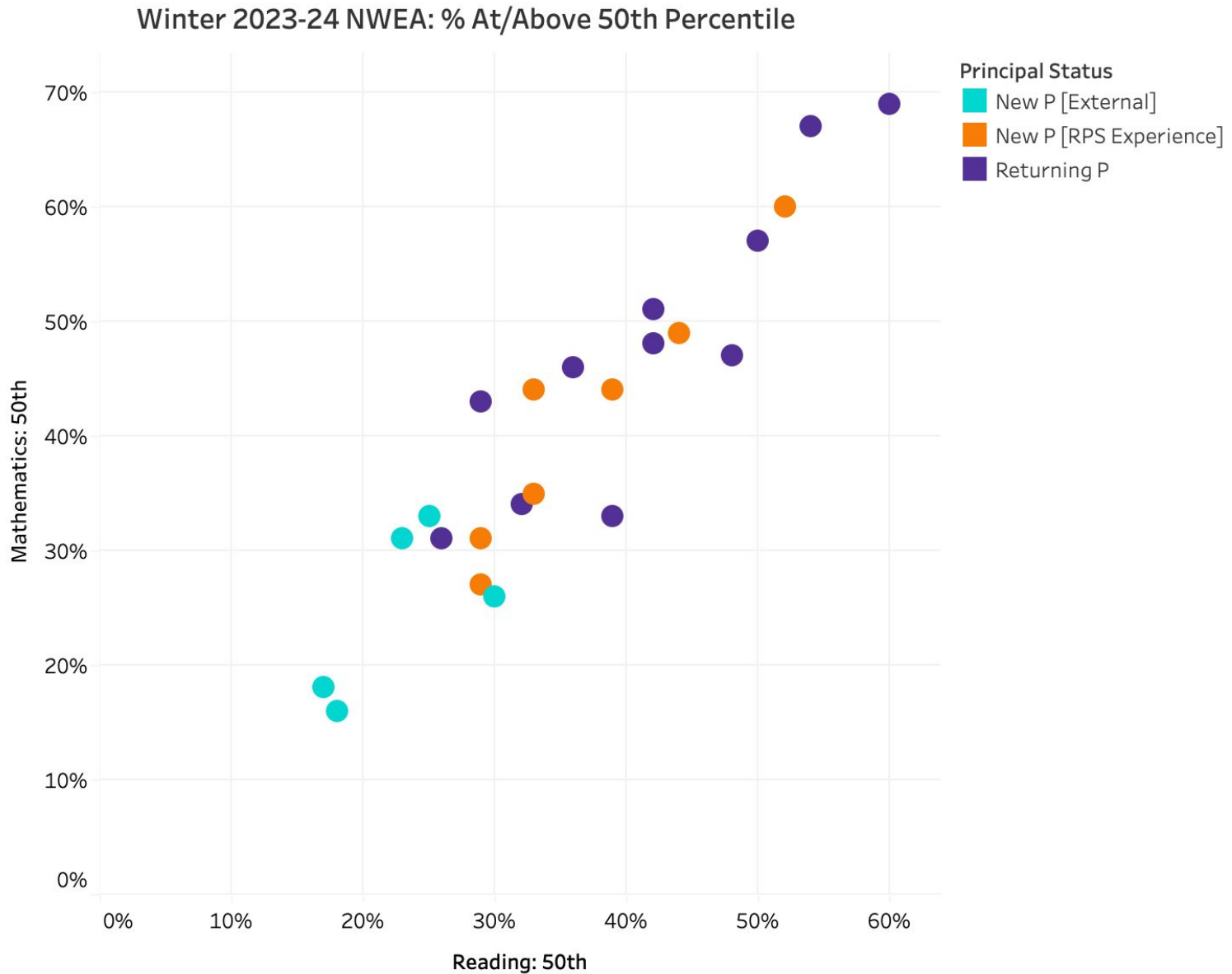
% Returning Teachers vs % Meeting Tiered Growth: Teacher tenure matters

Winter 2023-24 NWEA: % Met Tiered Growth
By Share of Teachers who Returned from Prior Year

23-24 Mid-Year NWEA Data and Response DIBELS Appendix

% At/Above BM increased from 37% to 40% from BOY to MOY DIBELS

MOY DIBELS: %At/Above Benchmark
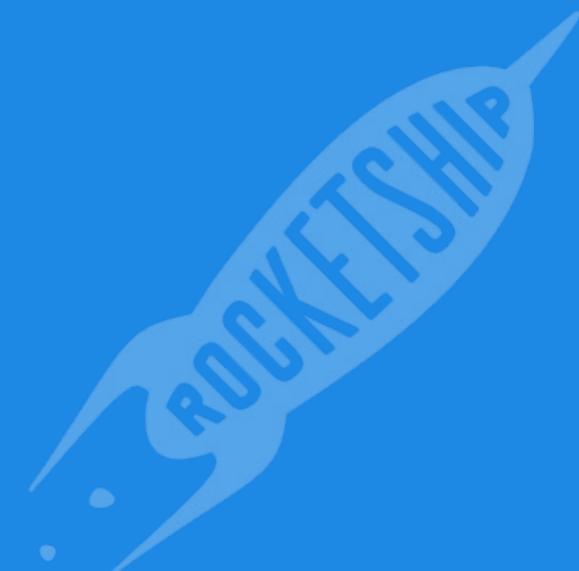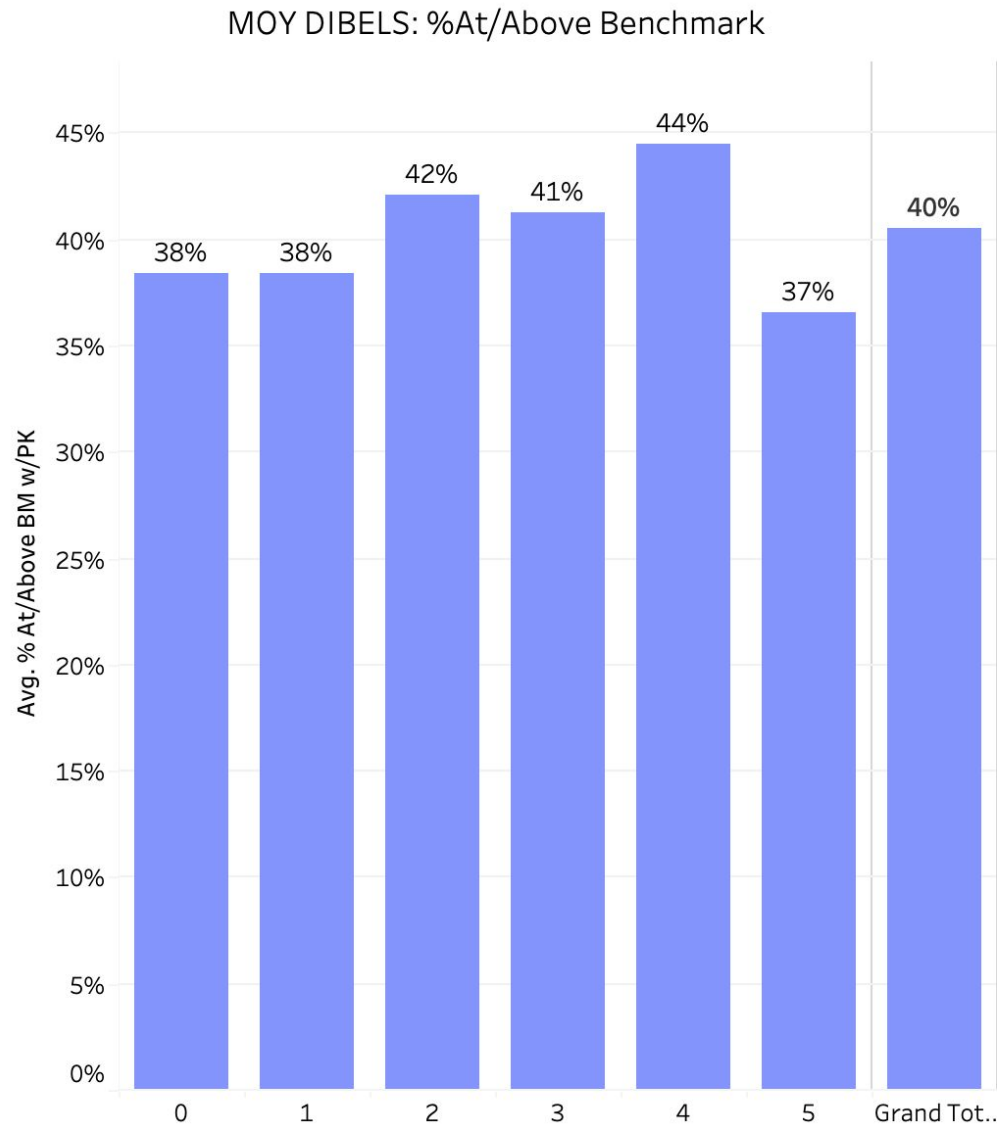
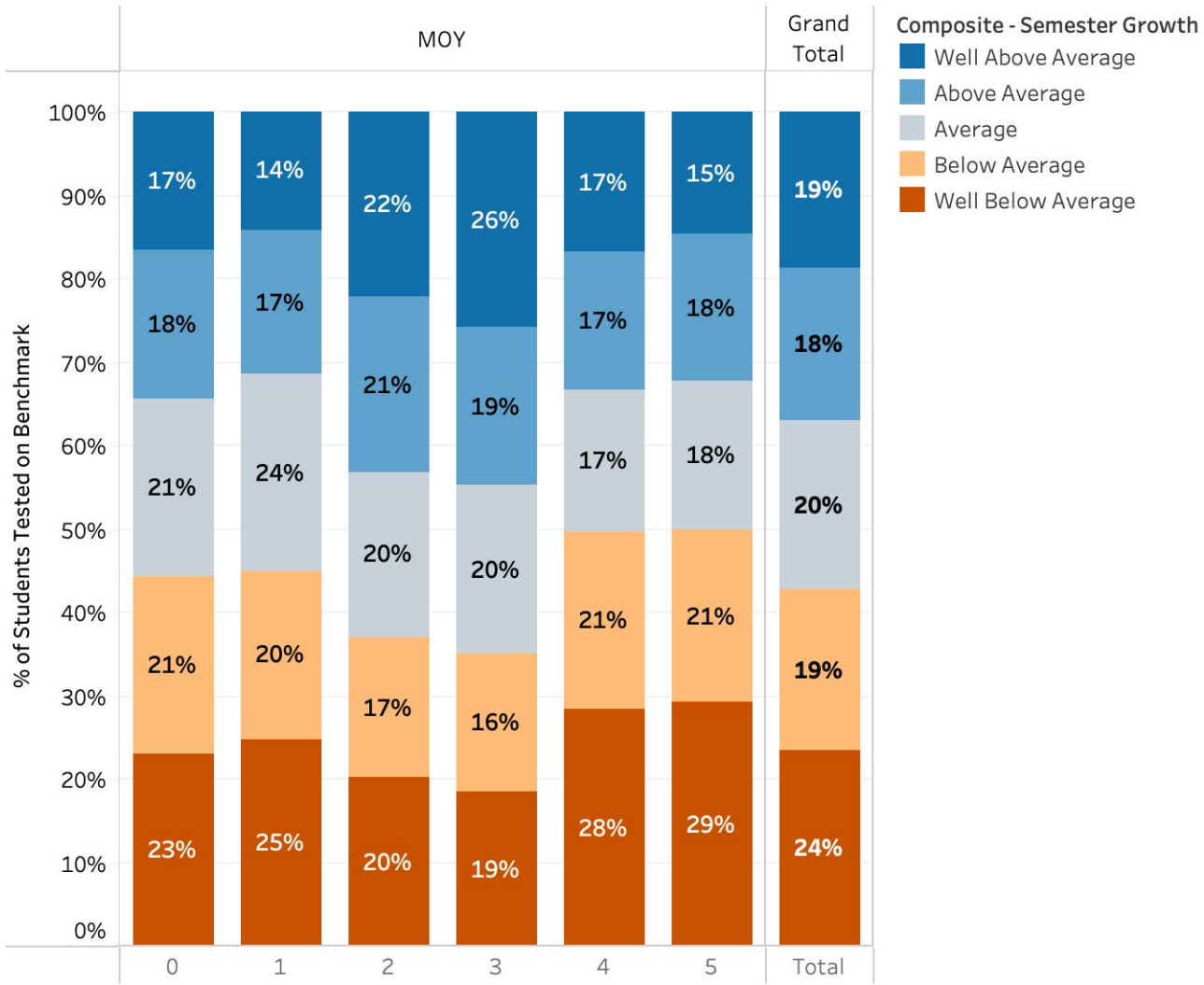# Across the network, students approximately equally distributed among DIBELS growth categories

MOY MClass Composite Semester Growth Category Distribution [K-5]
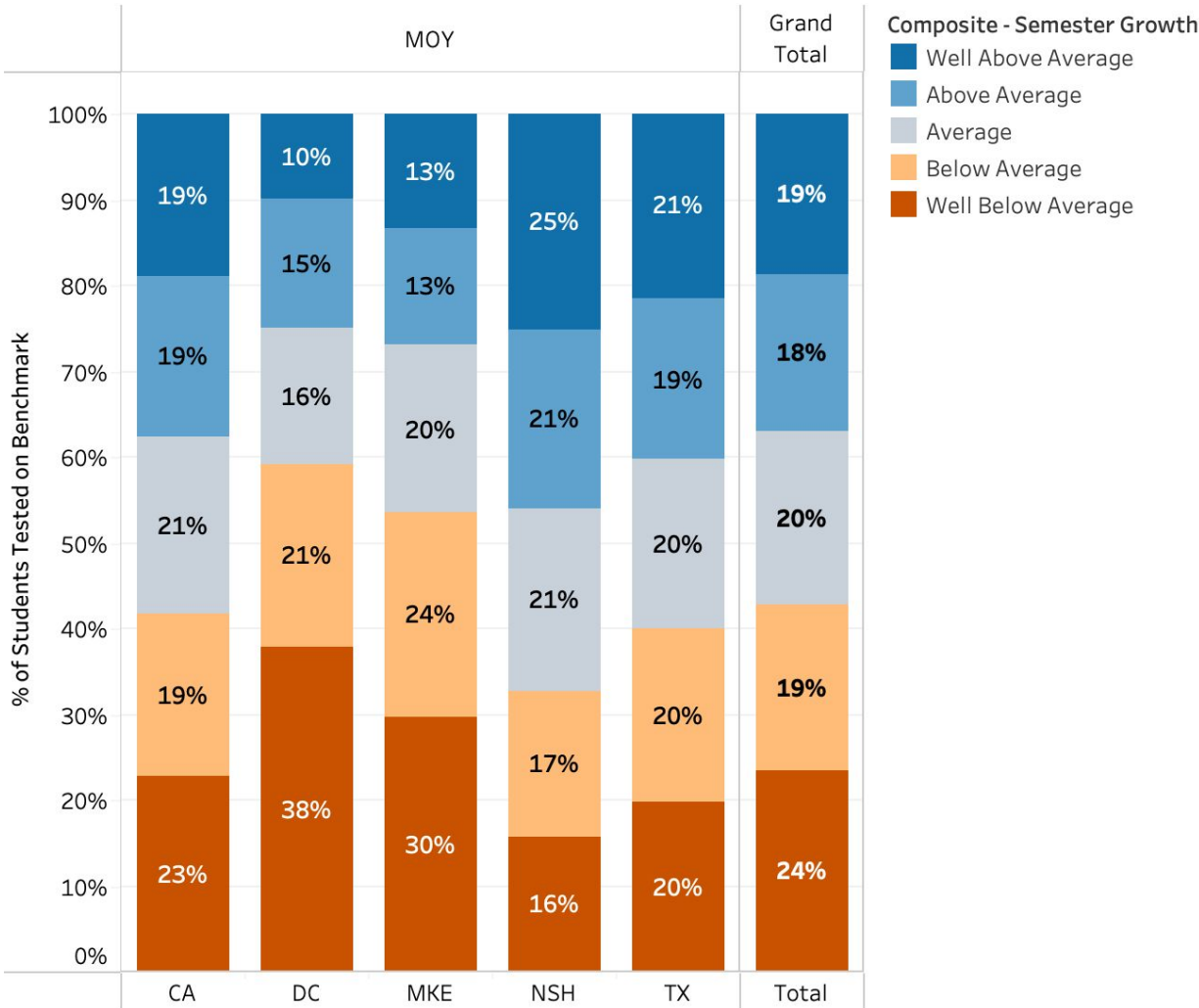
- Unlike absolutes, DIBELS and NWEA growth do no appear to be highly related

- Strongest growth in NSH with 46% of students growing Above or Well Above Average

2nd and 3rd Grades had the largest share of students earning Above or Well Above Average Growth

MOY MClass Composite Semester Growth Category Distribution [K-5]

Composite - Semester Growth
- Well Above Average
- Above Average
- Average
- Below Average
- Well Below Average

	MOY						Grand Total
	0	1	2	3	4	5	Total
Well Above Average	17%	14%	22%	26%	17%	15%	19%
Above Average	18%	17%	21%	19%	17%	18%	18%
Average	21%	24%	20%	20%	17%	18%	20%
Below Average	21%	20%	17%	16%	21%	21%	19%
Well Below Average	23%	25%	20%	19%	28%	29%	24%

% of Students Tested on Benchmark

Large Majority of Students who started year at either Well Below or Above BM maintained same proficiency level at mid-year. More movement within students who started Below or At BM.

DIBELS Benchmark Movement

		MOY			
		Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
BOY	Well Below Benchmark	85%	11%	4%	1%
	Below Benchmark	27%	36%	31%	6%
	At Benchmark	4%	28%	46%	21%
	Above Benchmark	1%	3%	20%	77%

DIBELS Benchmark Movement

			MOY			
			Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
K	BOY	Well Below Benchmark	71%	16%	10%	2%
		Below Benchmark	27%	32%	32%	9%
		At Benchmark	3%	65%	18%	14%
		Above Benchmark	2%	7%	23%	67%
1st	BOY	Well Below Benchmark	89%	10%	2%	
		Below Benchmark	36%	42%	22%	
		At Benchmark	7%	16%	65%	12%
		Above Benchmark	1%	0%	14%	85%
2nd	BOY	Well Below Benchmark	87%	11%	2%	0%
		Below Benchmark	17%	41%	35%	7%
		At Benchmark	2%	11%	58%	28%
		Above Benchmark			22%	78%
3rd	BOY	Well Below Benchmark	88%	9%	3%	0%
		Below Benchmark	23%	31%	38%	9%
		At Benchmark	5%	16%	61%	19%
		Above Benchmark	1%	5%	26%	69%
4th	BOY	Well Below Benchmark	92%	6%	2%	0%
		Below Benchmark	29%	35%	31%	5%
		At Benchmark	4%	11%	49%	36%
		Above Benchmark			11%	89%
5th	BOY	Well Below Benchmark	89%	9%	2%	1%
		Below Benchmark	36%	33%	29%	1%
		At Benchmark	7%	23%	54%	16%
		Above Benchmark	1%	1%	21%	77%

Staff Satisfaction & DEI Survey Update and Next Steps Appendix

eNPS Categories and Scale

Grouping	Behaviour
Detractors (0-6)	These employees have major reservations about their role in the organisation. As a result, they actively divest themselves from their work. This disengagement greatly reduces performance, eats at the morale of others, and often creates an unattractive image of the company to the public. There are often clear, common problems, causing disengagement in teams. A manager's focus areas will identify and promote action towards addressing these issues.
Passives (7-8)	While not actively disengaged, these employees are still held back from applying their full-selves at work. Reviewing the engagement feedback of passives often reveals concerns ("It's a great place to work, but…") and is helpful to demonstrate why even though 7s and 8s are positive scores, improvements can be made. Passive employees are often not subpar performers, yet they are typically cruising. Prolonged neglect of issues can lead to passives becoming detractors, as they fall out of touch with the organisation.
Promoters (9-10)	Promoters are highly engaged with the organisation and their role. They approach work with energy, enthusiasm, and resilience. They take it upon themselves to go beyond expectations and to continuously improve how things are done. Internal ambassadors for the business's goals, they boost morale of those around them, while also spreading a positive message to those outside the business. Peakon data has shown that promoters are 3 times more likely to stay with a business over the next three months than detractors.

Net Promoter - Details by Region and Role Group

Net Promoter Score

School Year	% Promoters	% Promoters (V2)	% Detractors	0-7 Scale NPS	0-10 NPS
2017-18	50.9%	20.1%	30.3%	20.6%	-10.2%
2018-19	48.6%	19.3%	33.8%	14.9%	-14.5%
2019-20	45.4%	17.1%	34.1%	11.3%	-17.0%
2020-21	64.2%	28.7%	19.8%	44.3%	8.8%
2021-22	53.0%	20.1%	27.0%	26.0%	-6.9%
2022-23	58.3%	22.7%	26.6%	31.7%	-3.9%
2023-24	34.6%	34.6%	34.7%	-0.1%	-0.1%

2023-24 Net Promoter Score

Region (group)	% Promoters	% Detractors	Net Promoter Score
CA	33.9%	36.4%	-2.5%
DC	24.4%	52.6%	-28.2%
MKE	45.3%	28.3%	17.0%
NEST	30.4%	29.9%	0.5%
NSH	46.2%	26.9%	19.3%
TX	35.2%	36.6%	-1.4%
Grand Total	34.6%	34.7%	-0.1%

	School Year						
Survey Type	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
NEST	24.5%	16.3%	25.8%	46.6%	42.8%	53.1%	0.5%
School Lead..	23.7%	16.5%	23.2%	51.1%	29.2%	39.8%	-4.7%
School Staff	19.4%	14.3%	6.5%	42.7%	21.7%	25.2%	0.3%
Grand Total	20.6%	14.9%	11.3%	44.3%	26.0%	31.7%	-0.1%

Respondent Information

Race/Ethnicity
RPS Network

0% 6%
24%
29%
0%
2%
19%
13%

Race/Ethnicity
- American Indian, Native American, or Alaska Nati...
- Asian, Native Hawaiian, or Pacific Islander
- Black or African-American
- Hispanic or Latino
- MENASA (Middle Eastern, North African, South A...
- Multiple Selected
- Multiple/Other
- Null
- White

Gender
RPS Network

1%
16%
25%
58%
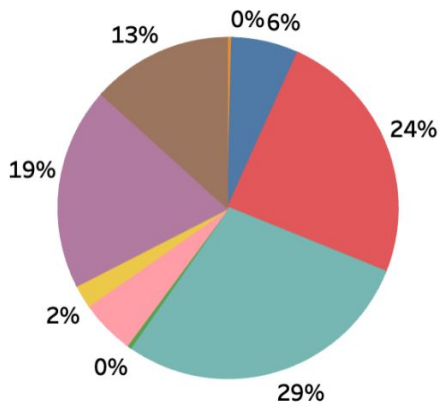
Gender
- Null
- Female
- Male
- Non-binary
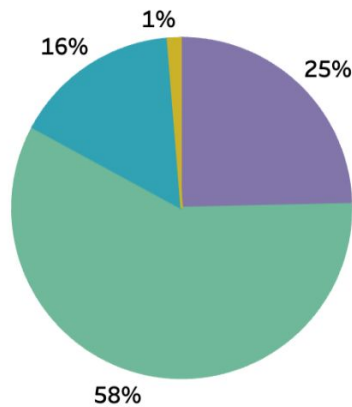
Sexual Orientation
RPS Network

33%
9%
57%

Sexual Orientation
- Null
- LGBTQ+
- Not LGBTQ+

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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
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)